

USAID PHILIPPINES/BASA PILIPINAS PROGRAM

FINAL PROJECT REPORT: ANNEXES

USAID/PHILIPPINES BASA PILIPINAS PROGRAM

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JANUARY 1, 2013 – JULY 31, 2018

Program Title:	USAID/Philippines Basa Pilipinas Program
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ANNEX A.

**INDEX OF PERFORMANCE REPORTS
AND INFORMATION/INTELLECTUAL
MATERIALS PRODUCED UNDER
BASA CONTRACT WITH LINKS TO
USAID'S DEVELOPMENT EXPERIENCE
CLEARINGHOUSE (DEC)**

ANNEX A. INDEX OF PERFORMANCE REPORTS AND INFORMATION/INTELLECTUAL MATERIALS PRODUCED UNDER BASA CONTRACT WITH LINKS TO USAID'S DEVELOPMENT EXPERIENCE CLEARINGHOUSE (DEC) AS OF JULY 18, 2018

#	PUBLICATION DATE	PERIOD	LANGUAGE	DOCUMENT TYPE	DOCUMENT TITLE	DESCRIPTION	URL LINK IN USAID DEC
1	5/1/15	N/A	English	Special Evaluation	USAID/Philippines Basa Pilipinas: Evaluation Report for School Years 2013/14 and 2014/15	Data that are reported in this document were collected in Bohol, Cebu, Ilocos Norte/Sur and La Union—the focal divisions of the Basa intervention in 2014/15. The evaluation study was conducted to measure changes in student achievement between the comparison cohort (SY 13/14) and the Basa intervention cohort (SY 14/15), as well as to assess the growth in student literacy skills from the beginning of the school year to the end of the school year.	https://pdf.usaid.gov/pdf_docs/PA00KWPB.pdf
2	6/28/16	N/A	English	Special Evaluation	USAID/Philippines Basa Pilipinas: Final Outcome Evaluation Report, 2013-2016	The project evaluation is designed to measure changes in Grade 2 student achievement associated with the Basa intervention, focusing on the effects of two years of the intervention, and to measure growth in reading performance from Grade 2 to Grade 3 in Filipino and English. The evaluation study also measures improvement in teachers' instructional practices in reading over the course of the Basa intervention. To explore factors that are associated with better early grade reading performance of Grade 2 students in Filipino and English, this report also includes the results of an additional exploratory Best Practices Study (BPS). This report focuses on a comparison of student achievement in Grade 2 from baseline in school year 2013/14 to endline in school year 2015/16. In addition, we examine reading performance in Grades 2 and 3 in school year 2015/2016.	https://pdf.usaid.gov/pdf_docs/PA00MGD2.pdf
3	6/6/18	N/A	English	Special Evaluation	USAID/Philippines Basa Pilipinas: Early Grade Reading Assessment Final Evaluation Report: 2018	This evaluation study measures changes in Grade 2 student achievement associated with the Basa intervention, changes in Grade 2 and Grade 3 student achievement from SY 2016/17 to SY 2017/18 and differences in reading performance between Grade 2 and Grade learners 3 in Filipino and English.	https://pdf.usaid.gov/pdf_docs/PA00T715.pdf
4	6/2/17	N/A	English	Special Evaluation	USAID/Philippines Basa Pilipinas: Early Grades Reading Assessment Evaluation Report, 2017	This report focuses on a comparison of student achievement in Grade 2 from before the Basa intervention was rolled-out in school year 2013/14 to results after three years of project intervention in school year 2016/17. Additionally, Grade 2 and Grade 3 results from (SY 2015/16) are compared to this year's results (SY 2016/17) to measure changes in student performance from the previous year. Lastly, we examined reading performance in Grades 2 and 3 in school year 2016/2017 in order to compare reading performance of Grade 2 and Grade 3 learners.	https://pdf.usaid.gov/pdf_docs/PA00T713.pdf
5	12/29/17	N/A	English	Other USAID Supported Study/Document	Mother Tongue-based Multilingual Education in the Philippines: A Study of Literacy Trajectories	This study examines the learning trajectories, under the MTBMLE policy, in reading development in MT, second language Filipino, and third language English from Grade 1 to Grade 3. It aims to determine whether the assumption that improved literacy instruction and outcomes in MT in Grade 1 will lead to similar improvements in students L2 and L3 literacy skills by the end of Grade 3 is holding true. This research was conducted at the request of the Philippines	For uploading

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6	1/30/18	N/A	English	Other USAID Supported Study/Document	"Reading is for Girls":A Study of the Role of Gender in Literacy Achievement in Basa Pilipinas	From 2013 to 2016, Basa's interventions have successfully improved literacy performance for Filipino youth in both second and third grade. However, these gains have not been consistent across genders.A clear gender gap in both Filipino and English literacy is evident between girls and boys. Girls have consistently outperformed boys, and the gender gap only widens overtime.At the end of 2016 and early 2017, Basa undertook additional research in order to better understand the nature of existing teacher training in gender and to probe the underlying factors that inform the literacy gender gap in order to make recommendations to improve outcomes. The mixed methods study included 1) conducting a desk review of current literature on gender differences in educational attainment globally and within Southeast Asia, 2) holding a series of focus group	https://pdf.usaid.gov/pdf_docs/PA00T716.pdf
7	1/30/14	Jan–Dec 2013	English	Annual Report	USAID/Philippines Basa Pilipinas: Annual Progress Report (Jan–Dec	This report details the summary of cumulative accomplishments for the year as a whole and reports on progress against planned	https://pdf.usaid.gov/pdf_docs/PA00JXG4.pdf
8	1/30/15	Jan–Dec 2014	English	Annual Report	USAID/Philippines Basa Pilipinas: Annual Progress Report (Jan–Dec	This report details the summary of cumulative accomplishments for the year as a whole and reports on progress against planned	https://pdf.usaid.gov/pdf_docs/PA00KR87.pdf
9	1/30/16	Jan–Dec 2015	English	Annual Report	USAID/Philippines Basa Pilipinas: Annual Progress Report (Jan–Dec	This report details the summary of cumulative accomplishments for the year as a whole and reports on progress against planned	https://pdf.usaid.gov/pdf_docs/PA00KX9F.pdf
10	1/30/17	Jan–Dec 2016	English	Annual Report	USAID/Philippines Basa Pilipinas: Annual Progress Report (Jan–Dec	This report details the summary of cumulative accomplishments for the year as a whole and reports on progress against planned	https://pdf.usaid.gov/pdf_docs/PA00T6M6.pdf
11	1/30/18	Jan–Dec 2017	English	Annual Report	USAID/Philippines Basa Pilipinas: Annual Progress Report (Jan–Dec	This report details the summary of cumulative accomplishments for the year as a whole and reports on progress against planned	https://pdf.usaid.gov/pdf_docs/PA00T6TW.pdf
12	6/30/18	2013–2018	English	Final Contractor Report	USAID/Philippines Basa Pilipinas Final Project Report (Jan 2013–Jul 2018)	This report details project accomplishments against the tasks, target, and deliverables set forth in the contract and in the CMP, highlight major achievements,	For uploading
13	2015	N/A	English	Handbook or Manual (Flipchart)	USAID Basa Pilipinas Learning Action Cell (LAC) Facilitator's Guide	This is a flipchart developed for school heads/leaders, district/division supervisors. It consists of instructions on what to do before, during and after every Learning Action Cell (LAC) Session.The guide includes questions and activities that will help trigger and deepen discussion of issues teachers encounter in their daily instruction.	https://pdf.usaid.gov/pdf_docs/PA00T67F.pdf
14	2015	N/A	English	Handbook or Manual (Training)	USAID Basa Pilipinas Learning Action Cells (LAC) Refresher Training - Courseware Package	This training courseware package was developed as part of Basa Pilipinas' continuing support to school heads/leaders in DepEd Region I and Region VII.This guide consists of activities that aim to help school heads/leaders plan and sustain the existing Basa Literacy Learning Action Cell (Basa LLAC) in their schools.	https://pdf.usaid.gov/pdf_docs/PA00T67K.pdf
15	2015	N/A	English	Handbook or Manual (Training)	USAID Basa Pilipinas Strengthening School-Based Learning Action Cells (LAC) in Literacy Training - Courseware Package	The training courseware package is intended for Basa Pilipinas and DepEd trainers.This guide focuses on the Learning Action Cell as one of the strategies that school heads/leaders employ to provide instructional support to teachers.	https://pdf.usaid.gov/pdf_docs/PA00T67N.pdf
16	2015	N/A	English	Handbook or Manual (Training)	USAID Basa Pilipinas October 2015 Training on Effective Literacy Instruction for Grades 1 and 2 Teachers - Courseware Package	This training courseware package is intended for Basa Pilipinas and DepEd trainers, developed with support from USAID to provide Grades 1 and 2 teachers with a clearer and in-depth understanding of the rationale and content of Basa Learning Resources, as well as the strategies to improve Reading-Writing Instruction in the classroom.	https://pdf.usaid.gov/pdf_docs/PA00T67Q.pdf
17	2015	N/A	English	Handbook or Manual (Training)	USAID Basa Pilipinas Summer 2015 Training on Effective Literacy Instruction for Grades 1 and 2 Teachers - Courseware Package	This training courseware package is intended for Basa Pilipinas and DepEd trainers, developed with support from USAID to provide Grades 1 and 2 teachers with the knowledge on balanced literacy, bridging, and the design and use of Basa Learning Resources e.g., Basa Pilipinas Revised Teacher's Guides, Read Aloud Books, and Leveled Readers.	https://pdf.usaid.gov/pdf_docs/PA00T67T.pdf

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18	2015	N/A	English	Handbook or Manual (Training)	USAID Basa Pilipinas Training on Effective Literacy Instruction for Grade 3 Teachers - Courseware Package	This training courseware package is intended for Basa Pilipinas and DepEd trainers, developed with support from USAID to provide Grade 3 teachers with the knowledge on bridging, classroom management, and the design and use of Basa Learning Resources e.g., Basa Pilipinas Grade 3 Revised Teacher's Guides, Listening Stories, and Leveled Readers.	https://pdf.usaid.gov/pdf_docs/PA00T67M.pdf
19	2016	N/A	English	Handbook or Manual (Training)	USAID Basa Pilipinas Training on Reinforcing Effective Literacy Instruction in Grade 1 Classrooms - Courseware Package	This training courseware package is intended for Basa Pilipinas and DepEd trainers, developed with support from USAID to provide Grade 1 teachers with a review of concepts and knowledge on effective literacy instruction, including the balanced literacy approach, gradual release of responsibility, and the 14 domains of literacy, and the design and use of Basa Learning Resources.	https://pdf.usaid.gov/pdf_docs/PA00T6HK.pdf
20	2016	N/A	English	Handbook or Manual (Training)	USAID Basa Pilipinas Training on Reinforcing Effective Literacy Instruction in Grade 2 Classrooms - Courseware Package	This training courseware package is intended for Basa Pilipinas and DepEd trainers, developed with support from USAID to provide Grade 2 teachers with a review of concepts and knowledge on effective literacy instruction, including the balanced literacy approach, gradual release of responsibility, and the 14 domains of literacy, and the design and use of Basa Learning Resources.	https://pdf.usaid.gov/pdf_docs/PA00T6HP.pdf
21	2016	N/A	English	Handbook or Manual (Training)	USAID Basa Pilipinas Training on Reinforcing Effective Literacy Instruction in Grade 3 Classrooms - Courseware Package	This training courseware package is intended for Basa Pilipinas and DepEd trainers, developed with support from USAID to provide Grade 3 teachers with a review of concepts and knowledge on effective literacy instruction, including the balanced literacy approach, gradual release of responsibility, and the 14 domains of literacy, and the design and use of Basa Learning Resources.	https://pdf.usaid.gov/pdf_docs/PA00T6HQ.pdf
22	2017	N/A	English	Handbook or Manual (Training)	USAID Basa Pilipinas Enabling Effective Literacy Instruction: Training for School Heads Part 1 Courseware Package	This training courseware package consists of session guides, presentation slides, handouts and activity sheets. It is intended for Basa Pilipinas and DepEd Trainers, developed with support from USAID to provide school heads with an overview on Basa Pilipinas inputs and K-3 key messages and connecting these with their role as school leaders. It provides information on how to assess their current LAC practices and refine their school LAC and CPD plans based on assessment data.	https://pdf.usaid.gov/pdf_docs/PA00T6HH.pdf
23	2017	N/A	English	Handbook or Manual (Training)	USAID Basa Pilipinas Enabling Effective Literacy Instruction: Training for School Heads Part 2 Courseware Package	This training courseware package consists of session guides, presentation slides, handouts and activity sheets. It is intended for Basa Pilipinas and DepEd Trainers, developed with support from USAID to aid school heads in further understanding their role as instructional supervisors. It equips participants with knowledge and skills on how to observe, supervise and support KG and Grades 1-3 teachers using the KG observation tool, SCOPE-L tool and instructional conversations.	https://pdf.usaid.gov/pdf_docs/PA00T6HJ.pdf
24	2017	N/A	English	Handbook or Manual (Training)	USAID Basa Pilipinas Understanding Kindergarten Teaching and Learning (UKTL) - Courseware Package	This Basa Pilipinas training package focuses on the foundation and principles of Kindergarten teaching and learning, implementation of effective teaching strategies in Kindergarten and the use of Basa- and DepEd-developed materials for Kindergarten. Includes the following topics: Who is the Kindergarten Child?; The National Kindergarten Framework and Materials; Literacy Learning in Kindergarten (Emergent Literacy and Using Literature in Kindergarten); Learning Through the Blocks of Time (Whole Group Time: Learning as a Community and Concept Development and Skills Building in Small Groups); Learning Through Games and Movement; and, Helping Children Make Transitions. Also includes a separate module for school heads with a detailed description of the different Kindergarten blocks of time	https://pdf.usaid.gov/pdf_docs/PA00T6HT.pdf

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25	2017	N/A	English	Handbook or Manual (Training)	USAID Basa Pilipinas Strengthening Kindergarten Teaching and Learning (SKTL) - Courseware Package	This Basa Pilipinas training package is an enhancement of learning gained during the first cycle of training entitled Understanding Kindergarten Teaching and Learning (UKTL) through the development and application of teaching and processing strategies to optimize learning in Kindergarten. Includes the following topics: Revisiting Principles of Kindergarten teaching and Learning; Responding with Positive Discipline; Classroom Management; Emergent Literacy; Developing Comprehension through Story Time; Differentiation during Work Period; and, Assessment in Kindergarten	https://pdf.usaid.gov/pdf_docs/PA00T6HM.pdf
26	2017	N/A	English	Handbook or Manual (Training)	USAID Basa Pilipinas Reading Remediation Support Pilot Toolkit	These Basa Pilipinas toolkits are materials intended for the use of Grades 1 and 2 teachers, developed with the support from USAID. These toolkits provides teachers with informal assessment tools, instructional materials, progress monitoring tools for remedial reading instruction, based on a proposed remedial reading framework. These toolkits are in two languages: Ilokano and Sinugbuanong Binisaya.	Ilokano: https://pdf.usaid.gov/pdf_docs/PA00T67V.pdf Sinugbuanong Binisaya: https://pdf.usaid.gov/pdf_docs/PA00T67X.pdf
27	2017	N/A	English	Handbook or Manual (Training)	USAID Basa Pilipinas Reading Remediation Support Pilot: Supporting Teachers in Assisting Readers Training (S.T.A.R.T) - Courseware Package	This Basa Pilipinas Trainer's Guide is a manual intended for the use of Basa Pilipinas trainers, developed with the support from USAID. This guide provides teachers with knowledge on conducting remedial reading instruction (i.e. screening and placement, assessment, teaching procedures, and progress monitoring and reporting) based on a proposed remedial reading framework.	https://pdf.usaid.gov/pdf_docs/PA00T6HR.pdf
28	2017	N/A	English	Handbook or Manual (Training)	USAID Basa Pilipinas Reading Remediation Support Pilot: Supporting Teachers in Levelling up Assistance to Readers (STELLAR) Training - Courseware Package	This Basa Pilipinas Trainer's Guide is a manual intended for the use of Basa Pilipinas trainers, developed with the support from USAID. This guide builds on the concepts and skills taught in the first Basa Pilipinas training on remedial reading instruction. This guide contains additional inputs on assessment, teaching procedures, and progress monitoring and monitoring.	https://pdf.usaid.gov/pdf_docs/PA00T6HS.pdf
29	2014	N/A	English	Video (Training)	USAID Basa Literacy Learning Action Cells	This video aims to provide school heads/leaders/teachers with knowledge on the design and the frequency of implementation of Basa Literacy Learning Action Cell (Basa LLAC).	Copy of video mailed to DEC
30	2014	N/A	English	Video (Training)	USAID Basa Pilipinas Training Video: Leveled Reader	This video aims to provide school heads/leaders/teachers with knowledge on the design and the use Basa Learning Resources. This particular video focuses on the Leveled Reader. Leveled Readers are books that pupils read. They are used to build vocabulary, develop decoding strategies and word recognition skills, learn the structure of narrative or expository texts, develop fluency, and foster love of reading.	Copy of video mailed to DEC
31	2015	N/A	English	Video (Training)	USAID Basa Pilipinas Training Video: Listening Stories	The Basa Pilipinas Training Videos are developed to provide school heads/leaders with knowledge on the design and the use Basa Learning Resources. This particular video focuses on the Listening Stories its rationale, and the instructional strategies employed when using the text. Listening Stories are planned oral reading that serves as an introduction/first chapter of the Leveled Readers.	Copy of video mailed to DEC
32	2015	N/A	English	Video (Training)	USAID Basa Pilipinas Training Video: Reading-Writing Connection	The Basa Pilipinas Training Videos, developed with support from USAID, aims to provide Grades 1 and 2 teachers with knowledge on the design and the use of Basa Learning Resources. This particular video focuses on how Authentic Writing improves reading and vice versa.	Copy of video mailed to DEC
33	2017	N/A	English	Video (Training)	USAID Basa Pilipinas Training Video: Supporting Teachers in Assisting Readers Training (S.T.A.R.T) Phonological Awareness	This video was developed to provide Grades 1 and 2 teachers who are implementing the Reading Remediation Support Pilot (RRSP) with knowledge of conducting remedial reading. This video focuses on developing phonological awareness.	Copy of video mailed to DEC

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34	2017	N/A	English	Video (Training)	USAID Basa Pilipinas Training Video: Developing Oral Reading Fluency	This video was developed to provide Grades 1 and 2 teachers who are implementing the Reading Remediation Support Pilot (RRSP) with the knowledge of conducting remedial reading. This video focuses on developing fluency through the use of leveled readers.	Copy of video mailed to DEC
35	2017	N/A	English	Video (Training)	USAID Basa Pilipinas Training Video: Developing Fluency (Automaticity)	This video was developed to provide Grades 1 and 2 teachers who are implementing the Reading Remediation Support Pilot (RRSP) with knowledge of conducting remedial reading. This video focuses on developing automaticity.	Copy of video mailed to DEC
36	2017	N/A	English	Video (Training)	USAID Basa Pilipinas Training Video: Developing Word Recognition	This video was developed to provide Grades 1 and 3 teachers who are implementing the Reading Remediation Support Pilot (RRSP) with knowledge on conducting remedial reading. This video focuses on developing word recognition.	Copy of video mailed to DEC
37	2016	Quarter 1	Ilokano	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Teacher's Guide Grade 1 Mother Tongue (Ilokano) Quarter 1 (Unit 1)	This is an instructional tool intended for the use of Grade 1 teachers. Its purpose is to help teachers develop Grade 1 pupils' Oral Language, Phonological Awareness, Alphabet Knowledge, Phonics and Word Recognition, Grammar Awareness, Vocabulary Development, Listening Comprehension, Attitude Towards Reading, and Study Skills in Mother Tongue (Ilokano).	https://pdf.usaid.gov/pdf_docs/PA00T62B.pdf
38	2016	Quarter 1	Sinuguanong Binisaya	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Teacher's Guide Grade 1 Mother Tongue (Sinuguanong Binisaya) Quarter 1 (Unit 1)	This is an instructional tool intended for the use of Grade 1 teachers. Its purpose is to help teachers develop Grade 1 pupils' Oral Language, Phonological Awareness, Alphabet Knowledge, Phonics and Word Recognition, Grammar Awareness, Vocabulary Development, Listening Comprehension, Attitude Towards Reading, and Study Skills in Mother Tongue (Sinuguanong Binisaya).	https://pdf.usaid.gov/pdf_docs/PA00T62H.pdf
39	2016	Quarter 1	English	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Teacher's Guide Grade 2 English Quarter 1 (Unit 1)	This is an instructional tool intended for the use of Grade 2 teachers. Its purpose is to help teachers develop Grade 2 pupils' Oral Language, Phonological Awareness, Book Print Knowledge, Fluency, Writing and Composition, Grammar Awareness, Vocabulary Development, Listening Comprehension, Reading Comprehension, and Study Skills in English.	https://pdf.usaid.gov/pdf_docs/PA00T65D.pdf
40	2016	Quarter 1	Filipino	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Gabay sa Pagtuturo ng Filipino Ikalawang Baitang Yunit 1	This is an instructional tool intended for the use of Grade 2 teachers. Its purpose is to help teachers develop Grade 2 pupils' Oral Language, Phonological Awareness, Book Print Knowledge, Phonics and Word Recognition, Writing and Composition, Grammar Awareness, Vocabulary Development, Study Skills, Listening Comprehension, and Reading Comprehension in Filipino. This material should be used together with the Leveled Reader.	https://pdf.usaid.gov/pdf_docs/PA00T65I.pdf
41	2016	Quarter 1	Ilokano	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Teacher's Guide Grade 2 Mother Tongue (Ilokano) Quarter 1 (Unit 1)	This is an instructional tool intended for the use of Grade 2 teachers. Its purpose is to help teachers develop Grade 2 pupils' Oral Language, Phonological Awareness, Phonics and Word Recognition, Fluency, Composing, Grammar Awareness, Vocabulary Development, Listening Comprehension, Reading Comprehension, Attitude Towards Reading, and Study Skills in Mother Tongue (Ilokano).	https://pdf.usaid.gov/pdf_docs/PA00T62G.pdf
42	2016	Quarter 1	Sinuguanong Binisaya	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Teacher's Guide Grade 2 Mother Tongue (Sinuguanong Binisaya) Quarter 1 (Unit 1)	This is an instructional tool intended for the use of Grade 2 teachers. Its purpose is to help teachers develop Grade 2 pupils' Oral Language, Phonological Awareness, Phonics and Word Recognition, Fluency, Composing, Grammar Awareness, Vocabulary Development, Listening Comprehension, Reading Comprehension, Attitude Towards Reading, and Study Skills in Mother Tongue (Sinuguanong Binisaya).	https://pdf.usaid.gov/pdf_docs/PA00T62T.pdf

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43	2014	Quarter 2	Filipino	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Gabay sa Pagtuturo ng Filipino Unang Baitang Yunit 2	This is an instructional tool intended for the use of Grade 1 teachers. Its purpose is to help teachers develop Grade 1 pupils' Oral Language, Phonological Awareness, Book Print Knowledge, Phonics and Word Recognition, Writing and Composing, Grammar Awareness, Vocabulary Development, Listening Comprehension, Attitude Towards Reading, and Study Skills in Filipino.	https://pdf.usaid.gov/pdf_docs/PA00T64W.pdf
44	2014	Quarter 2	Ilokano	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Teacher's Guide Grade 1 Mother Tongue (Ilokano) Quarter 2 (Unit 2)	This is an instructional tool intended for the use of Grade 1 teachers. Its purpose is to help teachers develop Grade 2 pupils' Oral Language, Phonological Awareness, Book and Print Knowledge, Alphabet Knowledge, Phonics and Word Recognition, Fluency, Composing, Grammar Awareness, Vocabulary Development, Listening Comprehension, Reading Comprehension, Attitude Towards Reading, and Study Skills in Mother Tongue (Ilokano).	https://pdf.usaid.gov/pdf_docs/PA00T62C.pdf
45	2014	Quarter 2	Sinugbuanong Binisaya	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Teacher's Guide Grade 1 Mother Tongue (Sinugbuanong Binisaya) Quarter 2 (Unit 2)	This is an instructional tool intended for the use of Grade 1 teachers. Its purpose is to help teachers develop Grade 2 pupils' Oral Language, Phonological Awareness, Book and Print Knowledge, Alphabet Knowledge, Phonics and Word Recognition, Fluency, Composing, Grammar Awareness, Vocabulary Development, Listening Comprehension, Reading Comprehension, Attitude Towards Reading, and Study Skills in Mother Tongue (Sinugbuanong Binisaya).	https://pdf.usaid.gov/pdf_docs/PA00T62J.pdf
46	2014	Quarter 2	English	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Teacher's Guide Grade 2 English Quarter 2 (Unit 2)	This is an instructional tool intended for the use of Grade 2 teachers. Its purpose is to help teachers develop Grade 2 pupils' Oral Language, Phonological Awareness, Book and Print Knowledge, Vocabulary Development, Grammar Awareness, Listening Comprehension, and Attitude Towards Reading in English.	https://pdf.usaid.gov/pdf_docs/PA00T65F.pdf
47	2014	Quarter 2	Filipino	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Gabay sa Pagtuturo ng Filipino Ikalawang Baitang Yunit 2	This is an instructional tool intended for the use of Grade 2 teachers. Its purpose is to help teachers develop Grade 2 pupils' Oral Language, Book Print Knowledge, Phonics and Word Recognition, Spelling, Fluency, Writing and Composing, Grammar Awareness, Vocabulary Development, Listening Comprehension, and Reading Comprehension in Filipino.	https://pdf.usaid.gov/pdf_docs/PA00T652.pdf
48	2014	Quarter 3	English	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Teacher's Guide Grade 1 English Quarter 3 (Unit 3)	This is an instructional tool intended for the use of Grade 1 teachers. Its purpose is to help teachers develop Grade 1 pupils' Oral Language, Phonological Awareness, Grammar Awareness, Vocabulary Development, and Listening Comprehension in English.	https://pdf.usaid.gov/pdf_docs/PA00T65B.pdf
49	2014	Quarter 3	Filipino	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Gabay sa Pagtuturo ng Filipino Unang Baitang Yunit 3	This is an instructional tool intended for the use of Grade 1 teachers. Its purpose is to help teachers develop Grade 1 pupils' Oral Language, Phonological Awareness, Book Print Knowledge, Phonics and Word Recognition, Fluency, Spelling, Composing, Grammar Awareness, Vocabulary Development, Listening Comprehension, Attitude Towards Reading, and Study Skills in Filipino.	https://pdf.usaid.gov/pdf_docs/PA00T64X.pdf
50	2014	Quarter 3	Ilokano	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Teacher's Guide Grade 1 Mother Tongue (Ilokano) Quarter 3 (Unit 3)	This is an instructional tool intended for the use of Grade 1 teachers. Its purpose is to help teachers develop Grade 1 pupils' Oral Language, Phonics and Word Recognition, Fluency, Composing, Grammar Awareness, Vocabulary Development, Listening Comprehension, Reading Comprehension, Attitude Towards Reading, and Study Skills in Mother Tongue (Ilokano).	https://pdf.usaid.gov/pdf_docs/PA00T62D.pdf

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51	2014	Quarter 3	Sinugbuanong Binisaya	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Teacher's Guide Grade 1 Mother Tongue (Sinugbuanong Binisaya) Quarter 3 (Unit 3)	This is an instructional tool intended for the use of Grade 1 teachers. Its purpose is to help teachers develop Grade 1 pupils' Oral Language, Phonological Awareness, Book and Print Knowledge, Alphabet Knowledge, Phonics and Word Recognition, Fluency, Composing, Grammar Awareness, Vocabulary Development, Listening Comprehension, Reading Comprehension, Attitude Towards Reading, and Study Skills in Mother Tongue (Sinugbuanong Binisaya).	https://pdf.usaid.gov/pdf_docs/PA00T62K.pdf
52	2014	Quarter 3	English	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Teacher's Guide Grade 2 English Quarter 3 (Unit 3)	This is an instructional tool intended for the use of Grade 2 teachers. Its purpose is to help teachers develop Grade 2 pupils' Oral Language, Phonological Awareness, Book Print Knowledge, Alphabet Knowledge, Phonics and Word Recognition, Fluency, Writing and Composing, Grammar Awareness, Vocabulary Development, Listening Comprehension, Reading Comprehension, and Study Skills in English.	https://pdf.usaid.gov/pdf_docs/PA00T65G.pdf
53	2014	Quarter 3	Filipino	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Gabay sa Pagtuturo ng Filipino Ikalawang Baitang Yunit 3	This is an instructional tool intended for the use of Grade 2 teachers. Its purpose is to help teachers develop Grade 2 pupils' Oral Language, Phonological Awareness, Book Print Knowledge, Fluency, Spelling, Composing, Grammar Awareness, Vocabulary Development, Listening Comprehension, Reading Comprehension, and Attitude Towards Reading in Filipino.	https://pdf.usaid.gov/pdf_docs/PA00T653.pdf
54	2014	Quarter 4	English	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Teacher's Guide Grade 1 English Quarter 4 (Unit 4)	This is an instructional tool intended for the use of Grade 1 teachers. Its purpose is to help teachers develop Grade 1 pupils' Oral Language, Phonological Awareness, Grammar Awareness, Vocabulary Development, and Listening Comprehension in English.	https://pdf.usaid.gov/pdf_docs/PA00T65C.pdf
55	2014	Quarter 4	Filipino	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Gabay sa Pagtuturo ng Filipino Unang Baitang Yunit 4	This is an instructional tool intended for the use of Grade 1 teachers. Its purpose is to help teachers develop Grade 1 pupils' Oral Language, Phonological Awareness, Book Print Knowledge, Phonics and Word Recognition, Fluency, Spelling, Writing and Composing, Grammar Awareness, Vocabulary Development, Listening Comprehension, Attitude Towards Reading, and Study Skills in Filipino.	https://pdf.usaid.gov/pdf_docs/PA00T64Z.pdf
56	2014	Quarter 4	Ilokano	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Teacher's Guide Grade 1 Mother Tongue (Ilokano) Quarter 4 (Unit 4)	This is an instructional tool intended for the use of Grade 1 teachers. Its purpose is to help teachers develop Grade 1 pupils' Oral Language, Phonics and Word Recognition, Fluency, Composing, Grammar Awareness, Vocabulary Development, Listening Comprehension, Reading Comprehension, Attitude Towards Reading, and Study Skills in Mother Tongue (Ilokano).	https://pdf.usaid.gov/pdf_docs/PA00T62F.pdf
57	2014	Quarter 4	Sinugbuanong Binisaya	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Teacher's Guide Grade 1 Mother Tongue (Sinugbuanong Binisaya) Quarter 4 (Unit 4)	This is an instructional tool intended for the use of Grade 1 teachers. Its purpose is to help teachers develop Grade 1 pupils' Oral Language, Phonics and Word Recognition, Fluency, Composing, Grammar Awareness, Vocabulary Development, Listening Comprehension, Reading Comprehension, Attitude Towards Reading, and Study Skills in Mother Tongue (Sinugbuanong Binisaya).	https://pdf.usaid.gov/pdf_docs/PA00T62R.pdf
58	2014	Quarter 4	English	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Teacher's Guide Grade 2 English Quarter 4 (Unit 4)	This is an instructional tool intended for the use of Grade 2 teachers. Its purpose is to help teachers develop Grade 2 pupils' Oral Language, Phonological Awareness, Book Print Knowledge, Phonics and Word Recognition, Fluency, Spelling, Writing and Composing, Grammar Awareness, Vocabulary Development, Listening Comprehension, Reading Comprehension, Attitude Towards Reading, and Study Skills in English.	https://pdf.usaid.gov/pdf_docs/PA00T65H.pdf
59	2014	Quarter 4	Filipino	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Gabay sa Pagtuturo ng Filipino Ikalawang Baitang Yunit 4	This is an instructional tool intended for the use of Grade 2 teachers. Its purpose is to help teachers develop Grade 2 pupils' Oral Language, Phonological Awareness, Book Print Knowledge, Fluency, Spelling, Writing and Composing, Grammar Awareness, Vocabulary Development, Listening Comprehension, Reading Comprehension, and Study Skills in Filipino.	https://pdf.usaid.gov/pdf_docs/PA00T654.pdf

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60	2015	Quarter 1	English	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Teacher's Guide Grade 3 English Quarter 1 (Unit 1)	This is an instructional tool intended for the use of Grade 3 teachers. Its purpose is to help teachers develop Grade 3 pupils' Oral Language, Phonics and Word Recognition, Fluency, Writing and Composing, Grammar Awareness, Vocabulary, Listening Comprehension, Reading Comprehension, Attitude Towards Reading, and Study Strategies in English.	https://pdf.usaid.gov/pdf_docs/PA00T65J.pdf
61	2015	Quarter 1	Filipino	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Gabay sa Pagtuturo ng Filipino Ikatlong Baitang Yunit 1	This is an instructional tool intended for the use of Grade 3 teachers. Its purpose is to help teachers develop Grade 3 pupils' Listening Comprehension, Oral Language, Grammar Awareness, Book Print Knowledge, Vocabulary, Reading Comprehension, Spelling, Writing and Composing, Study Strategies, and Fluency in Filipino.	https://pdf.usaid.gov/pdf_docs/PA00T655.pdf
62	2015	Quarter 2	English	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Teacher's Guide Grade 3 English Quarter 2 (Unit 2)	This is an instructional tool intended for the use of Grade 3 teachers. Its purpose is to help teachers develop Grade 3 pupils' Oral Language, Phonics and Word Recognition, Fluency, Writing and Composing, Grammar Awareness, Vocabulary, Listening Comprehension, Reading Comprehension, Attitude Towards Reading, and Study Strategies in English.	https://pdf.usaid.gov/pdf_docs/PA00T65K.pdf
63	2015	Quarter 2	Filipino	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Gabay sa Pagtuturo ng Filipino Ikatlong Baitang Yunit 2	This is an instructional tool intended for the use of Grade 3 teachers. Its purpose is to help teachers develop Grade 3 pupils' Listening Comprehension, Oral Language, Grammar Awareness, Book Print Knowledge, Phonics and Word Recognition, Vocabulary, Reading Comprehension, Writing and Composing, Attitude Towards Reading, and Fluency in Filipino.	https://pdf.usaid.gov/pdf_docs/PA00T656.pdf
64	2015	Quarter 3	English	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Teacher's Guide Grade 3 English Quarter 3 (Unit 3)	This is an instructional tool intended for the use of Grade 3 teachers. Its purpose is to help teachers develop Grade 3 pupils' Oral Language, Fluency, Spelling, Writing and Composing, Grammar Awareness, Vocabulary, Listening Comprehension, Reading Comprehension, Attitude Towards Reading, and Study Skills in English.	https://pdf.usaid.gov/pdf_docs/PA00T65M.pdf
65	2015	Quarter 3	Filipino	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Gabay sa Pagtuturo ng Filipino Ikatlong Baitang Yunit 3	This is an instructional tool intended for the use of Grade 3 teachers. Its purpose is to help teachers develop Grade 3 pupils' Listening Comprehension, Oral Language, Grammar Awareness, Book Print Knowledge, Phonics and Word Recognition, Vocabulary, Reading Comprehension, Spelling, Writing and Composing, and Fluency in Filipino.	https://pdf.usaid.gov/pdf_docs/PA00T657.pdf
66	2015	Quarter 4	English	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Teacher's Guide Grade 3 English Quarter 4 (Unit 4)	This is an instructional tool intended for the use of Grade 3 teachers. Its purpose is to help teachers develop Grade 3 pupils' Oral Language, Phonics and Word Recognition, Fluency, Spelling, Writing and Composing, Grammar Awareness, Vocabulary, Listening Comprehension, Reading Comprehension, Attitude Towards Reading, and Study Skills.	https://pdf.usaid.gov/pdf_docs/PA00T65N.pdf
67	2015	Quarter 4	Filipino	Handbook or Manual (Teacher's Guide)	Basa Pilipinas Gabay sa Pagtuturo ng Filipino Ikatlong Baitang Yunit 4	This is an instructional tool intended for the use of Grade 3 teachers. Its purpose is to help teachers develop Grade 3 pupils' Listening Comprehension, Oral Language, Grammar Awareness, Phonological Awareness, Book Print Knowledge, Phonics and Word Recognition, Vocabulary, Reading Comprehension, Spelling, Writing and Composing, Study Strategies, Attitude Towards Reading, and Fluency in Filipino.	https://pdf.usaid.gov/pdf_docs/PA00T658.pdf
68	2016	Quarter 1	Ilokano	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Supplementary Outlines for Multigrade Classes (Grades 1&2) Mother Tongue - Ilokano Quarter 1 (Even Cycle)	The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class. Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.	https://pdf.usaid.gov/pdf_docs/PA00T674.pdf

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69	2016	Quarter I	Ilokano	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Supplementary Outlines for Multigrade Classes (Grades 1&2) Mother Tongue - Ilokano Quarter I (Odd Cycle)	<p>The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class.</p> <p>Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.</p>	https://pdf.usaid.gov/pdf_docs/PA00T676.pdf
70	2016	Quarter I	Sinugbuanong Binisaya	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Supplementary Outlines for Multigrade Classes (Grades 1&2) Mother Tongue - Sinugbuanong Binisaya Quarter I (Odd Cycle)	<p>The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class.</p> <p>Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.</p>	https://pdf.usaid.gov/pdf_docs/PA00T679.pdf
71	2016	Quarter I	Sinugbuanong Binisaya	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Supplementary Outlines for Multigrade Classes (Grades 1&2) Mother Tongue - Sinugbuanong Binisaya Quarter I (Even Cycle)	<p>The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class.</p> <p>Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.</p>	https://pdf.usaid.gov/pdf_docs/PA00T67B.pdf
72	2016	Quarter I	English	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Supplementary Outlines for Multigrade Classes (Grades 2&3) English Quarter I (Even Cycle)	<p>The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class.</p> <p>Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.</p>	https://pdf.usaid.gov/pdf_docs/PA00T66F.pdf
73	2016	Quarter I	English	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Supplementary Outlines for Multigrade Classes (Grades 2&3) English Quarter I (Odd Cycle)	<p>The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class.</p> <p>Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.</p>	https://pdf.usaid.gov/pdf_docs/PA00T66R.pdf

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74	2016	Quarter 1	Filipino	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Lingguhang Gabay ng Guro sa Filipino para sa Multigrade na Klase (Baitang 2 at 3) Yunit 1 (Even Cycle)	The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class. Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.	https://pdf.usaid.gov/pdf_docs/PA00T65Z.pdf
75	2016	Quarter 1	Filipino	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Lingguhang Gabay ng Guro sa Filipino para sa Multigrade na Klase (Baitang 2 at 3) Yunit 1 (Odd Cycle)	The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class. Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.	https://pdf.usaid.gov/pdf_docs/PA00T661.pdf
76	2016	Quarter 2	Filipino	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Lingguhang Gabay ng Guro sa Filipino para sa Multigrade na Klase (Baitang 1 at 2) Yunit 2 (Even Cycle)	The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class. Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.	https://pdf.usaid.gov/pdf_docs/PA00T65Q.pdf
77	2016	Quarter 2	Filipino	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Lingguhang Gabay ng Guro sa Filipino para sa Multigrade na Klase (Baitang 1 at 2) Yunit 2 (Odd Cycle)	The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class. Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.	https://pdf.usaid.gov/pdf_docs/PA00T65R.pdf
78	2016	Quarter 2	English	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Supplementary Outlines for Multigrade Classes (Grades 2&3) English Quarter 2 (Even Cycle)	The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class. Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.	https://pdf.usaid.gov/pdf_docs/PA00T66T.pdf

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79	2016	Quarter 2	English	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Supplementary Outlines for Multigrade Classes (Grades 2&3) English Quarter 2 (Odd Cycle)	<p>The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class.</p> <p>Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.</p>	https://pdf.usaid.gov/pdf_docs/PA00T66V.pdf
80	2016	Quarter 2	Filipino	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Lingguhang Gabay ng Guro sa Filipino para sa Multigrade na Klase (Baitang 2 at 3) Yunit 2 (Even Cycle)	<p>The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class.</p> <p>Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.</p>	https://pdf.usaid.gov/pdf_docs/PA00T662.pdf
81	2016	Quarter 2	Filipino	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Lingguhang Gabay ng Guro sa Filipino para sa Multigrade na Klase (Baitang 2 at 3) Yunit 2 (Odd Cycle)	<p>The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class.</p> <p>Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.</p>	https://pdf.usaid.gov/pdf_docs/PA00T663.pdf
82	2016	Quarter 3	English	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Supplementary Outlines for Multigrade Classes (Grades 1&2) English Quarter 3 (Even Cycle)	<p>The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class.</p> <p>Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.</p>	https://pdf.usaid.gov/pdf_docs/PA00T668.pdf
83	2016	Quarter 3	English	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Supplementary Outlines for Multigrade Classes (Grades 1&2) English Quarter 3 (Odd Cycle)	<p>The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class.</p> <p>Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.</p>	https://pdf.usaid.gov/pdf_docs/PA00T669.pdf

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84	2015	Quarter 3	Filipino	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Lingguhang Gabay ng Guro sa Filipino para sa Multigrade na Klase (Baitang 1 at 2) Yunit 3 (Even Cycle)	The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class. Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.	https://pdf.usaid.gov/pdf_docs/PA00T65S.pdf
85	2014	Quarter 3	Filipino	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Lingguhang Gabay ng Guro sa Filipino para sa Multigrade na Klase (Baitang 1 at 2) Yunit 3 (Odd Cycle)	The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class. Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.	https://pdf.usaid.gov/pdf_docs/PA00T65T.pdf
86	2015	Quarter 3	Ilokano	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Supplementary Outlines for Multigrade Classes (Grades 1&2) Mother Tongue - Ilokano Quarter 3 (Even Cycle)	The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class. Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.	https://pdf.usaid.gov/pdf_docs/PA00T677.pdf
87	2016	Quarter 3	Sinugbuanong Binisaya	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Supplementary Outlines for Multigrade Classes (Grades 1&2) Mother Tongue - Sinugbuanong Binisaya Quarter 3 (Even Cycle)	The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class. Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.	https://pdf.usaid.gov/pdf_docs/PA00T67C.pdf
88	2016	Quarter 3	English	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Supplementary Outlines for Multigrade Classes (Grades 2&3) English Quarter 3 (Even Cycle)	The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class. Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.	https://pdf.usaid.gov/pdf_docs/PA00T66X.pdf

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89	2016	Quarter 3	English	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Supplementary Outlines for Multigrade Classes (Grades 2&3) English Quarter 3 (Odd Cycle)	<p>The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class.</p> <p>Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.</p>	https://pdf.usaid.gov/pdf_docs/PA00T66Z.pdf
90	2016	Quarter 3	Filipino	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Lingguhang Gabay ng Guro sa Filipino para sa Multigrade na Klase (Baitang 2 at 3) Yunit 3 (Even Cycle)	<p>The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class.</p> <p>Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.</p>	https://pdf.usaid.gov/pdf_docs/PA00T664.pdf
91	2016	Quarter 3	Filipino	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Lingguhang Gabay ng Guro sa Filipino para sa Multigrade na Klase (Baitang 2 at 3) Yunit 3 (Odd Cycle)	<p>The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class.</p> <p>Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.</p>	https://pdf.usaid.gov/pdf_docs/PA00T665.pdf
92	2016	Quarter 4	English	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Supplementary Outlines for Multigrade Classes (Grades 1&2) English Quarter 4 (Even Cycle)	<p>The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class.</p> <p>Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.</p>	https://pdf.usaid.gov/pdf_docs/PA00T66B.pdf
93	2016	Quarter 4	English	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Supplementary Outlines for Multigrade Classes (Grades 1&2) English Quarter 4 (Odd Cycle)	<p>The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class.</p> <p>Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.</p>	https://pdf.usaid.gov/pdf_docs/PA00T66C.pdf

#	PUBLICATION DATE	PERIOD	LANGUAGE	DOCUMENT TYPE	DOCUMENT TITLE	DESCRIPTION	URL LINK IN USAID DEC
94	2015	Quarter 4	Filipino	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Lingguhang Gabay ng Guro sa Filipino para sa Multigrade na Klase (Baitang 1 at 2) Yunit 4 (Even Cycle)	The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class. Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.	https://pdf.usaid.gov/pdf_docs/PA00T65V.pdf
95	2016	Quarter 4	Filipino	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Lingguhang Gabay ng Guro sa Filipino para sa Multigrade na Klase (Baitang 1 at 2) Yunit 4 (Odd Cycle)	The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class. Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.	https://pdf.usaid.gov/pdf_docs/PA00T65W.pdf
96	2016	Quarter 4	Ilokano	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Supplementary Outlines for Multigrade Classes (Grades 1&2) Mother Tongue - Ilokano Quarter 4 (Even Cycle)	The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class. Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.	https://pdf.usaid.gov/pdf_docs/PA00T678.pdf
97	2016	Quarter 4	Sinugbuanong Binisaya	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Supplementary Outlines for Multigrade Classes (Grades 1&2) Mother Tongue - Sinugbuanong Binisaya Quarter 4 (Even Cycle)	The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class. Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.	https://pdf.usaid.gov/pdf_docs/PA00T67D.pdf
98	2016	Quarter 4	English	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Supplementary Outlines for Multigrade Classes (Grades 2&3) English Quarter 4 (Even Cycle)	The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class. Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.	https://pdf.usaid.gov/pdf_docs/PA00T67I.pdf

#	PUBLICATION DATE	PERIOD	LANGUAGE	DOCUMENT TYPE	DOCUMENT TITLE	DESCRIPTION	URL LINK IN USAID DEC
99	2016	Quarter 4	English	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Supplementary Outlines for Multigrade Classes (Grades 2&3) English Quarter 4 (Odd Cycle)	<p>The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class.</p> <p>Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.</p>	https://pdf.usaid.gov/pdf_docs/PA00T672.pdf
100	2016	Quarter 4	Filipino	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Lingguhang Gabay ng Guro sa Filipino para sa Multigrade na Klase (Baitang 2 at 3) Yunit 4 (Even Cycle)	<p>The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class.</p> <p>Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.</p>	https://pdf.usaid.gov/pdf_docs/PA00T666.pdf
101	2016	Quarter 4	Filipino	Handbook or Manual (Multigrade Outline)	Basa Pilipinas Lingguhang Gabay ng Guro sa Filipino para sa Multigrade na Klase (Baitang 2 at 3) Yunit 4 (Odd Cycle)	<p>The Basa Pilipinas Multigrade Supplementary Outlines, developed with support from USAID, aims to provide Grades 1&2 and Grades 2&3 Multigrade teachers with a guide to cater to the needs of pupils in a multi-grouped/combination class.</p> <p>Basa prepared two sets of Multigrade Supplementary Outlines: Odd and Even Cycles. The Odd Cycle covers school years 2015, 2017, 2019 and so forth; while the Even Cycle covers school years 2014, 2016, 2018 and so forth. The activities in these outlines were based on the lessons in the Grades 1 to 3 Basa Teacher's Guides.</p>	https://pdf.usaid.gov/pdf_docs/PA00T667.pdf

ANNEX B.

KINDERGARTEN FORMATIVE RESEARCH REPORT



USAID
FROM THE AMERICAN PEOPLE

USAID BASA PILIPINAS KINDERGARTEN FORMATIVE RESEARCH REPORT



JULY 2018

This report was produced for review by the United States Agency for International Development. It was prepared by Education Development Center, Inc. (EDC).

USAID BASA PILIPINAS KINDERGARTEN FORMATIVE RESEARCH REPORT

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ACRONYMS

DepEd	Department of Education
ECD	Early Childhood Development
FGD	Focus Group Discussion
K–3	Kindergarten to Grade 3
K–12	Kindergarten to Grade 12
MT	Mother Tongue
MTB-MLE	Mother Tongue-based Multilingual Education
NKCG	National Kindergarten Curriculum Guide
SpEd	Special Education
SReYA	School Readiness Yearend Assessment
WP	Work Period

INTRODUCTION

The early years have long been acknowledged as important in building a strong foundation to life-long learning. During early childhood, the brain grows up to 60-70 percent of adult size making this period crucial for a person's overall growth and development. Kindergarten education, in particular, provides the crucial transition to formal schooling paving the way for many debates and researches on its most effective delivery and the important factors associated with it.

Basa Pilipinas undertook a research on Philippine Kindergarten education aimed at determining the status of literacy instruction and student performance in key aspects of emergent literacy in Kindergarten and at contributing to evidence-based policy and practice in Kindergarten instruction. Phase 1 was a state-of-the-field Desk Study on the current status of Kindergarten education while Phase 2 was field research characterized by the collection of qualitative data at the beginning of school year 2016/2017. This report covers results of:

- the desk study on Philippine Kindergarten Education providing an overview of the current state-of-the-field, including issues that have emerged in the course of its implementation, and a description of the salient features of the National Kindergarten Curriculum as framed by the Philippine Department of Education.
- the ensuing formative field research including a description of the research design, methods, tools and timetable.

KINDERGARTEN IN THE NEW K-12 CURRICULUM

Republic Act 10157, otherwise known as the Kindergarten Education Act of 2011, was signed into law in January 2012 institutionalizing Kindergarten as the mandatory entry level to basic education and recognizing it as the transition period from informal to formal literacy. This marks a milestone for Philippine education as it achieves one of former President Benigno S. Aquino III's 10-point education agenda. With the enactment of the law, Kindergarten education became free and compulsory with an allocated initial budget of Php2.4B. Section 5 of said Republic Act also states the implementation of Mother Tongue-Based Multilingual Education (MTB-MLE), that is, the mother tongue of the learner shall be the primary medium of instruction for teaching and learning in kindergarten. The recognition of Kindergarten as part of basic education was further strengthened by the signing into law of Republic Act 10533, the Enhanced Basic Education Act of 2013 or what is more commonly known as the K to 12 Law.

The K-12 Curriculum identifies K-3 as Key Stage 1 of basic education. It is learner-centered, inclusive, and developmentally appropriate. It uses a spiral progression approach and adheres to principles of Mother Tongue Based-Multilingual Education (MTB-MLE) as a tool for literacy development. In K-3, the child's local mother tongue is used as the language of learning. Filipino and English oral language proficiency and reading skills are also developed at this stage but very gradually. Mother tongue is used in instruction and as the language of learning materials in other learning areas. Research has shown that learning to read in mother tongue gives children stronger opportunities to become more active and engaged in class, thus, enhancing overall literacy learning. Likewise, learning a second language is facilitated faster when they are first taught in a language that they understand (Feinauer, Hall-Kenyon, and Davison, 2013; Walter and Dekker, 2011).

Furthermore, using mother tongue in the classrooms allows learners to retain their ethnic identity, culture, heritage and values. Table 1 shows language and literacy expectations in Key Stage 1.

Table 1. National Curriculum Expectations for K-3 Language and Literacy

Grade	Mother Tongue	Filipino	English
KG	<ul style="list-style-type: none"> Oral fluency Pre-reading activities Medium of instruction 	-	-
Grade 1	<ul style="list-style-type: none"> Oral fluency Academic vocabulary Reading and writing Medium of instruction 	<ul style="list-style-type: none"> Oral (listening and speaking) in Q2 Reading (Q4) 	<ul style="list-style-type: none"> Oral (listening and speaking) in Q3
Grade 2	<ul style="list-style-type: none"> Oral fluency Literacy development Medium of instruction 	<ul style="list-style-type: none"> Oral (Communicative competence) Literacy development 	<ul style="list-style-type: none"> Oral (Communicative competence) Reading (Q2)
Grade 3	<ul style="list-style-type: none"> Oral fluency Literacy development Medium of instruction for most subjects 	<ul style="list-style-type: none"> Oral (Communicative competence) Literacy development Medium of instruction for some subjects (Q1) 	<ul style="list-style-type: none"> Oral (Communicative competence) Literacy development Medium of instruction for some subjects (Q3)

Source: Handouts for “Status Of Early Grades Education”. DepEd Early Literacy and Numeracy Training, 2014

There have been discussions on various issues that have emerged in the course of the implementation of universal kindergarten in the Philippines originating from stakeholders from the ground (teachers, administrators and parents) and from informal investigations by various entities such as media and advocacy groups. These issues include:

LACK OF STRUCTURAL REQUIREMENTS SUPPORTIVE OF EFFECTIVE KINDERGARTEN TEACHING

A. STUDENT-TEACHER RATIO

The Department of Education has prescribed a maximum of 25 students to one teacher in Kindergarten. Investigations from the ground, however, have revealed that Kindergarten classrooms can have as many as 30-40 students with only one teacher handling them. This poses a challenge to Kindergarten teachers as progress monitoring and individualized or small group teaching becomes difficult to practice.

B. TEACHER QUALITY

At the start, volunteers used to teach Kindergarten. This is because there were no items available in the government plantilla to accommodate the hiring of permanent public school Kindergarten teachers. Currently, there are no more volunteer teachers as they have been replaced by permanent or tenured teachers. Though Kindergarten teachers have the required undergraduate degree necessary to teach in elementary, majority of them do not specialize in Kindergarten or Early Childhood Education. Thus, their pedagogical knowledge and skills do not match the framework put forward in the National Kindergarten Curriculum. Also, very few training sessions were scheduled for Kindergarten teachers.

C. LACK OF INSTRUCTIONAL MATERIALS

The Department of Education has issued a set of manipulative toys, storybooks and an activity book to each Kindergarten classroom in the country. These, however, do not seem to be sufficient in serving the needs of the classroom especially an over-populated one. What is more glaring is the lack of printed materials, storybooks in particular, written in mother tongue. Since mother tongue is the prescribed language of instruction in Kindergarten, not having materials to teach it has been a challenge.

D. STAKEHOLDERS' ROLES AND RELATIONSHIPS

Teachers, students, administrators and parents are the major stakeholders in the child's education. A certain level of relationship has to be forged between them and their roles made clearer in order for the child to maximize learning.

DECREASING KINDERGARTEN ENROLMENT

Aggregate enrolment data gathered by the national government shows decreasing Kindergarten enrolment from 2013 to 2016 as shown by the following table:

Table 2. Kindergarten Enrollment Data

SCHOOL DIVISION SUPPORTED BY BASA PILIPINAS	SY 2013-2014			SY 2014-2015			SY 2015-2016		
	ENROLLMENT			ENROLLMENT			ENROLLMENT		
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
ILOCOS NORTE	4,839	4,459	9,298	3,946	3,614	7,560	3,551	3,400	6,951
ILOCOS SUR	5,187	4,899	10,086	5,148	4,838	9,986	4,811	4,575	9,386
LA UNION	6,379	5,909	12,288	6,035	5,576	11,611	5,603	5,233	10,836
SAN FERNANDO CITY	3,042	3,023	6,065	2,925	2,889	5,814	3,292	3,036	6,328
CEBU	23,672	22,513	46,185	22,237	20,891	43,128	20,322	19,418	39,740
MANDAUE CITY	2,968	2,873	5,841	2,737	2,765	5,502	2,577	2,361	4,938
BOHOL	13,038	11,710	24,748	12,098	11,194	23,292	11,455	10,605	22,060
TAGBILARAN CITY	824	671	1,495	730	664	1,394	612	576	1,188
TOTAL (BASA DIVISIONS)	59,949	56,057	116,006	55,856	52,431	108,287	52,223	49,204	101,427
NATIONWIDE TOTAL (BASA AND Non-BASA DIVISIONS)	954,204	911,603	1,865,807	912,243	865,943	1,778,186	891,300	846,013	1,737,313

Source: *The National Kindergarten Curriculum Guide, 2011, DepEd*

Total number of enrollees for all Basa Pilipinas divisions has been decreasing by more than 6% every year from 2013 to 2016. Nationwide totals decreased by more than 4 % from 2014 to 2015 and by more than 2% from 2015 to 2016. This may have been caused by the constant changing of Kindergarten entrance age. Initial cut-off was 5 years old by October of entry year. This has since undergone a few changes in the next couple of years from October to July and June. Currently, it has been changed again to 5 years old by end of August.

Another possible reason for dwindling enrolment is the refusal of some parents of 5 year olds to enroll their children in Kindergarten as they deem them too young to go to school. They instead opt to enroll their child in the 8-week Kindergarten Catch-Up Program in the summer before they enroll to Grade 1.

DEVELOPMENTALLY APPROPRIATE ASSESSMENT

At present, the Department of Education has suspended the administration of any system assessment in Kindergarten as this type of assessment is deemed not appropriate for children at this age. However, there is a need to evaluate the effectiveness of the existing program, thus, the need for an assessment tool or method that would best serve this purpose without compromising the welfare of the students.

THE NATIONAL KINDERGARTEN CURRICULUM FRAMEWORK

The Kindergarten Curriculum Framework (Figure 1) is anchored upon developmentally appropriate practices and principles of child growth and development, learning program development and assessment. It is designed to employ constructivist, integrative, thematic, collaborative, inquiry-based, and reflective teaching and play-based approaches. The framework, as stated in DepEd's Standards and Competencies for Five-Year Old Filipino Children (July 2015) provides for children's holistic development and identifies seven interrelated developmental domains pertaining to specific aspects of growth and changes in children, the content of which are guided by the following general learning expectations (*from Standards and Competencies of Five-Year Old Filipino Children, 2015*).

SOCIO-EMOTIONAL DEVELOPMENT

Children are expected to develop emotional skills, basic concepts pertaining to her/himself, how to relate well with other people in his/her immediate environment, demonstrate awareness of one's social identity, and appreciate cultural diversity among the school, community, and other people.

VALUES DEVELOPMENT

Children are expected to show positive attitudes, self-concept, respect, concern for self and others, behave appropriately in various situations and places, manifest love of God, country, and fellowmen.

PHYSICAL HEALTH AND MOTOR

Children are expected to develop both their fine and gross motor skills to be efficient and effective movers when engaging in wholesome physical and health activities. They are also expected to acquire an understanding of good health habits and develop their awareness about the importance of safety and how they can prevent danger at home, in school, and in public places.

AESTHETIC/CREATIVE DEVELOPMENT

Children are expected to develop their aesthetic sense and creative expression through drawing, painting, and manipulative activities. Aesthetic development involves the love and pursuit of beauty in art, music, and movement, and creates opportunities for the creative expression of emotions, thoughts, feelings, and ideas.



Figure 1. Kindergarten Curriculum Framework

Source: *Standards and Competencies of Five-Year Old Filipino Children, 2015*

MATHEMATICS

Children are expected to understand and demonstrate knowledge, thinking skills, and insights into patterns of mathematics, concepts of numbers, length, capacity, mass, and time through the use of concrete objects or materials, and to apply these meaningfully in their daily experiences. Children are provided with varied manipulative activities to help them see relationships and interconnections in math and enable them to deal flexibly with mathematical ideas and concepts.

UNDERSTANDING OF THE PHYSICAL AND NATURAL ENVIRONMENT

Children are expected to demonstrate a basic understanding of concepts pertaining to living and nonliving things, including weather, and use these in categorizing things in his/her environment. They are also expected to acquire the essential skills and sustain their natural curiosity in their immediate environment through exploration, discovery, observation, and relate their everyday experiences using their senses (touch, sight, smell, taste, and hearing).

LANGUAGE, LITERACY AND COMMUNICATION

This domain provides opportunities on early literacy learning for self-expression through language using the mother tongue or the child's first language. Children are expected to develop communicative skills in their first language. They are also expected to develop more positive attitudes toward reading, writing, and to view themselves as effective users and learners of language.

In order to help children transition from Kindergarten to Grade 1, these domain-based skills are aligned to the content areas in Grade 1 as shown in the transition paradigm in Figure 2.

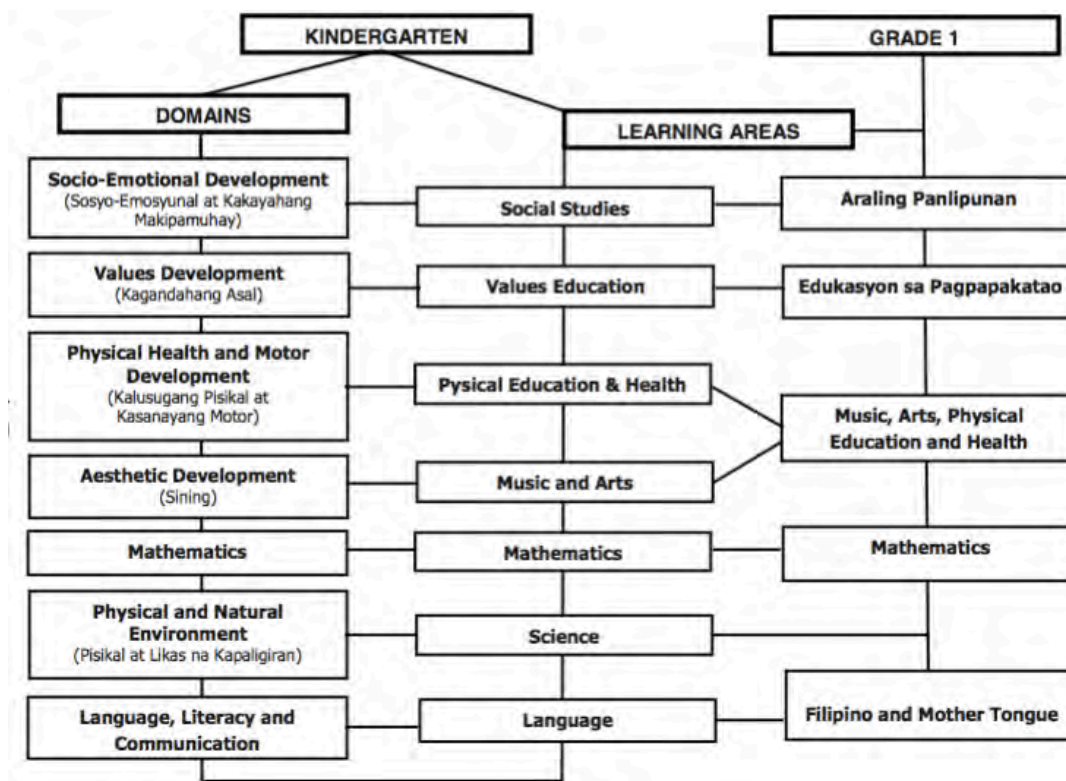


Figure 2. Transition Paradigm

Source: *Standards and Competencies of Five-Year Old Filipino Children, 2015*

The learning of concepts and acquisition of skills in the developmental domains are integrated within the context of curricular themes shown in Figure 3.

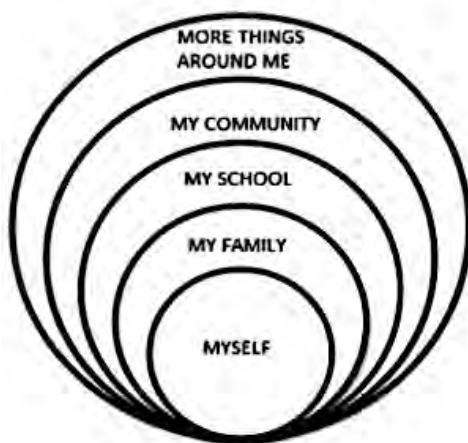


Figure 3. Kindergarten Curricular Themes

Source: Standards and Competencies of Five-Year Old Filipino Children, 2015

These are then integrated in the Kindergarten blocks of time or classroom routines as prescribed by the National Kindergarten Curriculum Guide or NKCG. Table 2 describes the Kindergarten program outlining the schedule, content and focus area of development in each block of time:

Table 3. Kindergarten Program

No. of Minutes	Time Block	Focus Area of Development	Description
10	Arrival Time	Language Development - listening, speaking, storytelling	Individual, peer or group exploration of literacy resources such as picture books, storybooks or literacy manipulative toys Accomplishment of attendance chart Drawing/writing Chatting with peers/teachers Gathering news
20	Meeting Time I	Language, Socio-emotional Development	Whole group activity Class Circle Teacher-led physical exercises Sharing of experiences Planning of the day Making choices Problem-solving opportunities

			Individual, small group or pair work Teacher-assigned or child-initiated activities Guided and independent tasks
50	Work Period 1	Language and Literacy	Exploration of sounds/names of pictures, objects and letters Dramatic/role play Alphabet and word games/manipulatives Book and art projects
20	Meeting Time 2	Language, Socio-emotional Development	Whole group activity Sharing of experiences Planning of the day Making choices Problem-solving opportunities
15	Recess	Physical, Socio-emotional Development	Snack break Unstructured conversations with peers and adults Self-help
20	Rest/Story Time	Physical, Socio-emotional, Values, Language and Literacy Development	Browsing through picture books with peers and teachers Theme-related storytelling in MT, Filipino or English Discussion of story
45	Work Period 2	Mathematics, Language, Socio-emotional Development, Understanding of Environment	Exploration of open-ended materials (play dough, paint, water, sand) Number games Games with sorting, classifying, matching, seriating, counting Making number books Theme-related art projects
20	Rhymes, Poems, Songs	Aesthetic/Creative, Physical, Language and Literacy Development	Teacher-guided read-aloud of rhymes, poems or songs
20	Indoor/Outdoor Games	Physical, Language, Socio-emotional Development	Whole group, small group, paired or individual activities Sports, simple athletics, movement

			activities, outdoor games
			Ball games, relays, calisthenics, dancing
			Whole group activity
10	Meeting Time 3	Socio-emotional, Language Development	Synthesis of learning experiences through class reflection
			Dismissal routine

Source: *The National Kindergarten Curriculum Guide, 2011, DepEd*

LANGUAGE, LITERACY AND COMMUNICATION IN THE KINDERGARTEN CURRICULUM

The Kindergarten program underscores the importance of Language and Literacy Development with its emphasis across all activities throughout the day. The child's MT or first language is used to ensure that language and literacy concepts are better understood so these may be used for meaningful communication and expression. The Language and Literacy component of the K to 12 Curriculum outlines 14 domains of literacy (shown in Table 3) that form the objectives and content of literacy instruction in all grade levels. The National Kindergarten Curriculum Standards focuses on 9 out of these 14 literacy domains with the addition of Auditory and Visual Perception and Discrimination (See Table 3).

Table 4. Comparison of Literacy Domains in the K-12 Curriculum and the National Kindergarten Curriculum Standards

14 Domains of Literacy in the K to 12 Curriculum	Domains of Literacy in the National Kindergarten Curriculum Standards
Attitude towards Literature, Literacy and Language	Attitude towards Literature, Literacy and Language
Oral Language	Oral Language
Book and Print Knowledge	Book and Print Knowledge
Phonological Awareness	Phonological Awareness
Alphabet Knowledge	Alphabet Knowledge
Phonics and Word Recognition	Vocabulary Development
Vocabulary Development	Listening Comprehension
Listening Comprehension	Composing
Reading Comprehension	Study Skills
Fluency	Auditory Perception and Discrimination
Composing	Visual Perception and Discrimination
Spelling	
Grammar Awareness	
Study Skills	

The content and performance standards in Kindergarten as well as learning competencies to be developed for each literacy domain are shown in Annex A.

KINDERGARTEN ASSESSMENT

Two main tools are currently being used at the Kindergarten level to assess learning and to monitor progress: the Early Childhood Development (ECD) Checklist and the School Readiness Yearend Assessment (SReYA).

EARLY CHILDHOOD DEVELOPMENT (ECD) CHECKLIST

The ECD Checklist is used by the teacher at the beginning, middle and end of the year primarily to monitor the child's progress in seven (7) developmental domains: Gross Motor, Fine Motor, Self-Help, Receptive Language, Expressive Language, Cognitive and Social-Emotional. This tool lists expected behaviors, knowledge, attitudes and skills under each domain the presence of which the teacher will monitor in each child throughout the year. For some items, teachers may simply rely on parental reports. Results of the checklist are reported to the child's parents and to the Department of Education.

SCHOOL READINESS YEAREND ASSESSMENT (SREYA) FOR KINDERGARTEN

The SReYA is a two-part 30-item test nationally administered at the end of the year to assess student achievement in the following areas: Gross Motor, Language Development, Cognitive/Intellectual Development, Numeracy/Mathematics, Sensory Perception, Knowledge of Social Environment, Knowledge of Physical Environment, Physical Health, Well-being and Motor Development, Socio-emotional Development and Character and Values Development. Part 1 is group administered and is comprised of 10 items while Part 2 is comprised of 20 items and is individually-administered. SReYA results are utilized to serve as basis for planning and providing appropriate interventions to address specific needs of children. They are also shared with parents to assist them in coming up with home-based activities to supplement their child's learning in school.

In 2013, national aggregate results of the SReYA were analyzed according to what children are learning and what they are not learning. Table 5 shows the 5 most learned and 5 least learned items as yielded by the SReYA.

Table 5. SReYA Results and Analysis

Most Learned Items	Least Learned Items
Visual matching (Sensory Perception)	Listening comprehension (Cognitive-Language)
Visual discrimination (Sensory Perception)	Conservation concept (Cognitive-Math)
Identifying appropriate emotions (Socio-emotional Domain)	Distinguishing rhymes (Cognitive-Language)
Naming places in the community (Knowledge of Social Environment)	Book and print knowledge (Cognitive-Language)
Tracing geometrical figures (Sensory Perception)	Word recognition (Cognitive-Language)

Source: Handouts for "Status of Early Grades Education". DepEd Early Literacy and Numeracy Training, 2014

Further analysis seems to place the most learned items as skills acquired at home or outside of school while least learned items are skills that require school intervention or instruction. These results may have significant implications on instructional content, strategies and approach and whether these match with the learners. At present, administration of the SReYA and any other system assessment for Kindergarten has been suspended pending further review of appropriateness of tools.

RESEARCH DESIGN

To further investigate the state of Kindergarten implementation in the Philippines, Basa Pilipinas conducted a qualitative field research around the beginning of school year 2016-2017. Results of this investigation will inform the design and implementation of kindergarten materials, training and teacher professional development support to be undertaken by Basa Pilipinas. The research aimed to seek answers to the following questions:

1. *How is instruction delivered in Kindergarten vis-à-vis the Department of Education's national Kindergarten curricular framework?*
2. *What learning environment factors are associated with the delivery of literacy instruction in Kindergarten?*
3. *What are the beliefs of the following stakeholders on Kindergarten teaching and learning:*
 - a. *Kindergarten teachers?*
 - b. *school heads/principals?*
 - c. *Kindergarten parents?*

RESEARCH DESIGN AND DATA COLLECTION METHOD

Qualitative research using purposive sampling was undertaken to delve deeper into the state-of-the-field of Kindergarten. Data was collected through structured naturalistic classroom observations, individual interviews and group interviews. The following are details of data collection methodologies and tools:

CLASSROOM OBSERVATIONS

Observing Kindergarten classrooms as it naturally occurs was an essential component of the Kindergarten research. It provided invaluable information on actual classroom practice vis-à-vis the policies and framework formulated by the Department of Education (DepEd) as outlined in its Department Order Memorandum No. 47 (series of 2016), also known as the Kindergarten Omnibus Policy. Classroom observations gave qualitative data on how instruction is being delivered, thus, providing a better understanding of the teaching and learning that occur within the classroom as well as the environment that supports it.

A total of 32 schools were observed across the eight Basa-supported divisions of DepEd in Regions 1 and 7. These 32 schools were selected to represent a variety of contexts - rural and urban, monograde and multigrade - in which Kindergarten instruction may be delivered and, consequently, provided insights on the diversity and range of curricular needs. Following is the breakdown of the number of schools observed per division:

Table 6. Number of Schools Observed per Schools Division

Division	Number of Urban Schools	Number of Rural Schools	Total per Division
La Union	1	3	4
San Fernando City	1	1	2
Ilocos Norte	2	3	5
Ilocos Sur	2	2	4
Cebu	3	3	6
Mandaue	3	1	4
Bohol	1	4	5
Tagbilaran	1	1	2
Total	14	18	32

Out of the total of 32 schools, 4 are multi-grade classrooms (2 in Cebu and 2 in Bohol) where Kindergarten children are combined with early graders (Grades 1, 2 and/or 3). Of the 28 monograde classrooms, one is a combination regular and special education class while another is under DepEd’s Headstart Program, a program for gifted and talented preschoolers covered by DepEd Order No. 99, series of 2009.

Each observation team was composed of one lead observer and a maximum of two auxiliary observers. There were three (3) designated lead observers: the Early Childhood Development Specialist or ECDS, a regular staff of Basa Pilipinas, and 2 consultants engaged specifically for this activity. Each consultant is a speaker of the language of the respective regions they are assigned to. Designated auxiliary observers, who are regular Basa and field staff, accompanied the lead observer. Two (2) teams of observers were deployed in each division (except for Bohol and Tagbilaran) to conduct simultaneous observations in different schools. At least one of the observers in each team was a speaker of the region’s mother tongue as this is the language of instruction in Kindergarten.

Primary data collection tool used is the Kindergarten Classroom Observation Toolkit comprised of the Kindergarten Classroom Observation Form (Annex B), the Literacy Environment Checklist (Annex C), the Classroom Observation Consent Form (Annex D), the Observation Record (Annex E) and observation notes. Protocols were formulated for the use of the tool (Annex F).

INDIVIDUAL INTERVIEWS

Interviews were conducted with two different levels of instructional delivery implementers: 1) teachers whose classrooms were observed; and, 2) principals/school heads of schools where observations were done. These interviews provided a glimpse of the implementers’ background characteristics, beliefs on early literacy that underlie their practices and policies, materials that are available as well as challenges encountered in the implementation of the Kindergarten curriculum.

Interviews with teachers were done after class hours while principals/school heads were interviewed during class hours. Both interviews were done within the school premises. Interviewers audio recorded and/or wrote down responses to questions listed down on the Interview Forms (See Annexes G and H) Data collected were organized and summarized.

PARENT FOCUS GROUP DISCUSSION

A parent focus group discussion (FGD) enriched the research by providing a glimpse of parent perceptions and beliefs on Kindergarten education, in general, and literacy learning, in particular. It also gauged the level of involvement parents have in the learning of their Kindergarten-age children and how this might influence instruction. Information and insights from parents shed light on the presence of home practices that support literacy development, literacy skills that children are bringing in to the classroom, and parent beliefs on literacy as well as their expectations from Kindergarten.

A total of 10 focus group discussions were conducted across all Basa-supported divisions. Each of the five Basa field teams conducted two (2) FGDs—one with parents of a rural school and another with parents of an urban school. Focus groups of 8-10 parents (mixed male and female) were formed based on teacher recommendation and/or on a voluntary basis. They were done within the school premises during class hours and in coordination with the School Head. The Basa Team Leader facilitated the discussion while a field staff acted as documenter. Data collection was in the form of audio recordings, which were transcribed and translated to English, and observation notes as applicable. Protocols and guide questions were provided (Annexes I and J).

Following is a table summarizing data collection methods and tools:

Table 7. Summary Table of Data Collection Methods and Tools

Data Collection Method	Data Collection Instrument
Classroom Observations	Classroom Observation Form
	Literacy Environment Checklist
	Field/observation Notes
Kindergarten Teacher Interview	Kindergarten Teacher Interview Form
Principal/School Head Interview	School Head Interview Form
Kindergarten Focal Person Interview	Kindergarten Focal Person Interview Form
Parents Focus Group Discussion (FGD)	Parent FGD Protocol and Guide Questions
	Observation Notes

DATA ANALYSIS

Contextual data gathered from classroom observations was framed against the DepEd-prescribed Kindergarten program flow allowing observers to get a glimpse of actual classroom practice vis-à-vis policy, the literacy and language environment provided and student-teacher interactions and dynamics. Interview responses from different stakeholders were examined for recurring issues and themes. Since parallel questions

were posed to these stakeholders, triangulation of data from varied sources of information showed commonalities and differing needs and perspectives.

RESEARCH TIMETABLE

The following are details of the field data collection activities:

Table 8. Schedule of Research Activities

Activity	Proposed Schedule
Coordination with Department of Education-Central Office	June
Finalization of Participating Schools per School Division	June
Coordination with Department of Education-Division and District Offices	July 1-12
Data Collection (Classroom Observations, Individual Interviews and FGDs)	July 15 - August 15
Data Processing and Analysis	August - October

RESEARCH FINDINGS

QUESTION 1: HOW IS INSTRUCTION DELIVERED IN KINDERGARTEN VIS-À-VIS THE DEPARTMENT OF EDUCATION'S NATIONAL KINDERGARTEN CURRICULAR FRAMEWORK?

The Department of Education established a framework to guide the implementation of Kindergarten instruction expounded in the following documents:

- *Standards and Competencies for Five-Year-Old Filipino Children* spells out the general framework and approach of Kindergarten implementation and lists the competencies or skills in the different developmental domains for holistic development of children.
- *National Kindergarten Curriculum Guide (NKCG) or 40-Week Curriculum* serves as a teacher's guide in carrying out day-to-day instruction and contains the themes, weekly lesson plans and activity procedures that will be implemented for the entire school year.
- *Department Order No. 47, series of 2016 or the Omnibus Policy on Kindergarten Education* provides the implementing guidelines for the National Kindergarten program. It is a comprehensive policy covering the following components of Kindergarten education implementation:
 - Curriculum;
 - Instruction, including teaching strategies and methodologies;
 - Assessment;
 - Learning resources and instructional materials;
 - Learning space and environment; and,
 - Monitoring and evaluation

The blocks of time approach, which is the main program structure of Kindergarten elaborated in these documents, was used to guide the classroom observations conducted in the sample classrooms. Observers sat through the entire 3-hour program and took observation notes on activities and interactions in each block of time using the Kindergarten Classroom Observation Form. Observations were compared against the existing national framework and analyzed for recurrences in praxis.

THEMATIC CURRICULUM

The 40-Week National Kindergarten Curriculum Guide prescribes four main themes covering the four quarters of the school year. Each quarter is comprised of 10 weeks with a sub-theme or topic related to the quarter's main theme focused on every week. As per DepEd framework, themes aim to trigger inquiry through play-based activities and serve to integrate concept development with skills acquisition and mastery in ways meaningful to children. In the sample classrooms observed, prescribed themes and sub-themes were generally followed as evidenced by the choice of songs, rhymes, stories, brief discussions and activities. Topics or daily themes are tackled for only a day or, at most, for two days as stipulated in the Teacher's Guide or NKCG.

A few classes did not tackle themes at all but focused more on delivering instruction on specific literacy and numeracy lessons and skills building. There are also other programs in place such as: 1) HeadStart, a program for the gifted, which follows a different flow or sequence; and, 2) a mainstreaming special education (SpEd) class which has an individualized routine for special needs children.

BLOCKS OF TIME APPROACH

Meeting Time is conducted in whole groups and serves as a time for community building. A few of the classrooms observed have a set Meeting Time routine comprised of greetings, singing, determining the weather and checking the number of children present. It is also often used as a springboard for the day's lesson and flows into the next block of time (Work Period) as the teacher presents a concept and elaborates on it in a lecture-type manner. Every now and then, the teacher asks questions to which there is an expected response from the children. As with Meeting Time 1, Meeting Time 2 and 3 are largely used to transition to the next block of time.

Work Period (WP), as described in DepEd documents, is a 40-minute block of time intended for small group differentiated activities that aim to develop concepts and build skills. There are two prescribed Work Periods in a Kindergarten program - one focusing on building literacy skills and the other on mathematics skills. The NKCG describes several activities for WP from which the teacher chooses. Each WP entails the preparation of 4-5 activities, one of which is teacher-supervised (one per day) while the rest are meant to be done independently. At the time of the research, three Work Period scenarios were observed:

- Whole group context characterized mainly by a lecture from the teacher and a corresponding teacher-directed individual activity simultaneously done by all learners. The activity may be a boardwork activity, an individual worksheet, drill or handwriting exercise on a notebook or lined paper, copying text from the board or coloring.
- Small group context where one type of activity is done collaboratively by a group of children. There are usually 2 to 4 groups of children.
- Small group context where groups of children do different activities. Activities are either rotated in a carousel/round robin approach among the different groups or each group sticks to one activity all throughout the period.

Stories/Rhymes/Poems and Songs is a 15 to 20-minute teacher-guided interactive activity characterized by the reading aloud of a story, recitation of a familiar rhyme/poem or a song or learning of a new one. In some of the classrooms observed, this block of time is omitted for lack of materials. Also, skipping this block of time gives the teacher more time for 'lessons' and drills. For classrooms that did practice this block of time, the primary aim seems to be the introduction or reinforcement of the theme or of a concept or the introduction of a skill such as sounding out letters or counting. Stories are often not processed or discussed for its elements such as plot and characters. Theme-related stories are actually already identified in the NKCG but these are often not available. In these cases, teachers would use any available storybook even if the story is not related to the theme. Storybooks used varied. These could be: 1) commercially available books borrowed from early grades classrooms; 2) teacher-made books with stories translated from either English or Filipino to MT; and, 3) teacher-made MT books with teacher-made original stories. In the absence of books, familiar rhymes or songs are used instead. These, however, are merely recited or sang and not printed out for children to follow.

Outdoor/Indoor Games are intended for physical activities ranging from sports, simple athletics, movement and games. This block of time was often skipped in the sample classrooms observed mostly due to lack of indoor

and outdoor space and facilities. However, the few classrooms where it was practiced had teacher-directed indoor games even if playground equipment or open grounds are available. It was also omitted and replaced by extended time for Work Period.

The blocks of time approach as the main framework of Kindergarten implementation aims to make instruction flexible and integrative. Observations show that implementers tend to treat the blocks of time as non-interchangeable subject areas dedicated to the learning of specific content and the performance of specific activities. The understanding that each and every block of time presents opportunities for both literacy and mathematics learning is not yet ingrained. Because Work Period takes up the biggest chunk of time, most teachers believe that the only significant teaching happens here.

DOMAINS OF LITERACY

Of the 14 domains of literacy identified by the Department of Education for K to 3, nine are focused on in Kindergarten as outlined in the *Standards and Competencies for 5-Year Old Filipino Children*. By the end of their Kindergarten year, children are expected to have developed the competencies under the nine literacy domains.

During observation, teaching of literacy emphasizes developing alphabet knowledge where explicit instruction is common. Other foundational emergent literacy domains such as phonological awareness, book and print knowledge, listening comprehension and even oral language tend to be sidelined to give way to direct instruction in letters and letter sounds. Majority of the classrooms observed also ventured into the teaching of decoding skills even if the national curriculum does not include this as an expectation in Kindergarten. Composing activities are rare. Writing activities are limited to individual drills on letter formation or copying.

QUESTION 2: WHAT LEARNING ENVIRONMENT FACTORS ARE ASSOCIATED WITH THE DELIVERY OF LITERACY INSTRUCTION IN KINDERGARTEN?

Learning environment factors were observed using the Classroom Observation Form and the Literacy Environment Checklist.

LEARNING SPACE AND ENVIRONMENT

The Omnibus Policy on Kindergarten Education (p. 19, Section d) stipulates organizing the Kindergarten classroom into the following Activity Corners:

- Personal Care and Grooming
- Language Arts Corner
- Sensory-Perceptual and Numeracy Skills Corner
- Motor and Creative Development Corner
- Work Area/Activity Area
- Dramatic Play/Free Play Area
- Outdoor or Indoor Gross Motor Play Area

These activity corners or centers give learners opportunities to build various skills and competencies, to interact with others and to collaborate. Among all domains of literacy, oral language development is deemed to be naturally embedded in these areas with the Language Arts Corner as the one dedicated to the different facets of literacy learning. The Omnibus describes the Language Arts Corner as (p. 19, Section d.2),

- *containing books (i.e., picture story books, picture concept books, wordless books, science/ nature books, Filipiniana, student- or teacher- made books), and other reading materials displayed on open shelves;*
- *an area covered with mat or carpet, have pillows and small stuffed toys.*

In the sample schools observed, there were shelves and other places designated for books, materials and manipulatives. These, however, do not function as activity corners where children can freely access these materials. They function more as storage spaces for all kinds of books - activity books, early grades books, picture books, big books among others. Classrooms with enough space have reading corners though time allotted exclusively for independent exploration of books was not observed. These classrooms also have a designated Dramatic Play Area but, as with reading corners, time allotted for exploration of this was not observed.



The Omnibus Policy of Kindergarten Education prescribes a 1:25 teacher-student ratio (p. 20, Section iii). However, during the research, it was common to observe classes with up to 35 students especially in highly populated areas. The same section in the policy prescribes conducting Kindergarten classes separate from other grade levels. Still, out of the 32 classes observed, 4 were multigrade classes - 3 were combined Kindergarten and Grade 1 with an almost equal number of children in each level while one was a K-3 class with only 1 Kindergarten child.



Classroom layout varied depending on the size of the rooms and on the availability of furniture. Permanent Kindergarten classrooms tend to be appropriate in size and can, thus, afford a more flexible layout.



For makeshift classrooms, layout depended on the space available for the number of students in the class.





Multigrade classrooms are laid out in such a way that there is a clear distinction between the different levels.

Outdoor play spaces varied as well. Some have outdoor play areas with playground equipment.



Others have none but are decorated to attract children to use them for other purposes.



Some do not have equipment or any decorations but are still spacious enough to accommodate outdoor activities.



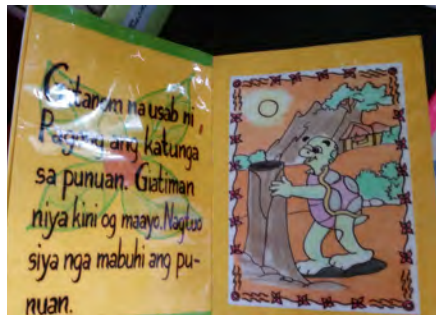
It was found, however, that even schools that have the space and equipment for it often omitted Outdoor Play.

The following materials were observed to be in use in different classrooms:

Storybooks. DepEd issued a set of 30 storybooks for Kindergarten classrooms from different publishers. These are commercially available and are written either in Filipino or English. Some are aligned with prescribed Kindergarten themes and are even suggested in the NKCG for Story Time. Many of the observed classrooms have a wide selection of books donated by private or non-government organizations majority of which are likewise in English or Filipino.



Many of them, however, were not Kindergarten appropriate as stories tend to be very long. Because MT is the prescribed language of instruction, teachers found a way to make-up for the lack in MT storybooks by translating the books that they have during storytelling.



Some teachers created big book versions of these with text already translated in MT.

Some teachers wrote original stories in MT and also created a big book out of them complete with illustrations.



One of Basa's partner divisions initiated the creation of big books in MT that would correspond to weekly themes in the NKCG and to letters and letter sounds introduced during the week. These books were reproduced and distributed to the classrooms in the division.

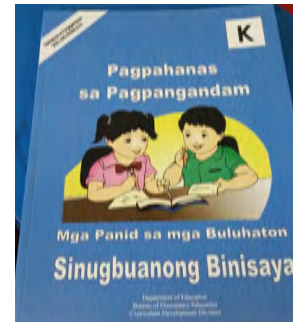


Manipulatives. The Department of Education issued a number of manipulatives in supposedly all Kindergarten classes. Teachers in a few sample schools claim they did not receive them. There are also additional manipulatives purchased by the school or donated by private or non-government organizations while some are teacher-made. All these are used as prescribed in the NKCG while some are left unexplored. Those who

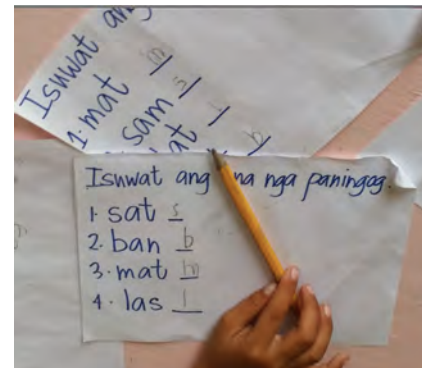
do use them also express that the number of manipulatives is not proportional to the number of students in their class.



Activity sheets. The Department of Education has a prescribed Kindergarten Learner’s Material or Activity Sheet in textbook format written in mother tongue. These contain pages of worksheets aimed at mastering literacy and numeracy skills. The NKCG does not offer guidance on when to use this material thus leaving the teacher to decide which pages students should work on.



Teachers also source activity sheets from the internet, commercially-published textbooks or make their own. The concern with teacher-made activity sheets is the teacher’s understanding of skill being acquired or if the activity is meeting the objectives for which it was made. The example shown is a worksheet in Sinugbuanong Bisaya. Instructions read, “Write the letter of the initial sound.” The primary skill being built is phonemic awareness. However, since the word is already written, the learner does not actually need to hear the initial sound but rather just copy the first letter of the given word.



Many Kindergarten classrooms in Region 1 use additional workbooks offered by textbook publishers on different subjects (Reading, Math, Science). This, however, is said to be optional as an additional fee is required.



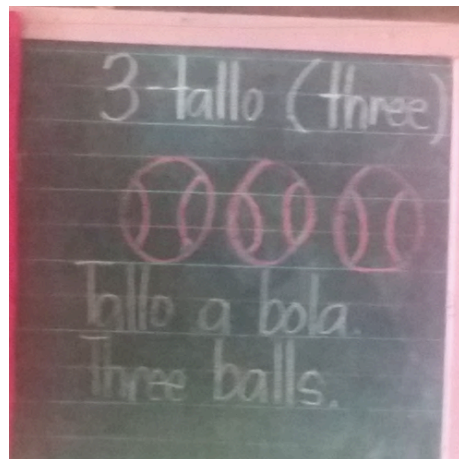
Charts. Examples of these are calendars, attendance charts, job charts and concept charts. In a few classrooms, these charts are functional and part of routine activities. Many hang on the walls for display purposes.



Alphabet charts in different languages were observed. Also observed were teacher-made instructional charts.



Boards. Chalkboards are always available from which children copy text or engage in guided boardwork as part of explicit instruction. Bulletin boards also display concepts such as shapes, colors and numbers.



LANGUAGE ENVIRONMENT

As a policy, mother tongue is the prescribed medium of teaching and learning in Kindergarten. This is to motivate children to be more active and more engaged in their learning, especially at the onset of their participation into the school system, through increased oral expression of ideas and extended conversations with the teacher and with peers. This increased student ‘languaging’ was observed in one sample classroom in Region 1. After the teacher introduced the topic for the day - HANDS - the following oral exchange occurred (*translated from Ilokano*):

Teacher: What can our hands do?

Children: Cook! Shoot! Wash clothes! Harvest!

Child 1: Teacher, I feel sorry for those with no hands.

Teacher: What will you do when you see somebody with no hands?

Child 1: I'll help.

Teacher: How will you help?

Child 1: I'll give food.

Child 2: But he doesn't have hands. How will he hold his food?

Child 1: Then, I'll give money.

Child 2: But he doesn't have hands!

Child 1: Then, I'll put it in his pocket!

Being able to use the language that they are familiar with allowed the children to exchange ideas and extend their conversations. However, apart from the use of their mother tongue, it was the teacher's attitude that also made this possible. In the other sample classrooms, teacher talk outweighed student talk. The conventional practice of the teacher doing most of the talking in front of the class and the students merely listening remained dominant. Whole group teacher-led discussions were dominant. In such cases, the kind of questioning that prevailed encouraged one-word responses from students with very limited opportunities for extended ‘talk’. A silent classroom was still believed to be a manifestation of a well-behaved class and is deemed to be ideal.

Many of the teachers in the observed schools also expressed concern with the policy especially if some students' home language is not the area's mother tongue. For instance, the teacher in one of the sample classrooms in a highly urbanized Basa partner division claims that most of the children's MT is Tagalog and not Ilokano but, as per policy, the teacher is required to teach in the area's MT. Also, some conceptual terms such as shapes, colors and numbers are apparently more familiar in English.

Print is visible in the environment in the form of charts and teacher-made print displays. Writing materials are not easily accessible to the children as are activities that allow free writing.

QUESTION 3: WHAT ARE THE BELIEFS OF DIFFERENT STAKEHOLDERS ON KINDERGARTEN TEACHING AND LEARNING?

To answer this question, the interview forms were used to gather data from teachers and school heads while an FGD guideline and questionnaire were employed to gather data from parents. The following table summarizes the responses of each group of stakeholders:

Table 9. Interview Responses from Teachers, School Heads and Parents

Item	Teachers	School Heads	Parents
Importance of Kindergarten education	Foundation of education and preparation for the next grade levels through: <ul style="list-style-type: none"> – the development of positive attitudes towards learning – the development of reading and writing skills – the development of self-confidence, responsibility and interpersonal skills 	Foundation of education and preparation for higher grade levels through: <ul style="list-style-type: none"> – socialization – the development of reading and writing skills as well as comprehension 	Important preparation to help children cope in Grade I Development of writing skills
	Preparation	Classroom preparation and beautification <ul style="list-style-type: none"> – arranging bulletin boards Preparations of lesson plans <ul style="list-style-type: none"> – inventory of instructional materials – photocopying of activity sheets Self-preparation <ul style="list-style-type: none"> – visiting pupils – informal conference with the daycare teacher – rest and recreation to ensure physical health 	<i>Brigada Eskwela</i> <ul style="list-style-type: none"> – ensuring classroom availability – school and classroom beautification and repairs Preparation of instructional materials <ul style="list-style-type: none"> – procurement of lesson plan notebooks – borrowing of books Meeting with parents (when needed) Early registration for Kinder

Item	Teachers	School Heads	Parents
Priority skills to be learned in Kindergarten	<ul style="list-style-type: none"> • Reading words and short stories • Counting and identifying numbers • Adding and subtracting numbers • Letters and letter sounds • Writing of full name • Oral communication • Follow instructions • Independence • Self-control 	<ul style="list-style-type: none"> • Writing • Reading • Numeracy • Good behavior • Cognitive skills such as identifying colors and shapes • Listening 	<ul style="list-style-type: none"> • Writing (names, letters) • Counting from 1 to 100 • Letters and letter sounds • Drawing • Identifying colors
Support obtained for more effective literacy instruction	<ul style="list-style-type: none"> • Funds for procurement of materials • Mentoring from older or more experienced teachers • Support from parents <ul style="list-style-type: none"> – donation of materials – cleaning the classroom 	<ul style="list-style-type: none"> • Online research and downloading of materials • Giving suggestions, informal conversations with teachers 	N/A
Differences in learning between boys and girls	<p>Boys tend to be more restless and kinesthetic. They are given more manipulative activities.</p> <p>Girls are more attentive and are better in listening, following directions and are more responsible. They are given more oral and written work.</p>	<p>Boys tend to be more playful and should be given more interesting materials.</p> <p>Girls show more interest and may be given additional or more advanced lessons. They mature faster than boys.</p>	There is not much difference between boys and girls.
Main challenges in implementing Kindergarten	<ul style="list-style-type: none"> • Teaching pupils to read • Managing behavior of learners • Lack of workbooks, manipulative toys and other instructional materials 	<ul style="list-style-type: none"> • Disciplining learners and managing the class • Insufficient teaching and learning materials • Pupils' negative perception of their teacher 	N/A

Item	Teachers	School Heads	Parents
	<ul style="list-style-type: none"> • Inappropriate chairs and tables and permanent classroom • Absenteeism of pupils • Unclear guidance on policies • Motivation and participation of learners 	<ul style="list-style-type: none"> • Providing technical assistance to the teacher 	
Areas where support is needed	<ul style="list-style-type: none"> • Instructional materials and supplies • Improved facilities <ul style="list-style-type: none"> – bigger classroom – repairs • Big books of the stories in the NKCG • Manipulatives and workbooks • Clear guide on policies • Training on teaching reading and writing to Kindergarten children 	<ul style="list-style-type: none"> • Physical facilities and classroom improvements • Training for Kindergarten teachers • Instructional materials and audio-visual equipment • Localized materials • Play area 	<ul style="list-style-type: none"> • Physical improvements <ul style="list-style-type: none"> – classroom improvements and repairs – improvement of grounds – play area

HIGHLIGHTS AND INSIGHTS

- The national framework for Kindergarten education prescribes a child-centered, developmentally appropriate implementation. Observations of actual practice, however, show that understanding this concept and its pedagogical implications poses some challenge to implementers.
- Teachers need to increase their repertoire of instructional strategies and pedagogical knowledge specific to Kindergarten teaching.
- There is a gap in foundational knowledge and understanding of underlying principles of Kindergarten teaching. These include concepts of developmentally appropriate practice, play-based learning, constructivism, emergent literacy and formative assessment.
- Unclear guidelines on Kindergarten implementation policies (specifically on multigrade classes, mother tongue use, teacher-student ratio, cut-off age, special programs such as HeadStart) cause confusion and misinterpretations.
- The blocks of time approach as instructional framework is generally being followed but the value of each block of time to literacy learning needs to be made explicit and clear.

- Most classrooms have the DepEd-issued books, manipulatives and Activity Sheets. However, administrators need support in establishing processes that would allow their schools and teachers to be more self-sufficient in filling the lack of instructional materials. Teacher-made books were present in some classrooms implying that teachers themselves are valuable resources.
- There is a need to develop more Kindergarten-specific instructional materials and design a teacher training that targets Kindergarten teaching.
- There is a unified belief among stakeholders in the value of Kindergarten education as mostly preparation for Grade 1. This limits the perspective of teaching and learning at the Kindergarten level and influences instructional strategies employed.

RECOMMENDATIONS

It has been five years since the passage of the Kindergarten Act. Yet, implementers continue to experience challenges. The following are recommended next steps where Basa Pilipinas can fill in gaps and provide support:

- Develop and deliver two cycles of training for Kindergarten teachers.
- Provide post-training support through visits and online platforms focused on mentoring/coaching.
- Develop, procure, and distribute developmentally-appropriate teaching and learning materials for Kindergarten level specifically read aloud books aligned with the curriculum and appropriate for Kindergarten.
- Development of a Kindergarten literacy assessment tool to measure change in student achievement as a result of Basa intervention.
- Lend technical support to the Department of Education in the review, development and revision of Kindergarten-related materials and through the establishment of processes in developing instructional materials, training and giving technical support.

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ANNEXES

ANNEX A

KINDERGARTEN LANGUAGE AND LITERACY STANDARDS AND COMPETENCIES

Source: *Standards and Competencies of Five-Year Old Filipino Children, 2015, Department of Education*

LITERACY DOMAIN	STANDARDS		LEARNING COMPETENCIES
	CONTENT	PERFORMANCE	
	<i>The child demonstrates an understanding of...</i>	<i>The child shall be able to...</i>	
Auditory Perception and Discrimination (APD)	how to discriminate the different sounds in the environment	actively listen to the sounds around him/her and is attentive to make judgments and respond accordingly	1. Identify familiar sounds in the environment
			2. Tell who/what is producing a given sound
			3. Identify where the sound is coming from (inside/outside the room)
			4. Tell if the sound is loud/soft, high/low
			5. Differentiate a soft from a loud sound/high from low
			6. Listen discriminately and respond appropriately, i.e., speak loudly/softly when asked, asked to adjust volume of television/radio
Visual Perception and Discrimination (VPD)	similarities and differences in what he/she can see	similarities and differences in what he/she can see	1. Tell which objects/pictures are the same based on color, shape, size, direction, and other details
			2. Tell the missing parts in objects/pictures
			3. Draw the missing part
			4. Identify the letter, number, or word that is different in a group
			5. Tell which two letters, numbers, or words in a group are the same

LITERACY DOMAIN	STANDARDS		LEARNING COMPETENCIES
	CONTENT	PERFORMANCE	
	<i>The child demonstrates an understanding of...</i>	<i>The child shall be able to...</i>	
Oral Language (OL)	increasing his/her conversation skills	confidently speaks and expresses his/her feelings and ideas in words that make sense	1. Use the proper expression in introducing oneself
			2. Use polite greetings and courteous expressions in appropriate situations 2.1 Good Morning/Afternoon 2.2 Thank You/You're Welcome 2.3 Excuse Me/I'm Sorry 2.4 Please..../May I.....
			3. Recite rhymes and poems, and sing simple jingles/songs in the mother

LITERACY DOMAIN	STANDARDS		LEARNING COMPETENCIES
	CONTENT	PERFORMANCE	
	<i>The child demonstrates an understanding of...</i>	<i>The child shall be able to...</i>	
			tongue, Filipino and/or English
			4. Talk about one's personal experiences/narrates events of the day
			5. Talk about likes/dislikes (foods, pets, toys, games, friends, places)
			6. Talk about the details of an object/picture like toys, pets, foods, places
			7. Talk about family members, pets, toys, foods, or members of the community using various appropriate descriptive words
			8. Ask questions about stories (who, what, where, when, why) as may be appropriate
			9. Give 1- to 2-step oral directions
			10. Express thoughts, feelings, fears, ideas, wishes, and dreams
			11. Participate actively in a dialog or conversation of familiar topics
			12. Retell in 1 to 3 sentences through pictures and dramatization

LITERACY DOMAIN	STANDARDS		LEARNING COMPETENCIES
	CONTENT	PERFORMANCE	
	<i>The child demonstrates an understanding of...</i>	<i>The child shall be able to...</i>	
Phonological Awareness (PA)	letter sound to name relations	sound by listening to familiar poems and stories, and singing of rhymes and songs	1. Identify the sounds of letters orally given
			2. Identify whether or not 2 spoken words begin with the same sound
			3. Select from 3 spoken words those that begin with the same sound
			4. Tell whether a pair or set of spoken words rhyme
			5. Tell whether words from a story read rhyme or not
			6. Give a word that rhymes with a spoken word
			7. Identify several words that begin with the same sound as the spoken word
			8. Tell the number of syllables in given spoken words
Book and	book familiarity,	use book – handle and	1. Identify parts of a book (front and

LITERACY DOMAIN	STANDARDS		LEARNING COMPETENCIES
	CONTENT	PERFORMANCE	
	<i>The child demonstrates an understanding of...</i>	<i>The child shall be able to...</i>	
Print Awareness (BPA)	awareness that there is a story to read with a beginning and an end, written by author(s) and illustrated by someone	turn the pages; take care of books, enjoy listening to stories repeatedly and may play pretend-reading, and associates him/herself with the story	back cover, and its pages) 2. Identify/read the title of the story 3. Talk about the pictures on the book cover 4. Tell what an author and illustrator do 5. Predict what the story is all about based on the title of the book and the picture on the cover 6. Flip pages of the book sequentially from front to back 7. Tell that the left page is looked at/read before the right page 8. Point to the first part/beginning of story

LITERACY DOMAIN	STANDARDS		LEARNING COMPETENCIES
	CONTENT	PERFORMANCE	
	<i>The child demonstrates an understanding of...</i>	<i>The child shall be able to...</i>	
Alphabet Knowledge (AK)	letter representation of sounds – that letters as symbols have names and distinct sounds	identify the letter names and sounds	1. Recognize one's given name by sight 2. Identify the letters of one's given name 3. Identify the letters of the alphabet (mother tongue orthography) 4. Give the sound of each letter (mother tongue orthography) 5. Match the letter sound to its letter form 6. Name the beginning letters of their friends' names, their family members', and common things they use 7. Match an upper- to its lower-case letter 8. Trace, copy, and write different strokes: scribbling (freehand), straight lines, slanting lines, combination of straight and slanting lines, curves, combination of straight and curved and zigzag 9. Trace, copy, and draw familiar figures 10. Trace, copy, and write the letters of the alphabet: straight lines (A,E,F,H,I L,T), combination of straight and slanting lines (K, M,N, V, W, X, Y, Z), combination of straight and

LITERACY DOMAIN	STANDARDS		LEARNING COMPETENCIES
	CONTENT	PERFORMANCE	
	<i>The child demonstrates an understanding of...</i>	<i>The child shall be able to...</i>	
			curved lines (B, C, D, G, J, O, P, Q, R, S, U), rounded strokes with loops 11. Write one's given name 12. Write the lower case for each uppercase letter or vice versa
Study Skills (SS)	the importance in getting details from the environment	note details from the environment and information presented	1. Answer questions about the details in a pictograph 2. Name the places and the things found in a map of a classroom 3. Get information from simple environmental prints

LITERACY DOMAIN	STANDARDS		LEARNING COMPETENCIES
	CONTENT	PERFORMANCE	
	<i>The child demonstrates an understanding of...</i>	<i>The child shall be able to...</i>	
Composing (C)	different symbols in representing ideas	express simple ideas through symbols	1. Express simple ideas through symbols (e.g., drawings, invented spelling)
Attitude Towards Reading (ATR)	importance that books can be used to entertain self and to learn new things	demonstrate positive attitude toward reading by himself/herself and with others	1. Listen attentively and react during story reading 2. Hold the book upright 3. Browse books on their own 4. Initiate reading books with peer/teacher
Vocabulary Development (V)	acquiring new words/ widening his/her vocabulary links to his/her experiences	actively engage in meaningful conversation with peers and adults using varied spoken vocabulary	1. Name common objects/things in the environment (in school, home, and community) 2. Describe common objects/things in the environment based on color, shape, size, and function/use 3. Recall and use words from story listened to 4. Give the meaning of words presented through real objects, pictures, actions, synonyms and antonyms, and context clues 5. Name objects that begin with a particular letter of the alphabet 6. Give the names of family members, school personnel, and community helpers, and the roles they play/ jobs they do/things they use 7. Name the places and the things found in the classroom, school and community

LITERACY DOMAIN	STANDARDS		LEARNING COMPETENCIES
	CONTENT	PERFORMANCE	
	<i>The child demonstrates an understanding of...</i>	<i>The child shall be able to...</i>	

8. Give the synonyms and antonyms of given words

LITERACY DOMAIN	STANDARDS		LEARNING COMPETENCIES
	CONTENT	PERFORMANCE	
	<i>The child demonstrates an understanding of...</i>	<i>The child shall be able to...</i>	

Listening Comprehension (LC)	information received by listening to stories and be able to relate within the context of their own experience	listen attentively and respond/interact with peers and teacher/adult appropriately	1. Listen attentively to stories/poems/songs
			2. Recall details of the story: characters, when and where the stories/poems/songs happened, and the events in story listened to
			3. Talk about the characters and events in short stories/poems listened to
			4. Relate personal experiences to events in stories/poems/songs listened to
			5. Retell stories listened to, with the help of pictures
			6. Tell the event that happened first, middle, and last in stories listened to
			7. Give the correct sequence of three events in a story listened to orally and/or through drawing
			8. Infer character feelings and traits in a story listened to
			9. Identify the speaker in the story or poem listened to
			10. Identify simple cause and/or effect of events in a story listened to
			11. Identify problem solutions in a story listened to
			12. Predict what might happen next in the story listened to
			13. Predict possible ending of a story listened to
			14. Express one's idea/self freely through creative ways (drawing, illustration, body movement, singing, dancing) based on story listened to

ANNEX B

KINDERGARTEN CLASSROOM OBSERVATION FORM

Observation Date: _____ School: _____ Observer: _____

TIME	# OF MIN.	TIMEBLOCK	DELIVERY (WG, SG, PW, I)	ACTIVITIES OBSERVED	
				What the teacher is doing	What students are doing

ANNEX C

CLASSROOM LITERACY ENVIRONMENT CHECKLIST

Classroom Structure and Materials		
	Yes	No
Are there content area/learning centers present in the classroom? <i>If yes, check those observed:</i> <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math/Numeracy <input type="checkbox"/> Science <input type="checkbox"/> Others _____		
Is the room arrangement flexible enough to accommodate small group work?		
Are there designated areas for individual or independent activities?		
Are there areas to display children's works or outputs?		
Are there designated areas for materials such as books, writing materials, manipulatives?		
Is the classroom generally organized and orderly? (<i>Is there a 'place for everything and is everything in its place'?</i>)		
Are the children involved in keeping the classroom organized?		
Are there charts on display? <i>If yes, check those observed:</i> <input type="checkbox"/> Calendar <input type="checkbox"/> Daily message <input type="checkbox"/> Song charts <input type="checkbox"/> Rhymes/poems <input type="checkbox"/> Word walls <input type="checkbox"/> Attendance charts <input type="checkbox"/> Job chart <input type="checkbox"/> Weather chart <input type="checkbox"/> Alphabet chart <input type="checkbox"/> Rules and routines <input type="checkbox"/> Daily schedule <input type="checkbox"/> Others _____		
Are there manipulatives (such as puzzles, blocks, picture dominoes, etc.) available for classroom use?		
Are these manipulatives accessible to children?		

COMMENTS:

Language Environment		
	Yes	No
Does the teacher model good language use?		
Are the children given opportunities for extended conversations?		
Are the children engaged in discussions?		
Does the teacher ask a lot of open-ended questions?		
Does the teacher encourage elaboration of responses?		
Is there a significant amount of 'student talk' in the classroom?		
Is 'student talk' mostly on-task?		
Does 'teacher talk' prevail in the classroom?		
Do students initiate conversations and discussions?		
Do the students raise questions?		
Does the teacher respond to students' questions and engage in conversations with them?		
Are there opportunities for children to use new vocabulary learned?		
Does the teacher translate from one language to another? <i>Specify:</i>		
Does the teacher explicitly present similarities and differences in the different languages used in the classroom?		
In what languages are print materials written? (<i>specify languages</i> _____)		
What is the dominant language used by available print materials? _____		

COMMENTS:

Curriculum		
	Yes	No
Do lessons/activities focus on a particular theme?		
Is integration of content evident?		
Are transitions from one time block to another seamless?		
Is there a block of time dedicated to literacy development?		
Are literacy activities connected and do they flow smoothly into one another?		
Is play used as the main tool for literacy learning?		
Are the children given opportunities to explore materials/centers and make choices?		
Are the children given opportunities to problem-solve through play?		
Are literacy skills integrated throughout the session?		
Is there presence of child-initiated activities?		
Are the different domains of literacy being developed?		
<p><i>If yes, check those observed:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Auditory Perception Discrimination <input type="checkbox"/> Visual Perception Discrimination <input type="checkbox"/> Oral Language <input type="checkbox"/> Love for Literacy, Literature and Language <input type="checkbox"/> Book and Print Knowledge <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Listening Comprehension <input type="checkbox"/> Vocabulary and Concept Development <input type="checkbox"/> Alphabet Knowledge <input type="checkbox"/> Composing <input type="checkbox"/> Study Skills <input type="checkbox"/> Phonics and Word Recognition <input type="checkbox"/> Others _____ 		
Is there explicit teaching of literacy skills in the different literacy domains?		
<p><i>If yes, check those observed:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Phonological awareness <input type="checkbox"/> Alphabet knowledge <input type="checkbox"/> Phonics and word reading <input type="checkbox"/> Vocabulary <input type="checkbox"/> Others _____ 		
Are there activities for skills development in the different literacy domains?		

Curriculum		
<p><i>If yes, check those observed:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher-directed games <input type="checkbox"/> Mini-lessons in small groups <input type="checkbox"/> Supervised work on manipulatives <input type="checkbox"/> Independent work on manipulatives <input type="checkbox"/> Others _____ 		
<p>Is there a variety of teaching strategies/activities employed?</p> <p><i>If yes, check those observed:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Lecture/discussion <input type="checkbox"/> Storytelling <input type="checkbox"/> Read Aloud <input type="checkbox"/> Film showing <input type="checkbox"/> Role Playing <input type="checkbox"/> Drill and Practice <input type="checkbox"/> Games <input type="checkbox"/> Work on textbooks/worksheets <input type="checkbox"/> Music and movement <input type="checkbox"/> Whole group discussions <input type="checkbox"/> Pair-share/group discussions <input type="checkbox"/> Other resource persons <input type="checkbox"/> Demonstrations/modeling <input type="checkbox"/> Mini projects <input type="checkbox"/> Guided practice <input type="checkbox"/> Guided/directed play <input type="checkbox"/> Free play 		
<p>Do classroom management strategies employed support and maximize learning?</p>		

COMMENTS:

Books and Book Reading		
	Yes	No
<p>Are books and other print material available in the classroom?</p> <p><i>If yes, check those observed:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Picture books <input type="checkbox"/> Storybooks <input type="checkbox"/> Big books <input type="checkbox"/> Textbooks <input type="checkbox"/> Activity books <input type="checkbox"/> Leveled books <input type="checkbox"/> Basal readers <input type="checkbox"/> References (dictionary, teacher resources, etc.) <input type="checkbox"/> Teacher-made books <input type="checkbox"/> Others _____ 		
<p>Are children given opportunities to explore/browse through books?</p>		
<p>Is there a designated area for books (eg. mini library, book corner, etc.)</p>		
<p>Is there a designated area for book reading/exploration?</p>		
<p>Is read aloud/storytelling part of the day's activities?</p>		

Books and Book Reading		
Are there pre-reading activities? <i>If yes, check those observed:</i> <input type="checkbox"/> Vocabulary building <input type="checkbox"/> Activation of prior knowledge <input type="checkbox"/> Setting a purpose for listening <input type="checkbox"/> Others _____		
Are there post-reading activities? <i>If yes, check those observed:</i> <input type="checkbox"/> Discussion of the story <input type="checkbox"/> Engagement activities <input type="checkbox"/> Enrichment activities <input type="checkbox"/> Curricular connection <input type="checkbox"/> Others _____		
Is there a variety of reading activities/strategies? <i>If yes, check those observed:</i> <input type="checkbox"/> Modeled reading (read aloud, storytelling) <input type="checkbox"/> Guided reading <input type="checkbox"/> Independent reading <input type="checkbox"/> Oral reading <input type="checkbox"/> Reading with peers <input type="checkbox"/> Pretend reading <input type="checkbox"/> Others _____		
Do children initiate reading?		
Are children's reading efforts acknowledged?		
Are children's reading errors corrected?		
About what percentage of all print material are teacher-made? (<i>Encircle your estimate.</i>)		
<25%	About 25%	About 50%
>50%	100%	

COMMENTS:

Print and Early Writing		
	Yes	No
Is there presence of environmental print?		
Are there charts that support children's writing efforts (eg. list of sight words, alphabet charts, etc.)?		
Are writing materials available in the classroom?		

Print and Early Writing		
Are children given opportunities to freely explore writing materials?		
Is there a designated area for writing materials?		
Is there a designated area for writing activities?		
Are children given opportunities to write?		
<i>If yes, check those observed:</i> <ul style="list-style-type: none"> <input type="checkbox"/> Independent writing/composing <input type="checkbox"/> Collaborative writing (pairs or small groups or whole group) <input type="checkbox"/> Structured writing <input type="checkbox"/> Response to literature <input type="checkbox"/> Copying of text <input type="checkbox"/> Drills and practice <input type="checkbox"/> Others _____ 		
Does the teacher employ a variety of teaching strategies for writing?		
<i>If yes, check those observed:</i> <ul style="list-style-type: none"> <input type="checkbox"/> Modeled writing <input type="checkbox"/> Shared writing <input type="checkbox"/> Guided writing <input type="checkbox"/> Journal/independent writing <input type="checkbox"/> Others _____ 		
Do children initiate writing activities?		
Are children's writing efforts acknowledged?		
Does the teacher correct children's spelling, letter formation and other errors?		
Are the children explicitly taught some writing conventions (eg. punctuation, capitalization, spacing, etc.)		

COMMENTS:

ANNEX D

KINDERGARTEN TEACHER CLASSROOM OBSERVATION (2016)

BASA PILIPINAS KINDERGARTEN TEACHER CLASSROOM OBSERVATION (2016)

Basa Pilipinas is USAID/Philippines' flagship basic education project, implemented in close collaboration with the Department of Education, in support of the Philippine Government's early grade reading program. As a literacy education program, it is interested in gaining a better understanding of the process by which children in different regions/provinces learn to read.

The results of this survey will enable Basa Pilipinas to identify the aspects of reading instruction that are most challenging for teachers and students in each province, as well as those that do not seem to pose a great deal of difficulty. This will help Basa Pilipinas determine the status of literacy instruction and student performance in key aspects of emergent literacy in Kindergarten and contribute to evidence-based policy and practice in Kindergarten instruction.

Statement of Informed Consent

- Your participation in the classroom observation is very important, but you have the right not to participate if you don't want to.
- Your participation is voluntary, and you can stop participating at any time for any reason with no loss or consequence.
- Your participation will be completely confidential. Your name will not be mentioned or included in any way in any of the reports coming out of this research.
- Your responses will be combined with that of all other participants in all Divisions and presented in the form of summary tables.
- The overall results of the study will be shared with the Basa Project and with the Department of Education in order to prepare future trainings and materials that respond better to teachers' expressed needs and priorities.
- A brief follow-up interview on what was observed shall be conducted after the observation. If you agree to be observed while you deliver the lesson in class, we thank you in advance.
- If you prefer not to be observed, please indicate or put a check mark on the appropriate box below.

I agree to be observed according to the conditions outlined above.

Yes

No

ANNEX E

KINDERGARTEN CLASSROOM OBSERVATION RECORD

First Name: _____ Middle Name: _____

Last Name: _____ Date Completed: _____

Name of School: _____ School Division: _____

DIVISION: _____

SCHOOL: _____

TEACHER: _____

SCHOOL HEAD: _____

Start Time of Observation: _____ End Time of Observation: _____

Number of teachers/adults present (qualify): _____

Age range of children: _____

General Description:

	Number of Children Enrolled	Number of Children in Attendance	Number of Children Repeating Kinder	Number of Children with Pre-Kinder Experience
Boys				
Girls				
TOTAL				

Primary language used by teachers for instruction: _____

Primary language spoken in the classroom: _____

Other languages used by teachers for instruction: _____

Other languages spoken in the classroom: _____

Number of children who are non-MT speakers: _____

Languages spoken by non-MT speakers: _____

ANNEX F

KINDERGARTEN FORMATIVE RESEARCH PROTOCOLS

Kindergarten Classroom Observation

Observing Kindergarten classrooms is an essential component of the Kindergarten research. It will provide invaluable information on actual classroom practice vis-à-vis the policies and framework formulated by the Department of Education (DepEd).

Description

A total of 32 schools will be observed across the eight (8) Basa-supported divisions of DepEd in Regions I and 7. These 32 schools were selected to represent a variety of contexts - rural and urban, monograde and multigrade - in which Kindergarten instruction may be delivered and, consequently, provide insights on the diversity and range of curricular needs. Following is the breakdown of schools per division and corresponding observation dates:

DIVISION	NUMBER OF URBAN SCHOOLS	NUMBER OF RURAL SCHOOLS	TOTAL PER DIVISION	OBSERVATION DATES
La Union	1	3	4	July 13 - 14
San Fernando City	1	1	2	
Ilocos Norte	2	3	5	July 25 - 28
Ilocos Sur	2	2	4	
Cebu	3	3	6	August 2 - 4
Mandaue	3	1	4	
Bohol	2	3	5	August 8 - 12
Tagbilaran	2	0	2	
TOTAL	16	16	32	

** Out of the total of 32 schools, 6 are multi-grade classrooms (Ilocos Norte-1, Cebu-2 and Bohol-3) where Kindergarten children are combined with early graders (Grades 1, 2 and/or 3).*

Observers

There are three (3) lead observers: the Early Childhood Development Specialist or ECDS, a regular staff of Basa Pilipinas, and 2 consultants engaged specifically for this activity. One will observe schools in Region I and the other in Region 7. Each one is a speaker of the language of the respective regions. Auxiliary observers include other regular Basa and field staff.

Two (2) teams of observers will be deployed in each division (except Bohol and Tagbilaran) to conduct simultaneous observations in different schools. Each team will be composed of at least one (1) lead observer and maximum two (2) auxiliary observers. At least one of the observers in each team should be a speaker of the region's mother tongue as this is the MOI in Kindergarten.

Protocols

Pre-observation:

- All observers, lead and auxiliary, shall undergo orientation and familiarization with the curriculum and class program structure of Kindergarten as framed by DepEd as well as with the observation tools to be used.
- Basa Field Team Leaders shall brief all observation teams before deployment to their assigned schools.
- All safety and security precautions shall be taken during travels, whether by land or sea.

During Observation:

- Upon arrival at the designated school, the observers shall make a courtesy call to the School Head and reiterate their appreciation and the objective of the observation.
- They shall then proceed to the designated classroom to be observed and meet the teacher.
- The class shall be observed for the entire 3 hours of class time.
- Unobtrusive observation shall be done. Observers shall refrain from interacting with the teacher and the children during class hours so as not to disrupt the natural flow of the class.
- Only 3 observers shall be allowed inside the classroom. The lead observers shall accomplish the Classroom Observation Form and some portions of the Literacy Environment Checklist while observing. Auxiliary observers will write down their own observations as field notes.
- Be conscious of behavior or practices that may relate to issues of gender, class, language among others.
- Observers shall secure the teacher and/or School Head's permission before taking photos of the classroom environment and materials. Photos of children shall be for Basa files only and shall not be posted in any public forum.

Post-observation:

- A short 30-minute interview with the classroom teacher shall be conducted after the observation. The interview serves as a supplement to the class observation. Questions on the form may be used as starting points or examples but observers are free to ask other questions that focus on clarifying, confirming or elaborating what were observed/not observed and to complete some items on the checklist and forms.
- Observers shall review and complete the Literacy Environment Checklist.
- All observation teams shall have a debriefing session at the end of each observation day.

ANNEX G

KINDERGARTEN TEACHER INTERVIEW (2016)

BASA PILIPINAS KINDERGARTEN TEACHER INTERVIEW (2016)

Basa Pilipinas is USAID/Philippines' flagship basic education project, implemented in close collaboration with the Department of Education, in support of the Philippine Government's early grade reading program. As a literacy education program, it is interested in gaining a better understanding of the process by which children in different regions/provinces learn to read.

The results of this survey will enable Basa Pilipinas to identify the aspects of reading instruction that are most challenging for teachers and students in each province, as well as those that do not seem to pose a great deal of difficulty. This will help Basa Pilipinas determine the status of literacy instruction and student performance in key aspects of emergent literacy in Kindergarten and contribute to evidence-based policy and practice in Kindergarten instruction.

Before we begin, I would like to inform you of the following:

- This interview comes in 3 parts: the 1st part will focus on some general information about you as a teacher; the second focuses on characteristics of your class and your students and the last part focuses on your practices, insights and beliefs on Kindergarten teaching for which there is no wrong or right answer.
- This interview is solely for the purpose of Basa's research on Kinder and not to evaluate the program or your performance. Other Kindergarten teachers in Basa Pilipinas-supported Divisions have been asked to participate in this study. Your participation is very important, but you have the right not to participate if you do not want to.
- Your participation is voluntary, and you can stop participating at any time for any reason with no loss or consequence.
- Your participation will be completely confidential. Your name will not be mentioned or included in any way in any of the reports coming out of this research. We likewise ask you to keep our discussion here confidential.
- Your responses will be combined with that of all other participants in all Divisions and presented in the form of summary tables and narratives.
- The overall results of the study will be shared with the Basa Project and with the Department of Education in order to prepare future trainings and materials that respond better to teachers' expressed needs and priorities.
- If you agree to this interview, we thank you in advance. You will be asked to identify the name of your community and provide certain characteristics of your school (the number of students in the class or school, the zone in which the school is situated (rural versus urban), the status of the school or learning center, etc.). However, we will never communicate the results by individual school. All responses will be combined and presented in aggregate.

- Do you agree to participate in this interview according to the conditions outlined above?

Yes No

- Do you agree to keep this discussion and all information pertaining to it confidential?

Yes No

Full Name/Signature of Interviewee:

Sex of Interviewee: Male Female

Name of School/Division/Province:

Date of Interview: _____ Start Time: _____ End Time: _____

A. GENERAL INFORMATION

Directions for the interviewer: Read the questions and choices to the interviewee and put a ✓(check) in the box next to his/her response. You may ask follow-up with clarificatory questions or elaborate should the interviewee ask for further explanation.

1.	What is your job rank? <input type="checkbox"/> Master Teacher <input type="checkbox"/> Teacher 1 <input type="checkbox"/> Other _____
2.	What type of school do you teach in? <input type="checkbox"/> Elementary School (ES) <input type="checkbox"/> Central Elementary School (CES)
3.	What is your professional status? <input type="checkbox"/> Holder of DepEd regular / plantilla post <input type="checkbox"/> LGU-funded (MLGU, BLGU) <input type="checkbox"/> Community-recruited and paid teacher (PTA, other stakeholders) <input type="checkbox"/> Volunteer
4.	What is your birthdate? _____
5.	How long have you been teaching? _____ years _____ months
6.	How long have you been teaching in Kindergarten? _____ years _____ months
7.	How many years have you handled the following grade levels (<i>Put 0 if none</i>)? Grade 1 _____ years Grade 5 _____ years Secondary level _____ years Grade 2 _____ years Grade 6 _____ years Grade 3 _____ years Multi-grade _____ years Grade 4 _____ years (Pls specify grade level combinations) _____
8.	Where is your school located? <input type="checkbox"/> Rural area <input type="checkbox"/> Urban area <input type="checkbox"/> Other _____

A. GENERAL INFORMATION

Directions for the interviewer: Read the questions and choices to the interviewee and put a ✓(check) in the box next to his/her response. You may ask follow-up with clarificatory questions or elaborate should the interviewee ask for further explanation.

9.	What is the highest academic degree you have received? <input type="checkbox"/> Bachelor's Degree (Specify program _____) <input type="checkbox"/> Master's Degree (Specify program _____) <input type="checkbox"/> Doctorate (Specify program _____) <input type="checkbox"/> Other (specify) : _____
10.	Do you have a professional teaching license? <input type="checkbox"/> No <input type="checkbox"/> Yes
11.	Have you attended any in-service training or professional development sessions such as workshops on how to teach Kindergarten children in the last year? <input type="checkbox"/> No <input type="checkbox"/> Yes How many training days did you receive in total over the past year? _____ days Who facilitated/organized the training? _____
12.	Have you attended any in-service training or professional development sessions such as workshops on how to teach reading and writing to Kindergarten children in the last year? <input type="checkbox"/> No <input type="checkbox"/> Yes How many training days did you receive in total over the past year? _____ days Please specify who facilitated/organized the training? _____
13.	Have you attended any training on how to identify and teach children with special needs/ disabilities? <input type="checkbox"/> No <input type="checkbox"/> Yes If YES, please specify the name(s) of the training(s): (a) _____ (b) _____ If YES, who facilitated/organized your training? <input type="checkbox"/> DepED sponsored <input type="checkbox"/> Church or religious institution training <input type="checkbox"/> NGO or community training <input type="checkbox"/> Others (Please list) _____

A. GENERAL INFORMATION

Directions for the interviewer: Read the questions and choices to the interviewee and put a ✓(check) in the box next to his/her response. You may ask follow-up with clarificatory questions or elaborate should the interviewee ask for further explanation.

14. a. How many of your students have been formally identified as having a disability or special need?

Number _____ Don't know

b. What types of disabilities?

- Visual Audio Behavioral
 Physical Mental/Intellectual Brain injury

Multiple disabilities Learning Disability

Others (specify): _____

c. How many other students do you think may have a disability or special need (see the list in question 14b) but have not been formally identified?

Number _____ Don't know

15. a. Have you ever learned or read any information about teaching children with disabilities?

- No Yes

b. Have you ever had any formal training on how to teach children with special needs/disabilities?

- No Yes

16. Have you ever had any gender awareness training (i.e., how to promote classroom equity, gender-based violence, etc.)? No Yes

If YES, please specify the name(s) of the training(s):

(a) _____

(b) _____

A. GENERAL INFORMATION

Directions for the interviewer: Read the questions and choices to the interviewee and put a ✓(check) in the box next to his/her response. You may ask follow-up with clarificatory questions or elaborate should the interviewee ask for further explanation.

17. of support do you get to improve your teaching?
- In seminars/trainings Others (please specify) _____
- LAC Sessions
- Conferencing with peers
- Conferencing with School Head
- What kind/s of support would you want to get? _____

B. CLASSROOM AND STUDENT CHARACTERISTICS

Directions for the interviewer: Read the questions and choices to the interviewee and put a ✓(check) in the box next to his/her response. You may follow-up with clarificatory questions or elaborate should the interviewee ask for further explanation.

1. Each of the Kindergarten classes you are teaching this year.
- AM PM Monograde Multigrade (with Grade/s _____)
- Total No. of Students _____ Boys _____ Girls _____
- AM PM Monograde Multigrade (with Grade/s _____)
- Total No. of Students _____ Boys _____ Girls _____
2. Other adults that provide assistance in the Kindergarten classes that you teach?
- Yes for both classes Yes, for only one class None
- If YES, describe by checking the appropriate box/es:
- Co-teacher School staff/Teaching Assistant Community volunteer
- Parent volunteer Student Teacher/Practicumer
3. About what percentage of ALL your Kindergarten students previously attended a pre-Kinder or daycare program?
- 20% 21- 40% 41 - 60% 61 - 80% 81 - 100% No idea

B. CLASSROOM AND STUDENT CHARACTERISTICS

Directions for the interviewer: Read the questions and choices to the interviewee and put a ✓(check) in the box next to his/her response. You may follow-up with clarificatory questions or elaborate should the interviewee ask for further explanation.

4.	In your judgment, about what percentage of ALL your Kindergarten students were NOT ready to enter Kindergarten? <input type="checkbox"/> 0 - 20% <input type="checkbox"/> 21- 40% <input type="checkbox"/> 41 - 60% <input type="checkbox"/> 61 - 80% <input type="checkbox"/> 81 - 100%
5.	Do you have your own copy of the July 2015 National Kindergarten Curriculum Guide (NKCG)? <input type="checkbox"/> Yes <input type="checkbox"/> No (Which version do you have? _____) Did you have an orientation on how to use it? <input type="checkbox"/> Yes <input type="checkbox"/> No How often do you consult/use it? Daily <input type="checkbox"/> Weekly <input type="checkbox"/> As needed <input type="checkbox"/> Never
6.	Do you have your own copy of the NKCG Weekly Plans? <input type="checkbox"/> No <input type="checkbox"/> Yes Did you have an orientation on how to use it? <input type="checkbox"/> Yes <input type="checkbox"/> No How often do you consult/use it? <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> As needed <input type="checkbox"/> Never
7.	What resources do you refer to for your teaching? <input type="checkbox"/> Professional books <input type="checkbox"/> Websites <input type="checkbox"/> DepEd LRMS <input type="checkbox"/> Seminar/training handouts <input type="checkbox"/> Colleagues <input type="checkbox"/> Others _____ <input type="checkbox"/> MC notes/handouts <input type="checkbox"/> Principal/School Head
8.	How many copies of the Kindergarten Activity Sheets (AS) in MT do you have for your students? <input type="checkbox"/> None <input type="checkbox"/> Each student has one <input type="checkbox"/> One copy reproduced/photocopied for all students If None, what do you use as an alternative? _____ Do the children bring home the Activity Sheets as homework? <input type="checkbox"/> No <input type="checkbox"/> Yes
9.	What other reading or print materials, aside from the Kinder Activity Sheets, do you have for your students? Please check those that are applicable. <input type="checkbox"/> Big books <input type="checkbox"/> Decodable books <input type="checkbox"/> Picture books <input type="checkbox"/> Flashcards <input type="checkbox"/> Other textbooks <input type="checkbox"/> Others (please specify) _____ Are children allowed to bring home any of the reading materials to share with their families?

B. CLASSROOM AND STUDENT CHARACTERISTICS

Directions for the interviewer: Read the questions and choices to the interviewee and put a ✓(check) in the box next to his/her response. You may follow-up with clarificatory questions or elaborate should the interviewee ask for further explanation.

No Yes

10. In what language/s are reading and print materials used in the classroom written?

Mother Tongue

English

Others (pls specify) _____

11. How many sets of each manipulative toy do you have in your classroom? (For interviewer: Show interviewee pictures of manipulative toys.)

_____ Table Blocks

_____ Shapes Wooden Jigsaw Puzzle

_____ Lacing Beads

_____ Human Body Wooden Jigsaw Puzzle

_____ Picture Dominoes

_____ Fruits Wooden Jigsaw Puzzle

_____ Counting Frame

_____ Numbers Wooden Jigsaw Puzzle

_____ Transportation Wooden Jigsaw Puzzle

How often do students use these toys?

Daily Weekly Sometimes Never Other (specify) _____

12. Do you work with students in small groups? Yes No

If YES, how are they grouped?

By ability level

Random heterogeneous grouping

Others _____

By gender

Heterogeneous with specific criteria

(specify criteria) _____

If YES, how often are they grouped?

Daily 2-3 times per week Once a week No regular schedule No grouping is done

If YES, what happens during small group work?

Direct instruction

Guided play

Free play

Guided practice

Drills

Directions for the interviewer: Read the questions to the interviewee. Elaborate, paraphrase or translate to Filipino or MT, if necessary. Audio record and write down responses. You may probe deeper by asking follow-up questions or ask the interviewee for further elaboration.

1.	Kindergarten is now compulsory and has been made part of basic education. What do you think of this? How important do you think is Kindergarten education? What do you think is/are its main goal/s?
2.	Before the start of the school year, how do you usually prepare for the new batch of incoming Kindergarten students? (<i>Example: classroom preparation, materials preparation, preparation of self</i>). How did you prepare for them this school year?

Directions for the interviewer: Read the questions to the interviewee. Elaborate, paraphrase or translate to Filipino or MT, if necessary. Audio record and write down responses. You may probe deeper by asking follow-up questions or ask the interviewee for further elaboration.

3. What facilities does the school have that support the development and learning of Kindergarten students? Which ones do you use often?

4. What programs has the school adopted and/or initiated to support the development and learning of Kindergarten students? Please describe how these programs benefit you and/or your students.

Which among these programs focus on literacy?

5. What qualities do you think you have that make you an effective Kindergarten teacher? (Eg. credentials, qualifications, knowledge, characteristics and traits.)

Directions for the interviewer: Read the questions to the interviewee. Elaborate, paraphrase or translate to Filipino or MT, if necessary. Audio record and write down responses. You may probe deeper by asking follow-up questions or ask the interviewee for further elaboration.

What other qualities do you think you still have to develop or acquire to be an effective Kindergarten teacher? (e.g. credentials, qualifications, knowledge, characteristics and traits.)

6. How do you assess your Kindergarten students? What assessment tools do you use? (Please ask for the name of the tool or assessment type, what is being assessed, how often these are done and to whom results are given.)

7. What kind /s of support do you get to improve and enhance your teaching of reading and writing? (Mention material, technical, social, etc.)

Directions for the interviewer: Read the questions to the interviewee. Elaborate, paraphrase or translate to Filipino or MT, if necessary. Audio record and write down responses. You may probe deeper by asking follow-up questions or ask the interviewee for further elaboration.

8. How would you describe your relationship with the parents of your Kindergarten students? How do you involve them in your students' learning?

9. Based on your experience, do you think boys learn differently from girls in Kindergarten? If yes, what differences have you observed?

How do you address this difference in terms of your teaching? What kind of instruction do you think works for boys? For girls?

Directions for the interviewer: Read the questions to the interviewee. Elaborate, paraphrase or translate to Filipino or MT, if necessary. Audio record and write down responses. You may probe deeper by asking follow-up questions or ask the interviewee for further elaboration.

10. What classroom management issues do you often encounter? How do you resolve these issues?

11. What do you believe are the five (5) most important skills that children should learn by the end of Kindergarten?

12. What are the 3 most important challenges facing you as a Kindergarten teacher?

Directions for the interviewer: Read the questions to the interviewee. Elaborate, paraphrase or translate to Filipino or MT, if necessary. Audio record and write down responses. You may probe deeper by asking follow-up questions or ask the interviewee for further elaboration.

13. What would be your “wish list” as a Kindergarten teacher? Please name the top three (3). *(May include both material and non-material items.)*

THANK YOU VERY MUCH FOR YOUR TIME!

ANNEX H

KINDERGARTEN RESEARCH (2016) INTERVIEW QUESTIONNAIRE FOR PRINCIPALS/SCHOOL HEADS

BASA PILIPINAS KINDERGARTEN RESEARCH (2016) INTERVIEW QUESTIONNAIRE FOR PRINCIPALS/SCHOOL HEADS

Basa Pilipinas is USAID/Philippines' flagship basic education project, implemented in close collaboration with the Department of Education, in support of the Philippine Government's early grade reading program. As a literacy education program, it is interested in gaining a better understanding of the process by which children in different regions/provinces learn to read.

The results of this questionnaire will enable Basa Pilipinas to identify the aspects of reading instruction that are most challenging for teachers and students in each province, as well as those that do not seem to pose a great deal of difficulty. This will help Basa Pilipinas determine the status of literacy instruction and student performance in key aspects of emergent literacy in Kindergarten and contribute to evidence-based policy and practice in Kindergarten instruction

Before we begin, I would like to inform you of the following:

- Other school heads in Basa Pilipinas-supported Divisions whose schools have Kindergarten classes have been asked to participate in this study. Your participation is very important, but you have the right not to participate if you do not want to.
- Your participation is voluntary, and you can stop participating at any time for any reason with no loss or consequence.
- Your participation will be completely confidential. Your name will not be mentioned or included in any way in any of the reports coming out of this research. We likewise ask you to keep our discussion here confidential.
- Your responses will be combined with that of all other participants in all Divisions and presented in the form of summary tables and narratives.
- The overall results of the study will be shared with the Basa Project and with the Department of Education in order to prepare future trainings and materials that respond better to teachers' expressed needs and priorities.
- If you agree to this interview, we thank you in advance. You will be asked to identify the name of your community and provide certain characteristics of your school (the number of students in the class or school, the zone in which the school is situated (rural versus urban), the status of the school or learning center, etc.). However, we will never communicate the results by individual school. All responses will be combined and presented in aggregate.
- **Do you agree to participate in this interview according to the conditions outlined above?**
 Yes No

- Do you agree to keep this discussion and all information pertaining to it confidential?

Yes No

Full Name/Signature of Interviewee:

Sex of Interviewee: Male Female

Name of School/Division/Province:

Date of Interview: _____ Start Time: _____ End Time: _____

GENERAL INFORMATION	
<i>Directions for the interviewer: Read the questions and choices to the interviewee and put a ✓(check) in the box next to his/her response. You may ask follow-up with clarificatory questions or elaborate should the interviewee ask for further explanation.</i>	
18.	What is your official designation at this school? _____
19.	What is your birthdate? _____
20.	How long have you been principal of this school? _____ years _____ months How many years total (<i>this school and other schools</i>) have you been a principal/school head? _____ years _____ months
21.	How many years have you handled the following grade levels before becoming a school head? (<i>Put 0 if none</i>)? Grade 1 _____ years Grade 5 _____ years Multi-grade _____ years Grade 2 _____ years Grade 6 _____ years (Specify grade level combinations) Grade 3 _____ years Kinder _____ years _____ Grade 4 _____ years Secondary level _____ years
22.	What other positions did you hold before becoming a principal/school head? (Please list together with the number of years in that position.)

GENERAL INFORMATION

Directions for the interviewer: Read the questions and choices to the interviewee and put a ✓(check) in the box next to his/her response. You may ask follow-up with clarificatory questions or elaborate should the interviewee ask for further explanation.

23.	Where is your school located? <input type="checkbox"/> Rural area <input type="checkbox"/> Urban area <input type="checkbox"/> Other _____
24.	<p>What is the highest academic degree you have received?</p> <p><input type="checkbox"/> Bachelor's Degree (Specify program _____)</p> <p><input type="checkbox"/> Master's Degree (Specify program _____)</p> <p><input type="checkbox"/> Doctorate (Specify program _____)</p> <p><input type="checkbox"/> Other (specify) : _____</p>
25.	<p>Have you received any special training or courses in school management?</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p><i>How many training days did you receive in total over the past year? _____ days</i></p> <p><i>Please specify who facilitated/organized the training or the course?</i></p> <p>_____</p>
26.	<p>Have you ever had any special training on addressing diversity and /or gender awareness in schools?</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p><i>When did you have it? _____</i></p> <p><i>Please specify who facilitated/organized the training or the course?</i></p> <p>_____</p>

<i>Please check (✓) which of the following Kindergarten programs you have in your school for this school year and fill in the table with the information asked for.</i>	Number of Enrollees			Number of classes	Total hours per day
	No. of boys	No. of girls	Total		
AM Monograde (K only)					
PM Monograde (K only)					
AM Multigrade (K with _____)					
PM Multigrade (K with _____)					
Kindergarten Catch-Up Education Program (KCEP)					
Others _____					

In your experience as principal, is the number of enrollees in Kindergarten at the beginning of the year maintained until the end of the school year?

Yes

More by yearend

Fewer by yearend

If fewer by yearend, what are some reasons for leaving?

Directions for the interviewer: Read the questions to the interviewee. Elaborate, paraphrase or translate to Filipino or MT, if necessary. Audio record and write down responses. You may probe deeper by asking follow-up questions or ask the interviewee for further elaboration.

14. How important do you think is Kindergarten education? What do you think is/are its main goal/s?

Directions for the interviewer: Read the questions to the interviewee. Elaborate, paraphrase or translate to Filipino or MT, if necessary. Audio record and write down responses. You may probe deeper by asking follow-up questions or ask the interviewee for further elaboration.

15. How do you usually prepare for Kindergarten students every beginning of the schoolyear? What special preparations did you make this year?

16. What facilities does the school have that support the development and learning of Kindergarten students?

Directions for the interviewer: Read the questions to the interviewee. Elaborate, paraphrase or translate to Filipino or MT, if necessary. Audio record and write down responses. You may probe deeper by asking follow-up questions or ask the interviewee for further elaboration.

17. What programs has the school adopted and/or initiated to support the development and learning of Kindergarten students? Please describe each one briefly. Why did you adopt or initiate these programs?

Which among these programs focus on literacy?

18. How do you select your Kindergarten teacher/s?

What qualities do you think should a Kindergarten teacher have? *(Please mention credentials, qualifications, knowledge, characteristics and traits.)*

Directions for the interviewer: Read the questions to the interviewee. Elaborate, paraphrase or translate to Filipino or MT, if necessary. Audio record and write down responses. You may probe deeper by asking follow-up questions or ask the interviewee for further elaboration.

19.	How are Kindergarten students assessed? What assessment tools are used? <i>(Please mention the name of the tool or assessment type, what is being assessed, how often these are done and to whom results are given.)</i>
20.	What kind /s of support are provided to Kindergarten teachers to improve and enhance their teaching of reading and writing? <i>(Include material, technical, social, etc.)</i>

Directions for the interviewer: Read the questions to the interviewee. Elaborate, paraphrase or translate to Filipino or MT, if necessary. Audio record and write down responses. You may probe deeper by asking follow-up questions or ask the interviewee for further elaboration.

21. How would you describe the school's relationship with the parents of your Kindergarten students?

22. What do you believe are the five (5) most important skills that children should learn by the end of Kindergarten?

23. Do you think boys learn differently from girls in Kindergarten? If yes, how so? How does the school address this difference?

Directions for the interviewer: Read the questions to the interviewee. Elaborate, paraphrase or translate to Filipino or MT, if necessary. Audio record and write down responses. You may probe deeper by asking follow-up questions or ask the interviewee for further elaboration.

24. What specific challenges or difficulties do you think faces your Kindergarten teachers?
- What specific challenges or difficulties does Kindergarten pose for you as school administrator?
25. What would be your “wish list” as far as the Kindergarten level is concerned? (*Include material, technical, social, emotional, etc.*)

THANK YOU VERY MUCH FOR YOUR TIME!

ANNEX I

KINDERGARTEN PARENTS FOCUS GROUP DISCUSSION (FGD) GUIDE

School/Division _____ Date/Time _____

Facilitator _____ Documenter _____

(Prepare Attendance Sheet with Confidentiality Agreement, Parent's Name, Address, Age, Gender, Occupation, Educational Attainment)

Welcome/Introductions

- Good morning/afternoon and welcome to this focus group discussion. Thank you for agreeing to meet with us today.
- My name is _____ and I will be facilitating this activity. This is _____ and s/he will be documenting our discussion.
- We are both with the Basa Pilipinas Program. Basa Pilipinas is a USAID-funded DepEd program supported by USAID focused on the teaching of reading and writing in Grades 1 to 3. Now, Basa is conducting a study on Kinder.
- We want to know what your ideas and expectations are about Kinder. Just to inform you, we are also doing these discussions with parents in other schools here in _____ as well as in (*name other divisions*).
- Our discussion will be recorded because we don't want to miss any of your comments. We might not be able to write fast enough to get everything you say. The recordings will be transcribed and translated.
- We've given you name tags so we can address each other by our first names. However, we won't use any names in our reports. You may be assured of complete confidentiality. The reports will go back to our main office in Manila to help plan future programs. We also ask you to keep everything that we have discussed here confidential.
- Your participation is very important, but you have the right not to participate if you do not want to. Your participation is voluntary, and you can stop participating at any time for any reason with no loss or consequence.
- If you agree to participate, and also to keep everything that we have discussed here confidential, please fill in the attendance sheet and initial the column marked "I agree to keep everything we discuss confidential." [*Note to facilitator: If consent is not given, dismiss the participant(s) with thanks.*]
- As your facilitator, I am responsible for making sure that everyone is heard and understood. So before we begin, let's keep in mind some ground rules.
 - ✓ Let us be respectful of other's ideas. There may be different points of view but there are no wrong answers. Please feel free to share your ideas even if they differ from what others have said. We are interested in your insights and comments, whether positive or negative.

- ✓ Let's treat this like a casual conversation among friends. Let's relax, be courteous and take turns when speaking and listening.
 - ✓ Please feel free to elaborate or explain and discuss with one another and not just with me. But please keep it as brief as possible to allow everyone a chance to speak.
 - ✓ I will start by asking questions. Please answer the question first and then add other comments. You may ask for clarification if the question is not clear.
 - ✓ You may speak in the language that you are comfortable with. *(Specify which languages they can choose from depending on what languages the facilitator speaks.)*
 - ✓ We hope to finish in 2 hours or in time for your children's dismissal.
- Do you have any questions before we start? *(address initial concerns.)*
 - Let's begin. Let's find out more about each other by going around the group. Please tell us your name, how many of your children have been in Kinder aside from the current one and *(one other piece of information you want them to share).*

Discussion Guide Questions

General Question	Possible Follow-Up Probes
What is your idea about Kinder? Why is it important/not important?	What were your expectations? How did you form these ideas and expectations?
What should a child know or be able to do before entering Kinder?	What made you decide on these?
In what ways did you help prepare your child for Kinder?	Did you put your child in a daycare center or any center before enrolling in Kinder? Why/why not? In what ways did being in a center before Kinder prepare your child for Kinder? What did you do at home to help prepare your child for Kinder?
What did the school/teacher do to help you and your child adjust to Kinder life?	Is there communication between you and the teacher? How and how often? What is the importance of having communication between you and the teacher?
What are the 5 most important things that you expect your child to learn in Kinder? Why?	What kind/level of reading do you expect your child to be able to do after Kinder? What kind/level of writing do you expect your child to be able to do? What kind/level of speaking do you expect your child to be able to do? What kind/level of thinking do you expect your child to be able to do? What differences do you think would there be in

General Question	Possible Follow-Up Probes
	the way boys and girls are learning in Kinder?
How do you expect Kinder teachers to teach?	<p>In what ways should they help children learn to read and write?</p> <p>How do you think the teacher treats or teaches boys and girls in the classroom? Do you think there is a difference?</p>
Now that your child is in Kinder, what do you do at home to help him/her become a reader and a writer?	If you've had male and female children in Kinder, do you provide different kinds of help/support? How?
In what ways can the school/teacher help you help your child become a reader and writer?	In what ways can you support the school/teacher in teaching your child become a reader and writer?
Describe your and your child's experience in Kinder, so far.	<p>What do you appreciate or like most?</p> <p>What are the challenges?</p> <p>Did it meet your expectations?</p>

CLOSING

Before, we end our discussion, we have just one last question. Suppose you have the chance to talk to a DepEd official, what would you tell or ask him/her about Kinder?

That brings us to the end of our activity. Again, thank you for agreeing to do this and for helping us in our Kinder research. What you have shared with us will be truly invaluable. Thank you very much and have a nice day.

ANNEX J

KINDERGARTEN PARENTS FOCUS GROUP DISCUSSION (FGD) PROTOCOL

Parent Focus Group Discussion (FGD) Protocols

A parent focus group discussion (FGD) will enrich the research by providing a glimpse of parent perceptions and beliefs on Kindergarten education, in general, and literacy learning, in particular. It will also gauge the level of involvement they have in the learning of their Kindergarten-age children and how this might impact instruction.

Description

A total of 10 focus group discussions shall be conducted. Each of the 5 Basa field teams shall conduct two (2) FGDs - one with parents of a rural school and another with parents of an urban school. A focus group of 8-10 parents (mixed male and female) shall be formed based on teacher recommendation and/or on a voluntary basis. This shall be done within the school premises, preferably during class hours, in coordination with the School Head. The Basa Team Leader will facilitate the discussion while a field staff will act as documenter.

Materials Needed

- Attendance sheet indicating participants' name, age, address, gender, occupation, educational attainment and a brief confidentiality agreement
- Nametags for participants
- Audio recorder
- Field notebook
- Copy of Parent FGD Protocols and Guide Questions

Protocols for Facilitators

Planning and Preparation

- Coordinate with the School Head and concerned teacher on recruitment of participants, venue, date and time of FGD.
- Recruit participants and inform them of FGD details.
- Learn and be familiar with the Parent FGD Protocols and Guide Questions.
- Prepare Attendance Sheet and all materials.
- Plan refreshments.

FGD Proper

- Arrange the room and seats so all participants are comfortable and are facing each other.
- Welcome the participants as they come in and make them feel at ease by engaging them in casual conversation.
- Ask each participant to fill out the Attendance Sheet.
- Give each one a nametag with their nicknames.

Facilitator's Role	Documenter's Role
<p>Explains the activity, what they can expect and what is expected of them.</p> <p>Reads and follows the discussion guide outlined in the Parent FGD Protocols and Guide Questions.</p> <p>Actively listens; does not project an attitude of expertise on the topic/s by sharing own experiences.</p> <p>Remain neutral when participants express different or opposing views</p> <p>Maintains a high energy and sustains the flow of discussion by employing appropriate questioning strategies.</p> <p>Leads the discussion by asking general questions first then moves to questions that will further detail or expand the answers of the participants to elicit responses that are more comprehensive (stick to the given Guide)</p> <p>Makes sure that all participants have an opportunity to share their thoughts.</p> <p>Makes sure that none of the participants dominates the discussion.</p> <p>Anticipates and allows a reasonable amount of silence between questions and considers the need of participants to think about their responses.</p> <p>Closes the discussion appropriately</p>	<p>Time Management: Keeps time and makes sure that the discussion is finished within a maximum of 2 hours; signals the facilitator to proceed if discussion is taking too long; takes note of start and end time</p> <p>Documentation: Makes sure that the entire discussion is audio recorded; observes proceedings and takes field notes</p> <p>Others: Handles environmental conditions and logistics; responds to unexpected interruptions</p>

- Serve refreshments.

Post FGD:

- Thank the School Head and teacher.
- Organize all notes.

- Have a debriefing session (facilitator and documenter).
- Transcribe audio recording and translate to English.

Reminder

A focus group discussion is not:

- A debate
- Group therapy
- A conflict resolution session
- A problem solving session
- An opportunity to collaborate
- A promotional opportunity
- An educational session

ANNEX C.

TESTING AN APPROACH TO READING REMEDICATION: THE USAID BASA PILIPINAS PILOT



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TESTING AN APPROACH TO READING REMEDIATION: THE USAID BASA PILIPINAS PILOT



MAY 2018

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TESTING AN APPROACH TO READING REMEDIATION: THE USAID BASA PILIPINAS PILOT

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ACRONYMS

ANOVA	Analysis of Variance
DepEd	Department of Education
EDC	Education Development Center
EGRA	Early Grade Reading Assessment
FGD	focus group discussion
LCPM	letters correct per minute
MT	mother tongue
ORVT	Oral Reading Verification Test
RRSP	Reading Remediation Support Pilot
RtI	Response to Intervention
SES	socio-economic status
START	Supporting Teachers in Assisting Readers Training
STELLAR	Supporting Teachers in Levelling Up Assistance to Readers
TWG	technical working group
USAID	United States Agency for International Development
WCPM	words correct per minute

EXECUTIVE SUMMARY

Basa Pilipinas (Basa) is USAID/Philippines flagship education program that supports the literacy component of the Philippine Government’s K to 12 curriculum. It is implemented in close coordination with the Department of Education (DepEd) and other key education stakeholders.

As part of its cost-extension work plan, and on the request of DepEd, Basa conducted a pilot study to test out a three-stage approach to providing teachers support in assisting non-readers and struggling readers. Basa’s Reading Remediation Support Pilot (RRSP) was implemented by a total of 50 Grade 1 and 2 teachers from 25 selected schools in seven DepEd partner divisions. Fifteen schools were from Region 1, while ten schools were from Region 7. A total of 442 Grade 1 and 2 learners benefited from RRSP implementation.

The study was conducted in school year 2017-2018, and sought to answer questions on the proposed approach’s effectiveness in improving learners’ reading performance and the ease of its implementation.

To gather information on the reading performance of participating learners, Basa used the Early Grade Reading Assessment (EGRA) among RRSP participants from a sample of schools before and after the implementation of RRSP. In addition, Basa conducted school visits to gain insights on how schools implemented the RRSP framework. Key findings from these activities are outlined below.

CHANGES IN READING RESULTS AFTER RRSP IMPLEMENTATION

After roughly six months of intervention, improvements were seen in the reading scores of learners who participated in RRSP—but variations could be noted across grade levels, and across regions.

In Region 1, Grade 1 learners had significant gains in all Mother Tongue EGRA subtasks: initial sound, letter sound knowledge, familiar word identification, simple non-word decoding, passage reading, and reading comprehension and listening comprehension. In Region 7, Grade 1 learners saw significant increases in familiar word identification, simple word decoding, passage reading, and prosody.

Among Grade 2 learners in Region 1, scores in all Filipino EGRA subtasks significantly increased from baseline to endline except for reading and listening comprehension; and in dictation, where the performance of the students significantly declined. Region 7 Grade 2 learners, on the other hand, made significant improvements only in familiar word identification.

EASE OF IMPLEMENTATION

Overall, participating teachers and school heads reported that they found RRSP effective and useful. Both expressed that they found it challenging to implement RRSP initially; however, implementation became manageable as they continued to use this approach in their schools. Teachers mentioned the first steps in the RRSP, specifically the administration of the assessment and preparing the remediation plan, as the most difficult to conduct, while they find the preparation of weekly plans and execution of these plans as the easiest to do. They also cited time constraints, some learners’ non-attendance, and lack of parent involvement as some of the factors that affected their implementation. Despite these, teachers and school heads said that they would continue implementing RRSP as they claimed to have observed improvements in the reading performance of their learners, as well as changes in their behavior.

CONCLUSION AND RECOMMENDATIONS

The RRSP framework has proven to be a useful innovation. Qualitative data from stakeholders point to the feasibility of using this approach in public school classrooms. In addition, EGRA results showed significant improvements in the literacy skills of participants, although variations were noted across regions and across grade levels. After RRSP implementation, Grade 1 learners were already showing mastery of the foundational skills (i.e. initial sound identification, letter sound identification, and decoding), while also beginning to improve their skills in both reading and listening comprehension. This suggests that given the time and continued use of RRSP as an approach to reading remediation, Grade 1 learners can become more proficient readers in Mother Tongue. Meanwhile, Grade 2 learners were already showing improvements in some literacy skills (i.e. passage reading and familiar word identification). Although there were significant gains in these skills, continued support to mastering the other skills is needed for learners to be considered proficient readers in Filipino.

Moreover, EGRA results show that RRSP generally benefited learners regardless of their sex, socio-economic status (SES), or self-reported attendance. No significant differences were noted in comparisons of gains across these sub-groups, except for one subtask (familiar word identification) among Region 7 Grade 2 learners, where girls scored significantly higher than boys. This indicates that RRSP has the potential to bridge learning gaps for struggling learners, regardless of their characteristics.

In spite of the challenges in implementing RRSP, teachers and school heads expressed their intent to continue utilizing the RRSP framework in providing support to the non-readers and struggling readers in their schools, as well as sharing this approach to other schools in their district/divisions.

Feedback provided to Basa Pilipinas was used in revising and simplifying the RRSP toolkit. This revised toolkit, as well as the associated training resources used during implementation, will be shared with DepEd through its Learning Resource Portal, for possible wider uptake beyond the pilot schools and partner divisions.

INTRODUCTION: BACKGROUND OF THE STUDY

In the Philippines, remediation is a mandated part of the daily classroom program. Department of Education (DepEd) Order No 14, s2013 directed school heads/principals to provide special programs for learners to help them meet grade level standards and expected competencies (D.O. 14, s2013, DepEd). While this is established policy, there is no clear DepEd guidance on how remediation should be conducted. Each teacher is thus largely left on their own to determine how to provide this type of specialized instruction to learners in need.

The cost extension period of USAID Basa Pilipinas provided an opportunity to support this aspect of DepEd's early grade reading efforts. DepEd requested Basa to pilot test an intervention to assist teachers in providing targeted support to learners struggling with reading. After several discussions with DepEd, Basa was advised to tap a total of 50 teachers from its partner DepEd divisions to pilot test a proposed approach to remediation.

To ensure that the proposed approach is appropriate to the needs, context, and policies of DepEd, Basa conducted formative research from November 2016 to February 2017. The formative research included Focus Group Discussions (FGDs), interviews, class observations, and a literature review of existing international and local reading remediation and intervention programs.

FORMATIVE RESEARCH

In December 2016, Basa Pilipinas started gathering data from its partner divisions to better understand how remediation was being implemented in those areas. Basa Pilipinas conducted FGDs among selected teachers and school heads in Region 1 and 7. Moreover, Basa conducted remedial reading class observations and teacher interviews in February 2017 to gather information on the following: class schedule, domains of literacy targeted, type of assessment administered, and instructional materials used in class.

Here are the highlights of the information gathered from FGD and remedial reading class observations, and teacher interviews.

- The teachers in Region 1 and 7 acknowledged the importance of having remediation as it develops learner's reading skills, specifically alphabet knowledge, oral language, phonics and word recognition, and comprehension, which learners find the most challenging.
- According to the teachers, they regularly conduct remediation as it is integrated in their daily class program. They shared that learners identified as "less abled" were taught during the allotted time for remediation. On average, it was done for 30-40 minutes every day for both Grade 1 and 2. When asked regarding their process of identifying these learners, the teachers responded that they gather information on their learners' skills through classroom observations, oral verification test and other methods of assessment, which are conducted at different times within the school year [e.g. enrollment period, every quarter, middle and end of the school year, twice a year (post and pre)].
- Without a specific guide to follow in the conduct of remediation, teachers shared that delivery of instruction depends on teachers' judgment and teaching experience. Many teachers said that they generally

conduct remediation in a whole class approach and without differentiation, explaining that remediation is done with other special programs for other learners (i.e. reinforcement and enrichment). They added that they would often have learners read passages and word lists, and introduce new words using pictures. Aside from the passages and pictures they used, they said that they also use other materials such as ones downloadable from online groups (i.e. DepEd Tambayan). On the other hand, some teachers said that they provide special activities during remediation and veer away from re-teaching content discussed in regular class, and instructional materials were developed for the sole purpose of remediation.

- With regards to tracking the progress of the learners, teachers cited formative assessment as their means to determine the reading performance of their students. According to them, this assessment includes having learners read a page in a storybook while crossing out words read incorrectly, and or having them complete the story. Teachers in Region 1 shared that they report the progress of learners being remediated to their school heads by supplying the latter with information on the number of the non-reader and struggling readers in their class. On the other hand, teachers in Region 7 said that reports of progress were regularly given to the school heads. These reports took on different forms for each group. One group identified an assessment report; another a classroom-based EGRA report; and another a division-directed form.

In addition to the abovementioned activities, Basa also did a literature review of existing remediation and intervention programs. Response-to-Intervention (RtI) Approach, and Restructured Approach in Developing Early Reading Skills (READERS) Intervention Program were two of the programs reviewed. A thorough discussion of these programs can be found in the Review of Related Literature section.

Data gathered from the formative research and review of related literature informed the design of the proposed remediation approach. The approach and the accompanying materials developed were then presented to DepEd officials/representatives from the partner regions/divisions, and Basa consultants for feedback and additional inputs.

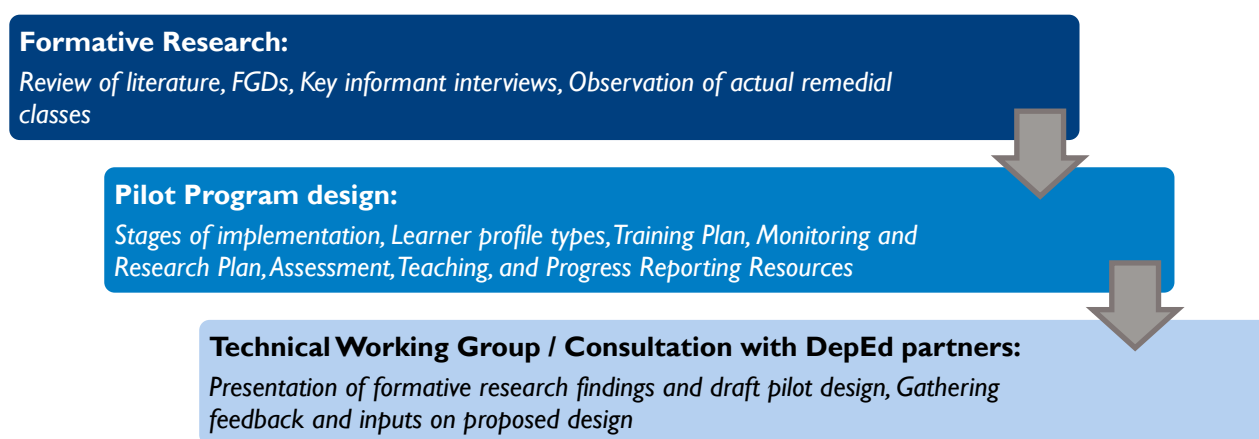


Figure 1. Intervention Development Process

PILOT PROGRAM DESIGN

Inputs from the formative research and review of related literature informed the design of Basa's pilot intervention. Named the Reading Remediation Support Pilot (RRSP), the intervention design adapted the Response-to-Intervention (RtI) framework, where students go through levels of instructional support as an approach to identifying and supporting students who struggle with learning. RRSP support was focused on Mother Tongue (L1) reading in Grade 1, and Filipino (L2) reading in Grade 2.

THE RRSP FRAMEWORK

RRSP was designed to have three stages. In Stage 1, the teacher conducted whole class instruction, while conducting formative assessment to track learners' progress and identify their needs. The teacher then adjusted instruction (differentiated instruction) based on identified needs of learners. In Stage 2, the teacher provided small group reading remediation instruction to identified struggling learners. In Stage 3, the teacher provided small group reading remediation to learners who need continuous support, while also providing individualized instruction to learners who need a more intensive support.

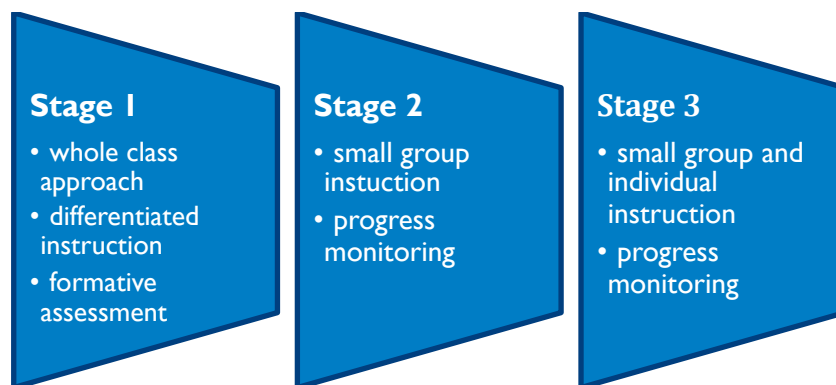


Figure 2. RRSP Framework

THE RRSP PROCESS

RRSP followed a step-by-step process that covered the different stages of reading remediation. The process includes the following steps: screening, placement, planning, teaching, and monitoring.

Screening was the first step in the process. The teacher identified candidates for remediation based on learners' summative assessment results from the previous grade level, formative assessment results in the Stage 1, and learners' self-assessment.

This was immediately followed by assessment. The teacher administered the literacy assessment to each learner to determine the reading skills where they still struggle. Using the results of the literacy assessment, the teacher grouped them according to profile. The full literacy assessment was administered only once, before the implementation of Stage 2.

Planning came right after these steps. The teacher prepared their remediation plans, wherein they listed their goals for the stage/quarter for each learning profile. Then, they prepared their weekly plan based on the goals they had set for the quarter.

Once the plans were ready, the teacher executed them during remedial reading class time, while following the proposed schedule for each learning profile.

The last step in the process was progress monitoring. The teacher tracked the progress of learners regularly, and recorded their observations on their reading performance. At the end of the quarter, the learners' progress report were reviewed to determine the next course of action (i.e. returning learners to the regular class, retaining them in RRSP, providing them with individual remedial instruction, or recommending them for further evaluation).

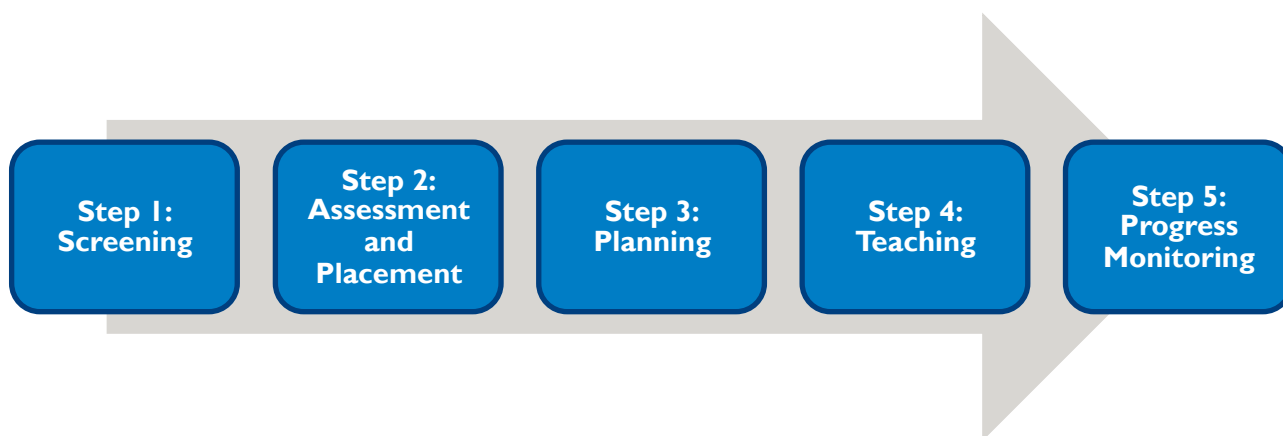


Figure 3. RRSP Process

THE RRSP LEARNING PROFILES

In Stage 2, the teacher grouped learners into three (3) learning profiles based on their literacy assessment results. The first profile of pupils (LP1) were those who had difficulties stemming from poor phonological processing abilities; hence, they were challenged largely with word reading, spelling, and oral reading fluency. The second profile of pupils (LP2) were those who had difficulties relating to comprehension. The third profile of pupils (LP3) were those who had difficulties in most of the literacy domains.

Table 1. The RRSP Learning Profiles

	Learning Profile 1 (struggling with mechanics)	Learning Profile 2 (struggling with meaning)	Learning Profile 3 (struggling with both)
Strengths	Language and Comprehension	Decoding and Encoding	
Needs	Decoding and Encoding	Language and Comprehension	Most literacy domains

The teacher met with each learning profile following the class schedule below. The teacher met students in learning profile 1 on Mondays, Wednesdays, and Fridays, while he/she met the students in learning profile 2 on Tuesdays and Thursdays. As for the students in learning profile 3, the teacher met them every day. The LP 3 learners joined the other learning profiles in class.

Table 2. Class Schedule per Profile

Class Schedule	Learning Profile/s (LP)
Monday, Wednesday and Friday	LP 1 and 3
Tuesday and Wednesday	LP 2 and 3

THE RRSP SCHEDULE

Participating schools and teachers implemented RRSP following the schedule below. Stage 1 was conducted in the first quarter of the school year. Before the quarter ended, the teacher determined the learners current skill level, then identified who among them would need remediation. Meanwhile, Stage 2 was conducted in the second quarter of the school year. Before the quarter ended, the teacher once again reviewed learners' progress to determine who among them would still need remediation. Lastly, Stage 3 was conducted in the third quarter of the school year. Again, the teacher reviewed the progress of learners to determine who would still need remediation.

Table 3. RRSP Schedule

Stage	Grading Period	Timeframe	Activities
1	Quarter 1	June-August 2017	<ul style="list-style-type: none"> 9 weeks of classroom instruction (with differentiation) Last 4 weeks of given time: determining of learners' skill level
2	Quarter 2	Sept-Nov 2017	<ul style="list-style-type: none"> 9 weeks of small group reading remediation instruction Last 4 weeks of given time: review of learners' skill level
3	Quarter 3	Nov 2017-Jan 2018	<ul style="list-style-type: none"> 9 weeks of small group and individual reading remediation instruction Last 4 weeks of given time: review of learners' skill level

THE RRSP TOOLKIT

The Reading Remediation Support Pilot (RRSP) Toolkit is a collection of informal assessment, instructional planning, and progress reporting tools. The toolkit contains the following forms.

- Forms 1-4: Screening Forms – used to identify learners who need remediation
- Form 5: Literacy Assessment – used to determine the specific areas of need of identified learners
- Form 6: Literacy Assessment Results Summary – used to record the scores of the identified learners for easy reference
- Form 7: Learner Placement Form – used to group learners according to learning profile
- Form 8: Literacy Domains Checklist – contains a list of learning objectives; used as reference for planning
- Form 9: Remediation Plan – used to list down goals for the stage/quarter
- Form 10: Remediation Weekly Plan – used to list down target skills for the week, as well as the activities
- Form 11: Teaching Procedures – contains instruction on developing the different domains of literacy; used as a reference for planning

- Form 12: Progress Report – used to record observations on learners progress

THE RRSP TRAINING

The said remedial reading program—RRSP framework and its accompanying toolkit—were introduced and reiterated to the teachers through the conduct of two trainings. The first training was called Supporting Teachers in Assisting Readers Training (START), which tackled the following topics over five days: 1. Reading, 2. Difficulties in Reading, 3. Reading Remediation, 4. Field Data, 5. Overview of the RRSP Process, 6. RRSP Toolkit, 6. RRSP Toolkit, 7. Materials Production, 8. RRSP Weekly Plan, and 9. RRSP Progress Monitoring and Reporting. Meanwhile, the second training, Supporting Teachers in Levelling Up Assistance to READERS (STELLAR), focused on the following topics over three days: 1. Looking Back at RRSP Stage, 2. Managing Learners Through Positive Discipline, 3. RRSP Teaching Strategies and Procedures, 4. RRSP Stage 3, and 5. Instructional Planning: RRSP Remediation and Weekly Plan.

Both trainings were scheduled before the teachers had to implement the small group and individual remediation sessions in their classes. Table 4 shows the training schedule.

Table 4. Training Schedule

Training	RRSP Stage	Training	RRSP Stage
START	Stage 2 Small Group Instruction	STELLAR Training	Stage 3 Small Group and Individual Instruction

TECHNICAL WORKING GROUP AND CONSULTATION MEETINGS WITH DEPED PARTNERS

In the course of the pilot, Basa conducted a number of technical working group and consultation meetings. During these meetings, Basa worked with DepEd partners and reading specialists to review and contextualize the RRSP framework and toolkit, as well as the training design and materials.

In March 16, 2017, Basa conducted its first consultation meeting on RRSP. DepEd officials from partner regions/divisions, as well as reading specialists, were in attendance. During the meeting, data from the formative research and the design of the proposed remediation approach were presented to the group. Basa also sought the assistance of two reading specialists who were tapped to provide technical support in the design of the RRSP framework, the development of the RRSP toolkit, and the delivery of the two cycles of training that would support RRSP implementation.

In June 6, 2017, Basa held another consultation meeting with DepEd officials from partner regions/divisions, to assist in the final review of the RRSP framework and the contextualization of the RRSP toolkit. DepEd officials from Region 1 reviewed and contextualized the Ilokano toolkit, and DepEd officials from Region 7 reviewed and contextualized the Sinugbuanong Binisaya toolkit. This meeting was followed by a technical working group (TWG) meeting that took place in June 28-30, 2017. DepEd officials from Region 1 and 7, and Basa’s reading specialist consultants examined the training design and materials for the first cycle of RRSP training. During the meeting, the training design was simulated, as well as the use of the materials developed. Changes in the training design and materials were incorporated based on this feedback.

In preparation for the second cycle of training, Basa called for a technical working group (TWG) meeting where Basa and its consultants conceptualized the training design and materials. The team designed a three-day training with the goal introducing the third stage of RRSP and enhancing teachers' skills in teaching remediation. The design of this training was then reviewed during the second technical working group meeting which was conducted on October 12-13, 2017. Basa and its consultants simulated the training, while DepEd officials observed. Feedback from DepEd was again documented, as those were the basis for the revisions.

RRSP IMPLEMENTATION

The RRSP intervention was implemented by a total of 50 teachers from 25 schools in Basa's partner-divisions. The participating schools were chosen by their DepEd divisions based on the need, typically based on their school's performance in national assessments. The table below presents the list of RRSP schools.

Table 5. RRSP Participating Schools

	Division	Schools
Region 1 (15 schools)	Ilocos Norte	Pasaleng ES Sulquiano ES Tangaoan ES Tonoton ES Sta. Ana ES
	Ilocos Sur	Baggoc Pantay-Quitiquit ES Sta. Cruz Central School Patong ES Damacuag ES Nambaran ES
	La Union	Aringay CES Lubing ES Cupang ES Pudoc ES Mamat-ing ES
Region 7 (10 schools)	Cebu	Cabatbatan ES Sulangan ES Simala ES Okoy ES
	Mandaue City	Canduman ES
	Bohol	Mayacabac ES Buenasuerte ES Bien Unido CES Bunga Mar ES
	Tagbilaran City	Mansasa ES

Each of the 50 teachers involved in the pilot were tasked to identify up to 10 students from their class who would be part of RRSP Stage 2 implementation, based on procedures specified in the RRSP toolkit. These students were then individually screened and assigned to their particular learning profile as per toolkit guidance.

Across the 25 schools, the RRSP intervention reached a total of 442 learners. Almost half were classified as Learning Profile 3 students—meaning they needed support in all domains of language and literacy. There were 102 Learning Profile 1 students (those who struggled with decoding or mechanics), and 122 Learning Profile 2 students (those who struggled with vocabulary and meaning making). The table below provides a

further breakdown:

Table 6. Breakdown of Learning Profiles, By Grade Level

Grade Level	Learning Profile 1	Learning Profile 2	Learning Profile 3	Total
Grade 1	46	49	116	211
Grade 2	56	73	102	231
Total	102	122	218	442

REVIEW OF RELATED LITERATURE

Many remediation programs have been tested in various contexts, with varying results. In designing its pilot intervention, Basa reviewed the following reading remediation and intervention programs to examine the evidence base, and to identify key features that must be factored into the remediation pilot’s design.

RESPONSE TO INTERVENTION (RTI) FRAMEWORK

The Response to Intervention (RtI) framework is composed of steps or tiers that proceed from whole class to individualized instruction. The learners’ movement to the next tier depends on their response to the intervention provided in the current tier where they belong. Hence, they only move to the next tier when necessary.

As such, there are three tiers in the said framework. Tier 1 involves around eight weeks of high-quality instruction provided to all learners in the classroom, with general screenings and periodic assessments to identify those who are struggling and are at risk of struggling in class. These learners are then given additional support during class time. If they do not show any progress, they are recommended to proceed to Tier 2, where intensive instruction depends on the learners’ learning needs and happens in small groups, beyond the regular classroom. Learners are expected to stay in this second tier in not more than one grading period. If learners in this tier still do not progress as much as they should, they will be moved to the last tier in which instruction is intensive, individualized, and targeted at the skills that learners need to develop. Further recommendations are made for the children who do not seem to progress despite the intervention given them. (RTI Action Network, n.d.)

Gersten et al. (2009) identified five recommendations for elementary schools in the use of the RtI framework based on evidence they had gathered.

With moderate evidence, “Screen all learners for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of learners at risk for developing reading disabilities (p. 6).”

1. With low evidence, “Provide time for differentiated reading instruction for all learners based on assessments of learners’ current reading level (p. 6).”
2. With strong evidence, “Provide intensive, systematic instruction on up to three foundational reading skills in small groups to learners who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week, for 20 to 40 minutes (p. 6).”
3. With low evidence, “Monitor the progress of tier 2 learners at least once a month. Use these data to determine whether learners still require intervention. For those learners still making insufficient progress, school-wide teams should design a tier 3 intervention plan (p. 6).”

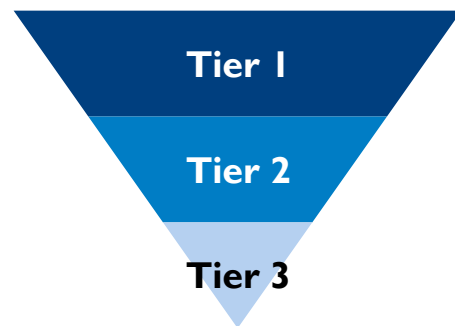


Figure 4. Representation of Framework

4. With low evidence, “Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to learners who show minimal progress after reasonable time in tier 2 small group instruction (tier 3) (p. 6).”

For these recommendations the panel further enumerated suggestions in implementing them. For the third recommendation, which was the only one with a strong evidence, below are the suggestions:

Use a curriculum that addresses the components of reading instruction (comprehension, fluency, phonemic awareness, phonics, and vocabulary) and relates to learners’ needs and developmental levels. Implement this program three to five times a week, for approximately 20 to 40 minutes. Build skills gradually and provide a high level of teacher-learner interaction with opportunities for practice and feedback (p. 9).

Balu et al. (2015), in their report *Evaluation of Response to Intervention Practices for Elementary School Reading* for the Institute of Education Sciences, compared two samples: a sample of schools representing elementary schools from 13 US states and a sample of 146 elementary schools that have implemented RtI in reading for at least three years. With the latter, the evaluation focused on the following: a comparison of RtI practices among the schools, a comparison of reading services available for groups of learners that had different reading performances, and the results of the RtI practices among the schools. For the last objective of the evaluation, the researchers found that “there is a statistically significant and negative effect of assignment to Tier 2 or Tier 3 intervention services on the comprehensive reading measure for Grade 1 learners whose ratings were around the cut point. The estimated effect on the measure of decoding fluency is also negative but not statistically significant” (p. 87). In addition, they identified that “for Grade 2, the estimated impact of assignment to Tier 2 or Tier 3 intervention services on learner’s fluency skill is positive but not statistically significant” (p.92).

Despite the negative outcomes, the researchers warned against the conclusion that interventions are not effective, given the limitations of the Regression Discontinuity (RD) design used for the study. Specifically for the results for Grade 1, the researchers identified the following as possible reasons for these: 1. Learners might have been incorrectly identified for intervention; 2. Reading intervention provided for learners near the cut point might not have been appropriate to their instructional needs, and 3. Reading intervention might not have been aligned to the core reading instruction.

As Basa Pilipinas adapted the Response to Intervention (RtI) framework, the possibilities mentioned above have been taken into account, especially in the training of teachers on assessment and development of lessons that are appropriate to the learners’ learning needs. The adapted framework had Tier 1 as the stage of assessment, Tier 2 as the venue for small group intervention, and Tier 3 as the setup for small group and individual instruction.

READING REMEDIATION AND INTERVENTION PROGRAMS

Children who struggle in reading may be challenged in one or more literacy domains. Some may find roadblocks early on—when they are still developing their oral language and the ability to recognize and manipulate units of oral language, while some may be further challenged with higher order literacy domains such as fluency and comprehension.

Specifically, these deficits may be language-related processing deficits: rapid naming, phonological processing, and orthographic processing (Stage et al., 2003). Stage et al. (2003) in Morris et al. (2010) reports that these

deficits can cause poor development of word identification skills. Furthermore, Fletcher, Lyon, Fuchs, & Barnes, 2007 (in Morris et al., 2010) recognizes the inability to “acquire rapid, context-free, word identification skills” as another deficit, and this may lead to poor comprehension (Fletcher et al., 2007; Perfetti, 1992 in Morris et al., 2010). Meanwhile, Wolf (2007) (in Morris et al., 2010) identifies naming speed to contribute to fluency and comprehension problems. Finally, Morris et al. (2010) pin points Swanson & Saez’s (2003) and Swanson & Siegel’s (2001) studies in identifying deficits in strategy learning and executive functioning as contributory to establishing metacognitive functioning as critical to developing learners’ reading skill.

Given the deficits mentioned above, Morris et al. (2010) recognizes the existence of interventions and researches that have explored the necessary components in implementing remediation for children with developmental reading disability (RD) and those who are at risk of failing to develop proficient reading. Fletcher, Morris, & Lyon (2003) in Morris (et al.) identifies children with RD as “those children who unexpectedly fail to learn to read, whether defined on the basis of significant reading under-achievement or relative to expectations based on IQ, age, or grade level” (p. 1).

The researchers concluded that there was a need for interventions that have multiple components in order to “remediate the core deficits that limit reading acquisition, and the importance of facilitating the development of word identification and decoding skills, reading fluency, and reading comprehension abilities.” (p. 4)

This observation by the researchers are aligned with the National Educational Psychological Service (NEPS) (N.D.) citing the National Reading Panel (NRP, 2000), Scammaca et al., (2007), Singleton (2009), Kennedy et al. (2012), and Eurydice Network (2011) in identifying the following characteristics as essential to comprise an effective reading remediation program, which can be observed as comprising of several components.

1. phonemic awareness and the teaching of phonics
2. decoding and word studies, including the learning of a sight vocabulary
3. language development, to include vocabulary development
4. the explicit teaching of comprehension strategies
5. meaningful writing experiences
6. the development of fluent reading by reading and rereading familiar texts a wide range of reading materials
7. opportunities for both guided and independent reading”

Using a factorial design, Morris et al. (2010) set on to answer the following questions:

1. Do multiple-component remedial reading interventions produce greater gains than those targeting phonological reading processes alone?
2. Do multiple-component interventions with different metacognitive and language emphases differ from each other in their effect on reading growth and reading outcomes for children with RD?
3. Do remedial outcomes and rate of growth differ for struggling readers who vary in socioeconomic status, race, and IQ?

4. Do struggling readers demonstrate remedial growth on all dimensions of reading skill (decoding accuracy, reading rate, comprehension)?
5. Are intervention-related gains maintained on 1-year follow-up?

The researchers screened struggling readers initially from teachers' referrals to an assessment of children with RD in the second and third grades to participate in the study. These learners were then randomly assigned to small groups which had equal representations in terms of IQ, socio-economic status, and race. Each group was then assigned to one reading remedial program—from four possible programs—that is taught by a teacher. To determine the learners' progress throughout a total of 70 hours of instruction, they were evaluated before, during, and twice after the program, with a one-year difference from the post-test to the delayed posttest.

These four programs were all comprised of two of the following components: 1. Phonological Analysis and Blending/Direct Instruction (PHAB); 2. Phonological and Strategy Training (PHAST); 3. Retrieval, Automaticity, Vocabulary, Engagement with language, and Orthography (RAVE-O); 4. Classroom Survival Skills (CSS) and 5. Mathematics Program Component (MATH).

The remediation design is further explained:

Two programs were control or contrast conditions (MATH + CSS; PHAB/DI + CSS, which became PHAB + CSS) and two represented experimental, multidimensional treatment programs (PHAB/DI + WIST, which became PHAST; PHAB/DI + RAVE-O, which became PHAB + RAVE-O). Every intervention program devoted equal time to its two components. The PHAB in each reading intervention averaged 30 minutes of instructional time in every lesson. This was exactly true for PHAB + CSS and for PHAB + RAVE-O. On average, across the 70 instructional hours of PHAST, exactly half of the instructional time was devoted to PHAB teaching. The distribution of phonological training changed, however, over the course of the 70-hour program. In the early parts of the program, 45 minutes would be devoted to PHAB training and 15 minutes to WIST training; in later parts of the program, the instructional balance shifted such that 15 minutes would be devoted to PHAB and 45 minutes to the strategy training activities of WIST. The phonological parts of the program served as a framework on which the word identification strategies were scaffolded in PHAST. (p. 9)

To determine the changes on the reading measures and their corresponding correlates throughout the remediation programs and after a year, individual curve methodology was used. Results showed that the multiple-component programs, the PHAB/DI + WIST to PHAST and the PHAB/DI + RAVE-O to PHAB + RAVE-O, were able to produce significant improvements in comparison to the control programs in both the post-remediation assessment and the one-year follow-up. These positive gains were observed no matter the race, SES, or IQ of the learners. Meanwhile, there were different outcomes for word identification, fluency, vocabulary, and comprehension from multi-component programs. While this was the case, "equivalent long-term outcomes and equal continued growth confirmed that different pathways exist to effective reading remediation".

Similar to the interventions cited in this study, Basa Pilipinas designed a pilot that was multi-component in order to address the different literacy domains that the learners struggle with in reading. Doing so can provide the learners with a comprehensive program that may show the learners the necessity of learning one skill for the learning of another skill.

Besides the programs in Morris' (2010) study, several commercially-published remediation programs with multiple components exist. Many of these programs have been reviewed by the Florida Center for Reading Research (FCRR) and the What Works Clearinghouse (WWC).

One of these programs reviewed by WWC is Research Mastery, which was explored in a follow-up study involving Kindergarten to Grade 3 learners.

The researchers identified 256 K-2 Hispanic and non-Hispanic learners from 10 elementary schools to participate in the study using based on their aggressive behavior and low reading skill. From the results, the randomization was done in a number of steps: 1. Learners were grouped according to their grade and ethnicity; 2. They were ranked according to their reading performance in English; 3. They were again matched/paired based on their ethnicity with each pair divided into the treatment condition and the control condition, starting from those who had the poorest performance; 4. The other learners were matched according to their scores on the behavior assessment and were also assigned to a treatment and control condition. Out of the 256 learners who were identified to receive supplemental reading instruction, results were only taken from 195 of them had complete data from all of the assessments. These assessments took place for four times: Time 1 assessment was conducted before the intervention while Time 2, 3, and 4 assessments were conducted in the spring of Years 1, 2, and 3. ANOVA was used to measure post-test scores for comparison against the pre-intervention scores.

While all treatment and control learners received regular class instruction, the treatment group also received the supplemental reading instruction for 30 minutes each school day that was managed by instructional assistants. The intervention went on for around four to five months in the first year and 9 months in the second year. It utilized the Research Mastery and Corrective Reading programs, which were both direct instruction programs, as the researchers recognized the instructional techniques utilized in the programs to be supported by research and the programs to be validated in both small-group and whole class settings (Adams & Engelmann, 1996; Stahl & Miller, 1989 in Gunn, B., Smolkowski, K., Biglan, A., & Black, C., 2002)

Results showed that the learners who the supplemental reading instruction of basic decoding and comprehension skills for two years showed improved performance in word attack, word identification, oral reading fluency, vocabulary, and reading comprehension. Furthermore, the gains were sustained a year after the intervention as the learners' scores in word attack and oral reading fluency still improved.

While the results were positive, the two years of intervention showed that these were not adequate for the learners to perform within the standards of their grade level. The researchers mentioned that it was possibly because of the lack of time given each day, which could have been 40 to 50 minutes instead of 30 minutes. Hence, they recommended more intensive interventions or a longer period for conducting interventions to be able to maintain the growth that will have been established. In the program design that Basa Pilipinas will create, 40 minutes will be allotted to comply with the recommendations of the researches discussed earlier.

Meanwhile, the other program mentioned in the previous study, which was also a direct instruction program, was Corrective Reading Decoding. Corrective Reading Decoding is a remedial reading program that targets two strands of reading: Decoding and Comprehension. Lesson for both strands are explicitly taught while targeting the domains in each strand. Decoding lessons target alphabet knowledge, phonological awareness (i.e. blending of sounds), phonics and word recognition, and fluency. (National Institute for Direct Instruction, n.d.)

A sample reading remediation program from the Philippines is the Restructured Approach in Developing Early Reading Skills (READERS) Intervention Program for Readers-at-Risk, which utilized modified strategies from the Catch Them Early (CTE) Program, an intervention program based on Marie Clay's Reading Recovery Program to suit Filipino learners who are at risk. (Fernandez, 2015)

READERS, which was intended to supplement reading instruction, was implemented in a study by Fernandez (2015) in which four Grade 1 learners participated as per their former Grade 1 teachers' recommendation given their ranking in class and their performance in their Reading subject. These four learners were randomly assigned to a particular setup: Three of them formed a small group while one of them participated in the one-on-one intervention. To analyze the results, researcher used a single-subject experiment design with a group mean analysis of pre-test and post-test scores. The following assessment tools were used: Book and Print Orientation Record, Mastery of the Alphabet Test, Phonemic Awareness, Textual Read-Aloud Inventory, Comprehension, and Inventory.

The study used a single-subject experimental design combined with group mean analysis of score to validate the effectiveness of the modified CTE procedures called READERS. Case studies were incorporated with single-factor experiment results to strengthen and build the consistency of the general design of the study followed by the comparison between the small group setup with the one-on-one setup.

The intervention targeted the following: book and print awareness, alphabet knowledge, phonemic awareness, textual read aloud, comprehension, and journal writing. In each session, the procedure was as follows:

Each session included the following activities: free-choice reading of familiar books simultaneously done with second reading of a new book, word identification activities, journal writing, pre-reading activities, first reading of a new book, and comprehension test. Engagement activities were done as a waiting activity. Waiting activities are needed to facilitate journal writing and first reading of a new book. While the teacher worked with one child in a group setup the two other children worked on the waiting activity. The child in the one-on-one setup followed the same session format with the exception of the writing activities. (p. 20)

Both setups had scheduled interventions twice a week for ten weeks. Although both had the same schedule, the group setup had one hour and a half per session while the individual setup had 45 minutes per session. The former then had a total of 30 intervention hours while the latter had a total of 15 hours. The researcher attributed the longer time of the group to engagement activities to fill the waiting time without teacher instruction.

Results showed that READERS improved the performance of all four learners in the six components: 1. book and print awareness, 2. mastery of the alphabet 3. phonemic awareness, 4. textual read-aloud, 5. journal writing, and 6. comprehension in both setups. However, it was only the learner in the one-on-one setup who was able to demonstrate self-correction strategies in the post-test. Moreover, the researcher pointed out that the study was not able to establish which setup was better for intervention, possibly because of the small number of participants. What the researcher was able to recognize though was the effectiveness of intervention whichever form it would take.

- Drawing on insights from this review of related literature, the Basa Pilipinas RRSP design:
- Adapted Response To Intervention framework principles
- Took on a multi-component design, addressing the various domains of language and literacy

- Sought to provide a high level of teacher-learner interaction, with opportunities for practice and feedback
- Ensured at least 30-40 minutes of intervention time for Stage 2 and Stage 3
- To assess the intervention's effectiveness and ease of use, Basa Pilipinas conducted a mixed methods research as part of RRSP implementation. The next section discusses the research questions and research design for this study.

To assess the intervention's effectiveness and ease of use, Basa Pilipinas conducted a mixed methods research as part of RRSP implementation. The next section discusses the research questions and research design for this study.

RESEARCH DESIGN

The pilot study sought to answer the following research questions.

1. Will a multi-component remedial reading program in Mother Tongue and Filipino improve the reading performance of Grade 1 and 2 learners who are identified as non-readers or struggling readers? In what literacy domains will these Grade 1 and 2 learners' exhibit the most and least improvement?
2. Are there significant differences in gains among learners based on their sex, socio-economic status, or frequency of attendance?
3. Will teachers and schools be able to easily implement this approach as designed? What feedback or suggestions do implementers and participants have to improve RRSP before this pilot is expanded to other schools?

METHODOLOGY

The study aimed to explore the effectiveness of the proposed RRSP framework and determine its ease of implementation in typical public school contexts.

To answer all three research questions, a quasi-experimental, mixed method approach was employed in the pilot study. The first and second research questions were answered by analyzing baseline and endline data collected from the Early Grade Reading Assessment (EGRA) administered to RRSP learners from 15 randomly selected schools out of the 25 participating schools. The third research question was addressed through qualitative research processes, including key informant interviews and FGDs with teachers, school officials and RRSP learners.

QUANTITATIVE DATA COLLECTION AND ANALYSIS

EGRA is a standardized reading assessment divided into key subtasks that measure particular skills corresponding with various literacy domains. Past USAID projects have assisted the Philippines in coming up with several localized language and grade level versions of the EGRA; three of these EGRA versions were used for this study. Grade 1 learners were assessed in their relevant Mother Tongue (MT)—either Ilokano or Sinugbuanong Binisaya—while the Grade 2 learners were assessed in Filipino. It included the following subtests: 1. Initial Sound Score, 2. Letter Sound Knowledge, 3. Familiar Word Identification, 4. Simple Non-Word Decoding, 5. Passage Reading, 6. Reading Comprehension, 7. Listening Comprehension, and 8. Dictation. Only Grade 2 learners took the Dictation subtest.

EGRA data were collected twice during the school year:

- Baseline EGRA: Before RRSP Stage 2 implementation (September 2017)
- Endline EGRA: After RRSP Stage 3 implementation (February 2018)

The student sample for this study was drawn from 15 randomly selected schools out of the 25 schools that implemented RRSP. The 15 schools were chosen via two-stage sampling: simple random sampling in the first stage and stratified random sampling in the second. The first stage entailed the identification of the number

of learners needed for the sample with the assumption that a range of 400 to 500 learners would participate in the RRSP classes from all 25 schools. From this number, a minimum of 197 learners and a maximum of 226 were determined to reach the 95% confidence interval with a 5% margin of error.

The second stage identified a total 15 schools to be able to fill the range of learners that had been determined. Given that there were a total of 25 schools, those that would be part of the 15 were randomly selected proportionately per division and region.

From the 15 schools included in the EGRA sample, all Grade 1 and 2 learners who had been identified by their teachers to be part of the RRSP class were targeted for assessment. A total of 197 learners were able to participate in both baseline and endline data collection: there were 60 Grade 1 students from Region 1 and 42 Grade 1 students from Region 7; and 57 Grade 2 students from Region 1 and 38 Grade 2 students from Region 7. Overall, 63.5% of the sample was male, and 45.2% had low SES.

Data was processed and analyzed using Stata software. Quantitative outcomes were summarized using mean and standard deviation while categorical variables were summarized using frequency and percentage. Reading outcomes were computed based on the definition used in the 2017 Early Grade Reading Assessment Evaluation Report of EDC.

Meanwhile, multi-factor analysis of variance (ANOVA) on the differences between baseline and endline values (gain) was utilized to compare the mean reading proficiency outcomes and subtasks between sex groups, SES groups and attendance in RRSP sessions. Bonferroni's adjusted p-values were used in the analysis. Effect sizes were also computed based on Cohen's effect sizes for paired samples and for independent samples (Lakens, 2013) and interpreted as follows: small ($d = 0.2$), medium ($d = 0.5$), and large ($d = 0.8$) as suggested by Cohen (1998).

Statistical tests for significance were done by first generating the differences between baseline and endline scores of each student and then analyzing these differences using multi-factor analysis of variance (ANOVA) where various independent variables (sex, SES and level of attendance to RRSP) were analyzed simultaneously. As such, the differences between baseline and endline using the simple means would be different from the results of the ANOVA.

QUALITATIVE DATA COLLECTION

To answer the third research question, teachers, school heads, and selected learners all 25 RRSP schools were interviewed during the school visits and the debrief meeting. The teachers and school heads were asked about their experiences in implementing the framework, specifically Stages 2 and 3, as these were the parts of the framework influenced by the RRSP trainings. They were interviewed regarding the schedule, the process (screening and assessment, placement, instructional planning and materials preparation, and progress monitoring and reporting), and their toolkit use. Furthermore, they were probed regarding the limitation and the challenges they encountered as well as the recommendations they had to improve and refine the proposed framework.

Meanwhile, learners were also interviewed regarding their own experience attending the RRSP classes through focus group discussions (FGDs). Two schools per region were randomly selected to participate in the said FGDs, and for each school, two FGDs were conducted. The first one was intended for the learners who received small group instruction alone while the second one was for those who received individual instruction as well. For the former, three Grade 1 and three Grade 2 learners participated, while for the latter, only one for each grade level participated.

The said interviews took place twice during a school visit and a debrief meeting that were scheduled during the school year:

- School visit: During Stage 2 implementation
- Debrief meeting: After Stage 3-3rd quarter implementation

A total of 24 school heads and 50 teachers were part of the debrief meeting. From their answers from both the meeting and the school visits, themes and patterns were identified.

Meanwhile, the FGDs with the learners were conducted during the endline EGRA data collection.

Table 1 shows the schedule of the data collection activities throughout the pilot.

Table 7. Data Collection Schedule

	EGRA	School Visit and Debrief	Focus Group Discussion
Baseline	September 2017	School Visits Region 1: September 18-22, 2017 Region 7: September 25-29, 2017	N/A
Endline	February 2018	Debrief Meeting Region 1: March 5-6 and 9, 2018 Region 7: March 5-6, 2018	February 2018

LIMITATIONS OF THE STUDY

The study’s main limitation was the absence of a control group against which RRSP learners’ gains could be compared as a counterfactual. Given the nature of the intervention being tested, and the limited time frame (one school year) in which the study was to be conducted, Basa deemed it unethical to deliberately withhold remediation interventions from a control group of children identified as needing additional support. Thus, in the absence of a counterfactual, caution should be made in attributing reading score gains from baseline to endline solely to RRSP.

DISCUSSION OF RESEARCH FINDINGS

Prior to the administration of the EGRA subtasks, RRSP learners were asked questions regarding their background. The profile of RRSP participants included in the EGRA sample is provided below:

STUDENT AND SCHOOL ENVIRONMENT

Among the RRSP learners assessed, 63.5% were male while the remaining 36.5% were female.

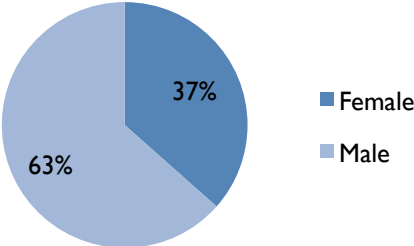


Figure 5. Profile of RRSP Learners, By Sex

About 34.5% of these learners self-reported that they are never absent from school. On the other hand, 24.4% of learners said that they usually skip class, citing illness as the usual cause of absence. Learners were also asked regarding their attendance in RRSP--78.7% among them reported that they always attend their RRSP class, while the remaining 21.3% said that they don't attend RRSP regularly.

Sampled learners were also asked if they were allowed to bring books home. Majority (79.7%) of learners said that they were allowed to bring home books from school. When asked if they bring books home, 85.8% reported that they borrow books and bring them home. Aside from bringing books home, the learners were also asked about book selection. 76.1% among the learners said that they are given opportunity to select the stories/books that they want to read in school.

SOCIO-ECONOMIC STATUS (SES)

Ownership of household items, devices, and assets were used as basis for the determination of learners' socio-economic status. On average, learners said that their families owned between three to four household assets among the nine household assets listed in the survey. These include cellphone, television, radio, and indoor toilet.

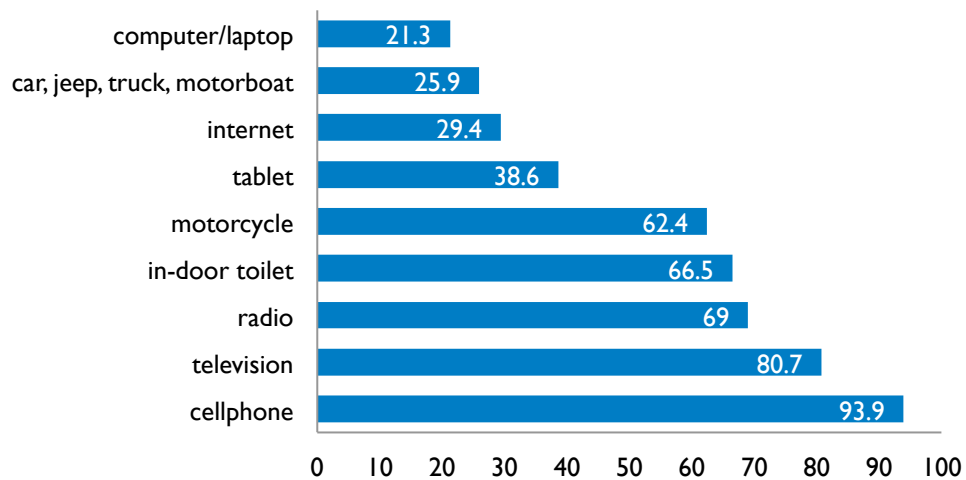


Figure 6. Common Household items

Results show that 54.8% among the learners surveyed have high socio-economic status, while the remaining 45.2% have low socio-economic status. This categorization is based on the number of household assets their families possess. SES is considered low when the household items owned are below 5, while SES is considered high when the household items owned are 5 or above.

When asked if they had meals before they go to school, 97% of learners responded that they had something to eat before going to school.

HOME ENVIRONMENT

Language spoken at home. Learners were asked to list the language/s they use at home. Among the languages enumerated, Ilokano (52.8%) was the most commonly used. This was followed by Bisaya which was spoken by 34% of learners. The third language mostly spoken was Filipino which was spoken by 22.3% learners.

Table 8. Language Spoken at Home (multiple answers)

Language	Aggregated Ave. %
Tagalog/Filipino	24.3%
Ilokano	52.8%
English	4.1%
Bisaya/Cebuano	35%
Other Languages	2.5%

Home literacy environment. Learners were asked if they owned books at home. 76.1% of learners said that they have books at home. When learners were asked if they have someone who reads books/stories with them, 39.6% among them responded that affirmative and citing their parents as the ones reading with them, while 37% among these learners also said that their siblings read with them. 19.8 percent said that nobody reads with them at home, while the remaining 3% said that they either have someone else read with them or didn't answer at all.

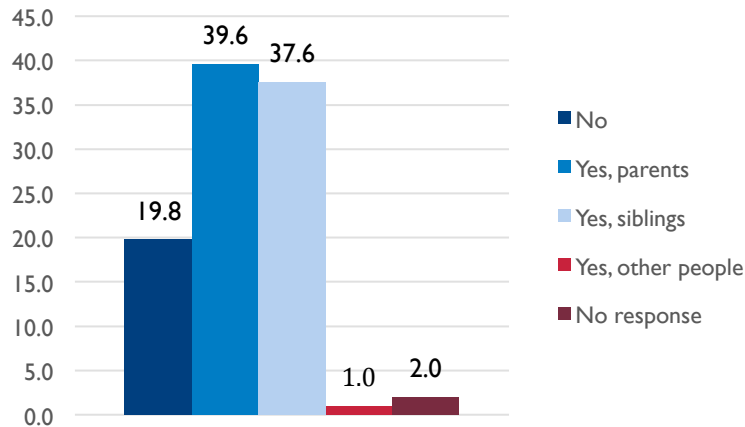


Figure 7. Read Stories at Home

Learners were then asked if someone checks their homework at home. Majority (76%) of them responded in the affirmative.

Parent involvement has impact in children’s success in school. As such, questions regarding parents’ academic background and occupation were included in the survey. When asked about their parents’ ability to read, 92.9% of learners said that both their mothers and fathers could read.

When asked about their parents’ occupation, learners gave the following responses:

Table 9. Parental Occupation

Occupation	Mother	Father
No response	2%	2.5%
Overseas Foreign Worker	5.6%	1.5%
Professional	2%	3.0%
Informal/Manual/Self Employed	34.5%	70.6%
Unemployed	48.2%	7.6%
Don’t know	7.6%	14.7%

TEACHER AND SCHOOL CONTEXT

The school environment impacts the teaching and learning process. For the purpose of having better understanding of learners’ learning environment, Basa Pilipinas collected data on all participating schools and teachers through interviews in September 2017. The information gathered is found below.

PARTICIPATING SCHOOLS

The 25 schools that implemented RRSP were chosen by their DepEd division. The selection was based on the school’s need, specifically on their performance in national assessments such as National Achievement Test, EGRA, and the like. Overall, 23 out of the 25 schools selected were rural schools.

PARTICIPATING TEACHERS

The 50 Grade 1 and 2 teachers that were tapped to implement RRSP were generalists who teach all subjects in a grade level. 58% among these teachers have been teaching for 11 years or less, 26% have been teaching for 12 to 21 years, while 16% have been teaching for the past 22 to 32 years.

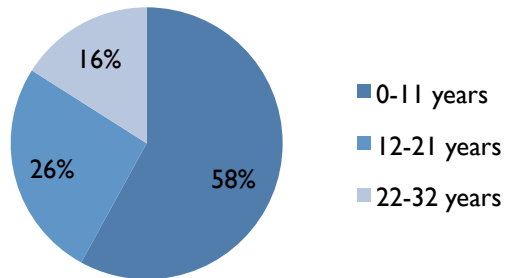


Figure 8. Teacher's Length of Service

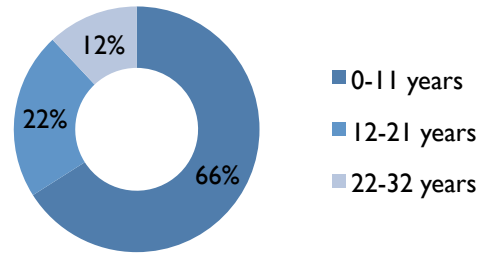


Figure 9. Years Handling Remediation

Teachers reported that they have been conducting remediation for many years. 66% of the teachers said that they have been conducting remediation between 22 to 32 years. 16% said that they have been conducting remediation between 12 to 21 years, while the remaining 12% percent said that they have been conducting remediation for 11 years or less.

Teachers were also asked about their designation. Among the teachers, 34% said that their post is Teacher 1. Another 34% of teachers said that their post is Teacher 3. 24% of teachers reported that their post is Teacher 2, while the remaining 8% of teachers said that they are Master Teachers.

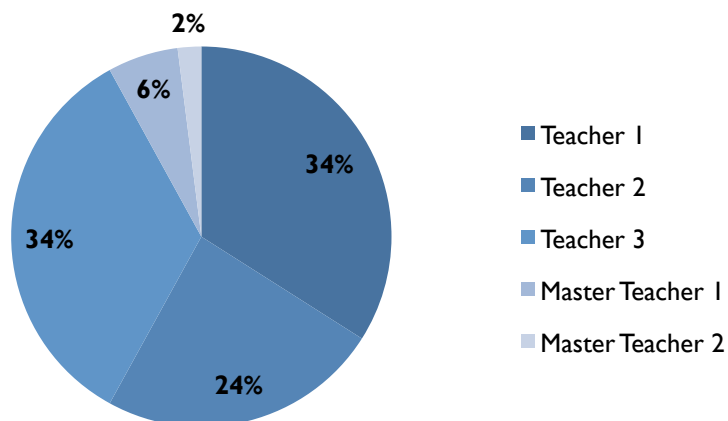


Figure 10. Teachers' Designation

CHANGES IN GRADE 1 AND 2 EGRA RESULTS

To determine changes in the learners' literacy skills, EGRA was administered twice to collect baseline and endline data from the learners. For the baseline data collection, all learners who had been identified to be part of RRSP classes in the 15 randomly sampled schools were invited to participate in the assessment; however, those who were both absent or refused to join the activity were excluded from the data. Consequently, not all the learners who had participated in the baseline EGRA were included in the endline assessment. There were fewer learners assessed during the endline as not all learners were in school during the day of the assessment.

A total of 197 RRSP learners were able to participate in both baseline and endline EGRA, as seen in the table below:

Table 10. Participating Learners in Baseline and Endline EGRA

	Region 1 - Ilocos Region Grade 1		Region 1 - Ilocos Region Grade 2		Region 7 - Central Visayas Grade 1		Region 7 - Central Visayas Grade 2		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Sex										
Female	22	36.7	20	35.1	15	35.7	15	39.5	72	36.5
Male	38	63.3	37	64.9	27	64.3	23	60.5	125	63.5
Total	60	100.0	57	100.0	42	100.0	38	100.0	197	100.0

WILL A MULTI-COMPONENT REMEDIAL READING PROGRAM IN MOTHER TONGUE AND FILIPINO IMPROVE THE READING PERFORMANCE OF GRADE 1 AND 2 LEARNERS WHO ARE IDENTIFIED AS NON-READERS OR STRUGGLING READERS?

In general, comparison of the simple arithmetic mean scores at baseline and endline per subtask showed gains in each intervention group for most of the EGRA subtasks, as can be seen in the table below:

Table 11. EGRA Results per Subtask, By Region and Grade Level

Subtask	Region 1 Ilocos Region Grade 1		Region 1 Ilocos Region Grade 2		Region 7 Central Visayas Grade 1		Region 7 Central Visayas Grade 2	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
n	60		57		42		38	
Initial Sound Identification (%)	22.8 (31.8)	50.2 (41.1)	42.8 (37.8)	66.7 (32.3)	28.3 (24.8)	27.6 (27.1)	56.1 (34.0)	52.1 (32.1)
Letter Sound Knowledge (lcpm)	12.1 (12.4)	19.3 (15.5)	14.9 (17.2)	20.4 (13.9)	7.2 (6.8)	11.1 (13.0)	9.8 (10.0)	12.9 (11.6)
Letter Sound Knowledge (%)	12.1 (12.4)	19.3 (15.5)	13.6 (13.8)	20.4 (13.9)	7.2 (6.8)	11.0 (13.0)	9.8 (10.0)	12.7 (11.4)

Subtask	Region 1 Ilocos Region Grade 1		Region 1 Ilocos Region Grade 2		Region 7 Central Visayas Grade 1		Region 7 Central Visayas Grade 2	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
Familiar Word Identification (wcpm)	7.9 (10.7)	23.7 (20.5)	13.4 (18.8)	23.3 (24.1)	2.5 (4.3)	9.0 (10.7)	13.3 (13.9)	23.2 (19.6)
Familiar Word Identification (%)	15.5 (20.7)	44.4 (35.9)	25.1 (33.0)	41.9 (38.1)	5.1 (8.5)	18.0 (21.3)	25.1 (26.1)	43.7 (34.2)
Simple Non-Word Decoding (wcpm)	5.9 (9.7)	19.7 (19.5)	8.0 (12.8)	13.3 (14.8)	2.8 (4.7)	8.0 (8.9)	9.5 (11.4)	14.7 (13.3)
Simple Non-Word Decoding (%)	11.6 (18.9)	37.7 (35.7)	15.0 (23.7)	26.4 (28.9)	5.5 (9.4)	15.2 (17.3)	18.5 (21.8)	29.3 (26.6)
Passage Reading Fluency (wcpm)	4.9 (8.2)	18.8 (17.7)	14.6 (20.8)	25.8 (26.1)	1.5 (4.8)	10.6 (16.0)	14.7 (14.7)	24.7 (20.4)
Passage Reading (%)	10.3 (17.5)	39.0 (36.2)	22.3 (31.2)	37.8 (35.8)	2.9 (9.3)	17.8 (21.9)	23.0 (23.0)	38.0 (31.1)
Passage Reading Prosody Score	1.0 (0.9)	1.9 (1.1)	1.3 (1.4)	1.8 (1.3)	0.6 (0.8)	1.1 (0.8)	1.6 (1.0)	1.8 (1.0)
Reading Comprehension (%)	4.7 (10.7)	31.3 (32.0)	14.4 (22.0)	20.7 (24.8)	5.7 (11.9)	14.3 (19.9)	14.2 (18.6)	26.8 (26.4)
Listening Comprehension (%)	20.0 (23.9)	37.2 (34.8)	35.7 (37.7)	48.5 (37.3)	51.6 (37.7)	52.4 (36.2)	29.8 (34.5)	36.8 (35.3)
Dictation Composite (%)	NA (NA)	NA (NA)	59.3 (24.2)	54.9 (23.1)	NA (NA)	NA (NA)	62.8 (16.6)	51.3 (18.9)

Note. Percentages (%) are in terms of % correct out of total items; lcpm = letters correct per minute; wcpm = words correct per minute

Also notable is the increase in the percentage of RRSP learners who managed to meet DepEd proficiency benchmarks in fluency and comprehension by endline. Dramatic increases could be seen in the percentage of learners who managed to read at least 40 words correct per minute, and answered at least 60% of comprehension questions correctly. The number of learners who met both benchmarks almost quadrupled, from four learners at baseline to fifteen by endline.

Table 12. Learners' Achievement of Benchmarks

Outcome Benchmark	Baseline No. (%)	Endline No. (%)
n		197
Reading Fluency 40 and above wcpm	11 (05.6)	36 (18.3)
Reading Comprehension 60% and above correct	9 (04.6)	38 (19.3)
Achieved Both Reading Fluency and Comprehension Benchmarks	4 (02.0)	15 (07.6)

Additional analysis was done to assess if gains made were statistically significant. Statistical tests for significance were done by first generating the differences between baseline and endline scores of each student, and then analyzing these differences using multi-factor analysis of variance (ANOVA) where various independent variables (sex, SES and level of attendance to RRSP) were analyzed simultaneously. These analyses will be discussed in greater depth in the next section, with results presented by region and grade level.

REGION I EGRA ANALYSIS

Table 13. Region I EGRA Results

Subtask	Region I - Ilocos Region Grade 1			Region I - Ilocos Region Grade 2				
	Gain	p-value	Effect Size	Gain	p-value	Effect Size		
Initial Sound Identification (%)	26.47	<0.001	*	0.82	25.97	<0.001	*	0.76
Letter Sound Knowledge (lcpm)	7.16	<0.001	*	0.58	5.67	0.005	*	0.43
Letter Sound Knowledge (%)	7.15	<0.001	*	0.64	7.29	<0.001	*	0.61
Familiar Word Identification (wcpm)	15.94	<0.001	*	1.32	9.54	<0.001	*	0.75
Familiar Word Identification (%)	29.34	<0.001	*	1.38	16.68	<0.001	*	0.74
Simple Non-Word Decoding (wcpm)	13.87	<0.001	*	1.33	5.09	0.003	*	0.46
Simple Non-Word Decoding (%)	26.2	<0.001	*	1.36	11.37	<0.001	*	0.56
Passage Reading Fluency (wcpm)	13.97	<0.001	*	1.07	11.15	<0.001	*	0.81
Passage Reading (%)	28.89	<0.001	*	1.33	15.73	<0.001	*	0.68
Passage Reading Prosody Score	0.86	<0.001	*	0.99	0.56	<0.001	*	0.6
Reading Comprehension (%)	26.85	<0.001	*	1.04	7.76	0.132		0.28
Listening Comprehension (%)	16.8	0.002	*	0.46	12.3	0.069		0.32
Dictation Composite (%)	NA	NA	NA	NA	-5.22	0.018	*	-0.35

Grade 1. Overall, there were significant gains in reading performance from baseline levels in all subtasks -- initial sound identification (%), letter sound knowledge (lcpm and %), familiar word identification (wcpm and %), simple non-word decoding (wcpm and %), passage reading fluency (wcpm), passage reading (%), prosody (%), reading comprehension, and listening comprehension.

Among males, among those with high SES, and among those who always attended RRSP, all subtasks improved significantly from baseline. On the other hand, among females, listening comprehension did not result to a statistical significant improvement. Among those with low SES, letter sound knowledge (lcpm) and listening comprehension (%) did not significantly improve. Those who did not always attend RRSP did not significantly improve on their initial sound identification (%), letter sound knowledge (both in terms of lcpm and %), and listening comprehension (%).

Based on the effect sizes, familiar word identification showed the best overall improvement among the literacy domains / subtasks. This is also true for females, males, students with low SES, and those who did not always attend RRSP. However, students with high SES and those who always attended the RRSP improved the most in simple non-word decoding.

Comparison of gains in reading performances in each subtask between males and females, between low and high SES groups, and between those who always attended and those who did not always attend, did not reveal any significant differences.

Grade 2. For this grade level, the overall reading score analyses showed significant improvement in most subtasks except for reading comprehension, listening comprehension, and dictation. In fact, for dictation, a significant decline was observed from baseline to endline. Passage reading fluency (wcpm) had the highest effect size among the different subtasks.

Among females, letter sound knowledge (lcpm), passage reading prosody score, reading comprehension, listening comprehension, and dictation did not improve significantly. Among males, there was no significant improvement in simple non-word decoding, reading comprehension, listening comprehension, and dictation.

Learners who said they did not always attend RRSP sessions did not have statistically significant improvement in their initial sound identification (%), letter sound knowledge (both lcpm and %), reading comprehension, listening comprehension, and dictation scores.

Comparison of gains in each subtask between males and females, between low and high SES groups, and between those who said they always attended and those who said they did not always attend RRSP, did not indicate any statistically significant differences between these groups.

REGION 7 EGRA ANALYSIS

Table 14. Region 7 EGRA Results

Subtask	Region 7 - Central Visayas Grade 1			Region 7 - Central Visayas Grade 2		
	Gain	p-value	Effect Size	Gain	p-value	Effect Size
Initial Sound Identification (%)	-0.86		-0.03	-2.3		-0.05
Letter Sound Knowledge (lcpm)	2.73	0.653	0.22	1.64		0.1
Letter Sound Knowledge (%)	2.66	0.533	0.23	1.45		0.1
Familiar Word Identification (wcpm)	6.94	0.001 *	0.56	7.5	0.02 *	0.46
Familiar Word Identification (%)	13.85	<0.001 *	0.64	12.91	0.024 *	0.45
Simple Non-Word Decoding (wcpm)	5.32	0.006 *	0.5	4.05	0.314	0.29
Simple Non-Word Decoding (%)	10.11	0.004 *	0.52	8.36	0.191	0.32
Passage Reading Fluency (wcpm)	8.77	<0.001 *	0.66	6.85	0.07	0.39
Passage Reading (%)	14.82	<0.001 *	0.67	10.34	0.122	0.35
Passage Reading Prosody Score	0.44	0.007 *	0.49	0.1		0.09
Reading Comprehension (%)	7.4	0.276	0.28	8.61	0.511	0.25
Listening Comprehension (%)	-1.12		-0.03	8.4		0.17
Dictation Composite (%)	NA	NA	NA	-12.58	0.001 *	-0.62

Grade 1. For Region 7, Grade 1 learners showed significant gains in familiar word identification, simple non-word decoding, passage reading, and prosody. There were no significant gains in endline scores for initial

sound identification, letter sound knowledge, reading comprehension, and listening comprehension. Passage reading (% of words read correctly) showed the highest improvement based on the effect sizes among the subtasks.

Among females, significant improvement only in the following subtasks was seen: familiar word identification (wcpm and % correct), passage reading fluency (wcpm) and passage reading (% correct). Meanwhile, among males, significant improvement only in three subtasks were observed: passage reading fluency (wcpm), passage reading (% correct) and passage reading prosody score.

Results among students with low SES did not show any significant improvement in all subtasks. On the other hand, those with high SES improved significantly on their familiar word identification (both wcpm and % correct), simple non-word decoding (both wcpm and % correct), passage reading (both wcpm and % correct), and prosody score; initial sound identification (%), letter sound knowledge (both lcpm and % correct), reading and listening comprehension (%) did not improve significantly.

Those who did not always attend RRSP only improved on their familiar word identification (%) while those who always attended RRSP significantly improved on their familiar word identification (%), passage reading (wcpm and % correct), and passage reading prosody score.

Comparison of gains or improvement in reading performances in each subtasks between males and females, between low and high SES groups, and between those who always attended and those who did not always attend, did not result to any significant differences.

Grade 2. Among Region 7's Grade 2 learners, significant improvement at endline was only seen in familiar word identification (both wcpm and % correct). Gains in other subtasks were not statistically significant. Moreover, there was a significant decline in students' performance in the dictation subtask at endline.

Some variation can be seen when we analyze subgroups within the Region 7 Grade 2 sample. Among females, there were significant gains in familiar word identification (both wcpm and % correct), simple non-word decoding (% correct), passage reading fluency (wcpm) and passage reading (% correct). Similar to the overall result, there was a significant decline in the dictation subtask among female students. Analysis among male students and among those with high SES did not show any significant improvement in all subtasks. Instead of improving, a significant decrease in the dictation composite was noted.

Those with low SES improved significantly only on familiar word identification (% correct), passage reading fluency (wcpm), and reading comprehension (% correct). There was also a significant decline in their dictation scores.

Students who did not always attend RRSP sessions did not improve on their reading performance in all subtasks. Instead, decrease from baseline was observed in most of the subtasks as shown by the negative change from baseline (gain) values. Those who always attended the RRSP sessions improved significantly on familiar word identification (both wcpm and % correct), simple non-word decoding (both wcpm and % correct), passage reading fluency (wcpm) and passage reading (% correct).

Females had significantly higher improvement than males in familiar word identification (both wcpm and % correct). All other subtasks were not significantly different between males and females. There were no significant differences in all subtasks between students in high and low SES and between those who always and did not always attend RRSP sessions.

Looking at overall trends, the EGRA data indicates that Grade 1 learners tended to make higher gains at endline than Grade 2 learners across both regions. Looking at endline gains between regions, on the other hand, higher gains across more subtasks were noted among learners in Region 1.

Several factors may have contributed to the variances in gains across regions, and across grade levels. The difference in gains between Grade 1 and Grade 2 learners may perhaps be linked to their familiarity with the language in which they were assessed. Grade 1 learners were assessed in their Mother Tongue, while Grade 2 learners were assessed in Filipino. Given that Grade 2 learners had only started formal reading instruction in Filipino at the start of the school year, their relative unfamiliarity with the language may have had a bearing on their reading performance at endline.

Based on qualitative research findings, there were differences in the way RRSP was implemented that may have contributed to variances across regions. One of the possible causes of the variance could be the amount and quality of instructional supervision provided by the school heads that might have affected in turn, the quality of the teachers' instruction for remediation. Some school heads shared that they had not observed any RRSP class, while some have not seen nor checked a single remediation plan. Consequently, they could not provide appropriate feedback on either lesson planning or lesson delivery. Teachers who might have needed assistance in conducting remediation were not provided the guidance that they needed.

Another factor could be what the teachers said was their biggest challenge during RRSP implementation. Their implementation was greatly affected by their limited time to prepare for and conduct remediation lessons. Faithful adherence to the recommended process was often not possible due to interruptions caused by school activities and other responsibilities.

Possibly due to their irregular RRSP implementation, some teachers shared that they had yet to master the teaching strategies used in remediation. It should be noted that Region 7 had fewer teachers who were either Teacher III or a Master Teacher. In addition, some also said that they had not fully maximized the weekly plans and progress report forms. These could be especially true to one school who had a new teacher handling Stage 3 of RRSP.

With regards to the Grade 2 learners scoring higher than the Grade 1 learners in reading comprehension, one Grade 2 teacher could support this from her interview. She reported that among her 10 learners, only two could be considered as syllabic readers.

Apart from school and teacher factors, the Region 7 learners' performance may also be linked to their home literacy environment. As reported by the teachers and school heads, parents had minimal involvement in the learning of their children. The concern on absenteeism could also have been partially affected by the parents' commitment to have their children attend remediation.

IN WHAT LITERACY DOMAINS DID GRADE 1 AND 2 LEARNERS EXHIBIT THE MOST AND LEAST IMPROVEMENT?

REGION I

Results show that Grade 1 and 2 learners performed significantly better in most of the literacy domains measured by EGRA after two quarters of reading remediation. Grade 1 learners had significant gains in all domains. Grade 2 learners posted significant gains in most subtasks except for Listening Comprehension, Reading Comprehension, and dictation.

Table 9 summarizes the gains and effect sizes in each of the subtasks. From the effect sizes, the subtasks or domains in which the learners demonstrated the most and least improvement were identified. While effect sizes ranged from moderate to high across all subtasks, Grade 1 learners had the most improvement in familiar word identification. Meanwhile, Grade 2 learners improved the most in the subtask on Passage Reading (wcpm) and improved the least in reading and listening comprehension. At the same time, Grade 2 learners' scores significantly declined in the Dictation subtask.

Table 15. Gains in Reading Scores by Group (Grade 1 and 2)

Subtask	Region 1 Grade 1			Region 1 Grade 2		
	Gain	*	Effect	Gain	*	Effect
			Size			Size
Initial Sound Identification	26.47	*	0.82	25.97	*	0.76
Letter Sound Knowledge (lcpm)	7.16	*	0.58	5.67	*	0.43
Letter Sound Knowledge (% Correct out of total items)	7.15	*	0.64	7.29	*	0.61
Familiar Word Identification (wcpm)	15.94	*	1.32	9.54	*	0.75
Familiar Word Identification (% Correct out of total items)	29.34	*	1.38	16.68	*	0.74
Simple Non-Word Decoding (wcpm)	13.87	*	1.33	5.09	*	0.46
Simple Non-Word Decoding (% Correct out of total items)	26.20	*	1.36	11.37	*	0.56
Passage Reading (wcpm)	13.97	*	1.07	11.15	*	0.81
Passage Reading (% Correct out of total items)	28.89	*	1.33	15.73	*	0.68
Passage Reading Prosody Score	0.86	*	0.99	0.56	*	0.60
Reading Comprehension Score	26.85	*	1.04	7.76		0.28
Listening Comprehension Score	16.80	*	0.46	12.30		0.32
Dictation Composite (% Correct out of total items)	NA		NA	-5.22	*	-0.35

REGION 7

As seen in Table 10, Grade 1 learners in Region 7 posted their highest gains in Passage Reading, while their performance declined in initial sound identification and listening comprehension. On the other hand, Grade 2 learners had the most improvement in Familiar Word Identification, while their scores declined in Initial Sound identification and Dictation.

Table 16. Gains in Reading Scores by Group (Grade 1 and 2)

Subtask	Region 7 Grade 1		Region 7 Grade 2	
	Gain	Effect	Gain	Effect
		Size		Size
Initial Sound Identification	-0.86	-0.03	-2.30	-0.05
Letter Sound Knowledge (lcpm)	2.73	0.22	1.64	0.10
Letter Sound Knowledge (% Correct out of total items)	2.66	0.23	1.45	0.10
Familiar Word Identification (wcpm)	6.94 *	0.56	7.50 *	0.46
Familiar Word Identification (% Correct out of total items)	13.85 *	0.64	12.91 *	0.45
Simple Non-Word Decoding (wcpm)	5.32 *	0.50	4.05	0.29
Simple Non-Word Decoding (% Correct out of total items)	10.11 *	0.52	8.36	0.32
Passage Reading (wcpm)	8.77 *	0.66	6.85	0.39
Passage Reading (% Correct out of total items)	14.82 *	0.67	10.34	0.35
Passage Reading Prosody Score	0.44 *	0.49	0.10	0.09
Reading Comprehension Score	7.40	0.28	8.61	0.25
Listening Comprehension Score	-1.12	-0.03	8.40	0.17
Dictation Composite (% Correct out of total items)	NA	NA	-12.58 *	-0.62

Looking at trends across regions, it can be noted that Grade 2 learners from both regions showed a decline in their Dictation subtask performance from baseline to endline. This underscores the necessity of strengthening instruction on encoding or spelling, and of building up writing skills among learners as part of any remediation intervention.

COMPARISON OF GAINS BETWEEN CATEGORIES OF SEX, SES, AND ATTENDANCE IN RRSP BY RRSP GROUP

ARE THERE SIGNIFICANT DIFFERENCES IN GAINS AMONG LEARNERS BASED ON THEIR SEX, SOCIO-ECONOMIC STATUS, OR FREQUENCY OF ATTENDANCE?

Below are Tables 11 to 16 showing the comparison of gains based on the learners' sex, SES, and frequency of attendance.

COMPARISON OF GAINS BASED ON SEX

Table 17. Comparison of Gains Based on Sex – Region 1

Subtask	Grade 1			Grade 2		
	Difference	p-value	Effect Size	Difference	p-value	Effect Size
Initial Sound Score	-7.69	1.000	-0.23	5.20	1.000	0.15
Letter Sound Knowledge (lcpm)	-1.97	1.000	-0.15	2.10	1.000	0.16
Letter Sound Knowledge (% Correct out of total items)	-1.99	1.000	-0.17	-1.18	1.000	-0.10
Familiar Word Identification (wcpm)	6.47	0.179	0.52	-6.05	0.290	-0.48
Familiar Word Identification (% Correct out of total items)	9.49	0.375	0.43	-5.61	1.000	-0.25
Simple Non-Word Decoding (wcpm)	6.22	0.106	0.58	-4.52	0.486	-0.41
Simple Non-Word Decoding (% Correct out of total items)	9.74	0.231	0.49	-6.15	1.000	-0.30
Passage Reading (wcpm)	4.74	0.697	0.35	-6.28	0.343	-0.46
Passage Reading (% Correct out of total items)	8.51	0.567	0.38	-4.37	1.000	-0.19
Passage Reading Prosody Score	0.16	1.000	0.17	0.02	1.000	0.02
Reading Comprehension Score	12.06	0.318	0.45	1.54	1.000	0.06
Listening Comprehension Score	5.99	1.000	0.16	3.87	1.000	0.10
Dictation Composite (% Correct out of total items)	NA	NA	NA	3.15	0.855	0.21

Table 18. Comparison of Gains Based on Sex – Region 7

Subtask	Grade 1			Grade 2		
	Difference	p-value	Effect Size	Difference	p-value	Effect Size
Initial Sound Score	4.66	1.000	0.14	2.73	1.000	0.08
Letter Sound Knowledge (lcpm)	-2.35	1.000	-0.18	1.65	1.000	0.13
Letter Sound Knowledge (% Correct out of total items)	-2.28	1.000	-0.19	1.94	1.000	0.17
Familiar Word Identification (wcpm)	-3.38	1.000	-0.27	-10.70	0.031*	-0.87
Familiar Word Identification (% Correct out of total items)	-6.82	1.000	-0.31	-18.96	0.030*	-0.88
Simple Non-Word Decoding (wcpm)	-0.71	1.000	-0.06	-6.43	0.257	-0.60
Simple Non-Word Decoding (% Correct out of total items)	-2.66	1.000	-0.13	-12.07	0.234	-0.62
Passage Reading (wcpm)	-1.68	1.000	-0.12	-10.72	0.055	-0.81

Subtask	Grade 1			Grade 2		
	Difference	p-value	Effect Size	Difference	p-value	Effect Size
Passage Reading (% Correct out of total items)	-8.00	1.000	-0.35	-16.63	0.085	-0.75
Passage Reading Prosody Score	0.24	1.000	0.26	-0.05	1.000	-0.06
Reading Comprehension Score	-3.27	1.000	-0.12	-2.59	1.000	-0.10
Listening Comprehension Score	5.75	1.000	0.15	3.63	1.000	0.10
Dictation Composite (% Correct out of total items)	NA	NA	NA	5.46	0.497	0.38

COMPARISON OF GAINS BASED ON SES

Table 19. Comparison of Gains Based on SES – Region 1

Subtask	Grade 1			Grade 2		
	Difference	p-value	Effect Size	Difference	p-value	Effect Size
Initial Sound Score	11.00	0.776	0.34	-8.78	1.000	-0.27
Letter Sound Knowledge (lcpm)	0.46	1.000	0.04	1.33	1.000	0.11
Letter Sound Knowledge (% Correct out of total items)	0.45	1.000	0.04	-0.35	1.000	-0.03
Familiar Word Identification (wcpm)	0.30	1.000	0.02	0.47	1.000	0.04
Familiar Word Identification (% Correct out of total items)	-2.68	1.000	-0.12	-1.66	1.000	-0.08
Simple Non-Word Decoding (wcpm)	0.58	1.000	0.05	1.69	1.000	0.16
Simple Non-Word Decoding (% Correct out of total items)	-1.51	1.000	-0.08	0.20	1.000	0.01
Passage Reading (wcpm)	1.10	1.000	0.08	-1.58	1.000	-0.12
Passage Reading (% Correct out of total items)	1.12	1.000	0.05	-3.58	1.000	-0.16
Passage Reading Prosody Score	0.07	1.000	0.08	0.00	1.000	0.00
Reading Comprehension Score	-1.54	1.000	-0.06	3.07	1.000	0.12
Listening Comprehension Score	6.93	1.000	0.19	3.11	1.000	0.08
Dictation Composite (% Correct out of total items)	NA	NA	NA	6.72	0.164	0.47

Table 20. Comparison of Gains Based on SES – Region 7

Subtask	Grade 1			Grade 2		
	Difference	p-value	Effect Size	Difference	p-value	Effect Size
Initial Sound Score	6.57	1.000	0.20	3.22	1.000	0.09
Letter Sound Knowledge (lcpm)	5.60	0.634	0.44	-2.64	1.000	-0.20
Letter Sound Knowledge (% Correct out of total items)	5.53	0.494	0.48	-3.01	1.000	-0.25
Familiar Word Identification (wcpm)	2.29	1.000	0.19	0.48	1.000	0.04
Familiar Word Identification (% Correct out of total items)	4.52	1.000	0.21	-3.58	1.000	-0.16
Simple Non-Word Decoding (wcpm)	3.78	1.000	0.35	0.90	1.000	0.08
Simple Non-Word Decoding (% Correct out of total items)	6.21	1.000	0.31	1.01	1.000	0.05
Passage Reading (wcpm)	7.55	0.286	0.56	-2.13	1.000	-0.15
Passage Reading (% Correct out of total items)	9.42	0.698	0.42	-3.07	1.000	-0.13
Passage Reading Prosody Score	0.27	1.000	0.29	-0.19	1.000	-0.20
Reading Comprehension Score	13.38	0.419	0.50	-13.07	0.570	-0.48
Listening Comprehension Score	12.77	1.000	0.34	-12.30	1.000	-0.32
Dictation Composite (% Correct out of total items)	NA	1.000	NA	-2.03	1.000	-0.13

COMPARISON OF GAINS BASED ON LEARNERS' SELF-REPORTED ATTENDANCE

Table 21. Comparison of Gains Based on Learners' Self-Reported Attendance – Region I

Subtask	Grade 1			Grade 2		
	Difference	p-value	Effect Size	Difference	p-value	Effect Size
Initial Sound Score	3.39	1.000	0.08	10.90	0.826	0.34
Letter Sound Knowledge (lcpm)	0.02	1.000	0.00	1.57	1.000	0.12
Letter Sound Knowledge (% Correct out of total items)	0.00	1.000	0.00	2.53	1.000	0.22
Familiar Word Identification (wcpm)	-5.25	0.757	-0.34	-2.68	1.000	-0.22
Familiar Word Identification (% Correct out of total items)	-7.07	1.000	-0.26	-1.61	1.000	-0.07
Simple Non-Word Decoding (wcpm)	-2.11	1.000	-0.16	-1.24	1.000	-0.12
Simple Non-Word Decoding (% Correct out of total items)	-1.71	1.000	-0.07	-0.26	1.000	-0.01
Passage Reading (wcpm)	-4.42	1.000	-0.26	-1.05	1.000	-0.08
Passage Reading (% Correct out of total items)	-7.64	1.000	-0.27	0.54	1.000	0.02

Subtask	Grade 1			Grade 2		
	Difference	p-value	Effect Size	Difference	p-value	Effect Size
Passage Reading Prosody Score	-0.07	1.000	-0.06	-0.01	1.000	-0.01
Reading Comprehension Score	-2.08	1.000	-0.06	7.92	1.000	0.30
Listening Comprehension Score	-1.65	1.000	-0.04	-2.46	1.000	-0.07
Dictation Composite (% Correct out of total items)	NA	NA	NA	-1.34	1.000	-0.09

Table 22. Comparison of Gains Based on Learners' Self-Reported Attendance – Region 7

Subtask	Grade 1			Grade 2		
	Difference	p-value	Effect Size	Difference	p-value	Effect Size
Initial Sound Score	-5.13	1.000	-0.11	-5.63	1.000	-0.08
Letter Sound Knowledge (lcpm)	10.86	0.190	0.61	5.55	1.000	0.20
Letter Sound Knowledge (% Correct out of total items)	10.74	0.121	0.67	5.51	1.000	0.22
Familiar Word Identification (wcpm)	-8.29	0.474	-0.48	13.57	0.498	0.50
Familiar Word Identification (% Correct out of total items)	-16.56	0.307	-0.55	27.23	0.320	0.57
Simple Non-Word Decoding (wcpm)	-5.47	0.941	-0.37	6.88	1.000	0.29
Simple Non-Word Decoding (% Correct out of total items)	-11.60	0.681	-0.43	14.53	1.000	0.34
Passage Reading (wcpm)	-2.77	1.000	-0.15	14.56	0.514	0.50
Passage Reading (% Correct out of total items)	-7.71	1.000	-0.25	22.10	0.658	0.45
Passage Reading Prosody Score	-0.08	1.000	-0.06	0.27	1.000	0.14
Reading Comprehension Score	3.51	1.000	0.10	7.79	1.000	0.13
Listening Comprehension Score	13.64	1.000	0.26	-23.74	1.000	-0.29
Dictation Composite (% Correct out of total items)	NA	NA	NA	4.47	1.000	0.14

Comparisons of gains based on RRSP learners' sex, SES, and frequency of self-reported attendance in RRSP sessions revealed no significant differences among all subtasks except for one instance: Grade 2 male and female RRSP learners from Region 7 had a significant difference in gains in the familiar word reading task, with the females recording the higher gain.

It should be noted that while there appears to be no significant difference in scores between learners who said they are always attending RRSP sessions and those who reported that they do not always attend, this data was self-reported by the learners. Basa was unable to cross-check learners' self-reported attendance against actual teacher attendance records for RRSP. Moreover, learner absenteeism was a concern raised by both teachers and school heads when asked about challenges in RRSP implementation.

EASE OF IMPLEMENTATION

To determine the ease of implementation of the RRSP, qualitative data were collected from teachers and school heads during school visits and the debrief meeting, and from learners through a Focused Group Discussion.

This section presents the findings from the abovementioned data collection activities.

WILL TEACHERS AND SCHOOLS BE ABLE TO EASILY IMPLEMENT THIS APPROACH AS DESIGNED?

During the school visits and the debrief meeting, the teachers and school heads were asked a set of questions regarding the RRSP framework, specifically the schedule, class time, and the process, as well as the use of the toolkit.

TEACHER INTERVIEWS

The RRSP Framework

When asked about the schedule for RRSP in Stage 2 and 3, the teachers said that it was easy to follow since there was a designated time for remediation. They said that they usually conduct remediation in the afternoon after dismissal. According to them, parents of the identified learners were also informed and were requested to allow their children to participate in the class. However, they said that it can be quite challenging to follow the schedule at times, especially for the individual class (in Stage 3) due to absenteeism. To address this concern, they said that either adjusted the schedule or met the individual learner at a different time.

The teachers said that they found it hard to follow the proposed class time (30 minutes of instruction) because they wanted to give everyone in the RRSP class the chance to practice the target skill/s for the day. They explained that their learners needed more time to learn the skill/s and practice them, especially since these learners were already struggling. As such, they said that they normally conducted the reading remediation for 40 to 60 minutes. According to them, this was the case for Stage 2. As for Stage 3, they said that they had to allot more time because they still had to meet with their individual learners after the small group remedial reading class.

With regards to screening of learners, the teachers said that it was easy to identify learners who will receive remediation in Stage 2 since learners' information (i.e. summative assessment results from the previous grade level, formative assessment results from the previous quarter, and learner self-assessment) was available. The same goes for Stage 3. The teachers explained that they based the screening of learners on the progress reports and their observations on learners' performance during Stage 2.

In Stage 2, the teachers administered the literacy assessment right after screening the learners. As mentioned previously, the literacy assessment was used to determine the specific domains of literacy that learners struggled most to learn. According to the teachers, the administration of the literacy assessment was quite challenging because it took a long time to administer the assessment per child due to the length of the assessment tool. Nevertheless, the teachers said that they appreciated having this step in the process as well as having a tool to use for this purpose. They said that the results of the assessment helped them in setting their goals for the stage and in planning their lessons weekly.

The teachers shared their experience with learner placement in Stage 2 and 3 of RRSP. They said that grouping the learners according to learning profile in Stage 2 was easy since each profile was explained during

the training and specific descriptions were indicated in the placement form in the toolkit. As for Stage 3, they said that it was as easy as well because they were aware of their learners' strengths and weakness, citing their observations and the results of the learner's progress report as the sources of information.

When asked about planning, the teachers admitted that they find the task challenging. During the implementation of Stage 2, the teachers were honest to say that most of them didn't prepare the remediation (or quarter) plan because the task was new to them, and they were uncertain if learners could actually meet the set goals at the end of the quarter. On the other hand, they said that it was easier to prepare the weekly plan compared to the remediation plan despite the task being new to them, as well. According to them, having the literacy domains checklist, and teaching procedures in the toolkit helped in their planning. After the implementation of Stage 3, the teachers were once again asked regarding planning, which they answered quite differently compared to the previous stage. They said that they find planning in Stage 3 for small group easy because they were able to use what they know of their learners' skills to set the quarterly goals and to prioritize skills that need to be taught weekly. Meanwhile, they said that they find planning for the individual remedial class very easy because they had to consider the needs of only one learner.

Aside from instructional planning, the teachers shared their thoughts on preparing instructional materials for their remedial reading classes. The teachers said that the preparation of instructional materials was easy. "Standard" materials such as alphabet cards, spelling charts and the like were listed by teachers as materials which they often used in class. Instructional materials (IM) bank was also mentioned as a source of materials they used for class.

With regards to implementation of lessons during remedial reading class, the teachers said that having a prepared plan and the knowledge of different teaching strategies, which were demonstrated during the two cycles of training, made it easy for them to execute their weekly lessons for both small group learners in Stage 2, small group and individual learners in Stage 3.

Meanwhile, the teachers said that monitoring and reporting of progress of learners were something that they were familiar with; therefore, doing so for their learners in remediation was easy for them. They also added that having the progress and monitoring form in the toolkit was also helpful.

The RRSP Toolkit

The teachers were provided with the RRSP toolkit that contains the following materials.

- Forms 1-4: Screening Forms
- Form 5: Literacy Assessment
- Form 6: Summary of Literacy Assessment Results
- Form 7: Placement Form
- Form 8: Literacy Domains Checklist
- Form 9: Reading Remediation Plan
- Form 10: Remediation Weekly Plan
- Form 11: RRSP Teaching Procedures

- Form 12: Progress Monitoring and Reporting
- Activity Bank (*Note: This set of material was given to the teachers during the second cycle of training as additional reference for planning remedial reading activities.*)

These materials were evaluated by the teachers based on their experience of using them. The teachers rated these materials as very easy to use, easy to use, hard to use, very hard to use.

In Stage 2, all forms were utilized by the teachers. Among these forms, the teachers rated only Forms 1-4: Screening Forms as very easy to use. Although some learners got confused with Form 3, the teachers said that they step-by-step instruction was helpful in screening the learners.

Meanwhile, they rated the rest of the forms in the toolkit as easy to use. According to them, the literacy assessment was easy to use because specific instructions were provided in the form; however, they found it time consuming to administer due to the length of the assessment. With regards to the rest of the forms, they said that they were still unfamiliar with the forms and needed mastery on the use of the forms.

In Stage 3, all forms in the toolkit were utilized by the teachers except for the following: screening the implementation of Stage 2 when the teachers were tasked to identify learners who will receive small group remediation, and to determine the specific needs of those learners.

Among the materials used in Stage 3, the teachers found the literacy domain checklist as the only form that was very easy to use. They explained that planning was easier because they simply had to copy the objectives in their remediation and weekly plan listed in the form. Meanwhile, the rest of the materials in the toolkit, such as reading remediation plan, weekly plan, teaching procedures, progress report and activity bank were easy to use because they were better acquainted with the forms given that they had a quarter (in Stage 2) to use them. In addition, they mentioned the training as another reason why they find the forms easier to accomplish. They said that training provided them with the opportunity to ask questions on how to complete the forms, as well practice using them.

Overall Feedback on RRSP

The teachers shared that they found RRSP helpful not only to the learners but to them as well. They said that RRSP contributed to the improvement of their learners' reading performance. Their learners could already identify, sound out and write letters, and read and write simple words. On their part, they said that they learned to be more understanding and patient with their learners. Also, they said that they have become more confident in conducting reading remediation because of the teaching strategies demonstrated in the 2 cycles of training. Furthermore, they said that they were happy to have met new friends who they could talk to about remediation.

When asked regarding their thoughts on being part of the pilot, they admitted that they initially found it challenging, especially since there was no structure to remediation before RRSP. However, in the course of the pilot, implementation became easier as they become more familiar with the process and the different ways of teaching remedial reading. According to the teachers, Stage 3 was the easiest because they have already experienced teaching remedial reading for a quarter (in Stage 2), and they were already familiar with the process, and toolkit.

When asked about the factors that affected their implementation of RRSP, the teachers listed the following: time, absenteeism, and discipline. According to the teachers, there were instances when they were not able to

follow the schedule for remediation and had to reschedule their class. They said that this was due to class interruptions/suspensions (i.e. school programs/celebrations, and calamities). In addition, learners' attendance and behavior were also a concern for teachers. The teachers said that some of their learners skip remediation, while others stopped going to school altogether. In addition, teachers said that they noticed learners who still didn't participate in class.

Despite these concerns, the teachers said that they ensured implementation of RRSP by allotting time and by following the framework/process of RRSP. In addition, their commitment to helping their learners motivated them to continue helping them.

When asked about the thing/s they liked the most about RRSP, the teachers said that they liked the training because they were taught on how to systematically conduct remediation. They also said that they liked the RRSP toolkit especially the assessment and instructional planning tools (i.e. teaching procedures).

With regards to their next step after implementation of RRSP, the teachers said that they will continue to provide remediation to their learners and would even track them as they move to the next grade levels. They also said that they will continue to involve the parents in the process. In addition, they said that they would share the knowledge and skills they gained in teaching remediation to their colleagues in the schools and district.

SCHOOL HEADS INTERVIEW

The school heads considered RRSP relevant as it provides clear and standard guidance on the delivery of remedial instruction. According to them, having such structure enabled their teachers to better support their learners who continue to struggle with reading. They said that they also appreciate that teachers were trained on the different teaching strategies and the process of screening and assessing learners, and were provided with materials that they could use during remediation.

When asked regarding the implementation of RRSP, the school heads shared that they were initially concerned about their teachers as their participation in the study might be perceived as additional burden since the teaching of remedial reading was structured. They also revealed that they were thinking on how to best to provide instructional supervision to their teachers given their tight schedule and workload. Despite these concerns, the school heads expressed that they were able to address these. They conducted regular check-in meetings in place of class observations to ensure that they were able provide support to their teachers as well as to get updates on their learners' progress. According to them, it was during these meetings that they were able to hear their teachers concerns on implementation (i.e. carrying out the different tasks in the process, learners' response, need for materials), and brainstorm ideas with their teachers and find solutions to the issues that were raised. As such, school heads said that they have noticed change in their teachers' attitude towards RRSP. They shared that their teachers have become more dedicated in helping their learners, and more confident in teaching.

Aside from the above, one factor that school heads identified as necessary in the implementation of RRSP was parent involvement. The school heads said that the parents of the learners who were identified to join the remediation were informed of their children's participation in RRSP. They said that the purpose of RRSP was explained to the parents, who then gave their consent. While majority of the learners were attending class and enjoying the benefit of receiving remediation, some were frequently absent due different reasons. One, the learners wanted to play with friends after class. Two, the learners were asked to go home early by parents to help in the house. Third, the learners' family changed residences; hence the child transferred to a different

school. Given such, the school heads were honest to say that they hoped for a stronger involvement from parents.

Considering observable changes in the performance of learners, the school said that they plan to continue the program and adopt it in other grade levels. There were also discussions on hiring remedial reading teachers. In addition, they were hoping that to have the program cascaded to other schools in their district.

LEARNER'S FEEDBACK

Small Group

Selected learners from RRSP EGRA schools were invited to join the Focused Group Discussion. During the discussion, the learners shared they enjoyed attending RRSP. The learners also enumerated their usual activities in said class, which they said included reading, writing, and drawing. As a result, the learners said that they learned to recognize rhyming words; identify, write, and sound out letters; spell new words, which made accomplishing task in their regular class easier compared to the time when RRSP wasn't implemented yet. On the other hand, the learners requested that more games, songs and poems be used during their RRSP sessions.

Individual Learner

The learners from the sample EGRA schools who received one-on-one remediation were also asked to share their insights on their RRSP class. According to the learners, they found their RRSP class enjoyable for the same reasons shared by the learners in the small group. Like the small group learners, they said that they usually read, write and draw in class where they learned how to blend sounds, identify and write letters, and spell words. When asked about activities they want added to their class, the learners mentioned the following: more stories during storytelling time, and extended time for drawing. With regards to their preference in attending RRSP class, the learners expressed that they prefer the small group sessions over the individual remedial reading class.

WHAT FEEDBACK OR SUGGESTIONS DO IMPLEMENTERS AND PARTICIPANTS HAVE TO IMPROVE RRSP BEFORE THIS PILOT IS EXPANDED TO OTHER SCHOOLS?

This part of the research question was answered by the school heads and teachers not only during the school visits but more importantly, during the debrief meeting.

RRSP FRAMEWORK

When asked regarding their recommendations for the improvement of the RRSP framework, the school heads were able to comment on the following: 1. Process, 2. Schedule, 3. Assessment, and 4. Instructional Supervision.

Process

The school heads shared that the proposed remediation program should have been introduced before the beginning of the school year. Hence, if it were to be implemented again in other schools, the training of the teachers should be conducted before classes start.

With regards to the process, the schools heads asked if the steps could be lessened, but they did not specify which they would like to be removed or modified. At the same time, they recommended that the process and procedures be implemented and followed consistently.

Schedule

Everyone was in agreement that the time for remediation should be longer than 30 minutes: 40 minutes to 1 hour may be considered. Time needed for teachers to prepare for remediation teaching—planning and materials preparation—was also highlighted by a number of school heads. They said that provision of more instructional materials will be helpful.

Assessment

The literacy assessment was reported to be lengthy and needs to be shortened. According to the school heads, certain forms can be combined such as the screening forms. In addition, the subtests of the assessment can be reduced or abridged.

Instruction

According to the school heads, teachers must be equipped with proper reading remediation strategies when they handle learners with difficulties in reading. In addition, they must know how to make the classroom conducive for learning as teachers have shared the behavioral challenges of the learners in their RRSP classes.

Instructional Supervision

The school heads said that instructional supervision and monitoring should be strengthened and consistently done. School heads should find time supervising teachers and work on supporting teachers develop a sense of ownership and commitment with regards to providing remediation.

RRSP TOOLKIT

In terms of the toolkit, the school heads suggested allowing the teachers to contextualize it further. They also requested that a soft copy to be provided to the teachers and asked that any report to be prepared from the toolkit to be simplified. Lastly, they advised the inclusion of more sample activities. Based on feedback gathered, a revised version of the RRSP Toolkit was completed and will be shared with DepEd via the Learning Resource Portal.

RRSP TRAINING

They school heads recommended that the pilot program be shared to the district and division level. As mentioned earlier, it was suggested that the training be conducted before the school year starts. If possible, they suggest the addition of more training throughout the school year for reading remediation, specific on strategies and instructional materials. They raised the need for teachers to improve their reading instruction.

For those who plan to roll out the pilot program to their respective schools, they suggested that Basa Pilipinas staff support DepEd for a training of trainers. Furthermore, they asked for copies of training guides and slides for the said rollouts.

While the school heads expressed the necessity of teachers knowing how to implement a remediation program, many of them still asked about the possibility of hiring a remediation teacher whose sole task is to handle the learners who need additional instructional support.

CONCLUSIONS AND RECOMMENDATIONS

After going through the RRSP intervention, learners posted significant gains in their literacy skills, with some groups showing higher improvements in specific domains or subtasks. For Region 1 Grade 1 learners, all subtask scores significantly increased from baseline to endline. For Region 1 Grade 2 learners, most subtask scores significantly increased from baseline to endline except for reading comprehension, listening comprehension, and dictation (where the performance of the students significantly declined). For Region 7 Grade 1 learners, a significant increase was found in familiar word identification, simple non-word decoding, passage reading, and prosody. Finally, for Region 7 Grade 2 learners, scores significantly increased only in familiar word identification.

Based on the effect sizes, the following are the subtasks with the most improvement:

- Region 1 Grade 1: Familiar word identification (% correct)
- Region 1 Grade 2: Passage reading (wcpm)
- Region 7 Grade 1: Passage reading (% correct)
- Region 7 Grade 2: Familiar word identification (wcpm)

The differences in gains across grade levels and regions may be attributed to different factors, including regularity of RRSP class implementation, school head supervision, parental involvement, and student absenteeism. Given these, the consistent conduct of remediation on the part of teachers, and strong support on the part of school heads as well as parents, need to be ensured so that learners can benefit from constant practice and application.

Teachers in the pilot study recommended that parents of RRSP learners be made to understand the importance of their children attending the extra classes; parents need to be convinced to make the necessary adjustments so that their children do not miss opportunities for learning due to logistical concerns such as the unavailability of an adult to pick up the child after remediation. Furthermore, schools can explore the possibility of training parents or family members as well, so that literacy behaviors can also be reinforced at home.

Meanwhile, teachers should also seek to enhance their own teaching strategies to address those children who do not respond well to regular classroom instruction. They must be reminded to differentiate their instruction in remediation from classroom teaching. School heads can help teachers in doing so by providing appropriate instructional leadership.

In addition, analysis showed that whether learners were male or female or belonged to high or low SES, remediation instruction in RRSP generally benefited all groups equally. Remediation through RRSP thus has the potential to bridge learning gaps regardless of learner characteristics.

Teachers and school heads valued the structure, process, and materials provided by the RRSP framework. However, implementation was greatly challenged by time scarcity. Various tasks and activities caused interruptions in the faithful conduct of RRSP, which could have impeded the maximum development and learning of the literacy skills of the children.

As a number of DepEd partner divisions/regions have expressed their intentions of scaling up the remediation program in their respective districts and divisions, a number of requisites for effective implementation need to be underscored. These include ensuring: [1] a regular and sufficient schedule for RRSP instruction; [2] a more manageable workload for teachers implementing remediation; and [3] consistent and supportive instructional supervision from school heads and other officials.

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ANNEXES

ANNEX A

FORMATIVE RESEARCH: THE STATUS OF REMEDIATION IN BASA PARTNER DIVISIONS

In December 2016, Basa Pilipinas started gathering data from its partner division to better understand how remediation was implemented in those areas. Basa Pilipinas conducted Focus Group Discussions (FGDs) among selected teachers and school heads and remedial reading class observations.

FOCUS GROUP DISCUSSIONS

During the one to one and a half hour FGDs, the protocol of an FGD was followed, with the use of both English and Filipino as the language of discussion. Guide questions were also utilized. The proceeding sections will discuss the highlights of these FGDs.

FGD WITH TEACHERS

REGION I

The teachers acknowledged the importance of conducting reading remediation, as it will help struggling learners cope with their classes and catch up with their lessons. In addition, they shared that having remediation sessions will enable them to better handle the lowest section.

From their classes, the teachers indicated that 15-21% of their learners needed remediation based on the Philippine Informal Reading Inventory (Phil-IRI) assessment results and their classroom observations. Alphabet knowledge, specifically in identifying letters, decoding longer words, oral reading, and comprehension were identified as the literacy domains that have posed challenges to the learners. Among the respondents' learners, teachers said around 25% to 33% have the capacity to decode, but still have difficulty in comprehension. The teachers also mentioned that physiological factors would also sometimes account for the learners' reading problems.

To be able to identify the learners who need help in reading, some strategies used by the teachers were asking them to read sight words and leveled readers and to identify the meaning of difficult words. They would do assessments at different times. Some of the teachers shared that as early as the enrollment period, they could already identify those who were slow or fast readers and learners. On the other hand, some said that they would identify learners who would need remediation every quarter via observations during class.

With regards to the existing remediation setups in their schools, the teachers said that remedial time has been integrated to their daily class program in which there were both morning and afternoon sessions for remediation, for a total of 40 minutes each day. While the teachers shared a similar schedule, they reported that they have had different ways of documenting their remediation activities, depending on the instructions of the school head and district supervisor.

The teachers further described the remediation activities in their schools, in which only those who needed assistance were asked to attend. A number of teachers said that reading remediation, as well as enrichment, took place as part of their class program; however, the actual time in which the remediation would happen depended on the time of availability of the learners. They mentioned that they would give different activities to the learners. Meanwhile, some teachers said that conducting the daily remediation depended on the time availability of both teachers and learners.

All teachers said that they have varied ways and lessons to focus on when conducting remediation. Some used pictures to teach words or had their learners blend letter sounds to learn words. They also asked their learners to read basic sight words. The teachers mentioned their use of downloaded materials shared in the “*Taga DepEd Ako*” Grade 1-3 Facebook groups. There were no special materials or session guides that they used in conducting remedial activities.

The teachers noted progress by asking learners to read certain materials, such as a list of words, a page in a storybook, or a complete story. They would then check which words the learners read incorrectly. Reports of progress were not necessarily related to the school heads, as the latter would just ask about the number of non-readers and these figures would be submitted to the division office.

When asked regarding the type of support they would want to receive from their school or from DepEd to help them use remedial time effectively, they responded that they needed training, which could include developing instructional materials. They also cited a need for actual remediation materials, such as a module guide, manipulatives, flash cards, pictures, and activity sheets.

Meanwhile, with regards to Basa Pilipinas’ intention to pilot test a remedial reading program in select schools per division, the teachers shared that the pilot program could focus on Phonics and Word Reading, Listening and Reading Comprehension, and Study Skills. They recommended the barangay schools to be the participants of the program, with all Grades 1 to 3 as the priority recipients, and with Filipino and English as the target languages. The possibility of using home or after-school time and the training of home/after-school reading partners were affirmed by the teachers; however, according to them, these would still depend on the reception and acceptance of the parents as well as the situation of the families.

Meanwhile, regarding the option of using applications installed in tablets or smartphones, the teachers had almost similar responses. While some teachers expressed that the plan was not feasible due to the lack of financial resources, some teachers that the plan could be implemented and sustained if funded appropriately. Nonetheless, the teachers raised the concern of learners turning dependent on the use of tablets. What they think would be appropriate to their context was putting up tutorial programs conducted by an expert in remediation. Finally, the teachers recommended incorporating leveled materials and other materials that match the learners’ reading abilities.

REGION 7

Teachers said reading remediation was important, if not very important, for the following reasons: 1. It ensures that everyone can read and no learner is left behind; 2. It develops the macro skills (listening, reading, speaking, and writing) that are also necessary for learning other subject areas; and 3. It encourages the teachers’ professional development as they try out strategies that may work with their learners in remediation.

From their school populations, three groups of teachers generally gave a low percentage of learners in their classes that need remediation, with 1% as the lowest percentage and 13% as the highest. All teachers reported using results from the Early Grade Reading Assessment (EGRA) and the Phil-IRI, and information from formative assessment such as classroom observations, analysis of test results, quizzes, exercises, and seatwork, anecdotal records, and feedback from previous teachers to identify those learners who were in need of remediation. The time period for identifying learners who needed help varied. Two groups of teachers identified the early parts of the school year as the time they identify the learners who are in need of remediation. One of these two groups included the middle and the end of the school year as well. Meanwhile, the other group mentioned that assessments are done twice a year (pretest and posttest). Meanwhile, two groups mentioned the use of the Oral Reading Verification Test (ORVT).

All three groups of teachers said no guidelines or policies on how to proceed with remediation were recommended to them; hence, teachers made all the instructional decisions. While this was the case, remediation was done daily with those learners who needed assistance, and all teachers reported implementing a regular remediation activity for their learners, with most of them conducting remediation for 30 minutes each day.

According to the teachers, while there were no specific guides for them to follow, they had given special activities and materials during remediation sessions; hence, no re-teaching had been done and no materials used in their classes were used in their remediation classes. They made their own materials, and one group listed down the following materials: “flash cards, flip charts, picture clues, big books, ‘pantig’, PRODED materials, and downloaded materials from the internet.

The teachers also shared that their measurement of progress was mainly based on formative assessment—whether the learners were able to read or improved their reading skills. Reports of progress were regularly given to the school heads. These reports took on different forms for each group. One group identified an assessment report; another a classroom-based EGRA report; and another a division-directed form.

When asked about Basa Pilipinas’ intent to pilot a reading remediation program, all groups of teachers identified the following as the kind of support they would need for remediation: training or capacity-building, guides in providing remedial support activities, and materials intended for remediation activities.

The groups were asked which literacy domains should be prioritized by a remediation pilot. Three groups identified reading comprehension, two groups said listening comprehension, two groups said oral language, and another two groups said alphabet knowledge. English was the language to be prioritized if there was only one choice possible. The teachers also had different answers for the grade level to be prioritized, with many saying it should reach all levels.

With regards to parental involvement, three groups said that engaging parents and other family members would not be feasible because there were parents who could not read and many parents are too busy with work. Meanwhile, teachers from three groups said that technology may be used in remediation as long as there is a budget for its inclusion in instruction.

Finally, teachers shared their thoughts on what DepEd could help them with in relation to remediation. Two groups highlighted the need for materials such as the following: 1. leveled readers for MTB; 2. leveled readers only in English and Filipino; 3. if possible, English book ratio should be 1:1; 4. materials such as skill book, writing journals, and charts on sounds that progress from simple to complex; and 5. audio recordings of Read Alouds and LRs in USBs instead of CDs.

FGD WITH SCHOOL HEADS

REGION I

Most of the schools represented in the FGD have a remedial reading program, and the school heads consider it important for inclusion in the School Improvement Plan (SIP), because reading improvement could bring both measurable and immeasurable outcomes such as positive National Achievement Test (NAT) results and encouragement to learners to attend school.

According to them, an average of 20 -35% of the population in each school was in need of remediation. All the school heads shared that, together with the teachers, they observe learners and conduct oral reading to

identify the children who need remediation. They also mentioned Phil-IRI as a tool to help them gather information about the children.

In their schools, the heads said that they had designated days and time for remediation. Most teachers conduct pre- and post-assessments during the beginning and last month of the school year. The school heads shared that most of the schools have the Drop Everything and Read (DEAR) program and remedial reading lessons after class for 15-30 minutes.

Only those who were in need of remediation were the ones assisted during remediation time in most schools. On the other hand, two schools maximized other learners' potentials as they involved the advanced readers and Learner Pupil Government Officers (SPGOs) as peer tutors.

Reading Power books and materials were used in conducting the remediation. According to the school heads, some teachers would integrate remediation in their lesson plans as part of daily routine after class. To monitor and evaluate the remedial reading programs implemented in their schools, the teacher submit to them monthly reports, accomplishment reports, and documentation. School heads said they mentor or provide support to their teachers in using remedial reading time effectively by motivating them and sharing teaching strategies. In addition, they said that they would consult their teachers regarding materials that the school had to procure in order to aid their teaching.

With regards to Basa Pilipinas' intention to pilot a reading remediation program, the school heads expressed that spelling, comprehension, and writing were the domains that the pilot would need focus on. When asked which schools to prioritize, they did not specify anything; instead, they said that different profiles of schools would provide varied opportunities to pilot test remedial reading activities. They also said that all languages must be focused on, with all grades levels from Grades 1 to 3 considered for the pilot program.

Regarding the inclusion of some support or assistance in the program, all the school heads agreed that the learners of today learn best with technology. However, they were not optimistic about involving parents or family members to do home programs as the latter were focused on livelihood.

The school heads did not share any possible options of conducting reading remediation in their contexts. Nonetheless, they were able to suggest the use of localized materials and stories that could tap the prior knowledge and experiences of the learners with technology as a good option to consider for pilot testing.

REGION 7

All school heads agreed that a remedial program is important and essential for learners to perform better in school. One group of school heads estimated an average of 10% of their school population as needing remediation, while another group said it was around 20%.

They shared that schools have a designated time for reading remediation, and only those who needed assistance were part of remedial time. A minimum of 30 minutes to an hour is given for remediation. One group of school heads stated that up to two hours for remediation were given to learners who were considered to be experiencing more difficulties.

Teachers would identify learners who needed remediation by looking at results of assessments and evaluations such as test scores (pre- and post-tests) and Oral Reading Verification (ORV), which would be done quarterly.

The instruction and activities for remediation were different from those given in regular classes, as these were dependent on the needs of the learners. Furthermore, teachers used special materials to address these needs.

In monitoring progress of the remediation classes, some school heads indicated that reports were regularly submitted to them. The kind of report was different in each school, and information on learner progress included in the reports was mainly based on formative assessment. Meanwhile, a number of school heads mentioned that they make sure remedial time is always reflected in the class program of the teachers. According to the school heads, they were able to mentor and support their teachers for remediation during the Learning Action Cell (LAC) sessions.

Remediation, they said, had to focus on Phonological Awareness, Alphabet Knowledge, Phonics/Word Recognition, and Listening and Reading Comprehension. The school heads also offered a number of suggestions regarding Basa Pilipinas' plan to pilot a reading remediation program. A number of school heads said that big schools have the most need. Meanwhile, another group said that least performing schools could be identified from data available from the Division office.

With regards to which language to prioritize, one group of school heads said that they could not determine just one language as teachers might be able to identify children of particular needs or level. The other group said that all three languages needed to be addressed: Children have had a hard time with MTB-MLE because not all words used/taught by teachers were familiar to them.

Regarding which grade level to focus on, one group of school heads said Grades 1 to 5, with Grade 5 as the most in need for remediation due to the changes in the system that had them left behind in learning. The other group considered Grade 3 to be the priority for the pilot since they had a lot to catch up.

When asked about the inclusion of any form of parental support or assistance, all school heads agreed that involvement of parents would not be feasible because of the latter's preoccupation with sustaining a living. Meanwhile, they all agreed that the use of technology would be possible and might be effective, especially it was appropriate in capturing the interest and attention of the learners. However, one group noted that teachers' technological ability and Internet access might limit the use and/or effectiveness of the applications or technology.

The schools heads were also asked to identify options that may work for their learners. They all agreed that remediation techniques must be tailored to the needs of every learner. They also mentioned the use of pair work, play, and singing through karaoke. One group stated that it would be nice for a standard format for conducting remedial classes or a guide for teachers similar to RTG be developed for the teachers to use for guidance. This guide may also be supplemented with appropriate and effective instructional materials.

REMEDIAL READING CLASS OBSERVATIONS

Reading remediation classroom observations were conducted to gather information on the following: the domains of literacy targeted, the design and structure of the remedial reading class, the instructional materials used, and the form of assessment used to identify pupils who need intervention and to measure pupils' mastery of target skill during remediation.

Basa Pilipinas visited a total of 15 reading remediation classes: 8 Grade 1 and 7 Grade 2 classes. The observations and interviews ran from February 16 to March 3, 2017. Except for one Grade 1 class in San Fernando, all classes visited were observed. The teacher in this class, however, was still interviewed.

	Division	No of Grade 1 Class	No of Grade 2 Class	Total
Region I	Ilocos Norte	1	1	2
	Ilocos Sur	1	1	2
	La Union	1	1	2

	Division	No of Grade 1 Class	No of Grade 2 Class	Total
Region 7	San Fernando	1		1
	Cebu	1	1	2
	Mandaue City	1	1	2
	Bohol	1	1	2
	Tagbilaran City	1	1	2
TOTAL		8	7	15

CLASS OBSERVATIONS

REGION I

Among all the observations made, the two grade levels were found to have a different length of time spent on conducting reading remediation. Grade 1 classes observed spent 15 to 30 minutes, while the Grade 2 classes allotted a longer time with 30 to 35 minutes. Three classes had whole-group instruction in which all learners were part of the remediation session. One group also had whole-group instruction, but with differentiation: Three learners were individually called on for one-on-one guided reading with the teacher. Finally, there were two classes in which only a small group of learners were included for remediation.

With regards to the topics covered, all classes dealt with word reading and oral reading fluency. In addition, Grade 1 touched on alphabet knowledge and Grade 2 on phonological awareness. It was also observed that remediation in Grade 1 was in Mother Tongue while in one Grade 2 class, the class was in English but instructions were in Filipino.

In all the Grade 1 remediation classes observed, at least one of the following were observed during the class: teacher modeling, guided practice, and independent practice. However, there was no class that was observed to have completed the process of explicit instruction.

There was one class where teacher modeling occurred. It involved the identification of the letter sound /b/ in the Mother Tongue and the syllables ba, be, bi, bo, bu. Teacher modeling involved the teacher showing the learners the correct sound of /b/ and the correct reading of the syllables mentioned earlier.

Guided practice was generally seen in the following situation: The teacher would ask the learner/s to read a syllable or a word. Meanwhile, most of the classes had independent practice, and this was shown in different modes. One class had the teacher asking the learners to find and encircle words beginning in the letter A. Another teacher grouped the learners in pairs and had each pair read a booklet together. Another one had the learners write two words from their leveled reader.

One of the Grade 1 classes showed the teacher practicing differentiation during the independent practice period. The teacher grouped the learners according to their reading capability. (Number 1-Excellent readers; Number 2-Very good readers; Number 3-Good readers; 4-Slow readers; and 5-Struggling readers.) Learners from numbers 1 to 3 were given books to read independently and would swap books once they were finished with their first ones. Meanwhile, the teacher was attending to learners identified with numbers 4 and 5. Number 4 pupils were instructed to syllabicate words, like ba-so and lo-bo, without the assistance of the teacher. On the other hand, number 5 learners were asked to read syllables like ba, bo, bi, and bu and were guided to compose words from the given syllables.

Throughout the instruction, the teachers were observed to be correcting their learners' errors. Whenever a learner was having a hard time reading a word, one teacher encircled the words that were often read

incorrectly and further gave the learner one-on-one instruction after class by helping him/her read aloud the challenging words. Another teacher also modeled the correct pronunciation when needed. On the other hand, one teacher repeated the same strategy whenever the learners read incorrectly.

For Grade 2 classes, no teacher modeling was observed. The reading remediation sessions were dominated by guided and independent practice. One teacher had her learners sing and then read the alphabet in chorus. These were followed by a letter sound drill in which the teacher asked all the learners to identify the picture in each flashcard and give the beginning and ending sounds. Afterwards, the same exercise was done in pairs. The activity was followed with passage reading in whole group, pair, and individual setups.

In another Grade 2 class, learners were paired and each pair was asked to read a decodable text with short A words from their Remedial Reading English folder. Some pairs read a text that included comprehension questions. The teacher then called one learner at a time, with a total of four learners scheduled that day to read a short story to the teacher.

The following materials were observed to be used by the teachers: alphabet chart, flashcard, word lists and controlled texts from the Internet, leveled reader, teacher-made short storybook, DepEd learners reference book, PowerPoint presentation, television.

REGION 7

The time spent on reading remediation differed a bit between the grade levels, with morning and afternoon sessions observed. The Grade 1 teachers were observed spending more time with 30 to 40 minutes per session. Grade 2 learners received a minimum of 20 minutes to a maximum of 40 minutes. Using this time, one class was observed to conduct reading remediation in whole-group instruction. Three other classes included the whole class in remediation but with differentiation: One group was receiving remediation instruction while the rest of the class was assigned another task to do on their own. This setup is found to be the most common one among the observed classes in the region. Meanwhile, there was one class that was able to hold the session in a small group outside their classrooms and two other sessions with a one-on-one instruction.

The topics also differed between the grade levels. The Grade 1 classes covered activities on phonemic awareness, word recognition, and grammar. The Grade 2 classes focused on word attack, sight word mastery, and oral reading fluency.

Among the Grade 1 remediation classes, it was observed that the teachers followed a sequence in their instruction. In one class where grammar was the domain covered, the teacher presented a picture and used this to draw answers from the learners. As the learners in the class were grouped according to their ability, they were asked questions corresponding to their level of ability. It was noted that the teacher focused on the struggling readers as they tried to respond to the question given them. The groups were then given a task similar to what they had done together as a class. While the learners were observed to be excited about the pictures, it was noted that three groups doing independent practice were not able to follow the instruction as the teacher focused her attention on the other three groups who were considered to be struggling more than the rest of the class. Meanwhile, another class that dealt with word reading and oral reading fluency had the teacher begin with a modeling and practice on sounds and letters. This then proceeded to the reading of words, phrases, and sentences. One class, however, had activities that did not appear to be logically sequenced.

Materials used by the Grade 1 teachers included pictures, flash cards of letters and words, teacher-made flip books with printed letters, words, phrases and sentences, and Alpagetong Cebuano/Primer for Grade 1.

Meanwhile, Grade 2 teachers were observed to have different topics, and conducted remediation sessions differently. One class focused on word reading and spelling, and they started with a choral reading of words. Afterwards, one group of learners was asked to blend sounds, identify syllables, and write syllables on their tag board while one group was asked to write a word. A drill on the English alphabet followed. After that, the learners were asked to name pictures and write their corresponding names on the blackboard. Another activity had the teacher asking the beginning and ending of sound of a picture shown. To this, learners wrote their answers on paper. When the teacher checked their answers, if the answer was incorrect, the teacher was observed to say “Wrong” without explaining why it was wrong or how the correct answer could be found. Another spelling practice followed: The teacher asked the learners to spell words aloud while writing on the air and then on the table; they were then grouped into two, with each group’s members asked to spell a word on the board; the teacher checked the words with the class, and this time, when the word given was wrong, the teacher asked the learners to give out the sounds to be able to identify the correct one. After this spelling practice, the learners were asked to read phrases and sentences. The last activity involved learners choosing the correct word in a sentence and spelling words dictated by the teacher.

Meanwhile, one class composed of seven pupils focused on oral reading fluency through decodable texts highlighting short A words. After each learner read a line from a short story, he/she was asked to identify words with the short vowel A, and to give the short A sound. Afterwards, she prepared the learners for a new story to be read by unlocking vocabulary words. They were then asked to read together another decodable text with short A words. The last activity was an individual and paired reading of a Basa Pilipinas leveled reader.

In the last setup observed, the teacher strategically arranged pupils’ seats according to reading ability: Group 1 - more advanced readers; Group 2 - advanced readers; Group 3 - skilled readers; and Group 4 - less-skilled readers. The teacher provided separate instructions for each group to work on, depending on their reading ability.

TEACHER INTERVIEWS

REGION I

The Grade 1 and 2 teachers shared a similar idea about remediation. For the Grade 1 teachers, remediation is comprised of follow-up reading activities especially for struggling learners who need more attention, guidance, and help. They said remediation aims to improve the reading skills of the learners. Meanwhile, for the Grade 2 teachers, remediation is about reviewing learners’ performance, tracking how pupils progress, and providing necessary remediation for them. It is done to enhance pupils’ reading skills.

They had different ways for determining which learners would be included in reading remediation. Grade 1 teachers mentioned the following: 1. conducting a diagnostic reading test, 2. assessing through an individual reading session; and 3. checking results from spelling quizzes. Grade 2 teachers also said they utilize both a reading assessment tool and observations of class performance. They conduct a quarterly reading assessment: Teachers do the initial assessment and Master Teachers conduct another assessment for validation. In addition, teachers consider the learners’ performance and test results. Among those learners identified for remediation, there were teachers from both grade levels who said that the same set of learners attend remediation every session; however, there were also teachers who said the attendance of the learners in remediation depended on their performance and progress.

No standard schedule in the conduct of remediation was recognized for both grade levels. In Grade 1, three teachers reported having the classes during lunch and in the afternoon every day. One teacher said she has

conducted the classes thrice a week with a morning and afternoon schedule as well. Among the Grade 2 teachers, there was one teacher who reported her schedule being daily; another teacher stating three to four times a week; and another one reporting a twice a week schedule.

In preparing for their remediation classes, all Grade 1 teachers shared that they do not prepare lesson plans; they are not required to do so. Meanwhile, one teacher said that the district came up with a Remedial Workbook based on the Revised Teacher's Guides. Grade 1 teachers had differing responses when asked how they chose or determined their topic/s for the day. One teacher said that she based her lessons on the learners' needs while another teacher only followed the prescribed lesson in the remediation program. A Grade 2 teacher shared that she also based lessons depending on learners' performance. Another Grade 2 teacher shared that in her school, teachers have collaborated in preparing lessons and materials so that they have a uniform design for remediation.

To measure learners' progress and performance, teachers in both grade levels ask the learners to individually read aloud a text to check for their fluency. The results have always been shared with their school heads, according to all teachers in both grade levels, except for one Grade 1 teacher. Among the Grade 1 teachers, two have only reported verbally, while one of them mentioned that every learner has had a progress chart which the school head checks. Meanwhile, Grade 2 teachers shared some form of documentation with regards to their reports. Among them, oral assessment reports, quarterly reports, and records have been submitted to their school heads.

With regards to parent involvement, all the teachers said that parents of learners in remediation have all been informed about their children being part of remediation classes. In addition, Grade 1 teachers have engaged in the following efforts: 1. informing the parents regarding their children's performance; 2. asking for their help to guide their child to read; 3. asking parents to make books that contain alphabet with corresponding pictures, syllables, and words during a Parent-Teacher Association (PTA) meeting. Grade 2 teachers, on the other hand, also ask parents to sign their children's notebook to indicate that their children have practiced reading at home. In addition, some parents have shouldered expenses related to remediation such as the photocopying and binding of textbooks.

Finally, teachers shared how Basa Pilipinas and DepEd may be able to help them in conducting their remediation classes. They mentioned teacher's guides or lesson plans, learning materials, and reading materials such as controlled texts specific for remediation. Moreover, they also suggested getting a training that is also specific to conducting reading remediation.

REGION 7

According to Grade 1 teachers, remediation is a teacher's opportunity to provide necessary and appropriate reading support to the struggling readers. It is a one-on-one activity because each learner has different needs. Meanwhile, Grade 2 teachers explained that remediation is a way to help learners who have difficulty in reading cope with the lessons. It is not limited to reading only but for writing and numeracy as well.

In identifying the learners in need of remediation, teachers from both grade levels used the results from the ORVT and EGRA which they conducted themselves in their classrooms. A Grade 2 teacher added that she would also conduct reading assessment at the start of the school year. In addition, they have combined these results with findings from their classroom observations of the learners' reading performance.

From those identified to be part of the remediation classes, the teachers shared of their varying setups with regards to learner attendance and participation. In Grade 1, one teacher said that her class started with 15 pupils at the beginning of the school year, but this number slowly decreased as some of them no longer

needed remediation at some point. Another teacher said that she had a whole class participating in remediation on Mondays to Tuesdays; and one-on-one sessions followed after whole class instruction on Wednesdays to Fridays with only six learners. Finally, one teacher said that she has had different set of pupils taking part in her reading remediation class. She shared that usually, the priority has been the non-readers or less-skilled readers but she said that has also given opportunities to skilled and advance readers to take part, with materials that were suited to their ability.

The setup used by Grade 2 teachers also differed. One teacher explained that in the morning, the whole class was part of remediation. Another teacher shared that only ten less-skilled readers were the participants of the reading remediation activities. However, other pupils were also provided with reading remediation activities, but the less-skilled readers were always given more time and guidance.

The schedule for conducting remediation also differed between the two grade levels. One Grade 1 teacher shared that she conducted remediation thrice a day, for 30 minutes each session, given the pressure upon them for their non-readers to improve their reading skills. Meanwhile, another Grade 1 teacher said that she had sessions thrice a week. On the other hand, all the Grade 2 teachers reported having daily remediation sessions for at least 30 minutes a day.

In planning for the remediation, there was only one among all the teachers who had a lesson plan. For the Grade 1 teachers, they identified their lessons for each day by determining lessons that had not been mastered by the learners. Sometimes, however, they shared that they just dealt with what the learners really needed.

Among all the teachers who were observed, only two said that their learners had not yet learned what they had taught, based on their evaluations. The two teachers shared their plans of action as a consequence. One of them planned to reinforce in the Mother Tongue class itself, with more differentiated instruction and activities; while the other said that she would use the same materials but change her strategy in teaching the lesson. For those teachers who were on the affirmative, they said that they would be changing their learning materials the next day.

For assessing their learners' progress, the teachers from both grade levels reported the same mode of evaluation. They mentioned conducting oral reading fluency and writing assessments coupled with formative assessment through class observations and summative assessments. Almost all teachers gave reports on learner progress to the school head verbally.

With regards to parent involvement, all the teachers said that the learners' parents have been informed of their children being in remediation. They also shared to them how they could help students at home; however, there have not been positive responses to this.

When asked regarding the help that they would need in relation to conducting reading remediation, the teachers mentioned the following: a reading remediation program, training workshop with topics on beginning reading and on remediating non-readers and less-skilled readers, and materials for reading remediation activities such as guidelines or a book guide on how to conduct reading remediation, charts, leveled texts, and activity sheets.

ANNEX B

READING REMEDIATION SUPPORT PILOT SCHOOL VISITS (REGION I)

On September 17-22, 2017, Basa Pilipinas visited schools to provide technical support to teachers participating in RRSP, and to gather information on the implementation of the RRSP framework and use of the RRSP toolkit. The section below presents the information gathered from this activity.

I. School Heads' (SHs) Interview (11 School Heads)

A. Implementation

1. RRSP Framework

- a. Seven out of eleven SHs interviewed were already able to visit or observe either or both RRSP classes for Grade 1 and Grade 2 by the time of the school visit. Among those who were able to conduct observations, one has only visited the Grade 2 classes while the six others were able to visit both grade levels. One of them specified that the visit in both levels were just at a glance.
- b. All SHs said that the RRSP schedule was fine, with two of them highlighting that their teachers were adjusting RRSP classes schedule to accommodate learners despite class disruptions due to various co-curricular activities. Four school heads mentioned that both teachers and parents find it favorable to conduct RRSP classes after the regular class hours.
- c. With regards to weekly planning, five SHs reported no difficulties shared by their teachers, but there was one who said that weekly plans are also affected when learners are absent. Meanwhile, two SHs didn't give any feedback since they haven't seen any weekly plans yet from their RRSP teachers.
 - One SH was able to share that she would always remind her teachers that weekly plans must be doable within the allotted schedule.
- d. When asked about their key observations on the teachers' use of RRSP teaching procedures, seven SHs reported that teachers are implementing what they learned during the RRSP training. However, there were two SHs who shared that teachers are sometimes confused, hence, they ask questions and help each other out.
 - One SH shared that she observed how learners had difficulties in reading comprehension. Meanwhile, two SHs didn't answer this question.
- e. Only four SHs had teachers who informed them that just by mere observation, they could see progress among their learners; however, these teachers haven't filled out the Progress Monitoring Report yet. One SH said she couldn't answer this question since she hasn't heard any comments on this from her teachers. One SH didn't answer this question at all.
- f. Regarding instructional materials (IMs), five SHs said that the teachers used materials provided during the RRSP training, but they have also made additional materials when needed. One SH shared that they have lots of contextualized materials being used in class while another SH shared that alphabet chart/spelling chart was a class project. Another SH

shared that according to her teachers, instructional materials are a little too difficult to prepare.

- Meanwhile, two SHs didn't answer this question at all.

2. RRSP Toolkit

- SH were asked to rate statements regarding the teachers' use of the RRSP toolkit using the rating scale below.

RATING SCALE				
5	4	3	2	1
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

- My teachers find it easy to use the Initial Screening Forms.
 - Six SHs *strongly agreed* and six SHs *agreed*.
 - All SHs thought the forms are easy to use. They haven't heard any complaints from their teachers.
- My teachers find it easy to administer the Literacy Assessment.
 - Five SHs answered *strongly agree*, three answered *agree*, one answered *neither agree nor disagree* and two answered *disagree*.
 - Four SHs said the based on teachers' feedback, they find it easy to use the assessment tools. Four SHs mentioned their teachers' difficulties due to time constraints.
- My teachers find the Learner's Profile Form easy to use.
 - Six SHs answered *strongly agree*, four said *agree* and one *neither agreed nor disagreed*.
 - Generally, SHs shared that after the tasking literacy assessment, when results are up, they know how to group learners according to profile.
- My teachers find the Literacy Checklist useful.
 - Eight SHs answered *strongly agree* while two said *agree*. One SH didn't give any rating.
 - Three SH and her teachers expressed their appreciation on being provided with all domains and skills in the checklist. Others said it serves as their guide to conduct RRSP classes. Meanwhile, one SH didn't answer this question.
- My teachers find the Remediation Plan easy to use.
 - Five of the SHs answered *strongly agree*, four responded with *agree* and one *neither agreed nor disagreed*. One SH didn't give any rating.
 - Three SHs said that they haven't received any complaints about it from their teachers. On the other hand, two SHs said that their teachers were still in the process of learning how to use the plan. Meanwhile, one SH rated but didn't comment and the other one didn't answer this question at all.

- f. My teachers find the Teaching Procedures Form helpful in planning their remedial reading lessons.
- Eight of the 11 SHs answered *strongly agree* while three answered *agree*.
 - All SHs explained with similar reasons: 1) The Teaching Procedures are very specific; 2) Teachers know what to do because of the form; and 3) It's just a matter of implementing them well.
 - One SH commented that even in a regular class, these procedures are really helpful.
- g. My teachers find it easy to plan their lessons for both learning profiles using the weekly plan.
- Three answered *strongly agree*, six answered *agree* and one answered *neither agree nor disagree*. One SH didn't give any rating.
 - Four SHs said that their teachers are used to making lesson plans hence, they find it easy to make weekly plans. Two SHs advised their teachers to make the plans simple and brief. On the other hand, two rated without any comment while another SH didn't answer this question.
- h. My teachers find it easy to track and record their learners' progress using the Progress Report Form.
- Four answered *strongly agree*, four answered *agree*, and three didn't give any rating.
 - All SHs who gave their ratings said that their teachers haven't actually written on the Progress Report Form. Those who strongly agreed said the form is really easy to fill out.
 - Three SHs didn't rate this question. Two of them said they couldn't give any rating since their teachers haven't used them yet.
 - SHs were also asked about whether they have used the forms themselves. Only one SH shared that she used them in her own class in higher level. Nine SHs said that they have not used them due to other tasks they needed to complete. One SH didn't answer this question.

II. Teacher's Interview (15 Grade 1 teachers; 15 Grade 2 teachers)

A. Implementation

1. RRSP Framework

- Most of the teachers started with the screening and assessment processes the week after the first RRSP training (July 28 to August 1, 2017). Very few teachers began two or three weeks after the training. As they varied in pacing, their start dates for the actual reading remediation instruction also differed, ranging from the last week of August to the last week of September. There were three teachers who were still conducting assessments to identify learners who would be part of RRSP.
- All of the teachers have conducted remediation and remediation daily, following the agreed schedule per learning profile.

2. RRSP Toolkit

- Teachers were asked to rate statements regarding the RRSP using the rating scale below.

RATING SCALE				
5	4	3	2	1
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

- a. I find the schedule for the remedial reading class for all Learner profiles easy to follow.
 - Twelve teachers agreed with the statement, saying that meeting time enables learners to focus on remediation. Fourteen teachers indicated *strongly agree* (5), 12 *agree* (4), 3 *neither agree nor disagree* (3), one *disagree* (2), one strongly disagree and one not giving any rating. The teacher who could not decide in particular (3) explained that it was difficult for learners to be convened for remediation. The reason of the teacher who strongly disagreed was due to the overlapping school activities that their RRSP class schedule would always be disrupted.
 - It was a big challenge to finish the lesson within the 30 minutes, a concern that is shared by most of the teachers. They stated that 30 minutes is not enough for one remediation session and that they would typically extend beyond the recommended time allotment, going for 40 minutes to an hour. Many of them said that the content to be taught and activities to be done could not fit within the allotted time. Only three teachers said that the time is enough since their concern is the retention of learners' attention.
 - A general concern shared by everyone was other school activities and teacher trainings that have caused interruptions in the conduct of the RRSP classes.
- b. It is easy to identify learners who will join the remedial reading class.
 - 13 teachers answered *strongly agree*, 9 answered *agree*, 6 *neither agreed nor disagreed* and only one *disagreed* with the statement. They said that the materials provided to them, pertaining to the screening forms and assessment tools, made the identification easy. One of the teachers said that her own observations of the learners, as well as the learners' grades allowed her to determine those who would join the RRSP classes.
 - For the teacher who disagreed, she expressed her frustration of not being able to finish the assessment due to overlapping school activities.
- c. It is easy to administer the Literacy Assessment to learners.
 - The teachers varied in responses in relation to this statement. Eight teachers answered *strongly agree*, fifteen answered *agree*, while another seven answered *neither agree nor disagree*.
 - Most teachers find the Literacy Assessments really good to assess their learners. For most teachers, the assessment was easy to do but took a lot of time given its length. The absences of the learners pushed the assessment schedule longer; the demands of other school activities also hampered the continuation of their assessment administration. Hence, there were three teachers who were not yet done administering the Literacy Assessments.

- d. It is easy to group students according to Learning Profiles.
- Many teachers (12) *agreed* with the statement while slightly more (13) *strongly agreed*, three *neither agreed nor disagreed* and only one (1) *disagreed*. One did not give any rating at all.
 - As many reported the task to be easy, a number of them explained that this was because they have knowledge of their learners' strengths and weaknesses either through the assessment results or through their daily interactions and observations of the learners.
 - For the three teachers who disagreed, they had difficulty in collating data.
- e. It is easy to plan the program for the remedial reading class for an entire quarter for the small group of students.
- The teachers were divided in their responses to the statement: eleven agreed, six strongly agreed, five neither agreed nor disagreed and only one disagreed. There were also seven who did not give any rating at all.
 - Teachers had varied reasons, but the predominant response was that planning for the week was easier than planning for a whole quarter. Most expressed that the process of preparing the remediation plan might seem easy to do but they needed more guidance on how to do it well.
- f. It is easy to prepare the weekly plan for the remedial reading class.
- The teachers were mostly divided into three responses: ten *strongly agreed*, thirteen *agreed*, one *neither agreed nor disagreed*, and another one *disagreed*. There were five teachers who did not rate this at all.
 - Those who agreed and strongly agreed said planning for a week has been easier in comparison to planning for an entire quarter. A few said the sample weekly plans helped them on doing their own weekly plans but from time to time, they still make adjustments especially when the activities were not finished.
 - Three teachers did not rate due to the fact that they haven't started their classes yet since they were still administering the different subtests and the two others hadn't done their weekly plans due to many school activities.
 - One teacher disagreed because the weekly plan would still be on top of their regular lesson plan preparation.
- g. It is easy to prepare materials for the remedial reading class.
- Most of the teachers were divided between the *strongly agree* and *agree* responses to the statement: ten responded with *strongly agree* while seventeen responded with *agree*. Meanwhile, there were three who did not rate this at all.
 - According to most of the teachers, they have been able to use the materials that had been provided and created during START. There are other materials available provided by Basa Pilipinas like Leveled Readers, spelling chart, flashcards, etc.

- Four of them shared that the availability of laptop, computer and printer are very much helpful in preparation of their instructional materials.
- h. It is easy to implement the lessons I plan during remedial reading class.
- Nineteen teachers *agreed* with the statement while six *strongly agreed*. There were two who answered with *neither agree nor disagree* while three teachers did not give any rating.
 - Most teachers said due to their familiarity of the lessons, they are really easy to implement. However, the major issues like short attention span and absenteeism become a problem since their learners lose their focus on the remediation class.
- i. It is easy to monitor the progress of my learners.
- Majority of the teachers (14) *agreed* with the statement, with the other seven responding with *strongly agree*. Nine did not give any rating to this.
 - Almost half of the teachers attributed the ease of the task to two reasons: 1) daily interactions with learners, and 2) evident progress through observation.

B. RRSP Toolkit & Teaching Procedures

Teachers were asked to rate the different forms in the RRSP Toolkit using the rating scale below.

RATING SCALE			
4	3	2	1
Very Easy	Easy	Hard	Very Hard

RRSP TOOLKIT	RATING	REASON
I. Assessment		
a. Initial Screening Forms	15 very easy; 10 easy; 4 hard; 1 very hard	<ul style="list-style-type: none"> • Step-by-step instructions were easy to follow. • Records needed to fill in the screening forms were available. • Learners did not seem to understand what they were supposed to do for the self-assessment. • Observations and information through formative assessment were not sufficient. • Learners' marks from the previous grade did not seem accurate. • Kindergarten progress report is different from the Grade 1 report card. Decisions had to be made on what to include in the RRSP screening form.
b. Literacy Assessment	4 very easy; 16 easy; 10 hard	<ul style="list-style-type: none"> • All needed information was in the guide. • There were other school activities happening simultaneously causing the delay of the conduct of the assessment hence, no time to do it on regular school hours; one teacher would even come on a

RRSP TOOLKIT	RATING	REASON
		<p>Saturday just to do it</p> <ul style="list-style-type: none"> Learners had difficulty understanding and performing the tasks Administering the tests took two weeks to a month to finish them
c. Learner Placement Forms	11 very easy; 15 easy; 3 hard; 1 no rating	<ul style="list-style-type: none"> Guided Instructions how to use them are specified It was confusing probably because it was something new. It was confusing to categorize learners according to weaknesses.
2. Teaching Procedures		
a. Literacy Checklist	9 very easy; 13 easy; 3 hard; 4 no rating	<ul style="list-style-type: none"> The checklist was complete. The items could just be followed. Easy to get there the target skills per learning profile. Unfamiliarity with the form Unawareness of extent of teaching (Should all items in the checklist be taught?)
b. Reading Remediation Plan	9 very easy; 13 easy; 3 hard; 5 no rating	<ul style="list-style-type: none"> Only the target of the quarter is needed. It is short in comparison to the weekly plan. The sample given made this easier to do. It has bases on the literacy checklist and the learning profiles. Since it is a new form, teachers still need to get used to it. Identifying goals for the quarter was difficult.
c. Weekly Plan	10 very easy; 12 easy; 3 hard; 4 no rating	<ul style="list-style-type: none"> It can be based on the literacy checklist. Sample weekly plans were provided. Can be adjusted if not done Unfamiliarity with the form
d. Teaching Procedures	8 very easy; 17 easy; 2 hard; 3 no rating	<ul style="list-style-type: none"> Easy to understand; easy to execute Steps are already listed Constant practice/familiarity with the strategies made implementing the procedures easy⁴ Struggling with teaching letters and sounds Unfamiliarity with the form; still needs mastery
3. Progress Monitoring and Reporting		
a. Progress Report	4 very easy; 10 easy; 16 no rating	<ul style="list-style-type: none"> Based on the results and daily observations Instructions on how to use it are given

C. Teaching Strategies

1. When asked which strategies they have frequently used, repetition is on top (17), followed by reteaching (16), verbalization (9), multisensory (8), scaffolding and explicit instruction had the same number (7), modelling (5), and metacognition (1).
2. When asked about strategies rarely used, only some teachers gave responses: metacognition (7), scaffolding and multisensory had the same number (5), verbalization (2), and repetition and explicit instruction had the same number (1) as well.
3. When asked which strategies they have never used, only seven teachers responded: five identified verbalization, one said scaffolding while the other one answered multisensory. The rest of the teachers said that they utilize all of the methods/strategies.

ANNEX C

READING REMEDIATION SUPPORT PILOT SCHOOL VISITS (REGION 7)

On September 17-22, 2017, Basa Pilipinas visited schools to provide technical support to teachers participating in RRSP, and to gather information on the implementation of the RRSP framework and use of the RRSP toolkit. The section below presents the information gathered from this activity.

I. School Heads' (SHs) Interview (9 School Heads)

A. Implementation

1. RRSP Framework

- a. Six out of nine SHs interviewed were already able to visit or observe either or both RRSP classes for Grade 1 and Grade 2 by the time of the school visit. Among those who were able to conduct observations, two have only visited the Grade 1 classes while the other two were able to visit both grade levels. The remaining two of them specified that their visits were quick checks with the teachers, essentially just asking them for updates.
- b. All SHs said that the RRSP schedule was okay, with two of them highlighting that their teachers were conducting RRSP classes during the remediation time specified by the school program. However, one SH mentioned that the class program was changed to accommodate RRSP. In one school, the Grade 1 teacher was said to conduct remediation during any time possible given that she handles a self-contained class. If there was time in the morning, she would hold the RRSP class then instead of during the afternoon. On the other hand, the school's Grade 2 teacher has followed the class program that is similar to the other Grade 2 classes. Meanwhile, another teacher was reported to lag behind the others for having attended a K to 12 training for teachers
 - Three SHs shared that their teachers have usually gone beyond 30 minutes; only one SH said that the allotted time was acceptable. At the same time, two SH also said that absenteeism was a concern.
- c. With regards to weekly planning, three SHs reported no difficulties shared by their teachers, but there was one who said that there has not been enough time to prepare weekly plans. Meanwhile, another SH said that a daily plan would have been better.
 - Three SHs were able to comment on the actual plans prepared by their teachers. One of them said that her teachers' plans were very detailed while the other two reported seeing objectives in the plans.
- d. When asked about their key observations on the teachers' use of RRSP teaching procedures, one SH reported that the multisensory strategies have been beneficial to the learners. Meanwhile, another SH shared that teachers lack mastery on the domains of literacy and their Grade 2 learners have had a hard time understanding Filipino. Another SH communicated the teachers' challenge in dealing with learners who could barely recall what has been taught previously despite having followed the suggested teaching procedures.

- One SH shared that one of her teachers has incorporated music—playing the ukulele—to begin each RRSP class.
- e. Only a number of SHs were able to share their observations in relation to progress monitoring and reporting. One of those who were not able to do so said that the teachers have not done anything specific to the task. For the rest who were able to share observations, they offered different pieces of information. One SH reported that monitoring and reporting has been done for every individual learner, and so far, she learners could identify letters but have had difficulty with the sounds. Another SH instructed her teachers to record their notes in a notebook while another one shared that her teachers have communicated progress observed to the parents as well. On the other hand, one SH said that monitoring was challenging because of the learners' absences.
 - f. Regarding instructional materials (IMs), two SHs said that the materials provided during the RRSP training have been used by the teachers but they have also made additional materials when needed. One SH said that she saw her teachers using the spelling chart and the alphabet chart.
 - Another SH said that she has been providing the materials requested by the RRSP teachers while another one said that the availability of a printer in their school has allowed the teachers to make their own IMs. Meanwhile, one SH said that the materials used in regular class could be used for remediation as well.

2. RRSP Toolkit

- SH were asked to rate statements regarding the teachers' use of the RRSP toolkit using the rating scale below.
 - a. My teachers find it easy to use the Initial Screening Forms.
 - Three SHs *strongly agreed*, six SHs *agreed*, and one SH *neither agreed nor disagreed* to the statement.
 - One of the SHs who strongly agreed reasoned that her answer was because teachers were given guidance on how to use them. This was echoed by another SH who gave *agreed* as her response while another one said that she has not encountered any complaints from the teachers regarding the use of the forms. On the other hand, one SH shared that her teachers would sometimes ask her questions; another one said that it was difficult to elicit responses from the learners. Two other SHs raised the need for mastery of her teacher in the use of the forms; one of these SHs *agreed* to the statement while the other one *neither agreed nor disagreed*.
 - b. My teachers find it easy to administer the Literacy Assessment.
 - Seven SHs answered *strongly agree* while the remaining three answered *agree*.
 - Two SHs explained that the training on how to use the assessment tools made the task easy, while another SH mentioned that everything that the teachers needed to know about conducting the assessment could be found in the forms already. Only one teacher said that the task was not easy for the teachers—despite agreeing to the statement. Meanwhile, another SH said that the forms were easy to use but not for the learners.
 - c. My teachers find the Learner's Profile Form easy to use.

- The SHs were equally divided into *strongly agree* and *agree*.
 - One SH said that having a small number of learners made it easy for the teachers to identify the learning profile of each one. At the same time, two other SHs mentioned that their teachers already have some knowledge of their learners' strengths and weaknesses even before the start of the remediation classes. Another SH said that profiling was easy because data was available for reference.
- d. My teachers find the Literacy Checklist useful.
- Seven SHs answered *strongly agree* while the rest said *agree*.
 - One SH and her teachers have thought that all domains and skills in the checklist needed to be taught as she said that the domains were too many so some activities could not be done well.
- e. My teachers find the Remediation Plan easy to use.
- Half of the SHs answered *strongly agree* while the other half responded with *agree*.
 - One SH said that she having been provided with training is using the Remediation Plan made it easy. Furthermore, another SH said that the skills provided in the Literacy Checklist contributed to making planning bearable. On the other hand, three SHs said that their teachers were still in the process of learning how to use the plan.
- f. My teachers find the Teaching Procedures Form helpful in planning their remedial reading lessons.
- Nine of the 10 SHs answered *strongly agree* while only one answered *agree*.
 - SHs explained with similar reasons: 1) Teachers have gotten ideas from this form; 2) Teachers know what to do because of the form; 3) There are suggested steps; and 4) There is no need to think about procedures from scratch since everything is given;
 - There was one SH who said *agree* yet shared that the form has not yet been utilized and practiced by the teachers.
- g. My teachers find it easy to plan their lessons for both learning profiles using the weekly plan.
- Seven answered *strongly agree* and three answered *agree*.
 - One SH said that her teachers have been performing well in their planning of objectives and activities. On the other hand, another SH said that daily planning would have been easier.
- h. My teachers find it easy to track and record their learners' progress using the Progress Report Form.
- Five answered *strongly agree*, four answered *agree*, and one answered *neither agree nor disagree*.
 - One SH said that her teachers have not mentioned any problems in using the form. Meanwhile, another SH said that monitoring has been a challenge because of the absences. Another one highlighted her observation that progress monitoring and reporting requires time.

- *One SH shared that her teachers' concern were not on the tools but on the limited time that they have for remediation.
- SHs were also asked about whether they have used the forms themselves. One SH said that she has only used them as a guide during observations while two have only read them. The rest of the SHs (7) said that they have not used them with only one of them indicating her plan of doing so in the future.

II. Teacher's Interview (10 Grade 1 teachers; 10 Grade 2 teachers)

A. Implementation

1. RRSP Framework

- Most of the teachers started with the screening and assessment processes the week after the first RRSP training (July 22-26, 2017). Very few teachers began two or three weeks after the training. As they varied in pacing, their start dates for the actual reading remediation instruction also differed, ranging from the last week of August to the last week of September. Only one teacher conducted assessments and taught alternately, while another one did not complete the assessment for all of the learners identified to be part of RRSP.
- All of the teachers have conducted remediation every day.

2. RRSP Toolkit

- Teachers were asked to rate statements regarding the RRSP using the rating scale below.

RATING SCALE				
5	4	3	2	1
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

- I find the schedule for the remedial reading class for all Learner profiles easy to follow.
 - Almost all the teachers agreed with the statement, saying that meeting the less-abled students through the recommended schedule was acceptable. Six teachers indicated *strongly agree* (5), 12 *agree* (4), one *neither agree nor disagree* (3), and one *disagree* (2). The teacher who could neither agree nor disagree explained that their regular class was in the afternoon and some parents do not want to bring their children to school early for remediation. The reason of the teacher who disagreed was the challenge of finishing the lesson within the 30 minutes, a concern that is shared by most of the teachers. They stated that 30 minutes has not been enough for one remediation session and that they would extend beyond the recommended time allotment, with one teacher saying that she would continue the lesson the following day. Many of them said that the content to be taught could not fit within the allotted time; one teacher said that distractions also made their classes longer. One of the teachers has been able to hold remediation classes twice a day—one in the morning and one in the afternoon. Few said that the time has been enough, but with time extensions during some days as well.
 - One of them said that the parents would complain if they went beyond the expected time for dismissal. In contrast, another teacher said that the learners' attention span

made her prefer a shorter period if possible. Among all the teachers interviewed, there was one who said that she has been doing individualized instruction as well and another one

- A general concern shared by everyone was other school activities and teacher trainings that have caused interruptions in the conduct of the RRSP classes. Meanwhile, one teacher shared that all of her students were part of her remediation class—all of whom she had considered to have Learning Profile 3. The teacher has taken her topics for the RRSP class from the day's Filipino lesson. She would address the needs of those having difficulty in answering questions by asking them questions. On the other hand, those who have been challenged with letter knowledge would be instructed with letters and sounds.
- b. It is easy to identify learners who will join the remedial reading class.
- Majority of the teachers answered *strongly agree* while some answered *agree*, and only one disagreed with the statement. They said that the materials provided to them, pertaining to the screening forms and assessment tools, made the identification easy. One of the teachers said that her own observations of the learners, as well as the learners' grades allowed her to determine those who would join the RRSP classes. Half of all the teachers interviewed reiterated the former, saying that her knowledge of the learners' abilities was their aid in selection. (These two sources of information are included in the RRSP screening process.) Given the importance of the observations, one teacher mentioned that the RRSP training helped her ensure that she kept notes and anecdotal records of the learners' performance.
 - On the other hand, one teacher mentioned that her screening involved asking the learners to read and identifying those who would join the remediation class based on their performance. The teacher who described the screening process as difficult said that she categorized all the learners for remediation under Learning Profile 3.
- c. It is easy to administer the Literacy Assessment to learners.
- The teachers varied in responses in relation to this statement. Six teachers answered *strongly agree*, eight answered *agree*, while another six answered *neither agree nor disagree*.
 - One of the few teachers who found the assessment easy to do explained that having the task repeated several times made it easy. Meanwhile, another teacher shared her experience and reflection in conducting the assessment, which highlighted the importance of finding and establishing evidence to guide instructional decisions. She said that one of her learners, who she initially believed should be part of RRSP classes, did not qualify for remediation upon completion of the assessment and studying its results.
 - For the majority of the teachers, the assessment was easy to do but took a lot of time given its length. The absences of the learners pushed the assessment schedule longer. One of them did not continue conducting the assessment to all the learners. On the other hand, a teacher raised her concern that the assessment was difficult for the

learners to complete. This was echoed by two other teachers, who reported learners who either did not cooperate or would not talk.

- d. It is easy to group students according to Learning Profiles.
- Most of the teachers (13) agreed with the statement while few (5) strongly agreed, and only one (1) disagreed.
 - As many reported the task to be easy, a number of them explained that this was because they have knowledge of their learners' strengths and weaknesses either through the assessment results or their own observations of the learners. Three of them said that the forms specific to profiling guided them in the task. On the other hand, some of the teachers, including the teacher who disagreed with the statement, reported the challenge in classifying the learners according to the learning profiles given that the latter have different characteristics. In addition, the teacher who disagreed also said that the forms were hard to use.
- e. It is easy to plan the program for the remedial reading class for an entire quarter for the small group of students.
- The teachers were divided in their responses to the statement: Nine agreed, six neither agreed nor disagreed, four disagreed, and only one strongly agreed. While some said that preparing the remediation plan for the quarter was unproblematic, some teachers offered explanations why they found the task difficult. One, planning for an entire quarter for remediation was only recent and teachers have not been accustomed to doing the task. Two, target skills could not be foreseen yet. Three, slow progress of the learners meant several changes to the remediation plan. Four, planning for the entire quarter required a lot of time, especially for reflection, and there were other activities to be accomplished for school. Fifth, planning for the week was easier. Lastly, the process of preparing the remediation plan was unclear.
- f. It is easy to prepare the weekly plan for the remedial reading class.
- Six teachers responded with *strongly agree*, six with *agree*, seven with neither agree nor disagree, and only one with *disagree*.
 - Those who agreed and strongly agreed said planning for a week has been easier in comparison to planning for an entire quarter. One reason raised was that making adjustments has been easy since changes would only be reflected in the next week and so on. Another reason given was the availability of sample lesson plans and the lesson plan templates. Lastly, a teacher shared that her knowledge of what the learners need has made weekly planning uncomplicated.
 - Those who did not agree nor disagree offered different reasons for their response. One teacher reasoned that she has not planned a lesson for a very long time and has just started planning recently for RRSP purposes. Another teacher shared that she was uncertain with how to teach using the remediation strategies so has been so far confused whenever she had to plan. Meanwhile, a number of teachers said that weekly planning has taken a lot of their time due to the need to carefully think about the skills to target

and the activities to include. Finally, one teacher said that the template provided was difficult to use.

- The only teacher who disagreed with the statement explained that she had thought that all domains needed to be present for each day. Until the school visit, when staff clarified that this was not the way to do this, she had planned the days for Learning Profiles 1 and 3 from Alphabet Knowledge to Oral Reading Fluency.
- One teacher said that she was confused about which skill to start or prioritize.

g. It is easy to prepare materials for the remedial reading class.

- Most of the teachers were divided between the *strongly agree* and *agree* responses to the statement: nine identified with *strongly agree* while eight identified with *agree*. Meanwhile, one teacher answered *neither agree nor disagree* while two others disagreed.
- According to most of the teachers, they have been able to use the materials that had been provided and created during the RRSP training. One teacher shared that other school staff have helped her prepare materials while another said that her being industrious and creative allowed her to make remediation materials on her own, especially because her school has not provided her supplies. Two teachers reiterated that remediation did not necessarily require fancy materials; hence, they were easy to make. One of them shared that she has also been using materials from her previous remediation classes.
- While many of them agreed that making materials was rather an uncomplicated task, it was still time-consuming. One teacher who disagreed with the statement reported that she has prepared more materials for remediation than for her regular class. Despite this, she has taken on the task positively.

h. It is easy to implement the lessons I plan during remedial reading class.

- Almost all of the teachers were equally divided between *strongly agree* and *agree*: Each option received nine votes from the respondents. The remaining two answered with *neither agree nor disagree*.
- The teachers who agreed positively to the statement had different reasons for why remediation instruction was easy for them: 1) teaching readiness through the START training; 2) prepared lesson plans and instructional materials; 3) targeted and limited focus among literacy domains; and 4) connectedness to lessons in the regular class. Given these, a number of them raised the challenge of having to deal with the learners' focus and attention span.
- On the other hand, one teacher who neither agreed nor disagreed to the statement explained her answer, saying that she has not been able to faithfully follow her lesson plan and has constantly made adjustments.

i. It is easy to monitor the progress of my learners.

- Majority of the teachers (11) *strongly agreed* with the statement, with the other six responding with *agree*, and the remaining three with *neither agree nor disagree*.

- Almost all of the teachers attributed the ease of the task to two reasons: 1) having a small population of learners, and 2) being able to meet the learners every day. In addition, a teacher mentioned how having an anecdotal record has helped her monitoring. Another teacher shared that the literacy checklist has become her guide in the said task.
- One of the teachers who neither agreed nor disagreed said that she has not done any progress monitoring. Meanwhile, another teacher shared that learners' absenteeism has posed a challenge in her being able to do monitoring.

B. RRSP Toolkit & Teaching Procedures

Teachers were asked to rate the different forms in the RRSP Toolkit using the rating scale below.

RATING SCALE			
4	3	2	1
Very Easy	Easy	Hard	Very Hard

RRSP TOOLKIT	RATING	REASON
4. Assessment		
d. Initial Screening Forms	9 very easy; 11 easy	<ul style="list-style-type: none"> • Step-by-step instructions were easy to follow. • Records needed to fill in the screening forms were available. • Learners did not seem to understand what they were supposed to do for the self-assessment. • Observations and information through formative assessment were not sufficient. • Learners' marks from the previous grade did not seem accurate. • Kindergarten progress report is different from the Grade 1 report card. Decisions had to be made on what to include in the RRSP screening form. • Many of the learners were poor readers, making it difficult to select those who would join the remediation.
e. Literacy Assessment	7 very easy; 11 easy; 2 hard	<ul style="list-style-type: none"> • All needed information was in the guide. • There were other school activities happening simultaneously causing the delay of the conduct of the assessment. • Learners had difficulty understanding and performing the tasks.
f. Learner Placement Forms	7 very easy; 9 easy; 4 hard	<ul style="list-style-type: none"> • Guided by instructions • It was confusing probably because it was something new. • It was confusing to categorize learners according to weaknesses.
5. Teaching Procedures		
e. Literacy Checklist	9 very easy; 7 easy; 4 hard	<ul style="list-style-type: none"> • The checklist was complete. • The items could just be followed. • Skills to teach and develop were dependent on

RRSP TOOLKIT	RATING	REASON
		the results of the literacy assessment.
		<ul style="list-style-type: none"> • Unfamiliarity with the form • Unawareness of extent of teaching (Should all items in the checklist be taught?)
f. Reading Remediation Plan	6 very easy; 11 easy; 3 hard	<ul style="list-style-type: none"> • Only the target of the quarter is needed. • It is short in comparison to the weekly plan. • The sample given made this easier to do. • It has bases on the literacy checklist and the learning profiles. • Since it is a new form, teachers still need to get used to it. • Identifying goals for the quarter was difficult.
g. Weekly Plan	7 very easy; 3 easy; 4 hard; 1 N/A	<ul style="list-style-type: none"> • It can be based on the literacy checklist. • Unfamiliarity with the form
h. Teaching Procedures	5 very easy; 13 easy; 2 hard	<ul style="list-style-type: none"> • Easy to understand; easy to execute • Steps are already listed • Constant practice/familiarity with the strategies made implementing the procedures easy⁴ • Struggling with teaching letters and sounds • Unfamiliarity with the form; still needs mastery
6. Progress Monitoring and Reporting		
b. Progress Report	4 very easy; 7 easy; 2 hard; 9 N/A	<ul style="list-style-type: none"> • Based on the results • Has a sample guide

C. Teaching Strategies

1. When asked which strategies they have frequently used, scaffolding, repetition, and reteaching got the most number of votes, followed by modelling, verbalization, and multisensory. Only a very few responded with explicit instruction.
2. When asked about strategies rarely used, only some teachers gave responses: multisensory (4), explicit instruction (3), scaffolding (2), metacognition (2), modeling (1), reteaching (1), and verbalization (1).
3. When asked which strategies they have never used, only two teachers responded: One identified scaffolding while the other one answered verbalization. The rest of the teachers said that they utilize all of the methods/strategies.

ANNEX D

FOCUS GROUP DISCUSSION WITH RRSP LEARNERS

In February 2018, Basa conducted Focused Group Discussions (FGDs) with learners from grades one and two who are part of the Reading Remediation Support Pilot (RRSP). To gather data on what has been happening in their RRSP classes, the literacy team had a two-part interview in randomly selected RRSP schools: small group discussion and individual discussion. Three grade one pupils and three grade two pupils from RRSP classes were randomly selected to participate in the small group discussion. Learners included in RRSP one-on-one session participated in individual discussion.

SMALL GROUP DISCUSSION

- Most pupils agree that they like and enjoy attending their RRSP classes because they learn how to read.
- All pupils said their usual activities in class are reading, drawing and writing.
- The pupils cannot seem to differentiate what they do in their regular class from their RRSP class. Similar activities are mentioned such as reading and writing alphabet letters, spelling certain words, reading stories and giving meaning to new words learned.
- The materials used in their RRSP classes are pencil, papers, board and chalk, pictures, alphabet flashcards, books, lined papers, spelling chart and reading notebook.
- All pupils agreed that the following are what they enjoy the most in their RRSP classes: reading, playing games, drawing, singing and writing.
- Most pupils didn't mention anything they dislike in their RRSP class. However, there were some pupils who said they dislike not being able to go out of their room to play with their classmates/friends.
- All pupils agreed that they are learning during RRSP class. The following are their learnings: reading books, reciting, singing, reading and writing alphabet letters, how to use new words, drawing, spelling, identifying initial sounds and blending.
- Most pupils agreed that RRSP helps them in their regular class since they can now read and write faster and better.
- Teachers give attention to pupils both in regular class and during RRSP class.
- Through constant practice during RRSP class, reading, writing, spelling, participating in class and answering teacher's questions are easier now according to some pupils.
- If there's something they'd want to change about RRSP, a few pupils mentioned that they would like to learn more songs, more games, more pictures shown in class, more time to draw and easier writing lessons.

INDIVIDUAL DISCUSSION

- All pupils enjoy attending their RRSP class.
- Pupils often write, draw, read and listen to stories.

- The pupils cannot seem to differentiate what they do in their regular class from their RRSP class. Similar activities are mentioned such as having long test, drawing, playing games, sounding out alphabet letters, reading and writing.
- These are the materials that teacher usually uses: books, board and chalk, flashcards, lined papers, pencil, pictures, spelling chart and reading notebook.
- The pupils said that they like reading, writing and drawing.
- Some pupils said they dislike drawing.
- All pupils said they that they are learning the following in their RRSP classes: blending, reading and writing alphabet letters, spelling and reading.
- Most pupils said their learnings in RRSP help them do tasks in their regular class. They can now read and they find it easier to do the activities given to them.
- Teachers give attention to pupils both in regular class and during RRSP class.
- A few pupils shared that by studying in RRSP class, it is easier for them to read and write now.
- If there's something they'd want to change about RRSP, a few pupils mentioned that they would like to listen to more storytelling and to have more time for drawing.
- When learners were asked which they like more between small group and individual remedial reading, their responses varied. Most learners prefer to join the small group remedial class, while some said that they like the individual remedial class more.

ANNEX E

READING REMEDIATION SUPPORT PILOT: DEBRIEF MEETING (REGION I)

On March 5-6, 2018, Basa Pilipinas invited teachers and school heads from the RRSP schools for a debrief meeting. During the five-and-a half-hour meeting, the teachers and schools heads discussed the RRSP framework and toolkit and evaluated their implementation of the approach. The following sections present the data gathered from this activity.

I. School Heads' Discussion

A. Session 1: Looking Back at RRSP Stage 3

1. Part 1 – RRSP Process

- a. School heads reported having either observed a class or checked in with their teacher for any updates regarding the remediation classes. Most of them conducted check-ins or quick class observations with their teacher. Only a few were able to stay and complete a class observation, and these were done once or twice only. The challenge in conducting regular observations was attributed to the tight schedule that the school heads had, given all the tasks and activities they needed to perform and implement.
- b. With regards to the frequency of the check-ins or observations, most of the school heads said that they were able to make random and informal visits to the classes. Only one said that she had regular or daily conversations with her RRSP teachers.
- c. Except for one school head that was not able to see an individual session, everyone else was able to see both small group and individual classes.
- d. Schools had different times for their remediation classes. These varying schedules included one after the morning class, one before the afternoon class, and one after the class dismissal. Working on this schedule, all school heads shared that the allotted time of 30 minutes for reading remediation was not enough. All of their teachers would extend beyond the given time. Regarding the learners' attendance, many of the school heads raised their concern regarding absenteeism not only in regular classes but in the RRSP classes as well.
- e. Few made comments regarding the weekly plans prepared by their teachers. One school head was able to share that the weekly planning was followed strictly. Another one said that there is constant repetition of content in the weekly plans to develop mastery. It was also mentioned by one group of school heads that the plans were based on the needs of the learners and were implemented well.
- f. Some school heads shared different emphasis among the lessons they had seen and correspondingly, they saw different strategies as well. School heads from two divisions stated that the focus of their teachers revolved around phonological awareness and alphabet knowledge. Meanwhile, many school heads shared that the strategies that had been taught in the RRSP trainings were being utilized in the RRSP classes while another one said that activities in the language classes were also being used for remediation

purposes. Other school heads shared having seen play-based strategies and the use of sentence frames to develop composition and writing skills.

- g. Materials used by the teachers during RRSP classes were mostly those that they created during the RRSP trainings such as alphabet cards, spelling chart, picture prompts as well as the RRSP activity bank. One of the school heads mentioned the use of leveled readers while another one said that the instructional materials provided during the National Training of Trainers (NTOT) for K-3 were shared with the RRSP teachers for their use.
- h. Few school heads gave information on how their teachers had monitored the progress of their learners. Three school heads mentioned their teachers making reports; one of them added her teachers' use of portfolio.
- i. When asked about the post conference with teachers (after the remedial class observation), school heads said that their teachers shared that they were concerned about the following:
 - 1) Absenteeism
 - 2) Parents' attitude
 - 3) Learners' difficulty in retaining knowledge and skills taught
 - 4) Long learner profiling process
- j. When asked about the action plan they prepared during the STELLAR training (2nd round of RRSP training), many of the school heads shared that they allowed the extension of time for RRSP classes beyond 30 minutes. Few of them were able to reduce the tasks of the RRSP teacher or decrease the number of trainings the latter had to attend. Another thing that was not carried out by a group of school heads was the conducting of full or complete class observations due to the numerous tasks and reports they needed to accomplish.
- k. They also added that they had noticed some issues that they believe need to be addressed during the run of the 3rd stage of RRSP.
 - Learners' attendance
 - Parent involvement in the children's learning
- l. When asked about other ways to help their teachers, school heads mentioned the following:
 - 1) discussing the RRSP schedule with the parents as well as the importance of remediation for the learners
 - 2) focusing on one teacher to address her concerns on instruction
 - 3) brainstorming and drafting the plans together with the RRSP teachers
 - 4) providing instructional materials

- m. Throughout the discussion, school heads expressed their thoughts regarding RRSP. Some of them went ahead and shared the following:
- 1) Necessity of learners' continuous attendance (A suggestion given was tapping the PTA or the LGU to assist in bringing the RRSP learners to their homes.)
 - 2) Importance of teachers' commitment to improve learners' performance
 - 3) Possibility of hiring a reading remediation teacher
 - 4) Provision of certificates as incentives
 - 5) Impression of some learners regarding their RRSP to be of no difference from their regular class
 - 6) Challenge of some parents to provide opportunities in developing the literacy skills of their children
 - 7) Plan to scale up RRSP in their respective divisions (c/o Ma'am Belen and Sir Marlon)
2. Part 2 – RRSP Toolkit and Teaching Procedures/Strategies
- a. RRSP Toolkit

Note: Each form in the statement was reviewed before the school heads were asked to rate the statements. However, there were still some participants who were confused with the tools.

RATING SCALE				
5	4	3	2	1
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

RRSP TOOLKIT	RATING	REASON
I. Teaching Procedures and Progress Monitoring		
a. My teachers find the Literacy Checklist useful.	Most school heads gave 5; one gave 4	<ul style="list-style-type: none"> • It allows for effective planning. • It can be used for other grade levels. • It helps identify the learners' difficulty.
b. My teachers find the Program Plan easy to use.	Most school heads gave 5; one gave 4	<ul style="list-style-type: none"> • Prior to STELLAR and Stage 3, it was difficult to craft the plan. • It serves as their guide in implementing RRSP. • It helps teachers know their goals and what exactly to teach in relation to these goals. • It helps them evaluate if the teachers' instruction is effective.
c. My teachers find the Teaching Procedure Form helpful in planning their remedial reading lessons.	All school heads gave 5	<ul style="list-style-type: none"> • It guides the teachers in conducting lessons. • It shows the steps in teaching the literacy domains.

RRSP TOOLKIT	RATING	REASON
d. My teachers find it easy to plan their lessons for both learner profiles using the weekly plan.	Most school heads gave 5, while three gave 4	<ul style="list-style-type: none"> The form itself is easy to use and serves as an outline of what they are to teach. It is not structured and easy to use. However, preparing the plans is added work to the teachers' load. Teachers were challenged in deciding the most appropriate topics or skills to teach for each day.
2. Progress Monitoring and Reporting		
a. My teachers find it easy to track and record their learners' progress using the Progress Report Form	Most school heads gave 5, while one gave 4	<ul style="list-style-type: none"> Progress reporting becomes difficult when learners keep on missing the classes.

b. RRSP Teaching Strategies

- When asked which strategies are frequently used in class, most school heads said that their teachers used repetition and reteaching. Some mentioned explicit teaching and scaffolding.
- When asked about the rarely or never used strategies used by their teachers, school heads responded that they saw metacognitive strategies the least.

B. Session 2: Examining Overall RRSP Implementation

- When asked to describe their thoughts on RRSP in three words, most school heads gave the following words.
 - Relevant
 - Challenging
 - Fulfilling
 - Helpful
 - Thankful
 - Many of the school heads considered RRSP relevant given the number of non-readers in schools. In addition, they mentioned that it allows them to meet the goal of the National K to 12 Curriculum, which intends that no child be left behind.
 - Given these, they also said that implementing the RRSP was challenging for different reasons. One, the program requirements meant additional work, especially for the teachers. Two, it tested the role of the school heads in their capacity to provide support to their RRSP teachers. Three, improving the learners' literacy skills was not an easy task. Despite this, the progress made by the learners made their efforts fulfilling, and to some extent, and ultimately, they found RRSP helpful. Moreover, they are thankful for the opportunity to make a difference in their learners' lives by addressing their challenges in literacy.

2. When asked if they think they and their teachers were able to implement RRSP effectively, they all responded yes for the reason that they have seen improvements among the learners.
3. When asked about their teachers' opinion of RRSP, the school heads responded that
 - a. Teachers were thankful for the program as it was helpful to them
 - b. They were thinking of sharing RRSP with other teachers in their school/division
 - c. They realized the value of patience in teaching learners who struggle in reading
 - d. They found the assessment process lengthy and laborious
4. When asked if they think their teachers implemented each RRSP stage effectively, all the school heads responded affirmative. They reported their teachers to be following the RRSP framework.
5. When asked which among the stages was easiest to implement for their teachers, most of the school heads said that they think their teachers find stage 3 to be the easiest to implement. They explained that teachers were already familiar with the toolkit, and the strategies in teaching remediation. They also said that learners who need remediation were already identified, which makes it easier for them. Only one school head said that stage 1 was the easiest, with stage 3 requiring intensive instruction and the use of different strategies for the remaining learners in the program.
6. When asked about things they want improved in RRSP, the school heads responded with the following.
 - a. Framework
 - 1) The program should be introduced earlier so that there is a longer time in the implementation. In addition, the assessment should be done by June so that remediation can start by July.
 - 2) There should be more time for the teacher to prepare materials for remediation. More instructional materials provided will be helpful.
 - 3) Time for remediation should be extended to an hour.
 - 4) Instructional supervision and monitoring should be consistently done. School heads should find time supervising teachers and work on supporting teachers develop a sense of ownership and commitment.
 - b. Toolkit
 - 1) Certain forms can be combined such as the screening forms.
 - 2) Literacy assessment is too long, and needs to be shortened.
 - c. Other Concerns
 - 1) Classroom should be conducive for learning.
 - 2) Teachers need to improve their strategy in teaching reading.

7. When asked about the factors that affected their implementation of RRSP, the school heads cited the following:
 - a. Limited time to conduct formal instructional supervision due to overlapping activities and paper work
 - b. Absenteeism of learners
 - c. Attitude of parents (difficulty in supporting their children to attend the classes)
 - d. Educational background of parents (difficulty of parents to follow up lessons at home)
8. When asked about one thing that they will continue or practice, the school heads responded that they plan to continue the whole program and adopt it to the other grade levels. One group of school heads specified continuing all the RRSP strategies and procedures. The Education Program Supervisors for English of La Union and Ilocos Sur indicated their plans of adopting RRSP for their respective divisions.
9. When asked about their next steps after Stage 3, school heads said that they will continue implementing RRSP until the end of the school year. Many also shared their plans once the school year ends:
 - a. Sharing of RRSP teachers about their experiences
 - b. Involving other teachers in school in implementing RRSP across grade levels
 - c. Studying and analyzing the result of RRSP in their schools
 - d. Making action research

C. Session 3: Recommendations

- When asked to list down their recommendations for improving RRSP, the school heads suggested the following.
 1. Training
 - a. Cascade or roll out RRSP to district/division level
 - b. Conduct training before the school year for all teachers, so everyone will be familiar with the process
 - c. Add more trainings throughout the school year for reading remediation, specific on strategies and instructional materials
 - d. Focus on teaching strategies where there is modeling or demonstration from the trainers
 - e. Limit internet accessibility to participants
 2. RRSP Framework
 - a. Simplify by decreasing the number of steps in the process.
 - b. Allot longer time for every session (45 minutes)

- c. Conduct pre-assessment during enrollment so remediation can commence immediately
- 3. RRSP Toolkit
 - a. Give soft copy of toolkit
 - b. Shorten each subtest
 - 1) Grade 2 Subtest 5: Shorten three paragraphs to one paragraph
 - 2) Grade 2 Subtest 7: Sequence words according to difficulty. Have five items for Grade 1 and 10 for Grade 2. Choose appropriate words for the grade levels; words in Grade 2 seem easier than those in Grade 1
 - 3) Use the word “barangay” instead of “komunidad”
 - c. Allow teachers to contextualize further
 - d. Provide more examples of activities
 - e. Utilize the old LM’s in Mother Tongue where sounds are repeated (For example: “ni Kiko”)
 - f. Simplify preparation of report.
- 4. Other concerns
 - a. Basa support to DepEd for a training of trainers
 - b. Provision of training guide and slides for rolling out to divisions
 - c. Having the “excess” teacher conduct remediation

II. Teachers’ Discussion

A. Session 1: Looking Back at RRSP Stage 3

1. Part 1 - RRSP Process

Teachers were asked to rate statements regarding the RRSP using the rating scale below.

RATING SCALE				
5	4	3	2	1
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

- a. It is easy to identify learners who will join the remedial reading class for Stage 3.
 - Majority of the teachers said that they strongly agree with the statement. According to the teachers, it was easy to identify the learners for this Stage 3 because they already have basis for the selection. They shared that the selection was based on the progress reports and their observations during Stage 2. They added that having the forms in the toolkit was also very helpful.
- b. It is easy to group students according to Learning Profiles for Stage 3.

- Majority of the teachers said that they strongly agree with the statement. According to the teachers, it was easy for them to do this because they already know the strengths and weaknesses of their learners since they have already taught them, as well as monitored their progress in Stage 2. They also added that, if there may have been difficulty with the grouping, it was usually because of absenteeism and learners' non-participation in the remedial reading class. Some teachers shared that there were learners who were not anymore included in RRSP because they were frequently absent or already dropped out of school.
- c. I find the schedule for the remedial reading class for all Learner Profiles in small group and individual instruction easy to follow.
- Majority of the teachers said that they agree with the statement. They shared that it was easy to follow the schedule for the remedial class; however, they also said that it could be challenging at times because some learners were often absent. They also added that it was easier to follow the schedule for the small group more than the individual. They shared that they adjusted the schedule for individual remedial reading class based on learner's attendance.
- d. It is easy to plan the program for the remedial reading class for an entire quarter for the small group of students.
- Majority of the teachers said that they agree with the statement. They said that it was easy to set their goals for a quarter because they based those on the needs of their learners. Records of pupils' progress was also very helpful in preparing their remediation plan.*
- e. It is easy to plan the program for the remedial reading class for an entire quarter for the individual student.
- Majority of teachers said that they agree with the statement. They said that it was easier to plan because they already know the abilities and specific needs of their learners.*
- f. It is easy to prepare the weekly plan for the remedial reading class for the small group of students.
- Majority of the teachers said that they agree with the statement. They said that it was easy to prepare the weekly plan; however, it could be difficult to prepare the plans when they have to prepare more than one weekly plan (1 per learning profile and 1 for the individual learner).*
- g. It is easy to prepare the weekly plan for the remedial reading class for the individual student.
- Majority of the teachers said that they strongly agree with the statement. They said that it was easier to plan because they already know the needs of their learners. They further explained that they repeat or adjust their plans depending on the progress of the learner. When their learners already mastered the target skill, they introduced a new skill.*
- h. It is easy to prepare materials for the remedial reading class.
- Most teachers said that they agree with the statement. They said that they often used "standardized" materials (i.e. alphabet cards). Others shared that they have an instructional materials (IM) bank where they get other materials that they use for class.*

On the other hand, there were teachers who said that it was difficult to prepare materials because they don't have enough time to work on them.

- i. It is easy to implement the lessons I plan for the small group of students.

Majority of the teachers said that they agree with the statement. They said that implementation is easier because the teaching procedures were already provided. They also said having mastery of the teaching strategies helped in properly implementing the lessons.

- j. It is easy to implement the lessons I plan for the individual student.

Majority of the teachers said that they agree with the statement. They explained that having one learner to focus on was easier. They added that the lessons were personalized and more specific to the needs of the learner. However, they said that there were still challenges in teaching the individual remedial class. The major challenge was learners' attendance and non-participation in class.

- k. It is easy to monitor the progress of my learners in both small group and individual instruction.

Majority of the teachers said that they agree with the statement. They said that being keen observers and good in recording observations on their learners' progress helped them in monitoring their learners' performance.

2. Part 2 – RRSP Toolkit and Teaching Strategies

a. RRSP Toolkit

RATING SCALE			
4	3	2	1
Very Easy	Easy	Hard	Very Hard

RRSP TOOLKIT	RATING	REASON
I. Teaching Procedures and Progress Monitoring		
a. Literacy Checklist	4	Majority of the teachers said that the form is friendly and easy to use. They also mentioned that all the objectives were already listed and they just copy the objectives for their weekly plan.
b. Activity Bank	3	Majority of the teachers said that the form was helpful and easy to use. The instructions for the suggested activities were also easy to follow. However, the materials for the activities were not available. They had to prepare the materials themselves before the activity.
c. Reading Remediation Plan	3	Majority of the teachers said the remediation plan was easy to fill out. They also said that they get the goals they list in the forms from the Literacy Checklist.
d. Weekly Plan	3	Majority of the teachers said that it was easy to prepare the plan using this form because it was shorter than their DLL. They also said that it was easier to plan since learners were already grouped according to profile.
e. Teaching Procedures	3	Almost all teachers said that it was easy to follow

			the teaching procedures. They also added that it was also very helpful that the teaching procedures were demonstrated during the training.
2. Progress Monitoring and Reporting			
f.	Progress Report	3	Almost all teachers said that it was easy to use the progress report. They said that it was easy to monitor learners' progress because they simply need to put 1 or 0 in the progress report to indicate whether learners mastered set goals for the quarter or not.

b. Teaching Strategies

- When asked about the strategies that they frequently use during remedial reading class, the teachers responded that they often use verbalization, scaffolding, reteaching, modelling, and repetition.
- When asked about the strategies that they rarely use during remedial reading class, the teachers responded that they rarely use multisensory and metacognition. They explained that they thought that their activities when these strategies were best used. They also said that their learners might not be ready for these strategies.
- When asked about the strategies that they never use during remedial reading class, the teachers responded that they have used all the strategies. However, they might just not be aware of the terminologies for each one.

B. Session 2: Examining Overall RRSP Implementation

1. When asked about their opinion of RRSP, the teachers responded that they find RRSP helpful to learners who struggle to learn to read. They also shared that they find RRSP difficult to implement at first; however, it became easier for them after attending the 2 cycles of training, and after implementing it for two stages.
2. When asked about their experience of being part of the pilot, the teachers responded that it was challenging at first to implement RRSP; however, they said that in the course of implementation, it became easier. They shared that they find the administration of literacy assessment taxing and time-consuming. They also said that parents' attitude on their children's inclusion in the remedial reading class was also a problem at first, but, with thorough explanation, the parents become more understanding later on.
3. When asked if they were able to follow the stages of the framework based on the recommended timeline, the teachers responded that they were not able to follow the timeline religiously because they had to attend to other school responsibilities. They also said that class suspensions, absenteeism, and the administration of the literacy assessment (before Stage 2) caused delays in the schedule.
4. When asked to describe the transition between stages of the framework, majority of the teachers that it was difficult at first, but it became easier later on. They mentioned that administering the assessment to learners was one of the most challenging part of the

transition between stages. They also cited the individual remedial reading class as another challenging part of the transition.

5. When asked how they ensured implementation of RRSP, the teachers said that they followed the process and their plan for instruction, and allotted time for remediation. They also said that they were patient with their learners, and that they remained committed and motivated to help their learners.
6. When asked which stage of RRSP was the easiest for them to implement, majority of the teachers said that Stage 3 was the easiest to implement because they have already experienced implementing Stage 2. They also said that learners were easier to teach at Stage 3.
 - On the other hand, some teachers said that Stage 2 is the easiest to implement because they only had to teach the small group, unlike in Stage 3 where they also had the individual remedial reading class. They said that having both means having more than one (1) instructional plans and allotting more time for remediation.
7. When asked to share their positive experiences throughout the pilot, the teachers shared that they learned a systematic way of helping their struggling learners, and that they were happy to see improvements with their learners' performance. They said that their learners can now identify, name, and sound out letters, and has gained confidence after joining the remedial reading class. Finally, they shared that learners attend class more.
8. When asked about the thing they most liked about RRSP, the teachers responded that they like the training on RRSP, the assessment tools, and the materials that were provided which they used to teach during remediation. They also shared that they like that their learners were learning and have been given the opportunity to perform "leadership task" (i.e. board leader and book leader). They also said that they liked that their pupils seemed to enjoy the smaller class compared to the regular class, and that they were able to focus on their learners more during remediation.
9. When asked about things they want to improve with regards to RRSP, the teachers said that they hope that assessment would be administered at the start of the school year, and that ready-made plans (i.e. checklist) were provided to them because preparing the plan could be taxing and time-consuming. They also said that they hope there would be longer class time for remedial reading. Finally, they said that they hope that parent-involvement in their pupils' learning is strengthen. They hope that parents would be more active and supportive.
10. When asked about the factors that affected their implementation of RRSP, the teachers responded that absenteeism, learners' engagement, discipline, and class interruptions/suspensions due to school activities and/or calamities greatly affected their implementation.
11. When asked about the one thing about the pilot that they will continue to practice, the teachers said that they will continue conducting RRSP in their schools.
12. When asked about their next steps after Stage 3, the teachers said that they will continue teaching remedial reading to their learners. They also said that they will talk to their learners' next teacher, so said teacher can focus on the learners who underwent remediation following

the RRSP framework. The teachers also mentioned that they will continue to involve the parents of their learners by doing follow-ups, and home visitation, so learners won't forget the skills they learned.

- Some of them even said that they plan to share the RRSP framework to their district.

C. Recommendations

- Teachers were asked to list down their recommendations for RRSP. Below are their recommendations.

1. Training

- a. More teachers (i.e. kindergarten and grade 3 teachers) should be trained on remediation.
- b. Training should be conducted before the school year.
- c. Provide more time for certain sessions (i.e. teaching demonstrations and workshop on weekly planning)

2. Framework

- a. Class time should be more than 30 mins.
- b. Screening and assessment should be done at the beginning of the school year.
- c. Include of post-assessment in the process.
- d. The number of learners who will receive remediation should be proportion to the class size.

3. Toolkit

- a. Include a guide on conducting remedial reading, similar to the RTGs used during regular class.
- b. Revise toolkit
 - Provide ready-made instructional plans (both quarter and weekly plans).
 - Provide checklist for progress monitoring and reporting, with rating scale.
 - Simplify words in the literacy assessment for grade 1
 - Remove subtests on spelling, oral reading, writing in the literacy assessment for grade 1.

ANNEX F

READING REMEDIATION SUPPORT PILOT: DEBRIEF MEETING (REGION 7)

On March 5-6, 2018, Basa Pilipinas invited teachers and school heads from the RRSP schools for a debrief meeting. During the five-and-a half-hour meeting, the teachers and schools heads discussed the RRSP framework and toolkit and evaluated their implementation of said approach. The following sections present the data gathered from this activity.

I. School Heads' Discussion

A. Session 1: Looking Back at RRSP Stage 3

1. Part 1 – RRSP Process

- a. School heads shared that they have observed remedial reading classes twice or thrice during stage 3. Those school heads who observed classes said that they saw both small group and individual remedial reading classes. However, some of them admitted that they still weren't able to observe classes. One said that she preferred monitoring the classes, instead. She often passed by the class to check on the teacher and learners. She explained that she does this because learners get anxious when they see her in their class. Another said that he was busy and didn't have time to observe remedial classes, but he would instead check in with his teachers.
- b. School Heads shared their teachers follow the proposed schedule for the small group and individual remedial class. However, they said that their teachers extend the class time to 45-60 minutes, explaining that the proposed 30 minutes was not enough for class.
- c. School heads said that learners who need remediation the most were taken out from the regular class and were required to attend remediation. They added their teachers follow up these learners, especially since there was a growing concern on absenteeism in their schools.
- d. School heads said that their teachers were able to prepare their weekly plan; but they also shared that most of teachers still find the remediation plan (quarter plan) hard to prepare. Some school heads admitted not having seen their teachers' weekly plan. Nevertheless, the school heads agreed as a group (both in Bohol and Cebu) that it was necessary for their teachers to prepare these plans.
- e. School heads who were able to observe remedial classes shared that their teachers were able to implement the lessons well, but they said that their teachers might still need to more time to master the teaching strategies/procedures. Some school heads, on the other hand, were happy to report that their teacher improved, not only during remediation but also during regular class.
- f. School heads said that alphabet cards, pocket charts, flash cards, sight words and other IMs prepared during RRSP activities were used by their teachers during observation.

They also shared that they provided their teachers with supplies for the new IMs they use in their class.

- g. School heads shared that their teachers did monitoring of learners' progress. They said that they had seen the progress report (from the toolkit), but some of them hadn't seen their teachers fill up this form.
- h. When asked about the post conference with teachers (after the remedial class observation), school heads said that their teachers shared that they're concerned about the following:
 - Absenteeism
 - Learners attention span
 - Appropriate reading materials for struggling learners
 - Completing the forms in the RRSP toolkit (i.e. weekly plans and progress report)
- i. When asked about the action plan they prepared during the STELLAR training (2nd round of RRSP training), most of the school heads said that
 - They were able to meet most of the items they listed in their plan (i.e. providing teachers with supplies, setting a schedule for observation)
 - The target number of observation was not met, and that coaching/mentoring was not consistently done
 - Learners were not comfortable seeing their school heads during remediation
 - Some materials for instructional materials were not provided because had to prioritize other expenses, and procurement of materials depended on the school budget
- j. They also added that they had noticed some issues that they believe need to be addressed during the run of the 3rd stage of RRSP.
 - Learners' attendance
 - Parent involvement in the children's learning
- k. When asked about other ways to help their teachers, school heads said that they strongly believe that regular monitoring of remediation should be done. They also added that providing learners with refreshments/snacks might encourage them to continue attending school, specifically remediation. A few school heads shared that they did this in their schools during Stage 3. They said that this worked with some of the learners. They also said that feeding the children can help them have better focus in class.
- l. Before the discussion ended, school heads expressed their thoughts regarding RRSP. Some of them shared that there was a decrease in the number of the non-readers in their schools after two quarters (or stages 2 and 3) of implementation of RRSP.

2. Part 2 – RRSP Toolkit and Teaching Procedures/Strategies

a. RRSP Toolkit

Note: Each statement was reviewed before the school heads were asked to rate the statements. However, there were still some participants who were confused with the tools.

RATING SCALE				
5	4	3	2	1
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

RRSP TOOLKIT	RATING	REASON
1. Teaching Procedures and Progress Monitoring		
a. My teachers find the Literacy Checklist useful.	All school heads gave 5	<ul style="list-style-type: none"> Program is well-organized and studied Instructions are clearly given for easier understanding of the children. The literacy domains are already given.
b. My teachers find the Program Plan easy to use.	Most school heads gave 5 while others gave 4	<ul style="list-style-type: none"> Goals are specific and ideally achieved but there are still some students who do not improve much. Goals not achieved in 1 period is done again in the next period. There was a training/ orientation & demo so implementation was easy. There are some teachers who expressed that it was difficult to prepare the plan for an entire quarter.
c. My teachers find the Teaching Procedure Form helpful in planning their remedial reading lessons.	All school heads gave 5	<ul style="list-style-type: none"> Teachers are well guided on strategies to be used. User-friendly and teachers are guided well Everything is given already such as examples and can also be enhanced. Once learners' difficulties were identified, it was easy for the teachers to determine the strategies to use in class.
d. My teachers find it easy to plan their lessons for both learner profiles using the weekly plan.	Most school heads gave 5, while some gave 4 or 3	<ul style="list-style-type: none"> Teachers are guided already Learners are identified. Easier for teacher to make objectives and plans; structured. Everything is provided for use of the teachers Whatever difficulty of the student the teacher knows how to help them. Some teachers were not able to carry out their plans because of unexpected activities (i.e. regional/division DepEd activities) and interruption of classes.
2. Progress Monitoring and Reporting		
a. My teachers find it easy to track and record their learners' progress using the Progress Report Form	Most school heads gave 5, while others gave 4	<ul style="list-style-type: none"> Progress report helps the teachers in monitoring their students Teacher sees what to follow up with the students Everything is recorded so easier to address children's difficulties. Progress of the children are identified & monitored. Progress report shows where to concentrate on
<i>Additional Statement: My teachers find the activity</i>	<i>School heads (together with</i>	<ul style="list-style-type: none"> Teachers are provided with more activities that they can do in their remedial class.

RRSP TOOLKIT	RATING	REASON
<i>bank helpful.</i>	<i>some PSDS and division supervisors) in Bohol gave a 5 for this statement.</i>	

b. RRSP Teaching Strategies

- When asked which strategies are frequently used in class, school heads said that their teachers used explicit instruction, scaffolding, verbalization, repetition, and reteaching.
- When asked about the rarely or never used strategies used by their teachers, school heads responded that their teachers were using all the strategies but may not be aware that they were doing so. This may be because they were not familiar with all the names of the strategies.
- On the other hand, school heads from Cebu and Mandaue divisions shared repetition is more used on individual session and also explicit instruction. Repetition and scaffolding go together for individual teaching. Also, when asked to identify other strategies that were not included in the training that their teachers use, they cited peer teaching among learners as one of the most commonly used strategy.

B. Session 2: Examining Overall RRSP Implementation

1. When asked to describe their thoughts on RRSP in three words, most school heads gave the following words.
 - a. helpful
 - b. effective
 - c. user-friendly
 - d. comprehensive
 - e. systematic
 - f. challenging
 - They said that there wasn't a structure for remediation before RRSP. Most teachers just sit with their learners asked them to read a passage, while there are some teachers who don't conduct remedial class at all. They continued that with RRSP teachers now has a guide on how to conduct remediation. There is now structure and materials for remediation. Teachers are now able to identify the specific needs of learners because the literacy assessment is provided. They have forms in which they can record their learner's progress, unlike before when they record their observations on their notebook. This time they are guided.
2. When asked if they think they and their teachers were able to implement RRSP effectively, they responded yes. They said that there were indicative improvements in the learners' reading performance. They said that it was evident in the result of their ORVT (in Bohol)

and the progress report of teachers. One instance that was highlighted during the discussion in Bohol was Mansasa Elem School (from the Tagbilaran City division) where all Grade 2 learners were included in “small group class” because all of them were non-readers. After two quarters (or stages), almost all learners can read (only 2 out of 23 learners remain to be syllabic readers).

3. When asked about their teachers’ opinion of RRSP, the school heads responded that
 - a. Teachers think that RRSP is a good program and is helpful to learners;
 - b. Teachers were hesitant to conduct RRSP at first, but now they look forward to continuing it after seeing their learners’ improvement;
 - c. Teachers gained new knowledge in conducting remediation
 - d. Teachers were thinking of sharing RRSP with other teachers in their school/division
 - e. Teachers are happy
4. When asked if they think their teachers implemented each RRSP stage effectively, the school heads responded in the affirmative. They explained that their teachers’ implementation of each stage was effective because their learners’ performance improved.
5. When asked which among the stages was easiest to implement for their teachers, the school heads said that they think their teachers find stage 3 to be the easiest to implement. They explained that teachers were already familiar with the toolkit, and the strategies in teaching remediation. They also said that learners who need remediation were already identified, which makes it easier for them.
6. When asked about things they want improved in RRSP, the school heads responded with the following.
 - a. Process
 - Instructional supervision and monitoring should be consistently done.
 - Time for remediation should be extended to an hour: 3 minutes will be for class time, while the remaining 30 minutes will be used by the teacher to prepare their plans (or fill out forms).
 - b. Toolkit
 - Literacy assessment is too long, and needs to be shortened.
 - For the DepEd Bohol division, they thought that there is no need to revise the toolkit. They said that monitoring and evaluation on the part of the school heads and the division should be strengthened instead.
7. When asked about the factors that affected their implementation of RRSP, the school heads cited the following.
 - a. Parent involvement/support
 - b. Unplanned/unexpected school activities

- c. Change in teacher handling RRSP
 - d. Teacher's positivity/openness in implementing RRSP
8. When asked about one thing that they will continue or practice, the school heads responded that they would cascade RRSP during INSET, while others said that they would implement it in their division. They also said that they will continue monitoring and guiding the learners who were part of RRSP in the following year.
 9. When asked about their next steps, school heads said that they would continue implementing RRSP next year. Others said that they would hire a teacher who will handle reading remediation. Some, on the other hand, shared that their division will roll out the pilot to their division.
 - There were also ideas on having remediation before class. Learners who will part of remedial reading will be exempted from flag ceremony so they will have time for said class.

Additional Question/s

10. *What was the thing you liked most about RRSP?*

- *School heads said that they love the fact that with RRSP teachers have a direction, and that they are certain that they can arrive at a destination (which means having zero non-readers in their division).*

C. Session 3: Recommendations

- When asked to list down their recommendations for improving RRSP, the school heads suggested the following.
 1. Training
 - a. Cascade or roll out RRSP to district/division level
 - b. Conduct training before the school year, so teachers will be more familiar with the toolkit
 2. RRSP Framework
 - a. Implement and follow consistently the process/procedure
 - b. Strengthen monitoring and evaluation on the part of the DepEd
 3. RRSP Toolkit
 - a. Continue use of toolkit
 - b. Reproduce toolkit and share with other schools/district

II. DepEd Administrators' (district and division officials) input

- When asked to share their thoughts about stage 3, DepEd administrators said that they appreciate RRSP. They said that the pilot is really beneficial to their learners, citing the decrease of non-readers in their division as a proof of the pilot's effectiveness. They shared that all of them didn't have the chance to observe a remedial reading class during the implementation of

RRSP due their busy schedule. Nevertheless, they shared that they get reports from their school heads about RRSP. They said that they were very happy to hear that RRSP learners' performance was improving. Due to this, most of them plan to have the pilot rolled out to their district/division so that other learners can benefit from RRSP.

III. Teachers' Discussion

A. Session 1: Looking Back at RRSP Stage 3

1. Part 1 - RRSP Process

Teachers were asked to rate statements regarding the RRSP using the rating scale below.

RATING SCALE				
5	4	3	2	1
Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

a. It is easy to identify learners who will join the remedial reading class for Stage 3.

- Majority of the teachers rated this statement with a 5. They said that it is easier to identify the learners for stage 3 because the learners have been selected based on the (result of the) assessment in the Stage 1, and the results of the progress report in Stage 2.

b. It is easy to group students according to Learning Profiles for Stage 3.

Most teachers strongly agreed with the statement. They said that it has been easy to group learners because of the forms in the toolkit.

c. I find the schedule for the remedial reading class for all Learner Profiles in small group and individual instruction easy to follow.

- Most teachers stated that they strongly disagree with the statement. They said that 30 minutes is not enough for remediation. They shared that they needed to give their learners more time to practice the skill taught. Others said that they followed a shifting schedule in their school which made difficult for them to follow the proposed schedule for RRSP.

d. It is easy to plan the program for the remedial reading class for an entire quarter for the small group of students.

- Most of the teachers gave this statement a rating of 4. They shared that setting goals for an entire quarter was easy because they based them on their results of their learners' progress reports. They also said that having the goals made it easier for them to plan their weekly remedial lessons.
- On the other hand, some teachers said that the remediation plan became a document accomplished only for compliance because it was difficult to meet the set goals, given that lessons were repeated a number of times before learners master the target skills weekly.

e. It is easy to plan the program for the remedial reading class for an entire quarter for the individual student.

- *All teachers strongly agreed with this statement. According to them, it was easier to focus on one learner; hence setting goals for a quarter was very easy for them.*
- f. It is easy to prepare the weekly plan for the remedial reading class for the small group of students.
- *Most teachers gave this statement a rating of 4. According to them, actual planning was easy. However, they said that planning while taking into consideration the needs of each learner in their remedial makes the task challenging.*
- g. It is easy to prepare the weekly plan for the remedial reading class for the individual student.
- *All teachers agreed that it was very easy to prepare the weekly plan for the individual student because they only need to focus on the needs of one learner.*
- h. It is easy to prepare materials for the remedial reading class.
- *Majority of the teachers strongly agreed with the statement. According to them, the Leveled Readers provided by Basa was also useful during remedial reading class. They also said that the supplies provided by their school heads were also helpful when preparing instructional materials for remediation.*
- i. It is easy to implement the lessons I plan for the small group of students.
- *Majority of the teachers rated the statement with a 4. They said that it was sometimes hard to implement the class because of class interruptions/ suspensions, school activities (i.e. programs), and learners' participation. They shared that there were some learners who come to school with empty stomach, which affects their performance in school (both regular and remedial classes).*
- j. It is easy to implement the lessons I plan for the individual student.
- *Majority of the teachers strongly agreed with the statement. They shared that it was easy to conduct the individual remedial reading class because they can focus on one learner. They also said that they can easily adjust instruction depending the need of the learner.*
- k. It is easy to monitor the progress of my learners in both small group and individual instruction.
- *Majority of the teachers rated the statement with 4. They shared that they find it difficult to consistently monitor the progress of the learners in the small group remedial class. However, they said that it was easier to monitor the progress of the individual learner.*
 - *One particular teacher shared that she finds this tasks difficult because she was not the homeroom teacher of the learners in the remedial reading class.*
2. Part 2. RRSP Toolkit & Teaching Procedures
- a. RRSP Toolkit

RATING SCALE			
4	3	2	1
Very Easy	Easy	Hard	Very Hard

RRSP TOOLKIT	RATING	REASON
1. Teaching Procedures and Progress Monitoring		
g. Literacy Checklist	3	Teachers said that it was easy to use because they were well guided. On the other hand, they said that it was time consuming.
h. Activity Bank	4 1	Most teachers said that the activities in this materials were easy to follow. However, some teachers said that preparing the materials for the activities is time-consuming.
i. Reading Remediation Plan	3	Teachers said it was easy to use the form. However, they said that the only setback is meeting the goals they set at the beginning of the quarter.
j. Weekly Plan	3	Teachers said that they based the plan on their remediation plan.
k. Teaching Procedures	3/4	Teachers said that the form is very organized.
2. Progress Monitoring and Reporting		
l. Progress Report	3/4	Teachers said that it was easy to fill out; however, they didn't have enough time to frequently complete the forms.

c. Teaching Strategies

- When asked about the teaching strategies that were frequently use during remedial reading, the teachers said that they usually use explicit instruction, repetition, reteaching, multi-sensory, and verbalization.
- When asked about the teaching strategies that were rarely use during remedial reading, the teachers said that they have used all strategies in some point. However, they were simply not aware of the term for each strategy.
- When asked about the teaching strategies that were never used during remedial reading, the teachers shared that they have used all strategies.

B. Session 2: Examining Overall Implementation of RRSP

- Teachers were asked to answer a set of questions.
 1. When asked to share their opinion about RRSP, the teachers shared that the find the pilot helpful to their learners, and the encourage them to allot time and be patient with learners. Some even added that they learned teaching techniques through RRSP.
 2. When asked about their experience of implementing RRSP, the teachers responded that implementing the pilot was challenging because there is a structure for conducting remediation now, unlike before. The teachers shared also said that they were very happy and thankful for RRSP because they see improvement in their learners' reading performance.
 3. When asked if they were able to follow the schedule for each stage of the RRSP framework, teachers most teachers said that they were able to do so, while others admitted that they found it difficult to follow the schedule. Teachers who were able to follow the schedule said that they were able to make it work, despite the late training. On the other hand, the teachers who were not able to follow the schedule said that it was challenging because of class

interruptions/suspensions. However, they also mentioned that they were able to catch up because they made adjustments with the schedule.

4. When asked to comment about the transition from Stage 2 to Stage 3 of RRSP, the teachers shared that the transition was easy because the steps for implementation were provided.
5. When asked how they ensured implementation of RRSP, the teachers responded that make sure that they follow the process (i.e. instructional planning, progress monitoring and reporting, and adjusting instruction based on learners' needs), prepare instructional materials, and stay dedicated.
6. When asked which stage of RRSP was the easiest for them to implement, the teachers said that stage 3 was the easiest because they were already familiar with the process, toolkit, and teaching strategies. On the other hand, some teachers said that they find Stage 1 to be the easiest to implement because the steps were easy.
7. When asked to share their positive experiences throughout the pilot, the teachers shared that they enjoyed the training, and were happy because they met new friends. They also said that they were happy to see changes in their learners' performance in and attitude towards reading.
8. When asked about the thing they most liked about RRSP, the teachers responded that they liked the assessment, and teaching procedures and strategies. They also said that they liked that they weren't pressured nor blamed when their learners cannot read.
9. When asked about things they want to improve with regards to RRSP, the teachers said that they hope for more contextualized reading materials for Region 7 learners, and support from school administrators.
10. When asked about the factors that affected their implementation of RRSP, the teachers responded that lack of time was the biggest factor that affected implementation. They explained that they had many different school and teacher activities.
11. When asked about the one thing about the pilot that they will continue to practice, the teachers said that they would continue conducting remedial reading, following the RRSP process.
12. When asked about their next steps after Stage 3, the teachers said that they would continue conducting individual remedial reading class for struggling learners. They also said that they would conduct an awarding ceremony for students.

C. Recommendations

- Teachers listed down their recommendations for the Reading Remediation Support Pilot (RRSP).
 1. Full implementation of RRSP in the district/division level
 2. Another cycle of training on RRSP for teachers
 3. Revision of RRSP toolkit

- a. Simplify forms
- b. Shorten subtest

ANNEX G

EGRA DATA ANALYSIS TABLES

Profile of Students by RRSF Intervention Group

Characteristic	Region I - Ilocos Region Grade 1		Region I - Ilocos Region Grade 2		Region VII - Central Visayas Grade 1		Region VII - Central Visayas Grade 2		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Sex										
Female	22	36.7	20	35.1	15	35.7	15	39.5	72	36.5
Male	38	63.3	37	64.9	27	64.3	23	60.5	125	63.5
Total	60	100.0	57	100.0	42	100.0	38	100.0	197	100.0
School										
100126 Sulquiano ES	2	3.3	3	5.3					5	2.5
100232 Tonoton ES	7	11.7	9	15.8					16	8.1
100286 Sta. ana ES	4	6.7	5	8.8					9	4.6
100454 Baggoc-p. Quitquit ES	8	13.3	7	12.3					15	7.6
100510 Patong ES	9	15.0	7	12.3					16	8.1
100684 Sta. Cruz CS	4	6.7	10	17.5					14	7.1
100819 Aringay CES	9	15.0	8	14.0					17	8.6
100989 Mamat-ing Sur ES	9	15.0	8	14.0					17	8.6
101095 Cupang ES	8	13.3							8	4.1
118027 Bien Unido CES					6	14.3	10	26.3	16	8.1
118261 Mayacabac ES					6	14.3			6	3.0
118711 Mansasa ES					6	14.3			6	3.0
119621 Cabatbatan ES					8	19.0	9	23.7	17	8.6
119692 Okoy ES					8	19.0	9	23.7	17	8.6
120010 Canduman ES					8	19.0	10	26.3	18	9.1
Total	60	100.0	57	100.0	42	100.0	38	100.0	197	100.0
Language/s at Home (multiple answers possible)										
n	60	100.0	57	100.0	42	100.0	38	100.0	197	100.0
Tagalog	18	30.0	21	36.8	4	9.5	1	2.6	44	22.3
Filipino			2	3.5			2	5.3	4	2.0
English	1	1.7	2	3.5	4	9.5	1	2.6	8	4.1
Bisaya					39	92.9	28	73.7	67	34.0
Cebuano							2	5.3	2	1.0
Hiligaynon										
Tausug										
Ilokano	54	90.0	50	87.7					104	52.8
Iba pa	1	1.7			1	2.4	3	7.9	5	2.5
Ownership of Household Devices and Other Assets (multiple answers possible)										
n	60	100.0	57	100.0	42	100.0	38	100.0	197	100.0
Radyo?	43	71.7	42	73.7	29	69.0	22	57.9	136	69.0
Telebisyon?	50	83.3	49	86.0	35	83.3	25	65.8	159	80.7
Cellphone?	58	96.7	54	94.7	38	90.5	35	92.1	185	93.9
Tablet?	27	45.0	21	36.8	17	40.5	11	28.9	76	38.6
Computer o Laptop?	17	28.3	7	12.3	12	28.6	6	15.8	42	21.3
Internet?	27	45.0	17	29.8	9	21.4	5	13.2	58	29.4
CR (toilet) sa loob ng bahay?	39	65.0	39	68.4	29	69.0	24	63.2	131	66.5
Motorsiklo?	39	65.0	38	66.7	27	64.3	19	50.0	123	62.4
Kotsa, jeep, trak, bangkang de motor?	16	26.7	5	8.8	17	40.5	13	34.2	51	25.9
Socio-economic status										
Low (<5 devices / household assets)	23	38.3	25	43.9	16	38.1	25	65.8	89	45.2
High (5 and above devices / household assets)	37	61.7	32	56.1	26	61.9	13	34.2	108	54.8

Profile of Students by RRSP Intervention Group

Characteristic	Region I - Ilocos Region Grade 1		Region I - Ilocos Region Grade 2		Region VII - Central Visayas Grade 1		Region VII - Central Visayas Grade 2		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Household practices on watching, reading and doing school assignments										
Sa bahay, nanonood ka ba ng mga palabas sa Ingles?										
Hindi	18	30.0	16	28.1	11	26.2	14	36.8	59	29.9
Oo, sa bahay namin	39	65.0	37	64.9	29	69.0	21	55.3	126	64.0
Oo, sa ibang bahay	3	5.0	4	7.0	2	4.8	2	5.3	11	5.6
Walang sagot							1	2.6	1	0.5
Total	60	100.0	57	100.0	42	100.0	38	100.0	197	100.0
Sa bahay, mayroon ka bang kasama magbasa ng mga kuwento/aklat?										
Wala	8	13.3	12	21.1	5	11.9	14	36.8	39	19.8
Oo, magulang (parent)	36	60.0	18	31.6	16	38.1	8	21.1	78	39.6
Oo, kapatid (sibling)	15	25.0	25	43.9	18	42.9	16	42.1	74	37.6
Oo, ibang tao (other)					2	4.8			2	1.0
Walang sagot	1	1.7	2	3.5	1	2.4			4	2.0
Total	60	100.0	57	100.0	42	100.0	38	100.0	197	100.0
Sa bahay, mayroon bang nagwawasto ng iyong takdang-aralin?										
Wala	5	8.3	19	33.3	6	14.3	16	42.1	46	23.4
Oo	55	91.7	38	66.7	36	85.7	22	57.9	151	76.6
Total	60	100.0	57	100.0	42	100.0	38	100.0	197	100.0
Books ownership										
Pinapayagan ka bang mag-uwi ng aklat mula sa paaralan?										
Hindi	6	10.0	14	24.6	7	16.7	10	26.3	37	18.8
Oo	53	88.3	42	73.7	35	83.3	27	71.1	157	79.7
Hindi alam	1	1.7					1	2.6	2	1.0
Walang sagot			1	1.8					1	0.5
Total	60	100.0	57	100.0	42	100.0	38	100.0	197	100.0
Nag-uwi ka ba ng mga aklat ng paaralan para basahin sa bahay?										
Wala	9	15.0	6	10.5	7	16.7	6	15.8	28	14.2
Oo	51	85.0	51	89.5	35	83.3	32	84.2	169	85.8
Total	60	100.0	57	100.0	42	100.0	38	100.0	197	100.0
Nakapipili ka ba ng mga kuwento o 'story books' na babasahin sa paaralan?										
Hindi	2	3.3	17	29.8	13	31.0	12	31.6	44	22.3
Oo	56	93.3	39	68.4	29	69.0	26	68.4	150	76.1
Hindi alam	2	3.3							2	1.0
Walang sagot			1	1.8					1	0.5
Total	60	100.0	57	100.0	42	100.0	38	100.0	197	100.0
Mayroon ka bang mga aklat sa bahay?										
Wala	6	10.0	14	24.6	8	19.0	19	50.0	47	23.9
Oo	54	90.0	43	75.4	34	81.0	19	50.0	150	76.1
Total	60	100.0	57	100.0	42	100.0	38	100.0	197	100.0

Profile of Students by RRSP Intervention Group

Characteristic	Region I - Ilocos Region Grade 1		Region I - Ilocos Region Grade 2		Region VII - Central Visayas Grade 1		Region VII - Central Visayas Grade 2		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Literacy and Occupation of Parents										
Marunong bang bumasa at sumulat ang iyong nanay?										
Wala	2	3.3	2	3.5	2	4.8	6	15.8	12	6.1
Oo	57	95.0	55	96.5	40	95.2	31	81.6	183	92.9
Hindi alam	1	1.7	0	0.0	0	0.0	1	2.6	2	1.0
Total	60	100.0	57	100.0	42	100.0	38	100.0	197	100.0
Ano ang trabaho o hanapbuhay ng iyong nanay?										
Walang sagot			2	3.5	1	2.4	1	2.6	4	2.0
Overseas Foreign Worker	6	10.0	3	5.3	1	2.4	1	2.6	11	5.6
Professional	2	3.3	1	1.8	1	2.4			4	2.0
Informal/Manual/Self	16	26.7	21	36.8	13	31.0	18	47.4	68	34.5
Unemployed	32	53.3	28	49.1	20	47.6	15	39.5	95	48.2
Hindi alam	4	6.7	2	3.5	6	14.3	3	7.9	15	7.6
Total	60	100.0	57	100.0	42	100.0	38	100.0	197	100.0
Marunong bang bumasa at sumulat ang iyong tatay?										
Wala	4	6.7	1	1.8	4	9.5	2	5.3	11	5.6
Oo	55	91.7	54	94.7	38	90.5	36	94.7	183	92.9
Hindi alam	1	1.7	1	1.8					2	1.0
Walang sagot			1	1.8					1	0.5
Total	60	100.0	57	100.0	42	100.0	38	100.0	197	100.0
Ano ang trabaho o hanapbuhay ng iyong tatay?										
Walang sagot	1	1.7	2	3.5	1	2.4	1	2.6	5	2.5
Overseas Foreign Worker	3	5.0							3	1.5
Professional			1	1.8	4	9.5	1	2.6	6	3.0
Informal/Manual/Self	43	71.7	41	71.9	28	66.7	27	71.1	139	70.6
Unemployed	6	10.0	4	7.0	2	4.8	3	7.9	15	7.6
Hindi alam	7	11.7	9	15.8	7	16.7	6	15.8	29	14.7
Total	60	100.0	57	100.0	42	100.0	38	100.0	197	100.0
Meals Before Going to School										
Kumain ka ba bago ka pumasok sa paaralan?										
Hindi	1	1.7	0	0.0	1	2.4	3	7.9	5	2.5
Oo	59	98.3	56	98.2	41	97.6	35	92.1	191	97.0
Walang sagot			1	1.8					1	0.5
Total	60	100.0	57	100.0	42	100.0	38	100.0	197	100.0
School Attendance										
Gaano kadalas kang lumiban (umabsent) sa paaralan?										
Hindi (Never)	15	25.0	15	26.3	20	47.6	18	47.4	68	34.5
Bihira (Rarely)	14	23.3	5	8.8	14	33.3	12	31.6	45	22.8
Minsan (Sometimes)	19	31.7	10	17.5	5	11.9	2	5.3	36	18.3
Madalas (Often)	12	20.0	27	47.4	3	7.1	6	15.8	48	24.4
Total	60	100.0	57	100.0	42	100.0	38	100.0	197	100.0
Kung madalas o minsan, bakit?										
I don't like school	0	0.0	1	1.8	0	0.0	0	0.0	1	0.5
I was sick	22	36.7	22	38.6	4	9.5	6	15.8	54	27.4
I had work/household chores to do at home	1	1.7	0	0.0	0	0.0	1	2.6	2	1.0
I had work to do outside home	1	1.7	2	3.5	0	0.0	0	0.0	3	1.5
School is too expensive/not enough money	0	0.0	1	1.8	0	0.0	0	0.0	1	0.5
Home is far from school	0	0.0	2	3.5	2	4.8	1	2.6	5	2.5
Other [write in]	7	11.7	9	15.8	2	4.8	0	0.0	18	9.1
Reading Remediation Attendance										
Dumadalo o sumasama ka ba sa klase sa RRSP?										
Not Always	11	18.3	23	40.4	6	14.3	2	5.3	42	21.3
Always	49	81.7	34	59.6	36	85.7	36	94.7	155	78.7
Total	60	100.0	57	100.0	42	100.0	38	100.0	197	100.0

Mean and Standard Deviation (SD) of Reading Subtasks in Baseline and Endline by RRSP Group

Sub-task	Region I Ilocos Region Grade 1		Region I Ilocos Region Grade 2		Region VII Central Visayas Grade 1		Region VII Central Visayas Grade 2	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)	Mean (SD)
n	60		57		42		38	
Initial Sound Identification (%)	22.8 (31.8)	50.2 (41.1)	42.8 (37.8)	66.7 (32.3)	28.3 (24.8)	27.6 (27.1)	56.1 (34.0)	52.1 (32.1)
Letter Sound Knowledge (lcpm)	12.1 (12.4)	19.3 (15.5)	14.9 (17.2)	20.4 (13.9)	7.2 (6.8)	11.1 (13.0)	9.8 (10.0)	12.9 (11.6)
Letter Sound Knowledge (%)	12.1 (12.4)	19.3 (15.5)	13.6 (13.8)	20.4 (13.9)	7.2 (6.8)	11.0 (13.0)	9.8 (10.0)	12.7 (11.4)
Familiar Word Identification (wcpm)	7.9 (10.7)	23.7 (20.5)	13.4 (18.8)	23.3 (24.1)	2.5 (4.3)	9.0 (10.7)	13.3 (13.9)	23.2 (19.6)
Familiar Word Identification (%)	15.5 (20.7)	44.4 (35.9)	25.1 (33.0)	41.9 (38.1)	5.1 (8.5)	18.0 (21.3)	25.1 (26.1)	43.7 (34.2)
Simple Non-Word Decoding (wcpm)	5.9 (9.7)	19.7 (19.5)	8.0 (12.8)	13.3 (14.8)	2.8 (4.7)	8.0 (8.9)	9.5 (11.4)	14.7 (13.3)
Simple Non-Word Decoding (%)	11.6 (18.9)	37.7 (35.7)	15.0 (23.7)	26.4 (28.9)	5.5 (9.4)	15.2 (17.3)	18.5 (21.8)	29.3 (26.6)
Passage Reading Fluency (wcpm)	4.9 (8.2)	18.8 (17.7)	14.6 (20.8)	25.8 (26.1)	1.5 (4.8)	10.6 (16.0)	14.7 (14.7)	24.7 (20.4)
Passage Reading (%)	10.3 (17.5)	39.0 (36.2)	22.3 (31.2)	37.8 (35.8)	2.9 (9.3)	17.8 (21.9)	23.0 (23.0)	38.0 (31.1)
Passage Reading Prosody Score	1.0 (0.9)	1.9 (1.1)	1.3 (1.4)	1.8 (1.3)	0.6 (0.8)	1.1 (0.8)	1.6 (1.0)	1.8 (1.0)
Reading Comprehension (%)	4.7 (10.7)	31.3 (32.0)	14.4 (22.0)	20.7 (24.8)	5.7 (11.9)	14.3 (19.9)	14.2 (18.6)	26.8 (26.4)
Listening Comprehension (%)	20.0 (23.9)	37.2 (34.8)	35.7 (37.7)	48.5 (37.3)	51.6 (37.7)	52.4 (36.2)	29.8 (34.5)	36.8 (35.3)
Dictation Composite (%)	NA (NA)	NA (NA)	59.3 (24.2)	54.9 (23.1)	NA (NA)	NA (NA)	62.8 (16.6)	51.3 (18.9)

Note. Percentages (%) are in terms of % correct out of total items; lcpm = letters correct per minute; wcpm = words correct per minute

Mean and Standard Deviation (SD) of Reading Subtasks by Sex and RRSP Group

Sub-task	Female		Male	
	Baseline Mean (SD)	Endline Mean (SD)	Baseline Mean (SD)	Endline Mean (SD)
Region I - Ilocos Region Grade 1				
n	22		38	
Initial Sound Identification (%)	15.5 (25.6)	47.7 (40.8)	27.1 (34.6)	51.6 (41.8)
Letter Sound Knowledge (lcpm)	8.1 (7.7)	16.6 (13.7)	14.4 (14.1)	20.9 (16.4)
Letter Sound Knowledge (%)	8.1 (7.7)	16.6 (13.7)	14.4 (14.1)	20.9 (16.4)
Familiar Word Identification (wcpm)	7.4 (10.4)	19.4 (19.0)	8.1 (11.1)	26.1 (21.2)
Familiar Word Identification (%)	14.7 (20.3)	37.9 (36.3)	16.0 (21.2)	48.2 (35.6)
Simple Non-Word Decoding (wcpm)	4.9 (8.4)	14.9 (17.8)	6.4 (10.5)	22.5 (20.1)
Simple Non-Word Decoding (%)	9.8 (16.6)	29.7 (35.3)	12.7 (20.2)	42.3 (35.5)
Passage Reading Fluency (wcpm)	4.7 (7.4)	15.9 (17.6)	4.9 (8.8)	20.4 (17.8)
Passage Reading (%)	10.1 (15.7)	33.8 (37.5)	10.5 (18.7)	42.1 (35.5)
Passage Reading Prosody Score	1.1 (0.9)	1.8 (1.1)	1.0 (0.9)	1.9 (1.1)
Reading Comprehension (%)	3.6 (10.0)	22.7 (29.8)	5.3 (11.1)	36.3 (32.5)
Listening Comprehension (%)	18.2 (22.4)	31.8 (33.3)	21.1 (25.0)	40.4 (35.7)
Dictation Composite (%)				
Region I - Ilocos Region Grade 2				
n	20		37	
Initial Sound Identification (%)	56.0 (38.7)	77.5 (25.1)	35.7 (35.8)	60.8 (34.5)
Letter Sound Knowledge (lcpm)	23.1 (22.6)	27.0 (11.5)	10.5 (11.4)	16.8 (13.9)
Letter Sound Knowledge (%)	19.4 (16.1)	27.0 (11.5)	10.4 (11.5)	16.8 (13.9)
Familiar Word Identification (wcpm)	22.4 (24.8)	36.2 (28.3)	8.5 (12.5)	16.4 (18.3)
Familiar Word Identification (%)	40.0 (40.7)	60.7 (37.8)	17.0 (25.0)	31.8 (34.6)
Simple Non-Word Decoding (wcpm)	13.3 (15.7)	21.3 (16.5)	5.2 (10.1)	9.0 (11.9)
Simple Non-Word Decoding (%)	26.5 (31.4)	41.8 (31.8)	8.8 (15.6)	18.0 (23.8)
Passage Reading Fluency (wcpm)	24.8 (26.9)	40.3 (29.5)	9.1 (14.3)	18.0 (20.4)
Passage Reading (%)	37.3 (39.5)	56.1 (36.7)	14.2 (22.3)	27.9 (31.5)
Passage Reading Prosody Score	1.8 (1.6)	2.3 (1.2)	1.0 (1.3)	1.6 (1.3)
Reading Comprehension (%)	22.0 (29.0)	27.0 (31.3)	10.3 (16.1)	17.3 (20.1)
Listening Comprehension (%)	45.0 (40.9)	55.0 (36.3)	30.6 (35.5)	45.1 (37.9)
Dictation Composite (%)	50.3 (25.7)	43.1 (21.6)	64.2 (22.3)	61.3 (21.4)

Mean and Standard Deviation (SD) of Reading Subtasks by Attendance to RRSP Session and RRSP Group

Sub-task	Female		Male	
	Baseline Mean (SD)	Endline Mean (SD)	Baseline Mean (SD)	Endline Mean (SD)
Region VII - Central Visayas Grade 1				
n	15		27	
Initial Sound Identification (%)	34.7 (28.8)	32.0 (31.4)	24.8 (22.1)	25.2 (24.7)
Letter Sound Knowledge (lcpm)	7.9 (8.3)	13.3 (15.0)	6.9 (6.0)	9.9 (11.9)
Letter Sound Knowledge (%)	7.9 (8.3)	13.1 (15.0)	6.9 (6.0)	9.9 (11.8)
Familiar Word Identification (wcpm)	3.9 (4.7)	13.3 (13.1)	1.8 (3.9)	6.7 (8.4)
Familiar Word Identification (%)	7.7 (9.5)	26.5 (26.2)	3.6 (7.8)	13.3 (16.7)
Simple Non-Word Decoding (wcpm)	4.7 (5.3)	11.1 (10.3)	1.7 (4.0)	6.2 (7.7)
Simple Non-Word Decoding (%)	9.3 (10.7)	22.1 (20.5)	3.4 (8.0)	11.4 (14.2)
Passage Reading Fluency (wcpm)	3.1 (6.6)	14.3 (13.2)	0.7 (3.3)	8.6 (17.3)
Passage Reading (%)	5.9 (12.8)	27.4 (25.3)	1.3 (6.3)	12.5 (18.1)
Passage Reading Prosody Score	0.9 (1.0)	1.3 (0.9)	0.4 (0.6)	1.0 (0.7)
Reading Comprehension (%)	10.7 (16.7)	22.7 (28.2)	3.0 (7.2)	9.6 (11.6)
Listening Comprehension (%)	53.3 (39.4)	51.1 (37.5)	50.6 (37.4)	53.1 (36.1)
Region VII - Central Visayas Grade 2				
n	15		23	
Initial Sound Identification (%)	60.7 (35.4)	55.3 (33.1)	53.0 (33.5)	50.0 (32.1)
Letter Sound Knowledge (lcpm)	13.3 (14.1)	15.1 (14.4)	7.6 (5.4)	11.4 (9.4)
Letter Sound Knowledge (%)	13.3 (14.1)	14.8 (14.1)	7.6 (5.4)	11.4 (9.4)
Familiar Word Identification (wcpm)	16.6 (16.1)	32.8 (20.8)	11.0 (12.0)	16.8 (16.3)
Familiar Word Identification (%)	32.4 (30.2)	61.9 (36.8)	20.4 (22.6)	31.8 (27.0)
Simple Non-Word Decoding (wcpm)	11.8 (12.8)	20.8 (13.4)	8.0 (10.5)	10.7 (11.9)
Simple Non-Word Decoding (%)	23.6 (25.5)	41.6 (26.9)	15.1 (18.8)	21.3 (23.8)
Passage Reading Fluency (wcpm)	19.0 (17.1)	35.1 (21.5)	12.0 (12.5)	17.9 (16.8)
Passage Reading (%)	29.7 (26.8)	54.3 (32.7)	18.7 (19.6)	27.5 (25.5)
Passage Reading Prosody Score	1.9 (1.1)	2.1 (0.9)	1.5 (0.9)	1.7 (1.0)
Reading Comprehension (%)	18.7 (20.7)	32.0 (31.0)	11.3 (16.9)	23.5 (23.1)
Listening Comprehension (%)	37.8 (37.5)	42.2 (38.8)	24.6 (32.1)	33.3 (33.3)
Dictation Composite (%)	63.3 (16.7)	48.3 (19.1)	62.5 (16.9)	53.3 (18.9)

Note. Percentages (%) are in terms of % correct out of total items; lcpm = letters correct per minute; wcpm = words correct per minute

Mean and Standard Deviation (SD) of Reading Sub-tasks by SES and RRSP Group

Sub-task	Low SES		High SES	
	Baseline Mean (SD)	Endline Mean (SD)	Baseline Mean (SD)	Endline Mean (SD)
Region I - Ilocos Region Grade 1				
n	23		37	
Initial Sound Identification (%)	31.7 (33.8)	54.8 (40.7)	17.3 (29.7)	47.3 (41.7)
Letter Sound Knowledge (lcpm)	12.1 (12.2)	18.2 (12.7)	12.1 (12.7)	20.0 (17.2)
Letter Sound Knowledge (%)	12.1 (12.2)	18.1 (12.7)	12.1 (12.7)	20.0 (17.2)
Familiar Word Identification (wcpm)	7.0 (7.5)	20.7 (18.4)	8.4 (12.4)	25.5 (21.7)
Familiar Word Identification (%)	13.9 (14.9)	39.8 (33.6)	16.5 (23.8)	47.3 (37.4)
Simple Non-Word Decoding (wcpm)	5.7 (6.9)	16.0 (15.2)	6.0 (11.2)	22.0 (21.6)
Simple Non-Word Decoding (%)	11.3 (13.8)	32.0 (30.5)	11.8 (21.7)	41.2 (38.5)
Passage Reading Fluency (wcpm)	4.8 (6.0)	15.6 (15.6)	4.9 (9.4)	20.7 (18.8)
Passage Reading (%)	10.3 (12.9)	33.1 (33.1)	10.4 (20.1)	42.7 (37.9)
Passage Reading Prosody Score	1.1 (1.0)	1.7 (1.1)	0.9 (0.8)	2.0 (1.1)
Reading Comprehension (%)	5.2 (10.8)	27.0 (29.3)	4.3 (10.7)	34.1 (33.6)
Listening Comprehension (%)	21.7 (21.6)	27.5 (32.8)	18.9 (25.5)	43.2 (35.0)
Dictation Composite (%)				
Region I - Ilocos Region Grade 2				
n	25		32	
Initial Sound Identification (%)	43.6 (39.7)	68.5 (34.4)	42.2 (36.9)	65.2 (31.0)
Letter Sound Knowledge (lcpm)	19.2 (23.0)	24.6 (13.8)	11.6 (9.8)	16.8 (13.2)
Letter Sound Knowledge (%)	16.6 (17.5)	24.6 (13.7)	11.2 (9.8)	16.8 (13.2)
Familiar Word Identification (wcpm)	15.2 (21.1)	24.8 (22.9)	11.9 (17.0)	22.1 (25.4)
Familiar Word Identification (%)	27.1 (33.5)	45.2 (36.7)	23.4 (33.0)	39.2 (39.6)
Simple Non-Word Decoding (wcpm)	8.9 (14.3)	12.5 (12.4)	7.3 (11.7)	14.0 (16.7)
Simple Non-Word Decoding (%)	15.4 (24.6)	25.1 (24.8)	14.7 (23.4)	27.4 (32.4)
Passage Reading Fluency (wcpm)	15.4 (21.0)	26.3 (23.0)	13.9 (21.0)	25.4 (28.7)
Passage Reading (%)	23.3 (30.6)	39.7 (33.6)	21.5 (32.1)	36.2 (37.9)
Passage Reading Prosody Score	1.4 (1.5)	1.9 (1.3)	1.2 (1.4)	1.8 (1.3)
Reading Comprehension (%)	15.2 (23.3)	18.5 (27.1)	13.8 (21.2)	22.6 (22.9)
Listening Comprehension (%)	29.3 (36.4)	47.4 (39.1)	40.6 (38.6)	49.5 (36.4)
Dictation Composite (%)	61.3 (21.4)	52.4 (22.6)	57.8 (26.5)	57.1 (23.6)

Mean and Standard Deviation (SD) of Reading Sub-tasks by SES and RRSP Group

Sub-task	Low SES		High SES	
	Baseline Mean (SD)	Endline Mean (SD)	Baseline Mean (SD)	Endline Mean (SD)
Region VII - Central Visayas Grade 1				
n	16		26	
Initial Sound Identification (%)	25.6 (29.2)	31.0 (30.8)	30.0 (22.1)	24.6 (23.7)
Letter Sound Knowledge (lcpm)	6.0 (6.6)	11.2 (14.6)	8.0 (7.0)	11.0 (11.6)
Letter Sound Knowledge (%)	6.0 (6.6)	11.2 (14.6)	8.0 (7.0)	10.9 (11.7)
Familiar Word Identification (wcpm)	1.4 (2.9)	7.7 (10.5)	3.2 (4.9)	10.3 (10.9)
Familiar Word Identification (%)	2.9 (5.8)	15.3 (21.0)	6.4 (9.7)	20.5 (21.7)
Simple Non-Word Decoding (wcpm)	1.8 (4.1)	6.5 (8.3)	3.4 (5.0)	9.3 (9.4)
Simple Non-Word Decoding (%)	3.5 (8.3)	13.0 (16.6)	6.8 (9.9)	17.3 (18.0)
Passage Reading Fluency (wcpm)	1.3 (5.0)	7.9 (10.7)	1.7 (4.8)	13.1 (19.5)
Passage Reading (%)	2.4 (9.6)	15.1 (20.6)	3.3 (9.2)	20.3 (23.2)
Passage Reading Prosody Score	0.6 (0.8)	0.9 (0.7)	0.7 (0.8)	1.2 (0.8)
Reading Comprehension (%)	7.5 (16.1)	13.0 (21.8)	4.6 (8.6)	15.5 (18.5)
Listening Comprehension (%)	47.9 (34.4)	55.0 (42.3)	53.9 (40.1)	50.0 (30.4)
Region VII - Central Visayas Grade 2				
n	25		13	
Initial Sound Identification (%)	58.0 (32.9)	48.4 (33.2)	52.3 (37.0)	55.8 (31.5)
Letter Sound Knowledge (lcpm)	10.5 (9.6)	9.7 (6.7)	8.5 (11.1)	16.1 (14.5)
Letter Sound Knowledge (%)	10.5 (9.6)	9.7 (6.7)	8.5 (11.1)	15.8 (14.3)
Familiar Word Identification (wcpm)	11.4 (11.0)	18.9 (17.0)	16.7 (18.2)	27.4 (21.6)
Familiar Word Identification (%)	21.3 (20.6)	36.5 (30.9)	32.5 (34.2)	50.8 (36.6)
Simple Non-Word Decoding (wcpm)	8.6 (9.6)	12.2 (11.4)	11.4 (14.6)	17.2 (14.9)
Simple Non-Word Decoding (%)	16.2 (17.0)	24.3 (22.8)	22.8 (29.3)	34.3 (29.8)
Passage Reading Fluency (wcpm)	12.5 (11.5)	20.1 (18.5)	19.0 (19.3)	29.3 (21.6)
Passage Reading (%)	19.6 (18.0)	30.9 (27.7)	29.7 (30.2)	45.2 (33.4)
Passage Reading Prosody Score	1.6 (0.9)	1.7 (0.9)	1.8 (1.2)	1.9 (1.0)
Reading Comprehension (%)	15.2 (18.5)	33.7 (26.7)	12.3 (19.2)	20.0 (24.9)
Listening Comprehension (%)	30.7 (31.8)	45.6 (33.7)	28.2 (40.5)	28.1 (35.6)
Dictation Composite (%)	61.5 (16.7)	49.7 (20.0)	65.4 (16.7)	53.0 (18.1)

Note. Percentages (%) are in terms of % correct out of total items; lcpm = letters correct per minute; wcpm = words correct per minute

Mean and Standard Deviation (SD) of Reading Sub-tasks by Attendance to RRSP Session and RRSP Group

Sub-task	Not Always		Always	
	Baseline Mean (SD)	Endline Mean (SD)	Baseline Mean (SD)	Endline Mean (SD)
Region I - Ilocos Region Grade 1				
n	11		49	
Initial Sound Identification (%)	45.5 (34.2)	70.9 (37.8)	17.8 (29.3)	45.5 (40.7)
Letter Sound Knowledge (lcpm)	18.6 (13.9)	25.9 (10.7)	10.7 (11.7)	17.8 (16.1)
Letter Sound Knowledge (%)	18.6 (13.9)	25.9 (10.7)	10.7 (11.7)	17.8 (16.1)
Familiar Word Identification (wcpm)	15.7 (15.9)	35.2 (21.4)	6.1 (8.5)	21.1 (19.6)
Familiar Word Identification (%)	30.6 (29.7)	64.4 (33.7)	12.1 (16.8)	40.0 (35.2)
Simple Non-Word Decoding (wcpm)	13.2 (15.0)	28.2 (21.1)	4.2 (7.3)	17.8 (18.8)
Simple Non-Word Decoding (%)	25.8 (28.5)	52.4 (36.4)	8.5 (14.6)	34.4 (35.0)
Passage Reading Fluency (wcpm)	11.1 (13.7)	28.2 (19.2)	3.5 (5.8)	16.6 (16.8)
Passage Reading (%)	23.6 (29.1)	57.8 (38.1)	7.3 (12.4)	34.8 (34.8)
Passage Reading Prosody Score	1.6 (1.0)	2.5 (1.2)	0.9 (0.8)	1.7 (1.1)
Reading Comprehension (%)	10.9 (18.7)	38.2 (36.3)	3.3 (7.5)	29.8 (31.1)
Listening Comprehension (%)	21.2 (22.5)	39.4 (29.1)	19.7 (24.5)	36.7 (36.2)
Dictation Composite (%)				
Region I - Ilocos Region Grade 2				
n	23		34	
Initial Sound Identification (%)	49.6 (39.9)	66.5 (33.8)	38.2 (36.1)	66.8 (31.8)
Letter Sound Knowledge (lcpm)	15.4 (10.3)	20.0 (13.6)	14.6 (20.7)	20.6 (14.3)
Letter Sound Knowledge (%)	14.7 (10.7)	20.0 (13.6)	12.8 (15.7)	20.6 (14.3)
Familiar Word Identification (wcpm)	15.3 (18.0)	26.9 (25.9)	12.1 (19.5)	20.9 (22.9)
Familiar Word Identification (%)	30.0 (34.6)	47.7 (39.0)	21.7 (31.9)	38.0 (37.5)
Simple Non-Word Decoding (wcpm)	9.5 (13.0)	15.6 (16.8)	7.0 (12.8)	11.8 (13.3)
Simple Non-Word Decoding (%)	19.0 (26.1)	30.5 (32.2)	12.3 (22.0)	23.5 (26.6)
Passage Reading Fluency (wcpm)	18.4 (22.6)	30.1 (28.6)	12.0 (19.4)	22.9 (24.1)
Passage Reading (%)	28.3 (34.6)	43.3 (38.0)	18.2 (28.4)	34.1 (34.2)
Passage Reading Prosody Score	1.5 (1.4)	2.0 (1.3)	1.1 (1.4)	1.7 (1.3)
Reading Comprehension (%)	19.1 (24.5)	20.9 (22.1)	11.2 (19.8)	20.6 (26.7)
Listening Comprehension (%)	36.2 (37.5)	50.7 (37.4)	35.3 (38.4)	47.1 (37.7)
Dictation Composite (%)	55.4 (26.9)	52.2 (24.3)	62.0 (22.3)	56.8 (22.3)

Mean and Standard Deviation (SD) of Reading Sub-tasks by Attendance to RRSP Session and RRSP Group

Sub-task	Not Always		Always	
	Baseline Mean (SD)	Endline Mean (SD)	Baseline Mean (SD)	Endline Mean (SD)
Region VII - Central Visayas Grade 1				
n	6		36	
Initial Sound Identification (%)	38.3 (26.4)	41.7 (34.3)	26.7 (24.5)	25.3 (25.6)
Letter Sound Knowledge (lcpm)	9.2 (6.8)	4.3 (4.8)	6.9 (6.9)	12.2 (13.6)
Letter Sound Knowledge (%)	9.2 (6.8)	4.3 (4.8)	6.9 (6.9)	12.1 (13.6)
Familiar Word Identification (wcpm)	3.8 (5.2)	18.0 (15.1)	2.3 (4.1)	7.5 (9.2)
Familiar Word Identification (%)	7.7 (10.5)	36.0 (30.2)	4.6 (8.3)	15.0 (18.3)
Simple Non-Word Decoding (wcpm)	4.5 (6.4)	14.7 (10.8)	2.5 (4.4)	6.8 (8.2)
Simple Non-Word Decoding (%)	9.0 (12.9)	29.3 (21.7)	4.9 (8.7)	12.9 (15.6)
Passage Reading Fluency (wcpm)	3.5 (8.1)	15.6 (15.1)	1.2 (4.1)	9.8 (16.2)
Passage Reading (%)	6.7 (15.6)	29.8 (29.1)	2.3 (7.9)	15.8 (20.3)
Passage Reading Prosody Score	1.0 (1.1)	1.5 (1.1)	0.6 (0.7)	1.0 (0.7)
Reading Comprehension (%)	10.0 (24.5)	16.7 (23.4)	5.0 (8.8)	13.9 (19.6)
Listening Comprehension (%)	61.1 (39.0)	50.0 (40.8)	50.0 (37.8)	52.8 (36.0)
Region VII - Central Visayas Grade 2				
n	2		36	
Initial Sound Identification (%)	40.0 (28.3)	40.0 (56.6)	56.9 (34.4)	52.8 (31.5)
Letter Sound Knowledge (lcpm)	10.5 (5.0)	9.0 (2.8)	9.8 (10.3)	13.1 (11.9)
Letter Sound Knowledge (%)	10.5 (5.0)	9.0 (2.8)	9.8 (10.3)	12.9 (11.7)
Familiar Word Identification (wcpm)	3.5 (0.7)	1.5 (2.1)	13.8 (14.0)	24.4 (19.5)
Familiar Word Identification (%)	7.0 (1.4)	3.0 (4.2)	26.1 (26.5)	45.9 (33.7)
Simple Non-Word Decoding (wcpm)	1.0 (1.4)	0.0 (0.0)	10.0 (11.6)	15.5 (13.2)
Simple Non-Word Decoding (%)	2.0 (2.8)	0.0 (0.0)	19.4 (22.0)	30.9 (26.4)
Passage Reading Fluency (wcpm)	3.5 (2.1)	1.5 (2.1)	15.4 (14.9)	26.0 (20.2)
Passage Reading (%)	5.5 (3.3)	2.3 (3.3)	24.0 (23.2)	40.0 (30.7)
Passage Reading Prosody Score	1.0 (0.0)	1.0 (0.0)	1.7 (1.0)	1.9 (1.0)
Reading Comprehension (%)	20.0 (28.3)	30.0 (14.1)	13.9 (18.4)	26.7 (27.0)
Listening Comprehension (%)	0.0 (0.0)	33.3 (47.1)	31.5 (34.7)	37.0 (35.4)
Dictation Composite (%)	78.1 (4.4)	62.5 (0.0)	62.0 (16.6)	50.7 (19.2)

Note. Percentages (%) are in terms of % correct out of total items; lcpm = letters correct per minute; wcpm = words correct per minute

Gains (Change from Baseline) of Reading Subtasks, Overall, by Sex, SES, Attendance to RRSP Session and by RRSP Group

Sub-Task	Region I - Ilocos Region Grade 1				Region I - Ilocos Region Grade 2				Region VII - Central Visayas Grade 1				Region VII - Central Visayas Grade 2			
	Gain	[95% CI]	p-value	Effect Size	Gain	[95% CI]	p-value	Effect Size	Gain	[95% CI]	p-value	Effect Size	Gain	[95% CI]	p-value	Effect Size
Initial Sound Identification (%)	26.47	[15.99, 36.95]	<0.001 *	0.82	25.97	[14.59, 37.36]	<0.001 *	0.76	-0.86	[-13.61, 11.90]	1.000	-0.03	-2.30	[-20.03, 15.44]	1.000	-0.05
Letter Sound Knowledge (lcpm)	7.16	[3.12, 11.20]	<0.001 *	0.58	5.67	[1.28, 10.06]	0.005 *	0.43	2.73	[-2.19, 7.65]	0.653	0.22	1.64	[-5.19, 8.48]	1.000	0.10
Letter Sound Knowledge (%)	7.15	[3.50, 10.80]	<0.001 *	0.64	7.29	[3.32, 11.26]	<0.001 *	0.61	2.66	[-1.79, 7.10]	0.533	0.23	1.45	[-4.73, 7.63]	1.000	0.10
Familiar Word Identification (wcpm)	15.94	[12.01, 19.86]	<0.001 *	1.32	9.54	[5.27, 13.81]	<0.001 *	0.75	6.94	[2.16, 11.72]	0.001 *	0.56	7.50	[0.86, 14.15]	0.020 *	0.46
Familiar Word Identification (%)	29.34	[22.43, 36.25]	<0.001 *	1.38	16.68	[9.17, 24.18]	<0.001 *	0.74	13.85	[5.45, 22.26]	<0.001 *	0.64	12.91	[1.22, 24.60]	0.024 *	0.45
Simple Non-Word Decoding (wcpm)	13.87	[10.47, 17.28]	<0.001 *	1.33	5.09	[1.38, 8.79]	0.003 *	0.46	5.32	[1.17, 9.47]	0.006 *	0.50	4.05	[-1.72, 9.81]	0.314	0.29
Simple Non-Word Decoding (%)	26.20	[19.94, 32.45]	<0.001 *	1.36	11.37	[4.57, 18.17]	<0.001 *	0.56	10.11	[2.50, 17.73]	0.004 *	0.52	8.36	[-2.22, 18.95]	0.191	0.32
Passage Reading Fluency (wcpm)	13.97	[9.71, 18.22]	<0.001 *	1.07	11.15	[6.53, 15.78]	<0.001 *	0.81	8.77	[3.59, 13.95]	<0.001 *	0.66	6.85	[-0.36, 14.06]	0.070	0.39
Passage Reading (%)	28.89	[21.82, 35.95]	<0.001 *	1.33	15.73	[8.05, 23.41]	<0.001 *	0.68	14.82	[6.22, 23.43]	<0.001 *	0.67	10.34	[-1.62, 22.30]	0.122	0.35
Passage Reading Prosody Score	0.86	[0.58, 1.15]	<0.001 *	0.99	0.56	[0.25, 0.87]	<0.001 *	0.60	0.44	[0.09, 0.78]	0.007 *	0.49	0.10	[-0.38, 0.58]	1.000	0.09
Reading Comprehension (%)	26.85	[18.46, 35.24]	<0.001 *	1.04	7.76	[-1.35, 16.88]	0.132	0.28	7.40	[-2.81, 17.62]	0.276	0.28	8.61	[-5.58, 22.81]	0.511	0.25
Listening Comprehension (%)	16.80	[4.92, 28.69]	0.002 *	0.46	12.30	[-0.61, 25.21]	0.069	0.32	-1.12	[-15.58, 13.35]	1.000	-0.03	8.40	[-11.71, 28.51]	1.000	0.17
Dictation Composite (%)	NA	NA	NA	NA	-5.22	[-9.69, -0.75]	0.018 *	-0.35	NA	NA	NA	NA	-12.58	[-20.14, -5.02]	0.001 *	-0.62

Gains (Change from Baseline) of Reading Subtasks, Overall, by Sex, SES, Attendance to RRSP Session and by RRSP Group

Sub-Task	Region I - Ilocos Region Grade 1				Region I - Ilocos Region Grade 2				Region VII - Central Visayas Grade 1				Region VII - Central Visayas Grade 2			
	Gain	[95% CI]	p-value	Effect Size	Gain	[95% CI]	p-value	Effect Size	Gain	[95% CI]	p-value	Effect Size	Gain	[95% CI]	p-value	Effect Size
FEMALE																
Initial Sound Identification (%)	31.35	[12.50, 50.20]	<0.001 *	0.75	22.67	[2.35, 43.00]	0.019 *	0.69	-3.82	[-27.11, 19.48]	1.000	-0.12	-4.03	[-29.35, 21.29]	1.000	-0.11
Letter Sound Knowledge (lcpm)	8.41	[1.14, 15.68]	0.013 *	0.52	4.34	[-3.50, 12.17]	1.000	0.34	4.22	[-4.76, 13.20]	1.000	0.34	0.60	[-9.17, 10.36]	1.000	0.04
Letter Sound Knowledge (%)	8.42	[1.85, 14.98]	0.004 *	0.57	8.04	[0.96, 15.12]	0.016 *	0.70	4.10	[-4.01, 12.22]	1.000	0.36	0.21	[-8.61, 9.04]	1.000	0.02
Familiar Word Identification (wcpm)	11.83	[4.77, 18.89]	<0.001 *	0.75	13.38	[5.76, 20.99]	<0.001 *	1.09	9.09	[0.36, 17.82]	0.036 *	0.74	14.29	[4.80, 23.78]	<0.001 *	1.08
Familiar Word Identification (%)	23.32	[10.89, 35.74]	<0.001 *	0.84	20.24	[6.84, 33.63]	<0.001 *	0.93	18.18	[2.83, 33.54]	0.010 *	0.85	24.95	[8.26, 41.64]	<0.001 *	1.07
Simple Non-Word Decoding (wcpm)	9.93	[3.80, 16.06]	<0.001 *	0.73	7.96	[1.35, 14.57]	0.008 *	0.74	5.77	[-1.80, 13.35]	0.291	0.54	8.12	[-0.11, 16.36]	0.056	0.70
Simple Non-Word Decoding (%)	20.02	[8.77, 31.27]	<0.001 *	0.80	15.27	[3.14, 27.40]	0.005 *	0.78	11.80	[-2.10, 25.71]	0.159	0.61	16.02	[0.91, 31.13]	0.030 *	0.76
Passage Reading Fluency (wcpm)	10.96	[3.30, 18.62]	0.001 *	0.64	15.14	[6.88, 23.39]	<0.001 *	1.13	9.84	[0.37, 19.30]	0.036 *	0.74	13.65	[3.36, 23.94]	0.003 *	0.95
Passage Reading (%)	23.49	[10.77, 36.20]	<0.001 *	0.83	18.50	[4.79, 32.20]	0.002 *	0.83	19.90	[4.18, 35.61]	0.005 *	0.90	20.89	[3.81, 37.97]	0.007 *	0.87
Passage Reading Prosody Score	0.77	[0.25, 1.28]	<0.001 *	0.67	0.55	[0.00, 1.10]	0.053	0.61	0.29	[-0.35, 0.92]	1.000	0.32	0.13	[-0.56, 0.82]	1.000	0.14
Reading Comprehension (%)	19.20	[4.11, 34.29]	0.004 *	0.57	6.78	[-9.48, 23.05]	1.000	0.26	9.48	[-9.17, 28.12]	1.000	0.36	10.26	[-10.01, 30.52]	1.000	0.36
Listening Comprehension (%)	13.00	[-8.37, 34.38]	0.753	0.27	9.85	[-13.20, 32.89]	1.000	0.26	-4.77	[-31.18, 21.65]	1.000	-0.13	6.10	[-22.61, 34.81]	1.000	0.15
Dictation Composite (%)	NA	NA	NA	NA	-7.21	[-15.35, 0.93]	0.105	-0.51	NA	NA	NA	NA	-16.03	[-26.77, -5.28]	0.001 *	-0.98
MALE																
Initial Sound Identification (%)	23.66	[9.25, 38.07]	<0.001 *	0.97	27.88	[12.66, 43.09]	<0.001 *	0.83	0.85	[-16.53, 18.22]	1.000	0.03	-1.30	[-24.59, 21.98]	1.000	-0.03
Letter Sound Knowledge (lcpm)	6.44	[0.88, 12.00]	0.013 *	0.68	6.44	[0.57, 12.31]	0.022 *	0.50	1.87	[-4.83, 8.57]	1.000	0.15	2.25	[-6.73, 11.23]	1.000	0.14
Letter Sound Knowledge (%)	6.42	[1.40, 11.44]	0.004 *	0.75	6.86	[1.56, 12.16]	0.003 *	0.59	1.83	[-4.23, 7.88]	1.000	0.16	2.16	[-5.95, 10.27]	1.000	0.15
Familiar Word Identification (wcpm)	18.30	[12.90, 23.70]	<0.001 *	2.00	7.33	[1.63, 13.03]	0.004 *	0.59	5.71	[-0.81, 12.22]	0.130	0.47	3.60	[-5.13, 12.32]	1.000	0.24
Familiar Word Identification (%)	32.81	[23.31, 42.31]	<0.001 *	2.04	14.62	[4.60, 24.65]	0.001 *	0.66	11.36	[-0.09, 22.81]	0.053	0.53	5.98	[-9.36, 21.33]	1.000	0.23
Simple Non-Word Decoding (wcpm)	16.15	[11.46, 20.83]	<0.001 *	2.03	3.44	[-1.51, 8.38]	0.450	0.32	5.06	[-0.59, 10.71]	0.113	0.48	1.70	[-5.88, 9.27]	1.000	0.13
Simple Non-Word Decoding (%)	29.76	[21.16, 38.36]	<0.001 *	2.04	9.13	[0.05, 18.20]	0.048 *	0.46	9.14	[-1.23, 19.51]	0.126	0.47	3.95	[-9.94, 17.85]	1.000	0.16
Passage Reading Fluency (wcpm)	15.70	[9.84, 21.55]	<0.001 *	1.58	8.86	[2.68, 15.04]	0.001 *	0.65	8.16	[1.09, 15.22]	0.013 *	0.62	2.93	[-6.53, 12.39]	1.000	0.18
Passage Reading (%)	31.99	[22.27, 41.71]	<0.001 *	1.94	14.13	[3.87, 24.39]	0.002 *	0.63	11.90	[0.18, 23.62]	0.044 *	0.54	4.27	[-11.44, 19.97]	1.000	0.16
Passage Reading Prosody Score	0.92	[0.53, 1.31]	<0.001 *	1.39	0.57	[0.15, 0.98]	0.002 *	0.62	0.52	[0.05, 1.00]	0.020 *	0.59	0.08	[-0.55, 0.72]	1.000	0.08
Reading Comprehension (%)	31.26	[19.72, 42.79]	<0.001 *	1.60	8.32	[-3.85, 20.50]	0.481	0.31	6.21	[-7.70, 20.12]	1.000	0.24	7.67	[-10.97, 26.30]	1.000	0.24
Listening Comprehension (%)	18.99	[2.65, 35.34]	0.012 *	0.69	13.71	[-3.54, 30.96]	0.233	0.36	0.98	[-18.72, 20.69]	1.000	0.03	9.73	[-16.68, 36.13]	1.000	0.21
Dictation Composite (%)	NA	NA	NA	NA	-4.06	[-10.26, 2.15]	0.395	-0.27	NA	NA	NA	NA	-10.56	[-20.50, -0.63]	0.032 *	-0.57

Gains (Change from Baseline) of Reading Subtasks, Overall, by Sex, SES, Attendance to RRSP Session and by RRSP Group

Sub-Task	Region I - Ilocos Region Grade 1				Region I - Ilocos Region Grade 2				Region VII - Central Visayas Grade 1				Region VII - Central Visayas Grade 2			
	Gain	[95% CI]	p-value	Effect Size	Gain	[95% CI]	p-value	Effect Size	Gain	[95% CI]	p-value	Effect Size	Gain	[95% CI]	p-value	Effect Size
LOW SES																
Initial Sound Identification (%)	20.44	[2.08, 38.80]	0.019 *	0.64	30.79	[12.78, 48.80]	<0.001 *	0.93	-4.46	[-26.89, 17.97]	1.000	-0.12	-4.06	[-23.65, 15.52]	1.000	-0.13
Letter Sound Knowledge (lcpm)	6.91	[-0.17, 13.99]	0.061	0.56	4.94	[-2.00, 11.89]	0.404	0.39	-0.34	[-8.99, 8.31]	1.000	-0.02	3.09	[-4.46, 10.64]	1.000	0.26
Letter Sound Knowledge (%)	6.90	[0.51, 13.30]	0.026 *	0.62	7.48	[1.21, 13.76]	0.009 *	0.65	-0.37	[-8.19, 7.44]	1.000	-0.03	3.10	[-3.73, 9.92]	1.000	0.29
Familiar Word Identification (wcpm)	15.77	[8.89, 22.65]	<0.001 *	1.32	9.28	[2.53, 16.03]	0.002 *	0.75	5.69	[-2.72, 14.09]	0.502	0.42	7.24	[-0.10, 14.58]	0.056	0.63
Familiar Word Identification (%)	30.81	[18.70, 42.91]	<0.001 *	1.47	17.59	[5.72, 29.46]	0.001 *	0.80	11.37	[-3.41, 26.15]	0.277	0.48	14.88	[1.97, 27.78]	0.013 *	0.73
Simple Non-Word Decoding (wcpm)	13.56	[7.58, 19.53]	<0.001 *	1.31	4.16	[-1.70, 10.02]	0.407	0.39	3.25	[-4.04, 10.55]	1.000	0.28	3.55	[-2.82, 9.92]	0.997	0.35
Simple Non-Word Decoding (%)	27.03	[16.07, 37.98]	<0.001 *	1.42	11.26	[0.51, 22.01]	0.034 *	0.57	6.71	[-6.68, 20.09]	1.000	0.31	7.81	[-3.88, 19.50]	0.529	0.42
Passage Reading Fluency (wcpm)	13.36	[5.90, 20.82]	<0.001 *	1.03	12.02	[4.70, 19.34]	<0.001 *	0.89	4.63	[-4.48, 13.74]	1.000	0.32	8.02	[0.06, 15.97]	0.047 *	0.64
Passage Reading (%)	28.27	[15.89, 40.66]	<0.001 *	1.32	17.69	[5.54, 29.84]	0.001 *	0.79	9.66	[-5.47, 24.78]	0.632	0.40	12.02	[-1.18, 25.23]	0.101	0.58
Passage Reading Prosody Score	0.83	[0.33, 1.33]	<0.001 *	0.95	0.56	[0.07, 1.05]	0.015 *	0.62	0.29	[-0.32, 0.90]	1.000	0.30	0.20	[-0.33, 0.74]	1.000	0.24
Reading Comprehension (%)	27.69	[13.00, 42.39]	<0.001 *	1.09	6.08	[-8.34, 20.49]	1.000	0.23	0.07	[-17.88, 18.02]	1.000	0.00	15.78	[0.10, 31.45]	0.047 *	0.64
Listening Comprehension (%)	13.00	[-7.82, 33.82]	0.686	0.36	10.59	[-9.83, 31.02]	1.000	0.28	-8.12	[-33.55, 17.31]	1.000	-0.20	15.14	[-7.06, 37.35]	0.486	0.43
Dictation Composite (%)	NA	NA	NA	NA	-8.40	[-15.68, -1.13]	0.016 *	-0.58	NA	NA	NA	NA	-11.61	[-20.27, -2.95]	0.004 *	-0.78
HIGH SES																
Initial Sound Identification (%)	31.44	[16.97, 45.91]	<0.001 *	0.99	22.01	[5.45, 38.57]	0.002 *	0.66	2.11	[-15.38, 19.61]	1.000	0.07	-0.84	[-29.11, 27.42]	1.000	-0.02
Letter Sound Knowledge (lcpm)	7.37	[1.79, 12.95]	0.003 *	0.60	6.27	[-0.11, 12.66]	0.058	0.49	5.26	[-1.49, 12.00]	0.259	0.46	0.45	[-10.45, 11.35]	1.000	0.03
Letter Sound Knowledge (%)	7.35	[2.31, 12.39]	0.001 *	0.66	7.13	[1.36, 12.91]	0.006 *	0.61	5.15	[-0.94, 11.25]	0.163	0.50	0.09	[-9.76, 9.94]	1.000	0.01
Familiar Word Identification (wcpm)	16.07	[10.65, 21.49]	<0.001 *	1.35	9.75	[3.54, 15.96]	<0.001 *	0.78	7.98	[1.42, 14.53]	0.007 *	0.72	7.72	[-2.87, 18.31]	0.361	0.46
Familiar Word Identification (%)	28.13	[18.59, 37.67]	<0.001 *	1.34	15.93	[5.01, 26.84]	0.001 *	0.73	15.90	[4.37, 27.43]	0.001 *	0.81	11.30	[-7.33, 29.93]	0.761	0.39
Simple Non-Word Decoding (wcpm)	14.14	[9.43, 18.84]	<0.001 *	1.37	5.85	[0.47, 11.24]	0.024 *	0.54	7.03	[1.34, 12.72]	0.006 *	0.73	4.45	[-4.74, 13.65]	1.000	0.31
Simple Non-Word Decoding (%)	25.52	[16.88, 34.15]	<0.001 *	1.34	11.46	[1.57, 21.34]	0.013 *	0.58	12.92	[2.48, 23.36]	0.006 *	0.73	8.82	[-8.05, 25.69]	1.000	0.33
Passage Reading Fluency (wcpm)	14.46	[8.59, 20.34]	<0.001 *	1.12	10.44	[3.71, 17.17]	<0.001 *	0.77	12.18	[5.07, 19.29]	<0.001 *	1.01	5.89	[-5.60, 17.37]	1.000	0.33
Passage Reading (%)	29.39	[19.63, 39.15]	<0.001 *	1.37	14.11	[2.94, 25.28]	0.005 *	0.63	19.08	[7.28, 30.88]	<0.001 *	0.95	8.96	[-10.11, 28.02]	1.000	0.30
Passage Reading Prosody Score	0.90	[0.50, 1.29]	<0.001 *	1.03	0.56	[0.11, 1.01]	0.006 *	0.62	0.56	[0.08, 1.03]	0.011 *	0.69	0.01	[-0.75, 0.78]	1.000	0.01
Reading Comprehension (%)	26.15	[14.57, 37.73]	<0.001 *	1.03	9.15	[-4.11, 22.40]	0.463	0.34	13.45	[-0.55, 27.45]	0.069	0.57	2.71	[-19.92, 25.33]	1.000	0.08
Listening Comprehension (%)	19.94	[3.53, 36.34]	0.008 *	0.55	13.71	[-5.07, 32.49]	0.360	0.36	4.65	[-15.19, 24.49]	1.000	0.14	2.85	[-29.21, 34.90]	1.000	0.06
Dictation Composite (%)	NA	NA	NA	NA	-1.68	[-8.30, 4.94]	1.000	-0.12	NA	NA	NA	NA	-13.65	[-25.90, -1.40]	0.022 *	-0.65

Gains (Change from Baseline) of Reading Subtasks, Overall, by Sex, SES, Attendance to RRSP Session and by RRSP Group

Sub-Task	Region I - Ilocos Region Grade 1				Region I - Ilocos Region Grade 2				Region VII - Central Visayas Grade 1				Region VII - Central Visayas Grade 2			
	Gain	[95% CI]	p-value	Effect Size	Gain	[95% CI]	p-value	Effect Size	Gain	[95% CI]	p-value	Effect Size	Gain	[95% CI]	p-value	Effect Size
NOT ALWAYS ATTENDING RRSP SESSIONS																
Initial Sound Identification (%)	23.80	[-2.85, 50.45]	0.115	0.74	17.40	[-0.98, 35.77]	0.077	0.55	3.18	[-33.00, 39.36]	1.000	0.10	2.13	[-62.47, 66.74]	1.000	0.06
Letter Sound Knowledge (lcpm)	7.15	[-3.13, 17.43]	0.448	0.58	4.44	[-2.65, 11.53]	0.679	0.36	-5.81	[-19.76, 8.14]	1.000	-0.47	-2.72	[-27.64, 22.19]	1.000	-0.21
Letter Sound Knowledge (%)	7.15	[-2.14, 16.43]	0.277	0.64	5.30	[-1.10, 11.71]	0.185	0.48	-5.79	[-18.40, 6.81]	1.000	-0.52	-2.89	[-25.40, 19.62]	1.000	-0.25
Familiar Word Identification (wcpm)	20.07	[10.08, 30.06]	<0.001 *	1.68	11.65	[4.76, 18.54]	<0.001 *	0.98	13.47	[-0.09, 27.02]	0.053	1.12	-3.18	[-27.38, 21.03]	1.000	-0.25
Familiar Word Identification (%)	34.90	[17.33, 52.47]	<0.001 *	1.66	17.94	[5.82, 30.05]	0.001 *	0.85	26.88	[3.03, 50.73]	0.017 *	1.27	-8.51	[-51.09, 34.07]	1.000	-0.39
Simple Non-Word Decoding (wcpm)	15.54	[6.87, 24.20]	<0.001 *	1.50	6.06	[0.09, 12.04]	0.044 *	0.59	9.62	[-2.14, 21.39]	0.199	0.92	-1.37	[-22.38, 19.64]	1.000	-0.13
Simple Non-Word Decoding (%)	27.55	[11.64, 43.45]	<0.001 *	1.44	11.57	[0.61, 22.54]	0.032 *	0.61	19.24	[-2.35, 40.83]	0.117	1.01	-3.07	[-41.63, 35.49]	1.000	-0.16
Passage Reading Fluency (wcpm)	17.45	[6.62, 28.28]	<0.001 *	1.34	11.98	[4.51, 19.45]	<0.001 *	0.93	10.95	[-3.75, 25.65]	0.326	0.84	-4.61	[-30.86, 21.64]	1.000	-0.35
Passage Reading (%)	34.89	[16.92, 52.87]	<0.001 *	1.62	15.31	[2.91, 27.70]	0.006 *	0.71	20.89	[-3.52, 45.29]	0.151	0.97	-7.04	[-50.61, 36.53]	1.000	-0.32
Passage Reading Prosody Score	0.92	[0.19, 1.64]	0.005 *	1.06	0.56	[0.06, 1.07]	0.017 *	0.65	0.50	[-0.48, 1.49]	1.000	0.58	-0.11	[-1.87, 1.65]	1.000	-0.12
Reading Comprehension (%)	28.48	[7.15, 49.82]	0.002 *	1.11	1.53	[-13.19, 16.24]	1.000	0.06	4.64	[-24.32, 33.60]	1.000	0.18	2.49	[-49.23, 54.20]	1.000	0.09
Listening Comprehension (%)	18.10	[-12.12, 48.33]	0.793	0.50	14.24	[-6.60, 35.08]	0.483	0.39	-11.85	[-52.87, 29.17]	1.000	-0.33	27.08	[-46.17, 100.33]	1.000	0.72
Dictation Composite (%)	NA	NA	NA	NA	-4.23	[-11.83, 3.36]	0.634	-0.30	NA	NA	NA	NA	-15.87	[-42.01, 10.27]	0.500	-1.10
ALWAYS ATTENDING RRSP SESSIONS																
Initial Sound Identification (%)	27.19	[14.54, 39.84]	<0.001 *	0.85	28.30	[13.22, 43.38]	<0.001 *	0.89	-1.95	[-16.75, 12.85]	1.000	-0.06	-3.50	[-19.27, 12.27]	1.000	-0.10
Letter Sound Knowledge (lcpm)	7.17	[2.29, 12.04]	0.001 *	0.58	6.01	[0.19, 11.82]	0.038 *	0.49	5.04	[-0.66, 10.75]	0.124	0.41	2.83	[-3.25, 8.91]	1.000	0.22
Letter Sound Knowledge (%)	7.15	[2.74, 11.56]	<0.001 *	0.64	7.83	[2.58, 13.09]	<0.001 *	0.71	4.95	[-0.21, 10.11]	0.069	0.44	2.62	[-2.87, 8.12]	1.000	0.22
Familiar Word Identification (wcpm)	14.82	[10.08, 19.56]	<0.001 *	1.24	8.97	[3.32, 14.62]	<0.001 *	0.75	5.17	[-0.37, 10.72]	0.085	0.43	10.40	[4.49, 16.31]	<0.001 *	0.81
Familiar Word Identification (%)	27.83	[19.49, 36.17]	<0.001 *	1.32	16.33	[6.39, 26.27]	<0.001 *	0.78	10.32	[0.57, 20.08]	0.031 *	0.49	18.72	[8.32, 29.12]	<0.001 *	0.83
Simple Non-Word Decoding (wcpm)	13.42	[9.31, 17.54]	<0.001 *	1.29	4.82	[-0.08, 9.73]	0.057	0.47	4.16	[-0.66, 8.97]	0.143	0.40	5.51	[0.38, 10.64]	0.027 *	0.50
Simple Non-Word Decoding (%)	25.83	[18.28, 33.39]	<0.001 *	1.35	11.32	[2.31, 20.32]	0.005 *	0.60	7.64	[-1.20, 16.47]	0.142	0.40	11.46	[2.05, 20.88]	0.007 *	0.56
Passage Reading Fluency (wcpm)	13.02	[7.88, 18.16]	<0.001 *	1.00	10.93	[4.80, 17.06]	<0.001 *	0.85	8.18	[2.17, 14.19]	0.002 *	0.63	9.96	[3.55, 16.36]	<0.001 *	0.72
Passage Reading (%)	27.26	[18.72, 35.79]	<0.001 *	1.26	15.84	[5.67, 26.01]	<0.001 *	0.74	13.18	[3.20, 23.16]	0.003 *	0.61	15.05	[4.42, 25.69]	0.001 *	0.65
Passage Reading Prosody Score	0.85	[0.51, 1.19]	<0.001 *	0.98	0.56	[0.15, 0.97]	0.002 *	0.65	0.42	[0.02, 0.82]	0.035 *	0.48	0.16	[-0.27, 0.59]	1.000	0.17
Reading Comprehension (%)	26.41	[16.28, 36.53]	<0.001 *	1.03	9.45	[-2.62, 21.52]	0.253	0.37	8.15	[-3.70, 20.00]	0.468	0.32	10.27	[-2.35, 22.90]	0.205	0.38
Listening Comprehension (%)	16.45	[2.11, 30.80]	0.014 *	0.45	11.77	[-5.33, 28.88]	0.467	0.33	1.79	[-14.99, 18.57]	1.000	0.05	3.34	[-14.54, 21.22]	1.000	0.09
Dictation Composite (%)	NA	NA	NA	NA	-5.57	[-11.75, 0.61]	0.095	-0.39	NA	NA	NA	NA	-11.40	[-17.56, -5.25]	<0.001 *	-0.79

Note: lcpm = letters correct per minute; wcpm = words correct per minute

* Significant at 0.05

Comparison of Gains in Reading Subtasks Between Sex, SES, and Level of Attendance to RRSP Session by RRSP Group

Sub-Task	Region I - Ilocos Region Grade 1				Region I - Ilocos Region Grade 2				Region VII - Central Visayas Grade 1				Region VII - Central Visayas Grade 2			
	Difference	[95% CI]	p-value	Effect Size	Difference	[95% CI]	p-value	Effect Size	Difference	[95% CI]	p-value	Effect Size	Difference	[95% CI]	p-value	Effect Size
MALE vs FEMALE																
Initial Sound Identification (%)	-7.69	[-29.25, 13.86]	1.000	-0.23	5.20	[-17.35, 27.75]	1.000	0.15	4.66	[-21.73, 31.05]	1.000	0.14	2.73	[-24.06, 29.52]	1.000	0.08
Letter Sound Knowledge (lcpm)	-1.97	[-10.29, 6.34]	1.000	-0.15	2.10	[-6.59, 10.80]	1.000	0.16	-2.35	[-12.53, 7.83]	1.000	-0.18	1.65	[-8.68, 11.98]	1.000	0.13
Letter Sound Knowledge (%)	-1.99	[-9.50, 5.52]	1.000	-0.17	-1.18	[-9.03, 6.68]	1.000	-0.10	-2.28	[-11.47, 6.92]	1.000	-0.19	1.94	[-7.39, 11.28]	1.000	0.17
Familiar Word Identification (wcpm)	6.47	[-1.60, 14.55]	0.179	0.52	-6.05	[-14.50, 2.40]	0.290	-0.48	-3.38	[-13.27, 6.51]	1.000	-0.27	-10.70	[-20.73, -0.66]	0.031 *	-0.87
Familiar Word Identification (%)	9.49	[-4.72, 23.70]	0.375	0.43	-5.61	[-20.47, 9.25]	1.000	-0.25	-6.82	[-24.21, 10.57]	1.000	-0.31	-18.96	[-36.62, -1.31]	0.030 *	-0.88
Simple Non-Word Decoding (wcpm)	6.22	[-0.79, 13.23]	0.106	0.58	-4.52	[-11.86, 2.81]	0.486	-0.41	-0.71	[-9.29, 7.87]	1.000	-0.06	-6.43	[-15.14, 2.28]	0.257	-0.60
Simple Non-Word Decoding (%)	9.74	[-3.12, 22.61]	0.231	0.49	-6.15	[-19.60, 7.31]	1.000	-0.30	-2.66	[-18.42, 13.09]	1.000	-0.13	-12.07	[-28.05, 3.92]	0.234	-0.62
Passage Reading Fluency (wcpm)	4.74	[-4.02, 13.49]	0.697	0.35	-6.28	[-15.44, 2.89]	0.343	-0.46	-1.68	[-12.41, 9.04]	1.000	-0.12	-10.72	[-21.61, 0.16]	0.055	-0.81
Passage Reading (%)	8.51	[-6.03, 23.04]	0.567	0.38	-4.37	[-19.57, 10.84]	1.000	-0.19	-8.00	[-25.79, 9.80]	1.000	-0.35	-16.63	[-34.69, 1.44]	0.085	-0.75
Passage Reading Prosody Score	0.16	[-0.43, 0.74]	1.000	0.17	0.02	[-0.60, 0.63]	1.000	0.02	0.24	[-0.48, 0.96]	1.000	0.26	-0.05	[-0.78, 0.68]	1.000	-0.06
Reading Comprehension (%)	12.06	[-5.20, 29.31]	0.318	0.45	1.54	[-16.51, 19.59]	1.000	0.06	-3.27	[-24.39, 17.86]	1.000	-0.12	-2.59	[-24.03, 18.85]	1.000	-0.10
Listening Comprehension (%)	5.99	[-18.45, 30.43]	1.000	0.16	3.87	[-21.70, 29.43]	1.000	0.10	5.75	[-24.18, 35.67]	1.000	0.15	3.63	[-26.75, 34.00]	1.000	0.10
Dictation Composite (%)	NA	NA	NA	NA	3.15	[-5.87, 12.18]	0.855	0.21	NA	NA	NA	NA	5.46	[-5.26, 16.19]	0.497	0.38
HIGH vs LOW SES																
Initial Sound Identification (%)	11.00	[-10.29, 32.29]	0.776	0.34	-8.78	[-30.53, 12.97]	1.000	-0.27	6.57	[-19.29, 32.44]	1.000	0.20	3.22	[-24.75, 31.19]	1.000	0.09
Letter Sound Knowledge (lcpm)	0.46	[-7.75, 8.67]	1.000	0.04	1.33	[-7.06, 9.72]	1.000	0.11	5.60	[-4.38, 15.57]	0.634	0.44	-2.64	[-13.43, 8.15]	1.000	-0.20
Letter Sound Knowledge (%)	0.45	[-6.97, 7.87]	1.000	0.04	-0.35	[-7.93, 7.23]	1.000	-0.03	5.53	[-3.49, 14.54]	0.494	0.48	-3.01	[-12.75, 6.74]	1.000	-0.25
Familiar Word Identification (wcpm)	0.30	[-7.68, 8.28]	1.000	0.02	0.47	[-7.68, 8.62]	1.000	0.04	2.29	[-7.40, 11.98]	1.000	0.19	0.48	[-10.00, 10.96]	1.000	0.04
Familiar Word Identification (%)	-2.68	[-16.71, 11.36]	1.000	-0.12	-1.66	[-16.00, 12.68]	1.000	-0.08	4.52	[-12.52, 21.57]	1.000	0.21	-3.58	[-22.02, 14.85]	1.000	-0.16
Simple Non-Word Decoding (wcpm)	0.58	[-6.34, 7.50]	1.000	0.05	1.69	[-5.38, 8.77]	1.000	0.16	3.78	[-4.63, 12.19]	1.000	0.35	0.90	[-8.20, 10.00]	1.000	0.08
Simple Non-Word Decoding (%)	-1.51	[-14.21, 11.20]	1.000	-0.08	0.20	[-12.79, 13.18]	1.000	0.01	6.21	[-9.22, 21.65]	1.000	0.31	1.01	[-15.69, 17.70]	1.000	0.05
Passage Reading Fluency (wcpm)	1.10	[-7.55, 9.75]	1.000	0.08	-1.58	[-10.42, 7.26]	1.000	-0.12	7.55	[-2.96, 18.06]	0.286	0.56	-2.13	[-13.49, 9.24]	1.000	-0.15
Passage Reading (%)	1.12	[-13.24, 15.48]	1.000	0.05	-3.58	[-18.25, 11.09]	1.000	-0.16	9.42	[-8.02, 26.87]	0.698	0.42	-3.07	[-21.93, 15.80]	1.000	-0.13
Passage Reading Prosody Score	0.07	[-0.51, 0.65]	1.000	0.08	0.00	[-0.59, 0.59]	1.000	0.00	0.27	[-0.44, 0.97]	1.000	0.29	-0.19	[-0.95, 0.57]	1.000	-0.20
Reading Comprehension (%)	-1.54	[-18.58, 15.50]	1.000	-0.06	3.07	[-14.34, 20.48]	1.000	0.12	13.38	[-7.32, 34.09]	0.419	0.50	-13.07	[-35.46, 9.32]	0.570	-0.48
Listening Comprehension (%)	6.93	[-17.21, 31.07]	1.000	0.19	3.11	[-21.55, 27.78]	1.000	0.08	12.77	[-16.56, 42.10]	1.000	0.34	-12.30	[-44.01, 19.42]	1.000	-0.32
Dictation Composite (%)	NA	NA	NA	NA	6.72	[-1.99, 15.43]	0.164	0.47	NA	NA	NA	NA	-2.03	[-13.23, 9.16]	1.000	-0.13
ALWAYS vs NOT ALWAYS ATTENDING RRSP SESSIONS																
Initial Sound Identification (%)	3.39	[-23.44, 30.23]	1.000	0.08	10.90	[-10.80, 32.60]	0.826	0.34	-5.13	[-40.74, 30.47]	1.000	-0.11	-5.63	[-64.85, 53.58]	1.000	-0.08
Letter Sound Knowledge (lcpm)	0.02	[-10.33, 10.37]	1.000	0.00	1.57	[-6.80, 9.94]	1.000	0.12	10.86	[-2.87, 24.59]	0.190	0.61	5.55	[-17.28, 28.39]	1.000	0.20
Letter Sound Knowledge (%)	0.00	[-9.35, 9.36]	1.000	0.00	2.53	[-5.03, 10.09]	1.000	0.22	10.74	[-1.66, 23.15]	0.121	0.67	5.51	[-15.12, 26.14]	1.000	0.22
Familiar Word Identification (wcpm)	-5.25	[-15.31, 4.80]	0.757	-0.34	-2.68	[-10.81, 5.45]	1.000	-0.22	-8.29	[-21.63, 5.05]	0.474	-0.48	13.57	[-8.61, 35.76]	0.498	0.50
Familiar Word Identification (%)	-7.07	[-24.76, 10.62]	1.000	-0.26	-1.61	[-15.91, 12.70]	1.000	-0.07	-16.56	[-40.02, 6.91]	0.307	-0.55	27.23	[-11.79, 66.26]	0.320	0.57
Simple Non-Word Decoding (wcpm)	-2.11	[-10.84, 6.62]	1.000	-0.16	-1.24	[-8.30, 5.82]	1.000	-0.12	-5.47	[-17.05, 6.11]	0.941	-0.37	6.88	[-12.37, 26.14]	1.000	0.29
Simple Non-Word Decoding (%)	-1.71	[-17.73, 14.31]	1.000	-0.07	-0.26	[-13.21, 12.69]	1.000	-0.01	-11.60	[-32.85, 9.65]	0.681	-0.43	14.53	[-20.81, 49.87]	1.000	0.34
Passage Reading Fluency (wcpm)	-4.42	[-15.33, 6.48]	1.000	-0.26	-1.05	[-9.87, 7.77]	1.000	-0.08	-2.77	[-17.23, 11.70]	1.000	-0.15	14.56	[-9.50, 38.62]	0.514	0.50
Passage Reading (%)	-7.64	[-25.74, 10.46]	1.000	-0.27	0.54	[-14.10, 15.17]	1.000	0.02	-7.71	[-31.72, 16.31]	1.000	-0.25	22.10	[-17.84, 62.03]	0.658	0.45
Passage Reading Prosody Score	-0.07	[-0.80, 0.66]	1.000	-0.06	-0.01	[-0.60, 0.58]	1.000	-0.01	-0.08	[-1.05, 0.89]	1.000	-0.06	0.27	[-1.34, 1.88]	1.000	0.14
Reading Comprehension (%)	-2.08	[-23.56, 19.41]	1.000	-0.06	7.92	[-9.45, 25.29]	1.000	0.30	3.51	[-24.99, 32.01]	1.000	0.10	7.79	[-39.61, 55.18]	1.000	0.13
Listening Comprehension (%)	-1.65	[-32.08, 28.78]	1.000	-0.04	-2.46	[-27.07, 22.14]	1.000	-0.07	13.64	[-26.73, 54.01]	1.000	0.26	-23.74	[-90.88, 43.40]	1.000	-0.29
Dictation Composite (%)	NA	NA	NA	NA	-1.34	[-10.03, 7.35]	1.000	-0.09	NA	NA	NA	NA	4.47	[-19.24, 28.17]	1.000	0.14

Note: lcpm = letters correct per minute; wcpm = words correct per minute
 * Significant at 0.05

ANNEX D.

SETTING READING BENCHMARKS FOR BASA PILIPINAS: BENCHMARKING REPORT



USAID
FROM THE AMERICAN PEOPLE

USAID/PHILIPPINES BASA PILIPINAS PROGRAM

BENCHMARKING WORKSHOP REPORT

MAY 20 - 21, 2015



MAY 2015

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Introduction: Setting Reading Benchmarks for Basa Pilipinas

On May 20-21, 2015, a working group was convened to review data and recommend reading benchmarks to measure the performance of the Basa Pilipinas project. Basa Pilipinas is charged with improving reading outcomes for one million Filipino children, and a variety of strategies are employed to do so. The working group – comprised of education leaders in Regions I and 7 as well as DepEd representatives – was convened to review recently-collected Early Grade Reading Assessment (EGRA) data on children’s reading skills and recommend benchmarks to determine whether Basa’s initiatives are indeed improving children’s reading outcomes and to what degree. Since Basa is entering the 3rd year of a 4-year contract, the focus of the benchmarking workshop was short-term: participants were asked to set benchmark goals for student reading performance by the end of the next school year, which will be the last full school year of the Basa contract.

Basa Pilipinas works in a number of ways to help improve pupils’ reading outcomes. The program has developed and disseminated materials for students and teachers, including read-aloud books and leveled readers as well as revised teacher guides for teachers. It also helped initiate the reinvigoration of Learning Action Cells, or LACs, as forums for teachers to share and reflect on best practices. Basa also supports a modest research project, which looks at the development of the trajectory of reading skills from grade 1 to 3 in the three languages children learn throughout those grades – Mother Tongue, Filipino and English. This research project recently utilized the EGRA tool to collect data on children’s reading skills in two mother tongues (Cebuano and Ilokano)¹, Filipino and English as part of this research effort.

Overview of the Basa Research Initiative

Twelve (12) schools in Basa and non-Basa divisions were selected in Regions I and VII: 6 schools in Cebu, 4 schools in Ilocos Sur, and 2 schools in Ilocos Norte. Basa selected an equal number of Basa and non-Basa schools for each area targeted, although data used in the benchmarking was presented as Total Cebu and Ilocos for EGRA data in Filipino and English, Total Cebu for EGRA in Cebuano (or Sinugbuanong Binisaya), and Total Ilocos for EGRA in Iloko.

In selecting the Basa and non-Basa schools, the research team set the population size of Grades 1 to 3 students as the primary criterion. Other criteria include, schools must not have multi-grade sections and have at least three sections per grade level. “Star” section (or first section) in schools was also excluded.

To give all schools per area (Cebu, Ilocos Norte and Ilocos Sur) an equal chance of being selected, Basa compared Grades 1-3 population sizes of all schools *across all divisions* in each area. The research team selected schools with high enrollment or large student population in Grades 1-3 to ensure that the schools have more than three sections per grade level and to

¹ While English and Filipino reading was assessed in a Tagalog-speaking MT region, Tagalog was not. This was due to the lack of availability of an approved Tagalog version of the EGRA in February/March 2014. Plans are to collect these data at the beginning of the 2015-2016 SY.

allow also the possible exclusion of the star or first section. Basa also determined that selected divisions must have schools with Grades 1-3 population sizes comparable to each other. Nominated schools were then shared, discussed and finalized with the Superintendents of both Basa and non-Basa divisions.

A total of 624 Grades 1, 2, and 3 pupils were assessed using EGRA. Basa assessed more Grade 1 pupils to account for possible student attrition or fall-out on the second round of data collection (scheduled for the 4th quarter of the 2015-16 school year). The table below provides a breakdown of the total pupils assessed in each region:

Table 1. Number of Pupils Assessed on EGRA, per Region

Area	Grade 1	Grade 2	Grade 3	Total per Region
Region I – Total Ilocos	119	95	95	309
Region VII - Total Cebu	121	96	98	315
Total per grade level	240	191	193	624

Benchmarking Methodology and Process

Reading performance benchmarks were determined using data from the Early Grade Reading Assessment, or EGRA. EGRA is a standardized reading test that assesses a child’s early reading skills. It was developed with USAID funding in 2007, and has since been made available for use through open source. As a reading assessment tool, EGRA can be locally adapted, or contextualized, to the language and culture of the country. In the case of the Philippines, sub-tests and reading passages were developed in English, Filipino and different Mother Tongue languages such as Cebuano and Ilokano.

The Benchmarking Workshop was held on May 20-21 at the Linden Suites, Manila. The agenda for the workshop is included in Annex A. Basa staff presented EGRA results for SY 2014-15 for Filipino, English, and two Mother Tongues, Ilokano and Cebuano (or Sinugbuanong Binisaya). These assessments were administered to Grades 1-3 pupils at the end of the 2014-2015 school year. Basa showed the percentages of children in each grade meeting particular benchmarks in fluency and comprehension, illustrating the current landscape of reading performance for each grade level and language. Workshop participants were divided into two, regional working groups to consider the current data and set benchmarks for the percentages of children achieving them. The Region I working group included representatives from Ilocos Norte, Ilocos Sur, La Union, and San Fernando City; the Region VII group had representatives from Cebu, Mandaue City, Bohol, and Tagbilaran City. Each working group was composed of superintendents, supervisors, Basa coordinators, and principals from the DepEd divisions represented. The list of attendees is included in Annex B.

Preparation for the workshop. In preparation for the workshop, Basa staff selected several “standard” benchmarks for participants to consider based on the analysis of EGRA data. For fluency, Basa presented two reading fluency levels – 40 words correctly read per minute (wcpm), and 60 wcpm. The percentages of children currently able to meet those two fluency levels were shown, and participants were asked to determine acceptable increases in those percentages by the end of SY 2015-16. The same was done for reading comprehension, for which three different benchmarks were presented – 40% comprehension (or 2/5 questions answered correctly), 60% comprehension, and 80% comprehension. Participants were again asked to determine the percentage of children able to meet those comprehension levels by the end of the next school year.

In projecting the benchmarks for fluency and comprehension, Basa set levels based on the assumption that a portion of Grade 2 pupils transitioning to Grade 3 will have experienced growth or improvement on reading in a particular language. Thus, the expected gain or ‘projected improvement’ for fluency and comprehension of a specific language at the Grade 3 level is computed as follows:

1. For each measure (fluency and comprehension), compute for the percent difference between actual outcomes from Grades 2 and 3. This percent difference is the actual gain or students expected to have improved in fluency or comprehension from Grade 2 to Grade 3.
2. Split this percent difference into two, and add these “half percent” gains equally to the actual outcomes for Grades 2 and 3. These will be the projected percentages of pupils who have improved reading in a particular language, or new benchmark levels for Grades 2 and 3 for the particular measure (fluency or comprehension).

Work of Participants at Workshop. Participants were presented with several benchmark levels in order to encourage them to be realistic about the current landscape of student reading abilities, but also feel optimistic about the increasing percentages of children at the top levels of reading performance. Benchmarking Workshops based on these proposed benchmarks is included in Annex C.

Although the focus of the benchmarking workshop was short-term only (i.e., SY 2015-2016), Basa considered the workshop as a springboard for further discussions with DepEd on developing long-term benchmarks, not only for Filipino and English, but also in Mother Tongue (Cebuano and Ilokano).

Accessing meaning from text is the ultimate goal of reading. Therefore, for any pupil, being able to comprehend the author’s intended or implied message is the hallmark of reading achievement at various levels of development and textual complexity along one’s path as a developing reader. However, as we know from decades of research there are key component skills that support the on-going development reading comprehension—oral language, vocabulary, phonological/phonemic awareness, phonics and word recognition, and fluency. Fluency is often referred to as the bridge between phonics/word recognition and comprehension; the bridge that provides readers with the needed capacity to “think” about what they are reading rather than focusing on the print. The relationship between fluency and

comprehension is clear and thus, the assessment of both fluency and comprehension are sensibly both assessed in the EGRA in an integrated fashion. The assessment provides an opportunity for establishing benchmarks and establishing fluency benchmark is a clear indicator of on-going reading progress.

Benchmarking Results: *Fluency*

Filipino

Participants from both Regions I and VII agreed on the proposed benchmarks for Filipino fluency in Grades 2 and 3. For the fluency measure- percentage of pupils reading at least 40 words correct per minute (wcpm), there was a consensus to retain the proposed benchmarks, which increased the proportion of students reading at 40 wcpm by 6% between grades 2 and 3. At 60 wcpm, the proposed benchmark levels were also retained, which reflected an increase of 9% across grade levels. The expected improvement is that, for the SY 2015-2016, 29% and 47% of the Grades 2 and 3 assessed, respectively, pupils will be able to correctly read 60 words per minute from the EGRA passage.

The Region I working group discussed how the fluency benchmark levels for Filipino are “acceptable,” although the group thought about whether their planned activities and programs on reading for the incoming school year would *actually* contribute significantly to the achievement of these benchmarks or not. Among the reading programs and activities mentioned were: (a) continued implementation of classroom-based activities such as paired reading and “one word a day,” (b) teacher support through the strengthening of LAC sessions, (c) “maximum utilization” of Basa materials and reading corners, and (d) monitoring and evaluation, specifically, developing an assessment test that integrates all reading programs in schools.

Region VII, meanwhile, considered the benchmark levels “reasonable,” but also commented that they think these increase in percentages are “very conservative.” For the group, setting a very conservative benchmark level is reasonable because it is attainable. The group also thought that reading programs and activities (e.g., launch of mobile library hubs, conduct of reading caravan, strengthening of LACs, functional school libraries, and parent-teacher collaboration) would help them achieve the target benchmarks for the coming school year.

One of the key realizations in both groups is that, in order to achieve the Filipino fluency benchmarks they agreed to, they will have to intensify their efforts in implementing the reading activities and programs in their respective divisions and schools.

Table 2. Filipino Fluency Benchmarks Confirmed by Regions I and VII

	GRADE 2		GRADE 3	
	SY 2014-15	SY 2015-16	SY 2014-15	SY 2015-16
Fluency Benchmarks				
% of pupils reading at least 40 wcpm	56%	62%	69%	75%
% of pupils reading at least 60 wcpm	20%	29%	38%	47%

English

Participants engaged in lengthy discussions about the percentages of children meeting particular fluency benchmarks for English.

Region I participants agreed with the percentage increases suggested by Basa for Grade 2 students. Their support was grounded in the following assumptions:

- English words are shorter than Filipino and MT words and thus easier for children to decode;
- Learners have increasing exposure to English through the media (i.e. television programs) and information technology;
- By the time English is introduced, students' reading skills have already been established in two other languages, making English easier to learn. In addition, teachers are more adept at bridging the languages as well as describing phonetic sounds in English by comparing them to the sounds in MT and Filipino.

For Grade 3 students, Region I participants proposed slightly higher percentage increases, presumably because the assumptions described above have an additional year of effect for Grade 3 vs. Grade 2 students. These participants proposed that 75% of Grade 3 students read at least 40 wcpm by the end of the next school year (vs. 72% proposed by Basa), and 57% of students read at least 60 wcpm (vs. 54% proposed by Basa).

Region VII participants took a more conservative approach to benchmark setting. They agreed with the percentage increases proposed by Basa for Grades 2 and 3 students at the higher fluency level of 60 wcpm. However, for the lower fluency level of 40 wcpm, they proposed that the increase be just 5% between grades rather than 6%, as proposed by Basa. The percentage difference between Grade 2 and 3 as evidenced in the current data was 11%. As described previously, Basa took this difference, split it in half, and then added that number to the current percentage to generate a target percentage for the next school year. Half of 11% is 5.5%, which Basa rounded up to 6%. Region VII participants recommended that 5.5% be rounded down to the "lower limit" of 5%.

Table 3. English Fluency Benchmarks with Suggested Revisions by Regions I and VII

		GRADE 2		GRADE 3			
		SY 2014-15	SY 2015-16	SY 2014-15	SY 2015-16		
Fluency Benchmarks							
		<i>Basa- proposed</i>	<i>Working group</i>		<i>Basa- proposed</i>	<i>Working group- Reg. 1</i>	<i>Working group- Reg. 7</i>
% of pupils reading at least 40 wcpm	55%	61%	60%	66%	72%	75%	71%
% of pupils reading at least 60 wcpm	27%	36%	36%	45%	54%	57%	54%

Ilokano

Region I participants reviewed and considered the data on Ilokano fluency among Grades 1-3 students. Participants discussed possible percentage increases at each of the fluency levels and generated group consensus. It should be noted that Basa did not propose benchmarks for either MT but facilitated benchmark setting on Day 2 of the workshop using the same procedure used on Day 1 in setting Filipino and English.

For Grade 1 students, participants questioned the omission of a 20 wcpm fluency benchmark for Grade 1 students, considering the average fluency score for this grade in the current data was just 19.9 wcpm. The Ilokano language includes long words, which are difficult for new readers to decode quickly. Similarly, participants did not think it reasonable to consider a fluency level of 60 wcpm for Grade 1 students, since none of them were able to reach that level in the current data. Based on this reasoning, participants decided to set a benchmark at the 20 wcpm fluency level – but not the 60 wcpm level – for Grade 1 students. At the 20 wcpm fluency level, participants decided on an ambitious 11% increase of students able to meet this benchmark by the end of the next school year – by far the largest increase among all the fluency levels and grades. They also agreed on an 8% increase of Grade 1 students reading at the 40 wcpm level.

For Grades 2 and 3 students, participants took a more conservative approach, preferring a more modest increase of 4-6% of students able to reach the benchmarks, depending on grade and fluency level. The large jump in fluency levels from Grade 1 to 2, followed by the less dramatic increase between Grades 2 and 3, may have made it difficult for participants to make reasonable predictions. This may explain the variation in benchmark setting at the different grade levels.

Table 4. Ilokano Fluency Benchmarks Suggested by Region I

	GRADE 1		GRADE 2		GRADE 3	
	SY 2014-15	SY 2015-16	SY 2014-15	SY 2015-16	SY 2014-15	SY 2015-16
Fluency Benchmarks						
% of pupils reading at least 40 wcpm	7%	15%	39%	45%	54%	60%
% of pupils reading at least 60 wcpm	0%	did not consider	6%	10%	15%	20%

Cebuano

The Region VII group was responsible for setting benchmarks for fluency in Cebuano (Sinugbuanong Binisaya) for Grades 1, 2 and 3. As in the case of the Ilokano group, they took a more conservative approach in their projected benchmarks. The group estimated an increase of 4% across grade levels for the fluency measure of 40 wcpm. At 60 wcpm, the group decided that it is reasonable to expect a 2% increase in the number of students achieving this level of fluency in mother tongue across all three grade levels. Thus, the group set a target of 34% of Grade 3 pupils in school year 2015-2016 able to read Cebuano at a rate of at least 60 wcpm.

Table 5. Cebuano Fluency Benchmarks Suggested by Region VII

	GRADE 1		GRADE 2		GRADE 3	
	SY 2014-15	SY 2015-16	SY 2014-15	SY 2015-16	SY 2014-15	SY 2015-16
Fluency Benchmarks						
% of pupils reading at least 40 wcpm	8%	12%	57%	61%	62%	66%
% of pupils reading at least 60 wcpm	2%	4%	15%	17%	32%	34%

Benchmarking Results: *Comprehension*

Filipino

Overall, both regions confirmed and agreed with the proposed benchmarks in Filipino comprehension for Grades 2 and 3. From the table below (see Table 6), participants agreed that a reasonable percent increase in students achieving 40% comprehension across the two grade levels is 2%. At the 60% comprehension benchmark, the rate of increase in students achieving this level is 4% across grade levels. Finally, at 80% comprehension, the group agreed that there is a possible 2% rate of increase in students achieving this level, across the two grade

levels. One of the key summary points in both groups is that, in order to achieve the Filipino comprehension benchmarks they agreed to, they will have to intensify their efforts in implementing the reading activities and programs in their respective divisions and schools.

The inspection of data for Both Regions I and VII participants was valuable as they saw the quantitative difference between fluency achievement and comprehension achievement. Moreover, in reflection on the two measures they discussed the challenges of comprehension being a “more complex skill.” Fluency is a bridge and is necessary, but not sufficient in comprehending text. They therefore considered it reasonable to set higher fluency than comprehension benchmarks.

Table 6. Filipino Comprehension Benchmarks Confirmed by Regions I and VII

	GRADE 2		GRADE 3	
	SY 2014-15	SY 2015-16	SY 2014-15	SY 2015-16
Comprehension Benchmarks				
% of pupils achieving 40% comprehension or higher	64%	66%	68%	70%
% of pupils achieving 60% comprehension or higher	32%	36%	40%	44%
% of pupils achieving 80% comprehension or higher	14%	16%	18%	20%

English

Region I participants agreed with the percentage increases proposed by Basa for all three levels of comprehension. They suggested that class instructional supervision could help to ensure that the benchmarks were met.

As with their English fluency benchmarks, Region VII participants were more conservative in their proposed percentage increases at the different comprehension levels. At the 40% comprehension level, Region VII participants agreed with the targets proposed by Basa. However, at the 60% and 80% comprehension levels, participants again suggested that the increase be one percentage point lower than what Basa proposed (see percentages in table in blue).

Table 7. English Comprehension Benchmarks with Suggested Revisions by Regions I and VII

	GRADE 2		GRADE 3			
	SY 2014-15	SY 2015-16	SY 2014-15	SY 2015-16		
Comprehension Benchmarks						
		<i>Basa-proposed & Working group- Reg. 1</i>	<i>Working group- Reg. 7</i>		<i>Basa-proposed & Working group- Reg. 1</i>	<i>Working group- Reg. 7</i>
% of pupils achieving 40% comprehension	32%	34%	34%	36%	38%	38%
% of pupils achieving 60% comprehension	19%	23%	22%	26%	30%	29%
% of pupils achieving 80% comprehension	9%	13%	12%	16%	20%	19%

Ilokano

Region I participants reviewed data on Ilokano reading comprehension and discussed possible increases in the percentage of students meeting each comprehension level by the end of the next school year.

At the 40% comprehension level, participants agreed on a 5% increase of Grade 1 students able to meet this benchmark, and comparable increases for Grades 2 and 3 such that the percentage of students meeting the benchmark was the same for each grade (80%). At the 60% comprehension level, participants agreed on a 5% increase of students able to meet the benchmark at each grade level. The group was slightly more conservative at the 80% comprehension level, agreeing on a 4% increase of students able to meet the benchmark at each grade level.

Table 8. Ilokano Comprehension Benchmarks Suggested by Region I

	GRADE 1		GRADE 2		GRADE 3	
	SY 2014-15	SY 2015-16	SY 2014-15	SY 2015-16	SY 2014-15	SY 2015-16
Comprehension Benchmarks						
% of pupils achieving 40% comprehension	45%	50%	76%	80%	74%	80%
% of pupils achieving 60% comprehension	30%	35%	62%	67%	63%	68%
% of pupils achieving 80% comprehension	14%	18%	44%	48%	51%	55%

Cebuano

Participants from Region VII noted how students in the Grade 1 sample had lower scores than the Grade 2 and 3 sample groups. Despite this difference, they set the same benchmarks across the three grade levels for each benchmark level. At 40% comprehension, the consensus was to project that the rate will increase by 9% by SY 2015-2016, compared to the actual outcomes in the previous school year. As the comprehension level becomes more 'difficult' to attain, they assigned decreasing rates of improvement, from 9% at 40% comprehension or higher to 5% at 60% comprehension or higher, and finally, to 3% for 80% comprehension or higher.

The group's decision to assign a higher rate of student improvement or gain for Grades 1-3 for the level, 40% comprehension or higher, reflect their belief that moving up from 40% comprehension (or higher) to 60% comprehension is more difficult to attain. They instead projected an increase in students improving and moving up from 0%-20% comprehension to 40% towards the end of SY 2015-2016.

Table 9. Cebuano Comprehension Benchmarks Suggested by Region VII

	GRADE 1		GRADE 2		GRADE 3	
	SY 2014-15	SY 2015-16	SY 2014-15	SY 2015-16	SY 2014-15	SY 2015-16
Comprehension Benchmarks						
% of pupils achieving 40% comprehension or higher	38%	47%	77%	86%	76%	85%
% of pupils achieving 60% comprehension or higher	26%	31%	68%	73%	66%	72%
% of pupils achieving 80% comprehension or higher	10%	13%	43%	46%	50%	54%

Discussion

A natural question may arise regarding the comparison between benchmarks set for Filipino, English, Cebuano, and Ilokano and other global standards. While comparing fluency (wcpm) across languages may be somewhat controversial due to differences in length of words, tonal variables, degree of transparency (the degree to which words follow regularity in their orthographies and conventions), etc. Abadzi (2012) suggests that a benchmark of 45-60 wcpm is a rate that supports comprehension. Furthermore, she suggests that benchmarks be set and then specific the percentage of students expected to achieve that benchmark. Over time, the percentage of students achieving the benchmark may be expected to increase.

The following table from Abadzi's 2012 working paper summarizes fluency benchmarks set by a variety of medium and higher-income countries.

Table 10. Reading Fluency Norms for Some Medium and Higher-income Countries (Abadzi, 2012)

Grade	Cuba 199	Chile MOE	Chile-Educando Juntos	USA (Hasbrouk & Tindal)	Paraguay 2005	Mexico 2006	Andalusia 2002
1	30	35	30	53	50	49	51.43
2	40	70	60	89	60-70	70	70.24
3	60	100	80	107	70-80	80	70.67
4	80	120	110	123	100-120	97	98.18
5	100	160	130	139	120	112	91.43

Grade	Cuba 199	Chile MOE	Chile- Educando Juntos	USA (Hasbrouk & Tindal)	Paraguay 2005	Mexico 2006	Andalusia 2002
6	120- 140+	200	160	150	120+	111	109.38

Next Steps

The workshop ended with closing statement from Lee Marshall, Deputy Director of USAID/Philippines's Office of Education. He commended the group on their conscientious work and cited the importance of the work completed over the two days.

Basa staff also extended their thanks to participants and let them know that a report summarizing the workshop would be sent to each participant. Moreover, based on the work and benchmarks generated in this workshop, Basa would be setting their project targets. Last, results of the workshop would be shared with DepEd and Usec Ocampo's office.

References

Abadzi, Helen. 2012. *Developing cross-language metrics for reading fluency measurement : some issues and options*. Global Partnership for Education (GPE) working paper series on learning ; no. 6. Washington DC : World Bank.

<http://documents.worldbank.org/curated/en/2012/07/18042889/developing-cross-language-metrics-reading-fluency-measurement-some-issues-options>

ANNEX A. BENCHMARKING AGENDA

Basa Pilipinas BENCHMARKING WORKSHOP

Date & Time: Day 1: 20 May 2015 • 8:30 a.m. to 5:30 p.m.

Day 2: 21 May 2015 • 8:30 a.m. to 2:30 p.m.

Venue: Linden Suites, Ortigas Center, Pasig City

Day 1 • Wednesday, 20 May 2015

08:00 am – 08:30 am	Registration
08:30 am – 09:00 am	Opening Program
09:00 am – 10:30 am	Session 1: Context for Benchmarking
10:30 am – 10:45 am	Break
10:45 am – 12:00 am	Session 2: Presentation of Filipino Fluency Data and Benchmarking
12:00 nn – 01:00 pm	Lunch
01:00 pm – 02:30 pm	Session 3: Presentation of Filipino Comprehension Data and Benchmarking
02:30 pm – 02:45 pm	Break
02:45 pm – 04:45 pm	Session 4: Presentation of English Fluency and Comprehension Data and Benchmarking
04:45 pm – 05:00 pm	Wrap-up of Day 1

Day 2 • Thursday, 21 May 2015

08:00 am – 08:30 am	Welcome and Recap of Day 1
08:30 am – 12:00 nn	Mother Tongue Workshop (Iloko and Sinugbuanong Binisaya) Presentation and discussion of group work, modification of benchmarks as indicated
12:00 nn – 01:00 pm	Lunch
01:00 pm – 02:00 pm	Wrap up and Closing Remarks

ANNEX B. BENCHMARKING WORKSHOP ATTENDEES

DepEd Central Office

1. Lea Estuye Bureau of Elementary Education

Region I Participants

1. Teresita Velasco Regional Director
2. Vivian Pagatpatan Regional Chief Education Supervisor
3. Araceli Pastor SDS, Ilocos Norte Province Division
4. Remilin Abrogena EPS, Ilocos Norte Province Division
5. Jovita de Castro Principal, Ilocos Sur Province Division
6. Arnel Doctoloro Principal, Ilocos Sur Province Division
7. Fatima Boado SDS, San Fernando City Division
8. Belen Aquino Basa Coordinator, La Union Province Division
9. Lorna Bugayong ASDS, La Union Province Division
10. Luisito Libatique EPS, La Union Province Division

Region VII Participants (EGRA Sinugbuanong Binisaya)

1. Arden Monisit SDS, Cebu Province Division
2. Casiana Caberte OIC Curriculum, Bohol Province Division
3. Josephine Eronico LRMSD Manager, Bohol Province Division
4. Mary Ann Flores Basa Coordinator, Cebu Province Division
5. Pablito Villalon EPS, Bohol Province Division
6. Belen Zanoria Basa Coordinator, Mandaue City Division
7. Wilfreda Flor Basa Coordinator, Bohol Province Division
8. Elisea Dela Torre Division Chief, Curriculum & Materials, Tagbilaran City Division
9. Aimee Amistoso Principal, Tagbilaran City Division
10. Pamela Rodemio EPS, Cebu Province Division
11. Evangel Luminarias SDS, Tagbilaran City Division

USAID

1. Lee Marshall Deputy Director, Office of Education

Basa Pilipinas

1. Marcial Salvatierra Chief of Party
2. Lisa Hartneberger-Toby Deputy Chief of Party
3. Nancy Clark-Chiarelli Senior Technical Director
4. Felicitas Pado Consultant
5. Bonita Marie Cabiles Senior Program Officer
6. Christine Ruba Research Manager
7. Erin Sowers Research Associate
8. Beatriz Davalos Program Officer

9. Ophelia Armilla
10. Harry Creo
11. Connie Astillero

Administrative & Logistics Officer
Outreach & Communications Officer
Finance Assistant

ANNEX C. BENCHMARKING WORKSHEETS

FILIPINO BENCHMARKING WORKSHEET

	GRADE 2		GRADE 3	
	SY 2014-15	SY 2015-16	SY 2014-15	SY 2015-16
Fluency Benchmarks				
% of pupils reading at least 40 wcpm	56%	62%	69%	75%
% of pupils reading at least 60 wcpm	20%	29%	38%	47%
Comprehension Benchmarks				
% of pupils achieving 40% comprehension	64%	66%	68%	70%
% of pupils achieving 60% comprehension	32%	36%	40%	44%
% of pupils achieving 80% comprehension	14%	16%	18%	20%

ENGLISH BENCHMARKING WORKSHEET

	GRADE 2		GRADE 3	
	SY 2014-15	SY 2015-16	SY 2014-15	SY 2015-16
Fluency Benchmarks				
% of pupils reading at least 40 wcpm	55%	61%	66%	72%
% of pupils reading at least 60 wcpm	27%	36%	45%	54%
Comprehension Benchmarks				
% of pupils achieving 40% comprehension	27%	32%	36%	41%
% of pupils achieving 60% comprehension	19%	23%	26%	30%
% of pupils achieving 80% comprehension	9%	13%	16%	20%

CEBUANO BENCHMARKING WORKSHEET

	GRADE 1		GRADE 2		GRADE 3	
	SY 2014-15	SY 2015-16	SY 2014-15	SY 2015-16	SY 2014-15	SY 2015-16
Fluency Benchmarks						
% of pupils reading at least 40 wcpm	8%		57%		62%	
% of pupils reading at least 60 wcpm	2%		15%		32%	
Comprehension Benchmarks						
% of pupils achieving 40% comprehension	38%		77%		76%	
% of pupils achieving 60% comprehension	26%		68%		66%	
% of pupils achieving 80% comprehension	10%		43%		50%	

ILOKANO BENCHMARKING WORKSHEET

	GRADE 1		GRADE 2		GRADE 3	
	SY 2014-15	SY 2015-16	SY 2014-15	SY 2015-16	SY 2014-15	SY 2015-16
Fluency Benchmarks						
% of pupils reading at least 40 wcpm	7%		39%		54%	
% of pupils reading at least 60 wcpm	0%		6%		15%	
Comprehension Benchmarks						
% of pupils achieving 40% comprehension	45%		76%		74%	
% of pupils achieving 60% comprehension	30%		62%		63%	
% of pupils	14%		44%		51%	

	GRADE 1		GRADE 2		GRADE 3	
	SY 2014-15	SY 2015-16	SY 2014-15	SY 2015-16	SY 2014-15	SY 2015-16
achieving 80% comprehension						

FILIPINO RESULTS SUMMARY

	GRADE 2	GRADE 3	DIFFERENCE
Percent of Pupils Scoring Zero			
Fluency	7%	5%	-2%
Comprehension	21%	16%	-5%
Average Scores			
Fluency	41.9 wcpm	50.9 wcpm	+9 wcpm
Comprehension	38%	44%	+6%
Fluency Benchmarks			
% of pupils reading at least 40 wcpm	56%	69%	+13%
% of pupils reading at least 60 wcpm	20%	38%	+18%
Comprehension Benchmarks			
% of pupils achieving 40% comprehension	64%	68%	+4%
% of pupils achieving 60% comprehension	32%	40%	+8%
% of pupils achieving 80% comprehension	14%	18%	+4%

ENGLISH RESULTS SUMMARY

	GRADE 2	GRADE 3	DIFFERENCE
Percent of Pupils Scoring Zero			
Fluency	11%	8%	-3%
Comprehension	50%	47%	-3%
Average Scores			
Fluency	42.2 wcpm	52.2 wcpm	+10 wcpm
Comprehension (including early stops)	24%	28%	+4%
Fluency Benchmarks			
% of pupils reading at least 40 wcpm	55%	66%	+11%
% of pupils reading at least 60 wcpm	27%	45%	+18%
Comprehension Benchmarks			
% of pupils achieving 40% comprehension	27%	36%	+9%
% of pupils achieving 60% comprehension	19%	26%	+7%
% of pupils achieving 80% comprehension	9%	16%	+7%

CEBUANO RESULTS SUMMARY

	GRADE 1	GRADE 2	GRADE 3
Percent of Pupils Scoring Zero			
Fluency	26%	10%	8%
Comprehension	51%	20%	13%
Average Scores			
Fluency	16.9 wcpm	39.4 wcpm	46.7 wcpm
Comprehension (including early stops)	25%	59%	61%
Fluency Benchmarks			
% of pupils reading at least 40 wcpm	8%	57%	62%
% of pupils reading at least 60 wcpm	2%	15%	32%
Comprehension Benchmarks			

	GRADE 1	GRADE 2	GRADE 3
% of pupils achieving 40% comprehension	38%	77%	76%
% of pupils achieving 60% comprehension	26%	68%	66%
% of pupils achieving 80% comprehension	10%	43%	50%

ILOKANO RESULTS SUMMARY

	GRADE 1	GRADE 2	GRADE 3
Percent of Pupils Scoring Zero			
Fluency	8%	5%	3%
Comprehension	46%	21%	17%
Average Scores			
Fluency	19.9 wcpm	34.6 wcpm	39.9 wcpm
Comprehension	30%	59%	61%
Fluency Benchmarks			
% of pupils reading at least 40 wcpm	7%	39%	54%
% of pupils reading at least 60 wcpm	0%	6%	15%
Comprehension Benchmarks			
% of pupils achieving 40% comprehension	45%	76%	74%
% of pupils achieving 60% comprehension	30%	62%	63%
% of pupils achieving 80% comprehension	14%	44%	51%

ANNEX E.

MTB-MLE IN THE PHILIPPINES: A STUDY OF LITERACY TRAJECTORIES



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MOTHER TONGUE-BASED MULTILINGUAL EDUCATION IN THE PHILIPPINES: A STUDY OF LITERACY TRAJECTORIES

USAID/PHILIPPINES BASA PILIPINAS PROGRAM

DECEMBER 2017

This publication was produced for review by the United States Agency for International Development. It was prepared by Education Development Center, Inc. (EDC).

MOTHER TONGUE-BASED MULTILINGUAL EDUCATION IN THE PHILIPPINES: A STUDY OF LITERACY TRAJECTORIES

USAID/PHILIPPINES BASA PILPINAS PROGRAM

Program Title:	USAID/Philippines Basa Pilipinas Program
Sponsoring USAID Office:	USAID/Philippines - Office of Education
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Contractor:	Education Development Center, Inc. (EDC)
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Author:	Education Development Center, Inc. (EDC)

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EXECUTIVE SUMMARY

Reading is a fundamental goal of primary education and a foundational skill for lifelong learning. Consistent with a global increase in the priority placed on ensuring that children leave early primary school with solid foundational literacy skills, the government of the Philippines has committed to an ambitious, research-based policy reform entitled the Mother Tongue-Based, Multilingual Education (MTB-MLE) policy to promote Mother Tongue (MT) instruction and support early grade literacy development. This MTB-MLE policy is informed by global research on the importance of children learning to read first in their MT.

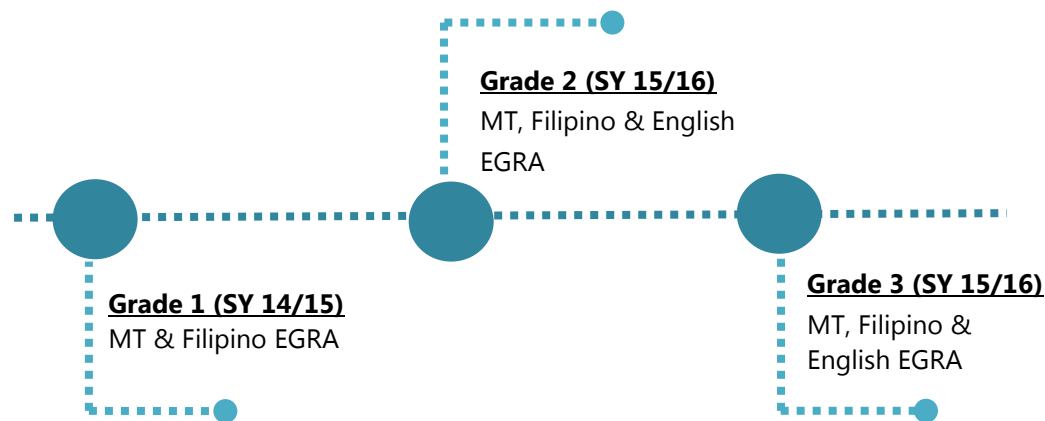
The MTB-MLE policy launched in the 2012-13 school year requires that children in Grade 1 be taught to read in the MT identified for their region, while Filipino and English are treated as oral language subjects. In Grade 2, students are introduced to reading and writing in Filipino and English. The official language of instruction (LOI) remains the MT through Grade 3. In Grade 4, there is a transition to English as the LOI for Math and Science and to Filipino for other content subjects.

This study examines the learning trajectories, under the MTB-MLE policy, in reading development in MT, second language (L2) Filipino and third language (L3) English from Grade 1 to Grade 3. Further, the study aims to determine whether the assumption that improved literacy instruction and outcomes in MT in Grade 1 will lead to similar improvements in students' L2 (Filipino) and L3 (English) literacy skills by the end of Grade 3 is holding true. This research was conducted at the request of the Philippines Department of Education (DepEd) and aims to explore the implementation of the MTB-MLE policy. This research study was conducted in fifteen schools in three regions of the country: Ilocos, Cebu, and Laguna. Although this research study included Basa and non-Basa-assisted schools, the study was not intended to evaluate the effectiveness of the Basa intervention; rather it is intended to explore overall literacy trajectories across three school years under DepEd's MTBMLE policy. Specifically, the study aimed to answer the following research questions:

1. What is the reading learning trajectory from Grade 1 to 3 in MT, Filipino and English, under the MTB-MLE policy?
 - a. Do learners in Cebu and Ilocos "catch up" to Tagalog MT speakers from Laguna in Filipino by Grade 3?
 - b. Is the change to Filipino (L2) and English (L3) as the language of instruction (LOI) in Grade 4, under the MTB-MLE policy, too soon?
2. What is the relationship among literacy acquisition between the different languages in this study?
 - a. What predictive power does L1 literacy have for L2 and L3 in the MTs specific to this study?
3. Are there other characteristics besides grade level that affect literacy in MT, Filipino and English?

In order to answer these questions on students’ reading skill acquisition under the MTB-MLE policy, the study followed a longitudinal design. Fifteen schools from Regions 1, 3, and 7—six in each of Regions 1 and 7, and three in Region 4—were selected to participate in this study. Over the course of three years (Grades 1, 2, and 3), data was collected from the 245 students from three regions: Cebu (where Sinugbuanong Binisaya¹ is the MT), Ilocos Norte/ Sur (where Ilokano is the Mother Tongue), and Laguna (where Tagalog is the MT). Each year, Basa conducted early grade reading assessments (EGRA) to measure students’ oral reading fluency in their MT², Filipino, and English.³ To assess reading trajectories of learners from Grade 1 to Grade 3, reading proficiency standards⁴ were developed for each language – Sinugbuanong Binisaya, Ilokano, Filipino, and English. Reading proficiency standards used in this study were developed according to existing proficiency standards, extensive research in literacy and data-supported relationship between oral reading fluency and comprehension. Additionally, to obtain contextual data on teachers and classroom practices, teachers were interviewed, as well as observed.

Timeline of Study Data Collection



This study contributes to the evolving picture of early grade literacy in the Philippines in several important ways. It is the first study to track a cohort of students longitudinally from Grade 1 through 3, to study the progression of reading skills among languages. Second, it assesses

¹DepEd’s official designation for this Mother Tongue language is Sinugbuanong Binisaya. This Mother Tongue is spoken in many regions in the country, including Mindanao. While there may be some differences in vocabulary or usage across the different areas where Sinugbuanong Binisaya is spoken, it is by and large the same language spoken across these locations.

² Tagalog is the dominant MT in the Laguna region. The Tagalog language is the MT that formed the primary basis for the national language Filipino. As there is no Tagalog language version of the EGRA assessment, Tagalog MT students received the Filipino version of the EGRA assessment. Consequently, in this study, Filipino was treated as the MT for Tagalog MT students in the analysis. For more information on the differences between the Tagalog and Filipino languages, see Annex 1. Methodology.

³ English was only assessed in Grades 2 and Grades 3.

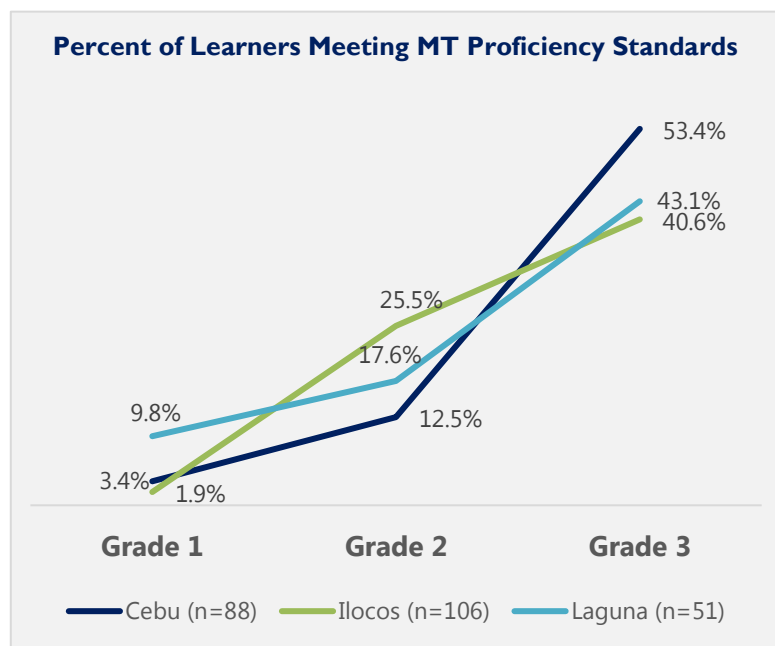
⁴ Reading proficiency standards were established using combined fluency and reading comprehension thresholds by language. Proficiency standards were proposed based on existing research and standards and data-supported relationship between oral reading fluency and comprehension. Details on how proficiency standards were established can be found in the Methodology Section.

children in all languages in which they have received literacy instruction in a particular grade, which allows for a more complete understanding of students' reading skills as a whole, rather than just in one language.

This report presents the finding from the longitudinal study. Given the limitations of the study design, conclusions and generalizations from this study are cautioned. Learning trajectory results from this study are not intended to be generalized beyond the sample in this study; rather findings are intended to identify potential trends in MT, L2 and L3 literacy acquisition under the MTB-MLE policy.

MT (L1) LEARNING TRAJECTORY IN READING FROM GRADE 1 TO GRADE 3

Overall, students from all regions showed considerable improvements in MT reading achievement between Grade 1 and Grade 3. The largest increase from Grade 1 to Grade 3 in the percent of students who could read with fluency and comprehension in their MT was seen in Cebu in which 50.0% more students met Sinugbuanong Binisaya reading proficiency standards⁵ in Grade 3 than in Grade 1 ($h=1.27$).



Additional analysis was conducted to examine in which grade level learners tend to make the jump from “learning to read,” in which learners are still developing pre-reading skills to “reading to learn,” in which learners can read proficiently. Analysis showed that **there is significant improvement between Grades 1 and 2, and then another, smaller, but substantial improvement from Grade 2 to Grade 3.** From all regions, the percentage of students meeting reading proficiency standards in their respective MTs increased from Grade 1 to Grade 2. Nevertheless, the majority of students across all MTs were unable to read with proficiency by the end of Grade 2.

⁵ The following proficiency standards were used in this report: Filipino (40wcpm & 80% comprehension); Sinugbuanong Binisaya (50 wcpm and 80% comprehension); Ilokano (50 wcpm & 80% comprehension) and English (60 wcpm and 80% comprehension).

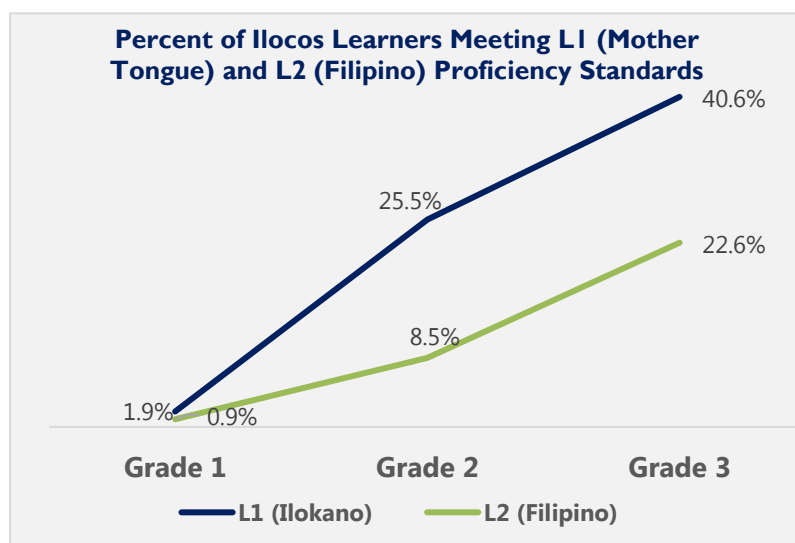
In Grade 3, the rates of students meeting reading proficiency standards continued to increase for all MTs, although the majority of students were unable to read with proficiency. Just over half of Sinugbuanong Binisaya MT students (53.4%), the highest rate among the MTs, were reading with proficiency in Grade 3. Overall 40.6% of students from the Ilocos and 43.1% of students in the Laguna region were able to read with fluency and comprehension in their respective MTs at the end of Grade 3. **MT reading proficiency rates in Grade 3 were largely similar across MT language.**

LANGUAGE 2 (L2) AND LANGUAGE 3 (L3) READING TRAJECTORY RESULTS FROM GRADE 1 TO GRADE 3

Research has shown that MTB learning can benefit students’ L2 and L3 language acquisition. Studies have shown that students can draw on the knowledge of language and literacy concepts, such as text decoding and comprehension strategies, learned in their MT (L1) when they begin to read in an L2 or L3.⁶ Under the MTB-MLE policy, from Grade 1 to Grade 3 Filipino and English are treated as language subjects. Filipino is taught as a second language and English is taught as a third language.

FILIPINO (L2) READING RESULTS

Results showed that students from the Ilocos and Cebu regions begin with comparable levels of reading ability in both their MT (L1) and L2 (Filipino); less than 5% of students are able to meet MT or Filipino reading proficiency standards. **However, although the percent of students demonstrating reading proficiency in their L2 (Filipino) increases from Grade 1 to Grade 3, the rate at which learners are acquiring reading proficiency in L2 (Filipino) is much slower than in their MTs (Sinugbuanong Binisaya and Ilokano).** In Grade 3, Ilocos students’ reading ability in Filipino (L2) is substantially lower than their reading ability in their



MT (Ilokano). Similarly, in Grade 3, Cebu students’ reading ability in Filipino (L2) is significantly lower than their reading ability in their MT (Sinugbuanong Binisaya).

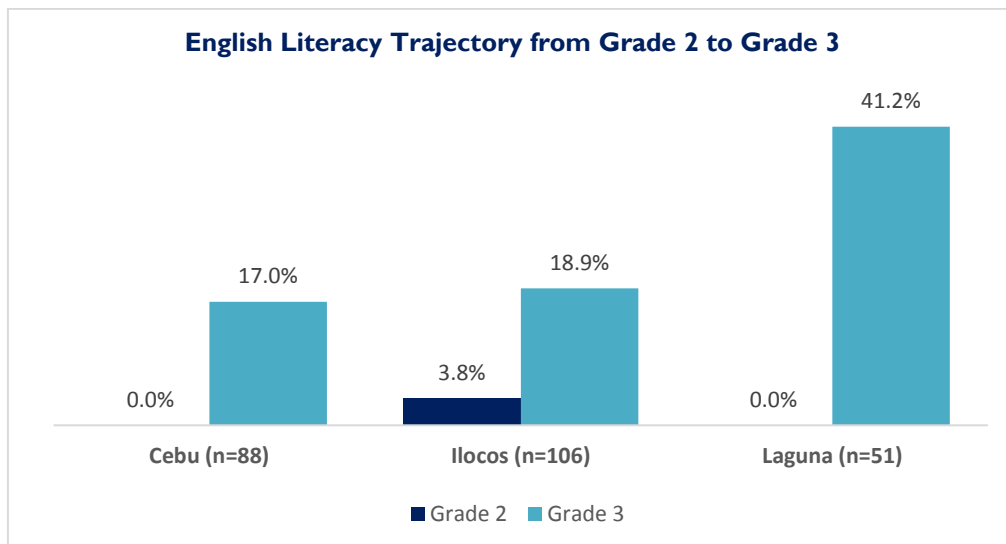
Of interest, Ilocos students’ improvement in their L2 (Filipino) follows a different trend to that of their Mother Tongue. Students showed greater improvement in MT

⁶ Comings 2014. p.3.

reading ability between Grades 1 and 2, while greater improvement for L2 (Filipino) occurred between Grades 2 and 3, where about 14.2% more students were able to meet the Filipino reading proficiency standard compared to 7.5% improvement between Grades 1 and 2. This improvement from Grade 2 to Grade 3 in L2 (14.2%) is similar to the improvement in MT from Grade 2 to Grade 3 (15.1%). This suggests that initially, Ilocos learners show improvement in reading proficiency at a faster rate in MT compared to their L2, however, by Grade 3, improvements in the percent of proficient readers occurs at a similar rate in both MT and L2. Comparisons of L1 and L2 literacy trajectories for Sinugbuanong Binisaya MT learners were inconclusive given different timing of the EGRA assessments in Grade 1 and Grade 3 (January/February) and Grade 2 (November/December). Further research is needed.

ENGLISH (L3) READING RESULTS

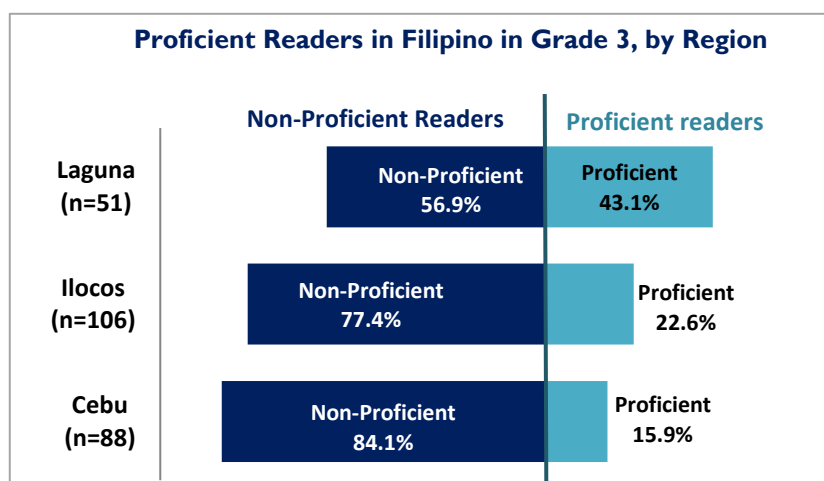
The results from the English EGRA administered to students in Grades 2 and 3 demonstrate that students in all three regions increase their English reading ability between Grades 2 and 3. The improvement in the percent of proficient readers in English between Grades 2 and 3 are considerable for all regions and show a medium effect size difference for students from the Ilocos ($h=0.51$) region, and large effect size differences for students from the Cebu and Laguna regions ($h=0.85$ and $h=1.39$, respectively). In Grade 3, a larger percentage of students from the Laguna region were able to read with fluency and comprehension in English compared to Ilocos and Cebu regions with 41.2% of students meeting the English fluency/comprehension standard compared to 17.0% in Cebu and 18.9% in Ilocos.



DO LEARNERS FROM THE CEBU AND ILOCOS REGIONS “CATCH UP” TO TAGALOG MT SPEAKERS IN FILIPINO (L2) BY GRADE 3?

Tagalog, one of the official MTs under the DepEd curriculum, is the primary basis of the Filipino language. As such, native Tagalog speakers have an advantage over learners who speak other MTs when it comes to learning Filipino (L2). The results from the Filipino EGRA administered to L2 Filipino students from the Cebu and Ilocos region demonstrate that **while the percent of students who are proficient readers in Filipino improves between Grades 1 and 3, they do not “catch up” to Tagalog MT students in Filipino by Grade 3.**

By the end of Grade 3, Tagalog MT speakers continue to significantly outperform non-Tagalog MT speakers from the Ilocos and Cebu regions in Filipino reading proficiency. **In fact, results suggest that instead of “catching up” to Tagalog MT speakers by the end**



of Grade 3 in Filipino reading proficiency, L2 Filipino learners from the Ilocos and Cebu regions are falling further behind. Overall 43.1% of Tagalog MT students were able to read in Filipino with fluency and comprehension by the end of Grade 3. This rate is much greater than the rates of students from the Cebu and Ilocos regions, where 15.9% and 22.6% of students meet the Filipino fluency/comprehension standard, respectively.

ARE LEARNERS PREPARED FOR THE TRANSITION FROM MTB INSTRUCTION TO FILIPINO AND ENGLISH INSTRUCTION IN GRADE 4?

Grade 3 is an important year for learners in the Philippines. In Grade 4, students transition from MTB instruction to primary instruction in Filipino and math and science instruction in English. As such, measuring Filipino and English reading outcomes at Grade 3 is crucial to understanding the preparedness of learners to begin instruction in these languages as they proceed to Grade 4.

Overall, learners are not prepared for the transition from MTB instruction to Filipino in Grade 4. In Grade 3, the overwhelming majority of students from the Cebu and Ilocos regions do not meet the Filipino fluency/comprehension standard, with only 15.9% of Sinugbuanong Binisaya MT students and 22.6% of Ilokano MT students meeting the fluency/comprehension

standard. Even Tagalog MT learners, who have an advantage over learners who speak other MTs given the similarities between Filipino and Tagalog, are largely not prepared for the transition; only 43.1% of learners met Filipino proficiency standards at the end of Grade 3. This likely indicates that only roughly one-out-of-five non-Tagalog MT students and two-out-of-five Tagalog MT students are ready for the transition to Filipino instruction in Grade 4.

By the end of Grade 3, the majority of students, from all regions, are not prepared for the transition to English instruction in Grade 4. Results by region showed that in Cebu and Ilocos, only 17.1% and 18.9% of learners, respectively, could read in English with fluency and comprehension. A larger percentage of learners in the Laguna region demonstrated English reading proficiency skills, with 41.2% of students who met the English fluency/comprehension standard, however, nearly 60% of learners were still unable to read with fluency and comprehension in English.

These findings suggest that students from all regions may not be prepared for instruction in Filipino and English in Grade 4, and would likely benefit from continuing instruction in their MTs.

PREDICTIVE POWER OF L1 ON L2/L3 FLUENCY

Research suggests that early achievement in a student's MT facilitates achievement in secondary languages such as Filipino and English. To explore this theory, a model that predicted Filipino fluency in Grade 2 using gains in MT was developed for both native Ilokano and Sinugbuanong Binisaya speakers. After controlling for Filipino fluency in Grade 1, higher gains in MT fluency between Grade 1 and Grade 2 are associated with higher achievement in L2 (Filipino) fluency in Grade 2. **The results provide preliminary support for the theory that fluency preparation in a student's MT is associated with higher L2 (Filipino) fluency achievement.**

Models were also developed to explore the relationship between student gains in MT fluency between Grades 1 and 2 and L3 (English) fluency achievement in Grade 2. Results indicate that higher gains in MT fluency between Grade 1 and Grade 2 are associated with higher achievement in L3 (English) fluency in Grade 2. **The results provide preliminary support for the theory that fluency preparation in a student's MT is associated with higher L3 (English) fluency achievement.**

IMPACT OF CONTEXTUAL FACTORS ON FILIPINO AND ENGLISH READING ACHIEVEMENT

This study examined various factors from the student context interview, collected in 2017, for association with key outcomes: meeting the Filipino and English reading proficiency standards. **The strongest relationship found was between Filipino reading proficiency and the number of household possessions of learners in the Cebu region.** The number of household possessions is a proxy for socioeconomic status, and findings showed that there was a moderate significant relationship between learners with more household possessions and higher rates of meeting the Filipino fluency/comprehension standard in Grades 2 and 3 in the Cebu region. Other positive relationships included teachers using multiple languages in the classroom and the number of languages spoken at home, where both had significant positive associations with a student's Filipino reading ability.

For English achievement, the analysis revealed fewer associations with learner characteristics. The strongest relationship found was a small positive and significant association between English being spoken at home and English achievement for Grade 3 students in the Ilocos region. For Grade 3 students in the Cebu region, receiving instruction in English also had a small positive and significant relationship with meeting the English fluency/comprehension standard.

CONCLUSIONS

The results from this study provide preliminary support for the theories that a strong literacy foundation in a student's MT is associated with higher L2 (Filipino) and L3 (English) fluency achievement. Additionally, findings suggest that students do not acquire reading proficiency in their L2 (Filipino) at the same rate as their MT (L1). Findings from the Ilocos region showed greater improvement in MT reading ability between Grades 1 and 2, while greater improvement for L2 (Filipino) occurred between Grades 2. In other words, this suggests that initially learners show improvement in reading proficiency at a faster rate in MT compared to their L2. However, from Grade 2 to Grade 3, improvements in the percent of proficient readers occurs at a similar rate in both MT and L2. Further research is needed to better understand the L1 and L2 learning trajectories in the early grades. Given that existing research has shown that L2/L3 learning can be influenced by students' L2/L3 oral ability, additional research on learners' L2/L3 oral language development in the early grades is needed to better understand the literacy acquisition between L1, L2 and L3.

While the percent of non-Tagalog MT students who are proficient readers in Filipino improves between Grades 1 and 3, they do not "catch up" to Tagalog MT students by Grade 3. Tagalog is the primary base of the Filipino language, and Tagalog MT speakers have a distinct advantage in Filipino proficiency compared to students with non-Tagalog MTs.

Tagalog MT students consistently have greater Filipino reading ability from Grades 1 to 3. In fact, results suggest that instead of “catching up” to Tagalog MT learners by the end of Grade 3 in Filipino reading proficiency, non-Tagalog MT students are falling further behind. This indicates that more must be done to help prepare L2 Filipino learners to improve their Filipino reading proficiency so that can better transition to Filipino-based instruction at a pace comparable to their Tagalog MT peers.

Overall, findings suggest that learners cannot be introduced to three languages in the early grades and be proficient in all of them by the end of Grade 3. The majority of learners were unable to read with proficiency in Filipino or English by the end of Grade 3. These results suggest that L2/L3 learners are likely not prepared for instruction in Filipino and English in Grade 4. Students from all regions would likely benefit from continuing instruction in their Mother Tongues rather than a transition to Filipino and/or English instruction in Grade 4.

While the study confirmed that strong L1 fluency gains are predictive of higher L2 and L3 fluency achievement, there are other aspects to L2 and L3 proficiency that need to be strengthened before students can successfully learn in these languages. Strategies for bridging learners’ L1 vocabulary and comprehension skills to additional languages, as well as other second language learning strategies, may need to be more deliberately incorporated into Filipino and English language instruction so that the students’ stronger proficiency in their L1 can be better used as a springboard for gaining L2 and L3 proficiency.

Additionally, given that the majority of L2 and L3 learners are unable to read proficiently in their L2 (Filipino) and L3 (English) by the end of Grade 3, additional research on L1, L2 and L3 reading proficiency in Grade 4 is recommended. Findings from the study showed that teachers code switch, or alternate between languages, during lessons. More research is needed on the actual language of instruction used by teachers in Grade 4, particularly whether instruction in fact switches entirely to Filipino and English in Grade 4 or whether teachers use code switching and using other techniques given the low reading proficiency levels of L2/L3 learners in Filipino and English.

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ACRONYMS

DepEd	Department of Education
EDC	Education Development Center
EGRA	Early Grade Reading Assessment
L1	First Language
L2	Second Language
L3	Third Language
LOI	Language of Instruction
MT	Mother Tongue
MTB	Mother Tongue-based
MTB-MLE	Mother Tongue-Based, Multilingual Education
SCOPE-L	Standards-Based Classroom Observation Protocol for Literacy
USAID	United States Agency for International Development
WCPM	Words Correct Per Minute

INTRODUCTION

Reading is an essential skill and one of the most fundamental instructional goals for children in the primary grades. In recent decades, increased global emphasis on best practices for early literacy has, in turn, increased emphasis on the optimal language of instruction for literacy acquisition. Many educational systems around the world have limited early grade instruction to one or two national languages, despite research that concludes that children learn best acquiring foundational literacy skills, when the language of instruction (LOI) is their Mother Tongue (MT).⁷ In addition to the benefits of MT -based instruction for MT reading skills, studies have also shown that there is a positive correlation between MT (L1) and second language or third language (L2/L3) learning.⁸ Through MT-based instruction, students acquire the foundational literacy skills, such as text decoding, in their MT. Findings show that students are then able to apply these skills in their L2/L3 learning for faster language acquisition, even when the languages have different alphabets or writing systems.⁹

The impact of L1 reading acquisition on L2/L3 learning has also been shown to be influenced by students' L2/L3 oral ability, although the findings are less established. While some argue that early education should emphasize L1 reading ability, some studies suggest that the transfer of reading skills from L1 to L2 is predicated on a sufficient oral language threshold in L2/L3.¹⁰ In other words, even if students are excellent readers in their L1, they may not be able to transfer the reading skills acquired from their L1 to L2/L3 without sufficient L2/L3 oral skills. Nevertheless, field-based evidence is encouraging and shows that countries are making efforts to better plan the transition from L1 to L2. Field evidence has shown that students can transfer foundational literacy skills, learned for L1, to successfully acquire L2.¹¹

Despite these promising findings, there are still many gaps around early literacy best practices, particularly around 1) the implementation of Mother Tongue-Based (MTB) instruction in multilingual contexts and 2) the optimal point at which transfer of reading skills from L1 to L2 should occur. This study aims to contribute to the body of research presenting a case study of the implementation of the MTB instruction in the Philippines.

Consistent with a global increase in the priority placed on ensuring that children leave early primary school with solid foundational literacy skills, the government of the Philippines has committed to an ambitious, research-based policy reform to promote MT instruction and

⁷ UNESCO 2008: UNESCO (2008a). *Mother Tongue Matters: Local Language as a Key to Effective Learning*. Paris: UNESCO

⁸ John P. Comings. *An Evidence-Based Model for Early-Grade Reading Programmes*. UNESCO IBE 2014.

⁹ Ibid, p. 3.

¹⁰ Ibid, p. 3.

¹¹ Aglaia Zafeirakou. "The Power of Mother Tongue and Multilingual Education." Global Partnership for Education. February 20, 2015.

support early grade literacy development. The Mother Tongue-Based, Multilingual Education (MTB-MLE) policy, which was launched in the 2012-13 school year, requires that children in Grade 1 are taught to read in the MT identified for their region, while Filipino and English are treated as oral language subjects. In Grade 2, students are introduced to reading and writing in Filipino and to reading in English. However, the official language of instruction (LOI) remains the MT through Grade 3. In Grade 4, there is a transition to English as the LOI for Math and Science and to Filipino for other content subjects. The MTB-MLE policy is informed by global research on the importance of children learning to read first in a language they speak and understand, and it assumes that improved literacy instruction and outcomes in MT in Grade 1 will lead to similar improvements in students’ Filipino and English literacy skills by Grade 4.

Table 1. Introduction of Filipino and English by Grade Level and Quarter

	GRADE 1				GRADE 2				GRADE 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
MT	Reading/Writing and Language of Instruction for All Subjects											
Filipino Language	Oral Language				Reading/Writing							
English Language					Oral Language				Reading/Writing			

At the request of the Philippines Department of Education (DepEd), this study examined the implementation of the new Mother Tongue Based—Multi-Lingual Education (MTB-MLE) policy in three regions of the country. It aims to explore the learning trajectories in reading development in MT, Filipino and English from Grade 1 to Grade 3. It also looks into whether improved literacy instruction and outcomes in MT in Grade 1 will lead to similar improvements in students’ Filipino and English literacy skills by end of Grade 3.

This study contributes to the evolving picture of early grade literacy in the Philippines in several important ways. It is the first study to track a cohort of students longitudinally from Grade 1 through 3, to study the progression of reading skills among languages. Second, it assesses children in all languages in which they have received literacy instruction in a particular grade, which allows for a more complete understanding of students’ reading skills as a whole, rather than just in one language.

STUDY DESIGN

This research is intended to explore the implementation of the new MTB-MLE policy in three regions of the Philippines. The study aims to explore the learning trajectories, under the MTB-MLE policy, in literacy development in MT (L1), Filipino (L2) and English (L3) from Grade 1 to Grade 3 as well as to determine whether the assumption that improved literacy instruction and outcomes in Mother Tongue (L1) in Grade 1 will lead to similar improvements in students' L2 and L3 literacy skills. This study examines the reading outcomes, over time, of learners in MT, Filipino and English, specifically exploring whether children become proficient in their MT language while laying the foundation for learning in additional languages (Filipino and English).

The study established the following research questions to examine the trajectory of reading skill acquisition for learners under the MTB-MLE policy.

1. What is the reading learning trajectory from Grade 1 to 3 in MT, Filipino and English, under the MTB-MLE policy?
 - a. Do learners in Cebu and Ilocos "catch up" to Tagalog MT speakers from Laguna in Filipino (L2) by Grade 3?
 - b. Is the change to Filipino (L2) and English (L3) as the language of instruction (LOI) in Grade 4, under the MTB-MLE policy, too soon?
2. What is the relationship among literacy acquisition between the different languages in this study?
 - a. What is the predictive power does L1 literacy have for L2 and L3 in the MTs specific to this study?
3. Are there other characteristics besides grade level that affect literacy in MT, Filipino and English?

METHODOLOGY

In order to answer these questions on students' reading skill acquisition under the MTB-MLE policy, the study followed a longitudinal design. Over the course of three years (Grades 1, 2, and 3), data was collected from the same group of students from three regions: Cebu (where Sinugbuanong Binisaya¹² is the MT), Ilocos Norte/ Sur (where Ilokano is the MT), and Laguna (where Tagalog is the MT). Each year, Basa conducted early grade reading assessments (EGRA)

¹²DepEd's official designation for this Mother Tongue language is Sinugbuanong Binisaya. This denotes that Sinugbuanong Binisaya is the primary basis of this Mother Tongue spoken in many regions in the country, including Mindanao. While there may be some differences in vocabulary or usage across the different areas where Sinugbuanong Binisaya is spoken, it is by and large the same language spoken across these locations.

to measure students' oral reading fluency in their MTs¹³, Filipino, and English.¹⁴ Additionally, teachers were interviewed in order to obtain demographic and contextual data, as well as observed in order to gather data on classroom practices.

The study aimed to implement assessments at the end of each school year, which runs from June to the end of March. In the first round, data was collected from Grade 1 students over a two-month period (February-March 2015). In the second round, Grade 2 data collection was divided with data collected in Cebu and Laguna in November-December 2015, and then in Ilocos in February 2016. In the third round, data was collected from Grade 3 students in January/February 2017.

Table 2. EGRA Assessment Schedule

	EGRA Assessment	Feb/ March 2015	Nov/ Dec 2015	February 2016	February 2017
Grade 1	MT, Filipino	Cebu, Ilocos, Laguna			
Grade 2	MT, Filipino, & English		Cebu, Laguna	Ilocos	
Grade 3	MT, Filipino, & English				Cebu, Ilocos, Laguna

STUDY SAMPLE

Sampling was conducted at three levels: 1) school, 2) classrooms, and 3) student. The school and classroom samples were drawn through separate selection processes with regional educational officials. The students were randomly drawn from the selected classrooms.

In Year 1 (2015), a sample of fifteen schools were selected through a consultation process with regional education officials to participate in the study. Six schools were selected from each of the Cebu and Ilocos regions, and three schools were selected in the Laguna region. Schools were selected to intentionally include an equal number of Basa and non-Basa schools. As the Laguna region does not have Basa schools, three non-Basa schools were selected for the study.

¹³ The Tagalog language is the primary basis for the national language, Filipino. For this reason, majority of the words in the Filipino language are intelligible to the Tagalog language speaker. Because of this, the Tagalog MT students were assessed using the Filipino version of the EGRA assessment, as there is no Tagalog language version of the EGRA assessment. For additional information on the differences and similarities between the Tagalog and Filipino languages, refer to Annex 1-Methodology.

¹⁴ English was only assessed in Grades 2 and Grades 3.

As this is a longitudinal study, the same selected schools were visited and included in all three years of data collection.

LEARNER SAMPLE

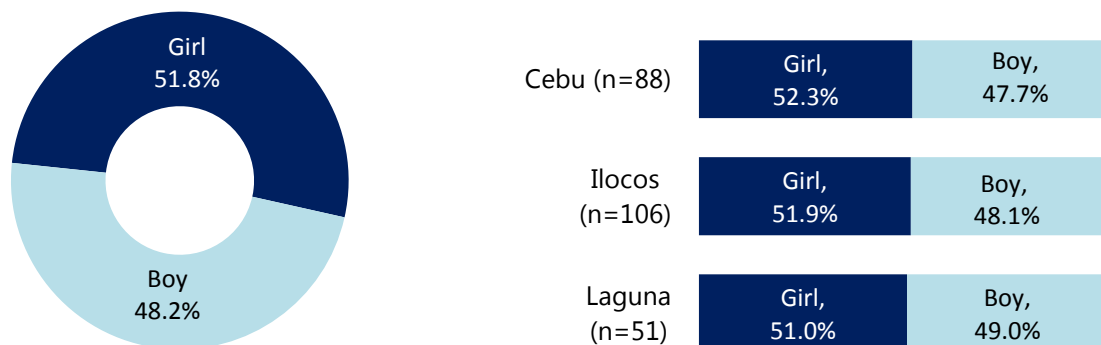
Data collectors randomly selected 10 students from two selected Grade 1 class rosters for a total of 20 Grade 1 students per school. Overall, a total of 300 students were included in the initial cohort in 2015. The subsequent year, the same students were tracked longitudinally and tested again in 2016 when they were enrolled in Grade 2, as well as in the following year, 2017, when they were enrolled in Grade 3. The study includes results only for learners who tracked and tested in all three grades (Grade 1-3) and who were not found to be repeating a grade. In total, due to attrition and grade repetition, this study's analysis is based on 245 longitudinal non-repeater students who were tracked and tested from Grade 1 to Grade 3. Table 3 provides a breakdown of the total students assessed in each region.

Table 3. Learner Sample

Region	Number of schools	Grade 1 (2015)	Grade 2 (2016)	Grade 3 (2017)
Region 1 - Ilocos Norte, Sur	6	119	111	106
Region 4 - Laguna	3	60	52	51
Region 7 - Cebu	6	121	100	88
TOTAL	15	300	263	245

The sample was designed to select an identical number of boys and girls. The final distribution of longitudinally tracked learners was nearly perfect across region.

Figure 1. Breakdown of Student Sample, by Sex (n=245)



TEACHER SAMPLE

To obtain information on teacher literacy practices and the environment for the implementation of MTB-MLE, each year, a sample of teachers of learners included in the study were interviewed. In 2015, 28 Grade 1 teachers were interviewed. Subsequently in 2016, 26 Grade 2 teachers were interviewed and in 2017, 30 Grade 3 teachers were interviewed. In total, 84 teachers were interviewed.

The majority of Grade 1 and Grade 2 teachers interviewed were male, while the majority of Grade 3 teachers were female. The majority of teachers fell under the Teacher designation (92.7%) and 7.3% were designated as Master Teachers. The majority of teachers (about 73%) also held a master's degree or higher. Teachers from the Laguna region had the highest educational attainment with only 12% reporting a BA/BS, 84% of teachers attaining a master's degree, and 4% attaining a PhD.

Additionally, to provide context of the instructional environment in schools, in 2017, a sample of Grade 3 teachers in each school were observed during data collection. A total of 30 Grade 3 teachers were observed during MT, Filipino and English reading lessons.

RESEARCH TOOLS

In order to gather data needed to answer the specified research questions, several tools were used in this study. Two standardized measurement tools were used for the study: the *Early Grades Reading Assessment (EGRA)* and the *Standards-Based Classroom Observation Protocol for Literacy (SCOPE-Literacy)*. Additionally, demographic and contextual information was collected from both teachers and students using tailored interview protocols.

- **Early Grade Reading Assessment (EGRA):** In order to assess student reading proficiency, this study utilized an adapted EGRA. EGRA is a standardized reading test that assesses early reading skills. This study used a shortened version of the EGRA tool. Students were assessed in all languages in which they have received literacy instruction during the school year. In Grade 1, students were assessed in their regional MT, and Grades 2 and 3 students were assessed in MT, Filipino and English.¹⁵ The EGRA subtests included: Letter Sounds (Filipino only), Oral Passage Reading and Comprehension (MT, Filipino and English), and Dictation (MT, Filipino and English). For the purposes of this

¹⁵ There are two notable exceptions. First, we assessed Grade 1 students in Filipino, although they received only oral language instruction – and not formal literacy instruction – during the school year. This was done in order to generate a baseline understanding of Filipino reading skills before literacy instruction is formally introduced. The second exception pertains to students in Laguna, where Tagalog is the regional Mother Tongue. A Tagalog version of the EGRA tool has not yet been validated by the developers. Given the similarities between Tagalog and Filipino, in this study, Filipino is treated as the MT for Laguna.

study, analysis focuses only on the Passage Reading and Comprehension subtest. The Passage Reading subtest assesses three early reading skills: oral reading fluency and accuracy, and reading comprehension. Given the importance of reading comprehension as the ultimate goal of reading and its relationship to oral reading accuracy and fluency, the Passage Reading subtest was a natural selection and focus for inclusion in the study.

- **Standards-based Classroom Observation Protocol for Literacy (SCOPE-L):** To address the research questions regarding teacher instruction, we utilized the EDC designed SCOPE-Literacy tool. SCOPE-Literacy is designed to capture teacher practice in domains that research identifies as crucial to supporting student literacy acquisition. SCOPE-L assesses classroom reading and writing instruction along thirteen dimensions of practice and is organized into two major subsections: 1) Classroom Structures and 2) Language and Literacy Instruction.
- **Teacher Interviews:** In addition to being observed during classroom language instruction, teachers were also asked a series of questions using a semi-structured interview protocol. Teachers were asked to provide details about their teaching experience and background. They were also asked open-ended questions about their current teaching practices, including lesson planning and preparation, how they bridge languages in their reading instruction, and what challenges they have faced in implementing the MTB-MLE policy and resulting curriculum.

To assess reading trajectories of learners from Grade 1 to Grade 3, reading proficiency standards were developed for each language – Sinugbuanong Binisaya, Ilokano, Filipino and English. Reading proficiency standards used in this study were developed according to existing proficiency standards, extensive research in literacy and data-supported relationship between oral reading fluency and comprehension. The table below details the reading proficiency standards, by language, used in this study. For detailed explanations on the how the reading proficiency standards were established, see Annex 1 – Methodology.

Table 4. Reading Proficiency Standards

Language	Reading Proficiency Standard	
	Words correct per minute	% Reading Comprehension
Filipino	40 wcpm	80% Comprehension
Sinugbuanong Binisaya	50 wcpm	80% Comprehension
Ilokano	50 wcpm	80% Comprehension
English	60 wcpm	80% Comprehension

LIMITATIONS

This study had some limitations in its design and implementation. The study design did not include the random assignment of schools or classrooms. Consequently, the generalizability of the differences or similarities found between the learning trajectories or other conclusions reached in this study are limited since other factors may have contributed to these findings. Conservatively, study findings can be generalized to the classrooms from which a random sample of students was drawn.

Limitations also stem from the availability of validated assessment tools. A validated Tagalog version of the EGRA tool was unavailable, and consequently, given that Tagalog is the primary basis of the Filipino language, students from the Laguna region (Tagalog MT students) received the Filipino version of the assessment rather than a Tagalog version.

Another limitation originates from the study's sampling strategy. The study design aimed to include an equal number of Basa and non-Basa schools, while also disaggregating by the Cebu, Ilocos, and Laguna regions. However, there are no Basa schools in the Laguna region. As a result, the number of schools selected from the Laguna region is half (3) of the number of schools selected from the Cebu and Ilocos regions (6). This has translated into a student sample in Laguna that, from the beginning, was half the size of the student samples of other regions. Additionally, longitudinal designs are particularly vulnerable to sample size attrition. In this study, the conceptualized sample size of 300 students decreased to 245 students. Student sample attrition is largely attributable to student dropout, moves, or grade repetition. Although attempts were made to track students that had moved to a different school or repeated a grade in order to assess them at a later date, staff and logistical constraints made this process inconsistent.

Staff and constraints also limit the findings of this study relating to the timing of Grade 2 data collection. Data collection in Grade 2 was designed to occur in the same months (Jan-Feb) as Grade 1, however, at that time, the Basa staff (with whom this study shared data collection staff) was in the midst of data collection for the Basa impact evaluation. Consequently, data was collected from students in Ilocos region 2 to 4 months later than students from those in Cebu and Laguna regions. As explained in the findings, this is the likely cause of the Ilocos students' greater reading ability in Grade 2 compared to students from other regions; Ilocos students had an additional 2-4 months of schooling at the time of data collection. The MT reading ability of students in Grade 3 is roughly similar across all regions. This may imply that students from Cebu and Laguna would have had similar learning trajectories to students from the Ilocos region if data collection had occurred at the same time for all regions.

For more details on the methodology used in this study, please refer to Annex 1, which includes detailed description of methods and data collection tools. Annex 2 includes detailed assessment results.

I. WHAT IS THE CONTEXT FOR MTB-MLE INSTRUCTION IN THESE SCHOOLS?

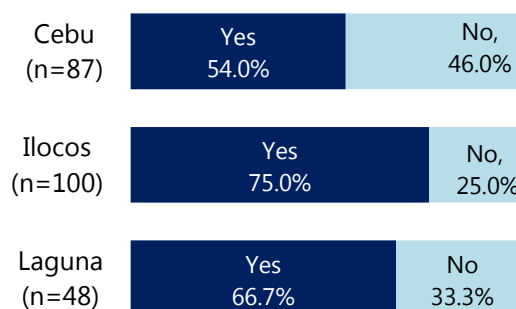
STUDENT CONTEXT INTERVIEW FINDINGS

It is widely recognized in the field of education that contextual factors, such as supportive home environments, adequate nutrition, and early exposure to literacy, play prominent roles in helping children succeed academically. Additionally, school factors such as teachers assigning homework or teachers reading to children have been found to be associated with improved performance. To assess these contextual factors, students were asked a series of questions about their home environment, student/teacher practices and their socioeconomic status. Below are results from the Grade 3 student context interview conducted for all longitudinally tracked students (non-repeaters). Most of the data collected is presented by student region (Ilocos, Cebu, and Laguna). In the instances where the results were similar, they are presented in aggregate.

SCHOOL AND TEACHER ENVIRONMENT

Nearly all (97.6%) students reported that they have been attending their school since the beginning of the school year. While the majority of students from all regions reported attending kindergarten (overall 65.5%), a statistically higher percentage of students from the Ilocos region reporting attending kindergarten than those from the Cebu region ($p < .01$).

Figure 2. Kindergarten Attendance (n=235)



Language Use in the Classroom

Under the MTB-MLE policy, students are taught in their respective MTs through Grade 3. Reading and writing in Filipino, the national language of the Philippines, is introduced gradually beginning in the second quarter of Grade 1. English is introduced as a subject in the third quarter of Grade 2. As seen in Figure 3 below, students report a variety of languages being used for classroom instruction.¹⁶ Not surprisingly, students from each region report high

¹⁶ Note, given that learners may receive instruction in more than one language at school, respondents were allowed to report multiple responses. As such, the figure above does not add up to 100%.

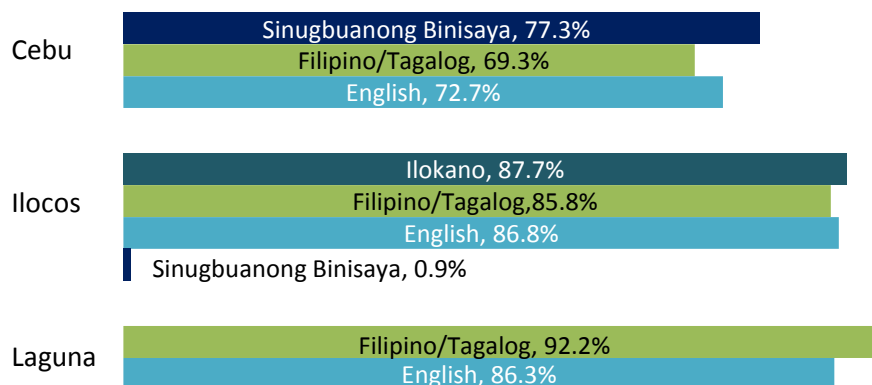
rates of their teacher using the dominant MT language of the region in the classroom. In the Cebu region, most students (about 77%) reported Sinugbuanong Binisaya was used by their teacher in the classroom.¹⁷ In the Ilocos region, this trend continued with nearly 90% of students reporting that Ilokano, the dominant MT language of the region was used by their teacher. In the Laguna region, roughly 92% of students reported that their teacher used Tagalog in class.¹⁸

Significantly different numbers of students from the Ilocos region (85.9%) reported that Filipino was used by their teacher in class compared to 69.3% in the Cebu region ($p < .01$). Interestingly, a similar number of students from the Ilocos and Laguna regions reported receiving instruction in Filipino.

Across all regions, the overwhelming majority of students reported that their teacher used English in class. Roughly 86% of students from the Laguna and Ilocos regions reported that their teacher used English in the classroom. Significantly fewer students in Cebu reported that their teacher used English in the classroom (72.7%) ($p < .05$). Of interest, Sinugbuanong Binisaya MT students had the lowest rate of meeting the English EGRA assessment fluency/comprehension standard.

Students reported that the number of languages used ranged from one to four, with regional differences observed. More students from the Ilocos region reported that more languages were used by their teacher in the classroom than students from the Cebu or Laguna regions ($p < .01$). About 83% of students from the Ilocos region reported their teachers used 3 or more languages in class, compared to 49% of Cebu students. No students from the Laguna region reported that their teacher used more than 2 languages, with about 86% of students reporting that they receive instruction in 2 languages.

Figure 3. What Languages Does Your Teacher Use in the Classroom?



¹⁷ DepEd's official designation for this Mother Tongue language is Sinugbuanong Binisaya. Mother Tongue is spoken in many regions in the country, including Mindanao. While there may be some differences in vocabulary or usage across the different areas where Sinugbuanong Binisaya is spoken, it is by and large the same language spoken across these locations.

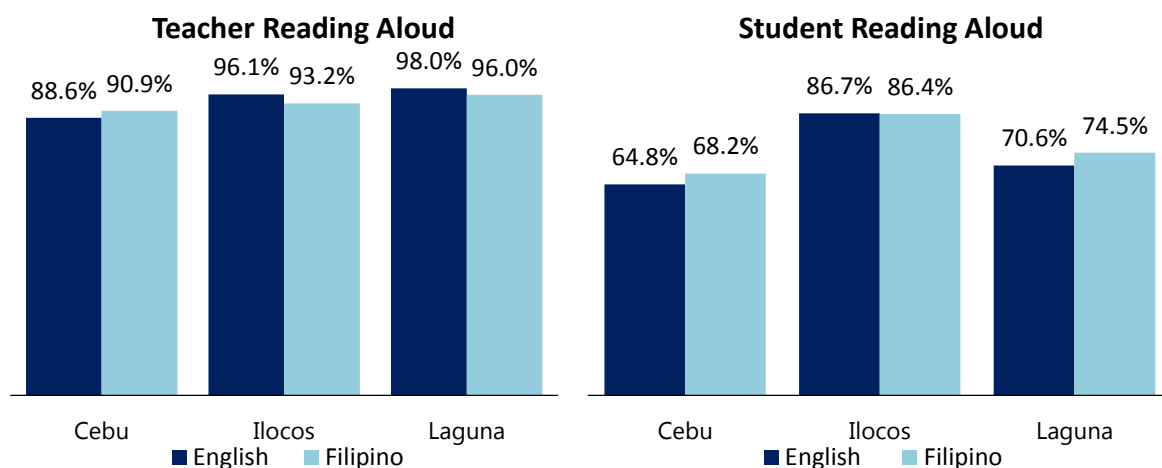
¹⁸ Tagalog is a dialect similar to Filipino. Filipino and Tagalog are treated as one (Filipino/Tagalog) for the purposes of this analysis.

Teacher and Student Classroom Reading

Opportunities in the classroom to develop oral reading fluency are important for the literacy development of early readers. Best practices suggest that an effective way to develop early readers oral reading fluency is through the modeling of fluent reading by teachers through reading aloud as well as drawing learners' attention to specific features of fluency (e.g. pausing at punctuation) through discussion. Similarly, providing learners with opportunities to read aloud is an effective approach to support the development of oral reading fluency skills. The overwhelming majority of students from all regions reported that their teachers read aloud in the classroom in English and Filipino. Slightly fewer students from the Cebu region (about 90%) reported that their teachers read aloud in the classroom in either English or Filipino, while more students from the Laguna and Ilocos regions reported the same. The difference in the number of students that reported that their teachers read aloud in English is statistically significant between the Cebu and Laguna regions ($p < .05$). The differences in the rates of teachers reading aloud in Filipino are not statistically significant.

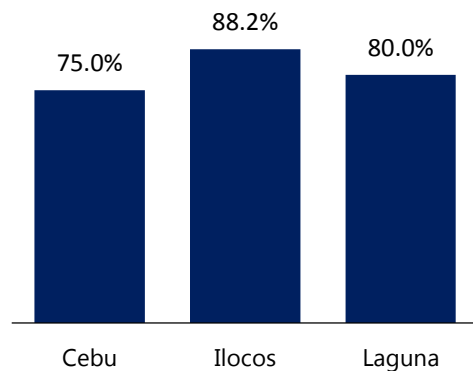
Students were also surveyed on whether their teacher asks them to read aloud in Filipino and English. The large majority (roughly 87%) of students in Ilocos reported that they were asked to read aloud in Filipino and English by their teacher. Fewer students (about two-thirds) from the Cebu region reported being asked to read aloud in either English or Filipino. Significantly fewer students from the Cebu and Laguna regions reported that they were asked by their teachers to read aloud in English in the classroom than students from the Ilocos region ($p < .05$). Significantly fewer students from the Cebu region reported that teachers asked them to read aloud in Filipino in the classroom than did students from the Ilocos region ($p < .01$).

Figure 4. Teachers Reading Aloud in the Classroom and Students Reading Aloud in the Classroom (n=241)



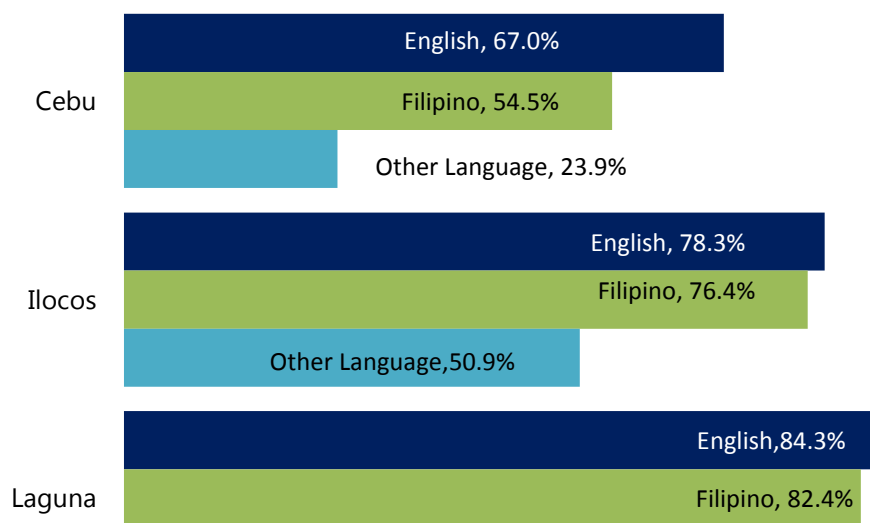
The majority of students reported being able to choose storybooks to read at school. Students from Ilocos reported the highest rate (88.2%) of being able to choose storybooks, which is significantly higher than the rate of students in the Cebu region (75.0%) ($p < .05$).

Figure 5. Students Allowed to Choose Storybook at School (n=240)



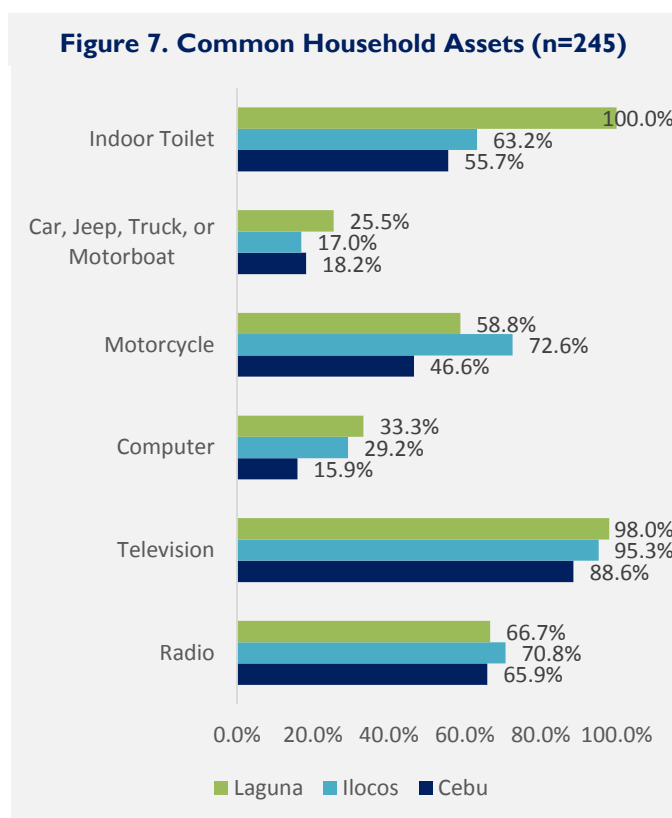
The large majority (93.0%) of students from all regions reported receiving reading homework at school; however, differences emerge when examining the type of reading homework students reported receiving. Students from the Cebu region reported receiving English and Filipino homework at a significantly lower rate than students from the Laguna or Ilocos regions ($p < .05$). Students from the Cebu and Ilocos regions also reported receiving homework in their regional MT: Sinugbuanong Binisaya for the Cebu region and Ilokano for the Ilocos region.

Figure 6. Languages of Reading Homework Assigned (n=245)



SOCIO-ECONOMIC FACTORS

Reports of common higher priced household items are commonly used as a proxy for household income as well as overall socio-economic status. The majority (90.6%) of students said that their families had between two and five of the surveyed household possessions, with a median of three out of the six possessions listed in the survey. A television, a radio, and an indoor toilet were the most commonly reported household possessions with the majority of students from all regions reporting having these in their households. Students from the Cebu region reported the lowest amount of household possessions, an average of 2 to 3 possessions, while students from the Laguna and Ilocos regions reported a significantly higher average number of household possessions, an average of 3 to 4 household possessions ($p < .01$).



HOME ENVIRONMENT

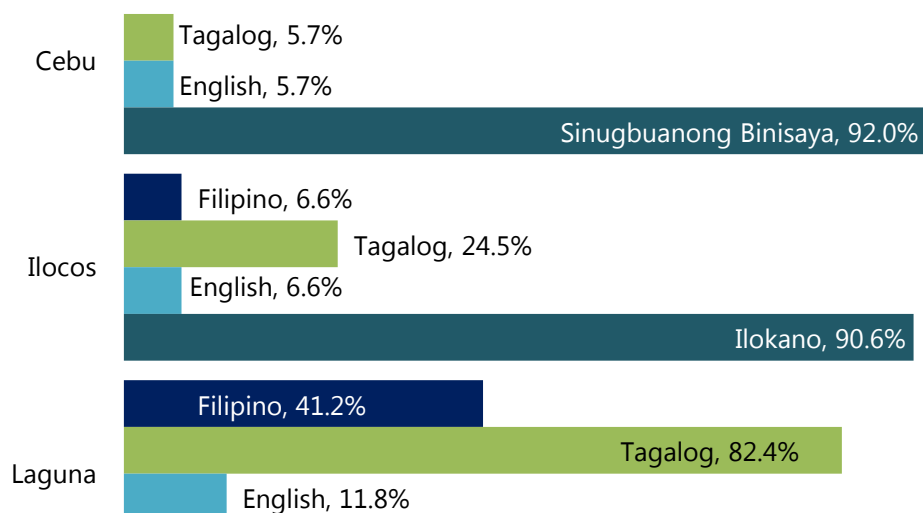
The overwhelming majority of students reported speaking the dominant MT language of the region. In addition to their MTs, some students reported additional languages at home.¹⁹ In the Ilocos region, the second most commonly reported language, after the MT Ilokano, was Filipino (30%). Only about 6% of students from the Cebu region reported that they spoke Filipino at home, which is significantly lower than students from Ilocos ($p = .000$). English was not widely reported being spoken at home across all regions with similar numbers of students (about 6-12%) reporting that they speak English at home.

The majority of students (roughly 84%) from all regions reported only speaking one language at home, while about 14% of students reported speaking two languages at home, and 2.1% of students reported speaking three languages at home. More students in Ilocos, about 26%,

¹⁹ Note, given that learners may speak more than one language at home, respondents were allowed to report multiple responses. As such, the table below does not add up to 100%.

reported speaking two or more languages at home, which is significantly higher than the 7.2% of students from Cebu and 10.0% of students from Laguna who reported the same ($p < .01$).

Figure 8. What Language Do You Speak at Home? (n=245)



Students were also asked to report their parents' occupations. Across all regions, the most common responses for surveyed students when asked about their mother's work were either informal worker or unemployed, with about 40% of students reporting that their mothers worked in the informal sector and about 47% reporting that their mothers were unemployed. The overwhelming majority (74.2%) of students from all regions reported that their fathers were employed in the informal economy, with only 11.1% reported that their fathers were unemployed. These results must be interpreted with caution since it is likely that children are not always aware of the occupation of their parents.

Table 5. Where Do Your Parents Work? ²⁰

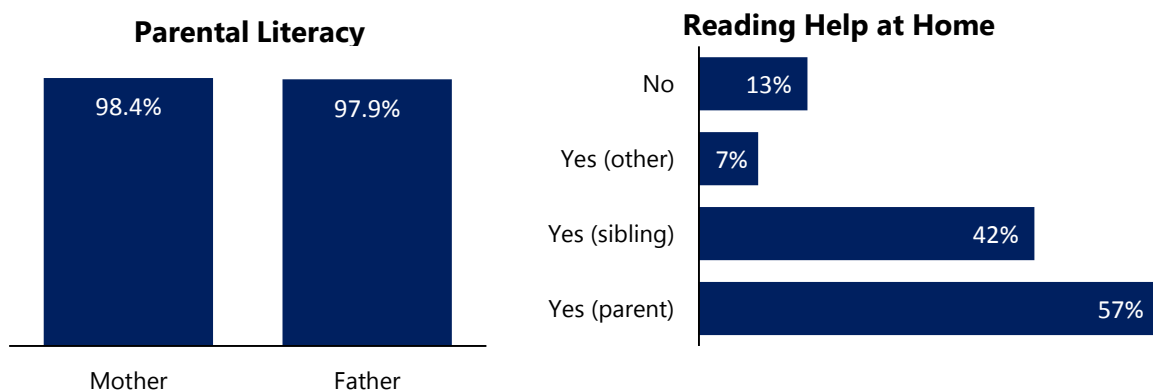
Parental Occupation	Mother (n=238)	Father (n=225)
Overseas Foreign Worker	5.9%	4.4%
Professional	7.6%	10.2%
Informal/Manual/Self	39.5%	74.2%
Unemployed	47.1%	11.1%

²⁰ Students who responded "Do not Know" or "No response" are excluded from the percentages presented in these paragraphs. Percentages only include students who responded to the question.

Parental involvement is a key predictor in early literacy success as well as future academic achievement of children. As such, the student context interview also aimed to find whether students receive any help with reading at home. The large majority of students from all regions reported that both their parents were literate though slightly more mothers (98.4%) than fathers (97.9%) were reported as literate.

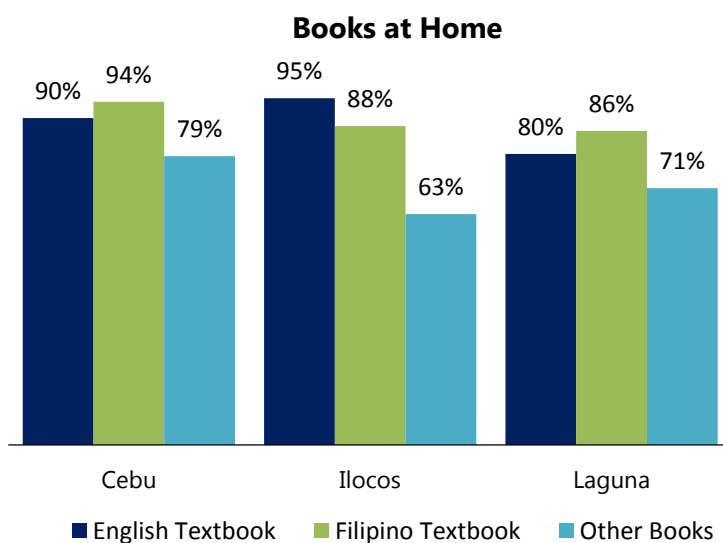
The majority of students from all regions (86.5%) said that they receive help at home with reading in Filipino or English, either from a parent or from a sibling. Others also reported receiving reading help from grandparents or aunts/uncles. About 13% of surveyed students said they do not receive help at home with reading.

Figure 9. Parental Literacy and Help with Reading at Home (n=245)



Students largely reported having books at home with the majority of students reporting that they have textbooks and other books in their homes. English and Filipino textbooks were overwhelmingly reported and more commonly reported than Mathematics textbooks (about 60-80%). Students from the Ilocos and Cebu regions reported similar rates of having English

Figure 10. Percentage of Students Having Books in Their Household (n=245)

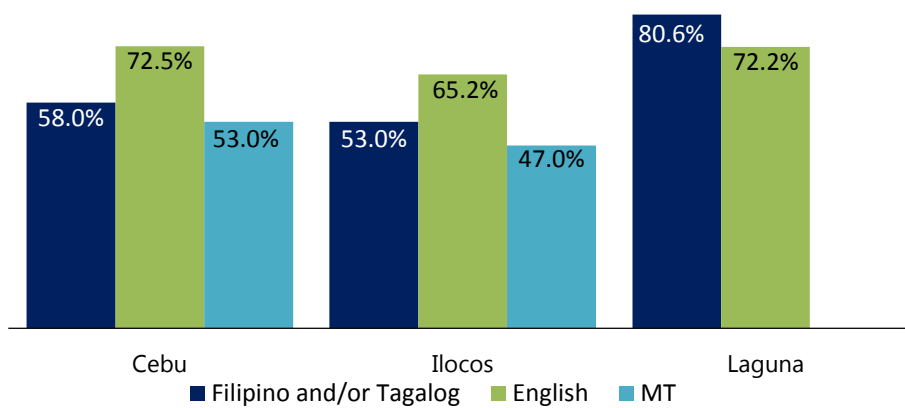


textbooks in their households. However, more students from the Ilocos region reported having English textbooks than students from the Laguna region ($p < .05$). Students from all regions reported similar rates of having Filipino textbooks in their households. There was greater variation among rates of students having Mathematics textbooks and other books in their households. Significantly more students from the Ilocos and

Cebu regions each reported having Mathematics textbooks in their households than students from the Laguna region ($p < .05$). Students from the Cebu region reported having other books in their households at higher rates than students from the Ilocos region ($p < .05$). Students from the Ilocos and Laguna regions reported similar rate of having other books in the household.

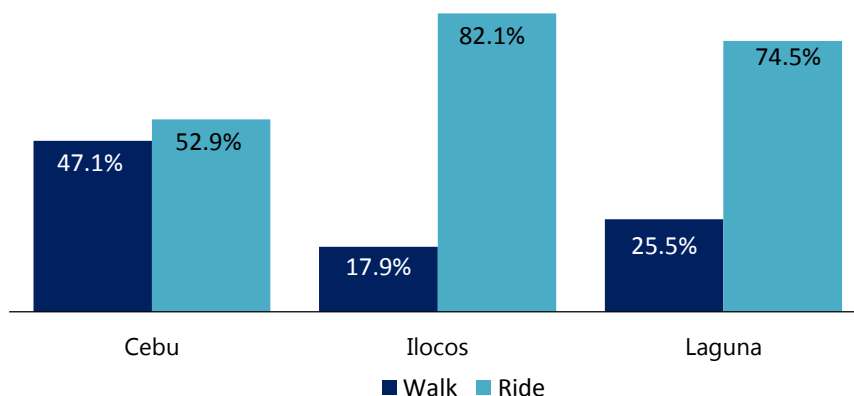
Of those students that reported owning other types of books, the majority of students from all regions reported owning books in English and Filipino/Tagalog. Interestingly, more students from the Cebu and Ilocos region reported owning English and Filipino/Tagalog books than books in their respective MTs. Significantly more students from the Laguna region reported owning books in Filipino/Tagalog, their own MT, than students from the Ilocos and Cebu regions ($p < .05$). A similar number of students from all regions reported owning English language books.

Figure 11. Percentage of Students Having “Other Books” in Their Household (n=171)



Students were also asked how they get to school. The majority of students in all regions reported that they ride to school, although there were regional differences. Significantly more students in the Ilocos and Laguna regions reported riding to school than did students from the Cebu region ($p < .01$).

Figure 12. How Students Get to School (n=242)



TEACHER INTERVIEW AND CLASSROOM OBSERVATION FINDINGS

LEARNING ENVIRONMENT

Over the course of the study, each year, students' reading subject teachers were interviewed to understand the learning environment in the classroom, specifically around teachers' own language backgrounds and their use of MT, Filipino, and English languages in the classroom. In total 84 teachers were interviewed: 28 Grade 1 teachers, 26 Grade 2 teachers and 30 Grade 3 teachers.

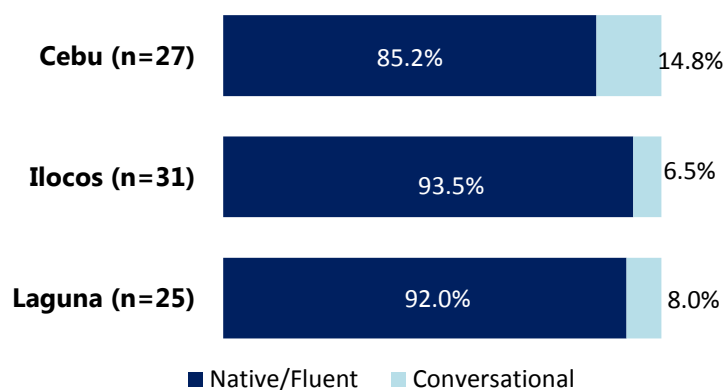
Teachers were asked to report the types of specific trainings they received in teaching reading. Across all regions, the majority of teachers in Grades 1 and 3 reported receiving training in how to teach reading in the early grades. However, no Grade 2 teachers in either Cebu or Laguna, and only about 27% of Grade 2 teachers from the Ilocos region reported receiving training in teaching reading in the early grades. Teachers also had the opportunity to receive training in early grade reading. In Cebu, the majority of Grade 2 (75%) and Grade 3 (64%) teachers and about half (46%) of Grade 1 teachers reported that they received such trainings. In Ilocos, the majority of teachers of all grades reported receiving training in early grade reading. In Laguna, 50% of Grade 1, no Grade 2 teachers, and 25% of Grade 3 teachers received such training.

The majority of Grade 1 teachers across all regions reported receiving specific training in MT instruction. More Grade 1 teachers reported receiving MT instruction training in Cebu (92%) and Ilocos (88.9%) than in the Laguna region (66.7%). Fewer Grade 2 and Grade 3 teachers reported receiving specific MT instruction training compared to Grade 1 teachers. Grade 2 teachers had the lowest rates of receiving such instruction with 50% of Cebu, 36% of Ilocos, and no Laguna teachers reporting that they received MT instruction. Interestingly, more Grade 3 teachers received MT instruction than Grade 2 with about 73% of Cebu, 73% of Ilocos, but only 13% of Laguna teachers reporting that they received such instruction.

During the interview, teachers were asked about their levels of proficiency in the dominant language of the region (MT), Filipino, and English. Teacher's proficiency in the languages of instruction is essential to proper and effective classroom pedagogy.

Under the MTB-MLE policy, students are taught to read in the MT (MT) identified for the region in Grade 1. In Grades 2 and 3, the MT remains the

Figure 13. Teachers' Mother Tongue Proficiency (n=83)

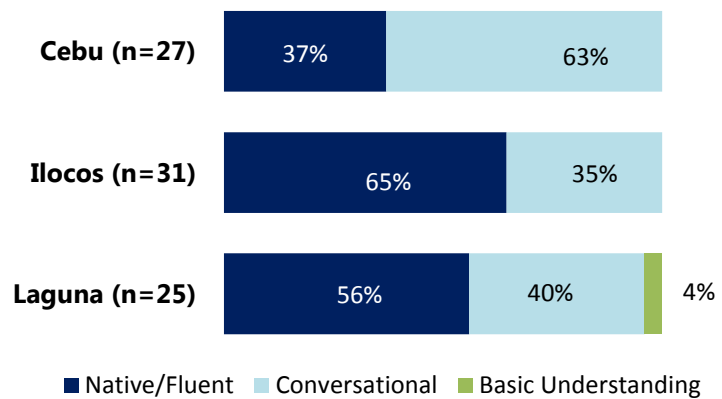


official language of instruction, although students are introduced to reading and writing in Filipino and English. As visible in Figure 13, all teachers were reported to be either conversational or fluent in the MT, with the overwhelming majority (about three-quarters or more) of teachers in each grade found to be fluent.

Filipino proficiency was also reported to be high by teachers from all regions. Filipino is introduced as a formal second-language subject in Grade 2, and in Grade 3, Filipino continues to be emphasized in preparation for the transition to Filipino-based instruction in Grade 4. During the teacher interview, while almost all teachers reported to be either conversational or fluent in Filipino, there was more variation

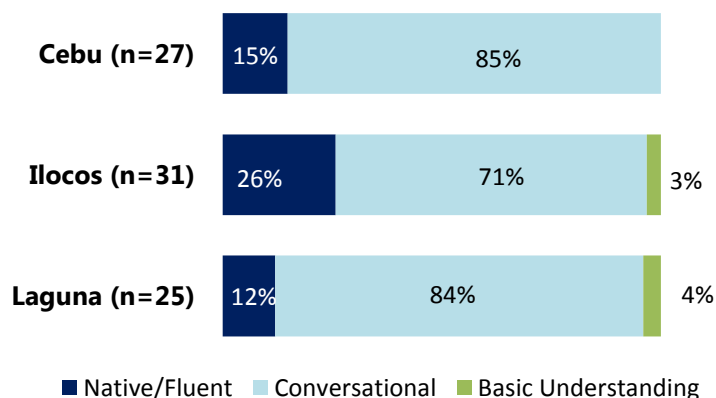
found in Filipino language proficiency levels than in MT levels. In Cebu, the majority of Grade 1 and Grade 3 teachers had conversational level Filipino proficiency, while all of the Grade 2 teachers in Cebu had fluency. In Ilocos, about three-quarters of Grade 2 and 3 teachers, and about 44% of Grade 1 teachers had Filipino fluency. In Laguna, all of Grade 1 and Grade 3 teachers had Filipino fluency. In Grade 2, however, no teacher reported to be fluent in Filipino. The majority of teachers stated being conversational and one Grade 2 teacher (9.1% of the sample) reported to have only a basic speaking and understanding of Filipino.

Figure 14. Teachers' Filipino Proficiency (n=83)



English language is introduced as a reading subject in Grade 2 in preparation for the transition to English as the language of instruction (LOI) for Math and Science subjects in Grade 4. The majority of teachers reported conversational proficiency in English, with about 50% or fewer teachers found to be fluent in English. Grade 2 teachers in Cebu reported having the highest rate of English fluency (50%). About 10% of Grade 2 teachers in Laguna and Grade 1 teachers

Figure 15. Teachers' English Proficiency (n=83)

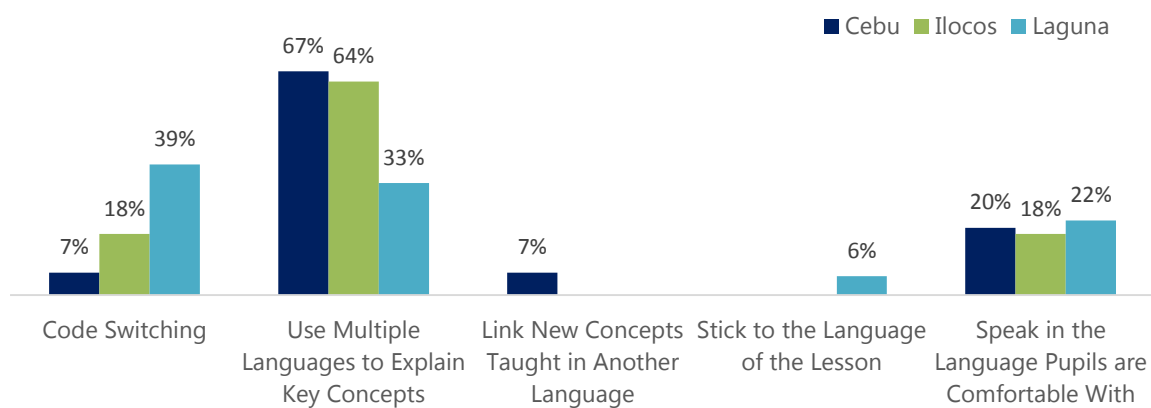


in Ilocos reported to only have a basic speaking and understanding level of English proficiency.

Under the MTB-MLE policy, teachers integrate Filipino and English into MT classroom instruction in preparation for the Grade 4 transition into Filipino and English as the LOIs. Grade 2

and Grade 3 teachers were asked how they incorporate multiple languages into their teaching. As seen in Figure 16 below, teachers most commonly used multiple languages to explain key concepts, with about two-thirds of teachers from the Cebu and Ilocos regions indicating that they use this method. Fewer Laguna teachers responded that they used multiple languages in their lesson (about 33%), with slightly more Laguna teachers (about 39%) indicating that they “code switch” or use terms in another language unintentionally during their lesson. No teachers from the Cebu or Ilocos regions, and only about 6% of Laguna teachers, responded that they stick to the language of the lesson. This indicates that the overwhelming majority of teachers do incorporate multiple languages into their lessons.

Figure 16. How Teachers Incorporate Multiple Languages (n=55)



READING INSTRUCTION PRACTICES IN THE CLASSROOM

An examination of teaching explores how teachers support the reading and writing environment in their classroom. A sample of 30 Grade 3 teachers in study schools were observed in February/March 2017 during a MT, Filipino or English reading lessons and scored using the *Standards-based Classroom Observation Protocol for Educators (SCOPE)* tool, which assesses teacher practices in 13 domains of Classroom Structure and Language and Literacy Instruction. It should be noted that reading teachers follow an instructional sequence in which not all 13 domains are taught everyday but over a period of several days. Depending on the lesson plan for the day, it would not be expected that teachers teach all domains during a reading lesson.

Classroom Structure Teaching Practices

Grade 3 teachers were observed for effective classroom structure and teaching practices such as creating a supportive learning environment, using effective grouping strategies, ensuring the participation of all learners, providing opportunities for reflection, ensuring accessible classroom materials, and managing reading and writing instruction.

Classroom observation showed that some structure was provided within the classroom with regard to a **positive learning environment**. Many lessons started with a song. Some observations noted that students internalized rules and routines such as raising their hands to answer questions or becoming quiet when the teacher raised her/his hand. In other observations, however, it was noted that while there were rules, students did not always follow them. Students called out and were not always on task. It was noted that teachers used calm, soft voices. There were no observations of teachers yelling, although there were instances of students not following teacher directions to stay on task and pay attention.

CLASSROOM STRUCTURE PRACTICES

*Observed teachers had adequate and **accessible classroom materials** for their learners. Teachers were largely observed, “ensuring a **positive learning environment**,” and “ensuring **participation of all learners**”. Teachers struggled with using “effective grouping strategies” in the classroom and “ensuring time for reflection on learning.”*

Effective grouping strategies seemed to be the most challenging. It could be that the particular lessons themselves did not lend to grouping or that the teachers were not experienced enough to plan and execute effective lessons that incorporated grouping. Whole class was the dominant observation. At times, students were paired for reading or completing an assignment or the class was divided into two groups with one reading silently while the other read/worked with the teacher. Grouping is difficult for teachers who are still learning the curriculum and instructional practices for whole group instruction. Until these fundamentals are mastered, it will be difficult for teachers to be effective in developing and executing meaningful learning experiences for varying ability groups.

Some positive practices observed regarding **participation of all learners** were teachers standing in close proximity to some students (even those with special needs) to better engage them and keep them on task. Directions were repeated/restated. Extra wait time was given, although this was also noted in some cases as creating a disruption as other students lost interest due to prolonged wait time. Some areas that could be approved upon relate to teachers focusing on the fast learners and those who regularly and actively participate while others are less or not at all engaged. There were several instances where girls were called upon/engaged more than boys, as well as students near the front of the room more than those seated further away. Eliciting prior knowledge was sometimes a strategy used to engage all level learners, but this was not consistent or observed as regular practice.

There were very limited **opportunities for reflection** observed. There were some instances where students were encouraged to reflect on the answers of other students – whether whole class or within a group activity, but there was no structure for self-reflection. Correct responses were simply given without elaborating on process.

With respect to **classroom materials**, printed material was observed. Alphabet charts appeared to be the most common print displayed with word walls/lists, sentence strips and pocket charts also observed. Pencils and paper varied from sufficient to limited supply, however, there is no record of whether that was because they weren't observed or it simply was an omission in recording. Learner displayed work was not commonly observed.

With regard to **managing reading and writing instruction**, it was noted that the teacher had a lesson plan. There were some instances where it was noted that the teacher was using the Basa Teacher Guide as the plan but more often noted that the DepEd Curriculum Guide or Teacher Guide was used as the lesson plan. It was noted less than 50% of the time that teachers followed a regular pattern of instruction. This does not mean that it was not present otherwise, just not noted. Except in rare instances, there was no elaboration given to provide evidence to support connections to prior lessons. Evidence such as reviewing previous day's lesson was typically cited in such observations. With regard to directions to support learners, instructions were observed to be clearly stated in most cases and understood by learners. At times, instructions were repeated, teachers employed code switching to MT to ensure learners understood directions. There were observations where teachers gave explicit instructions, but students were observed not to understand how to complete assigned task.

Language and Literacy Instruction Teaching Practices

The language and literacy instruction practices utilized by teachers in the classroom were also observed; particularly, how effectively teachers provide opportunities for oral language development, meaningful reading, decoding and spelling words, learning reading vocabulary, developing fluency and reading comprehension, and practicing authentic writing.

While there were several observations of students having the **opportunity to engage in oral language** through sharing opinions, providing descriptions through responding to literal (Who, What, When, Where and Why) questions, responding to questions prior to reading, during reading, and post-reading, overall, limited opportunities were observed for students to express themselves. There were some opportunities for students to express themselves from

LANGUAGE AND LITERACY INSTRUCTION PRACTICES IN THE CLASSROOM

*Providing opportunities for **oral language development** was the most frequently observed language and literacy practices. Teachers struggled with providing opportunities for meaningful reading, and developing reading comprehension.*

open-ended questions, but this was not typical. The majority of lessons appeared teacher dominant. There were instances where teachers allowed/encouraged students to respond in MT if that was more comfortable for them to express themselves. There were few observations of direct instruction in oral language, although some teachers code switched to facilitate student understanding.

With respect to **opportunities for meaningful reading**, the majority of observations indicated that the teacher chose the text. (It is important to note that some lesson plans were designed around a specific story dictated by the curriculum, which may have contributed to the low scores for this item.) There were some observations of reading corners and mini libraries. Rarely were reading corners or libraries observed in use during the lessons observed and the majority of observations stated there was no opportunity for independent reading. However, this may be due to the lesson plan design for that particular day. The few instances cited were mainly children reading an assigned text or sentence silently. It appeared there were few print materials available in most observations.

Opportunities for learning to decode and spell words was also a weak skill area. Overwhelmingly, there was no or little evidence of strategies for decoding. However, in some of these observations, it appeared the lesson was not necessarily focused on decoding but rather other skills, such as making a graph or comprehension. Observations documented that teachers “unlocked the difficult words”. One teacher was observed demonstrating decoding through adding prefix, infix, and suffix to a root word. There was mention of teachers helping students who had difficulty with spelling, but it was also noted that some teachers called on other students when the students couldn’t respond rather than coaching them and using the opportunity as a teachable moment. Direct instruction of teaching spelling skills was limited.

Developing reading fluency was another weak area. There was a mix of no evidence or no modeling of fluency to teachers reading with fluency, and there were limited observations of instructional strategies and activities to build automaticity. Occasionally, it was observed that the teacher paused or used expression. Whole class and choral reading was observed but otherwise limited activities.

With respect to **opportunities for developing vocabulary**, in some observations, teachers used pictures to introduce and explain meanings of new words. Some teachers translated the words into MT language to support understanding. There were a number of observations where it was stated that there was no opportunity to develop vocabulary or no unlocking of new words during the lesson. In rare instances, teachers were observed to use context of the story or real objects to build vocabulary meaning.

In terms of **opportunities for developing reading comprehension**, there were a few observations where teachers asked deeper/higher level questions. Overall, the teacher explaining and modeling “thinking” strategies was very limited. The main strategy used to foster comprehension was questioning, although questions were often literal/factual. There did not seem to be an integrated set of instructional strategies noted. Vocabulary and high frequency words being highlighted was a strategy noted.

For **writing instruction**, very few instances were observed. In the majority of cases, there was no evidence of writing or it was limited to completing exercises like filling in the blanks or spelling. Some observations noted the teacher sharing a picture and having students write about it or having students write the answers to comprehension questions based on a story read together. There was little to no evidence of authentic writing activities.

2. LEARNING TRAJECTORY IN READING FROM GRADE 1 TO GRADE 3

Under the MT Based-Multi-Lingual Education (MTB-MLE) Policy, during Grades 1 through 3, MT is the main language of instruction in the classroom, with Filipino and English introduced as subjects during these grades. Filipino and English are treated as oral language subjects in Grade 1, while in Grade 2 and Grade 3 students are introduced to reading and writing in Filipino and English. By Grade 4, however, MT is phased out as both a subject and language of instruction and students are taught all subjects in Filipino, except math and science, which are taught in English.

In conjunction with DepEd, Basa’s research seeks to assess student developmental reading trajectories from Grades 1 to 3 within the context of the MTB-MLE policy. To assess students’ literacy development from Grade 1 to Grade 3, students were assessed on their ability to read with fluency and comprehension in their MT, Filipino (L2) and English (L3). The EGRA assessment was administered annually at the end of the school year to a longitudinal sample of 245 students from the Ilocos, Cebu, and Laguna regions as they progressed from Grade 1 to Grade 3. The EGRA assessment was administered in students’ MT languages²¹ and in Filipino all three years. An English version of the assessment was also administered in Grades 2 and 3.

Students’ literacy development is measured through students’ increasing rates of meeting reading proficiency standards,²² which are combined fluency and reading comprehension thresholds, on EGRA assessments in their respective MTs, Filipino, and English. The following section highlights the findings on students’ literacy development from Grade 1 to Grade 3 from this assessment.

Table 6. Reading Proficiency Standards

EGRA Language	Reading Proficiency Standard	
	Words correct per minute	% Reading Comprehension
Filipino	40 wcpm	80% Comprehension
Sinugbuanong Binisaya	50 wcpm	80% Comprehension
Ilokano	50 wcpm	80% Comprehension
English	60 wcpm	80% Comprehension

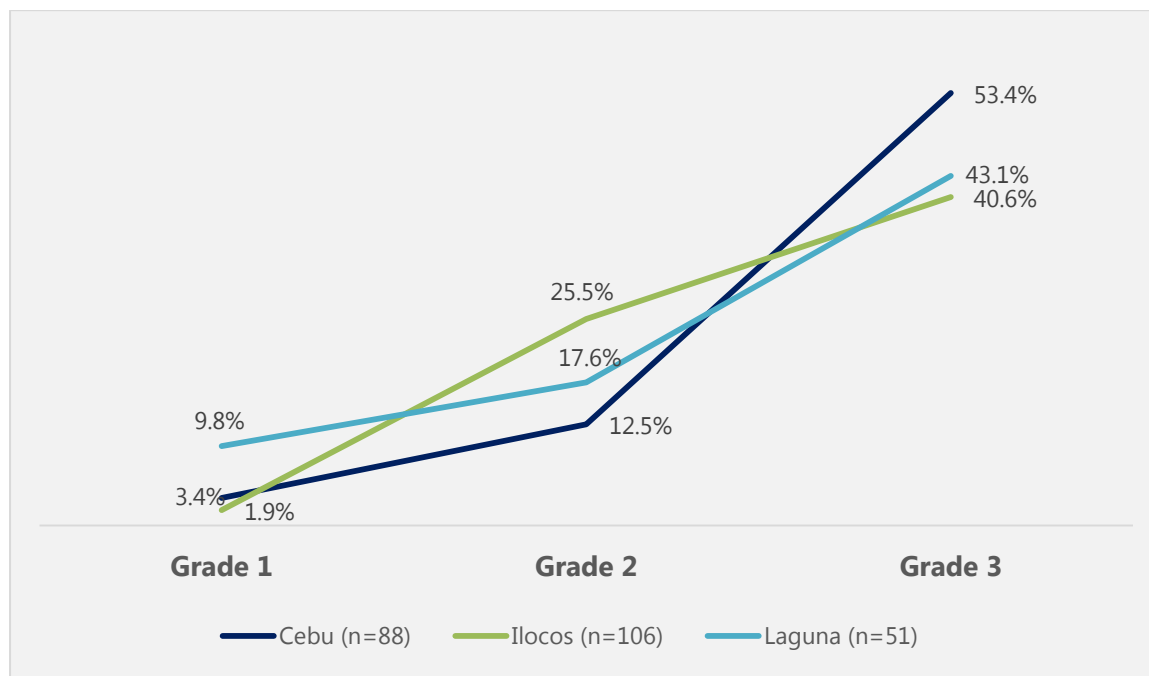
²¹ In this study, Tagalog MT students (from the Laguna region) were assessed in Filipino due to the significant similarities between Tagalog and Filipino. This is because there is no Tagalog language version of the EGRA assessment.

²² Reading proficiency standards were established using combined fluency and reading comprehension thresholds by language. Proficiency standards were proposed based on existing research and standards and data-supported relationship between oral reading fluency and comprehension. Details on how proficiency standards were established can be found in the Methodology Section.

WHAT IS THE MT LEARNING TRAJECTORY IN READING FROM GRADE 1 TO GRADE 3 BY LANGUAGE?

MT READING RESULTS FROM GRADE 1 TO GRADE 3

Figure 17. Percent of Learners Meeting MT Reading Proficiency Standards (n=245)



Grade 1 EGRA results indicated that the overwhelming majority of students were not able to read with fluency and comprehension in their MT by the end of Grade 1. Analysis of the percentage of students meeting MT reading proficiency standards²³ showed that although very few learners were able to read with proficiency in Grade 1, across region, a slightly higher percentage of Tagalog MT students (9.8%) from the Laguna region were demonstrating reading proficiency in Grade 1 compared to the other regions. This rate is slightly higher than the rates of students from the Ilocos or Cebu regions, where less than 5% of students met their respective MT fluency/comprehension standards. This finding was corroborated by effect size calculations²⁴ which showed small to medium effect size differences between the rate of

²³ Language fluency/comprehension standards were calculated for each language. For students to meet the fluency/comprehension standards they must meet the following scores on the EGRA oral fluency (measured in words correct per minute) and reading comprehension (measured in percentage of questions answered correctly) subtests. For Sinugbuanong Binisaya, students must score at or above 50 wcpm on oral fluency and 80% on reading comprehension. For Ilokano, students must score at or above 50 wcpm on oral fluency and 80% on reading comprehension. For Filipino, students must score at or above 40 wcpm on oral fluency and 80% on reading comprehension. For English, students must score at or above 60 wcpm on oral fluency and 80% on reading comprehension.

²⁴ Effect size is a statistical measure that is used to estimate the magnitude of difference between two measures. Cohen's *h* estimates the magnitude of difference between two proportions (*p*). It is computed by taking the difference between the "arcsine transformation" of the two measures. Arcsine transformation is defined as

students meeting fluency and comprehension standards in Laguna compared to students in Ilocos and Cebu ($h=0.36$ and $h=0.27$, respectively).

Notable improvements in students' MT reading achievement were noted by the end of Grade 2. From all regions, the percentage of students meeting reading proficiency standards in their respective MTs increased from Grade 1 to Grade 2. Nevertheless, the majority of students across all MTs were unable to read with proficiency by the end of Grade 2. Ilokano MT students had the highest rate of meeting MT reading proficiency standards among Grade 2 students in which 25.5% of tested students were able to read with fluency and comprehension in Ilokano. In Grade 2, Ilokano MT students appear to have much higher reading ability than Sinugbuanong Binisaya MT or Tagalog MT students; however, this difference is likely due to the fact that Grade 2 data was collected in the Ilocos region approximately 2-4 months later than in the Cebu and Laguna regions, meaning that Ilokano MT students had received an additional 2-4 months of schooling at the time of the assessment. The additional schooling likely resulted in the larger percentage of learners meeting fluency and comprehension standards in Ilokano in Grade 2.

In Grade 3, the rates of students meeting reading proficiency standards continued to increase for all MTs. Just over half of Sinugbuanong Binisaya MT students (53.4%), the highest rate among the MTs, were reading with proficiency in Grade 3. Overall, 40.6% of students from the Ilocos and 43.1% of students in the Laguna region were able to read with fluency and comprehension in their respective MTs at the end of Grade 3. MT reading proficiency rates in Grade 3 were largely similar across MT language. Results showed that slightly more Grade 3 Sinugbuanong Binisaya MT students were reading with proficiency at the end of Grade 3

compared to Ilokano MT students, showing a small effect size difference of $h=0.26$.

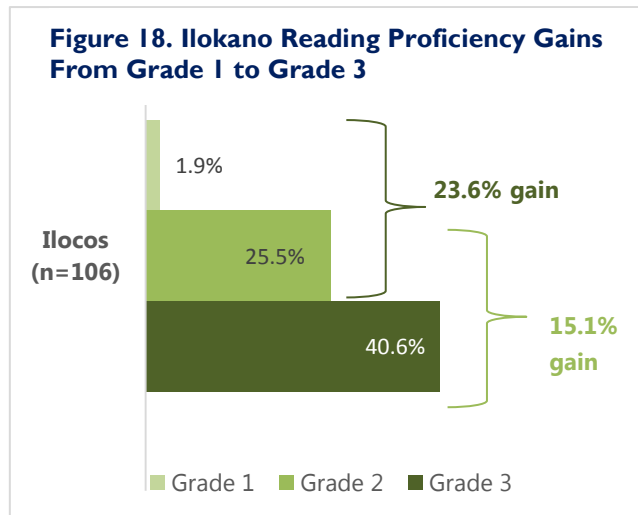
MOTHER TONGUE (L1) LITERACY TRAJECTORY FROM GRADE 1 TO GRADE 3

Overall, students from all regions showed considerable improvements in reading achievement between Grade 1 and Grade 3, reflected in large effect sizes ($h \geq 0.8$). The largest increase from Grade 1 to Grade 3 in the percent of students who could read with fluency and comprehension in their Mother

Overall, students from all regions showed considerable improvements in reading achievement between Grade 1 and Grade 3, reflected in large effect sizes ($h \geq 0.8$). The largest increase from Grade 1 to Grade 3 in the percent of students who could read with fluency and comprehension in their MT was seen in Cebu in which 50.0% more students met Sinugbuanong Binisaya reading proficiency standards in Grade 3 than in Grade 1 ($h=1.27$).

$\phi = 2\arcsin\sqrt{p}$. Effect sizes are interpreted as follows, according to Cohen (1998): "small, $d = .2$," "medium, $d = .5$," and "large, $d = .8$ ". (reference: Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.)

Although, the percent of learners reading with fluency and comprehension in their MT improved across all regions from Grade 1 to Grade 3, additional analysis was conducted to examine in which grade learners tend to make the jump from “learning to read” to “reading to learn.” Analysis showed that there is significant improvement between Grades 1 and 2, and then another, smaller, but substantial improvement from Grade 2 to Grade 3.



The greatest gains for Ilokano MT students occurred between Grades 1 and 2, with an additional 23.6% of Ilokano MT students meeting the reading proficiency standard ($h=0.78$). Between Grades 2 and 3, Ilokano MT students had additional gains with 15.1% additional students meeting the reading proficiency standard ($h=0.32$). The greatest increase in the percent of learners meeting fluency and comprehension standards for Sinugbuanong Binisaya and Tagalog MT students occurred between Grades 2 and 3, where the reading proficiency rate increased by 39.6% for Sinugbuanong Binisaya MT students and 25.4% for Tagalog MT students from Grade 2 to Grade 3 ($h=0.92$ and $h=0.57$, respectively). Conclusions around when Tagalog and Sinugbuanong Binisaya MT learners make the jump from “learning to read” to “reading to learn” in their MT should be cautioned. Given that Grade 2 data was collected in Cebu and Laguna two to four months earlier in the school year than data was collected in Grade 1 and Grade 3 in these regions, this may have resulted in lower percentages of students meeting MT standards in Grade 2 in Cebu and Laguna. Additional research is needed to delve deeper into when learners make the largest improvements in MT literacy.

WHAT IS THE LANGUAGE 2 (L2) AND LANGUAGE 3 (L3) READING TRAJECTORY RESULTS FROM GRADE 1 TO GRADE 3?

Research has shown that MT learning can benefit students’ L2 and L3 language acquisition. Findings suggest that students can draw on the knowledge of language and literacy concepts, such as text decoding, learned for their MT (L1) to learn to read in an L2 or L3.²⁵ Furthermore, students’ L1 abilities may allow for faster L2 and L3 literacy acquisition as students with the necessary literacy skills in one language (their L1) are able to apply those skills more readily in an L2 or L3 setting.

Under the MTB-MLE policy, from Grade 1 to Grade 3 Filipino and English are treated as oral language subjects. Filipino is taught as a second language and English is taught as a third language. The study aimed to document the reading development of learners in their L2 and

²⁵ Comings 2014. p.3.

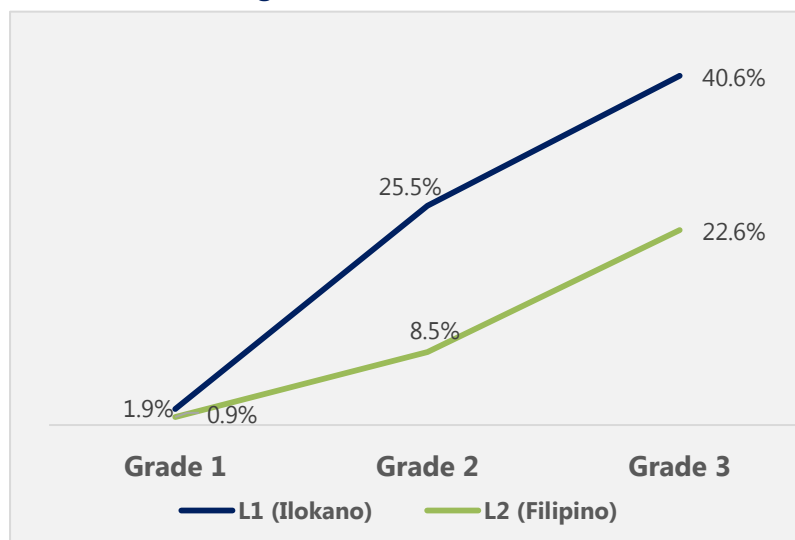
L3. Particularly whether students show improvement in their L2 and L3 reading development at the same rate as they do in their MTs.

FILIPINO (L2) READING RESULTS FROM GRADE 1 TO GRADE 3

From Grade 1, students are introduced to Filipino, as a second language (L2) as a language subject in preparation for the transition to Filipino-based instruction in Grade 4. The results from the EGRA administered to students demonstrate that students from the Ilocos and Cebu regions began with comparable levels of reading ability in both Filipino and their MTs; less than 5% of students were able to meet MT or Filipino reading proficiency standards. However, by Grade 3, while both MT and Filipino reading ability had improved greatly, a considerably higher percentage of students met reading proficiency standards in their respective MTs than in Filipino.

Ilocos Region

Figure 19. L1 and L2 Reading Trajectory From Grade 1 to Grade 3 - Ilocos Region



In Grade 1, students in the Ilocos region had similar reading proficiency rates in their MT (Ilokano) and their second language (Filipino) with about 1-2% of students meeting reading proficiency standards. Larger improvements from Grade 1 to Grade 2 were seen in MT reading proficiency than in Filipino ($h=0.47$). By the end of Grade 2, 8.5% of students from Ilocos met the Filipino fluency/comprehension

standard, while 25.5% of students met the MT (Ilokano) fluency/comprehension standard. By the end of Grade 3, students from Ilocos continued to meet reading proficiency standards at a substantially lower rate in their L2 (Filipino) (22.6%) than in their MT (40.6%) ($h=.39$). This indicates that although the percent of students demonstrating reading proficiency in their L2 (Filipino) increases from Grade 1 to Grade 3, the rate at which learners are acquiring reading proficiency in Filipino is much slower than in their MT (Ilokano). However, despite higher reading proficiency rates in MT than in their L2, learners in the Ilocos improved in reading proficiency in their MT and Filipino at a similar rate from Grade 2 to Grade 3.

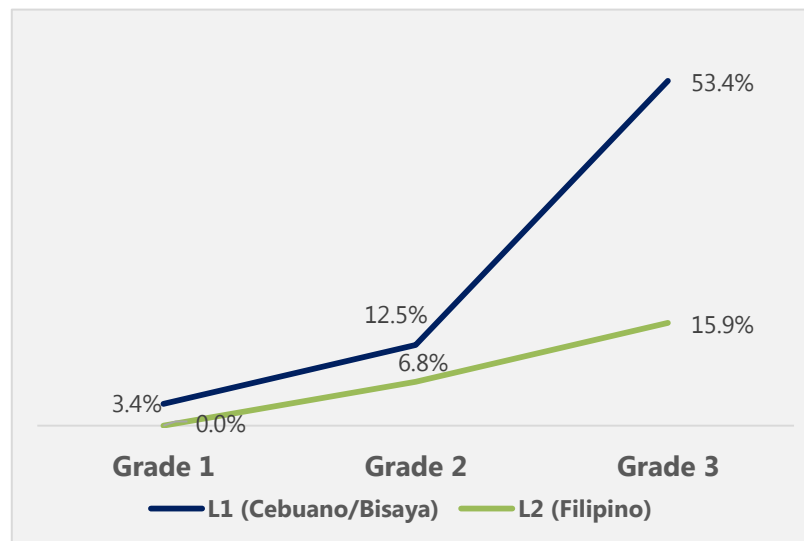
Of interest, Ilocos students' improvement in their L2 (Filipino) follows a different trend to that of their MT. Students showed greater improvement in MT reading ability between Grades 1

and 2, while greater improvement for Filipino occurred between Grades 2 and 3, where about 14.1% more students were able to meet the Filipino reading proficiency standard compared to 7.6% improvement between Grades 1 and 2. This suggests that initially Ilocos learners show improvement in reading proficiency at a faster rate in MT compared to their L2, however, by Grade 3, improvements in the percent of proficient readers occurs at a similar rate in both MT and L2.

Cebu Region

In Grade 1, slightly more students were able to read proficiently in their MT (3.4%) than in Filipino (0.0%), which is not surprising given that Filipino is only introduced to learners in the second quarter of Grade 1 as an oral language subject; reading and writing instruction is not introduced until Grade 2. Students' greater Grade 1 reading ability in their MT is corroborated by a small to medium effect size difference of $h=0.37$.

Figure 20. L1 and L2 Reading Trajectory From Grade 1 to Grade 3 – Cebu Region



Similar to Ilokano results, from Grade 1 to Grade 2, reading proficiency rates improved in both students' MT and L2; however, larger improvements were seen in MT. By the end of Grade 2, 6.8% of Cebu students met the Filipino fluency/comprehension standard; while in their MT, nearly twice as many (12.5%) Cebu students met the MT fluency/comprehension standard.

From Grade 2 to Grade 3, the reading proficiency rate in MT and Filipino continued to widen, in which significantly more learners were meeting reading proficiency standards in MT compared to their L2. In Grade 3, 15.9% of students from the Cebu region met the Filipino fluency/comprehension standard, compared to 53.4% of Cebu students that met the fluency/comprehension standard in their MT. This difference is corroborated by a large effect size of $h=0.82$.

Despite less overall improvement and lower reading ability, students' improvement in Filipino follows a similar trend to that of their MT. Students had greater improvement in MT and Filipino reading ability between Grades 2 and 3. Conclusions around when Sinugbuanong Binisaya MT learners show the largest improvement in the percent of proficient readers in their Filipino (L2) should be cautioned. Given that in Grade 2 data was collected in Cebu two to four

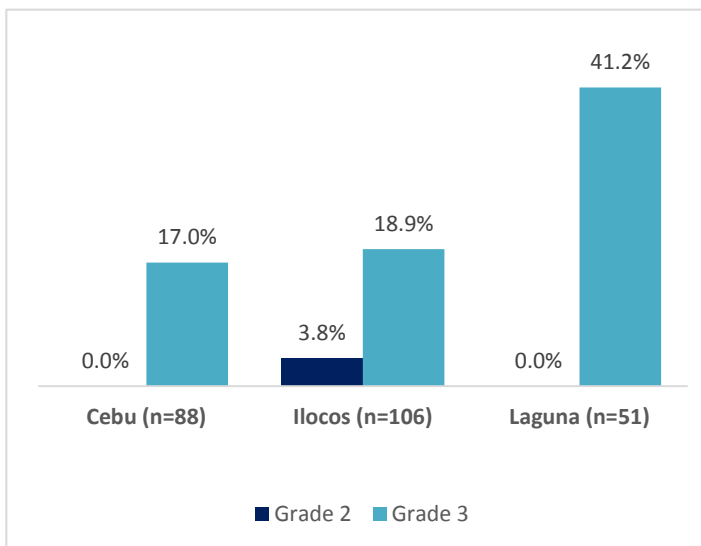
months earlier in the school year than data was collected in Grade 1 and Grade 3. Additional research is needed to delve deeper into when Sinugbuanong Binisaya MT learners make the largest improvements in second language (L2) literacy in Filipino.

ENGLISH (L3) READING RESULTS FROM GRADE 2 TO GRADE 3

In Grade 1, students are introduced to English as an oral language subject during third quarter of the school year. Beginning in the third quarter of Grades 2, learners are introduced to reading and writing in English as a subject, which is continued in Grade 3. To explore the learning trajectory of learners in English (L3), English Grade 2 and Grade 3 EGRA results from learners in Cebu, Laguna, and Ilocos were compared.

The results from the English EGRA administered to students in Grades 2 and 3 demonstrate that students from all three regions increase their English reading ability greatly between Grades 2 and 3.

Figure 21. L3 (English) Reading Trajectory from Grade 2 to Grade 3, by Region (n=245)



By the end of Grade 2, slightly more students from the Ilocos region (3.8%) demonstrated English reading proficiency compared to students from the Cebu or Laguna region, where no students were able to meet the English reading proficiency standards.²⁶

Between Grades 2 and 3, the percent of students from all three regions demonstrating English reading proficiency improved. The differences in rates between Grades 2 and 3 are considerable for all regions and show

a medium effect size difference for students from the Ilocos ($h=0.51$), and large effect size differences for students from the Cebu and Laguna regions ($h=0.85$ and $h=1.39$, respectively).

In Grade 3, a larger percentage of students from the Laguna region were able to read with fluency and comprehension in English compared to Ilocos and Cebu regions with 41.2% of students meeting the English fluency/comprehension standard compared to 17.0% in Cebu

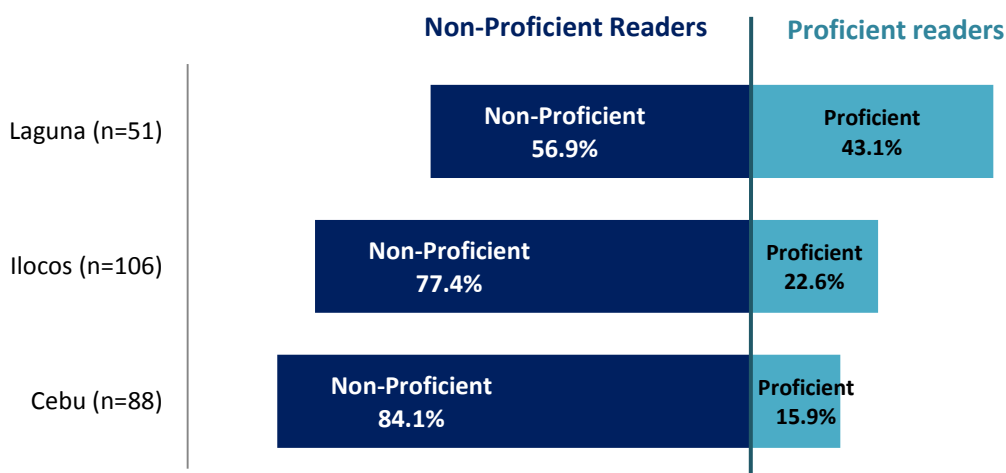
²⁶ Ilocos students' greater English reading ability is likely due to the fact that Grade 2 data was collected later in the school year in the Ilocos region (in Q4) than in the Cebu or Laguna regions (in Q3). Learners are introduced to English reading and writing in Q3 of the school year, so students from the Ilocos regions had more English reading and writing instruction than students from the Cebu and Laguna regions.

and 18.9% in Ilocos. Ilokano and Sinugbuanong Binisaya MT students meet the English fluency/comprehension standard at similar rates.

DO LEARNERS IN CEBU AND ILOCOS “CATCH UP” TO TAGALOG MT SPEAKERS IN FILIPINO BY GRADE 3?

Tagalog MT speakers in Laguna may be seen as native Filipino speakers due to the significant similarities between Tagalog, their MT, and Filipino, the national language. They thus have an advantage over non-Tagalog MT speakers in Cebu and Ilocos in terms of acquiring proficiency in the national language. The results from the Filipino EGRA administered to students from the Cebu and Ilocos region demonstrate that while the percent of these non-Tagalog students who are proficient readers in Filipino improves between Grades 1 and 3, they do not “catch up” to Tagalog MT students by Grade 3. In contrast, Tagalog MT students consistently have greater Filipino reading ability from Grades 1 to 3.

Figure 22. Proficient Readers in Filipino in Grade 3, by Region (n=245)



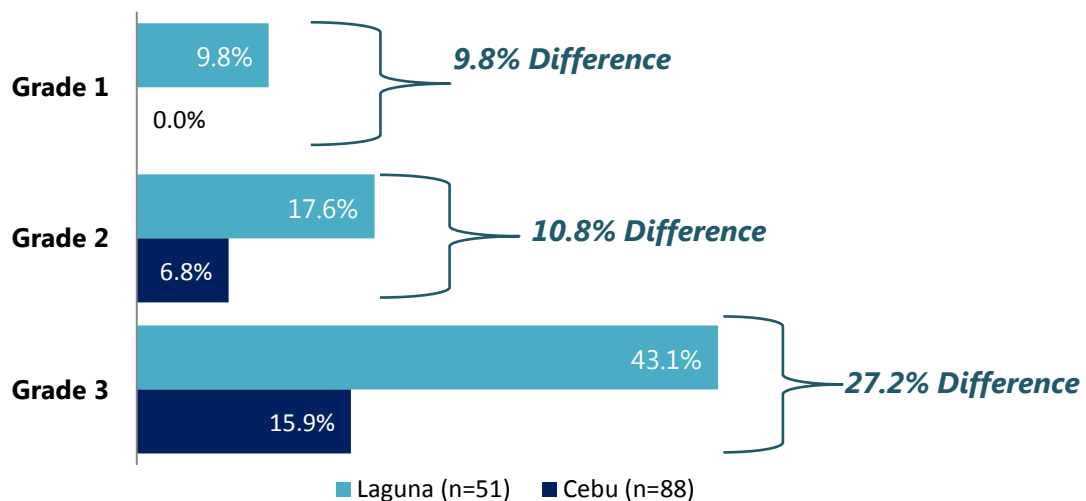
Results show that beginning in Grade 1, Tagalog MT students are more likely to be proficient readers in Filipino at the end of Grade 1 than non-Tagalog MT students. A larger percent of Grade 1 students in the Laguna region (9.8%) can read with fluency and comprehension in Filipino than students in Cebu (0.0%) or Ilocos (0.9%).

These differences persist in Grade 2, where 17.7% of Laguna students meet the Filipino reading proficiency standards compared to only 6.8% of Cebu and 8.5% of Ilocos students, respectively.

By the end of Grade 3, Tagalog MT learners continue to significantly outperform non-Tagalog speakers in Filipino reading proficiency. In fact, results suggest that instead of “catching up” to Tagalog MT learners by the end of Grade 3 in Filipino reading proficiency, Filipino learners in Cebu and Ilocos are falling further behind. Overall, 43.1% of Tagalog MT students were able

to read in Filipino with fluency and comprehension by the end of Grade 3. This rate is much greater than the rates of students from the Cebu and Ilocos regions, where 15.9% and 22.6% of students meet the Filipino fluency/comprehension standard, respectively. This considerable difference in reading abilities is shown in medium effect size differences between Tagalog MT students and Ilokano MT students ($h=0.44$) and Sinugbuanong Binisaya MT students ($h=0.61$).

Figure 23. Percent of Learners in Laguna and Cebu Meeting Filipino Proficiency Standards, by Grade (n=139)



ARE LEARNERS PREPARED FOR THE TRANSITION FROM MT INSTRUCTION TO FILIPINO AND ENGLISH IN GRADE 4?

Grade 3 is an important year for learners in the Philippines. In Grade 4, students transition to primary instruction in Filipino and math and science instruction in English. As such, measuring Filipino and English reading outcomes at Grade 3 is crucial to understanding the preparedness of learners for instruction in these languages as they proceed to Grade 4.

TRANSITION TO FILIPINO INSTRUCTION

L2 Filipino students are not prepared for the transition to Filipino instruction in Grade 4.

In Grade 3, the overwhelming majority of students from the Cebu and Ilocos regions do not meet the Filipino fluency/comprehension standard, with only 15.9% of Sinugbuanong Binisaya MT students and 22.6% of Ilokano MT students meeting the fluency/comprehension standard (Table 7). Although Tagalog MT speakers, who are at an advantage given the similarities with Filipino, only 43.1% of learners were able to meet the Filipino proficiency standard. This likely indicates that only roughly one-out-of-five non-Tagalog students and two out of five Tagalog MT students are ready for the transition to Filipino instruction in Grade 4.

Students show much greater reading ability in their MTs at Grade 3, in which 53.4% of Sinugbuanong Binisaya MT students and 40.6% of Ilokano MT students are able to meet MT reading proficiency standards. The differences between the percent of learners demonstrating Filipino and MT reading proficiency are considerable for non-Laguna L2 Filipino students, and show a small effect size difference for Ilokano MT students ($d=0.39$) and a large effect size difference for Sinugbuanong Binisaya MT students ($d=0.82$). This finding suggests that L2 Filipinos students from the Cebu and Ilocos regions are likely not prepared to switch to Filipino as the language of instruction in Grade 4 given that the majority of learners are still “learning to read” in Filipino and have not progressed to “reading to learn;” as a result, learners may benefit from another year of MTB instruction.

Table 7. Percentage of Students Meeting Fluency/Comprehension in MT and Filipino in Grade 3

Region	MT	Filipino
Cebu	53.4%	15.9%
Ilocos	40.6%	22.6%
Laguna ²⁷	--	43.1%

TRANSITION TO ENGLISH INSTRUCTION

By the end of Grade 3, the majority of students, from all regions, are not prepared for the transition to English instruction in Grade 4. Results by region showed that in Cebu and Ilocos, only 17.1% and 18.9% of learners, respectively, could read in English with fluency and comprehension. A larger percentage of learners in the Laguna region demonstrated English reading proficiency skills, with 41.2% of students who met the English fluency/comprehension standard, however, nearly 60% of learners were still unable to read with fluency and comprehension in English.

These findings suggest that students from all regions may not be prepared for instruction in English in Grade 4, and would likely benefit from continuing math and science instruction in their MTs rather than a transition to English instruction in these subjects in Grade 4.

Table 8. Percentage of Students Meeting Reading Proficiency Standards in MT and English in Grade 3

Region	MT	English
Cebu	53.4%	17.1%
Ilocos	40.6%	18.9%
Laguna	--	41.2%

²⁷ Tagalog MT students received the Filipino version of the EGRA assessment, as there is no Tagalog language version of the EGRA assessment.

3. WHAT IS THE RELATIONSHIP BETWEEN MT AND SECOND/THIRD LANGUAGE LITERACY?

WHAT IS THE PREDICTIVE POWER OF L1 LITERACY ON L2 AND L3 LITERACY?

Previous research strongly suggests that early achievement in a student’s MT leads to achievement in secondary languages such as Filipino and English. To explore this theory, a model that predicted Filipino fluency in Grade 2 using gains in MT was developed for both native Ilokano and Sinugbuanong Binisaya speakers. The results in Table 9 indicate that, after controlling for Filipino fluency in Grade 1, higher gains in MT fluency between Grade 1 and Grade 2 are associated with higher achievement in Filipino fluency in Grade 2.²⁸ The results provide preliminary support for the theory that fluency preparation in a student’s MT is associated with higher Filipino fluency achievement.

Table 9. MT Fluency Predicting Filipino Fluency

	Unstandardized Coefficient		Standardized Coefficient	t	p
	B	Std. Error	Beta		
Constant	2.64	1.25		2.10	0.038
Filipino fluency (Gr. 1)	0.92	0.04	0.72	22.05	<0.001
Gain in Sinugbuanong Binisaya fluency	0.86	0.06	0.46	14.15	<0.001
Note: Dependent variable is Filipino fluency in Gr. 2; r squared =0.91					
	Unstandardized Coefficient		Standardized Coefficient	t	p
	B	Std. Error	Beta		
Constant	1.86	1.97		0.94	0.35
Filipino fluency (Gr. 1)	0.79	0.05	0.62	15.44	<0.001
Gain in Ilokano fluency	0.94	0.07	0.52	13.00	<0.001
Note: Dependent variable is Filipino fluency in Gr. 2; r squared =0.84					

²⁸ The model predicting Filipino fluency achievement in grade 2 from gains in Sinugbuanong Binisaya and Ilokano fluency between grades 1 and 2 (after controlling for Filipino fluency in grade 1) accounted for 91% and 84%, respectively, of the variance in the outcome.

Models were also developed to explore the relationship between student gains in MT fluency between Grades 1 and 2 and English fluency achievement in Grade 2.²⁹ The results in Table 10 indicate that higher gains in MT fluency between Grade 1 and Grade 2 are associated with higher achievement in English fluency in Grade 2.³⁰ The results provide preliminary support for the theory that fluency preparation in a student’s MT is associated with higher English fluency achievement.

Table 10. MT Fluency Predicting English Fluency

	Unstandardized Coefficient		Standardized Coefficient	<i>t</i>	<i>p</i>
	B	Std. Error	Beta		
Constant	18.02	3.84		4.69	<0.001
Gain in Sinugbuanong Binisaya fluency	1.39	0.20	0.59	7.15	<0.001
Note: Dependent variable is Filipino fluency in Grade 2 r squared =0.35					
	Unstandardized Coefficient		Standardized Coefficient	<i>t</i>	<i>p</i>
	B	Std. Error	Beta		
Constant	19.50	4.75		4.11	<0.001
Gain in Ilokano fluency	1.52	0.19	0.62	8.17	<0.001
Note: Dependent variable is Filipino fluency in Gr. 2 r squared =0.38					

²⁹ The model did not control for grade 1 English fluency achievement. English was not tested for Grade 1 students.

³⁰ The model predicting Filipino fluency achievement in grade 2 from gains in Sinugbuanong Binisaya and Ilokano fluency between grades 1 and 2 (after controlling for Filipino fluency in grade 1) accounted for 35% and 38%, respectively, of the variance in the outcome.

4. IMPACT OF CONTEXTUAL FACTORS ON ACHIEVEMENT

Various factors from the student context interview, collected in 2017 were examined for association with key outcomes: meeting the Filipino and English fluency/comprehension standards. Bivariate statistical analysis found several large and statistically significant correlations between learners meeting Filipino, English, and MT fluency/comprehension standards, and several learner context interview questions. Correlational analysis results are shown in the tables below.³¹

LEARNER CONTEXT INTERVIEW QUESTIONS AND FILIPINO READING ABILITY

Analysis showed that the strongest relationship between learner characteristics and meeting the Filipino fluency/comprehension standard was found with the number of household possessions of learners in the Cebu region. The number of household possessions is a proxy for socioeconomic status, and findings showed that there was a moderate significant relationship between learners with more household possessions and higher rates of meeting the Filipino fluency/comprehension standard in Grades 2 and 3 in the Cebu region. There was also a relationship found for students in Grades 2 and 3 in the Cebu region between teachers using multiple languages for classroom instruction and the rates of meeting the Filipino fluency/comprehension standards. Findings showed that teachers using more languages in their classroom instruction has a small positive relationship with students' rates of meeting Filipino fluency/comprehension standards.

The number of languages spoken at home as well as speaking Filipino at home were found to also have significant positive associations with student's Filipino reading ability. As Table 11 shows, Grade 3 students from the Ilocos region reported that they speak Filipino at home and speaking more languages at home, generally, were associated with better rates of meeting the Filipino fluency/comprehension standards. These relationships both have a small positive association.

Interestingly, there were no correlations found to be consistent across regions.

³¹ In social science research correlations below 0.2 are not considered to be of high importance. Correlations between 0.2 and 0.4 are considered small, correlations between 0.4 and 0.6 are considered moderate, and correlations above 0.6 are considered large.

Table 11. Correlations Between Student Context Interview Results and Meeting Filipino Fluency/Comprehension Standards

Student Context Interview Questions	Cebu			Ilocos			Laguna		
	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Number of languages Spoken at Home						0.371*** (p=.001)			
Filipino/Tagalog Spoken at Home						0.332*** (p=.001)			
Mother Knows How to Read And Write									
Father Knows How to Read And Write									
Total Household Possessions		0.426* (p=.011)	0.428** (p=.010)						
Number of Languages Used in Classroom Instruction		0.275* (p=.037)	0.296* (p=.022)						
Classroom Instruction in Filipino/Tagalog									
Teacher Reads Aloud in Filipino									
Teacher Asks Student to Read Aloud in Filipino									
Student Attended Kinder									

*Correlations are significant at the >0.05 level (2-tailed)

**Correlations are significant at the >0.01 level (2-tailed)

***Correlations are significant at the >0.001 level (2-tailed)

Blanks denote no statistically significant associations between variables.

LEARNER CONTEXT INTERVIEW QUESTIONS AND ENGLISH READING ABILITY

Analysis of correlations between learner context interview questions and rates of students meeting the English fluency/comprehension revealed fewer associations. The strongest relationship was found for Grade 3 students in the Ilocos region, where reporting that English was spoken at home had a small positive and significant association with meeting the English fluency/comprehension standard.

For Grade 3 students in the Cebu region, receiving instruction in English also had a small positive and significant relationship with meeting the English fluency/comprehension standard.

Interestingly, there was no significant relationship found with total household possessions and also no correlations found to be consistent across regions.

Table 12. Correlations Between Student Context Interview Results and Meeting English Reading Proficiency Standards

Student Context Interview Questions	Cebu		Ilocos		Laguna	
	Grade 2	Grade 3	Grade 2	Grade 3	Grade 2	Grade 3
Number of languages Spoken at Home				0.05* (p=.016)		
English Spoken at Home				0.357*** (p=0.000)		
Mother Knows How to Read And Write						
Father Knows How to Read And Write						
Total Household Possessions						
Number of Languages Used in Classroom Instruction						
Classroom Instruction in English		0.273 (p=0.009)				
Teacher Reads Aloud in English			-.220* (p=.026)			
Teacher Asks Student to Read Aloud in English						
Student Attended Kinder						

*Correlations are significant at the >0.05 level (2-tailed)

**Correlations are significant at the >0.01 level (2-tailed)

***Correlations are significant at the >0.001 level (2-tailed).

Blanks denote no statistically significant associations between variables.

LEARNER CONTEXT INTERVIEW QUESTIONS AND MT READING ABILITY

Analysis of correlations between learner context interview questions and rates of students meeting their respective MT reading proficiency benchmarks revealed a small number of associations. The strongest relationship was found between Grade 2 students in the Cebu region and the total number of household possessions. There is a small to medium positive association reflecting that a greater number of household possessions correlates with increased MT proficiency. Another small positive association is found between Grade 2 students from the Ilocos region speaking multiple languages at home, with a greater number of languages spoken at home positively correlated with MT reading proficiency.

Several interesting correlations were found between English language exposure and proficiency in a student’s MT. For Grade 1 students in the Cebu region, speaking English had a small positive and significant relationship with meeting their MT fluency/comprehension standard. For Grade 1 students in the Ilocos region, teachers reading aloud in English also had a small positive relationship with students meeting the Ilokano reading proficiency standard.

Table 13. Correlations Between Student Context Interview Results and Meeting MT Reading Proficiency Standards

Student Context Interview Questions	Cebu			Ilocos			Laguna		
	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3	Grade 1	Grade 2	Grade 3
Number of languages Spoken at Home					0.369 p=0.001				
MT Spoken at Home									
Filipino/Tagalog Spoken at Home					-0.196 p=0.044				
English spoken at home	0.224 P=0.035								
Mother Knows How to Read And Write									
Father Knows How to Read And Write									
Total Household Possessions		0.398 p=0.03							
Number of Languages Used in Classroom Instruction									
Classroom Instruction in MT						0.192 p=0.048			
Classroom Instruction in Filipino/Tagalog									
Classroom Instruction in English									
Teacher Reads Aloud in Filipino									
Teacher reads aloud in English				0.351 p=0.005					
Teacher Asks Student to Read Aloud in Filipino									
Student Attended Kinder									

*Correlations are significant at the >0.05 level (2-tailed)

**Correlations are significant at the >0.01 level (2-tailed)

***Correlations are significant at the >0.001 level (2-tailed).

Blanks denote no statistically significant associations between variables.

5. CONCLUSIONS

WHAT IS THE RELATIONSHIP AMONG LITERACY ACQUISITION BETWEEN THE DIFFERENT LANGUAGES IN THIS STUDY?

The results from this study provide preliminary support for the theories that fluency preparation in a student's MT is associated with higher Filipino and English fluency achievement. After controlling for Filipino fluency in Grade 1, higher gains in MT fluency between Grade 1 and Grade 2 are associated with higher achievement in Filipino fluency in Grade 2. Models were also developed to explore the relationship between student gains in MT fluency between Grades 1 and 2 and English fluency achievement in Grade 2. Results indicate that higher gains in MT fluency between Grade 1 and Grade 2 are associated with higher achievement in English fluency in Grade 2.

Given that existing research has shown that L2/L3 learning can be influenced by students' L2/L3 oral ability, additional research on learners' L2/L3 oral language development in the early grades is needed to better understand the literacy acquisition between L1, L2 and L3.

WHAT IS THE READING LEARNING TRAJECTORY FROM GRADE 1 TO 3 IN MT, FILIPINO AND ENGLISH, UNDER THE MTB-MLE POLICY?

MT (L1)

Students from all regions showed considerable improvement in their MT reading achievement from Grade 1 and Grade 3. Analysis showed that there is significant improvement from Grades 1 and 2, and then another, smaller, but substantial improvement from Grade 2 to Grade 3.

Filipino (L2)

Results show improvement in learners' L2 reading proficiency from Grade 1 to Grade 3, however, students do not acquire reading proficiency in their L2 (Filipino) at the same rate as their MT (L1). Findings from the Ilocos region showed Ilocos students' improvement in their L2 follows a different trend than that of their MT. Students showed greater improvement in MT reading ability between Grades 1 and 2, while greater improvement for L2 occurred between Grades 2 and 3. In other words, this suggests that initially learners show improvement in reading proficiency at a faster rate in MT compared to their L2, however, from Grade 2 to Grade 3, improvements in the percent of proficient readers occurs at a similar rate in both MT and L2. Further research is needed to better understand the L1 and L2 learning trajectories in the early grades.

However, while the percent of L2 students who are proficient readers in Filipino improves between Grades 1 and 3, they do not “catch up” to Tagalog MT students, who have an advantage in Filipino given the similarities in the languages, by Grade 3. In contrast, Tagalog MT students consistently have greater Filipino reading ability from Grades 1 to 3. In fact, results suggest that instead of “catching up” to Tagalog MT learners by the end of Grade 3 in Filipino reading proficiency, L2 Filipino learners are falling further behind. This indicates that more must be done to help prepare L2 students to improve their L2 reading proficiency.

English (L3)

The results from the English EGRA administered to students in Grades 2 and 3 demonstrate that students from all three regions increase their English reading ability between Grades 2 and 3. In Grade 3, a larger percentage of students from the Laguna were able to read with fluency and comprehension in English compared to those from Ilocos and Cebu. The difference in reading abilities between the regions could potentially be due to the fact that the similarity between Tagalog and Filipino allowed Laguna students to acquire their L2 (Filipino) more easily, and focus more on English (L3) acquisition than students from other regions. Greater exposure to English in Laguna may also be a factor. Additional research is needed to better understand these trends.

Is the shift in Grade 4 to Filipino (L2) and English (L3) as the languages of instruction (LOI) too soon?

Overall, findings suggests that learners cannot be introduced to three languages and be proficient in all of them by the end of Grade 3. The majority of L2 learners were unable to read with proficiency in Filipino by the end of Grade 3. These results suggest that L2 students are likely not prepared for instruction in Filipino in Grade 4. Moreover, even lower percentages of learners meeting English reading proficiency standards also suggest that students from all regions may not be prepared for instruction in English in Grade 4. Findings suggest that students from all regions would likely benefit from continuing instruction in their MTs rather than a transition to Filipino or English instruction in Grade 4.

While the study confirmed that strong L1 fluency gains are predictive of higher L2 and L3 fluency achievement, there are other aspects to L2 and L3 proficiency that need to be strengthened before students can successfully learn in these languages. Vocabulary and comprehension skills, in particular, would need to be better supported. Strategies for bridging learners’ L1 vocabulary and comprehension skills to the additional languages, as well as other second language learning strategies, may need to be more deliberately incorporated into Filipino and English language instruction so that the students’ stronger proficiency in their L1 can be better used as a springboard for gaining L2 and L3 proficiency.

Given that the majority of L2 and L3 learners are unable to read proficiently in their L2 (Filipino) and L3 (English) by the end of Grade 3, they are likely not prepared for the switch in the

language of instruction by Grade 4. While this research was not designed to explore the reading learning trajectories in Grade 4, additional research on L1, L2 and L3 reading proficiency in Grade 4 may be a useful next step. Further, classroom observation findings from the study showed that teachers code switch, or alternate between languages, during lessons. More research is needed on the actual language of instruction used by teachers in Grade 4, particularly whether instruction in fact switches entirely to Filipino and English or whether teachers use code switching and other techniques given the low reading proficiency levels of L2/L3 learners in Filipino and English.

This study provided an excellent foundation and important learning to enhance future study in this important area of MTB-MLE.

ANNEXES

ANNEX 1. METHODOLOGY

DESIGN

This research is intended to explore the implementation of the new Mother Tongue Based—Multi-Lingual Education (MTB-MLE) policy in three regions of the Philippines. The study aims to explore the learning trajectories under the MTB-MLE policy in literacy development in MT (L1), Filipino (L2) and English (L3) from Grade 1 to Grade 3, as well as to determine whether the assumption that improved literacy instruction and outcomes in MT (L1) in Grade 1 will lead to similar improvements in students’ L2 and L3 literacy skills. This study examines the reading outcomes, over time, of learners in MT, Filipino and English, specifically exploring whether children become proficient in their MT language while laying the foundation for learning in additional languages (Filipino and English).

The study established the following research questions to examine the trajectory of reading skill acquisition for learners under the MTB-MLE policy.

1. What is the reading learning trajectory from Grade 1 to 3 in MT, Filipino and English, under the MTB-MLE policy?
 - a. Do learners in Cebu and Ilocos “catch up” to Tagalog MT speakers from Laguna in Filipino (L2) by Grade 3?
 - b. Is the change to Filipino (L2) and English (L3) as the language of instruction (LOI) in Grade 4, under the MTB-MLE policy, too soon?
2. What is the relationship among literacy acquisition between the different languages in this study?
 - a. What is the predictive power does L1 literacy have for L2 and L3 in the MTs specific to this study?
3. Are there other characteristics besides grade level that affect literacy in MT, Filipino and English?

METHODOLOGY

In order to answer these questions on students’ reading skill acquisition under the MTB-MLE policy, the study followed a longitudinal design. Over the course of three years (Grades 1, 2, and 3), data was collected from the same group of students from three regions: Cebu (where Sinugbuanong Binisaya is the MT), Ilocos Norte/ Sur (where Ilokano is the MT), and Laguna (where Tagalog³² is the MT). Each year, Basa conducted early grade reading assessments

³² Tagalog is one of over 170 languages in the Philippines, and is the predominant mother tongue in key regions of Luzon Island. In 1935, the Philippines worked on establishing a Constitution and sought to institute a national language policy. Tagalog was declared by then President Manuel Quezon as the basis for the national language,

(EGRA) to measure students’ oral reading fluency in their MT³³, Filipino, and English.³⁴ Additionally, teachers were interviewed in order to obtain demographic and contextual data, as well as observed in order to gather data on classroom practices.

The study aimed to implement assessments at the end of each school year, which runs from June to the end of March. However, due to logistical and staff constraints, the timing of the data collection varied, particularly during SY 2015/16 during Grade 2 data collection.

Data was collected at the following three points in time:

- *Grade 1*: February-March 2015;
- *Grade 2*: November 2015 – February 2016;
- *Grade 3*: January - February 2017.

In the first round, data was collected from Grade 1 students over a two-month period (February-March 2015). In the second round, Grade 2 data collection was divided with data collected in Cebu and Laguna in November-December 2015, and then in Ilocos in February 2016. In the third round, data was collected from Grade 3 students in January/February 2017.

Table 14. EGRA Assessment Schedule

	EGRA Assessment	Feb/ March 2015	Nov/ Dec 2015	February 2016	February 2017
Grade 1	MT, Filipino	Cebu, Ilocos, Laguna			
Grade 2	MT, Filipino, & English		Cebu, Laguna	Ilocos	
Grade 3	MT, Filipino, & English				Cebu, Ilocos, Laguna

to be called “Pilipino” in the 1950s, and then later, “Filipino” under the 1973 Constitution. With the adoption of the 1987 Philippine Constitution, Filipino as the national language was framed as an evolving language, which “shall be further developed and enriched on the basis of existing Philippine and other languages.” This more clearly differentiated Tagalog from Filipino, as the latter incorporates words from various other Philippine and foreign languages that have found their way into the lexicon of the national language. Some writers point to the 28-letter Filipino alphabet as proof that Filipino is distinct from Tagalog, with the inclusion of letters such as F, J, V, and Z, which are not typically used in Tagalog but are used in other Philippine languages such as Ibanag. For more information on the distinction between Filipino and Tagalog please refer to

<http://newsinfo.inquirer.net/715880/filipino-is-no-longer-tagalog>, <https://newsbits.mb.com.ph/2017/08/20/the-nationalization-and-modernization-of-filipino/>, https://en.wikipedia.org/wiki/Ibanag_language#Consonants.

³³ Tagalog is the dominant MT in the Laguna region. The Tagalog language is the MT that formed the primary basis for the national language Filipino. As there is no Tagalog language version of the EGRA assessment, Tagalog MT students received the Filipino version of the EGRA assessment. Consequently, in this study, Filipino was treated as the MT for Tagalog MT students in the analysis.

³⁴ English was only assessed in Grades 2 and Grades 3.

STUDY SAMPLE

Sampling was conducted at three levels: 1) school, 2) classroom, and 3) student. The school and classroom samples were drawn through separate selection processes with regional educational officials. The students were randomly drawn from the selected classrooms.

SCHOOL SAMPLE

In Year 1 (2015), a sample of fifteen schools were selected through a consultation process with regional education officials to participate in the study. Six schools were selected from each of the Cebu and Ilocos regions, and three schools were selected in the Laguna region. Schools were selected to intentionally include an equal number of Basa and non-Basa schools. As the Laguna region does not have Basa schools, three non-Basa schools were selected for the study.

As this is a longitudinal study, the same selected schools were visited and included in all three years of data collection.

The school selection process began with nominations by Basa field office staff in the Cebu and Ilocos regions. These nominations prioritized the following characteristics:

- Comparable populations of Grades 1-3 students;
- More than three sections per grade level;
- No multi-grade sections.

To give all schools per region an equal chance of being selected, researchers compared Grade 1-3 population sizes of all schools across all divisions in each region. The research team selected schools with high enrollment in Grades 1-3 and at least three sections per grade level. Schools with multiple sections per grade allows the study to avoid selecting students from the top or “star” sections. In selecting the Basa and non-Basa schools in Cebu and Ilocos, the research team identified regional “dyads” of schools that could be “matched” on pupil population size in Grades 1-3. The final selection of schools was made in consultation with district superintendents and other education leaders.

Table 15. Year 1 (2015) School Sample

Region	Total Number of Schools Visited
Region 1: Ilocos Sur	4
Region 1: Ilocos Norte	2
Region 4: Laguna	3
Region 7: Cebu	6
TOTAL	15

From the selected schools, the school principal suggested two classrooms that did not include “star” classrooms³⁵ for data collection. From each selected classroom, a random sample of students was selected to participate in the study.

STUDENT SAMPLE

In 2015, data collectors randomly selected 10 students from each selected Grade 1 classroom’s student roster for assessment for a total of 20 Grade 1 students per school. Overall, a total of 300 students were included in the initial cohort in 2015. The subsequent year, the same students were tracked longitudinally and tested again in 2016 when they were enrolled in Grade 2, as well as in the following year, 2017, when they were enrolled in Grade 3. The study includes results only for learners who tracked and tested in all three grades (Grade 1-3) and who were not found to be repeating a grade. In total, due to attrition and students’ repeating grades, this study’s analysis is based on 245 longitudinal non-repeater students who were tracked and tested from Grade 1 to Grade 3. Table 16 provides a breakdown of the total students assessed in each region.

Table 16. Student Sample

Region	Grade 1 (2015)	Grade 2 (2016)	Grade 3 (2017)
Region 1 - Ilocos Norte, Sur	119	111	106
Region 4 - Laguna	60	52	51
Region 7 - Cebu	121	100	88
TOTAL	300	263	245

Students were tracked through communication with schools. Prior to data collection in Grades 2 (2016) and 3 (2017), data collectors visited each of the 15 schools to confirm that the longitudinal students were still enrolled and to determine their classroom for the respective year. Over the course of the study, three students repeated a grade and these students were excluded from analysis.

The most common causes of student attrition were student absence, student drop out, or a student moving to another school outside of the data collection region. If a student was absent, data collectors tried to revisit the school after data collection was completed for that grade in order to assess the student. However, at times, staff and logistical constraints

³⁵ “Star” or top classrooms are separate classrooms for high-performing students and were ineligible to avoid over-sampling high performing students.

prevented this from occurring. In the case of student transfer, attempts were made to track students to other schools if they were within the same region.

TEACHER SAMPLE

To obtain information on teacher literacy practices and the environment for the implementation of MTB-MLE, each year, a sample of teachers of learners included in the study were interviewed. In 2015, 28 Grade 1 teachers were interviewed. Subsequently in 2016, 26 Grade 2 teachers were interviewed and in 2017, 30 Grade 3 teachers were interviewed. In total, 84 teachers were interviewed.

Table 17. Teacher Interview Sample

	GRADE 1	GRADE 2	GRADE 3
CEBU	13	4	11
ILOCOS	9	11	11
LAGUNA	6	11	8
TOTAL	28	26	30

The majority of Grade 1 and Grade 2 teachers interviewed were male, while the majority of Grade 3 teachers were female. The majority of teachers fell under the Teacher designation (92.7%) and 7.3% were designated as Master Teachers. The majority of teachers (about 73%) also held a master's degree or higher. Teachers from the Laguna region had the highest educational attainment with only 12% reporting a BA/BS, 84% of teachers attaining a master's degree, and 4% attaining a PhD.

Additionally, to provide context of the instructional environment in schools, in 2017, a sample of Grade 3 teachers in each school were observed during data collection. A total of 30 Grade 3 teachers were observed during MT, Filipino and English reading lessons. However, because of a new policy in some schools where teachers share language instruction with other teachers instead of teaching all three languages themselves, the number of teachers observed varied by language. The Standards-Based Classroom Observation Protocol-Literacy (SCOPE-L) was used for classroom observation of Grade 3 teachers. SCOPE-L is designed to capture teacher instructional practice in domains that research identifies as crucial to supporting student literacy acquisition in multiple languages, and observes for whether or not teachers are implementing the MTB-MLE policy and curriculum in their classrooms.

RESEARCH TOOLS

In order to gather data needed to answer the specified research questions, several tools were used in this study. Two standardized measurement tools were used for the study: the *Early Grades Reading Assessment (EGRA)* and the *Standards-Based Classroom Observation Protocol for Literacy (SCOPE-Literacy)*. Additionally, demographic and contextual information was collected from both teachers and students using tailored interview protocols.

EARLY GRADE READING ASSESSMENT (EGRA)

In order to assess student reading proficiency, this study utilized an adapted Early Grade Reading Assessment (EGRA). EGRA is a standardized reading tool that assesses early reading skills, from basic skills such as phonemic awareness and letter sounds, to more sophisticated reading measures such as fluency and comprehension.

This study used a shortened version of the EGRA tool. Students were assessed in all languages in which they have received literacy instruction during the school year. Consequently, administering a shortened version of each language assessment was more parsimonious and less overwhelming for the students. The EGRA subtests included: Letter Sounds (Filipino only), Oral Passage Reading and Comprehension (MT, Filipino and English), and Dictation (MT, Filipino and English).

The study utilized EGRA subtests and reading passages developed in English, Filipino and several MTs by RTI between 2011 and 2015. These instruments were adapted and used with students in this study. EGRA tests were developed in Sinugbuanong Binisaya, Ilokano, Filipino and English. Care is taken to be sure that all of the reading passages included in the final EGRA tool are appropriate for Grade 1-3 students. Two versions of the EGRA were developed for this study for each language.

Prior to data collection in 2015, Version A of the EGRA tool was developed and pilot tested among a convenience sample of Grade 1 and 2 students in Ilocos and Grade 1 and 3 students in Cebu. Version B was developed in 2015 and piloted among a convenience sample of students in Cebu and Ilocos.

For Sinugbuanong Binisaya, Ilokano and Filipino, version A was administered in 2015 and 2017 and version B was administered in 2016. In English, Version A was administered in 2016 and Version B was administered in 2017.

For the purposes of this study, analysis focuses only on the Passage Reading and Comprehension subtest. The Passage Reading subtest assesses three early reading skills: oral reading fluency and accuracy, and reading comprehension. Given the importance of reading comprehension as the ultimate goal of reading and its relationship to oral reading accuracy

and fluency, the Passage Reading subtest was a natural selection and focus for inclusion in the study.

STUDENT CONTEXT INTERVIEW

In order to collect basic demographic data as well as information about a student’s educational background and opportunities for reading, a student context interview was administered in Grade 3. The interview protocol included questions on the following topics: language(s) spoken at home and at school; household items and parental occupation; availability of books in the student’s home and their subject areas and languages; availability of reading support at home from a parent or other adult or family member; opportunities for reading and oral listening in school; and educational background (specifically, whether or not the student responding had attended kindergarten).

STANDARDS-BASED CLASSROOM OBSERVATION PROTOCOL FOR LITERACY (SCOPE-LITERACY)

To address the research questions regarding teacher instruction, we utilized the *SCOPE-Literacy* tool. *SCOPE-Literacy* is designed to capture teacher practice in domains that research identifies as crucial to supporting student literacy acquisition in multiple languages, and scores on the instrument serve as an effective measure of whether or not teachers are implementing the MTB-MLE policy in their classrooms. *SCOPE-L* assesses classroom reading and writing instruction along thirteen dimensions of practice and is organized into two major subsections: 1) Classroom Structures and 2) Language and Literacy Instruction. The thirteen dimensions of literacy practice and indicators reflecting the dimensions are displayed below.

Figure 24. SCOPE-Literacy Dimensions and Indicators

Section I. Classroom Structure	Section II. Language and Literacy Instruction
<p>1. Supportive Learning Environment</p> <ul style="list-style-type: none"> • Understanding of rules and routines. • Environment supports student language and literacy learning • Teacher management of conflicts and non-compliance 	<p>7. Opportunities for Oral Language Development</p> <ul style="list-style-type: none"> • Learner talk • Teacher language • Direct instruction • Discussion
<p>2. Effective Grouping Strategies</p> <ul style="list-style-type: none"> • Grouping strategies • Learner participation • Learner cooperation and collaboration 	<p>8. Opportunities for Meaningful Reading</p> <ul style="list-style-type: none"> • Text choice • Opportunity to read individually • Print resources
<p>3. Participation of All Learners</p> <ul style="list-style-type: none"> • Learners’ prior knowledge and interests • Strategies that support learner inclusion • Practice that provide learners with access to learning 	<p>9. Opportunities for Learning to Decode and Spell Words</p> <ul style="list-style-type: none"> • Direct instruction • Adaptations for individuals • Strategies for decoding

<p>4. Opportunities for Reflection</p> <ul style="list-style-type: none"> • Opportunities to self-assess reading and writing • Tools to support learner reflection and self-assessment • Ongoing assessment 	<p>10. Develops Reading Fluency</p> <ul style="list-style-type: none"> • Modeling fluency • Varied instructional strategies • Activities to build automaticity
<p>5. Classroom Materials</p> <ul style="list-style-type: none"> • Print-rich environment • Classroom materials to support literacy learning • Use of books in instruction 	<p>11. Opportunities for Developing Vocabulary</p> <ul style="list-style-type: none"> • Teacher modeling • Vocabulary selection • Varied approaches to vocabulary instruction • Strategies for learning word meanings independently
<p>6. Manages Reading and Writing Instruction</p> <ul style="list-style-type: none"> • Lesson planning • Patterns of instruction • Directions to support learner 	<p>12. Opportunities for Developing Reading Comprehension</p> <ul style="list-style-type: none"> • Learner thinking • Instructional strategies • Questioning • Direct Instruction
	<p>13. Writing Instruction</p> <ul style="list-style-type: none"> • Opportunities for self-expression • Writing process • Direct Instruction

Teacher Interviews

In addition to being observed during classroom language instruction, teachers were also asked a series of questions using a semi-structured interview protocol. Teachers were asked to provide details about their teaching experience and background, education level, and language proficiency, as well as the language proficiency of the students in their classrooms. They were also asked open-ended questions about their current teaching practices, including lesson planning and preparation, how they bridge languages in their reading instruction, and what challenges they have faced in implementing the MTB-MLE policy and resulting curriculum. Grade 3 teachers were also asked to opine on whether MTB-MLE makes it easier for students to learn to read in Filipino and English.

DATA COLLECTION

Assessors were identified and trained to administer the four tools used in this study. Assessors were required to be native speakers of the regional MT where they would be assigned for data collection. Assessors also had backgrounds in education and experience working with school-aged children. Assessors were trained each year prior to data collection. During the training, they were exposed to the theory behind the items included in each tool, and were given opportunities to practice and refine their observation, interviewing, and assessment skills prior

to actual data collection. The trainings also helped to reinforce inter-rater reliability and ensure scoring consistency from year to year.

Standards-Based Classroom Observation Protocol For Literacy (SCOPE-Literacy)

Teachers from the selected classrooms were observed during each of their language periods—up to three language periods, depending on grade level. Observers use the *SCOPE-Literacy* tool to score teachers on the tool’s focal classroom management and instructional measures. To conduct the observation, observers sit in an unobtrusive location in the classroom so as not to distract students, and take handwritten notes on the teacher’s activities and performance for each of the 13 items.

Teacher Interview

Following observation of the language period(s), observers conducted teacher interviews using a semi-structured interview form. Participation in the interview was voluntary, and teachers were given the option to decline. Observers took handwritten notes during their discussions, which lasted from 15-30 minutes on average.

Early Grade Reading Assessment (EGRA)

As noted above, students were assessed in up to three languages, depending on their region and grade level. In Grade 1, students are assessed in their regional MT, and Grades 2 and 3 students are assessed in MT, Filipino and English. However, there are two notable exceptions. First, we assess Grade 1 students in Filipino, although they receive only oral language instruction – and not formal literacy instruction – during the school year. This is done in order to generate a baseline understanding of Filipino reading skills before literacy instruction is formally introduced. The second exception pertains to students in Laguna, where Tagalog is the regional MT. A Tagalog version of the EGRA tool has not yet been validated by the developers. Given the similarities between Tagalog and Filipino, in this study, Filipino is treated as the MT for Laguna.

Table 18. Languages Assessed per Grade Level

	SINUGBUANONG BINISAYA	ILOKANO	TAGALOG	FILIPINO	ENGLISH
Grade 1	X	X	n.a.	X	
Grade 2	X	X	n.a.	X	X
Grade 3	X	X	n.a.	X	X

EGRA is administered to students on a one-to-one basis by a trained assessor. Assessors work with students in a quiet location suggested by the school's administration, such as a library or unused classroom. Assessments last from 20 to 60 minutes, depending on the child's grade. *EGRA* subtests are assessed in the following order by language: (1) MT, (2) Filipino, (3) English. Assessors are native speakers of the regional MT where they are assigned to conduct assessments, and *EGRA* is administered in the language of the subtest (that is, the assessor speaks the MT during the MT subtests, Filipino in the Filipino subtests, and English in the English subtests). Students are allowed to respond to reading comprehension questions from any language subtest using their MT, if desired. Assessors translate responses and determine whether they are correct. However, students are required to use the appropriate subtest language to provide responses in the Letter Sounds, Passage Reading and Dictation subtests.

Passage Reading Subtest. During the timed assessment, students are given 60 seconds to read as much of a reading passage as possible. When time runs out, the passage is removed and the student is asked up to 5 comprehension questions, depending on how far s/he read through the passage. This subtest allows for the calculation of two reading measures: fluency, or words correctly read per minute, and reading comprehension.

Student Context Interview

The student context interview is administered to students prior to the *EGRA* assessment, in order to both facilitate information gathering and serve as an icebreaker. Students are asked questions in their MT or language of preference (as indicated by the child) and are encouraged to respond in whichever language they chose. Following administration of the student context interview, assessors initiate the *EGRA* MT subtests.

DATA ANALYSIS

All collected data were cleaned by EDC M&E staff and analyzed using standard statistical techniques such as univariate and bivariate statistics as needed for different analytical purposes. The results were disaggregated by region and grade-level, as appropriate. Central tendency analysis (e.g. mean) were conducted for continuous variables. Comparison of means statistical tests (independent samples *t*-test) were conducted to estimate differences between students of different MTs. Additionally, effect size (Cohen's *h*) calculations were calculated to assess the magnitude of difference between groups (regions and grade-level). Bivariate statistical analyses (e.g. correlations) were conducted to examine the relationship between different variables.

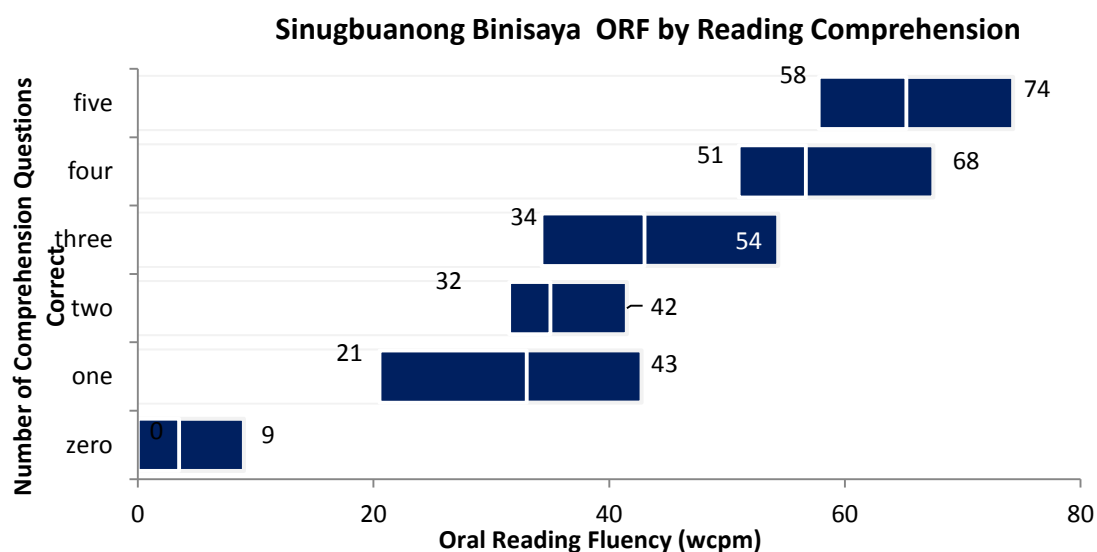
Establishing Reading Proficiency Standards

To assess reading trajectories of learners from Grade 1 to Grade 3, reading proficiency standards were developed for each language – Sinugbuanong Binisaya, Ilokano, Filipino and English. Reading proficiency standards used in this study were developed according to existing proficiency standards, extensive research in literacy and data-supported relationship between oral reading fluency and comprehension.

Under the Basa project, Basa worked closely with DepEd to create oral reading fluency benchmarks for Filipino and English using data from Basa’s EGRA assessment conducted in Cebu, Ilocos, Bohol and La Union. For Filipino and English, the existing oral reading fluency benchmarks were established at a minimum of 40 words correct per minute in Filipino and 60 words correct per minute in English. Given that existing oral fluency benchmarks in Filipino and English were established, the study utilized these benchmarks for reading proficiency standards in this study.

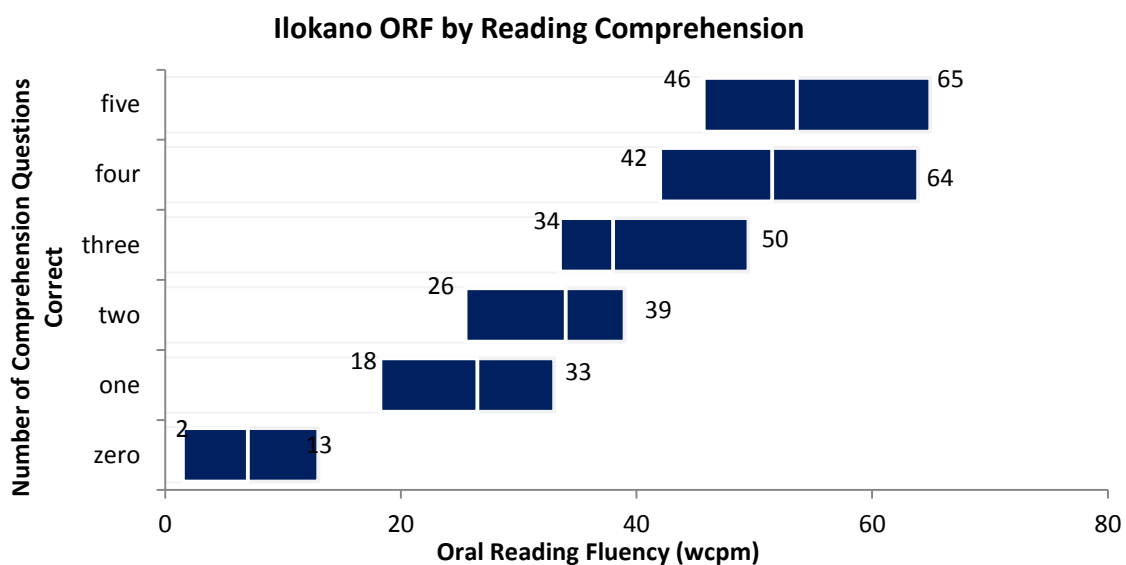
For Sinugbuanong Binisaya and Ilokano, reading proficiency standards were established using Grade 1 – Grade 3 EGRA collected in 2017 as part of the Basa Research cross-sectional data collection in sample schools in Cebu, Ilocos and Laguna. The figure below shows Sinugbuanong Binisaya oral reading fluency by reading comprehension. The graph shows, for each number of correctly answered comprehension question, the ORF results of students between the 25th and 75th percentiles around the median score. As seen in the figure below, 75% of learners who were able to answer four comprehension questions correctly read around 51 or more words correct per minute, as such a Sinugbuanong Binisaya reading proficiency standard of 50 words correct per minute and 80% reading comprehension was established for this study’s analysis.

Figure 25. Sinugbuanong Binisaya Reading Proficiency Standards – ORF by Reading Comprehension (n=380)



For Ilokano, analysis of oral reading fluency results by reading comprehension showed that 75% of Grade 1 -3 learners who were able to answer four out of five comprehension questions correctly were able to read 42 words correct per minute or more and 50% of learners read 51 words correct per minute or more. However, as seen in the figure below, a substantial number of learners who were able to answer only three comprehension questions correctly were able to read 40 words correct per minute or more. To improve the accuracy of the reading proficiency standard, a standard of 50 words correct per minute and 80% reading comprehension was established.

Figure 26. Ilokano Reading Proficiency Standards – ORF by Reading Comprehension (n=397)



LIMITATIONS

This study had some limitations in its design and implementation. The study design did not include the random assignment of schools or classrooms. Consequently, the generalizability of the differences or similarities found between the learning trajectories or other conclusions reached in this study are limited since other factors may have contributed to these findings. Conservatively, study findings can be generalized to the classrooms from which a random sample of students was drawn.

Limitations also stem from the availability of validated assessment tools. A validated Tagalog version of the EGRA tool was unavailable, and consequently, students from the Laguna region (Tagalog MT students) received the Filipino version of the assessment rather than a Tagalog version. Similarly, students from the Cebu region received the Sinugbuanong Binisaya version of the EGRA tool even though students also identified Sinugbuanong Binisaya as their MT.

Another limitation originates from the study's sampling strategy. The study design aimed to include an equal number of Basa and non-Basa schools, while also disaggregating by the Cebu, Ilocos, and Laguna regions. However, there are no Basa schools in the Laguna region and, as a result, the number of schools selected from the Laguna region is half (3) of the number of schools selected from the Cebu and Ilocos regions (6). This has translated into a student sample in Laguna that, from the beginning, was half the size of the student samples of other regions. Additionally, longitudinal designs are particularly vulnerable to sample size attrition. In this study, the conceptualized sample size of 300 students decreased to 245 students. Student sample attrition is largely attributable to student dropout, moves, or grade repetition. Although attempts were made to track students that had moved to a different school or repeated a grade, and assess them at a later date, staff and logistical constraints made this process inconsistent.

Staff and constraints also limit the findings of this study relating to the timing of Grade 2 data collection. Data collection in Grade 2 was designed to occur in the same months (Jan-Feb) as Grade 1, however, at this time the Basa staff (with whom this study shared data collection staff) was in the midst of data collection for the Basa impact evaluation. Consequently, data was collected between 2 and 4 months later from students in the Ilocos region than from those in Cebu and Laguna. As explained in the findings, this is the likely cause of the Ilocos students' greater reading ability in Grade 2 compared to students from other regions; Ilocos students had had an additional 2-4 months of schooling at the time of data collection. The MT reading ability of students in Grade 3 is roughly similar across all regions. This may imply that students from Cebu and Laguna would have had similar learning trajectories to students from the Ilocos region if data collection had occurred at the same time for all regions.

ANNEX 2. SUMMARY EGRA RESULTS

CEBU DETAILED RESULTS

Percentage of Learners Meeting Reading Proficiency Standards (n=88)					
EGRA Test	Grade 1	Grade 2	Grade 3	Effect Size (Grade 1/2)	Effect Size (Grade 2/3)
Sinugbuanong Binisaya (MT)	3.4	12.5	53.4	0.35	0.92
Filipino	0.0	6.8	15.9	0.53	0.29
English	-	0.0	17.0	-	0.85

Percentage of Learners Meeting Reading Proficiency Standards (n=88), by Sex						
Sex	EGRA Test	Grade 1	Grade 2	Grade 3	Effect Size (Grade 1/2)	Effect Size (Grade 2/3)
Boys (n=42)	Sinugbuanong Binisaya (MT)	0.0	2.4	47.6	0.31	1.21
	Filipino	0.0	2.4	11.9	0.31	0.39
	English	-	0.0	14.3	-	0.78
Girls (n=46)	Sinugbuanong Binisaya (MT)	6.5	21.7	58.7	0.45	0.78
	Filipino	0.0	10.9	19.6	0.67	0.24
	English	-	0.0	19.6	-	0.92

Descriptive Statistics for EGRA Subtests (n=88)			
Subtest	Grade 1	Grade 2	Grade 3
SINUGBUANONG BINISAYA (MT)			
Oral Passage Reading (wcpm)	19.1	34.4	56.1
Reading Comprehension- timed (pct)	29.1	40.0	66.8
Reading Comprehension-untimed (pct)	56.8	55.1	75.3
Dictation (pct)	30.5	46.7	69.3

FILIPINO			
Oral Passage Reading (wcpm)	19.7	33.9	58.5
Reading Comprehension- timed (pct)	16.4	21.6	44.6
Reading Comprehension-untimed (pct)	33.3	46.5	62.1
Dictation (pct)	29.2	50.7	66.4
Letter Sounds (lcpm)	8.0	12.1	14.1
ENGLISH			
Oral Passage Reading (wcpm)	-	40.6	62.8
Reading Comprehension- timed (pct)	-	8.0	31.6
Reading Comprehension-untimed (pct)	-	21.7	42.7
Dictation (pct)	-	27.8	44.9

Percentage of Learners with Zero Scores on EGRA Subtests (n=88)			
Subtest	Grade 1	Grade 2	Grade 3
SINUGBUANONG BINISAYA (MT)			
Oral Passage Reading	33.0	4.5	2.3
Reading Comprehension- timed	46.6	31.8	6.8
Reading Comprehension-untimed	4.5	18.8	3.4
Dictation	35.2	2.3	0.0
FILIPINO			
Oral Passage Reading	29.5	2.3	0.0
Reading Comprehension- timed	51.1	47.7	5.7
Reading Comprehension-untimed	18.5	20.6	3.4
Dictation	36.4	1.1	0.0
Letter Sounds	6.8	0.0	1.1
ENGLISH			
Oral Passage Reading	-	2.3	1.1
Reading Comprehension- timed	-	71.6	34.1
Reading Comprehension-untimed	-	32.8	15.7
Dictation	-	3.4	1.1

Descriptive Statistics for EGRA Subtests (n=88), by Sex				
Sex	Subtest	Grade 1	Grade 2	Grade 3
SINUGBUANONG BINISAYA (MT)				
Boys (n=42)	Oral Passage Reading (wcpm)	14.0	27.1	49.9
	Reading Comprehension- timed (pct)	20.0	31.4	63.8
	Reading Comprehension-untimed (pct)	57.7	56.1	70.0
	Dictation (pct)	22.0	39.4	65.7
Girls (n=46)	Oral Passage Reading (wcpm)	23.8	41.0	61.6
	Reading Comprehension- timed (pct)	37.4	47.8	70.0
	Reading Comprehension-untimed (pct)	56.3	54.2	80.0
	Dictation (pct)	38.2	53.3	72.5
FILIPINO				
Boys (n=42)	Oral Passage Reading (wcpm)	14.6	27.8	52.0
	Reading Comprehension- timed (pct)	12.4	14.8	40.6
	Reading Comprehension-untimed (pct)	35.0	36.1	57.1
	Dictation (pct)	22.9	44.1	65.2
	Letter Sounds (lcpm)	7.1	11.5	12.4
Girls (n=46)	Oral Passage Reading (wcpm)	24.2	39.5	61.6
	Reading Comprehension- timed (pct)	20.0	27.8	48.3
	Reading Comprehension-untimed (pct)	32.4	55.1	66.5
	Dictation (pct)	34.9	56.7	72.5
	Letter Sounds (lcpm)	8.8	12.6	15.6
ENGLISH				
Boys (n=42)	Oral Passage Reading (wcpm)	-	30.3	54.1
	Reading Comprehension- timed (pct)	-	4.8	24.3
	Reading Comprehension-untimed (pct)	-	15.6	35.6
	Dictation (pct)	-	22.5	41.2
Girls (n=46)	Oral Passage Reading (wcpm)	-	50.1	70.7
	Reading Comprehension- timed (pct)	-	10.9	38.3
	Reading Comprehension-untimed (pct)	-	25.7	49.5
	Dictation (pct)	-	32.7	48.2

Percentage of Learners with Zero Scores on EGRA Subtests (n=88), by Sex				
Sex	Subtest	Grade 1	Grade 2	Grade 3
SINUGBUANONG BINISAYA (MT)				
Boys (n=42)	Oral Passage Reading	45.2	4.8	2.4
	Reading Comprehension- timed	59.5	38.1	7.1
	Reading Comprehension-untimed	0.0	12.9	3.6
	Dictation	47.6	4.8	4.8
Girls (n=46)	Oral Passage Reading	21.7	4.3	2.2
	Reading Comprehension- timed	34.8	26.1	6.5
	Reading Comprehension-untimed	7.4	23.7	3.2
	Dictation	23.9	2.2	2.2
FILIPINO				
Boys (n=42)	Oral Passage Reading	40.5	2.4	2.4
	Reading Comprehension- timed	59.5	57.1	7.1
	Reading Comprehension-untimed	25.0	25.8	7.3
	Dictation	47.6	2.4	0.0
	Letter Sounds	9.5	0.0	0.0
Girls (n=46)	Oral Passage Reading	19.6	2.2	0.0
	Reading Comprehension- timed	43.5	39.1	4.3
	Reading Comprehension-untimed	14.7	13.0	2.2
	Dictation	26.1	2.2	0.0
	Letter Sounds	4.3	0.0	2.2
ENGLISH				
Boys (n=42)	Oral Passage Reading (wcpm)	-	2.4	0.0
	Reading Comprehension- timed (pct)	-	83.3	42.9
	Reading Comprehension-untimed (pct)	-	43.5	19.5
	Dictation (pct)	-	4.8	0.0
Girls (n=46)	Oral Passage Reading (wcpm)	-	2.2	2.2
	Reading Comprehension- timed (pct)	-	60.9	26.1
	Reading Comprehension-untimed (pct)	-	25.7	11.9
	Dictation (pct)	-	2.2	2.2

ILOCOS DETAILED RESULTS

Percentage of Learners Meeting Reading Proficiency Standards (n=106)					
EGRA Test	Grade 1	Grade 2	Grade 3	Effect Size (Grade 1/2)	Effect Size (Grade 2/3)
Ilokano (MT)	1.9	25.5	40.6	0.78	0.32
Filipino	0.9	8.5	22.6	0.40	0.40
English	-	3.8	18.9	-	0.51

Percentage of Learners Meeting Reading Proficiency Standards (n=106), by Sex						
Sex	EGRA Test	Grade 1	Grade 2	Grade 3	Effect Size (Grade 1/2)	Effect Size (Grade 2/3)
Boys (n=51)	Ilokano (MT)	0.0	9.8	35.3	0.64	0.64
	Filipino	0.0	3.9	15.7	0.40	0.42
	English	-	3.9	15.7	-	0.42
Girls (n=55)	Ilokano (MT)	3.6	40.0	45.5	1.0	0.10
	Filipino	1.8	12.7	29.1	0.46	0.41
	English	-	3.6	21.8	-	0.59

Descriptive Statistics for EGRA Subtests (n=106)			
Subtest	Grade 1	Grade 2	Grade 3
ILOKANO (MT)			
Oral Passage Reading (wcpm)	20.7	42.8	50.4
Reading Comprehension- timed (pct)	31.5	57.7	70.4
Reading Comprehension-untimed (pct)	60.0	69.3	79.4
Dictation (pct)	46.9	49.1	78.1
FILIPINO			
Oral Passage Reading (wcpm)	25.9	43.5	62.5
Reading Comprehension- timed (pct)	23.0	31.1	52.8
Reading Comprehension-untimed (pct)	42.8	48.6	64.6

Dictation (pct)	43.0	65.0	72.8
Letter Sound (lcpm)	11.1	14.6	15.3
ENGLISH			
Oral Passage Reading (wcpm)	-	53.3	64.8
Reading Comprehension- timed (pct)	-	12.6	34.7
Reading Comprehension-untimed (pct)	-	25.2	48.2
Dictation (pct)	-	37.2	51.1

Percentage of Learners with Zero Scores on EGRA Subtests (n=106)			
Subtest	Grade 1	Grade 2	Grade 3
ILOKANO (MT)			
Oral Passage Reading	6.6	4.7	1.9
Reading Comprehension- timed	43.4	15.1	7.5
Reading Comprehension-untimed	10.7	4.7	5.9
Dictation	9.4	0.9	0.0
FILIPINO			
Oral Passage Reading	13.2	5.7	1.9
Reading Comprehension- timed	34.0	28.3	4.7
Reading Comprehension-untimed	7.6	9.5	2.1
Dictation	10.4	1.9	0.0
Letter Sounds	5.7	2.8	0.9
ENGLISH			
Oral Passage Reading	-	6.6	3.8
Reading Comprehension- timed	-	63.2	33.0
Reading Comprehension-untimed	-	44.8	15.1
Dictation	-	0.9	0.9

Descriptive Statistics for EGRA Subtests (n=106), by Sex				
Sex	Subtest	Grade 1	Grade 2	Grade 3
ILOKANO (MT)				
Boys (n=51)	Oral Passage Reading (wcpm)	18.9	36.1	42.2
	Reading Comprehension- timed (pct)	29.0	46.3	61.2
	Reading Comprehension-untimed (pct)	58.2	66.2	73.0
	Dictation (pct)	41.3	42.7	72.2
Girls (n=55)	Oral Passage Reading (wcpm)	22.4	49.0	58.2
	Reading Comprehension- timed (pct)	33.8	68.4	78.9
	Reading Comprehension-untimed (pct)	61.5	72.7	87.1
	Dictation (pct)	52.2	55.1	83.6
FILIPINO				
Boys (n=51)	Oral Passage Reading (wcpm)	23.4	36.3	52.4
	Reading Comprehension- timed (pct)	16.9	25.9	47.1
	Reading Comprehension-untimed (pct)	40.6	47.7	57.4
	Dictation (pct)	37.1	58.0	67.0
	Letter Sounds (lcpm)	10.0	12.5	13.3
Girls (n=55)	Oral Passage Reading (wcpm)	28.2	50.2	71.9
	Reading Comprehension- timed (pct)	28.7	36.0	58.2
	Reading Comprehension-untimed (pct)	44.4	49.4	71.4
	Dictation (pct)	48.5	71.5	78.1
	Letter Sounds (lcpm)	12.1	16.6	17.0
ENGLISH				
Boys (n=51)	Oral Passage Reading (wcpm)	-	43.8	53.4
	Reading Comprehension- timed (pct)	-	12.2	28.6
	Reading Comprehension-untimed (pct)	-	23.3	43.9
	Dictation (pct)	-	32.4	45.4
Girls (n=55)	Oral Passage Reading (wcpm)	-	62.1	75.3
	Reading Comprehension- timed (pct)	-	13.1	40.4
	Reading Comprehension-untimed (pct)	-	26.7	52.6
	Dictation (pct)	-	41.6	56.3

Percentage of Learners with Zero Scores on EGRA Subtests (n=88), by Sex				
Sex	Subtest	Grade 1	Grade 2	Grade 3
ILOKANO (MT)				
Boys (n=51)	Oral Passage Reading	9.8	7.8	2.0
	Reading Comprehension- timed	47.1	23.5	13.7
	Reading Comprehension-untimed	2.9	4.4	10.8
	Dictation	13.7	2.0	0.0
Girls (n=55)	Oral Passage Reading	3.6	1.8	1.9
	Reading Comprehension- timed	40.0	7.3	1.8
	Reading Comprehension-untimed	17.1	4.9	0.0
	Dictation	5.5	0.0	0.0
FILIPINO				
Boys (n=51)	Oral Passage Reading	15.7	9.8	2.0
	Reading Comprehension- timed	43.1	43.1	7.8
	Reading Comprehension-untimed	5.9	15.9	4.3
	Dictation	15.7	3.9	0.0
	Letter Sounds	5.9	2.0	2.0
Girls (n=55)	Oral Passage Reading	10.9	1.8	1.8
	Reading Comprehension- timed	25.5	14.5	1.8
	Reading Comprehension-untimed	8.9	3.9	0.0
	Dictation	5.5	0.0	0.0
	Letter Sounds	5.5	3.6	0.0
ENGLISH				
Boys (n=51)	Oral Passage Reading	-	11.8	5.9
	Reading Comprehension- timed	-	62.7	39.2
	Reading Comprehension-untimed	-	42.9	19.1
	Dictation	-	2.0	2.0
Girls (n=55)	Oral Passage Reading	-	1.8	1.8
	Reading Comprehension- timed	-	63.6	27.3
	Reading Comprehension-untimed	-	46.3	10.9
	Dictation	-	0.0	0.0

LAGUNA DETAILED RESULTS

Percentage of Learners Meeting Reading Proficiency Standards (n=51)					
EGRA Test	Grade 1	Grade 2	Grade 3	Effect Size (Grade 1/2)	Effect Size (Grade 2/3)
Filipino	9.8	17.6	43.1	0.23	0.57
English		0.0	41.2	-	1.39

Percentage of Learners Meeting Reading Proficiency Standards (n=51), by Sex						
Sex	EGRA Test	Grade 1	Grade 2	Grade 3	Effect Size (Grade 1/2)	Effect Size (Grade 2/3)
Boys (n=25)	Filipino	12.0	16.0	40.0	0.12	0.55
	English	-	0.0	48.0	-	1.37
Girls (n=26)	Filipino	7.7	19.2	46.2	0.34	0.59
	English	-	0.0	34.6	-	1.26

Descriptive Statistics for EGRA Subtests (n=51)			
Subtest	Grade 1	Grade 2	Grade 3
FILIPINO			
Oral Passage Reading (wcpm)	38.3	56.2	82.8
Reading Comprehension- timed (pct)	37.6	41.2	64.7
Reading Comprehension-untimed (pct)	57.0	61.2	76.1
Dictation (pct)	69.0	81.2	90.1
Letter Sounds (lcpm)	14.3	14.6	11.7
ENGLISH			
Oral Passage Reading (wcpm)	-	61.9	80.7
Reading Comprehension- timed (pct)	-	16.9	49.0
Reading Comprehension-untimed (pct)	-	41.8	56.4
Dictation (pct)	-	54.4	67.7

Percentage of Learners with Zero Scores for EGRA Subtests (n=51)			
Subtest	Grade 1	Grade 2	Grade 3
FILIPINO			
Oral Passage Reading	8.0	2.0	0.0
Reading Comprehension- timed	16.0	15.7	0.0
Reading Comprehension-untimed	0.0	6.0	4.9
Dictation	5.9	0.0	0.0
Letter Sounds	5.9	7.8	0.0
ENGLISH			
Oral Passage Reading	-	5.9	0.0
Reading Comprehension- timed	-	51.0	23.5
Reading Comprehension-untimed	-	20.5	13.3
Dictation	-	2.0	0.0

Descriptive Statistics for EGRA Subtests (n=51), by Sex				
Sex	Subtest	Grade 1	Grade 2	Grade 3
FILIPINO				
Boys (n=25)	Oral Passage Reading (wcpm)	38.0	50.9	78.4
	Reading Comprehension- timed (pct)	35.2	36.8	60.0
	Reading Comprehension-untimed (pct)	58.3	59.2	69.5
	Dictation (pct)	69.5	79.2	89.0
	Letter Sounds (lcpm)	15.9	14.2	11.9
Girls (n=26)	Oral Passage Reading (wcpm)	38.7	61.2	87.1
	Reading Comprehension- timed (pct)	40.0	45.4	69.2
	Reading Comprehension-untimed (pct)	55.8	63.1	83.0
	Dictation (pct)	68.5	83.1	91.1
	Letter Sounds (lcpm)	12.7	14.9	11.5
ENGLISH				
Boys (n=25)	Oral Passage Reading (wcpm)	-	62.7	74.2
	Reading Comprehension- timed (pct)	-	16.8	52.8
	Reading Comprehension-untimed (pct)	-	45.2	63.8
	Dictation (pct)	-	51.3	66.4
	Oral Passage Reading (wcpm)	-	61.2	87.0

Girls (n=26)	Reading Comprehension- timed (pct)	-	16.9	45.4
	Reading Comprehension-untimed (pct)	-	38.1	50.0
	Dictation (pct)	-	57.3	69.0

Percentage of Learners with Zero Scores for EGRA Subtests (n=51), by Sex				
Sex	Subtest	Grade 1	Grade 2	Grade 3
FILIPINO				
Boys (n=25)	Oral Passage Reading	8.0	4.0	4.0
	Reading Comprehension- timed	20.0	12.0	0.0
	Reading Comprehension-untimed	0.0	8.3	4.8
	Dictation	4.0	0.0	0.0
	Letter Sounds	8.0	8.0	0.0
Girls (n=26)	Oral Passage Reading	8.0	0.0	0.0
	Reading Comprehension- timed	12.0	19.2	0.0
	Reading Comprehension-untimed	0.0	3.8	5.0
	Dictation	7.7	0.0	0.0
	Letter Sounds	3.8	7.7	0.0
ENGLISH				
Boys (n=25)	Oral Passage Reading	-	0.0	0.0
	Reading Comprehension- timed	-	48.0	20.0
	Reading Comprehension-untimed	-	13.0	9.5
	Dictation	-	4.0	0.0
Girls (n=26)	Oral Passage Reading	-	11.5	0.0
	Reading Comprehension- timed	-	53.8	26.9
	Reading Comprehension-untimed	-	28.6	16.7
	Dictation	-	0.0	0.0

ANNEX F.

SUMMARY REPORT ON EXAMINING K–3 LITERACY AND LEARNING: A DEPED-USAID BASA PILIPINAS RESEARCH DISSEMINATION FORUM

EXAMINING K–3 LITERACY AND LEARNING: A DEPED-USAID BASA PILIPINAS RESEARCH DISSEMINATION FORUM

26 APRIL 2018 | MERCURE MANILA ORTIGAS, PASIG CITY, PHILIPPINES

SUMMARY REPORT

INTRODUCTION

Over the course of its five-year implementation, Basa Pilipinas, USAID’s flagship basic education project, has undertaken different research activities to gather evidence and create, expand and disseminate new and existing knowledge in early grade reading.

On April 26, 2018, Basa Pilipinas project hosted a research forum on “Examining K–3 Literacy and Learning” at Mercure Manila Ortigas to disseminate key findings and results from five years of USAID-supported early grade reading improvement to spur reflection on how these could be applied to other learning contexts.



Forum participants included senior officials from USAID, representatives from DepEd’s central office and Basa Pilipinas partner regions and divisions, non-profit organizations working on basic education initiatives, and teacher education institutions. *(A list of participants is included in the final part of this report.)* Along with Basa Pilipinas staff, participants engaged in discussions and shared insights and ideas on improving early grade reading policy and practice in the Philippines.

“Our joint goal was to improve the reading skills of one million early grade students,” USAID Office of Education Chief Brian Levey said in his opening remarks. “Together, we reached more than 1.8 million students from Kindergarten to Grade 3, trained 19,000 teachers and school heads and provided more than 9 million teacher’s guides, storybooks and other education aids to 3,000 public schools,” he added.

DepEd Undersecretary Lorna Dig-Dino also acknowledged USAID’s support in strengthening the government’s national reading program to make every child a reader. “We are grateful to USAID for the continuous effort to help our learners gain the very critical skill of reading. Moving forward, we must continue to support our dedicated teachers so that these successful approaches are used and sustained in our classrooms.”

A total of six studies were presented during the research dissemination forum. The first three presentations were done in plenary. The final three presentations were done simultaneously, with participants assigned to one of the three presentations. Towards the end of the event, participants again gathered in plenary to listen to reflections from representatives of DepEd, teacher education institutions, and NGOs.

PRESENTATION 1: TAPPING TABLETS TO SUPPORT GRADE 3 LITERACY – RESULTS FROM THE BASA PILIPINAS ICT FOR READING PILOT RESEARCH

Presenter: Carl Moog

Documenters: Ayi Santoalla and Adelia Licos

A. Brief Description and Overview of the Presentation

The presentation included the research design, findings and results of the ICT reading pilot research implemented in the division of San Fernando City, La Union. Presenter also described the development of the tablet-based reading app and its featured activities for Grade 3 Filipino and English learning.

B. Responses from DepEd Representatives

DepEd Reactor	Key Message
External Partnerships Director Marge Ballesteros, DepEd Central Office	<ul style="list-style-type: none"> • Despite the good results from the ICT pilot research as well as other ICT activities, there should still be a balance on the use of technology and traditional print materials mainly because of the difference in available resources in different classrooms • To harmonize efforts and improve the implementation of ICT, mapping out of partners who are doing the same activities and are present in the different regions are underway
Dr. Alma Ruby Torio, Regional Director, DepEd Region I	<ul style="list-style-type: none"> • ICT is beneficial to the current generation of children in school • Provision of the materials has shown great impact, which made a great difference in the implementation apart from the other activities of Basa
Fatima Boado, Schools Division Superintendent, DepEd San Fernando City Division	<ul style="list-style-type: none"> • The most significant features of the app: audio and pictures <ul style="list-style-type: none"> – Helped in the confidence of the students in English as these features model the pronunciation and diction of English words • The division is both excited and afraid with the pilot implementation because of: <ul style="list-style-type: none"> – Pressure as results may affect the eventual implementation of the pilot nationwide – Teachers' and parents' apprehension with their accountability with the tablet (possible damage to software or hardware of the tablet while in their care) and their level of ICT literacy/understanding • Parents, however, still showed excitement especially with the training in reading as well as the big books they received • Division currently exploring partnership with: <ul style="list-style-type: none"> – PNP Cybercrime Division to train the parents on how to ensure that there are security measures with the use of ICT tools at home – LGU to provide tablets as incentives for schools that demonstrate performance increase in national achievement tests

C. Reflections and Q&A with Participants

Participant	Organization	Reflection/Question
Regional Director Juliet Jeruta	DepEd R7	<ul style="list-style-type: none"> • Limited study/research questions, first-time exposure of teachers to the technology/application • Confidence level and literacy of teachers regarding ICT may affect the activity/material and its delivery to students

Participant	Organization	Reflection/Question
		<ul style="list-style-type: none"> Is the preparedness of the teachers in troubleshooting tablet issues enough? We need to make sure that this capacity is in place
Director Jocelyn Andaya	Bureau of Curriculum Development	<ul style="list-style-type: none"> This is a timely discussion especially with the plans of DepEd to use tablet for Senior HS Excitement and interest of learners may not always translate to better results; in the absence of a control group, no definitive conclusion on whether change can be attributed to tablet exposure Study is a step in the right direction on the use of technology in education

PRESENTATION 2: USING THE EARLY GRADE READING ASSESSMENT (EGRA) TO MONITOR CHILDREN'S READING PROGRESS

Presenter: Dove Estor

Documenter: Angeli Ludovico

A. Brief Description and Overview of the Presentation

The presentation highlighted the results of reading assessments conducted from 2013 to 2018, including the methodology and timing of data collection. Overall, results showed significant positive effects of the Basa intervention on participating students' literacy skills.

B. Responses from DepEd Representatives

DepEd Reactor	Key Message
Dr. Lorna Dig-Dino, Undersecretary for Curriculum and Instruction, DepEd Central Office	<ul style="list-style-type: none"> It would be good if the data presented i.e. increase in fluency and reading comprehension is a reflection of the national data as well. The presence of non-readers as far as high school has been a prevalent problem in schools. The Department of Education has implemented programs to try to address these: ECARP (Every Child A Reader), ELLN Trainings, etc. The teachers and school heads also undergo training after training, but what is to be done now is to ensure that the learnings from these trainings and feedback sessions are applied in the classroom. Usec. Dino salutes all the teachers, because these good results are because of them. DepEd should use the results to make sure that all children are able to read and write.
Dr. Juliet Jeruta, Regional Director, DepEd Region 7	<ul style="list-style-type: none"> The results affirmed 2 things: <ol style="list-style-type: none"> Adequacy and availability of learning materials in the classroom really make a difference, especially materials that are in the Mother Tongue. It is important to have intensive training that is specific to reading. Because of the training, teachers fully embraced their role as a reading teacher. Dr. Jeruta challenged the four divisions under Region 7: no school should be part of the schools with the least scores in the LAPG (Language Assessment for Primary Grades).

C. Reflections and Q&A with Participants

Participant	Organization	Reflection/Question
Dr. Rosalina Villaneza	DepEd	Reading comprehension is lower than fluency; how much more time is needed to teach a new language? It would be interesting to do an analysis on how teacher training and use of materials can each affect the results.
Usec. Lorna Dig-Dino	DepEd	Need to ensure that the teachers are in fact using the language they are supposed to: Filipino when the subject is Filipino, English when the subject is English.
Regional Director Alma Ruby Torio	DepEd	Requested a copy of the results vis-à-vis targets and benchmarks

PRESENTATION 3: TRACKING LITERACY TRAJECTORIES UNDER DEPED'S MOTHER TONGUE-BASED MULTILINGUAL EDUCATION (MTB-MLE) POLICY

Presenter: Ces Ochoa

Documenters: Melanie Sebial and Katrina Grace Reyes

A. Brief Description and Overview of the Presentation

The presentation focused on a special study implemented by Basa Pilipinas to longitudinally track the progress of sampled students' proficiency in their Mother Tongue, Filipino and English—the languages used and learned in K-3. Results support the assumption that strong gains in MT are associated with strong gains in Filipino and English proficiency. However, learners in this sample did not yet have full proficiency in terms of fluency and comprehension in all three languages by the end of Grade 3. Learners had the strongest performance in their Mother Tongue, but much can still be done to bridge them towards proficiency in Filipino and especially in English.

B. Responses from DepEd Representatives

DepEd Reactor	Key Message
Dr. Jocelyn Andaya, Director, Bureau of Curriculum Development, DepEd Central Office	<ul style="list-style-type: none"> • When we introduce MT, students learn better and are able to understand better. Introducing other languages is easier for them because they are taught in the language (MT) that they know and comfortable with. • The results presented affirm and support the DepEd's MTB-MLE policy, which is very helpful to DepEd. • Comment: In the language framework, it does not end in teaching English. As they continue to move to higher grades, other languages are also introduced such as French, Spanish, etc. • Question: What factors could have contributed to the high English proficiency of Laguna learners when compared to non-Tagalog speaking divisions? It's good to look at strategies for non-Tagalog speaking divisions to cope with the standards. • This study can be presented to other sectors to show that there is improvement in utilizing MTB-MLE. • Perhaps, it is better to conduct another study to bolster the claim since the study presented has limitations. • In terms of instruction, if it takes time to acquire proficiency in Filipino and

DepEd Reactor	Key Message
	<p>English, there should be teaching strategies to facilitate learners' transition to other languages.</p> <ul style="list-style-type: none"> English proficiency has continuously declined and it would be better to look more into this. More work has to be done. The need to build proficiency levels in the primary grades is very important.
Dr. Rosalina Villaneza, Chief, Teaching and Learning Division, Bureau of Learning Delivery, DepEd Central Office	<ul style="list-style-type: none"> Tagalog speakers have an advantage because they will only focus on 2 languages, namely L1-Filipino and L2-English. Looking at the study, learners get instruction for 2 years in Filipino and 1 ½ year in English. Most learners consider English as their fourth language. It is challenging for learners to transition to English because the MT is syllabic while English is phonetic. Question: How much time do we need to teach English to meet the standards? Cebuano learners performed low because Cebuano terms have lots of variations whereas Ilokano is a standardized language. In teaching, expose students to variations but stick to the standardized terms in the books. MT is additive bilingualism for learners.

C. Reflections and Q&A with Participants

Participant	Organization	Reflection/Question
Dr. Juliet Jeruta	DepEd Region 7	<ul style="list-style-type: none"> Suggestion: language variations should be introduced to all. Question: If language variations are introduced, will this help the teachers? She suggested having a compendium of Cebuano vocabulary and its variations.

PRESENTATION 4: SUPPORTING KINDERGARTEN LITERACY AND LEARNING – INSIGHTS AND RESULTS FROM THE BASA PILIPINAS EXPERIENCE

Presenter: Yayi Espenilla-Fua

Documenters: Loucille Dabhi and Angeli Ludovico

A. Brief Description and Overview of the Presentation

To assess changes in kindergarten learners emergent literacy skills after 5 months of Basa intervention, a sample of students in Basa and non-Basa schools in Regions 1 and Region 7 were assessed using the Literacy Assessment Tool for Kindergarten (LAT-K) in their mother tongues (Ilokano and Sinugbuanong Binisaya), respectively. 1,065 intervention and 1,010 comparison Kindergarten students were longitudinally tracked and assessed at the beginning of Quarter 2 (September 2017) and at the end of Quarter 3 (January 2018). Results from the study were presented along with insights and recommendations for future research.

B. Responses from DepEd Representatives

DepEd Reactor	Key Message
Dr. Joy Tuguinayo, Kindergarten Focal Person, Bureau of Learning Delivery, DepEd	<ul style="list-style-type: none"> • Grateful for Basa initiatives and highlighted that KG interventions are anchored with ELLN program with a focus on literacy • Basa's conduct of training is very impressive, including the strategy and processes, which are clustered in small group at the field level. • Development of storybooks: writers are teachers themselves from the division itself who are more familiar with the language and orthography. A request for Basa to submit those processes tha DepEd can replicate. • Social Media Platform: DepEd is not ready yet. Suggest Basa to have that feedback be shared to DepEd for future consideration/references. • Findings on the research particularly for both Basa and non-Basa divisions which have no significant difference could be because or contributed through the ELLN program. Some of the Basa trainers or experts were also invited as trainers during the conduct of ELLN training. • Requested USAID for possible extension of Basa program to more years and more divisions/regions to be covered, particularly storybooks which other divisions are generally jealous of.
Dr. Emiliano Elnar, Jr., Chief, Curriculum and Learning Management Division, DepEd Region 7	<ul style="list-style-type: none"> • Basa has done a lot already on the 3 areas of improved reading instruction, reading delivery and access to quality reading materials. A lot of trainings had been done and what is important now is to add focus on the following: <ul style="list-style-type: none"> – CHARISMA – teachers should be able to attract learners, able to magnetize learners to come early, stay in the classroom and be eager to learn – CHARACTER- learners have full trust with teachers and enjoy the learning process – CONVICTION – not only teachers but also everyone who is involved in the learning process should stand for what is right for the learners
Vilma Eda, Schools Division Superintendent, DepEd Ilocos Norte	<ul style="list-style-type: none"> • 40 storybooks created and distributed by Basa may not be enough, considering the variety of learners, particularly in Region I. So there's a need to develop more materials. I will be asking my KG EPS to make a Kindergarten Operations Manual that will include: <ul style="list-style-type: none"> – Production of KG materials – Process of the LAT-K – Institutionalization of research culture – Strengthen community of practice

C. Reflections and Q&A with Participants

Participant	Organization	Reflection/Question
Dr. Joy Tuguinayo	DepEd Central Office	Additional suggestion (for DepEd) to extend a play-based TG, not only to KG but also up to Grade 3
Dr. Marge Ballesteros	DepEd Central Office	<ul style="list-style-type: none"> • Basa has done their part and now it's DepEd turn to take on the next steps. • Preparation of stories - there are hundreds of stories already existing so we should think of ways on how to move forward.
Regional Director	DepEd Region	• Shared an instance when one private organization asked

Participant	Organization	Reflection/Question
Alma Ruby Torio	I	them to reproduce the existing materials, supposedly funded with WB with local counterpart. However, DepEd Central Office did not accept since they are already Basa divisions.
Miriam Coprado	DepEd Central Office	<ul style="list-style-type: none"> • Wish that DepEd will replicate all the gains, harvest all the things and package to suit different kinds of learners • Calls USAID to consider extending to other divisions or continue what has Basa started • Consider an intervention on the transition of Kindergarten to Grade I
Regional Director Juliet Jeruta	DepEd Region 7	<ul style="list-style-type: none"> • DepEd should consider implementing a policy that would require teachers who receive training on a specific grade level to remain in that grade level for a period of time so that the training will not go to waste. • Happy that school administrators are included in the Basa training who will look into considering the trained teachers noting that early graders are foundational years and that teachers are trained • On materials development: there are materials that are contextualized and QA (quality assurance) already c/o the region, thus it can be forwarded to BLR or Central will download funds to the region.

PRESENTATION 5: TESTING AND APPROACH TO READING REMEDIATION FOR GRADES 1 AND 2 LEARNERS – THE BASA PILIPINAS PILOT

Presenters: Maria Beatriz Davalos and Glenda Darlene Garcia

Documenters: Elisa Benafin and Katrina Grace Reyes

A. Brief Description and Overview of the Presentation

As part of its technical support to DepEd, Basa Pilipinas tested an approach to reading remediation in SY 2017-2018. The Reading Remediation Support Pilot (RRSP) was implemented in 25 schools by training 50 Grades 1 and 2 teachers across seven school divisions. Basa implemented a mixed methods research to investigate the following RRSP research questions:

1. Will a multi-component remedial reading program improve the reading performance of Grades 1 and 2 struggling readers? In what literacy domains will these Grades 1 and 2 learners exhibit the most and the least improvement?
2. Are there significant differences in gains among learners based on their sex, socio-economic status, or frequency of attendance in RRSP?
3. Will teachers and schools be able to easily implement this approach as designed? What feedback or suggestions do implementers and participants have to improve RRSP before this pilot is expanded to other schools?

B. Responses from DepEd Representatives

DepEd Reactor	Key Message
Dr. Virginia Zapanta, Schools Division Superintendent, DepEd Tagibilaran City Division	<ul style="list-style-type: none"> • Observed that the results of the study are positive, linked to proper identification of learners who need remediation, varied strategies used in the remediation process and the materials used in class • Most important is the highly-dedicated and passionate teachers who participated in the remediation process. • With such positive results, the Tagbilaran City Division and the entire DepEd will sustain what Basa has already started. • Hopes that all DepEd leaders will be there to properly monitor the reading remediation program.
Dr. Casiana Caberte, Chief, Curriculum Implementation Division, DepEd Bohol Division	<ul style="list-style-type: none"> • The conduct of remediation activities has always been a challenge due to absence of appropriate assessment for learners, absence of toolkit/materials to be given to learners. • Sold on the idea that the teachers who participated in the training should share what they learned in their LAC sessions • Bohol Division has undergone reading remediation support activities. MTs and SHs are in charge of the district rollouts. • It is not only learners who benefit from the intervention but teachers can also improve their skills in providing remedial support to pupils. • There's also a need in other areas like numeracy remediation and other competencies. If there would be other programs that can be based on this approach, these would be very helpful for learners.
Dr. Belen Aquino, Education Program Supervisor for English, DepEd La Union Division	<ul style="list-style-type: none"> • Thankful for providing the structure on remedial reading as it is anchored on the K-12 curriculum. • Remediation is already being conducted by teachers. • There should have been availability of ready-made materials. • There has to be a regular meeting wherein teachers should follow the scheduled time. • There should be genuine concern for the RRSP teachers. • SHs should provide support in materials reproduction. • SHs should create a positive atmosphere, provide encouragement and maintain open communication. • Instructional supervisors: capacitate SHs for instructional support • Expand RRSP in all 311 schools in La Union Division.

C. Reflections and Q&A with Participants

Participant	Organization	Reflection/Question
Jonathan Christopher Lorenzo	National Educators Academy of the Philippines (NEAP)	<ul style="list-style-type: none"> • Clarified whether lcpm is the same as wcpm • Inquired about how results were classified in terms of most improved and least improved domains

Participant	Organization	Reflection/Question
Fatima Boado	DepEd San Fernando City Division	<ul style="list-style-type: none"> • How can you avoid the stigma for those learners participating in remedial class? • It would be nice if the ICT-pilot and RRSP would be merged into one project.

PRESENTATION 6: INVESTIGATING THE GENDER GAP IN LITERACY LEARNING OUTCOMES – DATA FROM BASA PILIPINAS SITES

Presenter: Ces Ochoa

Documenter: Ayi Santoalla

A. Brief Description and Overview of the Presentation

The presentation focused on the key findings of the Basa Pilipinas qualitative study to investigate teachers', parents' and learners' perceptions on gender, literacy and learning, including actions Basa Pilipinas implemented to contribute to continuing discussions of how to address the learning gap between boys and girls.

B. Responses from DepEd Representatives

DepEd Reactor	Key Message
Dr. Ma. Criselda Ochang, Education Program Supervisor for English, DepEd Region I	<ul style="list-style-type: none"> • There is a need to understand neuroscience and psychology for better approaches in instruction as well as in materials development/selection for our students. • Differentiation in the classroom is essential in addressing the different needs of the students, i.e. high case of ADHD among boys. • CLMD funds of the division are used for projects in digitizing materials that schools can use in their reading classes, especially for the Key Stage I.
Dr. Arden Monisit, Schools Division Superintendent, DepEd Mandaue City Division	<ul style="list-style-type: none"> • Mandaue City Division has surveyed the available books in their schools and found out that most are favorable for girls. Given this, the division is planning to initiate activities for the development of instructional materials and stories that are equally appealing to both boys and girls. • The issue of gender gap in schools is difficult to take on but the recommendations by Basa would make it possible to close the gender gap.
Dr. Pamela Rodemio, Education Program Supervisor for Mother Tongue and Multigrade, DepEd Cebu Province Division	<ul style="list-style-type: none"> • Gender bias and stereotyping are really prevalent in the field but through the Basa training, gender stereotyping practices in the schools are now being addressed. • The Basa training has also helped in capacitating the divisions in conducting parent seminars to address gender stereotyping practices among parents.

C. Reflections and Q&A with Participants

Participant	Organization	Reflection/Question
Charlie Tayas	PMS-PDD	<ul style="list-style-type: none"> • What does research say in terms of the reasons for the gender gap between boys and girls? • Does the achievement gap between boys and girls start

Participant	Organization	Reflection/Question
		early, i.e. Kindergarten?

CLOSING AND WRAP-UP OF REFLECTIONS

Facilitators: Yayi Espenilla-Fua and Susan Bruckner

Documenter/s: Oma Guatno

Participant	Organization	Reflection/Question
Hazelle Peclaro	UP College of Education – Reading Education	<ol style="list-style-type: none"> 1. ICT <ul style="list-style-type: none"> • This study is difficult to pull off because of the resources required including monitoring of tablet use. • Let’s also look more into qualitative data—which aspects elicited positive response from teachers and students; will help developers on which features to improve; look at students’ language of proficiency prior to use of ICT. 2. EGRA <ul style="list-style-type: none"> • Clarify further the design and methodology because Basa used different comparison groups at different times. • Interventions such as Basa offer the essentials of a reading program—accessibility of materials, providing teacher trainings and supervisor support. • Teachers and supervisors are important in pushing forward the program. • Need to also look at teachers’ stories—impact of Basa on teachers’ confidence and efficacy. 3. MTB-MLE <ul style="list-style-type: none"> • The study is a valuable addition to the literature on cross-linguistic transfer in literacy learning. Findings on relationships between MT language and learning in other languages are consistent with other studies. • Fluency is typically reported as indicator of performance in most studies. Maybe also good to look into all MT orthography—look at features of each language to adjust instruction. This may provide clear path in bridging languages. 4. Kindergarten <ul style="list-style-type: none"> • The projects goals were clear on the onset—it has a path to sustainability. Key stages led to ensuring ownership from stakeholders. • Results of quantitative study are clear and honest. • Basa did put measures to provide teachers with more resources i.e. books. • Maybe good to go back and use qualitative data or develop case studies to tell stories. These may be used to

Participant	Organization	Reflection/Question
		<p>influence present trainings such as ELLN.</p> <p>5. Gender</p> <ul style="list-style-type: none"> • Reports such as this should be made available or accessible in learning portal. Findings can be used in materials development. This can help us understand how much stereotype there is in texts and perhaps break gender stereotypes and even help encourage more men to take teaching profession. <p>6. Forum Overall</p> <ul style="list-style-type: none"> • It is a good takeoff point in analyzing K-3 instruction. Basa focused on its stakeholders—teachers and learners. • Brings DepEd to think about how we are establishing our processes and instruction so that all these support systems are put in place and how these learnings are incorporated in our policies or guidelines. • We recognize USAID on its continued support to education reforms. Filipino learners’ hands are held firm by more empowered teachers.
Monette Santos-Fider	Teach for the Philippines	<ul style="list-style-type: none"> • Like Basa, TFP works in various areas in the country. Programs such as this can only be successful if you really understand the community and their needs prior to program implementation. Also, programs won’t be able to do it without strong leadership in the communities. Without passionate leaders and teachers, nothing can happen. • Why reinvent the wheel? Basa was able to produce several studies on gains of the program so these are good things to build on and frame future work in the field. • Collaboration is key. Partner with us and together we can tell stories of Filipino children.
Dr. Mary Ann Flores	DepEd Cebu Province Division	<ul style="list-style-type: none"> • Forum serves as benchmark in designing our plan of action on how to improve reading instruction in Region 7. They provided us seeds of idea for local initiatives such as developing a compendium of variation of MT words. • Expand the use of Basa materials; present the materials to stakeholders who are willing to finance reproduction/printing. • DepEd should come up with order that Basa-trained teachers shall be retained in their assigned grade level for at least 3 years. • Region 7 shall conduct rollout of RRSP and asked Basa for the finalized and simplified copy of assessments to be used.

USAID Office of Education Deputy Director Jona Lai delivered the closing remarks, thanking participants for actively contributing to the forum discussion. She hoped that the key findings from the studies presented, as well as insights gleaned from Basa Pilipinas would help impact the program design and implementation of early grade reading programs and pave the way for the future direction of early grade research in the Philippines.

HIGHLIGHTS FROM “REFLECT AND RESPOND” ANSWER SHEETS

As part of the forum’s design, all participants were requested to pause after each presentation/session and reflect on key questions relevant to the topic and to their own work as basic education practitioners. They were also asked to wrap up their reflections by sharing their key take-aways from the forum.

Some of the responses gathered from the participants are highlighted below.

Reflection Question	Response
What aspects of the Basa intervention would you consider as promising practices for improving children’s reading skills?	<ul style="list-style-type: none"> • <i>“Improving comprehension is a must to produce critical thinkers. Any practice leading to that end is promising.”</i> • <i>“There is a need for others to learn about the results. Somehow, if this will be disseminated it may create ripples of accomplishment.”</i> • <i>“Implementation of curriculum-based reading remediation programs.”</i> • <i>“The reading materials provided by Basa will really help improve children’s reading skills. All the other components are also needed to improve reading.”</i> • <i>“Availability of reading materials and quality training of teachers.”</i>
What are your top 2-3 key take-aways or action points from today’s presentations and discussions?	<ul style="list-style-type: none"> • <i>“[1] Include in official operations manual the processes for Basa-initiated programs to ensure sustainability and scale-up [2] Establishing communities of practice is important [3] The Basa program should be kept to further impact more learners.”</i> • <i>“Decision making and policies should be based on authentic findings. Actions must be evidence-based, as what USAID-Basa is doing.”</i> • <i>“All of the data presented gave me another view of the field. They are all equally valuable to DepEd.”</i> • <i>“That there is a need for greater policy understanding. That there is a need for continuous professional development. The development of local reading materials by teachers in the mother tongue.”</i> • <i>“Using the different RRSP approach, the reading fluency of our school children can be improved. I will sustain the program in our division having learned the effects of Basa during the discussion today.”</i>
What is the one thing you learned today that you are most excited to share with your colleagues when you return to work?	<ul style="list-style-type: none"> • <i>“Basa Pilipinas did a good job. What they did should not be left unutilized.”</i> • <i>“Importance of collaboration among education stakeholders to further education reform”</i> • <i>“Research is important to help us solve our literacy or academic difficulties in DepEd.”</i> • <i>“Although I am not a reading expert, I learned a lot of strategies today and realized that there are still many things to do and many contributions my organization can provide to DepEd to improve reading, literacy, and quality of learning delivery and instruction.”</i> • <i>“Basa Pilipinas has been a great partner of DepEd in its vision to develop the potentials of our learners. Basa Pilipinas and DepEd again underscore</i>

Reflection Question	Response
	<p><i>the importance of the role of the teacher. Programs, no matter how worthy they are, cannot be properly implemented if our teachers will not be on board.”</i></p> <ul style="list-style-type: none"> • <i>“Basa Pilipinas contributed a lot in the progress of the educational system in the Philippines, particularly the curriculum. We should continue to use, improve and sustain these for the benefit of our learners and the progress of our country.”</i>

FORUM EVALUATION: FEEDBACK FROM PARTICIPANTS

At the end of the forum, a brief evaluation survey was administered to the participants. The survey asked for feedback on key aspects of the event such as relevance, clarity of presentation, time allotment, and logistical preparation. Participants were also asked to share some key takeaways and suggestions for similar events in the future. The next table presents the summary of feedback from participants.

Results of Evaluation, Frequency

Item	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total
1. The forum was informative and relevant.	29	1	0	0	0	30
2. The presentation(s) was clear and easy to understand.	26	4	0	0	0	30
3. Enough time was allotted for presentation and discussion.	22	7	0	1	0	30
4. The forum was well-organized.	28	2	0	0	0	30
5. The venue and its facilities are adequate.	2	28	0	0	0	30

n=30

Almost all participants gave positive remarks about the forum. Items, which were given “strongly agree” remarks were on relevance and organization of the forum. As for the key takeaways, participants acknowledged that Basa’s research findings will be useful in developing future policies in DepEd. They also recognized factors that contribute to the success of a program such as solid collaboration with partners, strong leadership in schools and awareness of local issues and context.

LIST OF FORUM PARTICIPANTS

Name	Organization
1. Undersecretary Lorna Dig-Dino	DepEd Central Office – Undersecretary for Curriculum and Instruction
2. Director Margarita Ballesteros	DepEd Central Office – External Partnerships
3. Director Jocelyn Andaya	DepEd Central Office – Bureau of Curriculum Development
4. Abelardo Medes	DepEd Central Office – Bureau of Education Assessment
5. Dr. Rose Villaneza	DepEd Central Office – Bureau of Learning Delivery

Name	Organization
6. Dr. Jocelyn Tuguinayo	DepEd Central Office – Bureau of Learning Delivery
7. Anna Maria Patricia Santos	DepEd Central Office – Bureau of Curriculum Development
8. Miriam Coprado	DepEd Central Office – PMS-PMD
9. John Christopher Lorenzo	National Educators Academy of the Philippines
10. Vicente Calma	DepEd Central Office – PMS-PMD
11. Charlie Tayas	DepEd Central Office – PMS-PMD
12. Michelle Cruz	DepEd Central Office – PMS-PMD
13. Raquel Callangan	DepEd Central Office – PMS-PMD
14. Dr. Juliet Jeruta	DepEd Region VII – Regional Director
15. Dr. Alma Ruby Torio	DepEd Region I – Regional Director
16. Fatima Boado	Schools Division Superintendent, DepEd San Fernando City
17. Dr. Vilma Eda	Schools Division Superintendent, DepEd Ilocos Norte
18. Dr. Gemma Tacuycuy	Schools Division Superintendent, DepEd Ilocos Sur
19. Dr. Arden Monisit	Schools Division Superintendent, DepEd Mandaue City
20. Dr. Nimfa Bongo	Schools Division Superintendent, DepEd Bohol
21. Dr. Virginia Zapanta	Schools Division Superintendent, DepEd Tagbilaran City
22. Dr. Criselda Ochang	DepEd Region I
23. Editha Mabanag	DepEd Ilocos Norte
24. Marlon Taloza	DepEd Ilocos Sur
25. Belen Aquino	DepEd La Union
26. Elsa Calado	DepEd San Fernando City
27. Dr. Emiliano Elnar Jr.	DepEd Region 7
28. Maurita Ponce	DepEd Region 7
29. Dr. Wilfreda Flor	DepEd Bohol
30. Dr. Casiana Caberte	Assistant SDS, DepEd Bohol
31. Dr. Elisea dela Torre	DepEd Tagbilaran City
32. Dr. Mary Ann Flores	DepEd Cebu
33. Dr. Pamela Rodemio	DepEd Cebu
34. Giovanna Raffinan	DepEd Mandaue City
35. Jennete Caluza	DepEd San Fernando City
36. Cristina Nerona	DepEd San Fernando City
37. German Flora	DepEd La Union
38. Gemma Guanzon	DepEd Bago City
39. Monette Santos-Fider	Teach for the Philippines
40. Federico Diaz-Albertini	ChildFund Philippines
41. Sierra Mae Paraan	Save the Children
42. Jelico Arriesgado	SEAMEO Innotech
43. May Flor Quiniones	SEAMEO Innotech
44. Grace Reoperez	Reading Association of the Philippines
45. Dr. Hazelle Preclaro	UP College of Education
46. Mikkey Tuazon	PNU – Philippine National Research Center for Teacher Quality
47. Caleb Pantoja	PNU – Philippine National Research Center for Teacher Quality
48. Brian Levey	USAID Office of Education
49. Jona Lai	USAID Office of Education

ANNEX G.

LIST OF BASA PILIPINAS PROCURED READ ALOUD BOOK TITLES

LIST OF BASA PILIPINAS PROCURED READ ALOUD TITLES

QUARTER		TITLE	PUBLISHER
GRADE I MOTHER TONGUE - ILOKANO			
1	1	Bong's Day (<i>Ti Agmalem ni Bong</i>)	Adarna House
2	1	Ikaw ba ang Nanay Ko? (<i>Dakayo kadi ni Nanangko?</i>)	Adarna House
3	1	Bahay Kubo (<i>Nanumo a Kalapaw</i>)	Tahanan Books
4	1	Isang Taon na si Beth (<i>Maysan ti Tawen ni Beth</i>)	Adarna House
5	1	Isa, Dalawa, Tatlo...Mayroon Akong Regalo (<i>Maysa, Dua, Tallo...Adda iti Sagutko!</i>)	LG&M/Vibal Publishing
6	2	Bakit Matagal ang Sundo Ko? (<i>Apay Nga Awan Pay ni Nanang?</i>)	Adarna House
7	2	Si Laggam at si Tipaklong (<i>Ni Kuton ken ni Dudon</i>)	Adarna House
8	2	Ang Ampalaya sa Pinggan ni Peepo (<i>Ti Paria iti Pinggan ni Peepo</i>)	Lampara Publishing
9	2	Nobody's Hat (<i>Kallugong nga Awan ti Akinkukua</i>)	LG&M/Vibal Publishing
10	2	Salamat Po (<i>Agyamanak, Apo!</i>)	LG&M/Vibal Publishing
11	3	Mousie Goes to Vigan (<i>Nagpasiar ni Mousie iti Vigan</i>)	LG&M/Vibal Publishing
12	3	The Moon is My Best Friend (<i>Ti Bulan a Gayyemko</i>)	Adarna House
13	3	Naging Manlililok si Wigan (<i>Nagbalin nga Agkitkitkit ni Wigan</i>)	Adarna House
14	3	Si Hugo, ang Pahamak na Hunyango (<i>Ni Hugo, ti Magisarsarak a Bannagaw</i>)	Adarna House
15	3	Why Do Squids Squirt Ink? (<i>Apay Nga Agipugso Dagiti Laki iti Tinta?</i>)	LG&M/Vibal Publishing
16	4	Bilog na Itlog (<i>Nagtimbukel Nga Itlog</i>)	Adarna House
17	4	Si Inggolok at ang Planetang Pakaskas (<i>Ni Inggolok ken ti Planeta Pakaskas</i>)	Anvil Publishing
18	4	Si Monica Dalosdalos (<i>Ni Monica Taraddek</i>)	Adarna House
19	4	May Lakad Kami ni Tatay (<i>Adda Papananmi ken Tatang</i>)	LG&M/Vibal Publishing
20	4	Signal Number 3	OMF Literature

LIST OF BASA PILIPINAS PROCURED READ ALOUD TITLES

QUARTER		TITLE	PUBLISHER
GRADE I MOTHER TONGUE – SINUGBUANONG BINISAYA			
21	I	Bong's Day (<i>Ang Adlaw ni Bong</i>)	Adarna House
22	I	Ikaw ba ang Nanay Ko? (<i>Ikaw ba ang Akong Inahan?</i>)	Adarna House
23	I	Bahay Kubo (<i>Payag nga Nipa</i>)	Tahanan Books
24	I	Isang Taon na si Beth (<i>Usa ka Tuig na si Beth</i>)	Adarna House
25	I	Isa, Dalawa, Tatlo...Mayroon Akong Regalo (<i>Usa, Duha, Tulo...Aduna koy Regalo!</i>)	LG&M/Vibal Publishing
26	2	Bakit Matagal ang Sundo Ko? (<i>Nganong Dugay ang Mokuha Nako?</i>)	Adarna House
27	2	Si Langgam at si Tipaklong (<i>Si Hulmigas ug si Apan</i>)	Adarna House
28	2	Ang Ampalaya sa Pinggan ni Peepo (<i>Ang Paliya sa Plato ni Peepo</i>)	Lampara Publishing
29	2	Nobody's Hat (<i>Kalo nga Walay Tag-iya!</i>)	LG&M/Vibal Publishing
30	2	Salamat Po (<i>Salamat!</i>)	LG&M/Vibal Publishing
31	3	Mousie Goes to Vigan (<i>Miadto si Mousie sa Vigan</i>)	LG&M/Vibal Publishing
32	3	The Moon is My Best Friend (<i>Higala Nako aga Bulan</i>)	Adarna House
33	3	Naging Manlililok si Wigan Nahimong Magkukulit si Wigan)	Adarna House
34	3	Si Hugo, ang Pahamak na Hunyango (<i>Si Hugo, ang Makalagot nga Ibid</i>)	Adarna House
35	3	Why Do Squids Squirt Ink? (<i>Nganong Mobugwak Og Ata ang Nukos?</i>)	LG&M/Vibal Publishing
36	4	Bilog na Itlog (<i>Lingin Nga Itlog</i>)	Adarna House
37	4	Si Inggolok at ang Planetang Pakaskas (<i>Si Inggolok ug ang Planeta Pakaskas</i>)	Anvil Publishing
38	4	Si Monica Dalosdalos (<i>Si Monica Danghag</i>)	Adarna House
39	4	May Lakad Kami ni Tatay (<i>May Lakaw Mi ni Papa</i>)	LG&M/Vibal Publishing
40	4	Signal Number 3	OMF Literature

LIST OF BASA PILIPINAS PROCURED READ ALOUD TITLES

QUARTER		TITLE	PUBLISHER
GRADE 1 FILIPINO (NOTE * = Grade 1 Bilingual Books in Filipino and English)			
41	2	Sampung Magkakaibigan*	Adarna House
42	2	Ang Kuwento ni Binibining Repolyo (The Tale of Lady Cabbage)*	Tahanan Books
43	2	Ang Kamatis ni Peles*	Adarna House
44	2	Si Pilong Patago-tagó*	Adarna House
45	2	Ma-Me-Mi-Mumu! *	Tahanan Books
46	3	Arroz Caldo ni Lolo Waldo*	LG&M/Vibal Publishing
47	3	Araw sa Palengke*	Adarna House
48	3	Si Nina sa Bayan ng Daldalina*	Lampara Publishing
49	3	Ako'y Isang Mabuting Pilipino	Lampara Publishing
50	3	Si Aling Oktopoda at ang Walong Munting Pugita*	Adarna House
51	4	Dindo Pundido	Adarna House
52	4	Si Bing, ang Munting Butanding	Anvil Publishing
53	4	Handog kay Isabella	LG&M/Vibal Publishing
54	4	Dagdagan Lang ng Dumí (<i>Just Add Dirt</i>)	Adarna House
55	4	Si Noah at ang Malaking Baha (<i>Noah and the Great Flashflood</i>)	LG&M/Vibal Publishing
GRADE 1 ENGLISH			
56	4	Tutulili	LG&M/Vibal Publishing
GRADE 2 FILIPINO			
57	1	Asul na Araw	Adarna House
58	1	Ang Kamisetang Dilaw	LG&M/Vibal Publishing
59	1	Tiktaktok at Pikpakbum	Adarna House
60	1	Haluhalo Espesyal	Adarna House
61	1	Kain, Kumain, Kinain	Adarna House
62	2	Mahabang Mahabang Mahaba	Adarna House
63	2	Si Emang Engkantada	Adarna House

LIST OF BASA PILIPINAS PROCURED READ ALOUD TITLES

QUARTER		TITLE	PUBLISHER
64	2	Ang Pambihirang Sombrero	Adarna House
65	2	Hating Kapatid	Adarna House
66	2	The Monkey and the Turtle	Tahanan Books
67	3	Ang Lumang Aparador ni Lola	Lampara Publishing
68	3	Ano'ng Gupit Natin Ngayon?	Adarna House
69	3	Sandosenang Sapatos	OMF Literature
70	3	Ang Mahiyaing Manok	Adarna House
71	3	Si Pilandok, ang Bantay ng Kalikasan	Adarna House
72	4	Bru-ha-ha-ha-ha, Bru-hi-hi-hi-hi	Adarna House
73	4	Munting Patak Ulan	Adarna House
74	4	Papel de Liha	Adarna House
75	4	The Boy Who Ate Stars	Anvil Publishing
76	4	May Alaga Akong Butanding	LG&M/Vibal Publishing
GRADE 2 ENGLISH			
77	1	Tuko, The Tenor Wannabe	LG&M/Vibal Publishing
78	1	The Little Red Hen	LG&M/Vibal Publishing
79	1	I, 2, 3...I Have a Gift!	LG&M/Vibal Publishing
80	1	Mario's Special Day	Adarna House
81	1	Alamat ng Ampalaya	Adarna House
82	2	But That Won't Wake Me Up?	Adarna House
83	2	Why Do Birds Build their Nest?	LG&M/Vibal Publishing
84	2	Sandwich to the Moon	LG&M/Vibal Publishing
85	2	My New Playmate	LG&M/Vibal Publishing
86	2	Magic Mat	Adarna House
87	3	Pipo, the Clown	LG&M/Vibal Publishing
88	3	Titoy's Magic Chair	Adarna House
89	3	Go!	Adarna House

LIST OF BASA PILIPINAS PROCURED READ ALOUD TITLES

QUARTER		TITLE	PUBLISHER
90	3	Tight Times	Adarna House
91	3	Bakawan	Adarna House
92	4	Ang Iitim na Kuting	Adarna House
93	4	Pipit and the Kamagong Tree	LG&M/Vibal Publishing
94	4	Whuush!	Adarna House
95	4	Fruits	Tahanan Books
96	4	Message in the Sand	Canvas - NGO

ANNEX H.

LIST OF BASA PILIPINAS LEVELED READER TITLES

LIST OF BASA PILIPINAS LEVELED READER TITLES

GRADE		LEARNING AREA	TITLE
QUARTER 1			
1	1	Ilokano	Ageskuelaakon! Naimas Dagiti Prutas
2	1	Ilokano	Ditoy Taltalon Ti Pamilyak
3	1	Sinugbuanong Binisaya	Nag-eskuyla na Ko! Lami nga mga Prutas
4	1	Sinugbuanong Binisaya	Sa Bukid Ang Akong Pamilya
5	2	Filipino	Taguan Ang Alaga Kong si Mong
6	2	Filipino	Sina Estella at Lisa Isang Linggo sa Klase ni Ginang Reyes
7	2	Ilokano	Agtawenakon iti Pito! Ni Lolang
8	2	Ilokano	Inkiwar Paria
9	2	Sinugbuanong Binisaya	Pito na Ko ka Tuig Si Lola Minda
10	2	Sinugbuanong Binisaya	Biko Paliya
11	3	English	Mr. Particular
12	3	English	Town of Makinang
13	3	English	Mrs. Post's Science Class
14	3	English	Problems at the Restaurant
15	3	Filipino	Maligayang Pagdating sa Baguio! Punta Tayo sa Argao!
16	3	Filipino	Kuwento ng Magkapatid na Daga: Si Kiko at si Tomas Kuwento ng Magkapatid na Daga: Pakikipagsapalaran sa Siyudad
17	3	Filipino	Si Maya sa Himpapawid Si Maya sa Davao
18	3	Filipino	Ang Pagyanig Anong Nangyari kay Greg? Ang Matapang sa Gitna ng Bagyo
QUARTER 2			
19	1	Ilokano	Kitaen Dakami Sadino ti Ayan ti Tarsier?
20	1	Ilokano	Nasustansia kadi ti Haluhalo? Ti Datdatlag a Karton ni Nona
21	1	Sinugbuanong Binisaya	Tan-awa Kami Hain ang Tarsier?
22	1	Sinugbuanong Binisaya	Sustansiyado ba ang Haluhalo? Ang Kahibulongang Kahon ni Nona

LIST OF BASA PILIPINAS LEVELED READER TITLES

GRADE	LEARNING AREA	TITLE	
23	2	Filipino	Nagsimula sa Parisukat! Si Roko, Ang Matakaw na Aso
24	2	Filipino	Bagyo! Ang Bagong Kapitbahay
25	3	English	The Five Sisters – Relatively Easy (1-dot)
26	3	English	The Five Sisters – Relatively Challenging (2-dots)
27	3	English	Loro Gets Stuck – Relatively Easy (1-dot)
28	3	English	Loro Gets Stuck – Relatively Challenging (2-dots)
29	3	English	Neighbors – Relatively Easy (1-dot)
30	3	English	Neighbors – Relatively Challenging (2-dots)
31	3	English	Let's Learn About Ecosystems – Relatively Easy (1-dot)
32	3	English	Let's Learn About Ecosystems – Relatively Challenging (2-dots)
33	3	Filipino	Si Chico Si Hasmin – Relatively Easy (1-dot)
34	3	Filipino	Si Chico Si Hasmin – Relatively Challenging (2-dots)
35	3	Filipino	Kabang: Asong Bayani Kahanga-hangang mga Lumbalumba – Relatively Easy (1-dot)
36	3	Filipino	Kabang: Asong Bayani Kahanga-hangang mga Lumbalumba – Relatively Challenging (2-dots)
37	3	Filipino	Ang Idolo ni Beatrice Ang mga Bayaning Babae ng Bansa – Relatively Easy (1-dot)
38	3	Filipino	Ang Idolo ni Beatrice Ang mga Bayaning Babae ng Bansa – Relatively Challenging (2-dots)
39	3	Filipino	Misteryo sa Villa Soledad – Relatively Easy (1-dot)
40	3	Filipino	Misteryo sa Villa Soledad – Relatively Challenging (2-dots)
QUARTER 3			
41	1	Ilokano	Siak ken ti Bantay Ti Ullaw
42	1	Ilokano	Malong Aldo, ti Superhero
43	1	Sinugbuanong Binisaya	Ang Bungtod ug Ako Ang Tabanog
44	1	Sinugbuanong Binisaya	Malong Aldo, ang Superhero
45	2	English	Animal Band The Bird Flies

LIST OF BASA PILIPINAS LEVELED READER TITLES

GRADE	LEARNING AREA	TITLE
46	2	English Fruits and Trees Today is Moving Day
47	2	Filipino Pista ng Pahiyas Sorpresa Kay Lola
48	2	Filipino Ang Meryenda Ang Hangin at ang Saranggola
49	3	English The Scavenger Hunt – Relatively Easy (1-dot)
50	3	English The Scavenger Hunt – Relatively Challenging (2-dots)
51	3	English The Magic Show – Relatively Easy (1-dot)
52	3	English The Magic Show – Relatively Challenging (2-dots)
53	3	English Para, the Brave and Beautiful – Relatively Easy (1-dot)
54	3	English Para, the Brave and Beautiful – Relatively Challenging (2-dots)
55	3	English Great Inventors, Inspiring Inventions – Relatively Easy (1-dot)
56	3	English Great Inventors, Inspiring Inventions – Relatively Challenging (2-dots)
57	3	Filipino Si Maria Makiling – Relatively Easy (1-dot)
58	3	Filipino Si Maria Makiling – Relatively Challenging (2-dots)
59	3	Filipino Ang Dula – Relatively Easy (1-dot)
60	3	Filipino Ang Dula – Relatively Challenging (2-dots)
61	3	Filipino Ang Pamamasyal ni Korina – Relatively Easy (1-dot)
62	3	Filipino Ang Pamamasyal ni Korina – Relatively Challenging (2-dots)
63	3	Filipino Sina Bong, Buboy, at ang mga Katutubong Pangkat – Relatively Easy (1-dot)
64	3	Filipino Sina Bong, Buboy, at ang mga Katutubong Pangkat – Relatively Challenging (2-dots)
QUARTER 4		
65	1	Ilokano Ti Mapukpukaw a Sipa Aldo, ti Superhero ti Nakaparsuaan – Relatively Challenging (2-dots)
66	1	Ilokano Agmulatayo iti Balatong Ti Lamok – Relatively Challenging (2-dots)

LIST OF BASA PILIPINAS LEVELED READER TITLES

GRADE	LEARNING AREA	TITLE
67	Ilokano	Ti Mapukpukaw a Sipa Aldo, ti Superhero ti Nakaparsuaan – Relatively Easy (1-dot)
68	Ilokano	Agmulatayo iti Balatong Ti Lamok – Relatively Easy (1-dot)
69	Sinugbuanong Binisaya	Ang Nawagtang nga Sipa Aldo, Superhero sa Kalikopan – Relatively Challenging (2-dots)
70	Sinugbuanong Binisaya	Mananom Ta og Munggos! Ang Lamok – Relatively Challenging (2-dots)
71	Sinugbuanong Binisaya	Ang Nawagtang nga Sipa Aldo, Superhero sa Kalikopan – Relatively Easy (1-dot)
72	Sinugbuanong Binisaya	Magtanom Ta og Munggos Ang Lamok – Relatively Easy (1-dot)
73	English	Do your Chores Making a Fire – Relatively Challenging (2-dots)
74	English	The End of the World Animals Here, Animals There – Relatively Challenging (2-dots)
75	English	Do your Chores Making a Fire – Relatively Easy (1-dot)
76	English	The End of the World – Relatively Easy (1-dot) Animals Here, Animals There – Relatively Easy (1-dot)
77	Filipino	Ang Pagong at ang Kuneho Bangui Wind Farm ng Ilocos – Relatively Challenging (2-dots)
78	Filipino	Isa Kakaibang Araw Alamin ang mga Anyong Tubig sa Pilipinas – Relatively Challenging (2-dots)
79	Filipino	Ang Pagong at ang Kuneho Bangui Wind Farm ng Ilocos – Relatively Easy (1-dot)
80	Filipino	Isa Kakaibang Araw Alamin ang mga Anyong Tubig sa Pilipinas – Relatively Easy (1-dot)
81	English	Benjie's Long Trip – Relatively Easy (1-dot)
82	English	Benjie's Long Trip – Relatively Challenging (2-dots)
83	English	Bounty in Our Hands – Relatively Easy (1-dot)
84	English	Bounty in Our Hands – Relatively Challenging (2-dots)
85	English	The Biggest Storm – Relatively Easy (1-dot)

LIST OF BASA PILIPINAS LEVELED READER TITLES

GRADE	LEARNING AREA	TITLE
86	3 English	The Biggest Storm – Relatively Challenging (2-dots)
87	3 English	Wonders in the Sky – Relatively Easy (1-dot)
88	3 English	Wonders in the Sky – Relatively Challenging (2-dots)
89	3 Filipino	Ang mga Pambansang Produkto – Relatively Challenging (1-dot)
90	3 Filipino	Ang mga Pambansang Produkto – Relatively Challenging (2-dots)
91	3 Filipino	Sina Nina at Nonoy – Relatively Easy (1-dot)
92	3 Filipino	Sina Nina at Nonoy – Relatively Challenging (2-dots)
93	3 Filipino	Mga Bayani sa Komunidad – Relatively Easy (1-dot)
94	3 Filipino	Mga Bayani sa Komunidad – Relatively Challenging (2-dots)
95	3 Filipino	Sa Kalye Sarado – Relatively Easy (1-dot)
96	3 Filipino	Sa Kalye Sarado – Relatively Challenging (2-dots)

ANNEX I.

LIST OF BASA PILIPINAS KINDERGARTEN STORYBOOKS

LIST OF BASA PILIPINAS KINDERGARTEN STORYBOOKS

WEEK	LEARNING AREA	TITLE	AUTHOR	ILLUSTRATOR
QUARTER I				
1	Ilokano	Kasanon No Nakabutbuteng ni Maestro? (What if My Teacher is Scary?)	Angeli Ludovico	Hannah Manaligod
1	Sinugbuanong Binisaya	Unsa Kaha ang Akong Magtutudlo? (What if My Teacher is Scary?)		
2	Ilokano	Iti Pagadalak (Sa Aming Paaralan)	Rosemarie Lofranco	Patrick Concepcion
2	Sinugbuanong Binisaya	Sa Among Eskuylahan (Sa Aming Paaralan)		
3	Ilokano	Naragsak no Agkadua (Masaya Pag Magkasama)	Angeli Ludovico	Rea Diwata Mendoza
3	Sinugbuanong Binisaya	Malipayon kon Magkuyogay (Masaya Pag Magkasama)		
4	Ilokano	Dumanonkayo Ditoy K-Unity (Welcome to K-Unity)	Ariana Santoalla	Mik Zarzuela
4	Sinugbuanong Binisaya	Maayong Pag-Abot sa K-Unity (Welcome to K-Unity)		
5	Ilokano	Rupa: Maysa a Libro Dagiti Rikna (Mukha: Isang Aklat ng mga Damdamin*)	Yayi Espenilla-Fua	Ken Bautista
5	Sinugbuanong Binisaya	Nagkalainlaing Pagbati, Makita sa Nawong (Mukha: Isang Aklat ng mga Damdamin*)		
6	Ilokano	Ti Tagtagainep ni Mat (Mat's Dream)	May-Ann Grace Samputon	Jericho Moral
6	Sinugbuanong Binisaya	Damgo ni Mat (Mat's Dream)		
7	Ilokano	Pudno nga Aggagayyem (True Friends)	May-Ann Grace Samputon	Mik Zarzuela
7	Sinugbuanong Binisaya	Tinuod nga Managhigala (True Friends)		
8	Ilokano	Maysa a Sorpresa a para ken ni Kiko (A Surprise for Kiko)	Angeli Ludovico	Deo Carlos Amarante
8	Sinugbuanong Binisaya	Sorpresa para ni Kiko (A Surprise for Kiko)		

LIST OF BASA PILIPINAS KINDERGARTEN STORYBOOKS

WEEK	LEARNING AREA	TITLE	AUTHOR	ILLUSTRATOR
9	Ilokano	Ni Rose ken ni Alma (Si Rose at si Alma)	Pablito Petallar	Kevin Rusty Macaraeg
9	Sinugbuanong Binisaya	Si Rose ug Si Alma (Si Rose at si Alma)		
10	Ilokano	Maysan a Manang ni Maria (Ate na si Maria)	Angeli Ludovico	Jericho Moral
10	Sinugbuanong Binisaya	May Manghod na si Maria (Ate na si Maria)		
QUARTER 2				
11	Ilokano	Ti Dakkel nga Aba (The Big Gabi Plant)	Rosemarie G. Lofranco	Hannah Manaligod
11	Sinugbuanong Binisaya	Ang Dakong Tanom nga Gabi (The Big Gabi Plant)		
12	Ilokano	Ni Lando (Si Lando)	DepEd Division of La Union	Kevin Rusty Macaraeg
12	Sinugbuanong Binisaya	Si Lando (Si Lando)		
13	Ilokano	Yan da Nanang ken Tatang? (Nasaan na Sina Nanay at Tatay?)	Glenda Darlene Garcia	Kristy Borromeo
13	Sinugbuanong Binisaya	Hain na Si Nanay ug Tatay? (Nasaan na Sina Nanay at Tatay?)		
14	Ilokano	Ti Balaymi (Our House)	Ariana Santoalla	Jericho Moral
14	Sinugbuanong Binisaya	Ang Among Balay (Our House)		
15	Ilokano	Kayatko ti Longganisa! (Longganisa, Please!)	Angeli Ludovico	Camille Dadal
15	Sinugbuanong Binisaya	Longganisa, Palihug! (Longganisa, Please!)		
16	Ilokano	Ania ti Pagbadom Ita? (Anong Isusuot Mo Ngayon?)	Angeli Ludovico	Mik Zarzuela
16	Sinugbuanong Binisaya	Unsay Imong Sul-ubon Karon? (Anong Isusuot Mo Ngayon?)		
17	Ilokano	Rambakantayo! (Let's Celebrate)	Ariana Santoalla	Ara Villena
17	Sinugbuanong Binisaya	Atong Saulogon (Let's Celebrate)		
18	Ilokano	Ti Baro a Siled-Pagbasaan (The New	Jonellie Reynes-Santos	Jericho Moral

LIST OF BASA PILIPINAS KINDERGARTEN STORYBOOKS

WEEK	LEARNING AREA	TITLE	AUTHOR	ILLUSTRATOR
		Library)		
18	Sinugbuanong Binisaya	Ang Bag-ong Laybrari (The New Library)		
19	Ilokano	Da Ning ken Rico iti ti Baybay (Ning and Rico at the Beach)	Riva Valles	Patrick Concepcion
19	Sinugbuanong Binisaya	Si Ning ug Rico sa Baybayon (Ning and Rico at the Beach)		
20	Ilokano	Ti Umok (The Nest)	DepEd Division of La Union	Mik Zarzuela
20	Sinugbuanong Binisaya	Ang Salag (The Nest)		
QUARTER 3				
21	Ilokano	Ditoy Lugarmi (Dito sa Amin)	Ailene Amor	Diobelle Cerna
21	Sinugbuanong Binisaya	Diri sa Amo (Dito sa Amin)		
22	Ilokano	Ti Panagpasyarda Jun-jun ken Kaloy (Ang Paglalakbay nina Jun-jun at Kaloy)	Mark Dairyll Alunday	Harold Monzon
22	Sinugbuanong Binisaya	Ang Panaw ni Jun-jun ug Kaloy (Ang Paglalakbay nina Jun-jun at Kaloy)		
23	Ilokano	Intayon Aglinglingay! (Tayo ay Maglibang!)	Rosemarie Lofranco	Kristin Garancon
23	Sinugbuanong Binisaya	Maglingaw-lingaw Kita! (Tayo ay Maglibang!)		
24	Ilokano	Apay a Madandanagan ni Enteng? (Enteng Kakaba-kaba)	Janet B. Dingayan	Anna Patricia Navarro
24	Sinugbuanong Binisaya	Ang Kahadlok ni Enteng (Enteng Kakaba-kaba)		
25	Ilokano	Nakasaganakami! (Handa Kami!)	Mar G. Padayao	Hannah Manaligod
25	Sinugbuanong Binisaya	Kanunayng Andam (Handa Kami!)		
26	Ilokano	Dagiti Lugar a Pagkararagan (Mga Lugar na Sambahan)	Loida Mae A. Azarcon	Arade Villena
26	Sinugbuanong Binisaya	Mga Lugar sa Pagsimba (Mga Lugar na Sambahan)		
27	Ilokano	Ania ti Gatangenmi? (Anong Bibilhin)	Cristopher G.	Lorena Mondragon

LIST OF BASA PILIPINAS KINDERGARTEN STORYBOOKS

WEEK	LEARNING AREA	TITLE	AUTHOR	ILLUSTRATOR
		Natin?)	Halagao	
27	Sinugbuanong Binisaya	Unsay Atong Paliton? (Anong Bibilhin Natin?)		
28	Ilokano	Ti Sorpresa ni Nanang (Sorpresa ni Nanay)	Cherry Valdez-Ratuita	Camille Dadal
28	Sinugbuanong Binisaya	Sopresa ni Mama (Sorpresa ni Nanay)		
29	Ilokano	Awan Linnipatan! (Walang Kalimutan!)	Mary Rose N. Jucar	Giostrina Gabrielli Leuterio
29	Sinugbuanong Binisaya	Walay Kalimtanay! (Walang Kalimutan!)		
30	Ilokano	Supergirl Isay (Supergirl Isay)	Eva Ruth R. Garcia	Mik Zarzuela
30	Sinugbuanong Binisaya	Supergirl Isay (Supergirl Isay)		
QUARTER 4				
31	Ilokano	Filipinoak (Pilipino Ako)	Mary Jane S. Sistoza	Yasmin Doctor
31	Sinugbuanong Binisaya	Pilipino Ako (Pilipino Ako)		
32	Ilokano	Ni Boboy a Botelia (Si Buboy Bote)	Vivian V. Carno	Marcus Nada
32	Sinugbuanong Binisaya	Si Buboy Botelya (Si Buboy Bote)		
33	Ilokano	Dagiti Adda iti Arubayanmi (Anong Meron sa Bahay Namin?)	Jovi Marie Mendoza	Kristy Borrromeo
33	Sinugbuanong Binisaya	Ang Palibot sa Among Balay (Anong Meron sa Bahay Namin?)		
34	Ilokano	Dagiti Bukel ni Lito (Ang mga Buto ni Lito)	Jesiel B. Diamante	Benedicto Quillatan
34	Sinugbuanong Binisaya	Ang mga Liso ni Lito (Ang mga Buto ni Lito)		
35	Ilokano	Dagiti Manok ni Apong Kulas (Ang Nawawalang Manok ni Lolo Kulas)	Ma. Cristina M. Tadeo	Lorena "Ayi" Mondragon
35	Sinugbuanong Binisaya	Ang Nawalang Manok ni Lolo Kulas (Ang Nawawalang Manok ni Lolo Kulas)		
36	Ilokano	Sagut ni Tatang (Ang Regalo ni	Daisy M. Abellanosa	Ara Villena







LIST OF BASA PILIPINAS KINDERGARTEN STORYBOOKS

WEEK	LEARNING AREA	TITLE	AUTHOR	ILLUSTRATOR
		Tatay)		
36	Sinugbuanong Binisaya	Ang Regalo ni Papa (Ang Regalo ni Tatay)		
37	Ilokano	Atan: Naimbag nga Ubing (Ang Mabuting Bata)	Lovely Ann M. Gaco	Richard Peter David
37	Sinugbuanong Binisaya	Atan: Ang Batang Buotan (Ang Mabuting Bata)		
38	Ilokano	Siak, Maysa a Kindergarten (Ako Ito sa Kindergarten!)	Daylyn V. Dondoyano	Jericho Moral
38	Sinugbuanong Binisaya	Ako Kini sa Kindergarten (Ako Ito sa Kindergarten!)		
39	Ilokano	Nakasaganan ni Niño (Handa na si Niño)	Maria Corazon Odohan	Camille Dadal
39	Sinugbuanong Binisaya	Andam na si Niño (Handa na si Niño)		
40	Ilokano	Kabaelak Kadin? (Kaya ko na ba?)	Maricris T. Gregorio	Maria Cristina Sison
40	Sinugbuanong Binisaya	Kaya na ba nako? (Kaya ko na ba?)		




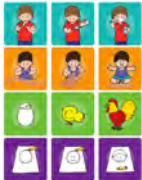


ANNEX J.

LIST OF KINDERGARTEN MANIPULATIVES


LIST OF KINDERGARTEN MANIPULATIVES

MANIPULATIVES		DESCRIPTION
1	<p>Table Blocks</p> 	Block play helps children develop motor skills and learn about basic concepts of architecture and engineering. Block play also helps children learn to work with others and gives them opportunities to represent objects in their environment, to create and to imagine.
2	<p>Pattern Blocks</p> 	Pattern blocks teach children about shapes and geometry, as well as develop their visual discrimination skills. Pattern block play also develops fine motor skills and creative expression when children make beautiful designs and patterns by experimenting with different ways of putting the blocks together.
3	<p>Tangram</p> 	A tangram is an ancient Chinese puzzle comprising of seven pieces (or tans) of three geometric shapes – two large, one medium and two small triangles, one square and one parallelogram. Tangrams can be used as a puzzle, where the seven pieces are arranged to make an unlimited variety of objects, such as people, animals, letters, etc.
4	<p>Shape Sorter</p> 	Playing with a shape sorter promotes logical thinking skills (sorting which reinforces vocabulary and concepts of shape and color), finger dexterity and eye-hand coordination.
5	<p>Alphabet Puzzles</p> 	This puzzle consists of a large square board that holds each letter of the alphabet – one set each for uppercase and lowercase letters. Teachers can use this to reinforce the teaching of the letters as it encourages children to learn the alphabet while playing. Aside from mastering letters, it also builds fine motor skills and learning shape orientation.
6	<p>Lacing Beads</p> 	A set of lacing beads includes jumbo-sized wooden beads in different colors and shapes and a set of strings. Allowing children to string the beads freely gives them opportunities to apply their knowledge of counting and of creating patterns and different sequences. It also develops dexterity of finger muscles and eye-hand coordination.

LIST OF KINDERGARTEN MANIPULATIVES

MANIPULATIVES	DESCRIPTION
<p>7 Shape Lacing Cards</p> 	<p>Shape lacing cards provide children with a different way of learning shapes, thus, promoting mastery. It builds shape orientation, fine motor skills, eye-hand coordination, visual perception and discrimination, persistence and focus/increased attention span.</p>
<p>8 Alphabet Lacing Cards</p> 	<p>Alphabet lacing cards provide children with a different way of learning the alphabet, thus, promoting mastery. It builds shape orientation, fine motor skills, eye-hand coordination, persistence and focus/increased attention span.</p>
<p>9 16 Pieces Sequencing Cards</p> 	<p>Sequencing is the process of putting events, ideas and objects in a logical order. It is an important skill to learn since people sequence all day long – our time is divided into what we need to do first, second and last; we understand events in our lives better by understanding the order in which they occur.</p>
<p>10 12 Pieces Sequencing Cards</p> 	
<p>11 5.75 in. x 5.75 in. Picture Puzzles</p> 	<p>Puzzles provide a wide range of skills development in young children – cognitive, physical and socio-emotional. This is why it is important that young children experience working on puzzles on a regular basis. A puzzle has a specific goal or end, thus, encourages a child to persist and be patient, focus and develop self-esteem when he or she succeeds in putting it together. It also promotes fine motor development, eye-hand coordination and visual perception and discrimination through shape recognition. Working on puzzles also develops</p>
<p>12 7 in. x 7 in. Picture Puzzles</p> 	

LIST OF KINDERGARTEN MANIPULATIVES

MANIPULATIVES	DESCRIPTION
13 9 in. x 9 in. Picture Puzzles 	memory, problem-solving skills and part-whole recognition.

ANNEX K.

TAPPING TABLETS TO SUPPORT GRADE 3 LITERACY: THE USAID BASA PILIPINAS ICT FOR READING PILOT



USAID
FROM THE AMERICAN PEOPLE

TAPPING TABLETS TO SUPPORT GRADE 3 LITERACY: THE USAID BASA PILIPINAS ICT FOR READING PILOT



MAY 2018

This report was produced for review by the United States Agency for International Development. It was prepared by Education Development Center, Inc. (EDC).

TAPPING TABLETS TO SUPPORT GRADE 3 LITERACY: THE USAID BASA PILIPINAS ICT FOR READING PILOT

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ACRONYMS

AAP	American Academy of Pediatrics
ANOVA	Analysis of Variance
APK	Android Package Kit
App	Application/Mobile application
AusAID	Australian Agency for International Development
BYOD	Bring Your Own Device
CVS	Computer Vision Syndrome
DepEd	Department of Education
EDC	Education Development Center
EGRA	Early Grade Reading Assessment
FGD	focus group discussion
ICT	Information and Communications Technology
KII	key informant interview
LR	Leveled Reader
NAT	National Achievement Test
OER	Open Educational Resources
ORC	Oral Reading Comprehension
ORC, T	Oral Reading Comprehension (Timed)
ORC, U	Oral Reading Comprehension (Untimed)
ORF	Oral Reading Fluency
OTCP	One Tablet per Child Project
PDF	Portable Document Format
SES	Socio-economic Status
SETDA	State Educational Technology Directors Association
SR	Silent Reading
SY	School Year
TG	Teacher's Guide

UNESCO	United Nations Educational, Scientific and Cultural Organization
UPOU	University of the Philippines Open University
USAID	United States Agency for International Development
USB	Universal Serial Bus
USB OTG	USB On the Go
WCPM	words correct per minute

EXECUTIVE SUMMARY

The USAID Basa Pilipinas ICT for Reading Pilot study is a division-wide research initiative between the Department of Education (DepEd) and the United States Agency for International Development (USAID) to test the use of tablets in enhancing reading skill development in early grade classrooms. It involved the distribution of 369 tablet computers to the Grade 3 teachers and learners from all 26 public elementary schools in the City Division of San Fernando, La Union.

This pilot aimed to (1) test the use of tablet computers to augment the availability of classroom reading materials among Grade 3 learners, and (2) look into the different types of exposure to tablet use and what changes these types of exposure will produce in children’s fluency and comprehension scores. The basic protocol for all participants was to use the digital versions of the Leveled Readers and to use the Vernacular app based on a set schedule.

This mixed method study followed a quasi-experimental research design having a pre-test and post-test design. In discussions with the Department of Education (DepEd) representatives on 2 May 2017, DepEd opted not to use an intervention and control group (with and without tablet exposure) design. Given that the potential gains from tablet exposure were already well established in prior research, DepEd leaders preferred that the study investigate how much tablet infusion or exposure makes a difference in children’s literacy learning. Thus, the final research questions were framed as follows:

1. *Does longer exposure to tablet-based reading content lead to improved reading scores (fluency and comprehension)?*
2. *Does home reinforcement of classroom tablet use lead to improved reading scores?*
3. *Does teacher discussion of the tablet-based reading app lessons lead to improved reading scores?*

Schools were clustered into the following groups to answer these research questions: (1) 8 weeks basic exposure; (2) 16 weeks basic exposure; (3) 20 weeks basic exposure; (4) 20 weeks basic exposure + home reinforcement (tablets can be taken home during the semestral and Christmas breaks) and (5) 20 weeks basic exposure + in-class use facilitated by the teacher.

For the quantitative data, EGRA-type assessments were conducted among 232 pupils before and after the intervention. The quantitative data reveal that reading scores (fluency, prosody, and comprehension) increased from baseline to endline across all research groups. For fluency, results indicate statistically significant gains across all groups in both English and Filipino. Meanwhile, prosody scores point out statistically significant gains across all groups except for the 8 Weeks group (Filipino and English). In terms of comprehension, results show statistically significant gains across all groups except for the 8 Weeks and In-Class Use groups in Filipino and English, respectively.

Table 1. Gains Scores by Study Group, Pre- to Post-test

Group	Fluency		Prosody Scores				Comprehension	
	Filipino	English	Filipino	English	Filipino	English		
8 Weeks Basic	Gain	Gain	Gain	Gain	Gain	Gain		
	7.65	* 8.69	* 0.23	- 0.27	- 7.53	- 9.77	*	

	Fluency		Prosody Scores				Comprehension	
	Filipino	English	Filipino	English	Filipino	English		
16 Weeks Basic	13.09	* 15.50	* 0.34	* 0.34	* 13.74	* 12.21		
20 Weeks Basic	16.58	* 21.47	* 0.42	* 0.50	* 14.03	* 11.43		
Home Reinforcement	10.69	* 17.27	* 0.35	* 0.50	15.88	23.79		
In-Class Use	16.91	* 19.46	* 0.49	* 0.53	* 16.88	* 8.48		

* Significant at 0.05

In response to research question 1, the 20 Weeks Basic Group had significantly higher fluency scores than the 8 Weeks Group, indicating an association of longer tablet exposure to improved fluency. It must be cautioned, however, that due to the absence of a control group, there is no certainty as to whether the gains in reading scores can be fully attributed to tablet exposure. In response to research questions 2 and 3, based on the statistical analysis of the different 20-week exposure protocols, home reinforcement and in-class use with teacher facilitation did not indicate any additional statistically significant gains, when compared to 20 weeks of basic student use.

The qualitative data were obtained from 8 purposively selected schools through focus group discussions and key informant interviews. The qualitative data reinforced the perceived positive impact of the tablet intervention. Teachers, school heads, and parents cited that students primarily gained better literacy skills, increased learning motivation, and developed digital literacy skills. Specifically, the pupils reported enjoying the use of tablets because of the images and sounds that help them to be more familiar with new words and correct pronunciation.

While there is a need to allot sufficient time in preparing future educational interventions that use ICT, a crucial aspect to the success of this pilot study must be attributed to the strong engagement of all stakeholders involved. Ultimately, the independent learning experienced by the students through the use of the tablet may be equally beneficial in other grade levels, especially among those who are still struggling readers in the higher grade levels.

INTRODUCTION: BACKGROUND OF THE STUDY

Basa Pilipinas is USAID/Philippines' flagship basic education project, implemented in partnership with the Department of Education (DepEd) from 2013-2018. In March 2017, during a meeting between USAID Office of Education officials and DepEd Central Office representatives headed by Undersecretary for Administration Alain Del Pascua, DepEd requested USAID to support an ICT initiative that would test and study the use of tablets in augmenting student learning.

In response, *Basa Pilipinas* developed a concept note for an ICT Pilot Initiative, to test the use of tablet computers to enhance literacy skills in early grades classrooms. The concept note proposed that the pilot would work with Grade 3 learners, who were deemed to be at a reasonable age to be able to deal with tablet technology. After several consultation meetings with DepEd central and division officials in April 2017, the pilot design was finalized and preparatory activities began in May 2017, including the development of the interactive application that would be used by students in the pilot.

VERNACULAR READING APPLICATION

The Vernacular app was first developed and used by the Education Development Center (EDC), the implementing organization for Basa Pilipinas, in a USAID/Zambia early grade reading project. Originally, this interactive reading app only contained three sets of activities: alphabet knowledge, phonemic awareness, and spelling. In its current version that was used for this pilot study, vocabulary and comprehension activities were added on top of the three original components. The Philippine version also involves two languages – English and Filipino.

All the contents of the Vernacular app were drawn from the relevant Leveled Readers and Teacher Guides covering Quarters 2 and 3 for both English and Filipino. Specifically, all the questions in the app were deliberately aligned with the students' actual lessons that are based from the Leveled Readers. Furthermore, all the images and audio used in the app were originally created by *Basa Pilipinas*. Technical supervision on the app coding was provided by EDC's home office.

EDC's Stepping Stone desktop authoring tool was used in building the contents of the Vernacular app, which is based on the DrupalGap open source app development kit. All the *Basa Pilipinas*-developed activity contents and images were combined with relevant audio prompts through the Stepping Stone platform in a span of about 3 months. The app was transformed into an APK (Android Package Kit) which was transferred to the tablets via a USB (Universal Serial Bus) and a USB OTG (USB On the Go) (see Annex H for details on installing/updating the app).¹

¹ The Vernacular app can be accessed through <http://stage.drupalgap.edc.org/vernacular-apk/vernacular-20180124-import.apk>. Its final build had been released on 25 January 2018. Additional quality assurance testing and revisions were finished on 26 February 2018.

The Vernacular app contained a total of 40 lessons (20 for Filipino and 20 for English) with 31 items per lesson, for the 20 weeks in which the app was used. Table 2 shows the name of the activities and the number of items per activity in each lesson.

Table 2. Activities in the Vernacular Application

Activity	Number of Items
Text Select	3
Image Select	5
Spelling	10
Match the Word to the Picture Clue	5
Multiple Choice	5
Sequencing Events	3
Total:	31

Students are aided by visual and/or audio prompts for instructions at the beginning of each new activity as well as feedback for correct or incorrect answers. In addition, students have an option to click the *teacher icon* at the upper left corner of each screen (see Figure 1) to repeat the text and audio instructions for each activity whenever needed.

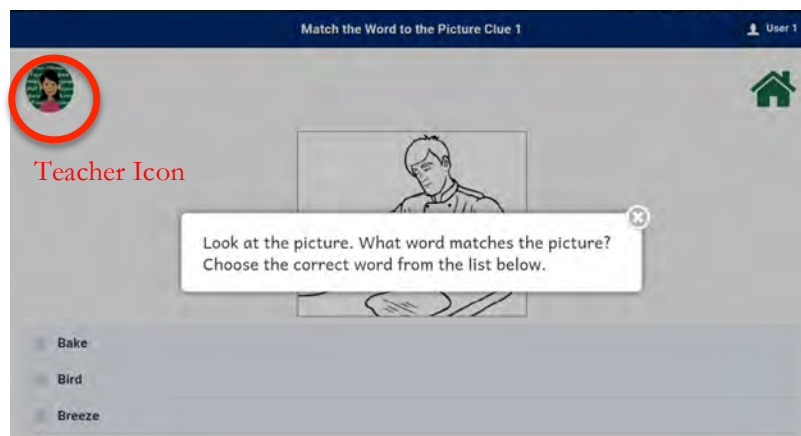


Figure 1. Sample Activity in the Vernacular Application

Once the students have made a response, feedback will come in the form of a visual effect (i.e., picture becomes colored when the correct answer is selected for some activities) together with an audio clip (e.g., if they chose an incorrect letter, the app will tell the user what sound that letter makes).

Whenever a student finishes all the activities in a given lesson, a trophy will appear that indicates the completion of the lesson, total time spent to finish the lesson, and the total number of tries made by the user.



Figure 2. Screenshot of a Finished Lesson



Figure 3. User Profile Page

Figure 3 shows the user account profile page for five unique users per tablet.

Since each student has his/her own account, progress can be monitored individually by the teacher by selecting a particular user profile within the tablet. Students have to individually answer the activities in the Vernacular app and they can use the headphones that were provided together with the tablet while using the app so as not to distract their fellow users. Teachers can only assist when the student asked for help or when technical difficulties occur.

ICT FOR READING PILOT SITE

This pilot study was implemented among the Grade 3 pupils in the City Division of San Fernando, La Union during SY 2017-18. The Division of San Fernando City, one of eight Basa Pilipinas partner school divisions, was selected in discussions with DepEd central office, based on its relatively manageable size and its interest in testing out ICT solutions.

In early May, *Basa Pilipinas* conducted an orientation and school profiling activity to assess the current status and needs of the participating schools regarding ICT. This data was used in assigning schools to research groups, and in allocating tablets to schools. The schools profiling session was conducted among the school heads and teachers to determine the available ICT resources in the participating schools and to know their

perception on the use of ICT in education. The school heads were asked regarding the ICT resources that are available in their respective schools.

Based on the school profiling activity, all of the 26 schools in the Division of San Fernando had computers and/or laptops except for Nagyubuyuban Integrated School (the sole laptop in the school is no longer working). Meanwhile, only 10 schools had any tablets, which were acquired as incentive by the local government for good National Achievement Test (NAT) results. However, only a few were reported to be still functional (see Table 3).

Table 3. Schools with Tablet Computers

Schools	Available Tablets	Working Units	Brand
Sagayad Elementary School	30	3	Lenovo
Mamelac Elementary School	30	20	Lenovo
Pagudpud Integrated School	30	5	Lenovo
Bangbangolan Elementary School	30	-	Lenovo
Santiago Elementary School	120	-	Samsung/Lenovo
Puspus Elementary School	30	-	Lenovo
San Agustin Elementary School	30	25	Lenovo
Sibuan-Otong Integrated School	30	10	Lenovo
Canaoay Elementary School	29	-	Lenovo
Sacyud Elementary School	30	20	Lenovo

In those schools that had available tablets, only nine teachers claimed to have used the tablet devices in their teaching at least once. The tablets were usually used for showing educational videos, playing music, downloading sample lesson plans, reading e-books, and using educational applications such as the dictionary. In any case, the schools profiling revealed that most school heads and teachers had a very positive perception on the use of ICT tools such as tablets for education.

The pilot was officially launched on the first week of August 2017 with two ceremonial tablet turnover events—one in DepEd’s Central Office and another in the Division of San Fernando. The ICT for Reading pilot involved all 26 public elementary schools in that division, for which a total of 369 tablets were purchased and distributed to schools.

Each school received a set of Samsung Galaxy Tab A 7.0 (2016) tablet computers along with a charger, headset, leather protective casing, and tempered glass screen protector. Each tablet was installed with the PDF versions of the *Basa Pilipinas*-developed Grade 3 Leveled Readers (LR) and an enhanced version of Education Development Center’s (EDC) Vernacular reading application. Vernacular includes activities on initial sound identification, initial letter identification, spelling, vocabulary, and reading comprehension

(multiple choice questions and sequencing of events). The activities in the Vernacular application are based on the contents of the Leveled Readers (Quarters 2 and 3) – both in English and Filipino.

The launch in San Fernando was immediately followed by a two-day training for the Grade 3 teachers on the protocols for the ICT for Reading Pilot. As part of the implementation protocol, all Grade 3 students from the participating schools were to individually use the tablets during break times (either lunch break or before dismissal), at least twice a week (i.e., 15 minutes per session), to answer the activities in the Vernacular app and to read through the digital versions of the Leveled Readers. What varied was either the number of weeks of exposure or whether they had additional home or teacher reinforcement. Participating schools were assigned to five groups: (a) 8-week exposure; (b) 16-week exposure; (c) 20-week basic exposure with no additional inputs; (d) 20-week exposure with additional home reinforcement (i.e., tablets could be taken home during the semester and Christmas breaks) and (e) 20-week exposure with additional in-class use facilitated by the teacher (i.e., teacher will discuss those topics from the app that students may find difficult).

The ICT Pilot ran in San Fernando’s Grade 3 classes from August 14, 2017 to February 2, 2018. The final date of the tablet intervention depended on each school’s assigned research protocol (e.g., 8, 16, or 20 weeks). Subsequently, endline data was collected not more than two weeks after each school’s tablet use timeline ended. Qualitative data in the form of interviews and focus group discussions were also gathered. Finally, school visits were also done at least once a month by a *Basa Pilipinas* staff in order to ensure that the tablets were in good condition and that schools followed their assigned protocols (see Table 4 for complete project timeline).

Table 4. ICT Pilot Project Timeline

Date	Activity
10 April / 2 May 2017	Meetings with DepEd Central Office on the design of the ICT Pilot
April 2017	Review of related literature, meetings with other tablet-based education implementers (Microsoft Foundation, Fit-Ed, etc.)
24 May 2017	Schools and Teachers Profiling (Needs Assessment)
June to August 2017	Vernacular App Content Writing, Development, Testing
11 July 2017	School Heads Orientation
19-20 July 2017	ICT-EGRA Assessors Training
24-26 July 2017	Baseline Data Collection (pre-test)
2 August 2017	Ceremonial Turnover Ceremony in DepEd Central Office
4-5 August 2017	Tablet Turnover Ceremony in San Fernando City, La Union Teacher Training and Tablet Distribution
14 August 2017	Start of Pilot Implementation for all Research Groups
13 October 2017	End of Tablet Use: 8 Weeks Group

Date	Activity
18-19 October 2017	Endline Assessment: 8 Weeks Group (post-test)
19-20 October 2017	Parents' Orientations
13 December 2017	End of Tablet Use: 16 Weeks Group
14-15 December 2017	Endline Assessment: 16 Weeks Group
15 December 2017	ICT Project Update / Midterm Meeting with DepEd San Fernando Officials and School Heads
5 January 2018	End of Tablet Use: 20 Weeks-Home Reinforcement Group
8-10 January 2018	Endline Assessment: 20 Weeks Home Reinforcement Group
2 February 2018	End of Tablet Use: 20 Weeks-Basic and In Class App Use Groups
5-9 February 2018	Endline Assessments: 20 Weeks Basic & 20 Weeks In-class App Use
19-22 February 2018	Qualitative data collection (FGDs and Interviews)
March - April 2018	Data analysis and report writing
April 26, 2018	Dissemination forum with DepEd Central and region/division partners

To inform the design of the ICT for Reading pilot, Basa Pilipinas conducted a review of related literature relevant to the use of tablets in improving learning. The next section provides a summary of this review.

REVIEW OF RELATED LITERATURE

With the introduction of interactive whiteboards, laptops, tablets, and smartphones, the education sector is now being challenged by the fast-changing digital era more than ever. Many schools are already transitioning to the creation of “smart classrooms” and others have also completely replaced paper textbooks with tablets. A number of countries have already made some significant steps towards the integration of ICT in education, especially through tablet computers.

The world’s first large-scale, government-supported educational tablet initiative for all its public schools was launched by the Turkish government in 2012. This project provided one tablet for each of the 17 million Turkish students. The tablets include e-books, class lessons, apps, and can be used to access websites filtered by the government (Isci & Demir, 2015).

Despite not having any current nationwide initiatives regarding the use of educational tablets in the United States and Canada, a number of notable state or district level programs exist. In 2013, the Los Angeles Unified School District gave 640,000 students with iPads. This large-scale project, which cost \$1 billion, did not employ a uniform policy on the maintenance and responsibility for lost or broken devices, thereby leaving schools to decide on their own. In Canada, the tablets were used by Grade 9 special needs students in the Rainbow District School Board of Ontario as part of the Assistive Technology Learning Community for the development of individual educational plans (Tamim, Borokhovski, Pickup, and Bernard, 2015).

In Southeast Asia, Indonesia, Malaysia, and Thailand already launched their own nationwide tablets for education initiatives. In 2015, Indonesia introduced the five-year-long program called *Indonesia Belajar* (Indonesia is learning) with the goal of equipping all public schools, especially those from remote areas and those lagging behind (McSpadden, 2015). The program created the *e-Sabak* (e-Slate) tablet, which is preloaded with electronic textbooks and learning apps, as well as data connection by PT Telkom (Alexander, 2015).

Meanwhile, Malaysia is the most recent Southeast Asian country to integrate tablets in their public schools. In 2016, the Malaysian government distributed a total of 17,638 tablets, which are pre-installed with the *Tutor Guru* software and an *Utusan Malaysia* e-paper (electronic version of the Malaysian newspaper). The *Tutor Guru* software allows teachers to create digital worksheets for their lessons and obtain additional information for their classes (Menon, 2016).

Unfortunately, Thailand’s ambitious “One Tablet per Child Project” (OTCP) in 2013, which equipped all Grade 1 public school students with a tablet, only lasted for a year due to multiple issues regarding implementation such as supplier delays and the poor quality of the tablets provided (Fredrickson, 2015; Pearson, 2015). Other challenges to the program include: lack of contextualized content and interactive activities in the tablet, inconsistent teacher support, and difficulty in assessing learning outcomes through the tablets (Viripayong, & Harfield, 2013).

Even if Singapore does not have a nationwide tablet for education initiative, it is important to note that it is the first Southeast Asian country to have a national masterplan for integrating ICT in the classroom as early as 1997 (Huat, 2015). It also has the “Intelligent Nation 2015” program, a 10-year masterplan on integrating ICT infrastructures in the entire nation, which began way back in 2006. The FutureSchools@Singapore was also launched to provide schools with interactive digital learning resources (Ministry of Education Singapore, 2012).

Other countries with noteworthy large-scale, government-supported educational tablets initiatives include the following:

BRAZIL: EDUCATIONAL TABLET PROGRAM (2012)

Brazil's efforts on ICT integration in education is noted as one of the best in the world, boasting 95% of public schools with computers that are connected to the Internet (CETIC, 2013). The country's Educational Tablet Program, which is an extension of *Proinfo* (i.e., Brazil's National Programme of Educational Technology), involve: (1) equipment distribution, (2) continuous training for teachers, and (3) production of digital educational content. All their tablets are pre-loaded with the apps of TV *Escola*, *Proinfo* courses, the e-*Proinfo* platform (a Virtual Learning Environment), a Teacher's Portal, and downloadable textbooks listed in the National Textbook Programme (UNESCO, 2015). Brazil's Positivo and Digibras manufacturing companies are the providers of the 7-inch tablets which cost US\$130 while the 10-inch model is US\$200. Public school teachers were the primary users of the 460,000 tablets distributed by the government in 2012 (Mari, 2013).

INDIA: AAKASH PROJECT (2011)

The Aakash Project was part of the government's National Mission on Education through Information and Communication Technology. It aims to promote digital literacy by distributing Aakash tablets to students across India at subsidized rates. Dubbed as the world's cheapest tablets, the Aakash tablets, which are manufactured by the UK-based company Datawind, are being subsidized by the Indian government and only cost \$35 for students and teachers. The original price ranges from \$45-\$60 (Vota, 2011). Amid criticisms on the tablet's poor performance and issues on delayed deliveries to schools, the project generated awareness and interest in tablet computers among students (GlobeOne, 2016).

JAPAN: FUTURE SCHOOL PROMOTION PROJECT (2010-2013)

Students from selected primary, junior high schools, and special needs schools were provided with a tablet PC, along with Wi-Fi-accessed LAN. The initiative generated a generally positive response with 80% of students having increased interest, motivation, and better classroom behavior alongside improved teachers' environment (Ministry of Internal Affairs and Communications Japan, 2013).

SOUTH KOREA: ICT MASTERPLAN (PHASE IV: EDUCATION CONVERGING WITH TECHNOLOGY)

By 2015, the South Korean government aimed to replace paper books in all schools with digital books to enable students to have access to paper-free learning materials from a cloud-based system and to allow homebound students to catch up on work from a distance (Ministry of Education Korea, 2014). But the plan hit major budget hurdles along with some resistance from education leaders who worry about the pervasiveness of technological devices in schools (Harlan, 2012). In its pilot stage, classes used digital textbooks alongside paper textbooks while first and second graders did not use gadgets at all. Notwithstanding these concerns, the country still aims that by 2020, all Korean schools will be SMART (Self-directed, Motivated, Adaptive, Resource-enriched, and Technology-embedded) (Ki-Hwan and Soo-min, 2014).

INTEGRATING TABLETS IN SCHOOLS

In spite of the known benefits of ICT in education, the integration of new technology in schools still faces various criticisms. As the latest form of technology that entered the education sector, the introduction of using tablets in schools also experienced some challenges. A summary of the common advantages and disadvantages of using tablet computers can be seen in Table 5.

Table 5. Common Advantages and Disadvantages of Tablet Computers

Factors	Advantages	Disadvantages
1. Cost	<ul style="list-style-type: none"> • Cheaper than printed textbooks in the long run 	<ul style="list-style-type: none"> • High upfront and maintenance costs
2. Health	<ul style="list-style-type: none"> • Can help solve backpack-related injuries among students 	<ul style="list-style-type: none"> • Too much screen exposure can cause Computer Vision Syndrome (CVS) and tend to reduce physical activity
3. Functionality	<ul style="list-style-type: none"> • Can hold more books yet lighter • Students can easily explore engaging learning activities 	<ul style="list-style-type: none"> • Requires battery/electricity to operate • Difficult for some teachers to operate and there is the need to train them
4. Impact	<ul style="list-style-type: none"> • Increased motivation, interactivity, and creativity • Improved academic achievement (e.g., standardized tests scores) 	<ul style="list-style-type: none"> • Distraction for students / lack of focus on the actual lesson • People who read in print remember and comprehend better

(1) COST

The most prevalent issue concerning the integration of tablet computers in schools is the large cost involved. In the case of the iPad for education initiative in the 11,000-student Palo Alto District in California, it has been revealed that the financial cost is three times more than sticking with printed textbooks and some even estimate it to rise up to five times more (Tomassini, 2012). Conversely, Project RED, a research project that examines the use of technology in education, claims that by switching to digital textbooks, a 500-student school can save \$35 to \$250 per student each year (Greaves et al., 2012). The iPad initiative of McAllen District in Texas, which cost \$20 million, shows that about half of the costs are non-instructional, such as broadband connections, infrastructure, and inventory (Tomassini, 2012). Although it is unquestionable that paper resources are way cheaper than tablet computers, savings on properly implemented ICT integration programs can be as much as \$600 per student per year due to the following expected positive outcomes: increased teacher attendance, reduced copy and paper costs, use of online assessments, use of digital versus print materials, online learning opportunities, and decreased dropout rates (SETDA, 2013).

(2) HEALTH

Many studies have already emphasized that too much use of technology can result to various health issues such as “addiction,” Computer Vision Syndrome (CVS) (e.g., eye strain, dry eyes, and headaches), and reduced physical activity (Chaudron, 2015; Kattouf, 2015; Straker, 2007). In Australia, government guidelines on screen time allows 5-17 year old children with a daily maximum of two hours for leisure or entertainment (Straker, 2007). Meanwhile, the American Academy of Pediatrics (AAP) recommends screen limits of 1 hour per day to high quality programs among 2 to 5 year olds. For children 6 and older, AAP suggests that the time spent using media must not take the place of behaviors essential to health such as physical activities and adequate sleep (AAP, 2016).

Moreover, solving backpack-related injuries is the main health concern of those who push for the replacement of print textbooks in favor of tablets with digital textbooks (Coenen, Howie, Campbell, & Straker, 2015). Lavigne (2014) cites a number of studies involving back pain among schoolchildren at an occurrence rate ranging around 30-65% (e.g., Brackley & Stevenson, 2004; Malleon & Clinch, 2003; Haselgrove et al., 2008).

In spite of initial apprehension on the use of digital media among children, the AAP asserts that “developmentally optimized media can be beneficial for young children, and is a proven learning tool for children over age two” (Shifrin, Brown, Hill, Jana, & Flinn, 2015, p.2).

(3) FUNCTIONALITY

Another promising benefit of using tablet computers over textbooks is that they are lighter, can hold hundreds of materials, have access to the latest information, as well as being more interactive and engaging (Alvarez, 2013). Unlike printed books, however, tablet computers consume electricity to operate. The average battery life of a typical tablet is only about 7 hours, which is less than the average school day (Smith, 2013). Recent and more expensive tablet models though, such as the Lenovo Yoga Tab 3 and Samsung Galaxy Tab S2, can now last for at least 13 hours of continued usage (Blanco, 2016).

With regard to simply converting printed textbooks into digital versions, such practice does not appear ideal, particularly in higher education. In 2009, Princeton University launched an e-reader pilot project (using Amazon’s Kindle DX) with the goal of printing less and reducing photocopying, as well as determining the effects of e-readers to the students’ learning experience. While the initial goal of reducing printouts was achieved with just over a half of the usual amount of sheets, the classroom experience was somewhat worsened since referencing, note-taking, and other content organization support features were challenged by the e-reader’s limitations (Princeton University, 2009).

Nevertheless, most students generally find it easier to tinker with technology such as tablets since they have been born exposed to such gadgets as digital natives. Digital media are perceived to have an important role in bridging the learning achievement gap among low-income, disadvantaged, and underserved populations as it can be used to “facilitate executive function, build self-control and problem-solving skills, and improve children’s ability to follow directions” (Shifrin *et al.*, 2015, p.2). On the other hand, some teachers may not be as comfortable and may need to slowly adapt with new technologies that are invading their classrooms (Shaikh, 2016). When it comes to using new technology such as tablet computers, teachers face both institutional and personal barriers. Most apps even show low educational potential and are not aligned with the school’s existing curricula (Vaala, Ly, & Levine, 2015). In any case, the teacher’s teaching philosophies and personal attitudes still dictate how these devices can be properly integrated in the teaching and learning process (Blackwell, 2014). Hence, proper training and support systems are essential as these new technologies have an inevitable influence on the teacher’s self-efficacy and comfort in the classroom.

(4) IMPACT

One of the most commonly cited benefits of using tablet computers in the classroom involves the heightened motivation and improved interaction between and among students and teachers (Blackwell, 2014; Cingel & Piper, 2017; Fagen & Kamin, 2013; Mango, 2015; Picton, 2014). Individual students can feel more connected to the lesson and the teacher, thereby increasing their level of engagement. The higher level of student engagement promoted through the use of tablet computers is assumed to enhance the learning of the students.

The enhanced motivation and engagement associated with the use of tablet computers are often attributed to the entertaining features that go along with the various educational applications. In this regard, the use of tablet computers has been criticized for being a distraction for students and negatively affecting the quality of work produced as opposed to doing tasks in the traditional manner (Sheppard, 2011; Culen & Gasparini, 2012). In a survey of teachers and students using tablets with 1:1 ratio in Quebec, Canada, 99% of the students cited that the negative impact of using an iPad in school is that it could be distracting while at least 26% reported difficulty in organizing their work and struggling in writing lengthy compositions through the tablet (Karsenti & Fievez, 2013).

McEwen and Dubé (2015) examined whether tablet computers really engage students in their lessons or just distract them. Using an eye tracker technology and making the students use simple and complex mathematics applications, the study revealed that the students' cognitive ability has an effect on how they deal with educational applications. Children who were assessed to be high executive functioning found the intrinsic content (i.e., visuals that are required to complete the learning task such as numbers, symbols, counting manipulatives) more important than the germane content (i.e., visuals that scaffold the learning task but not necessary to complete the task such as progress markers, avatars, and animations). In contrast, those children with lower executive functioning relied more on germane content, especially for simple math applications (McEwen & Dubé, 2015). This implies that students with higher executive functioning focus on the more important aspects of learning through the tablets instead of the added features that are not completely necessary. Regardless of the child's cognitive ability, McEwen and Dubé (2015) stress that using tablet computers engage both groups of students.

Aside from better engagement, most literature suggests that the use of tablet computers increase student achievement (Haßler, B., Major, L. & Hennessy, 2015). Furthermore, some studies indicate that using tablets in early childhood education show positive impacts among children's learning abilities (Couse & Chen, 2010). In the context of higher education, however, a study on the use of iPads revealed that while students' learning experience was enhanced, better learning outcomes did not necessarily occur (Nguyen, L., Barton, & Nguyen, L. T., 2015). Nishizaki (2015) explains that older students may have more difficulty in using tablets because they are not as accustomed with them as compared to the younger generations who grew up being more familiar and comfortable with such devices.

Despite not having consensus on the impact of using tablets to student learning outcomes, earlier studies have already noted that people who read in print remember and comprehend better than those who read texts digitally (Dillo, 1992; Mangen, Walgermo, & Brønnick, 2012). In any case, Dundar and Akcayir (2012) claim that there was no significant difference in terms of reading speed or the level of reading comprehension between those who read in print and those who read via tablet computers.

Another factor that may affect learning through the use of tablets in classrooms is the proportion of users with the device. Recent studies suggest that learning outcomes improve in either one-to-one or many-to-one use of tablet computers (Lin, Wong, & Shao, 2012; Valente & Gomes, 2015). While it is common for one-to-one technology to be promoted (Sheppard, 2011; Valente & Gomes, 2015; Harris, Al-Bataineh, M. T., & Al-Bataineh, A., 2016;), some argue that the many-to-one use can also be beneficial as it encourages peer collaboration and better learning outputs (Lin, Wong, & Shao, 2012). Among more affluent schools, the BYOD (Bring Your Own Device) approach is the one increasing in popularity (Valente & Gomes, 2015).

Bringing tablets home is also seen as a means to extend learning and to develop digital citizenship. In Falconer Elementary School, the Chicago Public School Central Office examined how teachers would integrate tablet computers into their instruction and how students would develop better learning skills by

taking the devices outside school. This resulted to the “Making Learning Mobile 1.0 Project” which was conducted in 2012-2013 and implemented to Grade 5 students and their teachers. Each student received an HTC EVO Android tablet for his personal use at school and at home. The study measured the student’s initial expectations on tablet usage and found that actual usage far exceeded their self-reported expectations. Students normally used tablets for internet research, accessing online textbooks, playing educational games, doing homework and projects, creating videos, checking their grades, organizing school work, communicating with teachers and classmates, learning about school activities, receiving reminders, and using the calendar. On the other hand, teachers vary in their use of tablets for instruction which include creating videos, class polling, note-taking, playing educational games, checking grades, and using the calendar. When using the tablets at home, access to the internet is disabled by 9pm while peak access had been recorded between 3pm to 9pm. The most popular sites accessed by students are: Edmodo.com, MathPlayground.com, BrainPop.com, ScienceBuddies.com, Scholastic.com, IsbeTest.com and Dictionary.com. Based on this study, boys in general became more active participants in the learning process. Overall, results show that 70% of students claim to be more interested in their lessons and 84% of them said that they became better digital citizens because of the intervention (Kajeet for Education, 2013).

Finally, based on a meta-analysis of 110 research studies published in 1993-2003 regarding the use of mobile devices for education, it has been discovered that handheld devices (e.g., iPod and smartphones) appear as the most commonly used educational technology and their users were normally in higher education (Sung, Chang, & Liu, 2016). The interventions in these studies typically last 1-6 months, used for language arts classes, and employed mobile devices for self-directed learning. An overwhelming majority of the reviewed studies generated positive learning outcomes. The positive impact of mobile devices can be attributed to the following factors: portability, communication functionality, and usability (i.e., can be used in short periods of spare time). Innovative teaching methods such as inquiry-oriented and cooperative learning approaches were also cited as the major advantages of using mobile devices in education (Sung, Chang, & Liu, 2016). Hence, Churchill, Fox, and King, (2012) argue that the extent to which tablets can be effectively used in education still ultimately depends on the teachers’ perceptions and methods in using technology.

TABLET COMPUTERS IN EARLY GRADES LITERACY CLASSROOMS

Despite being more commonly used in higher grade levels, tablet computers are now also becoming popular in early grades classrooms. In fact, the effects of integrating technology in early grades have been equally positive (e.g., Clements & Samara, 2003; Haugland, 1999; Swaminathan & Wright, 2003; Vernadakis et al., 2005 as cited in Couse & Chen, 2010).

Couse and Chen (2010) examined the viability of using tablet computers for instruction in a pre-school classroom consisted of 41 children between 3-6 years old. The study revealed that children were able to quickly use tablet devices to practice fine motor skills, particularly writing and drawing. Based on quantified teacher perceptions, the study revealed that students who used the tablets have generally better outputs and expressed themselves better as opposed to those who used traditional materials.

Similarly, the study of Oladunjoye (2013) supports the use of iPads in early childhood education. In this qualitative study, the results indicate that the teachers’ positive attitude towards tablet computers help in the development of the students’ literacy skills.

According to Neuman and Neuman (2014), the preference on tablet devices over computers in literacy classrooms is due to the former's physical characteristics which resemble a book or a notepad that has the capacity to also respond to one's fingertips or hands. Such interface provides a more natural feeling than a keyboard and a mouse. Tablets are also less bulky and easier to navigate as compared to desktop computers and laptops.

In an early grades classroom, Neuman (2017) explored the effects of tablets and apps on the development of emergent literacy skills among 48 young English speaking children aged 2-5 years old. These children were equally divided into an experimental (iPad Group) and a controlled group. Those in the iPad Group used educational apps for at least 30 minutes per week over a period of 9 weeks. Based on this pre-post-test randomized controlled study, children in the iPad group showed significantly higher letter name and sound knowledge, print concepts, and name writing skills than those children in the control group. However, no significant differences were found for letter writing skills or numerical knowledge.

With regard to enhancing reading skills, Van Gorp, Segers, and Verhoeven (2016) tested the effects of a word identification game which seeks to improve decoding efficiency among 62 poor-reading Dutch second graders. The study utilized a game called *Reading Race*, which "includes word repetition, corrective feedback, semantic retrieval, and gamification elements related to flow and decoding speed" (p. 108). Students used the game for a total of five hours across a period of five weeks. Through the game, the children were able to practice reading words and pseudowords while doing semantic categorization and lexical decision exercises. The study employed a pretest–posttest–retention design. Results showed significant increases for word-decoding efficiency based on a standardized read-aloud test consisting of six lists of untrained words and pseudowords. This study confirmed previous review of the relevant research literature (e.g., Kiili, 2005; Kiili et al., 2012, as cited in Van Gorp, Segers, & Verhoeven, 2016) that repetition and immediate corrective feedback appear to be two key features for improving the efficiency of children's word decoding.

Using tablet computers to improve literacy is also present even in higher education. Mango (2015) studied the use of iPads in two foreign language classrooms at a US college. According to this study, students believed that the iPads played a significant role in their learning engagement which helped them learn better.

In order to maximize the potential of using tablet computers in early grades literacy classrooms, Van De Bogart (2012) recommends that the educational apps that come with the devices must be able to address the children's spontaneity and allow them to customize instead of just giving them a certain set of activities. Unfortunately, little research has been conducted on the quality of existing educational apps and there are only few organizations that review and oversee age-appropriate applications (Shifrin *et al.*, 2015). Chiong and Schuler (2010) identified some factors that can affect learning and engagement through tablet computers (see Table 6).

Table 6. Factors that can Affect Learning and Engagement through Tablets

Factors	Description
1. Developmentally appropriate content	<ul style="list-style-type: none">• Both the game mechanics and content must be appropriate.• The app should not be too difficult or too easy• Consider children’s motor skills (e.g., tapping vs. swiping motion)
2. Fresh content	<ul style="list-style-type: none">• Content must be relevant to what the kids are currently learning• New levels or progressions sustain interest• Finite amount of learning content makes children easily bored
3. Time	<ul style="list-style-type: none">• Children tend to be bored or impatient if they had to wait for the content to load between questions• Design should be for frequent but short durations of use (i.e., learning objectives must be delivered in brief activities)
4. Humorous activities	<ul style="list-style-type: none">• Kids want activities that make them laugh regardless of difficulty level• Allow personalization (e.g., characters with customizable outfit)• Maintain balance between learning and keeping the app engaging
5. Incentives	<ul style="list-style-type: none">• Scores or other forms of rewards (e.g., stickers) motivate children to do better as they get to compare their achievement with others
6. Goal	<ul style="list-style-type: none">• Reaching for a particular goal aside from the scores/rewards can motivate children to continue using the app• Include a storyline and/or narrative that users can follow
7. Parental involvement	<ul style="list-style-type: none">• An older user/parent may reinforce the learning from the app• Younger kids are more motivated when parents are involved• Teamwork is also highly motivating (i.e., multi-player)

Educational applications can be best used to reinforce what the children are already learning in class. An app’s mobility and its easy access have the potential to engage the family in improving the child’s learning environment beyond the school. As a supplementary tool, well-designed low- or no-cost educational app has a great potential to become an efficient and entertaining way to help enrich children’s learning experience anywhere and anytime.

LOCAL STUDIES ON THE USE OF TABLET COMPUTERS IN EDUCATION

In the Philippines, there is a dearth of available literature regarding the use of tablet computers in education. While tablets are now increasingly becoming more popular among Philippine private schools, it was only in 2011 that the first ever tablet pilot program in the country was successfully tested among the second year high school students of Foundation University in Dumaguete City (Philippine Daily Inquirer, 2012). This school used Apple's iPad and extended the program in the following year to all grade levels. Among local public schools, the Division of Makati was the first to implement a tablet initiative when it decided to acquire 750 units of Intel e-learning tablets in 2013 (Newsbytes, 2013). However, there are currently no publicly available studies regarding the impact of using tablets among the said programs.

Perhaps one of the first documented studies on the use of tablets in a public school was done by Batac (2016), which was sponsored by Smart Communications. This small-scale study was done in a span of 3 months among 21 kindergarten pupils at Culiati Elementary School in Quezon City. It examined the cognitive impact among children who are exposed into two different educational technologies. The first group received instruction through a television with a compact disc while the second group used tablet computers as the main instructional tool and substitute textbook. In both cases, the mother tongue was used in the delivery of lessons that include storytelling, numbers, colors, and shapes. Students were assessed three times regarding their lessons along with their ability to speak several words to describe a content. One question on critical thinking was also asked: "how would you act if you were the person in the story?" Results showed average score differences ranging from a low of 23% (3rd test trial) to a high of 88% (2nd test trial), in favor of the learners who used the tablet. The study did not employ any statistical analyses and the findings are mostly based on observations. The opportunity of repeated practice through replays of games about numbers, letters, and even in the mother tongue was attributed for the higher scores of those students in the tablet group.

Another local study on the use of tablets in education was undertaken by Intel Philippines in 2012-2014 called the *Intel Solar Tablet in a Box Project* (Intel Corporation, 2014). The project, which was done in Marilog Central Elementary School (a rural school 50km away from Davao City), aims to support teacher professional development through the introduction of tablet computers. Students were provided with 10-inch Intel Education Tablets that were designed specifically for education. The tablets have a ruggedized, dust- and water-resistant design, and incorporate front and rear-facing cameras to facilitate content creation. They also have a long battery life which can last through an entire school day. Since internet connectivity is limited in the area, a cloud-managed C3 (Classroom Cloud Content) Micro Server appliance was used to store a range of educational content for delivery to teachers and students via a built-in wireless access point. This solar powered micro-server includes the Intel Education Resources, a complete version of the Wikipedia encyclopedia, a range of open educational resources (OERs), and contents from the DepEd. Contents are available offline and updated through Critical Link's cloud via 3G mobile broadband service. Two years after the introduction of the intervention, graduation rate became 100% and average scores on the National Achievement Test (NAT) increased by 24%. Community support was considered essential in the success of this project along with the commitment of the students to take care of the donated devices in the hope that lower grade students will also be able to benefit from the tablets.

A more comprehensive and probably one of the largest studies regarding the use of tablet computers for Philippine public schools was done by the University of the Philippines – Open University (UPOU) through the support of the Australian Agency for International Development (AusAID). The study sought to determine the impact of using tablets on teaching and learning and to identify those factors that promote or inhibit the use of tablets among the nine participating schools from Metro Manila, Cavite, and Rizal. The

schools received a total of 1,000 tablets that were pre-loaded with multimedia resources for Grade 7 Science, Mathematics, and English from Education Services Australia and open educational resources (OER) obtained from the Internet. The devices were used by 6,806 Grade 7 students (116 classes) in a 1:1 student to tablet ratio (i.e., only one class per school could use the tablets at any given time) over the course of three grading periods: from the fourth grading period of SY2012-2013 to the second grading period of SY2013-2014. The study focused on students' use of the tablets during regular class sessions while the teachers have to conduct a tablet-supported lesson at least twice a week. This qualitative study found that the use of tablets can improve students' motivation to learn, facilitate learning through the use of interactive multimedia, and develop digital literacy. In particular, the benefits of using the tablets include: (1) making lesson preparation and delivery easier due to the availability of various teaching and learning resources; (2) ease in motivating and engaging learners; and (3) opportunity to adopt alternative pedagogies and flexible learning approaches. Conversely, using the tablets in class resulted to: (1) lack of focus on learning due to the increased opportunities to play games; (2) superficial learning since some learners became lazy and undisciplined; and (3) failure to learn due to lack of proper guidance from teachers.

In a bid to contribute to local research on the use of tablets for learning, this Basa Pilipinas ICT for Reading pilot conducted a research study to further investigate the usefulness and feasibility of using tablets to augment children's literacy learning. The next section outlines the study's research design and the main research questions, as determined in tandem with DepEd.

RESEARCH DESIGN

RESEARCH QUESTIONS

This research primarily seeks to answer the question “*How much tablet infusion makes a difference in the reading fluency and comprehension of Grade 3 learners?*”

- (1) Does longer exposure to tablet-based reading content lead to improved scores in reading (fluency and comprehension)?*
- (2) Does home reinforcement of classroom tablet use lead to improved scores in reading (fluency and comprehension)?*
- (3) Does teacher use of tablet-based reading apps in classroom instruction lead to improved reading scores (fluency and comprehension)?*

The first question looks into the possible varying impacts of the different length of tablet exposure and usage on children’s literacy. In this study, students were exposed into 8 weeks, 16 weeks, and 20 weeks of tablet use. The next two questions examine other dimensions of tablet usage aside from the time element, but still using the 20 weeks period as minimum length of exposure. The second question explores the effect of using the tablets at home while being guided by students’ parents. Aside from using the tablets in school, students have been allowed to take home the tablets during the long school breaks (i.e., semestral and Christmas breaks) to read on the tablet and to use the Vernacular app. Finally, the third question considers how the teacher’s processing of selected lessons from the app (i.e., those that are perceived difficult for most students) may affect children’s fluency and comprehension.

METHODOLOGY

This pilot study adopted a mixed method which utilized both quantitative and qualitative data. Specifically, it followed a quasi-experimental research design having a pre-test and post-test design without a control group. Not having a control group was a mutual decision with DepEd partners. In discussions with DepEd leaders from the central, regional and division office, DepEd emphasized that the more useful question to investigate was not whether tablets made a difference (which would mean an intervention/control group design), but rather how much tablet infusion or exposure made a difference. The absence of a control group also allowed all schools in the division to be included in the pilot.

In order to answer the study’s research questions, EGRA-type assessments were conducted before and after the intervention. Focus group discussions (FDGs) and key informant interviews (KII) were done towards the end of the pilot implementation. During the course of the intervention, class observations and school visits at least once a month were conducted to monitor the pilot’s status.

RESEARCH PARTICIPANTS

Participants of the study included all the Grade 3 classes from the 26 public elementary schools in the Division of San Fernando, La Union. These schools were further divided into five groups in order to answer the specific research questions (i.e., duration of exposure, impact of home reinforcement, and effect of in-class tablet usage). Groupings were made as varied as possible based on the following criteria: (1) availability of ICT resources, (2) geographic location (urban/rural), (3) school size (big/small), and (4) the Grade 3 teachers’ exposure and/or confidence level in using tablet devices. In this study, small schools are those that

only have one section and class size of less than 30 pupils while those with at least three sections in the Grade 3 level have been considered as big schools. Data were based on the schools profiling activity that was conducted among all participating schools prior to the tablet intervention. A total of 1,699 Grade 3 pupils and 56 teachers participated in this study.

Table 7. Grouping of Participating Schools

8 Weeks	16 Weeks	20 Weeks (Basic)	20 Weeks (In-Class Use)	20 Weeks (Home Reinforcement)
Lingsat Integrated School	Ilocanos Elementary School	Bungro Elementary School	Bangbangolan Elementary School	Baraoas Elementary School
Pagudpud Integrated School	Nagyubuyuban Integrated School	Catbangan Central School	Canaoay Elementary School	Cadaclan Elementary School
San Agustin Elementary School	Pao Elementary School	Dallangayan Elementary School	Dalumpinas Elementary School	Masicong Elementary School
SF North Central School	Sagayad Elementary School	Mameltac Elementary School	Parparya Elementary School	Puspup Elementary School
SF South Central Integrated School	Sevilla Elementary School	Tanquigan Elementary School	Sacyud Integrated School	Sibuan-otong Integrated School
			Santiago Elementary School	

The basic protocol for all participating schools is to use the tablets in augmenting the availability of Leveled Readers and to use the Vernacular app weekly during break times or before dismissal. Students have to use the tablets at least twice a week, with 15 minutes per session – the average time to finish one lesson (either English or Filipino) in the Vernacular app.

In this study, students were not assigned with their own personal tablet to use. Instead, they have to share the tablets and use them on a rotational basis. Each class received an average of 5-8 tablets depending on class size. The teachers were asked to come up with a tablet usage schedule wherein each student can individually use the school’s allocated tablets at a given time on a certain day. For instance, each student in a class with 30 pupils that received 8 tablets would be able to use the tablet at least twice a week with an extra whole day that can be free for everybody’s use (usually for the absentees). As can be seen in Figure 1, Student 8 can use the tablet during lunch break every Mondays and Wednesdays while Student 30’s usage schedule is every after dismissal during Tuesdays and Thursdays.

	Monday	Tuesday	Wednesday	Thursday	Friday	
Lunch Break (12:45-1:00pm)	1	17	1	17	Free	
	2	18	2	18	Free	
	3	19	3	19	Free	
	4	20	4	20	Free	
	5	21	5	21	Free	
	6	22	6	22	Free	
	7	23	7	23	Free	
	8	24	8	24	Free	
After Dismissal (4:00-4:15pm)	9	25	9	25	Free	
	10	26	10	26	Free	
	11	27	11	27	Free	
	12	28	12	28	Free	
	13	29	13	29	Free	
	14	30	14	30	Free	
	15	Free	15	Free	Free	
	16	Free	16	Free	Free	

Figure 4. Sample Tablet Usage Schedule (30 students: 8 tablets)

In order to ensure that each pupil is able to use the tablet at least twice a week, teachers were also asked to use a Tablet Monitoring Sheet (see Annex C). Through this template, teachers recorded the actual tablet usage of the pupils and which activities in the Vernacular app had been accomplished. A Basa staff had to visit the participating schools at least once a month to check these templates and to verify that the tablets are being used based on the research protocols.

DATA COLLECTION AND ANALYSIS: EARLY GRADES READING ASSESSMENT (EGRA)

A modified version of the Early Grade Reading Assessment (i.e., ICT-EGRA) was used in this study to gather quantitative data to correspond with the research questions. All 26 schools were covered, with a random sample of 10 Grade 3 students per school assessed at baseline. When there were fewer than 10 students present on the day of data collection, all Grade 3 students present were assessed. These same students were then assessed at their school's scheduled endline assessment, within two weeks after their assigned tablet usage implementation had ended.

External assessors were hired and trained prior to the intervention and in preparation for the ICT-EGRA baseline data collection (pre-test), which was done on 23-27 July 2017 across all the 26 participating schools. Since this study only covers Quarters 2 and 3 (August 2017 to January 2018) of the recent school year, all the schools had to start using the tablets by August 14, 2017. The endline data collections (post-test) were undertaken on various dates after the different research groups have completed their assigned tablet usage protocol (see Table 8).

Table 8. Research Groups

Research Groups	Protocol	Completion	Endline Assessment
• 8 Weeks	Use tablets for 8 weeks (reading and using Vernacular app)	13 October 2017	18-19 October 2017
• 16 Weeks	Use tablets for 16 weeks (reading and using Vernacular app)	13 December 2017	14-15 December 2017
• 20 Weeks (Home Reinforcement)	Basic Protocol + Take home the tablets during semester and Christmas breaks	5 January 2018	8-10 January 2018
• 20 Weeks (Basic Protocol)	Use tablets for 20 weeks (reading and using Vernacular app)	2 February 2018	5-9 February 2018
• 20 Weeks (In-Class Use)	Basic Protocol + Teacher to discuss selected contents in the Vernacular app		

Multi-factor analysis of variance (ANOVA) on the differences between baseline and endline values (gain) was utilized to compare the mean reading proficiency outcomes (fluency and comprehension) between the 20-week basic protocol and other ICT intervention groups, between sex groups, SES groups and among levels of confidence in using tablets.

In particular, Bonferroni's adjusted p-values were used in the analysis. Effect sizes were also computed based on Cohen's d effect sizes for paired samples and for independent samples (Lakens, 2013) and interpreted as follows: small ($d = 0.2$), medium ($d = 0.5$), and large ($d = 0.8$) as suggested by Cohen (1998). To compare the proportion of achievement of benchmarks between baseline and endline, McNemar's test was used. Results with p-values less than 0.05 level were considered significant.

RESULTS AND DISCUSSION

A total of 232 Grade 3 students from all 26 participating schools were assessed at both baseline and endline. In addition to the EGRA, students were asked additional questions about the students’ awareness, ownership, and usage of ICT. Among the respondents, 44% reported having a tablet at home, while only 16% reported having laptop or desktop computers at home. A majority (76%) reported using ICT gadgets such as mobile phones, tablets or laptops at home.

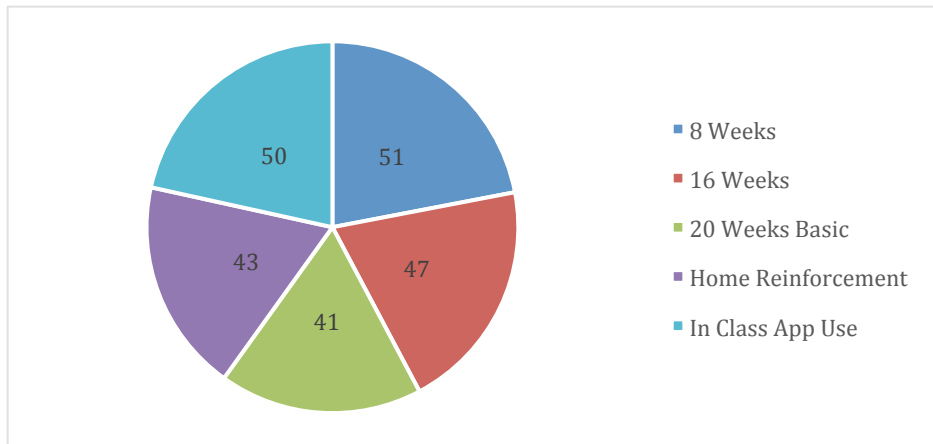


Figure 5. Distribution of ICT-EGRA Respondents

Respondents were divided between low and high socio-economic status (SES) based on their available household devices or assets (e.g., radio, television, cellphone, tablet, computer / laptop, Internet, CR (toilet) inside the house, motorcycle, and vehicle). Most respondents (96.6%) have at least one cellphone at home while 45.3% of them have access to tablets.

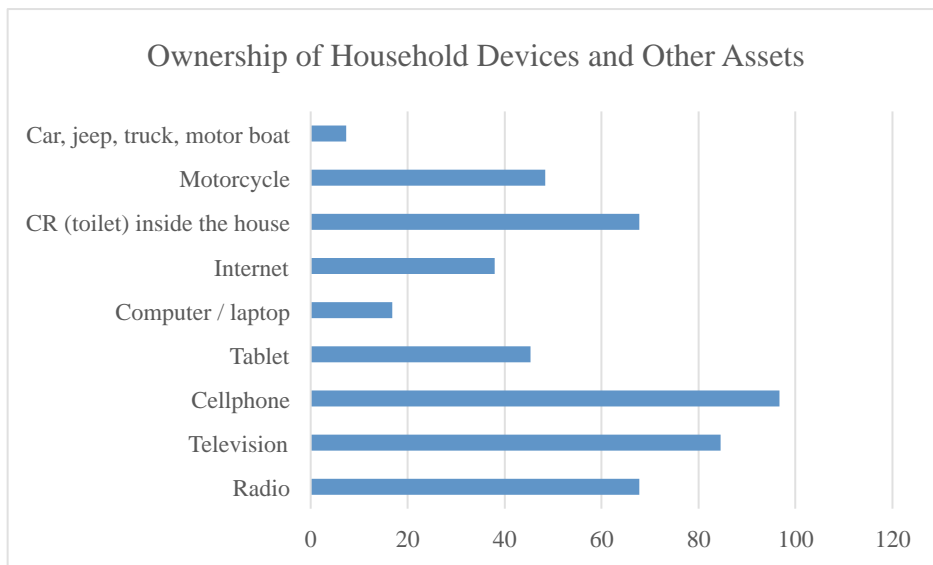


Figure 6. Ownership of Household Devices and Other Assets

Those with at least five assets were considered high SES. In general, there is an almost equal distribution among the respondents in terms of their socio-economic status except for the 8 Weeks Group with 60.8% and 39.2% belonging to the high and low category, respectively. Overall, there were more students in the high SES (54.3%) than those from the low SES (45.7%).

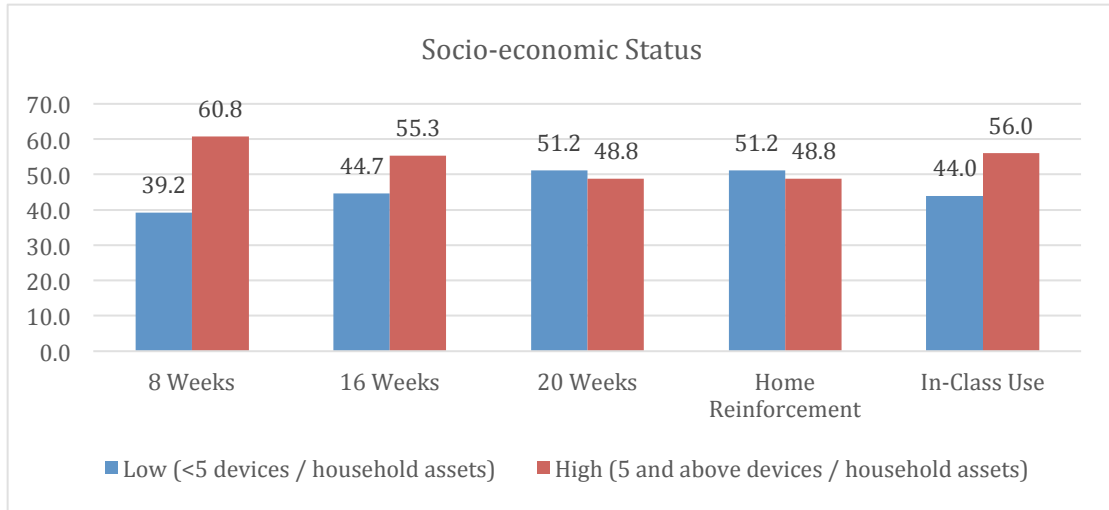


Figure 7. Socio-economic Status of Respondents

Aside from determining the socio-economic status of the respondents, other questions to know more about the background of the students were also asked. These questions include students' access and usage of books and various gadgets, their parents' background, and others that were related to one's attendance in school.

Table 9. Student Context Variables

Student Context Variables	Percentage
Watch television shows in English	65.5%
Have someone who reads along with him/her	74.1%
Have someone who corrects his/her homework	76.7%
Allowed to take books at home	81%
Bring books at home to read	78.9%
Have books at home	81.5%
Able to choose story books to read in school	86.6%
Has eaten before coming to school	98.7%
Attended kindergarten	96.6%
Have tablets in school	5.2%

Student Context Variables	Percentage
Use tablets / computers / cellphones at home	76.7%

Meanwhile, most of the parents of the respondents know how to read and write (mother = 97.8%; father = 92.2%). Majority of the students' fathers are part of the informal economy or self-employed (74.6%) while most mothers are unemployed (41.4%).

Table 10. Type of Work of Parents

Work Type	Mother	Father
Overseas Foreign Worker	11.2%	3.4%
Professional	4.7%	3.9%
Informal/Manual/Self	37.5%	74.6%
Unemployed	41.4%	8.2%
No answer / Do not know	5.1%	9.9%

The students were also categorized based on their confidence level in using tablets. More than half of the respondents (62.5%) claim to have some level of comfort or confidence in using tablets prior to the intervention while about 15% do not have any experience in using tablets.

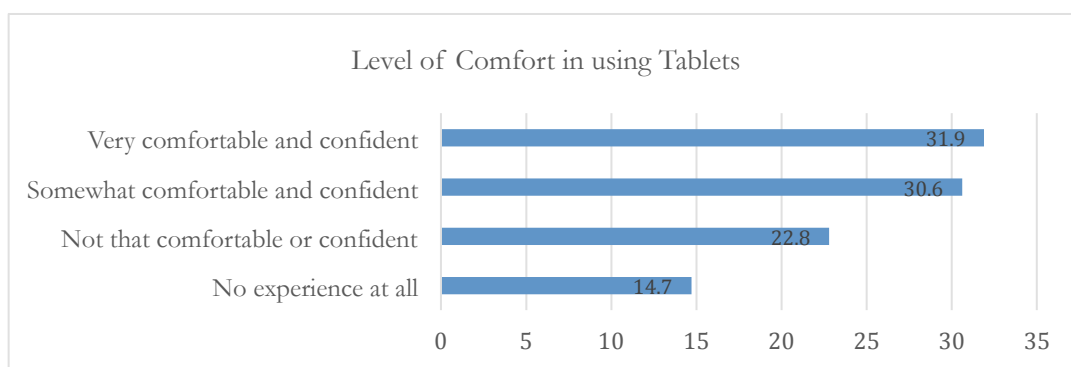


Figure 8. Confidence Level in Using Tablets among Respondents

READING SCORE BENCHMARKS OUTCOMES

The Department of Education (DepEd) has set reading score benchmarks of 40 and above wcpm (words correct per minute) for fluency and 60% correct answers for comprehension. Results show that the percentage of students who got the reading score benchmarks for fluency and comprehension increased across all groups after the tablet intervention. The highest increase is in the percentage of students who obtained the English fluency benchmark (20 percentage point gain). Furthermore, the percentage of students who attained the comprehension benchmark almost doubled while those who achieved both benchmarks is more than twice the baseline result.

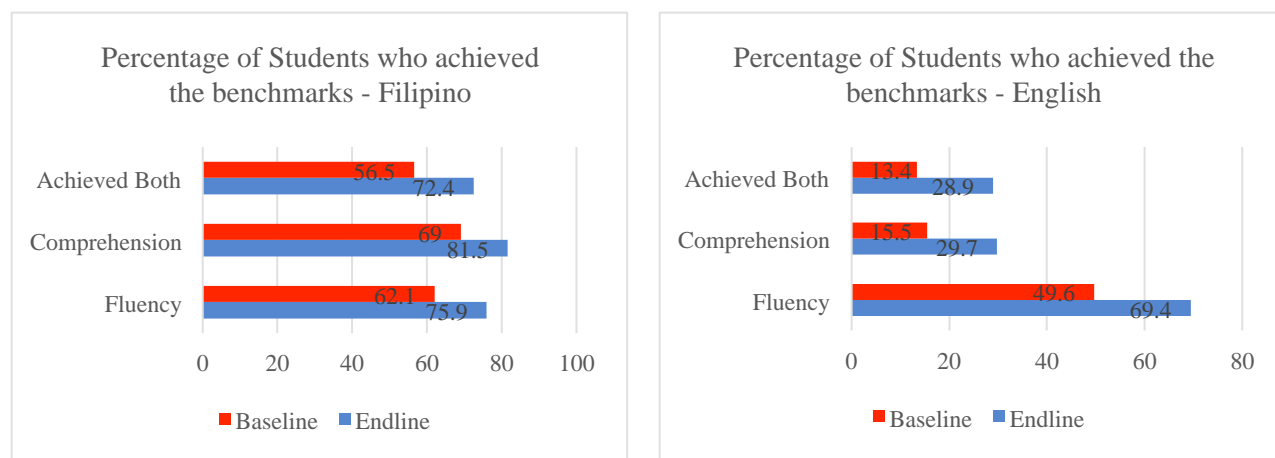


Figure 9. Percentage of students who achieved the benchmarks

Based on the ANOVA results, the overall percentage of students who achieved the fluency and comprehension benchmarks significantly increased from baseline to endline for both English and Filipino (see Table 11).

Table 11. Percentage of Learners Who Achieved Reading Fluency and Comprehension Benchmarks at Baseline and Endline

	Baseline	Endline	p-value
ORF \geq 40 wcpm	49.6	69.4	<0.001 *
ORC \geq 60%	15.5	29.7	<0.001 *
ORF \geq 40 wcpm and ORC \geq 60%	13.4	28.9	<0.001 *

Oral reading fluency benchmark achievement in English significantly increased in all groups except the 8-week basic protocol group while in Filipino significant increase is seen only in the 20 Week Basic Group and 20 Week In-Class Group. Oral reading comprehension benchmark significantly increased in the 16 Week Group and the 20 Week Home Reinforcement Group in English and in the 16 Week Group and 20 Week In-class Use Group in Filipino. Achievement of both benchmarks in oral reading fluency and comprehension

significantly increase in English for the 8 Week and 16 Week basic protocol groups and 20 Week Home Reinforcement Group and in Filipino for the 16 Week and 20 Week basic protocol groups and 20 Week In-Class Use.

Table 12. Percentage of Learners Who Achieved Reading Fluency and Comprehension Benchmarks at Baseline and Endline by ICT Intervention Group

8 Weeks Group								
Filipino					English			
	Baseline	Endline	p-value		Baseline	Endline	p-value	
ORF \geq 40 wcpm	60.8	72.5	0.070	-	54.9	66.7	0.070	-
ORC \geq 60%	74.5	80.4	0.453	-	17.6	27.5	0.180	-
ORF \geq 40 wcpm and ORC \geq 60%	56.9	68.6	0.070	-	11.8	25.5	0.039	*
16 Weeks Group								
Filipino					English			
	Baseline	Endline	p-value		Baseline	Endline	p-value	
ORF \geq 40 wcpm	70.2	74.5	0.500	-	53.2	72.3	0.004	*
ORC \geq 60%	63.8	78.7	0.016	*	12.8	34.0	0.002	*
ORF \geq 40 wcpm and ORC \geq 60%	59.6	72.3	0.031	*	12.8	34.0	0.002	*
20 Weeks Basic Group								
Filipino					English			
	Baseline	Endline	p-value		Baseline	Endline	p-value	
ORF \geq 40 wcpm	51.2	75.6	0.002		43.9	68.3	0.002	*
ORC \geq 60%	63.4	78.0	0.070		22.0	26.8	0.688	-
ORF \geq 40 wcpm and ORC \geq 60%	48.8	70.7	0.004		19.5	26.8	0.453	-
20 Weeks Group								
Filipino					English			
	Baseline	Endline	p-value		Baseline	Endline	p-value	
ORF \geq 40 wcpm	72.1	76.7	0.625	-	51.2	72.1	0.012	*
ORC \geq 60%	74.4	86.0	0.125	-	7.0	32.6	0.003	*

ORF \geq 40 wcpm and ORC \geq 60%	62.8	74.4	0.125	-	4.7	30.2	0.003	*
8 Weeks Group								
Filipino				English				
	Baseline	Endline	p-value		Baseline	Endline	p-value	
ORF \geq 40 wcpm	56.0	80.0	0.001	*	44.0	68.0	0.001	*
ORC \geq 60%	68.0	84.0	0.008	*	18.0	28.0	0.180	-
ORF \geq 40 wcpm and ORC \geq 60%	54.0	76.0	0.001	*	18.0	28.0	0.180	-

ORAL READING FLUENCY (ORF)

The percentage of students who achieved 40 wcpm and above increased across all five research groups for both Filipino and English. In terms of student percentage, the highest increase is among those in the 20 Weeks Basic group with 24.4% gain for both Filipino and English fluency. This is closely followed by those in the 20 Weeks In-class Use group with 24% gain for both Filipino and English fluency.

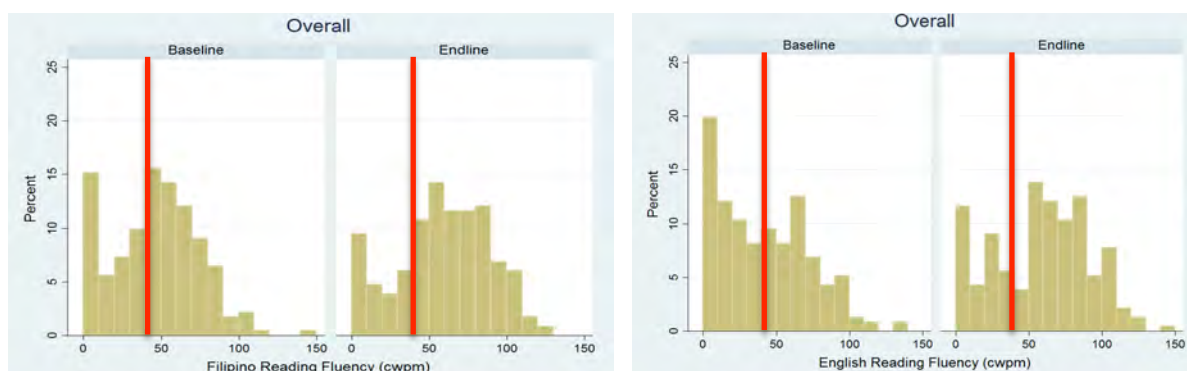


Figure 10. Overall Reading Fluency in Filipino and English

With respect to the different research groups, fluency scores indicate statistically significant gains across all groups for both Filipino and English. The most significant differences in gains occurred among those groups with p-values of less than 0.001 (<0.001). All research groups obtained such p-values except for the 8 Weeks group with 0.005 and 0.01 for Filipino and English, respectively.

Table 13. Fluency Scores Analysis across Groups

Group	Filipino		English	
	Gain	p-value	Gain	p-value
8 Weeks Basic	7.65	0.005 *	8.69	0.01 *
16 Weeks Basic	13.09	<0.001 *	15.50	<0.001 *
20 Weeks Basic	16.58	<0.001 *	21.47	<0.001 *
Home Reinforcement	10.69	<0.001 *	17.27	<0.001 *
In-Class Use	16.91	<0.001 *	19.46	<0.001 *

**Significant at 0.05*

PROSODY

Prosody or the child’s reading expression was measured based on the following criteria:

0=cannot read

1=word-by-word, slow, laborious;

2=small chunks, awkward;

3=fluent, but does not mark punctuation; incorrect phrase groups, no expression;

4=fluent, with expression to mark punctuation, and/or direct speech

Those who achieved prosody scores of “fluent” in Filipino increased from 67.7% to 82.7% (15% gain) while English scores increased from 53% to 71.5% (18.5% gain).

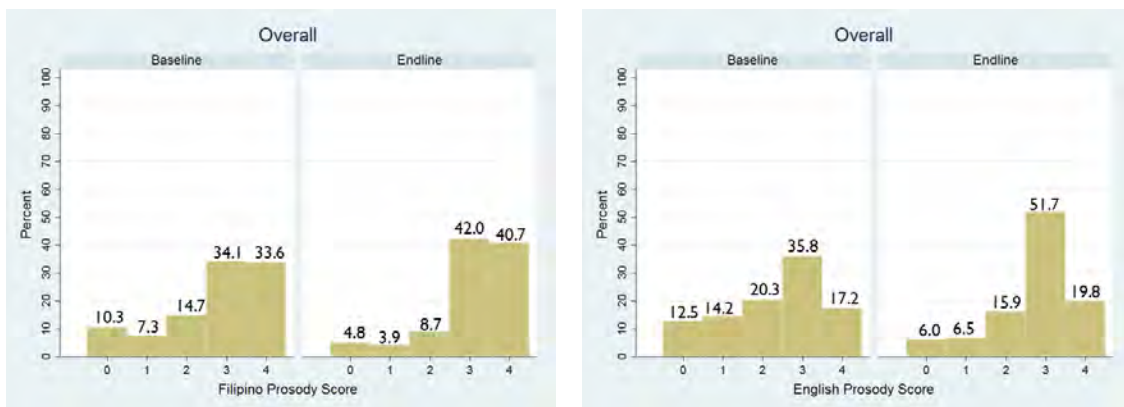


Figure 11. Overall Prosody Scores in Filipino and English

Prosody scores show statistically significant gains across all groups except for the 8 Weeks group, for both Filipino and English. The most significant gains with p-values of less than 0.001 (<0.001) occurred in the 20 Weeks In-Class Use Group for both Filipino and English.

Table 14. Prosody Scores Analysis across Groups

Group	Filipino		English			
	Gain	p-value	Gain	p-value		
8 Weeks Basic	0.23	0.316	-	0.27	0.166	-
16 Weeks Basic	0.34	0.054	*	0.34	0.046	*
20 Weeks Basic	0.42	0.012	*	0.50	0.001	*
Home Reinforcement	0.35	0.05	*	0.50	0.001	*
In-Class Use	0.49	<0.001	*	0.53	<0.001	*

**Significant at 0.05*

COMPREHENSION

Comprehension subtests are divided among the following: (1) oral reading (timed), (2) oral reading (untimed), and (3) silent reading. For the oral reading comprehension (timed), results show positive gains across all research groups. However, statistically significant gains have not been observed for the 8 Weeks Group (Filipino) and In-Class Use Group (English).

Table 15. Oral Reading Comprehension Scores (Timed) Analysis across Groups

Group	Filipino		English			
	Gain	p-value	Gain	p-value		
8 Weeks Basic	7.53	0.164	-	9.77	0.045	*
16 Weeks Basic	13.74	0.001	*	12.21	0.011	*
20 Weeks Basic	14.03	0.002	*	11.43	0.027	*
Home Reinforcement	15.88	<0.001	*	23.79	<0.001	*
In-Class Use	16.88	<0.001	*	8.48	0.101	-

**Significant at 0.05*

Similarly, positive gains can be observed across all research groups for both Filipino and English oral reading comprehension (ORC) scores (untimed). However, the statistical analysis reveals that only the 16 Weeks Group obtained significant gains for both Filipino and English. Statistically significant gains on oral reading comprehension scores (untimed) either in English or Filipino appeared for the following: 20 Weeks Basic

(Filipino), 20 Weeks Home Reinforcement (English), and 20 Weeks In-Class Use (Filipino). While statistically significant gains occurred for most groups, the 8 Weeks Group did not show any significant gains in comprehension scores (untimed) for either Filipino or English.

Table 16. Oral Reading Comprehension Scores (Untimed) Analysis across Groups

Group	Filipino		English	
	Gain	p-value	Gain	p-value
8 Weeks Basic	6.99	0.158	7.14	0.287
16 Weeks Basic	11.54	0.004 *	12.60	0.008 *
20 Weeks Basic	10.19	0.023 *	10.40	0.060
Home Reinforcement	7.78	0.134	16.98	<0.001 *
In-Class Use	10.74	0.004 *	9.13	0.066

**Significant at 0.05*

With regard to the silent reading comprehension scores, all groups demonstrated positive gains after the tablet intervention. Despite these gains, the p-values did not indicate statistically significant results across all groups. The highest gain is in the 16 Weeks Basic Group for Filipino with 11.34 (p-value of 0.74) while the lowest gain can also be found in the same group with 0.46 (p-value of 1.0) for English.

Table 17. Silent Reading Comprehension Scores Analysis across Groups

Group	Filipino		English	
	Gain	p-value	Gain	p-value
8 Weeks Basic	1.12	1.000	1.96	1.000
16 Weeks Basic	11.34	0.074	0.46	1.000
20 Weeks Basic	6.94	0.744	5.73	0.365
Home Reinforcement	5.90	1.000	4.00	1.000
In-Class Use	10.46	0.075	3.05	1.000

**Significant at 0.05*

LENGTH OF EXPOSURE

Due to the absence of a control group for this research, the different research groups were compared to the 20 Weeks Basic Group as a base. In comparison with the gains from the 20 Weeks Basic Group, most reading score gains in the 8 Weeks and 16 Weeks Groups point to lower or negative values, which denotes that the gains from the 20 Weeks Basic Group are higher than the groups with shorter tablet exposure. Nevertheless, only the 8 Weeks Group had statistically significant lower fluency scores than the 20 Weeks

Basic Group with -8.93 (p-value of 0.037) and -12.79 (p-value of 0.008) for Filipino and English, respectively. While this may imply that longer exposure to the tablet intervention enhances reading fluency, careful interpretation and use of this result should be exercised since a control group (i.e., without tablet infusion) was not used in this study.

Table 18. Comparison of 20 Weeks Basic Group with 8 Weeks Group and 16 Weeks Group

	8 Weeks vs 20 Weeks Basic				16 Weeks vs 20 Weeks Basic			
	Filipino		English		Filipino		English	
	Diff	p-value	Diff	p-value	Diff	p-value	Diff	p-value
Fluency	-8.93	0.037*	-12.79	0.008*	-3.49	1.0	-5.97	0.63
Comp. (Timed)	-6.5	0.85	-1.66	1.0	-0.29	1.0	0.78	1.0
Comp. (Untimed)	-3.2	1.0	-3.26	1.0	1.35	1.0	2.21	1.0
Silent Reading	-5.81	1.0	-3.77	1.0	4.41	1.0	-5.27	0.935
Prosody Score	-0.19	1.0	-0.24	0.794	-0.09	1.0	-0.16	1.0

*Significant at 0.05

HOME REINFORCEMENT AND IN-CLASS USE

In comparison with the 20 Weeks Basic Group, the reading score gains from both the 20 Weeks Home Reinforcement and 20 Weeks In-Class Use groups did not show statistically significant differences on the reading scores. Additional positive gains from the added protocols were inconsistent (positive and negative values) except for In-Class Use in Filipino which all indicate minimal positive differences ranging from 0.06 to 3.52

Table 19. Comparison of 20 Weeks Basic Group with Home Reinforcement and In-Class Use Groups

	Home Reinforcement				In-Class Use			
	Filipino		English		Filipino		English	
	Diff	p-value	Diff	p-value	Diff	p-value	Diff	p-value
Fluency	-5.89	0.385	-4.20	1.0	0.33	1.0	-2.02	1.0
Comp. (Timed)	1.85	1.0	12.36	0.126	2.85	1.0	-2.95	1.0
Comp. (Untimed)	-2.40	1.0	6.58	1.0	0.55	1.0	-1.27	1.0
Silent Reading	-1.04	1.0	-1.72	1.0	3.52	1.0	-2.68	1.0
Prosody Score	-0.08	1.0	-0.01	1.0	0.06	1.0	0.02	1.0

*Significant at 0.05

In general, the study shows that the results of the 20 Weeks Basic Group for all reading performance indicators are not significantly different to the results of those that were in the home reinforcement and in-class use groups.

DIFFERENCE BETWEEN MALES AND FEMALES

Overall, females have significantly higher gains or improvement in oral reading fluency (wcpm) than males in both Filipino and English languages. ICT intervention group-specific results show that females in the 20 Weeks Basic Group have significantly higher gains in Filipino fluency than males. On the other hand, males in the In-Class Use Group have significantly higher gains in Filipino silent reading comprehension.

Table 20. Comparison of Reading Scores between Males and Females

	Filipino			English		
	Difference	p-value		Difference	p-value	
ORF	-6.92	0.001	*	-6.74	0.010	*
Prosody	0.13	0.259		-0.05	0.656	
ORC, T	1.24	0.705		-4.28	0.219	
ORC, U	-0.45	0.881		-3.81	0.277	
SR	0.09	0.982		-1.15	0.673	

DIFFERENCE BETWEEN HIGH AND LOW SES GROUPS

Overall, gains in English silent reading comprehension and prosody of learners with low SES are higher compared to those with high SES. Reading performances in each ICT intervention group do not significantly differ between low and high SES groups.

Table 21. Comparison of Reading Scores between High and Low SES Groups

	Filipino			English		
	Difference	p-value		Difference	p-value	
ORF	-0.82	0.735		-0.29	0.920	
Prosody	-0.20	0.123		-0.26	0.045	*
ORC, T	-1.21	0.743		6.96	0.076	
ORC, U	-3.90	0.253		7.41	0.061	
SR	1.34	0.770		-7.00	0.022	*

LEVEL OF CONFIDENCE IN USING TABLETS

At the end of the tablet intervention, it is not surprising that most students became more confident in using tablets. Results indicate that students across all research groups had significant gains in their level of confidence in using tablets except for those in the 8 Weeks Group. Specifically, those in the 8 Weeks Basic Group had the highest gain with 1.02. In the same manner, significant gains in confidence level had been observed with respect to sex and tablet ownership. Female students had higher gains with 0.82 while those students without tablet gained 0.99 in terms of level of confidence in using tablets.

Table 22. Comparison of Average Confidence Level Scores in using Tablets across Groups, Sex, and Tablet Ownership

Category	n	Baseline	Endline	Gain	p-value
Groups					
8 Weeks	51	2.98	3.33	0.35	0.136
16 Weeks	47	2.77	3.51	0.74	<0.001 *
20 Weeks	41	2.56	3.58	1.02	<0.001 *
Home Reinforcement	43	2.86	3.55	0.69	<0.001 *
In-Class Use	50	2.78	3.71	0.93	<0.001 *
Sex					
Female	113	2.65	3.47	0.82	<0.001 *
Male	119	2.94	3.60	0.66	<0.001 *
Tablet Ownership					
Without tablet	127	2.53	3.52	0.99	<0.001 *
With tablet	105	3.12	3.55	0.43	<0.001 *

**Significant at 0.05*

QUANTITATIVE RESULTS SUMMARY

Most results indicate significant gains in reading scores after the tablet intervention across all research groups, especially for those with longer tablet exposure. Meanwhile, there were not much significant difference found between males and females as well as between those with high and low SES.

Table 23. Summary of Statistical Results (Baseline to Endline across all Groups)

	Filipino					English				
	ORF	Prosody	ORC, T	ORC, U	SRC	ORF	Prosody	ORC, T	ORC, U	SRC
Research Groups										
8 Weeks Basic	S	NS	NS	NS	NS	S	NS	S	NS	NS
16 Weeks Basic	S	NS	S	S	NS	S	S	S	S	NS
20 Weeks Basic	S	S	S	S	NS	S	S	S	NS	NS
20 weeks Home Reinforcement	S	S	S	NS	NS	S	S	S	S	NS
20 weeks In-class Use	S	S	S	S	NS	S	S	NS	NS	NS
Sex										
Female	S	S	S	S	NS	S	S	S	S	NS
Male	S	S	S	S	NS	S	S	S	S	NS
SES										
Low SES	S	S	S	S	NS	S	S	S	S	NS
High SES	S	S	S	S	NS	S	S	S	S	NS
Confidence Level										
1 – Lowest	S	S	S	NS	NS	S	NS	S	S	NS
2	S	NS	S	S	NS	S	NS	S	S	NS
3	S	S	S	S	NS	S	S	S	S	NS
4 – Highest	S	S	S	S	NS	S	S	S	S	NS

S = Significant | NS = Not Significant

Table 24. Summary of Statistical Results (Between Groups)

	Filipino					English				
	ORF	Prosody	ORC, T	ORC, U	SRC	ORF	Prosody	ORC, T	ORC, U	SRC
Male VS Female	S-					S-				
High VS Low SES							S-			S-

S = Significant | NS = Not Significant | S- = Significant, negative difference | S+ = Significant, positive difference

QUALITATIVE DATA RESULTS

To supplement the quantitative data gathered using EGRA, additional qualitative data was collected after the completion of the endline assessments. Focus group discussions (FGDs) and key informant interviews (KIIs) were facilitated among selected school heads, teachers, students, and parents. Each session lasted for approximately an hour.

All teachers and school heads unanimously cited that the use of tablets had positive impacts among the students. Some of those that they highlighted are better literacy skills, enhanced learning outcomes, increased motivation and engagement, development of digital literacy skills, and independent learning. These findings resonate what previous studies also found out. The development of better literacy skills (e.g., Mango, 2015; Neuman, 2017; Van Gorp, Segers, & Verhoeven, 2016), enhanced learning outcome (e.g., Haßler, B., Major, L. & Hennessy, 2015; Couse & Chen, 2010) and increased motivation (e.g., Blackwell, 2014; Cingel & Piper, 2017; Fagen & Kamin, 2013; Mango, 2015; Picton, 2014) are among the commonly found positive impacts of using tablet computers, especially among children. For instance, most teachers noticed that the students were more eager to read when using the tablets.

“Mas naguunahan yung mga bata pag magbabasa sa tablet kaysa sa libro, di na kailangan pilitin magbasa.”
(Children were more eager to read on the tablets than their books, they no longer have to be forced to read)

Some teachers even noticed that students feel a sense of entitlement whenever they use the tablets. Furthermore, one school head echoed those claims that using tablets instead of books can help reduce backpack-related injuries among students (Coenen, Howie, Campbell, & Straker, 2015).

Notwithstanding the limited number of tablet computers, some teachers said that the intervention helped in promoting digital literacy skills and peer collaboration among the students. In fact, some students, particularly those from the mountain schools, have never used a tablet before. The teachers observed that the more knowledgeable students assisted those who are first time users and their struggling classmates with regard to using the tablets.

“Tinutulungan nung mga mas marunong mag tablet ‘yung mga kaklase nila na ‘di pa masyadong marunong.”
(Those who are more knowledgeable in using the tablets assisted their classmates who are less confident.)

This practice reinforced learning among the students and promoted concern for others. Lin, Wong, and Shao (2012) mentioned that peer collaboration is one of the advantages of applying the many to one student-tablet ratio as opposed to the more popular 1:1 ratio and the BYOD approach.

In addition, school heads and teachers saw that the use of tablets seem more beneficial for the struggling students. These students became more engaged with their own learning and were able to finish the tasks in the Vernacular app even if they took a longer time. They were also said to enjoy looking at the images and listening to the sound effects that are in the Vernacular app. This finding supports what McEwen and Dubé (2015) point out wherein children with lower cognitive skills have the tendency to rely more from the germane content of a game (i.e., visuals that scaffold the learning task but not necessary to complete the task). These additional features help struggling learners to be more engaged in the activities though this must not be automatically taken to indicate better learning outcomes.

“Nakatulong ‘yung Vernacular sa mga ‘di marunong pa magbasa kasi may sounds.” (The Vernacular app helped those who are poor in reading because of the emphasis on the use of sounds.)

“Yung mga mas mahina, nakakasonod sila sa mga kaklase nila kasi nababalikan nila yung lessons tapos nauulit nila. Yung mga magaling naman, nakakapag advance.” (Slow learners were able to catch up with the others because they can go back to the lessons and repeat them. The advanced learners were able to do advance reading.)

The only negative effect that most school heads and teachers mentioned is the “jealousy” factor that sometimes occur among those students who are waiting for their turn to use the tablet. It is for this reason that most teachers and school heads suggest the need for a tablet to student ratio of 1:1. Some also noted that a bigger tablet screen would be better.

“Mas maganda po kung 1:1 ang tablet para ‘di naiinggit yung iba... maganda rin kung meron sa ibang grade level lalo na yung hirap pa magbasa.” (It would be better to have a 1:1 tablet to student ratio to avoid jealousy... it would also be nice to employ a similar program in other grade levels especially among struggling readers.)

On the part of the students, they reported that they really enjoy using the tablets for reading (digital versions of the Leveled Readers) and answering the activities in the Vernacular app. Students mentioned that those who have difficulty in reading learned from the pictures and sounds, especially because of the accent.

“Yung mga di po marunong magbasa natuto sila sa picture at sa nagsasalita sa tablet, may accent!” (Those who have difficulty in reading learned from the pictures and sounds, especially because of the accent!)

Indeed, the images and sounds prove to be helpful in helping children to be more familiar with new words and how to properly pronounce them. The repetition and immediate corrective feedback which have been previously cited in the literature as beneficial (e.g., Kiili, 2005; Kiili et al., 2012, as cited in Van Gorp, Segers, & Verhoeven, 2016) is also reflective in this study as vital for helping children to decode and recall the words that they encounter in the app.

Most of the students answered Spelling as their most favorite activity while Sequencing Events is their least favorite because they found the latter difficult. Some teachers suggested using pictures to aid the statements in the Sequencing Events activity to make it more engaging.

“Mahirap ‘yung sequencing sa iba kasi ‘di pa labat marunong magbasa. Mas maganda siguro if meron munang mga pictures para malaman natin kung naintindihan naman pala nung bata pero ‘di lang niya mabasa.” (The sequencing events activities are difficult for some because not all of them can already read. Perhaps it would be better to use pictures first so that we can also know if the child either understood the story that he/she has read or he/she simply cannot read.)

Meanwhile, the main problem that the students and teachers reported was the error in the Vernacular app wherein the letter “l” becomes a letter “p”. But apart from this error and the occasional lagging of tablets, students did not find much issues regarding tablet usage. Most of them already know how to use a touchscreen cellphone prior to the intervention so those who were initially hesitant to use the tablet quickly became comfortable and eventually enjoyed using the device.

As regards reading preference, students expressed liking to read either on tablets or books. Those who liked reading on the tablet said that they enjoy manipulating the e-books by zooming them to make the text bigger. They even mentioned that searching for stories and page numbers are also easier in the tablet. On the other hand, those students who prefer using books cited the lack of variety in the available reading materials found in the tablet that they use.

Moreover, those from the In-class Use and Home Reinforcement groups seem to have benefitted from the added protocols according to the respondents. Students from the In-class group said that they were able to participate more in class because they already learned through the app some of those things that their teacher discusses in class. For those in the Home Reinforcement group, pupils noted that bringing home the tablets enabled them to continuously learn and to practice reading even if there were no classes during the long school breaks.

Similarly, the parents recognized the positive impacts of using tablets for education. They mentioned that children are more motivated to learn through technology and those who do not have access to such devices have been given the opportunity to experience using tablets through this study. However, they were a bit hesitant in the idea of bringing home the device since they are held accountable for any loss and/or damages.

“May mga kapitbahay po kami na wala pa ring TV kaya yung tablet bago sa kanila.” (We have neighbors who do not even have a television, so the tablet is new to them.)

In order to improve the implementation of using tablets for education, most of the respondents suggested adding more educational contents such as books on other subject areas (Math, Science, Social Studies, Mother Tongue, etc.), educational videos, a dictionary app, other educational games, and free digital materials or open educational resources (OER). They even recommend implementing a similar intervention in all grade levels, especially among those who are still struggling readers in the higher grade levels. Ultimately, the respondents pointed out that the tablets are only beneficial in education if the contents are developmentally appropriate and would be used to enhance the teaching and learning processes.

SUCCESSSES AND CHALLENGES

This pilot study involved the development of a reading application, the testing of using tablets in early grades classrooms, and exploring which kind of exposure can have the most impact on students' reading skills. Despite the fast-paced turnover of activities in this pilot, it is worth noting that there were not much issues or challenges that arose, which helped in bringing about the overall success of this project. Nevertheless, there is a need to set aside longer preparation time for the roll-out of an ICT intervention such as this pilot and for thinking through how best to conduct the research.

Since it was necessary to launch the project prior to the beginning of the school year's second quarter, the Vernacular app had to be up and running before August 2017. The content creation, authoring, and coding were all done in a very short span amount of time (i.e., less than 3 months) which required all staff (both in the EDC Home Office and Basa Pilipinas personnel) to work round the clock just to meet the deadline. The development of the app was started almost from scratch since the app's codes, contents, images, and sounds had to be originally created.

During the course of project execution, an error had been observed with the Vernacular app wherein the letter "p" became a letter "l" in the Spelling activity. This entailed some students getting stuck in some items. As a palliative solution, students were told to keep on dragging the wrong letter in lieu of the correct letter so that they may be able to proceed with the rest of the activities in the app. Another issue that arose was the accidental uninstalling of the Vernacular app by some pupils. At least 10 cases of accidentally deleted app had been tracked, which required a *Basa* staff to employ the necessary troubleshooting and reinstall the app.

Meanwhile, a number of improper tablet usage have also been recorded from various users. The most common violation was the use of tablets for taking photos, particularly selfies. Aside from that, the internet browsing history revealed that some beneficiaries who had access to the internet, mostly likely those from the Home Reinforcement Group, used the tablet for personal use. Sites that were usually visited include Facebook and YouTube.

In addition, some teachers confessed not being fully comfortable in letting the students use the tablets. In order to boost the confidence of the teachers and to ensure the successful implementation of this pilot, some *Basa* staff had to personally visit and coach all the participating teachers at least once a month. While this entailed an extensive amount of resources, the technical support (e.g., troubleshooting) and accompaniment throughout the intervention proved to be effective in engaging all stakeholders.

After the execution of this pilot, it was quite surprising that there were no reported lost or broken tablets. Out of the 369 tablets that were distributed, the losses were limited to 4 chargers and 5 sets of earphones, a dysfunctional charger (no longer charging), and a tempered glass protector that had been cracked due to accidental dropping of the tablet. In any case, ample support and assistance had always been made available to all research participants throughout the course of this pilot study. The full support and commitment of all stakeholders who were involved in this project proved to be the most crucial factor in ensuring its success.

CONCLUSION

This study sought to answer the following main research questions about the use of tablets in enhancing students' literacy outcomes:

- (1) Does longer exposure to tablet-based reading content lead to improved scores in reading (fluency and comprehension)?*
- (2) Does home reinforcement of classroom tablet use lead to improved scores in reading (fluency and comprehension)?*
- (3) Does teacher use of tablet-based reading apps in classroom instruction lead to improved reading scores (fluency and comprehension)?*

Based on the statistical analysis of EGRA data, it appears that longer exposure to tablet-based reading content is associated with significantly higher gains in reading fluency when compared to groups assigned to shorter tablet usage protocols. In the absence of a control group, however, the question of whether this difference can be attributed to tablet exposure cannot be answered with certainty.

The analysis also did not reveal any statistically significant gains from the addition of home reinforcement or teacher discussion of the app in classroom instruction to the basic 20-week tablet use protocol. Future studies may want to further investigate what type/s of home or classroom based reinforcement may lead to more significant gains when compared to basic tablet exposure.

Beyond the main research questions, the findings suggest that using tablet computers to reinforce learning in early grades literacy classrooms has a generally positive impact on students. There are many factors that may have contributed to the successful implementation of this study. The most crucial may have been the strong engagement of all stakeholders involved in the project as well as their positive attitude towards technology. The DepEd officials (Central, Regional, and Division), school heads, teachers, parents, and pupils were fully committed in ensuring that this pilot study will be successfully executed despite the initial apprehensions and added workload.

While it is difficult to attribute improvements in reading performance to the use of the tablets due to the absence of a control group, it is clear that there were significant gains among all students who have been subjected to the tablet intervention across all groups. The increase in the reading scores of all participating students and the affirmations of the various stakeholders suggest that using tablets in early grades classrooms have a generally positive impact on the learning of the students regardless of usage modality.

It is not surprising then that all participating schools vowed to continue using the tablets and its contents (digital leveled readers and the updated version of the Vernacular app) even after this pilot. In fact, they were also keen on allowing other students, especially those who still have difficulty in reading, to use the tablets provided to them as a remediation tool.

Basa Pilipinas provided DepEd San Fernando with an updated version of the Vernacular app, addressing the bugs noted during implementation, so that the division can install and use this version when they use the tablets in their schools in the next school year.

RECOMMENDATIONS

Future ICT for education implementers may be assisted by lessons learned from this pilot. Below are some insights and recommendations that may be helpful to future ICT projects.

Alignment with curriculum and class content. One of the main factors that contributed to the success of this study is the availability of developmentally appropriate learning resources (i.e., Leveled Readers) from which the Vernacular app's contents were drawn. This study deliberately aligned the activities in the app with the students' actual lessons in class, thereby making it easier for students to associate the activities



that they do in the app with what they learn in the classroom. In this regard, it would be helpful for similar ICT for education initiatives to purposely match the contents to be provided with the existing curriculum and lessons being implemented. It is typical for these interventions to just install random educational apps and other resources which may not be really useful to the intended users. Customized contents could ensure that the tablets will only be used for educational purposes and that the expected learning outcomes can be easily verified based on the school's curricular goals. In addition, app developers may consider the factors suggested by Chiong and Schuler (2010) as guidelines in designing educational applications that are not only engaging but also truly respond to the learning needs of the users.

Strong stakeholder involvement and support. In the implementation of this study, all school heads and teachers were involved from the very beginning and continuous support was provided by Basa staff. A clear set of guidelines was established together with the beneficiaries, which increased their sense of ownership towards the project. Moreover, teachers were not only trained on how to use the tablets and its contents. Monthly school visits and personal coaching were conducted in order to ensure that the pilot study was being executed properly. There was constant coordination between and among the stakeholders, aside from making sure that troubleshooting assistance is always made available. Since this is the first time for most teachers to use tablets for enhancing the teaching and learning process, it is vital to provide them with all the support that they need for them to be more comfortable and confident with the new technology at their disposal.

Additional ICT logistical support. The positive attitude towards technology and the commitment of the beneficiaries to adhere with the research protocols are some of the most important aspects in doing this kind of intervention. Despite providing all possible means of support, there were still some challenges encountered in the course of this pilot study that may benefit future studies on using tablets among schools. One of the most notable issues was reported by teachers who found it difficult to charge the tablets simultaneously due to the lack of outlets in certain classrooms. Hence, it is advisable to consider having charging stations or extension cords with multiple sockets to avoid such problems. Another necessary equipment that schools may also need to include are safety cabinets or steel drawers for storing the tablets and its accessories. In relation to this, similar projects in the future may also consider exploring the financial implications on the schools (e.g., electrical costs, room renovations) with regard to introducing new technologies.

Note to future ICT for Reading projects. Should the Philippine government embark on a similar intervention that involves the use of tablet computers in public schools, it would be beneficial to consider the

context and realities surrounding the different schools in the country since the participants of this pilot study were limited to just one grade level (i.e., Grade 3) and in just one area (i.e., San Fernando City, La Union) towards the specific purpose of enhancing reading fluency and comprehension. Results may vary depending on the geographic location, class sizes, age group, and intended purpose of the tablet intervention, among others. It is also important to set aside sufficient preparation time for the roll-out of an ICT intervention and for thinking through how best to conduct a similar research. Finally, it might be beneficial to conduct a similar intervention for other grade levels to see if the same positive results will also be achieved.

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ANNEX A

SCHOOLS PROFILING QUESTIONNAIRES (SCHOOL HEADS)

READING AND ICT PILOT PROJECT School Head Questionnaire

The questionnaire is divided into five parts: (1) Respondent's Profile, (2) Ownership/access to ICT tools, (3) Tablet Device Usage, (4) ICT School Support System, and (5) ICT Experience and Confidence Level of Teachers.

PART I – RESPONDENT'S PROFILE

Kindly fill in the data by checking (✓) or by writing at the blank provided on each item.

Name: _____ | Sex: Male Female | Age: _____
(Last Name, First Name, Middle Name)

Name of School: _____

School Address: _____

Designation: _____ | No. of years in Service: _____

PART II – ICT AVAILABILITY IN SCHOOL PREMISES

Indicate the availability of ICT tools in your school by identifying the quantity, year of acquisition/s, usage, and access. For those who have access to the resources, write the duration (e.g., hours of use per week) and/or regularity (e.g., daily/weekly) of usage as applicable (Example: twice a month).

Does your school have the following ICT resources?	Quantity (How many units)	Year/s Acquired	Usage (Is it used in teaching? Indicate YES / NO)	Access (Who uses the available ICT resources? Indicate duration and regularity. For teachers and students, also include grade level/s)			
				School Head	Staff	Teachers	Students
1. Computer (PC)							
2. Laptop							
3. Tablet*							
4. Smartphone							
5. Projector							
6. Television							
a. Regular TV (CRT / LCD but no connectivity)							
b. Smart TV (with USB / HDMI / internet)							
7. Interactive whiteboard							

* If your school does not have a Tablet Device, skip Part III and proceed to Part IV.

8. Internet Connectivity							
9. Instructional software							
10. Computer Laboratory							

PART III – TABLET DEVICES IN SCHOOL

Explain how tablet devices are being used in your school by answering the following questions as applicable. (If your school does not have a Tablet Device, skip this part and proceed to Part IV.)

1. What kinds of tablet devices (e.g., Android/iPad) does your school have? How did you acquire them?

2. Who is the **primary or priority** user/s of the tablets? **Select one:**

- K-3 teachers K-3 learners G4-G6 teachers G4-G6 learners Others: _____

3. What content or applications are currently loaded in the tablet devices? **Check all that apply.**

- Educational videos eBooks Literacy games Math games Learner worksheets
 Music YouTube Facebook Email DepEd PDFs
 Sample lesson plans Others, please specify: _____

4. How frequently is additional content or applications loaded in the tablet devices?

- Monthly Quarterly Annually Other, please specify: _____

5. Who decides on what content gets loaded into the tablets?

- School head ICT Coordinator Teacher assigned to use the tablet Other: _____

6. How are tablets serviced, repaired, or replaced when needed?

PART IV – ICT SCHOOL SUPPORT SYSTEMS

Describe how ICT is currently integrated in your school by answering the following questions as applicable.

1. Does your school have a policy on integrating ICT? Yes No

1a. If yes, briefly describe the policy: _____

2. What percentage of your school’s teachers in K-3 use ICT for teaching? _____

3. How do the K-3 teachers usually use ICT? **Check all that apply:**

- Using Powerpoint in class
 Showing videos in class
 Playing music or audio in class
 Lesson planning
 Computing grades
 Letting students use ICT in class
 Doing own research
 Creating assessments
 Others, please specify: _____

4. What types of ICT training has the school provided to K-3 teachers in the past year?

5. Does your school receive additional funding for ICT integration and development? Yes No

5a. Please name some of the ICT funders supporting your school: _____

6. Does your school have an ICT Coordinator or focal person? Yes No

6a. Please indicate name and contact details: _____

7. How do you maintain, store, and keep safe the school's ICT resources?

PART V – ICT EXPERIENCE AND COMFORT LEVEL OF TEACHERS (GRADE 3)

Assess the ICT experience and confidence level that your Grade 3 teachers currently possess by using the scale below and writing the number that corresponds to your answer.

5	Very Strong / Very High Level
4	Strong / High Level
3	Average / Neutral
2	Weak / Low Level
1	Very Weak / Very Low Level
N/A	Not applicable

Activities	Experience	Confidence
1. Ability to operate ICT tools:		
a. Computer (PC)		
b. Laptop		
c. Tablet		
d. Smartphone		
e. Projector		
f. Television		
g. Interactive whiteboard		
2. Planning and organizing lessons using ICT		
3. Using ICT to make instructional materials		
4. Motivating students through ICT tools		
5. Using ICT to enhance classroom activities		
6. Assessment of student learning using ICT		
7. Supporting out-of-class learning through ICT		
8. Information management (databases)		
9. Selection of ICT tools appropriate to the task		
10. Knowledge and ability to craft ICT policies		

ANNEX B

SCHOOLS PROFILING QUESTIONNAIRES (TEACHERS)

READING AND ICT PILOT PROJECT

Teacher's Questionnaire

The questionnaire is divided into seven parts: (1) *Respondent's Profile*, (2) *Ownership/access to ICT resources*, (3) *ICT Tools used in Teaching*, (4) *Perceptions on ICT Integration*, (5) *ICT Maintenance*, (6) *Student Use of ICT* and (7) *Tablet Usage*. There are no right or wrong answers in this survey as the results will be used to help us refine our planned activities by learning more about your experience and comfort level in the use of ICT for classroom instruction, especially for language subjects.

PART I – RESPONDENT'S PROFILE

Kindly fill in the data by checking (✓) or by writing at the blank provided on each item.

Name: _____ | Sex: Male Female | Age: _____
(Last Name, First Name, Middle Name)

Name of School: _____

School Address: _____

Grade Level/s Taught: _____ | No. of years Teaching: _____ | No. of years Teaching in that Level: _____

PART II – OWNERSHIP / ACCESS TO ICT RESOURCES

Indicate the availability of ICT resources in your school or those you own personally. Check (✓) either Yes or No if you have access to such resource, then identify your purpose for using them, as applicable.

Ownership / Access	Yes	No	Purpose of Usage
1. Computer (PC)			
a. Home / Personal			
b. School			
2. Tablet Device			
a. Home / Personal			
b. School			
3. Internet			
a. Home / Personal			
b. School			
4. Smartphone			
5. Projector (in School)			
6. Television (in School)			
a. Regular TV (CRT / LCD but without connectivity)			
b. Smart TV (with connectivity – USB / HDMI / internet)			
7. Interactive whiteboard			
8. Internet connectivity			
9. Instructional software			
10. Computer Laboratory			

11. Training on how to use ICT in teaching: Enumerate those you attended and the total number of hours for each training; include those training sessions conducted by the ICT Coordinators in your school.

PART III – ICT TOOLS USED IN TEACHING

Indicate the kinds of devices that you use in the classroom and how frequent you use them for teaching (not for personal use). Check (✓) the number that corresponds to your answer.

ICT Tools	Never	1-2x per Quarter	1-2x per Month	Weekly	Daily
1. Computer (PC / Desktop)					
2. Laptop					
3. Tablet Device					
4. Smartphone					
5. Television					
6. Projector					
7. Interactive whiteboard					
8. Instructional Software					
Other/s please specify:					

Part IV – PERCEPTIONS ON ICT INTEGRATION IN TEACHING

The following statements aim to determine your views and self-assessment regarding the use of ICT in the classroom. Check (✓) the column that best reflects your opinions.

Perceptions	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. ICT offers opportunities to enhance teaching					
2. ICT increases the interest of students toward their lessons					
3. ICT improves student learning and understanding					
4. ICT makes it easier to reach instructional resources					
5. I have adequate technical knowledge to be able to integrate ICT in my teaching					
6. I can confidently integrate ICT in teaching					
7. ICT literacy is a skill that 21 st century students must learn					
8. The school provides sufficient support to integrate ICT in teaching					
9. The ICT resources in our school are enough					
10. I want to integrate ICT in my classes					

Part V – ICT MAINTENANCE

Explain how your school’s ICT resources are being managed by answering the following questions.

1. Does your school have an ICT Coordinator or focal person? YES NO

If none, how do you maintain, store, and keep safe the school’s ICT resources?

2. Who do you go to for ICT servicing? How long do you have to wait before something is repaired?

3. What suggestions do you have for ICT maintenance, storage, procurement, and other policy areas?

Part VI – STUDENT USE OF ICT

Share your insights on students' use of ICT by answering the following questions.

1. Do you think students should be using ICT in the classroom? Why or Why not?

2. How often should students be using ICT in the classroom and in school generally (e.g., once a week)?

3. What possible challenges to ICT use in the classroom do you foresee?

4. Do you think that schools should provide the equipment that students can bring home? What do you think are the possible challenges in allowing students to bring home the school's ICT equipment?

5. Using the scale below, rate the exposure (ownership/opportunity to access) and comfort level of students with the following ICT resources by checking (✓) the column that corresponds to your answer.

ICT Resources	Exposure					Comfort				
	Very Weak	Weak	Average	Strong	Very Strong	Very Weak	Weak	Average	Strong	Very Strong
Tablet										
Internet										
Smartphone										
Laptop										

PART VII – TABLET USAGE (answer only if you currently use tablet/s for instruction)

Specify the actions that you performed to prepare and deliver lessons using tablet/s (most recent use).

Activities	Description on Actual Usage
1. Research (web-based information retrieval)	
2. Planning and organizing lessons	
3. Making instructional materials	
4. Motivating students	
5. Enhancing classroom activities	
6. Assessment of student learning	
7. Supporting out-of-class learning	
8. Information management (databases)	
9. Online communication (e.g., email)	
10. Improving students' reading skills	

ANNEX C

TABLET USAGE MONITORING SHEET



Basa Pilipinas

Lesson Number: _____

ICT for Reading Pilot Project
TABLET USAGE MONITORING TEMPLATE

Mo	Name of Learner (Last Name, First Name, Middle Name)	Week _____ (Circle what the learner uses the App)					Total number of Reading App Usage	Activities completed (Please refer to the Legend)		Notes/Remarks
		Mon	Tue	Wed	Thu	Fri		English	Filipino	
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
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31										
32										
33										
34										
35										
36										
37										
38										
39										
40										

* Legend:						
Activities (1-31)	Text Select (1-3)	Image Select (4-5)	Spelling (9-18)	Match the Word (19-23)	Multiple Choice (24-28)	Separating Events (29-31)
Codes	TS	IS	Sp	MW	MC	SE

Prepared by: _____
Teacher (Signature over Printed Name)

_____ Name of School

Verified by: _____
School Head (Signature over Printed Name)

ANNEX D

OVERVIEW OF LOCAL STUDIES ON THE USE OF TABLETS FOR EDUCATION

Study	Context	Description	Results
<ul style="list-style-type: none"> Pilot Study on Use of Tablet in Kindergarten <p>Reference:</p> <p>Batac, J. H. (2013). <i>The Pilot Case Study on the Use of Tablet Technology as an Alternative Delivery Mechanism and Learning System for Kindergarten Class in Urban Poor and Predominantly Islamic Learning Communities in the Philippines</i>. Retrieved on May 16, 2017 from https://smart.com.ph/About/docs/default-source/LearnSmart/-learnsmartph-case-studies_culiat-tablets-for-literacy_case-study.pdf</p>	<ul style="list-style-type: none"> The goal of the study is to document the initial sets of variables that can improve the quality of education in kindergarten through the use of a tablet device within a learner centered approach to the acquisition of basic literacy. School children are from urban poor communities, mostly Muslims. 	<ul style="list-style-type: none"> This small-scale study was done in a span of 3 months with a population size of 21 students. In order to examine the cognitive effect of the tablet usage, two classes were compared. The first group received instruction through a television with a compact disc while the second group used the tablet, which served as a tool, substitute textbook, or learning material. In both cases, the mother tongue was used in the delivery of the lessons that include story-telling, numbers, colors and shapes. Students were assessed three times on these topics along with their ability to speak several words to describe the content and a question on critical thinking: “how would you act if you were the person in the story?” 	<ul style="list-style-type: none"> For an initial observation, five children were assessed on their tablet usage. Overall, there is 65% level of skill on how to operate the tablet and/or knowledge of the major features of the tablet. One student who was unable to use the tablet cried and opted not to use the device at all until the fifth session. It has been observed that students had to be careful in differentiating between “hard” and “soft” touch with an icon. After three trials of assessment, it has been revealed that there is a difference in scores between those students who received instruction with a tablet and those who did not. Score differences range from a low of 23% to a high of 88% in favor of the learners who used the tablet.
<ul style="list-style-type: none"> Intel Solar Tablet in a Box Project <p>Reference:</p> <ul style="list-style-type: none"> Intel Corporation (2014). 	<ul style="list-style-type: none"> The project aims to support teacher professional development with the introduction of powerful mobile 	<ul style="list-style-type: none"> 10-inch Intel Education Tablets were designed specifically for education: with a ruggedized, dust- and water-resistant design, and incorporates front and rear-facing cameras to facilitate content creation. It also has a long battery life 	<ul style="list-style-type: none"> Dropout rate is reduced to 2.2% Two years after the introduction of the intervention, graduation rate became 100% Average scores on National

Study	Context	Description	Results
<p><i>Transforming Education in Rural Philippines</i>. Retrieved on May 17, 2017 from http://www.intel.com/content/dam/www/public/us/en/documents/case-studies/transform-education-philippines-case-study.pdf</p>	<p>computing devices.</p> <ul style="list-style-type: none"> Beneficiary is Marilog Central Elementary School, a rural school 50km away from Davao City. 	<p>ensures the devices can last through an entire school day.</p> <ul style="list-style-type: none"> Since internet connectivity is limited in the area, a cloud-managed C3 (Classroom Cloud Content) Micro Server appliance was used to store a range of educational content for delivery to teachers and students via a built-in wireless access point. This solar powered micro-server includes the Intel Education Resources, a complete version of the Wikipedia encyclopedia, a range of open-source educational contents, and contents from the Department of Education. Contents are available offline and updated through Critical Link's cloud via 3G mobile broadband service. 	<p>Achievement Test (NAT) increased by 24%</p> <ul style="list-style-type: none"> Students became more committed to their education. They took care of their new devices in the hope that lower grade students will also be able to use them. Community support was considered essential. The school community ran fund-raising campaigns to continuously improve the school and their environment.
<p>• Teaching and Learning Strategies for Tablet Computers (AusAid-UPOU)</p> <p>Reference: Arinto, P. (2014). <i>Teaching and Learning Strategies for Tablet Computers</i>. University of the Philippine Open University.</p>	<ul style="list-style-type: none"> The main objective of the study is to find out the effects on teaching and learning behaviors of 1:1 use of tablets in the classroom, and the possible issues from integrating tablets in the regular Grade 7 curriculum in public secondary 	<ul style="list-style-type: none"> The project was conducted among schools in Metro Manila, Cavite, and Rizal. The 9 participating schools were Abuyod NHS, Kakawate NHS, Munting Ilog NHS, Luis Aguado NHS, Congressional NHS, Rosario NHS, Tanza CNHS, Francisco P. Felix MNHS, and Paranaque NHS. The schools received a total of 1,000 tablets that were pre-loaded with multimedia resources for Grade 7 Science, Mathematics, and English from Education Services Australia (ESA) and freeware or open 	<ul style="list-style-type: none"> This qualitative study gathered data from 27 focused group discussions (FGDs) with 5-8 students per discussion group across the nine participating schools. Each session lasted for about an hour which focused on the advantages and disadvantages of using tablets, the students' tablet usage experiences, and their recommendations for improvement. Since the participating teachers were given a tablet for her/his exclusive use, continuous trainings on tablet-supported teaching strategies were given to them

Study	Context	Description	Results
	<p>schools. Measuring the learning impact of using tablets on teaching and learning quality is not included in this study.</p>	<p>educational resources (OER) obtained from the Internet. The devices were used by 6,806 Grade 7 students (116 classes) in a 1:1 student to tablet ratio (only one class would use the tablets at any given time) over the course of three grading periods: from the fourth grading period (January to mid-March) of SY2012-2013 to the first and second grading periods (June to mid-August and mid-August to mid-October, respectively) of SY2013-2014.</p> <ul style="list-style-type: none"> The study focused on students' use of the tablets in the classroom during regular class sessions. In addition, the teachers have to conduct a tablet-supported lesson in each participating section at least twice per week. Aside from the tablets, the schools also received 3 routers, a server, and a video camera with SD card per storage room. On the other hand, the schools shouldered the cost of electricity, storage room renovation, safety cabinets, and charging stations. The total cost of this project is estimated at Php24 million. 	<p>through weekly webinars conducted by subject matter experts.</p> <ul style="list-style-type: none"> The study's findings showed that the use of tablets can improve students' motivation to learn, facilitate learning through the use of interactive multimedia, and develop digital literacy. Key Advantages: (1) making lesson preparation and delivery easier as a result of the availability of various teaching and learning resources; (2) ease in motivating and engaging learners; and (3) the opportunity to adopt alternative pedagogies and flexible learning approaches. Key Disadvantages: (1) lack of focus on learning due to the increased opportunities to play games; (2) superficial learning as a result of learners becoming lazy and undisciplined; and (3) failure to learn due to lack of guidance from teachers.

ANNEX E

TABLET FOR EDUCATION INITIATIVES IN THE PHILIPPINES (AS OF SY 2017-2018)

Tablet Provider	Common Specifications	Added Features	Users
Apple iPad (Apple Inc.)	<ul style="list-style-type: none"> • 7.9 to 12.9 inch screen • Storage: 16GB to 256GB • Wi-Fi capable 	<ul style="list-style-type: none"> • Access to iTunes University • Various iOS educational applications are available for download 	<ul style="list-style-type: none"> • Foundation University (2011)² • De La Salle Santiago Zobel (2012) • St. Paul University (Surigao) (2012) • Hope Christian School (Manila) (2012) • St. Paul College (Pasig City) (2013) • Xavier School (San Juan) (2013) • The Beacon School – iPad Carts
Intel Education Tablet / Studybook Tablet (Intel Corporation) ³	<ul style="list-style-type: none"> • 10-inch screen • OS: Android 4.0 / Windows 8 • Processor: Intel Atom Z2460 (1.6 GHz) 	<ul style="list-style-type: none"> • Has a ruggedized design with buffered screens, water-resistant, and with a tethered stylus for easier touch-screen operation • Includes McAfee Antivirus, Foxit Mobile PDF, My Notes, SPARKVue, Media Camera, ArtRage, and 	<ul style="list-style-type: none"> • Marilog Central Elementary School (Davao City) – received a donation of 25 tablets (2013) • Sto. Nino Elementary School (Tanauan, Leyte) • Makati City Public Schools⁴ - ICTECH (2013)

² It is the first school in the Philippines use the iPad in 2011. Philippine Daily Inquirer (2012). *Dumaguete School Expands Program Requiring Students to Use iPad*. Retrieved from <http://newsinfo.inquirer.net/164875/dumaguete-school-expands-program-requiring-students-to-use-ipad>

³ http://www.felta.ph/pdf/pricelist_SUNNYHILL_EDU%20TECH%20tablet%2010_NO%20COST.pdf

⁴ DepEd Makati acquired an initial 750 tablets worth P30 million for the city’s 37 public elementary and secondary schools. Newsbytes (2013). *Makati Public Schools to get 750 Units of Intel e-learning Tablets*. Retrieved from <http://newsbytes.ph/2013/11/22/makati-public-schools-to-get-750-units-of-intel-e-learning-tablets/>

Tablet Provider	Common Specifications	Added Features	Users
	<ul style="list-style-type: none"> • Memory: 1 GB LPDDR2 • Storage: 8 GB eMMC • Battery life: 6.5+ hours • Weight: 689g • Camera: 0.3 MP (front); 2.0 (rear) • Wi-Fi capable 	<ul style="list-style-type: none"> • Classroom Management. • Pre-installed applications: British Council Learn English and Intel skool Learning & Teaching Technology (multi-media resources in Mathematics and the Sciences) 	
Samsung Galaxy Tabs (Samsung Electronics Philippines Corp.) ⁵	<ul style="list-style-type: none"> • 7-inch screen • OS: Android 4.0-5.1 • Processor: Quad Core (1.3GHz) • Memory: 1.5GB RAM, 8GB ROM • Battery life: 11 hours • Weight: 0.62 lbs • Camera: 2.0 MP (front); 	<ul style="list-style-type: none"> • Loaded with e-books from publishing companies such as Vibal, Salesiana, Abiva, Anvil, and Rex. • Includes electronic assignments and homework dissemination, real-time participation trackers and attendance trackers, and other more complex systems • Galileo Education Services' Mobile Learning Device (MoLDe) applications (e.g., Education and 	<ul style="list-style-type: none"> • La Salle Green Hills (Mandaluyong City)⁶ (2011) • Pasig Catholic College (Pasig City) (2013) • San Isidro Catholic School (Pasay City) (2013) • Philippine Science High School – Main Campus (2014): 30 tablets within a “smart classroom”⁷ • Pureg Elementary School (Sanchez Mira Cagayan) (2015) – received a donation of 31 tablets and other ICT equipment • Flora Elementary School (Capas, Tarlac) (2015) – received a donation of 31 tablets and other ICT

⁵ <http://www.deped.gov.ph/press-releases/deped-samsung-philippines-computerize-3-ip-community-schools>

⁶ It is the first Philippine school to integrate tablets for instruction and roll out an entire digital curriculum to its elementary to high school classes in 2011. It is “famed as the largest single-campus deployment of e-Learning tablets globally.” Philippine Star (2013). *The Future of Philippine Education*. Retrieved from <http://www.philstar.com/education-and-home/2013/12/12/1267081/future-philippine-education>

⁷ <http://www.pshs.edu.ph/11-feature/189-samsung-philippines-unveils-their-digital-classroom-at-pshs-main-campus>

Tablet Provider	Common Specifications	Added Features	Users
	<ul style="list-style-type: none"> 5.0 (rear) • Wi-Fi capable 	Learning Management App, Theft Apprehension and Asset Recovery App)	<ul style="list-style-type: none"> equipment • Tamale Elementary School (Bongabon, Nueva Ecija) (2015) – received a donation of 31 tablets and other ICT equipment
Microsoft Philippines (using HP Stream 7 Tablets) ⁸	<ul style="list-style-type: none"> • OS: Windows 8.1 • Equipped with full versions of Office 365 	<ul style="list-style-type: none"> • Teachers benefit from the strong <i>Microsoft Education Network and Partners in Learning Program</i> for added training and tools to maximize the use of technology in teaching 	<ul style="list-style-type: none"> • Public school teachers (2,000) in the Province of Cavite (part of Cavite’s ICT Integration for Education Project) (2015) • National College of Science and Technology - Dasmariñas, Cavite (4,000 tablets for teachers and students) (2014)
Diwa Learning Systems / YoPad ⁹	<ul style="list-style-type: none"> • 7-inch screen • OS: Android 4.0 • Wi-Fi capable 	<ul style="list-style-type: none"> • Packed with all of Diwa’s digital resources: Genyo e-Learning, e-Textbooks, SEM Digital Editions, and the Diwa Learning Town 	<p><i>(These institutions use the publishing company’s technologies but not necessarily the tablet device)</i></p> <ul style="list-style-type: none"> • Hope Christian School (Novaliches) • Malate Catholic School (Manila) • St. Paul University (Quezon City) • First Asia Institute of Technology and Humanities (Tanauan City, Batangas) • Quantum Academy • (General Santos City) • Saint Peter and Paul Early Childhood

⁸ <https://news.microsoft.com/en-ph/2015/08/11/province-of-cavite-ict-integration-project-takes-off-2/#Fp4jxyQFidBhVdDS.99>

⁹ <http://www.diwa.ph/global/about/diwa-21st-century.php>

Tablet Provider	Common Specifications	Added Features	Users
			<ul style="list-style-type: none"> • (Sta. Rosa, Laguna) • Colegio Montereí de Pila (Laguna) • Saint Columban College (Pagadian City) • Augustinian School (Cabuyao, Laguna)
Vibal Technologies - Vibal Publishing House, Inc. / Vibe School Tablet ¹⁰	<ul style="list-style-type: none"> • Available in two models: • - 9.7-inch Teacher tablet (with Math & Science software) • - 8-inch Student tablet • OS: Android 4.0 • Processor: Boxchip A10 ARM Cortex A8 / Samsung Exynos Dual Core (1.2 GHz) • Memory: 1GB • Storage: 4-8GB • Weight: 520-630g 	<ul style="list-style-type: none"> • Has the Vibe Reader, an e-reader that supports interactive e-books and allows note-taking • Cloud technology powers it on-line and off-line from a school server (V-Smart) that can be easily wheeled from classroom to classroom or from school to school • Capable of internet browsing, voice and video call, etc. • Vibal also developed the <i>iZooB</i> app, the official school app of De La Salle Santiago Zobel and the first school app in Philippine basic education (2012) 	<p><i>(These institutions use Vibal Publishing House's technologies but not necessarily the tablet device)</i>¹¹</p> <ul style="list-style-type: none"> • Department of Science and Technology • La Salle Green Hills • De La Salle Santiago Zobel School • Hope Christian High School (Manila) • Foundation University (Dumaguete) • St. Paul University (Surigao) • Miriam College (Quezon City) • Childlink Learning Center (Cebu) • St. Roberts International Academy Iloilo • Wesleyan University Cabanatuan

¹⁰ Vibal's philanthropic arm Vibal Foundation provided the Philippine-engineered eRizal tablet to 1,000 Grade 7 public school students in Laguna on the occasion of José Rizal's 150th birthday in 2011. This is the first initiative to integrate the use of tablet devices involving 10 public secondary schools. The tablet contained a library of Rizaliana classics and interactive lessons on Rizal's life and works. Vibal Technologies (2012). Retrieved on http://vibetech.co/?page_id=5.

¹¹ http://vibetech.co/?page_id=100

Tablet Provider	Common Specifications	Added Features	Users
	<ul style="list-style-type: none"> • Wi-fi capable 		<ul style="list-style-type: none"> • St. Dominic Academy Pulilan • Cavite School of St. Mark • Livingstone Christian Academy Cebu • Marianne Childhood Education Center Cebu • Creative Learning School, Inc. Pasig • Adamson University • Los Banos National High School
Enlight KiddieTAB (Lifeware Technology Inc.) ¹²	<ul style="list-style-type: none"> • 8-inch screen • OS: Android 4.0 • Processor: A13 Cortex A8 (1.2GHz) • Memory: 512MB • Storage: 8GB 	<ul style="list-style-type: none"> • For children aged 3-8 • It comes with a non-toxic bright yellow rubber case • Has a time lock and parental control features, which allow parents to manage and regulate the duration of use and content • With 100 educational applications like language and literacy, math, art and music, and Filipino, which are organized according to a child's developmental stage 	<ul style="list-style-type: none"> • (no data available)

¹² <http://www.bworldonline.com/content.php?section=Technology&title=local-start-up-launches-learning-tablet-for-kids&id=75157>

ANNEX F

TABLET ALLOCATION PER SCHOOL

	Schools	Sections	Number of Pupils	Tablets per School	Tablets per Class
8 Weeks	Lingsat Integrated School	5	176	40	8
	Pagudpud Integrated School	3	98	21	7
	San Agustin Elementary School	3	92	21	7
	San Fernando North Central School	5	149	21	7
	San Fernando South Central Integrated School	4	141	16	8
16 Weeks	Ilocanos Elementary School	4	118	24	6
	Nagyubuyuban Integrated School	1	14	5	5
	Pao Elementary School	1	15	5	5
	Sagayad Elementary School	2	43	12	6
	Sevilla Elementary School	3	74	21	7
20 Weeks (Basic)	Bungro Elementary School	1	29	8	8
	Catbangan Central School	8	324	64	8
	Dallangayan Elementary School	1	22	6	6
	Mameltac Elementary School	2	73	16	8
	Tanquigan Elementary School	1	33	8	8
20 Weeks (In-class app use)	Bangbangolan Elementary School	1	17	5	5
	Canaoay Elementary School	2	71	16	8
	Dalumpinas Elementary School	1	33	8	8
	Parparya Elementary School	1	18	6	6
	Sacyud Elementary School	1	15	5	5
	Santiago Elementary School	2	62	16	8
20 Weeks (Home reinforcement)	Baraoas Elementary School	1	15	5	5
	Cadaclan Elementary School	1	31	7	7

	Schools	Sections	Number of Pupils	Tablets per School	Tablets per Class
	Masicong Elementary School	1	10	5	5
	Puspus Elementary School	1	9	3	3
	Sibuan-otong Integrated School	1	17	5	5
	TOTAL	57	1699	369	

ANNEX G

ACTIVITIES IN THE VERNACULAR APPLICATION

Text Select (Initial letter identification)

Users are presented with a picture and a choice of letters. They have to select the beginning letter of the word shown in the picture.

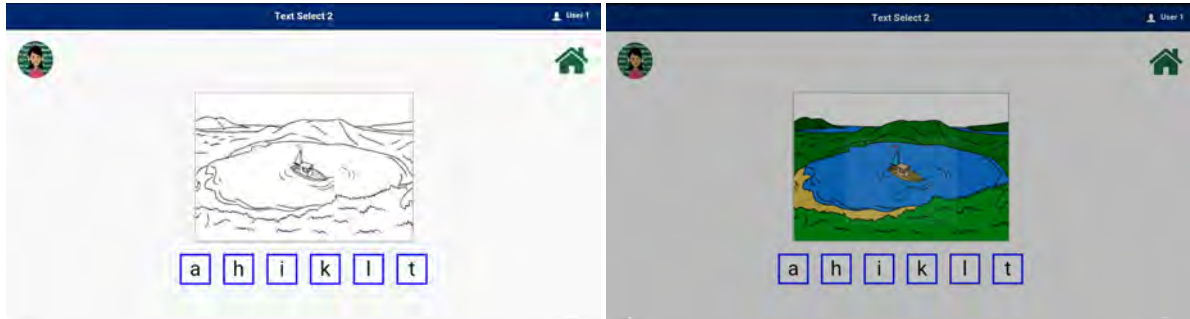
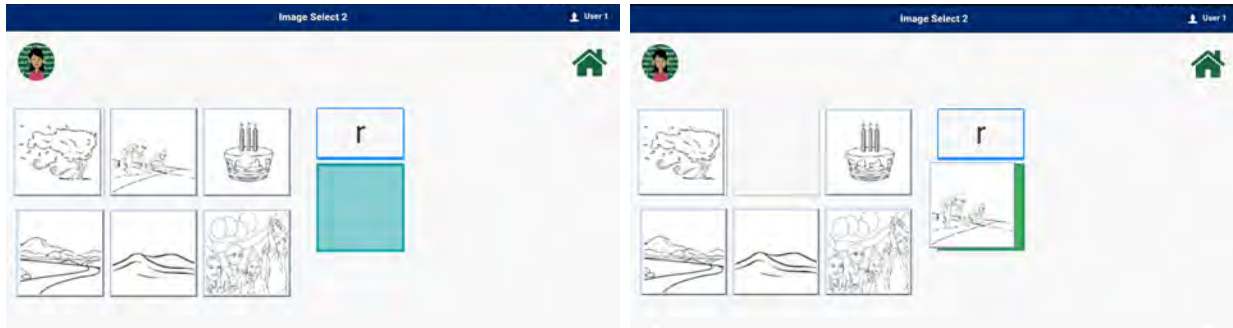


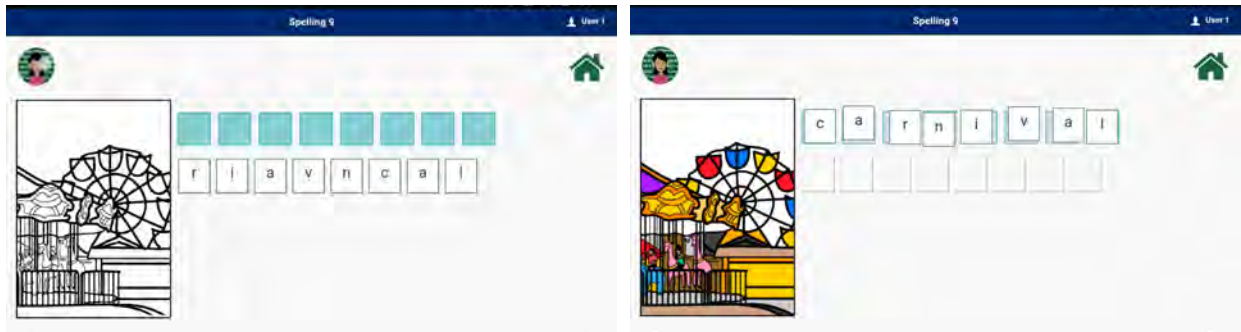
Image Select (Initial sound identification)

For this phonemic awareness and alphabet knowledge activity, children are presented with a target letter and a set of pictures of various objects or actions. They have to select the picture of a word that begins with the sound made by the target letter. The image has to be dragged to the empty box below the letter.



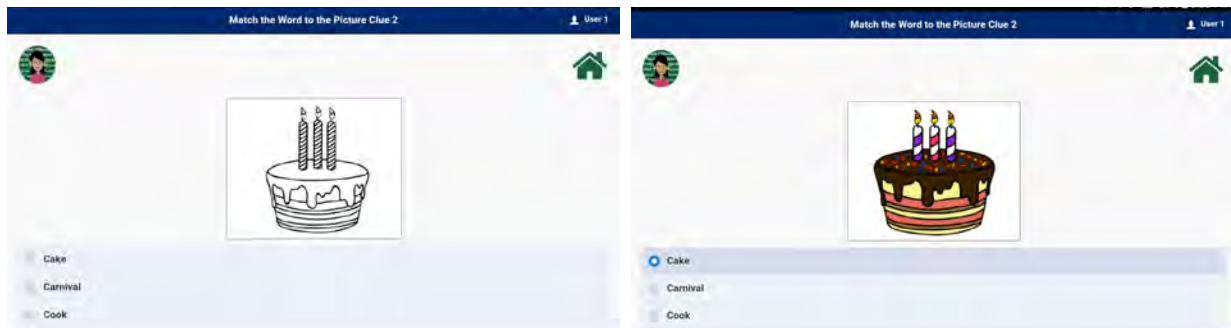
Spelling

Users are presented with a picture and a set of letters, which can be used to spell the word that matches the picture, in incorrect order. They have to drag each letter to the correct space in the correct order to spell the word.



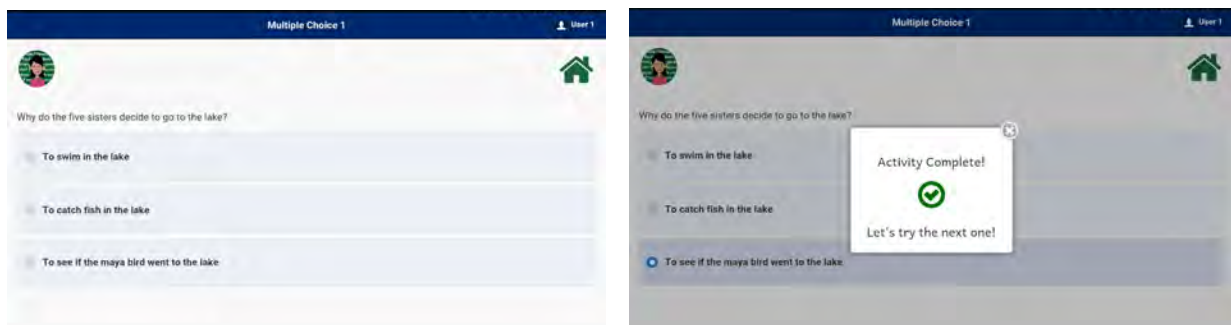
Match the Word to the Picture Clue (Vocabulary)

Users are presented with a picture and three possible word choices. They have to select the word that matches the picture presented.



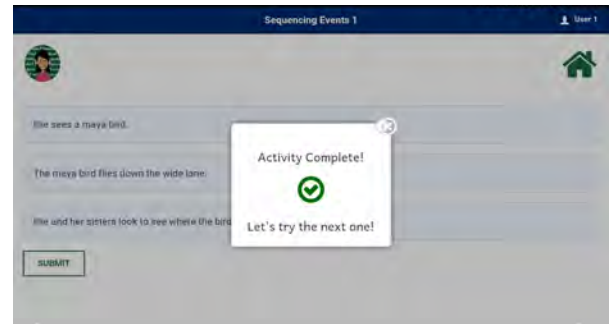
Multiple Choice

Users are presented with a question and three choices for a correct answer about the Leveled Reader lesson for the week. There are five questions for each text covered by the class during that week.



Sequencing Events

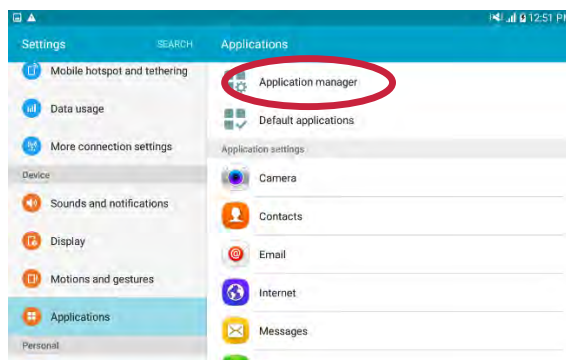
Users are presented with three sentences or events that happened in the story, in incorrect order. They have to drag the sentences into the correct order or sequence. There are three sets of three sentences to be put in correct order for each text covered by the class during the week.



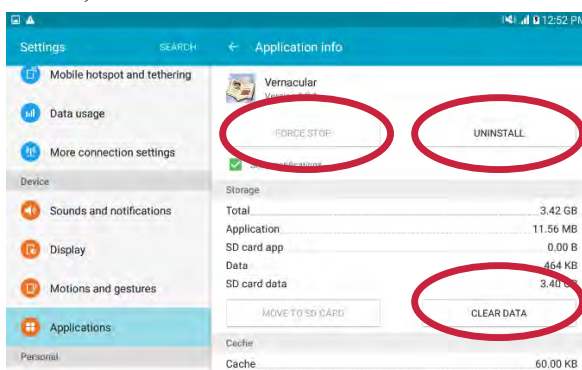
ANNEX H

INSTALLING/UPDATING THE VERNACULAR APPLICATION

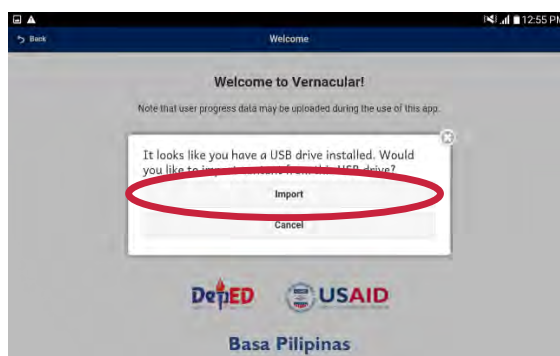
1. On the tablet's app selection screen, go to settings > application manager.



2. Scroll down until you see Vernacular.
3. Tap on the Vernacular icon.
4. Tap “force stop,” “clear data”, and “uninstall.”



5. Attach USB to OTG Adapter and plug it into the tablet
6. Start Vernacular app
7. Wait for prompt to import. Click “import.”



8. Wait until it is complete. This may take around 15 minutes.

ANNEX I

PROFILE OF STUDENT RESPONDENTS

Characteristic	8 weeks Basic Protocol		16 weeks Basic Protocol		20 weeks Basic Protocol		20 weeks Home Reinforcement		20 weeks In-class Use		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
District												
San Fernando I	31	60.8	39	83.0	18	43.9	27	62.8	40	80.0	155	66.8
San Fernando II	20	39.2	8	17.0	23	56.1	16	37.2	10	20.0	77	33.2
Total	51	100.0	47	100.0	41	100.0	43	100.0	50	100.0	232	100.0
Sex												
Female	25	49.0	24	51.1	21	51.2	18	41.9	25	50.0	113	48.7
Male	26	51.0	23	48.9	20	48.8	25	58.1	25	50.0	119	51.3
Total	51	100.0	47	100.0	41	100.0	43	100.0	50	100.0	232	100.0
Language/s at Home (multiple answers possible)												
Tagalog	31	60.8	15	31.9	21	51.2	14	32.6	15	30.0	96	41.4
Filipino	16	31.4	5	10.6	1	2.4	4	9.3	5	10.0	31	13.4
English	5	9.8	3	6.4	2	4.9	1	2.3	3	6.0	14	6.0
Bisaya	1	2.0	0	0.0	0	0.0	1	2.3	0	0.0	2	0.9

Characteristic	8 weeks Basic Protocol		16 weeks Basic Protocol		20 weeks Basic Protocol		20 weeks Home Reinforcement		20 weeks In-class Use		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Ilokano	40	78.4	39	83.0	35	85.4	40	93.0	44	88.0	198	85.3
Don't know	0	0.0	2	4.3	0	0.0	0	0.0	0	0.0	2	0.9
No/none	0	0.0	1	2.1	0	0.0	1	2.3	0	0.0	2	0.9
Other specify	0	0.0	1	2.1	0	0.0	0	0.0	2	4.0	3	1.3
Balangao			1	2.1							1	0.4
Kapampangan									1	2.0	1	0.4
Pangasinan									1	2.0	1	0.4

Characteristic	8 weeks		16 weeks		20 weeks		20 weeks		20 weeks		Total	
	Basic Protocol		Basic Protocol		Basic Protocol		Home Reinforcement		In-class Use			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
San Fernando I												
101027 Lingsat ES	10	32.3									10	6.5
101030 San Fernando North CS	10	32.3									10	6.5
101036 San Fernando South CIS	11	35.5									11	7.1
101026 Ilocanos ES			10	25.6							10	6.5
101029 Nagyubuyuban ES			9	23.1							9	5.8
101031 Pao ES			10	25.6							10	6.5
101035 Sevilla Elementary School			10	25.6							10	6.5
101024 Dallangayan ES					8	44.4					8	5.2
101028 Mamelac Elementary School					10	55.6					10	6.5
101022 Baraoas ES							10	37.0			10	6.5
101023 Cadaclan ES							10	37.0			10	6.5
101033 Puspup ES							7	25.9			7	4.5
101021 Bangbangolan ES									10	25.0	10	6.5
101025 Dalumpinas ES									10	25.0	10	6.5
101032 Parparya ES									10	25.0	10	6.5
101034 Santiago ES									10	25.0	10	6.5
Total	31	100.0	39	100.0	18	100.0	27	100.0	40	100.0	155	100.0

Characteristic	8 weeks		16 weeks		20 weeks		20 weeks		20 weeks		Total	
	Basic Protocol		Basic Protocol		Basic Protocol		Home Reinforcement		In-class Use			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
San Fernando II												
101041 Pagudpud ES	10	50.0									10	13.0
101044 San Agustin (Poro) ES	10	50.0									10	13.0
101043 Sagayad ES			8	100.0							8	10.4
101037 Bungro ES					7	30.4					7	9.1
101039 Catbangan ES					6	26.1					6	7.8
101046 Tanquigan ES					10	43.5					10	13.0
101040 Masicong ES							6	37.5			6	7.8
500481 Sibuan-otong Integrated School							10	62.5			10	13.0
101038 Canaoay ES									10	100.0	10	13.0
Total	20	100.0	8	100.0	23	100.0	16	100.0	10	100.0	77	100.0

Characteristic	8 weeks Basic Protocol		16 weeks Basic Protocol		20 weeks Basic Protocol		20 weeks Home Reinforcement		20 weeks In-class Use		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Ownership of Household Devices and Other Assets												
Radio	38	74.5	34	72.3	25	61.0	28	65.1	32	64.0	157	67.7
Television	45	88.2	40	85.1	33	80.5	39	90.7	39	78.0	196	84.5
Cellphone	49	96.1	47	100.0	38	92.7	42	97.7	48	96.0	224	96.6
Tablet	23	45.1	18	38.3	22	53.7	18	41.9	24	48.0	105	45.3
Computer / laptop	8	15.7	6	12.8	8	19.5	7	16.3	10	20.0	39	16.8
Internet	20	39.2	19	40.4	15	36.6	15	34.9	19	38.0	88	37.9
CR (toilet) inside the house	42	82.4	29	61.7	26	63.4	27	62.8	33	66.0	157	67.7
Motorcycle	16	31.4	21	44.7	19	46.3	27	62.8	29	58.0	112	48.3
Car, jeep, truck, motor boat	5	9.8	2	4.3	3	7.3	2	4.7	5	10.0	17	7.3
Socio-economic status												
Low (<5 devices / household assets)	20	39.2	21	44.7	21	51.2	22	51.2	22	44.0	106	45.7
High (5 and above devices / household assets)	31	60.8	26	55.3	20	48.8	21	48.8	28	56.0	126	54.3

Characteristic	8 weeks Basic Protocol		16 weeks Basic Protocol		20 weeks Basic Protocol		20 weeks Home Reinforcement		20 weeks In-class Use		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
At home, do you watch television shows in English?												
No	14	27.5	16	34.0	13	31.7	15	34.9	22	44.0	80	34.5
Yes, at home	34	66.7	30	63.8	26	63.4	27	62.8	28	56.0	145	62.5
Yes, someone else's home	3	5.9	1	2.1	2	4.9	1	2.3	0	0.0	7	3.0
At home, do you have someone who reads along with you?												
None	11	21.6	14	29.8	10	24.4	11	25.6	14	28.0	60	25.9
Parent	17	33.3	5	10.6	20	48.8	13	30.2	11	22.0	66	28.4
Sibling	19	37.3	24	51.1	10	24.4	16	37.2	23	46.0	92	39.7
Other	4	7.8	4	8.5	1	2.4	3	7.0	2	4.0	14	6.0
At home, is there someone who corrects your homework?												
None	12	23.5	11	23.4	9	22.0	9	20.9	13	26.0	54	23.3
Yes	39	76.5	36	76.6	32	78.0	34	79.1	37	74.0	178	76.7
Are you allowed to take school books at home?												
No	6	11.8	9	19.1	5	12.2	15	34.9	8	16.0	43	18.5
Yes	45	88.2	38	80.9	36	87.8	27	62.8	42	84.0	188	81.0
I don't know	0	0.0	0	0.0	0	0.0	1	2.3	0	0.0	1	0.4
Do you bring school books at home for you to read?												

Characteristic	8 weeks Basic Protocol		16 weeks Basic Protocol		20 weeks Basic Protocol		20 weeks Home Reinforcement		20 weeks In-class Use		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No	10	19.6	13	27.7	7	17.1	13	30.2	6	12.0	49	21.1
Yes	41	80.4	34	72.3	34	82.9	30	69.8	44	88.0	183	78.9
Do you have books at home?												
No	16	31.4	10	21.3	4	9.8	8	18.6	5	10.0	43	18.5
Yes	35	68.6	37	78.7	37	90.2	35	81.4	45	90.0	189	81.5

Characteristic	8 weeks Basic Protocol		16 weeks Basic Protocol		20 weeks Basic Protocol		20 weeks Home Reinforcement		20 weeks In-class Use		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Does your mother know how to read and write?												
No	1	2.0	0	0.0	0	0.0	1	2.3	0	0.0	2	0.9
Yes	50	98.0	46	97.9	40	97.6	42	97.7	49	98.0	227	97.8
I don't know	0	0.0	1	2.1	1	2.4	0	0.0	1	2.0	3	1.3
What is the work of your mother?												
Walang sagot	0	0.0	0	0.0	1	2.4	0	0.0	0	0.0	1	0.4
Overseas Foreign Worker	3	5.9	8	17.0	3	7.3	6	14.0	6	12.0	26	11.2
Professional	1	2.0	0	0.0	3	7.3	4	9.3	3	6.0	11	4.7
Informal/Manual/Self	25	49.0	14	29.8	16	39.0	15	34.9	17	34.0	87	37.5
Unemployed	21	41.2	21	44.7	17	41.5	15	34.9	22	44.0	96	41.4
I don't know	1	2.0	4	8.5	1	2.4	3	7.0	2	4.0	11	4.7
Does your father know how to read and write?												
No	0	0.0	0	0.0	1	2.4	3	7.0	5	10.0	9	3.9
Yes	50	98.0	45	95.7	37	90.2	39	90.7	43	86.0	214	92.2
I don't know	1	2.0	2	4.3	3	7.3	1	2.3	2	4.0	9	3.9
What is the work of your father?												
Walang sagot	1	2.0	0	0.0	1	2.4	0	0.0	1	2.0	3	1.3

Characteristic	8 weeks Basic Protocol		16 weeks Basic Protocol		20 weeks Basic Protocol		20 weeks Home Reinforcement		20 weeks In-class Use		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Overseas Foreign Worker	2	3.9	2	4.3	2	4.9	2	4.7	0	0.0	8	3.4
Professional	2	3.9	3	6.4	1	2.4	1	2.3	2	4.0	9	3.9
Informal/Manual/Self	40	78.4	35	74.5	28	68.3	31	72.1	39	78.0	173	74.6
Unemployed	3	5.9	3	6.4	6	14.6	3	7.0	4	8.0	19	8.2
I don't know	3	5.9	4	8.5	3	7.3	6	14.0	4	8.0	20	8.6

Characteristic	8 weeks Basic Protocol		16 weeks Basic Protocol		20 weeks Basic Protocol		20 weeks Home Reinforcement		20 weeks In-class Use		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Are you able to choose story books to read in school?												
No	7	13.7	6	12.8	5	12.2	5	11.6	8	16.0	31	13.4
Yes	44	86.3	41	87.2	36	87.8	38	88.4	42	84.0	201	86.6
Have you eaten before coming to school?												
No	0	0.0	3	6.4	0	0.0	0	0.0	0	0.0	3	1.3
Yes	51	100.0	44	93.6	41	100.0	43	100.0	50	100.0	229	98.7
Did you attend kindergarten?												
No	5	9.8	2	4.3	0	0.0	1	2.3	0	0.0	8	3.4
Yes	46	90.2	45	95.7	41	100.0	42	97.7	50	100.0	224	96.6
How often are you absent in school?												
Never	20	39.2	15	31.9	19	46.3	15	34.9	15	30.0	84	36.2
Rarely	12	23.5	9	19.1	10	24.4	5	11.6	13	26.0	49	21.1
Sometimes	8	15.7	7	14.9	4	9.8	9	20.9	12	24.0	40	17.2
Often	11	21.6	16	34.0	8	19.5	14	32.6	10	20.0	59	25.4
Do you have tablets in your school?												
No	48	94.1	44	93.6	37	90.2	36	83.7	48	96.0	213	91.8
Yes	0	0.0	3	6.4	2	4.9	6	14.0	1	2.0	12	5.2
I don't know	3	5.9	0	0.0	2	4.9	1	2.3	1	2.0	7	3.0

Characteristic	8 weeks Basic Protocol		16 weeks Basic Protocol		20 weeks Basic Protocol		20 weeks Home Reinforcement		20 weeks In-class Use		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
At home, do you use computer, tablet, mobile phone / cellphone, etc?												
No	7	13.7	11	23.4	9	22.0	9	20.9	10	20.0	46	19.8
Yes, at home	41	80.4	35	74.5	29	70.7	34	79.1	39	78.0	178	76.7
Yes, someone else's home	3	5.9	1	2.1	3	7.3	0	0.0	1	2.0	8	3.4
What gadget do you use most often?												
Mobile phone	31	70.5	22	61.1	15	46.9	21	61.8	22	55.0	111	59.7
Computer (laptop or desktop)	2	4.5	3	8.3	0	0.0	0	0.0	3	7.5	8	4.3
Tablet	11	25.0	11	30.6	17	53.1	13	38.2	15	37.5	67	36.0
How often do you use tablet at home?												
Never	9	20.5	9	25.0	4	12.5	3	8.8	13	32.5	38	20.4
Daily	5	11.4	4	11.1	4	12.5	6	17.6	5	12.5	24	12.9
Once a week	11	25.0	9	25.0	9	28.1	11	32.4	11	27.5	51	27.4
Twice a week	10	22.7	13	36.1	11	34.4	9	26.5	6	15.0	49	26.3
Three or more times a week	9	20.5	1	2.8	4	12.5	5	14.7	5	12.5	24	12.9
What activities do you usually do with your tablet? (multiple answers)												
Read books or articles	4	9.1	4	11.1	7	21.9	13	38.2	7	17.5	35	18.8

Characteristic	8 weeks Basic Protocol		16 weeks Basic Protocol		20 weeks Basic Protocol		20 weeks Home Reinforcement		20 weeks In-class Use		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Watch videos	14	31.8	8	22.2	7	21.9	4	11.8	13	32.5	46	24.7
Play games	29	65.9	22	61.1	26	81.3	22	64.7	18	45.0	117	62.9
Write	1	2.3	1	2.8	0	0.0	0	0.0	1	2.5	3	1.6
Spell	0	0.0	0	0.0	1	3.1	0	0.0	0	0.0	1	0.5
Internet search	7	15.9	3	8.3	1	3.1	0	0.0	1	2.5	12	6.5
Access Facebook or other social media	4	9.1	4	11.1	5	15.6	4	11.8	5	12.5	22	11.8
Others	2	4.5	0	0.0	1	3.1	5	14.7	1	2.5	9	4.8

Characteristic	8 weeks Basic Protocol		16 weeks Basic Protocol		20 weeks Basic Protocol		20 weeks Home Reinforcement		20 weeks In-class Use		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Confidence in using tablets												
1 – no experience at all in using tablet computers	4	7.8	10	21.3	8	19.5	5	11.6	7	14.0	34	14.7
2 – not yet that comfortable or confident in using tablet computers	11	21.6	7	14.9	12	29.3	10	23.3	13	26.0	53	22.8
3 – somewhat comfortable and confident in using tablet computers	18	35.3	14	29.8	11	26.8	14	32.6	14	28.0	71	30.6
4 – very comfortable and confident in using tablet computers	18	35.3	16	34.0	10	24.4	14	32.6	16	32.0	74	31.9

ANNEX J

DISTRIBUTION OF STUDENTS BY OUTCOME SCORE AND ICT INTERVENTION GROUP (ENGLISH READING SCORES – FLUENCY AND PROSODY)

	8 weeks Basic Protocol		16 weeks Basic Protocol		20 weeks Basic Protocol		20 weeks Home Reinforcement		20 weeks In-class Use		Total	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
n	51		47		41		43		50		232	
	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)
Fluency												
0-9	8 (15.7)	4 (07.8)	9 (19.1)	3 (06.4)	12 (29.3)	9 (22.0)	5 (11.6)	5 (11.6)	12 (24.0)	6 (12.0)	46 (19.8)	27 (11.6)
10-19	5 (09.8)	3 (05.9)	2 (04.3)	5 (10.6)	7 (17.1)	1 (02.4)	7 (16.3)	1 (02.3)	7 (14.0)	0 (00.0)	28 (12.1)	10 (04.3)
20-29	6 (11.8)	4 (07.8)	6 (12.8)	4 (08.5)	3 (07.3)	1 (02.4)	4 (09.3)	4 (09.3)	5 (10.0)	8 (16.0)	24 (10.3)	21 (09.1)
30-39	4 (07.8)	6 (11.8)	5 (10.6)	1 (02.1)	1 (02.4)	2 (04.9)	5 (11.6)	2 (04.7)	4 (08.0)	2 (04.0)	19 (08.2)	13 (05.6)
40-49	7 (13.7)	4 (07.8)	4 (08.5)	0 (00.0)	1 (02.4)	2 (04.9)	3 (07.0)	1 (02.3)	7 (14.0)	2 (04.0)	22 (09.5)	9 (03.9)
50-59	4 (07.8)	5 (09.8)	6 (12.8)	6 (12.8)	3 (07.3)	4 (09.8)	4 (09.3)	7 (16.3)	2 (04.0)	10 (20.0)	19 (08.2)	32 (13.8)
60-69	3 (05.9)	7 (13.7)	6 (12.8)	9 (19.1)	5 (12.2)	5 (12.2)	8 (18.6)	3 (07.0)	5 (10.0)	4 (08.0)	27 (11.6)	28 (12.1)
70-79	7 (13.7)	5 (09.8)	2 (04.3)	4 (08.5)	3 (07.3)	2 (04.9)	3 (07.0)	4 (09.3)	3 (06.0)	5 (10.0)	18 (07.8)	20 (08.6)
80-89	2 (03.9)	6 (11.8)	1 (02.1)	7 (14.9)	2 (04.9)	3 (07.3)	2 (04.7)	10 (23.3)	3 (06.0)	7 (14.0)	10 (04.3)	33 (14.2)
90-99	2 (03.9)	4 (07.8)	4 (08.5)	3 (06.4)	3 (07.3)	3 (07.3)	1 (02.3)	1 (02.3)	2 (04.0)	1 (02.0)	12 (05.2)	12 (05.2)
100-109	1 (02.0)	1 (02.0)	2 (04.3)	4 (08.5)	0 (00.0)	6 (14.6)	0 (00.0)	5 (11.6)	0 (00.0)	2 (04.0)	3 (01.3)	18 (07.8)

	8 weeks Basic Protocol		16 weeks Basic Protocol		20 weeks Basic Protocol		20 weeks Home Reinforcement		20 weeks In-class Use		Total	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
110-119	1 (02.0)	2 (03.9)	0 (00.0)	1 (02.1)	0 (00.0)	0 (00.0)	1 (02.3)	0 (00.0)	0 (00.0)	2 (04.0)	2 (00.9)	5 (02.2)
130-139	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	1 (02.4)	2 (04.9)	0 (00.0)	0 (00.0)	0 (00.0)	1 (02.0)	1 (00.4)	3 (01.3)
140-149	1 (02.0)	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	1 (02.4)	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	1 (00.4)	1 (00.4)
Prosody												
0	3 (05.9)	0 (00.0)	5 (10.6)	0 (00.0)	10 (24.4)	8 (19.5)	3 (07.0)	1 (02.3)	8 (16.0)	5 (10.0)	29 (12.5)	14 (06.0)
1	10 (19.6)	4 (07.8)	6 (12.8)	2 (04.3)	4 (09.8)	3 (07.3)	5 (11.6)	4 (09.3)	8 (16.0)	2 (04.0)	33 (14.2)	15 (06.5)
2	11 (21.6)	13 (25.5)	7 (14.9)	12 (25.5)	9 (22.0)	3 (07.3)	11 (25.6)	3 (07.0)	9 (18.0)	6 (12.0)	47 (20.3)	37 (15.9)
3	17 (33.3)	27 (52.9)	20 (42.6)	26 (55.3)	10 (24.4)	15 (36.6)	18 (41.9)	23 (53.5)	18 (36.0)	29 (58.0)	83 (35.8)	120 (51.7)
4	10 (19.6)	7 (13.7)	9 (19.1)	7 (14.9)	8 (19.5)	12 (29.3)	6 (14.0)	12 (27.9)	7 (14.0)	8 (16.0)	40 (17.2)	46 (19.8)

ANNEX K

DISTRIBUTION OF STUDENTS BY OUTCOME SCORE AND ICT INTERVENTION GROUP (ENGLISH READING SCORES - COMPREHENSION)

	8 weeks Basic Protocol		16 weeks Basic Protocol		20 weeks Basic Protocol		20 weeks Home Reinforcement		20 weeks In-class Use		Total	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
n	51		47		41		43		50		232	
	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)
Oral (Timed)												
0 (0%)	24 (47.1)	19 (37.3)	25 (53.2)	18 (38.3)	23 (56.1)	15 (36.6)	27 (62.8)	15 (34.9)	28 (56.0)	22 (44.0)	127 (54.7)	89 (38.4)
1 (20%)	10 (19.6)	12 (23.5)	12 (25.5)	9 (19.1)	7 (17.1)	9 (22.0)	8 (18.6)	8 (18.6)	8 (16.0)	9 (18.0)	45 (19.4)	47 (20.3)
2 (40%)	8 (15.7)	6 (11.8)	4 (8.5)	4 (8.5)	2 (04.9)	6 (14.6)	5 (11.6)	6 (14.0)	5 (10.0)	5 (10.0)	24 (10.3)	27 (11.6)
3 (60%)	5 (09.8)	5 (09.8)	0 (00.0)	5 (10.6)	4 (09.8)	1 (02.4)	2 (04.7)	2 (04.7)	6 (12.0)	5 (10.0)	17 (07.3)	18 (07.8)
4 (80%)	3 (05.9)	5 (09.8)	4 (08.5)	8 (17.0)	4 (09.8)	8 (19.5)	1 (02.3)	9 (20.9)	2 (04.0)	6 (12.0)	14 (06.0)	36 (15.5)
5 (100%)	1 (02.0)	4 (07.8)	2 (04.3)	3 (06.4)	1 (02.4)	2 (04.9)	0 (00.0)	3 (07.0)	1 (02.0)	3 (06.0)	5 (02.2)	15 (06.5)
Oral (Untimed)												
0 (0%)	20 (39.2)	13 (25.5)	20 (42.6)	14 (29.8)	21 (51.2)	14 (34.1)	15 (34.9)	9 (20.9)	22 (44.0)	19 (38.0)	98 (42.2)	69 (29.7)
1 (20%)	6 (11.8)	10 (19.6)	10 (21.3)	8 (17.0)	5 (12.2)	6 (14.6)	12 (27.9)	9 (20.9)	7 (14.0)	6 (12.0)	40 (17.2)	39 (16.8)
2 (40%)	7 (13.7)	6 (11.8)	6 (12.8)	7 (14.9)	2 (04.9)	3 (07.3)	5 (11.6)	7 (16.3)	9 (18.0)	6 (12.0)	29 (12.5)	29 (12.5)
3 (60%)	6 (11.8)	10 (19.6)	5 (10.6)	3 (06.4)	3 (07.3)	4 (09.8)	4 (09.3)	2 (04.7)	6 (12.0)	5 (10.0)	24 (10.3)	24 (10.3)

	8 weeks Basic Protocol		16 weeks Basic Protocol		20 weeks Basic Protocol		20 weeks Home Reinforcement		20 weeks In-class Use		Total	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
4 (80%)	10 (19.6)	8 (15.7)	4 (08.5)	10 (21.3)	8 (19.5)	12 (29.3)	7 (16.3)	12 (27.9)	4 (08.0)	10 (20.0)	33 (14.2)	52 (22.4)
5 (100%)	2 (03.9)	4 (07.8)	2 (04.3)	5 (10.6)	2 (04.9)	2 (04.9)	0 (00.0)	4 (09.3)	2 (04.0)	4 (08.0)	8 (03.4)	19 (08.2)
Silent												
0 (0%)	31 (60.8)	29 (56.9)	31 (66.0)	30 (63.8)	28 (68.3)	25 (61.0)	27 (62.8)	26 (60.5)	34 (68.0)	34 (68.0)	151 (65.1)	144 (62.1)
1 (20%)	12 (23.5)	15 (29.4)	6 (12.8)	10 (21.3)	7 (17.1)	5 (12.2)	14 (32.6)	11 (25.6)	10 (20.0)	9 (18.0)	49 (21.1)	50 (21.6)
2 (40%)	5 (09.8)	5 (09.8)	7 (14.9)	3 (06.4)	1 (02.4)	5 (12.2)	2 (04.7)	4 (09.3)	4 (08.0)	1 (02.0)	19 (08.2)	18 (07.8)
3 (60%)	1 (02.0)	0 (00.0)	3 (06.4)	3 (06.4)	4 (09.8)	3 (07.3)	0 (00.0)	1 (02.3)	1 (02.0)	3 (06.0)	9 (03.9)	10 (04.3)
4 (80%)	2 (03.9)	2 (03.9)	0 (00.0)	1 (02.1)	1 (02.4)	2 (04.9)	0 (00.0)	1 (02.3)	1 (02.0)	2 (04.0)	4 (01.7)	8 (03.4)
5 (100%)	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	1 (02.4)	0 (00.0)	0 (00.0)	0 (00.0)	1 (02.0)	0 (00.0)	2 (00.9)

ANNEX L

DISTRIBUTION OF STUDENTS BY OUTCOME SCORE AND ICT INTERVENTION GROUP (FILIPINO READING SCORES – FLUENCY AND PROSODY)

	8 weeks Basic Protocol		16 weeks Basic Protocol		20 weeks Basic Protocol		20 weeks Home Reinforcement		20 weeks In-class Use		Total	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
n	51		47		41		43		50		232	
	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)
Fluency												
0-9	4 (07.8)	2 (03.9)	8 (17.0)	3 (06.4)	10 (24.4)	7 (17.1)	5 (11.6)	4 (09.3)	8 (16.0)	6 (12.0)	35 (15.1)	22 (09.5)
10-19	6 (11.8)	5 (09.8)	3 (06.4)	6 (12.8)	1 (02.4)	0 (00.0)	0 (00.0)	0 (00.0)	3 (06.0)	0 (00.0)	13 (05.6)	11 (04.7)
20-29	4 (07.8)	3 (05.9)	1 (02.1)	1 (02.1)	6 (14.6)	2 (04.9)	3 (07.0)	1 (02.3)	3 (06.0)	2 (04.0)	17 (07.3)	9 (03.9)
30-39	6 (11.8)	4 (07.8)	2 (04.3)	2 (04.3)	3 (07.3)	1 (02.4)	4 (09.3)	5 (11.6)	8 (16.0)	2 (04.0)	23 (09.9)	14 (06.0)
40-49	7 (13.7)	6 (11.8)	9 (19.1)	2 (04.3)	4 (09.8)	5 (12.2)	7 (16.3)	4 (09.3)	9 (18.0)	7 (14.0)	36 (15.5)	24 (10.3)
50-59	6 (11.8)	7 (13.7)	9 (19.1)	8 (17.0)	4 (09.8)	7 (17.1)	6 (14.0)	4 (09.3)	8 (16.0)	8 (16.0)	33 (14.2)	34 (14.7)
60-69	6 (11.8)	4 (07.8)	6 (12.8)	7 (14.9)	4 (09.8)	3 (07.3)	9 (20.9)	8 (18.6)	3 (06.0)	5 (10.0)	28 (12.1)	27 (11.6)
70-79	5 (09.8)	7 (13.7)	2 (04.3)	5 (10.6)	3 (07.3)	4 (09.8)	5 (11.6)	4 (09.3)	6 (12.0)	7 (14.0)	21 (09.1)	27 (11.6)
80-89	3 (05.9)	6 (11.8)	5 (10.6)	5 (10.6)	3 (07.3)	3 (07.3)	3 (07.0)	7 (16.3)	1 (02.0)	7 (14.0)	15 (06.5)	28 (12.1)
90-99	1 (02.0)	4 (07.8)	2 (04.3)	2 (04.3)	0 (00.0)	3 (07.3)	0 (00.0)	4 (09.3)	1 (02.0)	3 (06.0)	4 (01.7)	16 (06.9)

	8 weeks Basic Protocol		16 weeks Basic Protocol		20 weeks Basic Protocol		20 weeks Home Reinforcement		20 weeks In-class Use		Total	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
100-109	2 (03.9)	2 (03.9)	0 (00.0)	5 (10.6)	2 (04.9)	3 (07.3)	0 (00.0)	1 (02.3)	0 (00.0)	3 (06.0)	4 (01.7)	14 (06.0)
110-119	1 (02.0)	1 (02.0)	0 (00.0)	0 (00.0)	1 (02.4)	2 (04.9)	0 (00.0)	1 (02.3)	0 (00.0)	0 (00.0)	2 (00.9)	4 (01.7)
130-139	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	1 (02.4)	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	1 (00.4)
140-149	0 (00.0)	0 (00.0)	0 (00.0)	1 (02.1)	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	0 (00.0)	1 (00.4)
Prosody												
0	2 (03.9)	1 (02.0)	4 (08.5)	0 (00.0)	8 (19.5)	5 (12.5)	3 (07.0)	1 (02.3)	7 (14.0)	4 (08.0)	24 (10.3)	11 (04.8)
1	4 (07.8)	3 (05.9)	6 (12.8)	2 (04.3)	2 (04.9)	2 (05.0)	3 (07.0)	1 (02.3)	2 (04.0)	1 (02.0)	17 (07.3)	9 (03.9)
2	12 (23.5)	6 (11.8)	3 (06.4)	8 (17.0)	9 (22.0)	2 (05.0)	2 (04.7)	3 (07.0)	8 (16.0)	1 (02.0)	34 (14.7)	20 (08.7)
3	17 (33.3)	25 (49.0)	17 (36.2)	20 (42.6)	9 (22.0)	13 (32.5)	20 (46.5)	16 (37.2)	16 (32.0)	23 (46.0)	79 (34.1)	97 (42.0)
4	16 (31.4)	16 (31.4)	17 (36.2)	17 (36.2)	13 (31.7)	18 (45.0)	15 (34.9)	22 (51.2)	17 (34.0)	21 (42.0)	78 (33.6)	94 (40.7)

ANNEX M

DISTRIBUTION OF STUDENTS BY OUTCOME SCORE AND ICT INTERVENTION GROUP (FILIPINO READING SCORES - COMPREHENSION)

	8 weeks Basic Protocol		16 weeks Basic Protocol		20 weeks Basic Protocol		20 weeks Home Reinforcement		20 weeks In-class Use		Total	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
n	51		47		41		43		50		232	
	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)
Oral (Timed)												
0 (0%)	5 (09.8)	2 (03.9)	9 (19.1)	3 (06.4)	10 (24.4)	8 (19.5)	5 (11.6)	3 (07.0)	7 (14.0)	4 (08.0)	36 (15.5)	20 (08.6)
1 (20%)	3 (05.9)	4 (07.8)	4 (08.5)	2 (04.3)	2 (04.9)	0 (00.0)	2 (04.7)	1 (02.3)	2 (04.0)	2 (04.0)	13 (05.6)	9 (03.9)
2 (40%)	5 (09.8)	4 (07.8)	4 (08.5)	5 (10.6)	3 (07.3)	1 (02.4)	4 (09.3)	2 (04.7)	7 (14.0)	2 (04.0)	23 (09.9)	14 (06.0)
3 (60%)	11 (21.6)	7 (13.7)	4 (08.5)	7 (14.9)	9 (22.0)	4 (09.8)	11 (25.6)	5 (11.6)	12 (24.0)	7 (14.0)	47 (20.3)	30 (12.9)
4 (80%)	17 (33.3)	17 (33.3)	17 (36.2)	14 (29.8)	11 (26.8)	14 (34.1)	14 (32.6)	14 (32.6)	15 (30.0)	14 (28.0)	74 (31.9)	73 (31.5)
5 (100%)	10 (19.6)	17 (33.3)	9 (19.1)	16 (34.0)	6 (14.6)	14 (34.1)	7 (16.3)	18 (41.9)	7 (14.0)	21 (42.0)	39 (16.8)	86 (37.1)
Oral (Untimed)												
0 (0%)	3 (05.9)	1 (02.0)	5 (10.6)	1 (02.1)	10 (24.4)	8 (19.5)	4 (09.3)	1 (02.3)	7 (14.0)	4 (08.0)	29 (12.5)	15 (06.5)
1 (20%)	2 (03.9)	3 (05.9)	3 (06.4)	3 (06.4)	1 (02.4)	0 (00.0)	1 (02.3)	1 (02.3)	2 (04.0)	2 (04.0)	9 (03.9)	9 (03.9)
2 (40%)	5 (09.8)	2 (03.9)	3 (06.4)	4 (08.5)	2 (04.9)	0 (00.0)	1 (02.3)	3 (07.0)	3 (06.0)	1 (02.0)	14 (06.0)	10 (04.3)
3 (60%)	8 (15.7)	2 (03.9)	4 (08.5)	3 (06.4)	5 (12.2)	2 (04.9)	3 (07.0)	1 (02.3)	4 (08.0)	2 (04.0)	24 (10.3)	10 (04.3)

	8 weeks Basic Protocol		16 weeks Basic Protocol		20 weeks Basic Protocol		20 weeks Home Reinforcement		20 weeks In-class Use		Total	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
4 (80%)	18 (35.3)	25 (49.0)	22 (46.8)	17 (36.2)	14 (34.1)	17 (41.5)	20 (46.5)	18 (41.9)	21 (42.0)	19 (38.0)	95 (40.9)	96 (41.4)
5 (100%)	15 (29.4)	18 (35.3)	10 (21.3)	19 (40.4)	9 (22.0)	14 (34.1)	14 (32.6)	19 (44.2)	13 (26.0)	22 (44.0)	61 (26.3)	92 (39.7)
Silent												
0 (0%)	8 (15.7)	6 (11.8)	10 (21.3)	5 (10.6)	14 (34.1)	10 (24.4)	7 (16.3)	7 (16.3)	8 (16.0)	5 (10.0)	47 (20.3)	33 (14.2)
1 (20%)	7 (13.7)	8 (15.7)	5 (10.6)	5 (10.6)	5 (12.2)	5 (12.2)	2 (04.7)	2 (04.7)	11 (22.0)	11 (22.0)	30 (12.9)	31 (13.4)
2 (40%)	6 (11.8)	13 (25.5)	6 (12.8)	6 (12.8)	5 (12.2)	6 (14.6)	8 (18.6)	7 (16.3)	8 (16.0)	8 (16.0)	33 (14.2)	40 (17.2)
3 (60%)	10 (19.6)	4 (07.8)	13 (27.7)	11 (23.4)	4 (09.8)	6 (14.6)	9 (20.9)	9 (20.9)	15 (30.0)	5 (10.0)	51 (22.0)	35 (15.1)
4 (80%)	14 (27.5)	13 (25.5)	8 (17.0)	13 (27.7)	10 (24.4)	11 (26.8)	12 (27.9)	13 (30.2)	5 (10.0)	12 (24.0)	49 (21.1)	62 (26.7)
5 (100%)	6 (11.8)	7 (13.7)	5 (10.6)	7 (14.9)	3 (07.3)	3 (07.3)	5 (11.6)	5 (11.6)	3 (06.0)	9 (18.0)	22 (09.5)	31 (13.4)

ANNEX N

PERCENTAGE OF STUDENTS WHO ACHIEVED READING FLUENCY AND COMPREHENSION BENCHMARKS (SEX, SES, CONFIDENCE)

	n	ENGLISH						FILIPINO					
		Fluency (40+ wcpm)		Comprehension (60%+)		Both Fluency and Comprehension		Fluency (40+ wcpm)		Comprehension (60%+)		Both Fluency and Comprehension	
		Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
		No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)
Sex													
Female	113	54.9 (45.6)	77.9 (70.1)	17.7 (10.6)	33.6 (24.8)	15 (8.4)	33.6 (24.8)	67.3 (58.5)	85 (78.3)	71.7 (63.2)	85.8 (79.3)	61.1 (51.9)	79.6 (72.1)
Male	119	44.5 (35.5)	61.3 (52.5)	13.4 (7.2)	26.1 (18)	11.8 (5.9)	24.4 (16.5)	57.1 (48.1)	67.2 (58.7)	66.4 (57.8)	77.3 (69.7)	52.7 (43)	65.5 (56.9)
Socio-economic Status													
Low SES	106	43.4 (33.8)	65.1 (55.9)	10.4 (4.5)	21.7 (13.7)	9.4 (3.8)	21.7 (13.7)	54.7 (45.1)	71.7 (63)	62.3 (52.9)	78.3 (70.3)	48.1 (38.4)	66 (56.9)
High SES	126	54.8 (46)	73 (65.2)	19.8 (12.8)	36.5 (28)	16.7 (10.1)	34.9 (26.5)	68.3 (60)	79.4 (72.2)	74.6 (66.9)	84.1 (77.7)	63.5 (55)	77.8 (70.4)

	n	ENGLISH						FILIPINO					
		Fluency (40+ wcpm)		Comprehension (60%+)		Both Fluency and Comprehension		Fluency (40+ wcpm)		Comprehension (60%+)		Both Fluency and Comprehension	
		Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
		No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)	No. (%)
Confidence in using Tablet													
1 – Not experience	34	44.1 (26.5)	64.7 (47.8)	8.8 (1.2)	29.4 (13.3)	5.9 (2.5)	29.4 (13.3)	52.9 (35.3)	70.6 (54.5)	52.9 (35.3)	73.5 (57.9)	41.2 (23.7)	64.7 (47.8)
2 – Not confident	53	41.5 (27.8)	64.2 (50.8)	20.8 (9.5)	26.4 (14.1)	17 (6.5)	26.4 (14.1)	56.6 (42.8)	77.4 (65.7)	69.8 (57)	79.2 (68)	54.7 (40.9)	73.6 (61.3)
3 – Quite confident	71	54.9 (43.1)	77.5 (67.5)	21.1 (11.4)	35.2 (23.8)	18.3 (9.1)	32.4 (21.2)	67.6 (56.4)	80.3 (70.8)	76.1 (65.9)	84.5 (75.9)	63.4 (51.9)	76.1 (65.9)
4 – Very confident	74	52.7 (41.1)	67.6 (56.6)	9.5 (2.6)	27 (16.7)	9.5 (2.6)	27 (16.7)	64.9 (53.7)	73 (62.6)	68.9 (58.1)	83.8 (75.2)	58.1 (46.6)	71.6 (61.1)

ANNEX O

COMPARISON OF BASELINE AND ENDLINE READING SCORES ACROSS RESEARCH GROUPS

I. Fluency

	Filipino					
Category	48.28	53.35	7.65	0.005	*	0.47
8 Weeks	46.68	57.07	13.09	<0.001	*	0.79
16 Weeks	41.42	54.75	16.58	<0.001	*	1.03
20 Weeks	51.02	53.48	10.69	<0.001	*	0.66
Home Reinforcement	40.76	52.57	16.91	<0.001	*	1.07
In-Class Use	48.28	53.35	7.65	0.005	*	0.47

English					
Baseline	Endline	Gain	p-value		Effect Size
45.70	54.39	8.69	0.010	*	0.44
43.98	59.48	15.50	<0.001	*	0.77
38.17	59.64	21.47	<0.001	*	1.11
42.79	60.06	17.27	<0.001	*	0.88
35.66	55.12	19.46	<0.001	*	1.02

II. Prosody

	Filipino					
Category	Baseline	Endline	Gain	p-value		Effect Size
8 Weeks	2.80	3.03	0.23	0.316		0.26
16 Weeks	2.79	3.13	0.34	0.054	*	0.38
20 Weeks	2.41	2.83	0.42	0.012	*	0.48
Home Reinforcement	2.95	3.30	0.35	0.05	*	0.40
In-Class Use	2.68	3.17	0.49	<0.001	*	0.57

English					
Baseline	Endline	Gain	p-value		Effect Size
2.41	2.68	0.27	0.166		0.30
2.47	2.81	0.34	0.046	*	0.38
2.05	2.55	0.50	0.001	*	0.58
2.44	2.94	0.50	0.001	*	0.57
2.16	2.69	0.53	<0.001	*	0.62

III. Reading Comprehension (Timed)

Category	Filipino					
	Baseline	Endline	Gain	p-value		Effect Size
8 Weeks	64.31	71.84	7.53	0.164		0.30
16 Weeks	58.30	72.04	13.74	0.001	*	0.54
20 Weeks	53.17	67.20	14.03	0.002	*	0.57
Home Reinforcement	62.33	78.21	15.88	<0.001	*	0.64
In-Class Use	58.80	75.68	16.88	<0.001	*	0.70

English					
Baseline	Endline	Gain	p-value		Effect Size
22.75	32.52	9.77	0.045	*	0.37
19.57	31.78	12.21	0.011	*	0.46
21.46	32.89	11.43	0.027	*	0.44
13.02	36.81	23.79	<0.001	*	0.91
19.60	28.08	8.48	0.101		0.33

IV. Reading Comprehension (Untimed)

Category	Filipino					
	Baseline	Endline	Gain	p-value		Effect Size
8 Weeks	71.76	78.75	6.99	0.158		0.30
16 Weeks	67.66	79.20	11.54	0.004	*	0.49
20 Weeks	59.02	69.21	10.19	0.023	*	0.45
Home Reinforcement	75.35	83.13	7.78	0.134		0.34
In-Class Use	67.60	78.34	10.74	0.004	*	0.48

English					
Baseline	Endline	Gain	p-value		Effect Size
34.51	41.65	7.14	0.287		0.27
26.81	39.41	12.60	0.008	*	0.47
29.27	39.67	10.40	0.06		0.40
28.84	45.82	16.98	<0.001	*	0.64
27.60	36.73	9.13	0.066		0.35

V. Silent Reading

Category	Filipino					Effect Size
	Baseline	Endline	Gain	p-value		
8 Weeks	52.94	54.06	1.12	1		0.04
16 Weeks	48.09	59.43	11.34	0.074		0.36
20 Weeks	40.00	46.94	6.94	0.744		0.23
Home Reinforcement	54.88	60.78	5.90	1		0.19
In-Class Use	42.80	53.26	10.46	0.075		0.35

Category	English					Effect Size
	Baseline	Endline	Gain	p-value		
8 Weeks	12.94	14.90	1.96	1		0.10
16 Weeks	12.34	12.80	0.46	1		0.02
20 Weeks	12.20	17.93	5.73	0.365		0.28
Home Reinforcement	8.37	12.37	4.00	1		0.20
In-Class Use	10.00	13.05	3.05	1		0.15

**Significant at 0.05*

ANNEX P

COMPARISON OF BASELINE AND ENDLINE READING SCORES BY SEX, SES, AND CONFIDENCE LEVEL IN USING TABLETS

I. Fluency

Category	Filipino						English					
	Baseline	Endline	Gain	p-value		Effect Size	Baseline	Endline	Gain	p-value		Effect Size
Sex												
Female	50.84	67.36	16.52	<0.001	*	50.84	46.74	66.63	19.89	<0.001	*	1.02
Male	40.68	50.28	9.60	<0.001	*	40.68	36.17	49.31	13.14	<0.001	*	0.68
Socio-economic Status												
Low SES	42.91	56.11	13.20	<0.001	*	42.91	38.41	54.77	16.36	<0.001	*	0.79
High SES	47.92	60.30	12.38	<0.001	*	47.92	43.76	59.83	16.07	<0.001	*	0.78
Confidence Level												
1 – Not experience	38.14	51.25	13.11	<0.001	*	38.14	34.42	48.86	14.44	<0.001	*	0.67
2 – Not confident	45.77	59.11	13.34	<0.001	*	45.77	40.42	56.81	16.39	<0.001	*	0.80
3 – Quite confident	49.10	62.32	13.22	<0.001	*	49.10	46.88	65.67	18.79	<0.001	*	0.95
4 – Very confident	45.64	58.55	12.91	<0.001	*	45.64	39.79	56.23	16.44	<0.001	*	0.83

II. Prosody

Category	Filipino					Effect Size
	Baseline	Endline	Gain	p-value		
Sex						
Female	2.99	3.29	0.30	0.001	*	0.34
Male	2.49	2.92	0.43	<0.001	*	0.50
Socio-economic Status						
Low SES	2.59	3.06	0.47	<0.001	*	0.51
High SES	2.85	3.12	0.27	0.002	*	0.29
Confidence Level						
1 – Not experience	2.50	2.93	0.43	0.037	*	0.45
2 – Not confident	2.77	3.07	0.30	0.069		0.33
3 – Quite confident	2.75	3.20	0.45	<0.001	*	0.51
4 – Very confident						

English					
Baseline	Endline	Gain	p-value		Effect Size
2.57	3.01	0.44	<0.001	*	0.51
2.07	2.46	0.39	<0.001	*	0.45
2.15	2.70	0.55	<0.001	*	0.59
2.44	2.72	0.28	0.001	*	0.31
2.15	2.43	0.28	0.373		0.29
2.43	2.62	0.19	0.542		0.21
2.42	2.83	0.41	0.001	*	0.46
2.19	2.88	0.69	<0.001	*	0.78

III. Reading Comprehension (Timed)

Category	Filipino					
	Baseline	Endline	Gain	p-value		Effect Size
Sex						
Female	62.48	75.31	12.83	<0.001	*	0.52
Male	56.81	70.89	14.08	<0.001	*	0.57
Socio-economic Status						
Low SES	55.09	69.35	14.26	<0.001	*	0.54
High SES	63.33	76.38	13.05	<0.001	*	0.50
Confidence Level						
1 – Not experience	48.82	62.99	14.17	0.011	*	0.52
2 – Not confident	59.25	74.14	14.89	<0.001	*	0.57
3 – Quite confident	65.35	75.55	10.20	0.003	*	0.41
4 – Very confident	59.19	74.18	14.99	<0.001	*	0.60

Category	English					
	Baseline	Endline	Gain	p-value		Effect Size
Sex						
Female	21.24	35.90	14.66	<0.001	*	0.56
Male	17.65	28.03	10.38	<0.001	*	0.40
Socio-economic Status						
Low SES	14.34	23.22	8.88	0.002	*	0.32
High SES	23.65	39.49	15.84	<0.001	*	0.57
Confidence Level						
1 – Not experience	14.12	31.31	17.19	0.002	*	0.60
2 – Not confident	21.51	33.26	11.75	0.009	*	0.43
3 – Quite confident	25.63	37.23	11.60	0.001	*	0.44
4 – Very confident	14.32	28.11	13.79	<0.001	*	0.52

IV. Reading Comprehension (Untimed)

Category	Filipino					
	Baseline	Endline	Gain	p-value		Effect Size
Sex						
Female	70.80	80.32	9.52	<0.001	*	0.42
Male	66.22	75.29	9.07	<0.001	*	0.40
Socio-economic Status						
Low SES	63.58	75.01	11.43	<0.001	*	0.47
High SES	72.54	80.07	7.53	0.001	*	0.31
Confidence Level						
1 – Not experience	60.00	67.76	7.755693	0.293		0.31
2 – Not confident	66.42	77.90	11.47905	0.002	*	0.48
3 – Quite confident	71.27	79.88	8.609674	0.007	*	0.37
4 – Very confident	71.08	80.26	9.18242	0.003	*	0.40

Category	English					
	Baseline	Endline	Gain	p-value		Effect Size
Sex						
Female	30.97	44.02	13.05	<0.001	*	0.50
Male	28.07	37.31	9.24	<0.001	*	0.35
Socio-economic Status						
Low SES	25.28	32.49	7.21	0.017	*	0.26
High SES	33.02	47.64	14.62	<0.001	*	0.52
Confidence Level						
1 – Not experience	19.41	36.25	16.84	0.003	*	0.58
2 – Not confident	33.96	43.72	9.76	0.045	*	0.35
3 – Quite confident	36.62	46.94	10.32	0.005	*	0.39
4 – Very confident	24.05	33.78	9.73	0.008	*	0.36

V. Silent Reading

Category	Filipino					English					
	Baseline	Endline	Gain	p-value	Effect Size	Baseline	Endline	Gain	p-value	Effect Size	
Sex											
Female	48.67	54.69	6.02	0.08	0.20	11.68	14.96	3.28	0.18	0.16	
Male	47.06	53.17	6.11	0.06	0.20	10.76	12.89	2.13	0.51	0.10	
Socio-economic Status											
Low SES	44.53	50.36	5.83	0.14	0.18	7.74	14.25	6.51	0.01	0.30	
High SES	50.63	57.80	7.17	0.03	*	0.22	14.13	13.63	-0.50	1.00	-0.02
Confidence Level											
1 – Not experience	37.65	49.17	11.52	0.20	0.34	5.29	7.50	2.211884	1.00	0.10	
2 – Not confident	46.79	57.06	10.27	0.09	0.32	10.57	12.26	1.689397	1.00	0.08	
3 – Quite confident	53.80	59.47	5.67	0.50	0.18	17.18	19.86	2.677573	1.00	0.13	
4 – Very confident	47.57	47.95	0.38	1.00	0.01	8.65	11.94	3.288783	0.70	0.16	

**Significant at 0.05*

ANNEX Q

QUALITATIVE DATA SUMMARY OF RESPONSES (SCHOOL HEADS AND TEACHERS)

Question: How did your students respond to the tablets? What do you think the students appreciate the most about being able to access the tablet, the app, and the PDFs of Leveled Readers

School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8
Pupils are excited and curious since most of them are first time users of tablets. They appreciate being given the opportunity to use the device.	Pupils are excited because tablets are something new for them. They enjoy all the activities particularly Spelling.	Happy and eager to go to school which resulted to increased attendance rate	Overwhelmed because many of the pupils do not know how to manipulate the tablet	Excited since only very few students have used tablets before; Parents were anxious when they found out that students will take home the tablets.	Pupils were happy and excited. They want to use the device every day and enjoyed all the activities and reading on the tablet.	Excited and the students enjoyed using the tablets very much. They enjoy most those activities that improve their phonological awareness (Text select and Image Select).	Pupils and parents were happy when they found out about the project but thought that each student will receive one tablet each. But they still appreciate that they were given the opportunity to use the tablets.

Question: What other things do you think that your students have learned from using the tablet – beyond those skills that were literacy related?

School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8
Digital literacy and leadership skills - those who are more knowledgeable help their other classmates.	Spelling skills improved the most; Digital literacy because of the student's new ability to manipulate the tablet	Students learned how to make and write sentences. They also learned how to make rules on how to take care of the tablets.	Learned new words and new kinds of tests (e.g., sequencing events)	Digital literacy, listening skills, and study skills (students became independent learners)	Love and greater interest for reading; students felt very privilege	Pupils learned to enjoy learning on their own.	Reading skills definitely improved especially among frustrated readers. They like imitating the sounds.

Question: Do you think that the use of tablet computers helped you in improving reading instruction in your classroom? How did the tablets help or supplement the children's literacy learning?

School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8
Yes. The Vernacular app helped those who are poor in reading because of the emphasis on the use of sounds.	Yes. There is an increased motivation among students (the trophy makes the children motivated and competitive with each other)	Yes. The enhanced interest and personal responsibility given to the pupils made managing them easier. Slow readers were also given more time to read and finish the activities so they could catch up.	Yes. Students became more motivated and developed better listening skills and awareness on the sounds of words. There is also better mastery of lessons since student scores improved.	Yes. Students became more interested to read and had more initiative to read on their own	Yes. Slow learners were able to catch up with the others because they can go back to the lessons and repeat them. The advanced learners were able to do advance reading.	Yes. In the special science class, students became faster and better readers. More significant was the improvement on the phonological awareness from the other classes.	Yes. Struggling learners benefitted more in using the tablets since the activities in the app are more suited for them. They were less bored and enjoy manipulating the device. Pictures and sounds make learning more attractive. Boys also seem better users of tablets than girls.

Question: What were some challenges that you experienced during the implementation of the ICT Pilot?

School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8
Loss of 1 charger and 1 headset; The struggle was only during the first few weeks of implementation because most pupils were too excited for their turn to use the tablet. Some were peeping on others who were using the tablet.	Sequencing events activity was difficult; charging the tablets was also challenging due to lack of outlets	Students helped in crafting tablet usage rules so it was not very challenging to manage them. Tablets are useful also when classes are suspended so that other students won't be left behind in the lesson.	Errors in the Vernacular app: "l" to "p"; Not much challenges because Basa staff is approachable and has always been available for help.	The idea of bringing the tablets home was initially challenging because parents cannot afford to replace them in case of loss or breakage. But the parents were really cooperative in the project because they see its benefits.	Since our tablets were taken home, some pupils used the internet to use YouTube and Facebook. Others also used the tablets for taking photos. Some siblings also want to borrow the tablets from our students.	Sometimes the tablets would hang and we have to restart them. There are also glitches (letter "l" becoming "p"). Students also found the sequencing activity difficult. It would be better if there are also pictures or at least add a sequencing activity using images first (i.e., progression of difficulty).	Main challenge is charging the tablets and monitoring the accessories. We lost 3 chargers and 1 headset. Some students did not put the accessories in the proper boxes after using them.

Question: If DepEd were to implement the use of the app and tablets in succeeding school years, what other suggestions would you have to improve the processes and/or content based on their experience with the pilot?

School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8
Add Q1 and Q2 activities; Consider that the teacher must be ICT literate so older teachers should be trained	Add exercises that students can type, draw conclusions, make inferences, form simple sentences; DepEd must continue the use of tablets so that public students are not left behind by private schools; Tablets will also help avoid back problems among students who carry heavy books	Add educational videos and other activities in the tablet to make it more exciting; Pupils from higher grade levels, particularly the struggling readers, may also benefit from the activities in the tablet	Each teacher and all grade levels should be given the opportunity to use tablets since we all need to develop 21st century skills; Include app for other subjects such as Math and Science but make sure that they are developmentally appropriate	Consider Grades 1-3 as the beneficiaries because other pupils are also interested to experience learning and reading via tablets.	Have 1:1 student to tablet ratio and add more apps for all the subjects; Consider implementing a similar intervention for lower grade levels since they get jealous with the Grade 3 pupils	Have 1:1 student to tablet ratio to avoid jealousy among pupils; Continue the periodic monitoring and make sure that teachers are committed; Add more comprehension activities such as cause and effect, noting details, and identifying main ideas; Other grade levels may also benefit from the use of tablets	Have 1:1 student to tablet ratio; Fix the errors ("l" to "p"); Use also the tablets before the lesson so that students can participate more in class; Add additional apps for Math and Science; Add some videos that students can watch as motivation before the class

ANNEX R

QUALITATIVE DATA SUMMARY OF RESPONSES (PUPILS)

Question: How did you use the tablets in school?

School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8
Reading and using the Vernacular app	Reading and using the Vernacular app. We took utmost care of the tablet - not dropping it and not eating when using it.	Reading and using the Vernacular app	Reading and using the Vernacular app: we learned to spell better but sequencing events is new to us	Reading and using the Vernacular app	Reading and using the Vernacular app	Reading and using the Vernacular app	Reading and using the Vernacular app

Question: How often do you normally use the tablets in a week?

School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8
2x a week	2x a week	Daily	Daily	Daily	Daily	2x a week	2x a week

Question: Do you already know how to use a tablet previously? If not, how did you learn how to use it?

School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8
Yes (3 out of 5) - Learned using the tablets in school with the help of teacher and classmates	Yes. Tablets are used for playing games, browsing through the Internet (Youtube and Facebook), and	Yes (3 out of 5) - Learned using the tablets in school with the help of teacher and classmates	No - Teacher taught them how to use the tablets	Yes (2 out of 5) - Learned using the tablets in school with the help of teacher and	Yes. Tablets are used for playing games, browsing through the Internet (Youtube /	Yes (4 out of 6) - Learned using the tablets in school with the help of teacher and	Yes (4 out of 6) - Learned using the tablets in school with the help of teacher and classmates

School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8
	taking photos.			classmates	Facebook), and taking photos.	classmates	

Question: Do you think that using the tablet helped you learn how to read?

School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8
Yes, we learned to read.	Yes, it helped in recalling the story and learning how much we know about them.	Yes, we can repeat the difficult activities. We learned proper pronunciation (e.g., turbine).	Yes, using tablets enhanced our confidence in reading.	Yes. We can practice reading repeatedly and even when at home.	Yes. We can zoom the letters in the tablet and easier to look for stories and pages.	Yes. The words and sentences help us in practicing how to read.	Yes. We can read our lessons before and after we discuss them in class.

Question: What is your most favorite activity in the tablet? Why?

School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8
Spelling, because not so difficult unlike Sequencing Events.	Spelling and Sequencing Events because they make us think.	Spelling, but only those that do not have errors.	Spelling, because we learned new words and how to pronounce them.	Spelling, we like the audio feedback for each word.	Spelling, because we learned new words through the pictures.	Spelling and sequencing events because we learned new words.	Spelling, because of the pictures and sounds.

Question: If you were to add activities or books in the tablet, what would you add?

School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8
Math and Science games; Activities (seat work) that are done in class must also be in the tablet	Other books or stories, put a dictionary app, more games, jokes, and an encyclopedia	More games (Wordscape and charades), Shareit app for file sharing, and other books for various subjects	Have internet connection in school, more books, and more games in the tablet (word puzzle)	More books (fairy tales, Disney stories) and games in Ilocano / mother tongue	More stories (fairy tales and fables) and practical games like road sign awareness	More books and games in the tablet that are related to the subjects taken in class such as Math, Science, Mother Tongue, and ESP	More books (fairy tales); Make activities where students can type (fill in the blanks), matching activity on synonyms and antonyms

Question: Should using the tablet and the app be continued in your school? Why?

School 1	School 2	School 3	School 4	School 5	School 6	School 7	School 8
Yes, learning through tablets is easier but there must be more contents.	Yes, we learn more. It is easier to search for page numbers in the tablet. Classmates who have difficulty reading benefit from pictures in the tablet. But tablets must be charged always.	Yes, tablets help us learn and be more interested in the lessons.	Yes, so we can learn more, read better, and more chance to use gadgets that we do not have.	Yes, to develop reading skills. But the screen must be bigger.	Yes, because tablets are more interesting (pictures can be zoomed) than books which can be easily damaged. If students do not have anything do, they can use the tablets to learn.	Yes, tablets help us in studying. It is better to read in the tablet first and answer the activities before class discussion so that we are more prepared to participate.	Yes, Grade 1 and above will benefit from using tablets because they can learn different activities and easier to answer than copying everything on paper.

Additional Questions for the In-Class App Use (Teacher Reinforcement) Group:

Questions	School 1	School 2
<i>Last month, how often did your teacher explain the answers in the Vernacular app?</i>	It depends on the lesson but our teacher always explains the answers when we ask her.	Teacher explains lessons in the app every week.
<i>Do you learn anything new when the teacher explains the answers in the app?</i>	Yes, we learn new words and how to pronounce them.	Yes, we learn a lot of new things in class like spelling.
<i>Do you think that your teacher's explanation of the answers in the Vernacular app help your class? How?</i>	Yes, because we already know the answers. We can participate in class more.	Yes, because we understand better the answers like in sequencing events.

Additional Questions for the Home Reinforcement Group:

Questions	School 1	School 2
<i>When did you take home the tablet?</i>	Sembreak and Christmas break (October and December)	Sembreak and Christmas break (October and December)
<i>How often do you use the tablet at home?</i>	Daily	Daily
<i>What did you do with the tablet when you took it home?</i>	Reading old and new lessons; Using the Vernacular app	Reading old and new lessons; Using the Vernacular app
<i>Do you think students must be allowed to bring home the tablet? Why?</i>	Yes, if there are parents to keep the tablet.	Yes, so that students can still learn and read even when at home.

ANNEX S

QUALITATIVE DATA SUMMARY OF RESPONSES (PARENTS)

Questions	School 1	School 2
<i>Has your child used a tablet or computer prior to the intervention?</i>	Yes, but the tablet is already broken.	Yes, her older sister uses it for school.
<i>How did your child use the tablet at home? How often did he/she use it?</i>	Every morning for about an hour to answer in the Vernacular app then in the afternoon to practice reading	Every other day 30 minutes to answer in the Vernacular app but reading is every night at least 10 minutes
<i>How did you take care of the tablet? (safekeeping, storage, charging)</i>	I keep the tablet in a drawer with lock inside our bedroom each time the child was done using it. We also did not disclose to our neighbors and relatives that we received a tablet from the school.	I kept the tablet in a durabox with lock inside our bedroom. I charge the tablet and make sure that we follow the 20% minimum and 80% maximum levels.
<i>In what way do you think that the tablet has helped your child?</i>	My child already knows how to read so the tablets were more useful in learning new and difficult words, especially in English. Her younger sibling also watches her sister while she uses the tablet.	Even if she already knows how to read before, I recognized that she became faster in English. Her pronunciation also improved for both English and Filipino words.
<i>Should DepEd continue to allow students to use tablets in school? Why?</i>	Yes, it enables all students to experience using new technology especially in our community wherein gadgets are not common (in our village, not all homes even have television and our neighbors would sometimes go to our place to watch)	Yes, tablets can motivate students to read and enjoy learning through educational games.
<i>Should DepEd continue to allow students to bring home the tablets? Why?</i>	Yes, but there should also be a larger screen and keyboard, or perhaps provide a laptop instead, so that children can also practice typing.	Yes, but it would be better if the tablets will be left with the students so that they can continue learning through them.

ANNEX L.

BASA PILIPINAS PUBLIC-PRIVATE PARTNERSHIPS (PPP)-GENERATED LEVERAGED RESOURCES

BASA PILIPINAS LEVERAGE REPORT

REPORTING PERIOD: JANUARY 1, 2013 – SEPTEMBER 30, 2015

This narrative summary details resources leveraged by Basa Pilipinas from inception to the end of the 3rd Quarter 2015.

As of September 30, 2015 the project's combined value of leveraged resources has exceeded the 10% target of the total project value by leveraging **\$5,294,822** from our established partners: Brother's Brother Foundation (BBF), Petron Foundation and the National Bookstore Foundation (NBSF). Leveraged resources range from in-kind contributions such as supplementary reading materials in English donated by major US publishers, school supplies for K to Grade 3 students to cash donations allocated for the procurement of books appropriate for early graders.

BROTHERS BROTHER FOUNDATION (BBF)

BBF is a US-based non-profit organization focusing on the provision of high quality supplementary English materials for early grades around the world. This long-standing EDC partner has so far contributed the largest share of leveraged resources to the project - a total of **867,224** units of reading materials with the total value of **\$5,129,465**.

In 2013, Basa received 242,838 units of reading materials for Cebu and La Union divisions valued at \$2,108,497. During 2014, Basa received additional 624,386 units of reading materials valued at \$3,020,968 allocated for Bohol, Ilocos Sur and Ilocos Norte divisions respectively. All donated materials are distributed by Basa program through "book shopping" activities scheduled and coordinated jointly with DepEd division offices and hosted at public elementary schools. The distribution of the second batch is still ongoing and anticipated to finish in the fourth quarter of 2015.

PETRON FOUNDATION (PFI)

In December 2013, PFI has allocated **Php 5,753,166** (equivalent to **\$129,634**) in cash to Basa Pilipinas for the procurement of **47,530** supplementary books (Big books and Small books) from Adarna House for Grade 1-3 students. During December 2-10, 2013, Basa distributed 44,430 books at the teacher trainings in Cebu and La Union. In January-February, 2014 Basa distributed additional 3,100 books to Grade 3 teachers.

NATIONAL BOOKSTORE FOUNDATION (NBSF)

During the 3rd quarter of 2015, NBSF has donated **31,708** back-to-school supply kits for K-Grade 3 students for Ilocos Norte division in the total amount of **Php 1,585,400** (equivalent to **\$35,723**). The kits were distributed during the week of August 17-20, 2015 to 318 public elementary schools in 21 school districts of Ilocos Norte division. Each back-to-school supply kit valued at Php 50 (each) contains the following items:

- Four (4) notebooks – 80 leaves per item, size: 146mm x 198 mm
- Four (4) pencils
- Two (2) pencil sharpeners
- Two (2) erasers

LEVERAGE SUMMARY

Project Name Basa Pilipinas
EDC Project No. 11638
Sponsor USAID
Contract Number AID-492-C-13-00004
Project Period January 1, 2013-December 30, 2016
Period Covered January 2013-September 2015

Date Leverage Received	Organization	Description	Current Period (PHP)	Current Period (USD)
1 08/16/2013	Brother's Brother Foundation	190,015 English supplementary reading materials for Cebu province	n/a	\$ 1,285,839
2 12/16/2013	Brother's Brother Foundation	52,823 English supplementary reading materials for La Union	n/a	\$ 822,658
3 06/10/2014	Brother's Brother Foundation	32,162 English supplementary reading materials for Bohol	n/a	\$ 357,684
4 06/30/2014	Brother's Brother Foundation	270,000 English supplementary reading materials for Ilocos Sur	n/a	\$ 1,158,810
5 06/30/2014	Brother's Brother Foundation	322,224 English supplementary reading materials for Ilocos Norte	n/a	\$ 1,504,474
6 12/2/2013	Petron Foundation	47,530 Grade 1-3 Small and Big Books from Adarna House	PHP 5,753,166	\$ 129,634
7 7/31/2015	National Book Store Foundation	31,708 School Supply Kits (Kinder to Grade 3) for Ilocos Norte	PHP 1,585,400	\$ 35,723
Total			PHP 7,338,566	\$ 5,294,822

Total Leverage for this Period	PHP 7,338,566	\$ 5,294,822
Total Leverage Reported in Previous Period	PHP -	\$ -
Total Leverage to Date	PHP 7,338,566	\$ 5,294,822

Prepared By:

Carolynn Fruto

10/27/2015

Carolynn Fruto

Sr. Operations Manager

Date

Reviewed By:

Ilya Son

10-29-2015

Ilya Son

Deputy Chief of Party/Operations

Date

Approved By:

Marcial Salvatierra

Marcial Salvatierra

Chief of Party

Date

ANNEX M.

**DEPED ORDERS AND REGIONAL
AND DIVISION MEMOS
SUPPORTED BY BASA PILIPINAS**



Republic of the Philippines
Department of Education

07 JUN 2016

DepEd ORDER
No. 35, s. 2016

**THE LEARNING ACTION CELL AS A K TO 12 BASIC EDUCATION PROGRAM
SCHOOL-BASED CONTINUING PROFESSIONAL DEVELOPMENT STRATEGY
FOR THE IMPROVEMENT OF TEACHING AND LEARNING**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary Schools Heads
All Others Concerned

1. In line with the implementation of Republic Act No. 10533, or the *Enhanced Basic Education Act of 2013*, the Department of Education (DepEd) issues the enclosed policy on **The Learning Action Cell (LAC) as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning**.
2. Through this policy, the DepEd fully supports the continuing professional development of its teaching personnel based on the principle of lifelong learning and DepEd's commitment to the development of teachers potential aimed towards their success in the profession. This can be done through the school-based LAC, which primarily functions as a professional learning community for teachers that will help them improve practice and learner achievement.
3. This policy will remain in force and effect unless sooner repealed, amended, or rescinded. All issuances inconsistent with this Order are hereby rescinded.
4. Immediate dissemination of and strict compliance with this Order is directed.


BR. ARMIN A. LUISTRO FSC
Secretary

Encl.: As stated
Reference: MECS Memorandum No. 74, s. 1985
To be indicated in the Perpetual Index
under the following subjects:

POLICY
STUDENT

STRAND: Curriculum and Instructions
TEACHERS

Madel: DO Learning Action Cell
0382-May 31, 2016/6-2

**THE LEARNING ACTION CELL (LAC) AS A K TO 12 BASIC EDUCATION
PROGRAM SCHOOL-BASED CONTINUING PROFESSIONAL DEVELOPMENT
STRATEGY FOR THE IMPROVEMENT OF TEACHING AND LEARNING**

I. Rationale

1. As an institution of learning, the Department of Education (DepEd) works to protect and promote the right of Filipinos to quality basic education that is equitable, culture-based, and complete, and allows them to realize their potential and contribute meaningfully to building the nation. The investment of the DepEd in the development of human potential is a commitment it makes not only to its learners but also its teachers. Towards this end, the DepEd fully supports the continuing professional development of its teaching personnel based on the principle of lifelong learning and the view of the teaching profession as one that “requires teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study” (UNESCO 1966).

2. The DepEd also recognizes that the quality of learning is greatly influenced by the quality of teaching. Therefore, it is imperative for the DepEd to hire good teachers and to support their development in the teaching profession. Organizing **professional learning communities** will aid teachers in the construction of new knowledge about instruction as well as in revising traditional beliefs and assumptions about education, community, teaching, and learning (Little 2003) to suit the present needs of learners. Affirmative bases for this policy are also drawn from the learnings of many interventions in education such as the Program for Decentralized Education (PRODED), Third Elementary Education Project (TEEP), Secondary Education Development and Improvement Project (SEDIP) as well as empirical studies on similar professional development programs that demonstrate that teachers’ participation in professional development activities have a positive impact on teachers’ beliefs and practices, students’ learning, and the implementation of educational reforms (UNESCO ISO 2006).

3. Successful teaching is a result of the systematic use of appropriate

strategies for delivering and assessing the learning objectives targeted for each lesson (UNESCO GMR 2014). Successful teachers 1) possess a good grasp of content which they can consequently convert to sound learning objectives, 2) are able to select and implement the most effective instructional strategies and materials to teach the identified content objectives, 3) make instructional decisions on the basis of formative assessment results, 4) promote sincerely their students' learning and holistic development, and 5) are professional and ethical in the conduct of their work (Stronge 2007).

4. Different methods of teacher professional development are implemented throughout the DepEd to improve teaching-learning processes. However, most of these are top-down processes wherein expert knowledge is shared or transferred. Examples of these are lectures or workshops during cascaded or echoed teacher training and short-term courses. Other top-down training programs are done over time such as scholarships, and distance learning programs.

5. Though existing in some schools or divisions in the DepEd, there are fewer instances of bottom-up teacher professional development programs where colleagues study content and pedagogies together, plan lessons collaboratively, and conduct action research as a group. Examples of these are school-based learning action cells, teaching circles, communities of practice, and lesson study.

II. Policy Statement

6. Good educational systems ensure that opportunities for both approaches to professional development programs are available and accessible to teachers (Whitehouse 2011). It is therefore incumbent upon the DepEd to ensure teachers' continuing professional development (CPD) within the framework of School-Based Management (SBM) and embodied in the School Improvement Plans (SIPs). As such, this policy highlights the fact that the locus of learner development is at the school where deliberate measures must be taken to improve student learning outcomes.

7. In effect, action points that directly address the quality of teaching-learning processes must be included in the SIP. The space and opportunities for

teachers to collegially discuss strategies that will lead to better teaching and learning processes can be integral to SIPs. Further, this policy reiterates that good teaching is the primary job of teachers and supporting CPD is one of the most vital functions of school heads/principals.

8. In this policy, the DepEd institutionalizes Learning Action Cells (LACs) that aim to develop and support successful teachers by nurturing their knowledge, attitudes, and competencies in terms of curriculum, instruction, and assessment in their work stations.

9. In the DepEd, a **Learning Action Cell** is a group of teachers who engage in collaborative learning sessions to solve shared challenges encountered in the school facilitated by the school head or a designated LAC Leader. LACs will become the school-based communities of practice that are positive, caring, and safe spaces.

10. Key aspects of the process are ongoing collaborative learning or problem solving within a shared domain of professional interest, self-directed learning, reflective practice leading to action and self evaluation, and collective competence. The following are the objectives of this policy:

10.1 to improve the teaching-learning process that will lead to improved learning among the students;

10.2 to nurture successful teachers;

10.3 to enable teachers to support each other to continuously improve their content and pedagogical knowledge, practice, skills, and attitudes; and

10.4 to foster a professional collaborative spirit among school heads, teachers, and the community as a whole.

11. LACs are the most cost-effective CPD process but may entail some expenses for meetings and handouts. Funds for the LACs may be sourced from the school's Maintenance and Other Operating Expenses (MOOE), subject to its utilization guidelines. Other resources may be generated by the school or schools divisions to support LACs as these endeavor to upgrade the quality of teaching and learning in their respective schools.

III. Learning Action Cell (LAC)

A. Theoretical Framework

12. This policy provides the framework and enabling mechanisms for the conduct and implementation of LACs in schools or in clusters if multigrade schools prefer to conduct them by cluster. It is directed towards improving teacher knowledge, skills, and attitudes based on established competencies linked to the K to 12 Curriculum.

13. The theoretical framework in Figure 1 shows that communities of practice, in this case, LACs, enable teachers to do collaborative planning, problem solving, and action implementation that will lead to improved teachers' knowledge, skills, and attitudes that will consequently and significantly improve student learning and development.



Figure 1. Theoretical Framework of the Learning Action Cell (LAC)

B. Topics for LAC Sessions

14. The content of LAC sessions may be determined by the teachers themselves under the general guidance of the school head or LAC leader. This may be done through needs assessment, the results of which should assist the LAC in listing their priority areas of learning.

15. Special emphasis must be made on some key features of the K to 12 Basic Education Program. It is important that the teacher-identified topics are consistent with the following broad areas of discussion that enliven the features of the K to 12 Basic Education Program as articulated in Republic Act (R.A.) No.10533, the *Enhanced Basic Education Act of 2013* and in various policies of the DepEd:

15.1 Learner Diversity and Student Inclusion

Successful teachers know and care for their students. Including learner diversity and student inclusion in the LAC sessions emphasizes that learners are the reason for all education processes. It is the central role of teachers to establish learning environments that are responsive to learner diversity. It underscores the importance of teachers' knowledge and understanding of, as well as respect for, learners' characteristics and experiences. Diversity emanates from a variety of factors (which may be in combination) such as gender, community membership, religious beliefs, family configurations, and special learning needs.

Teachers who celebrate diversity in their classrooms adjust and differentiate their instruction to include all learners and to foster harmony in their class. Furthermore, learner inclusion requires that teachers provide remedial instruction for those who are experiencing difficulties in learning lessons. Such interventions prevent failure and communicate caring by the teacher for students.

15.2 Content and Pedagogy of the K to 12 Basic Education Program

By studying the K to 12 curriculum, teachers will be better able to prepare for lessons and will be more relaxed in executing lesson plans. Only a confident teacher is able to implement developmentally-appropriate teaching

methods that respect the individual differences of learners. Additionally, they can jointly craft learning goals in collaboration with their students. Content and performance standards and learning competencies must be mastered by teachers so that they can plan lessons, deliver instruction effectively, and assess the learning that resulted from their teaching.

Teachers can collaboratively plan weekly lessons during the LAC and these can be implemented for the specified period of time, after which, teachers can share their experiences to improve subsequent lessons.

While boosting teachers' own critical and creative thinking, their skill in translating curriculum content into relevant learning activities also grows. Student learning will improve because the teacher will be more systematic and better contextualized to the learning needs of students.

15.3 *Assessment and Reporting in the K to 12 Basic Education Program*

Every teacher should understand how to implement the learner-centered assessment policies for the K to 12 Curriculum. Discussions about lessons should necessarily include ways in assessing the learning of students and how data from formative assessment can improve subsequent lessons.

Assessment provides teachers and learners with the necessary feedback about learning outcomes. This feedback informs the reporting cycle and enables teachers to continually select, organize, and use sound assessment processes.

15.4 *21st Century Skills and ICT Integration in Instruction and Assessment*

Bringing 21st-century skills into the teaching and learning situation is a central feature of the K to 12 Basic Education Program. Teachers must enrich lessons with simple integration strategies utilizing Information and Communications Technology (ICT) that are developmentally appropriate. Instruction and assessment processes can be made more collaborative with ICT, which teachers can implement with the tools and equipment available in their schools.

15.5 *Curriculum Contextualization, Localization, and Indigenization*

Curriculum contextualization is the process of matching the curriculum content and instructional strategies relevant to learners. Student diversity requires that teachers always consider individual differences in lesson planning and implementation. Teachers identify and respond to opportunities to link teaching and learning in the classroom to the experiences, interests, and aspirations of the wider school community and other key stakeholders.

By linking new content to the local experiences that are familiar to students, learning will be more efficient for and relevant to them. The localization of curriculum is an essential feature of the K to 12 Curriculum. The teacher's guide and learners' materials may be modified to accommodate the unique contexts of a particular locality.

Deepening curriculum contextualization through indigenization is essential for communities that have cultural practices that are different from the majority of people in the same locality. Providing spaces for unique cultures in the K to 12 Basic Education Program is a key strategy for student inclusion and ensuring relevance of education processes for all learners. Teachers and school systems must make sure that the members of the community participate in indigenization processes, so that the curriculum will be accurate and faithful to the culture in consideration.

16. In addition to the topics that the LAC members have identified and those enumerated above, teachers should also find time to discuss how their community linkages can support the curriculum and how the LAC sessions promote their own professional growth. Furthermore, emerging and urgent issues or concerns affecting teaching and learning must be discussed during LAC sessions. These may include school data such as school participation, attendance, completion and assessment, child-finding activities, programs to be offered so as to include more learners in schools, results-based practices, and technologies, and school successes. LAC sessions also cover DepEd thrusts and policies relevant to the above-mentioned priority needs.

C. LAC Implementation Process

17. *Before the LAC Session.* In order to plan for LACs, the LAC members guided by the LAC Leader and LAC Facilitator, are expected to identify professional development needs and prioritise issues to be discussed or addressed in the LAC session. These can be recorded in a LAC Plan, which will also require details on how the LAC process will be monitored. A template for the LAC Plan can be found in **Annex 1**. Schools can revise the template to suit their own needs and contexts.

17.1 **Assessment of Needs.** Needs are identified with reference to the professional teacher standards set for one's career stage. These needs could be captured through different forms like self-assessment tools, classroom observation results, critical reflections, surveys, research-based teacher development needs, students' assessment results, and other forms.

17.2 **Prioritization of Topics or Agenda.** From the needs that have been identified as focus of LAC, members could agree on which of them should be prioritized for their sessions. The basis for prioritization could be in terms of urgency of need, time needed in addressing the need, interest or in whatever way agreed upon by the members of the group. These priority needs or topics could integrate the areas mentioned above.

17.3 **Formation of LAC.** Every teacher must be part of a LAC. LACs could be formed based on the prioritized need(s) and depending on the number of teachers in every school or cluster of schools. However, these groupings are flexible according to need and context.

One LAC could be composed of five (5) to 15 members. A school may organize as many LACs as may be deemed necessary depending on the identified needs of the school. In all schools, teachers may convene in groups that are strategically decided. These may be by key stage, grade level, learning area, or programs offered by the school. Multigrade schools may be clustered in different ways by the district or division supervisors based on the objectives of the LACs to be conducted.

Each LAC should have a leader, a facilitator, a documenter, and members as shown in Figure 2. External resource persons may be invited when necessary though the preference is for the LAC resource persons to be from among the LAC members. The terms of reference (ToR) for LAC participants are found in **Annex 2**.

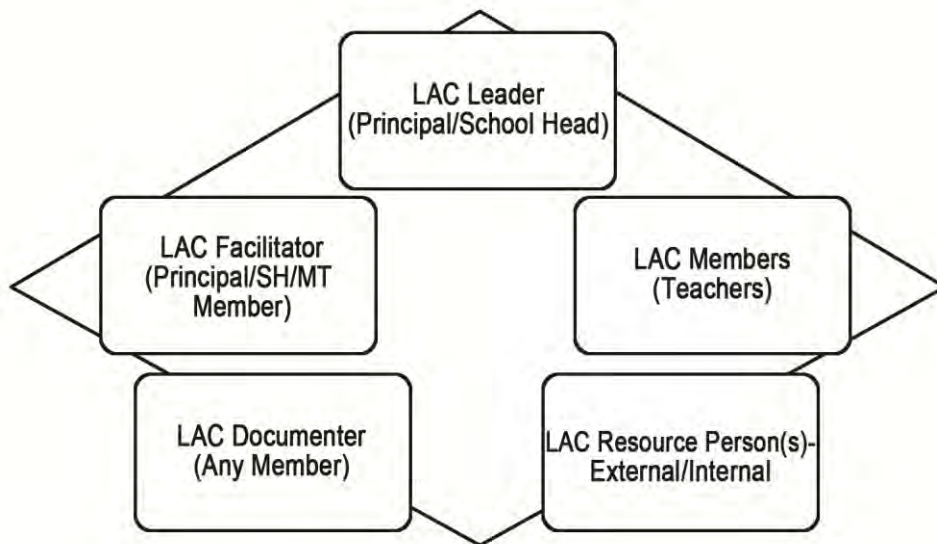


Figure 2. Composition of a Learning Action Cell (LAC)

17.4 **Identification of Appropriate Intervention.** The LAC could agree on exploring interventions to address the identified need. Interventions could be in the form of learning materials, instructional materials, equipment, facilities, strategies in teaching, modality in teaching, program, etc.

17.5 **Scheduling of Meetings.** The LAC members can decide on the schedule, length, and frequency of meetings. One to two hours a week is strongly recommended but the diversity of teaching conditions may not always allow this. LAC sessions, however, should be conducted at least once a month. Interactions may also be done through ICT when it is difficult to have face-to-face sessions, particularly when involving clustered schools. There is a need to prioritize the LACs because this is the support system for teachers who are tasked to deliver basic education, which is the core business of DepEd. Activities that do not support this mandate must not take priority over the learning needs of students. Finally, all schools are encouraged to prioritize

LAC sessions instead of administrative meetings, which should be scheduled separately from LAC sessions.

17.6 *Setting Up of Resources.* Resources could be human or material that should be prepared or set up before the implementation of the sessions. The human resources could be individuals who are tapped as resource persons of the LAC sessions. Material resources could be the supplies, worksheets, videos, equipment, budget, food, venues and other things needed in the conduct of a LAC session.

The LAC Leader or School Head shall take the lead in identifying the needed resources, ensuring their availability and sustainability.

17.7 *Assignment of Work.* The LAC members could be given specific roles to perform during LAC sessions. These roles could be rotated among the members of the group.

17.8 *LAC Implementation Norms.* Norms are the framework from which team members commit to conduct business. Developing norms and adhering to them ensure the success of the group, and facilitate the members' ability to deal with critical issues. Norms have several components that clarify team dynamics. These are some elements to address:

Time and Venue: Where and when will we meet? Will we start on time?

Listening: How will we listen to our peers? How will we discourage interruptions when someone is speaking?

Confidentiality: What content is to be held in confidence? What can be shared after the meeting?

Decision Making: How will we arrive at a decision? What if everyone doesn't agree with the group decision?

Participation: Is participation optional? Will we have an attendance policy? What will we do if a member constantly misses meetings?

Expectations: What do we expect from team members? Do we need a method for ensuring each member comes to the meeting prepared with appropriate data or other assignments?

17.9 ***Preparing Line-item Budget.*** The budget shall come from the school's respective MOOE and other external grants, provided that only expenses allowed under the school MOOE may be included, subject to existing accounting rules and regulations.

17.10 ***Writing of LAC Plan.*** For a guided implementation of LAC plans, they should be written and documented following the template in **Annex 1**. Schools are allowed to modify the template based on their needs. This plan should be integrated or linked with the School Improvement Plan (SIP) or Annual Implementation Plan (AIP).

18. *During the LAC Session.* The priorities set out in the LAC Plan are implemented through a variety of activities, which can include stimulus (e.g. lectures, practicum, orientation, coaching, workshops, development and utilization of instructional materials, etc.) followed by collaborative discussion of possible ways forward. The final activity of the session will involve individual and group action planning in order to implement agreed activities in the classroom.

19. *After the LAC Session.* LAC members are expected to implement the proposed strategies or activities in their classroom or school or community as appropriate and evaluate their success. LAC members should be prepared to report back on the success of these activities in future LAC sessions. LAC facilitators and LAC leaders should monitor these activities and evaluate how far they are contributing to improved outcomes for learners at school. School heads or principals should support the LACs by doing class observations and encourage teachers to continually improve instruction so that student learning will also improve.

D. Roles and Responsibilities of Various DepEd Offices

School Level

20. At the school level, the School Head should lead in organizing the LAC and in ensuring that the practice of holding regular LAC sessions is established, maintained, and sustained. The School Head should also take the lead in monitoring school LAC activities and in evaluating their impact on the total school improvement. Likewise, active participation of teachers and involvement in various LAC activities should be captured as an objective in the Individual Performance and Commitment Review Form (IPCRF).

21. It is expected that school heads or principals will be vital in facilitating and implementing effective LACs within their schools. This function will be included in the performance evaluation of school heads. They will create safe spaces where teachers can engage in dialogue with each other so they may learn from and provide support to one another.

22. Providing administrative support and academic leadership to the LACs will strengthen the schools' development of professional learning communities that value their communities of practice in favor of student learning and holistic development.

Schools Division Level

23. Through and with the District Supervisor, the Schools Division Office (SDO) Curriculum Implementation Division (CID) should support the schools in establishing, maintaining, and sustaining their LAC practice. It should provide technical assistance (TA) as may be required. The SDO shall lead in identifying practices that are potentially replicable as well as in highlighting accomplishments and setting up reward systems.

24. SDO personnel are expected to provide technical assistance to schools and conduct systematic monitoring so that good teaching happens in all classrooms throughout the country.

25. The SDO should also find ways to encourage the schools to conduct action research about pedagogies and assessment methods that successfully support

student learning and holistic development.

26. The SDO is also expected to ensure that there are LAC plans across all the learning areas and key stages as this is consistent with the DepEd's mandate to ensure good quality teaching for all subjects and all students.

27. When organizing LACs sessions at this level, District and Schools Division Level LAC may also be constructed flexibly, but could include any of the following: teachers, district supervisors, division supervisors, and school LAC leaders. These LACs may have a variety of purposes which are agreed upon strategically at a local level.

Regional Level

28. The Regional Offices (ROs) through the Curriculum and Learning Management Division (CLMD) should provide more explicit guidance to SDOs and schools regarding the conduct of LACs. It should provide TA to the SDO that enables them to support the schools in their LAC practice. It should also be able to scale up practices that are found effective and conduct research for this purpose. The RO shall also conduct a regional event to highlight and reward LAC accomplishments.

29. The ROs should monitor school data over time and see if the LAC sessions are effectively improving teaching and learning processes.

30. When organizing LAC sessions at this level, the membership may be constructed flexibly depending on the purposes of the LAC and the strategy agreed upon.

Central Office

31. The Central Office (CO) shall review the policy and its implementation in light of the feedback gathered from the field. The CO through the Office of the Undersecretary for Curriculum and Instruction shall coordinate efforts at the central and field offices to ensure that the support systems and mechanism to sustain LAC practice are established and responsive such as putting in place a rewards system and allocating funds for the program.

32. When organizing LAC sessions at this level, the membership may be constructed flexibly depending on the purposes of the LAC and the strategy agreed upon.

IV. Progress Monitoring and Evaluation (M&E)

33. Monitoring and feedback should be ongoing throughout the LAC planning and implementation phases. This will include a variety of forms including both qualitative and quantitative approaches. A core principle of the M&E of the LACs is that evaluators, such as principals and district supervisors, should not seek to establish overly simplistic correlation between LAC activity and changes in student performance. This policy notes that:

1. Schools or school clusters will need to be given time to establish effective LACs.
2. The process of professional learning and subsequent developments in teachers' quality will vary from school to school and cannot be easily quantified.
3. The key indicators for the effectiveness of the LAC is that there are clear evidences of:
 - a. critical reflection amongst teachers leading to changes in classroom practice;
 - b. increased understanding and knowledge of the curriculum; and
 - c. changes in teachers' pedagogy or practices which are aimed at improving learners' participation and achievement in school.

34. Therefore, when evaluating the LAC, evaluators should remain focused on the way in which the LAC is raising levels of teacher quality and contributing to improved outcomes for students. When evaluating the effectiveness of the LAC, LAC members are expected to assess the:

- 34.1 development in teacher quality;
- 34.2 impact on students' performance; and

34.3 effectiveness of the implemented strategies.

35. Additional guidelines for progress M&E are provided below:

35.1 **Purpose.** The purpose of progress monitoring is to provide everyone concerned with the pertinent information about the activities so far conducted and whether the standards are met in the process of the implementation in terms of quality, quantity, and time leading to the attainment of the goals and objectives of LAC. This feedback mechanism helps the LACs to decide on the direction to take and the adjustments to make in the continuing implementation of the LAC.

35.2 **Areas to be monitored.** LACs should be monitored on the components of the focus area (stipulated in the LAC Policy). For example, if the LAC was formed in the area of content and pedagogy, components to be monitored can include members' a) content knowledge; b) skill in particular instructional strategies; c) skill in assessment; and d) knowledge of learners and how they learn.

Monitoring the LAC's progress can also be based on the protocols agreed upon by the group for the implementation phase. For instance, the LAC Team Norms can be the bases for monitoring attendance and participation, working relationships, teamwork, professionalism, and efficiency.

35.3 **Monitoring methods and tools.** The members of a LAC should collaboratively develop a variety of methods and tools for progress monitoring. These can include, among others, a) individual members' monitoring or assessment of their own activities; b) peer observation or assessment; c) observation or assessment by supervisor or mentor or coach; and d) monitoring or assessment of the LAC team.

Protocols for each of these methods should be agreed upon and developed collaboratively by the LAC members. Such protocols can include templates and forms to be filled out to make monitoring and record-keeping easy, (e.g., template for team meeting minutes, form for individual member's notes and plans, observation checklists, journals or logs of classroom application of focus strategies, etc.)

LACs following a particular model (e.g., Lesson Study, Competency-Based Collaborative Inquiry) will have protocols unique to the model. Appropriate monitoring tools similar or in addition to those above should be developed.

35.4 *Monitoring timeline.* Progress monitoring is a continuous process throughout LAC implementation. Data gathering and assessment should be done from the beginning of implementation through the stages of development, growth, and sustainability of the LAC.

35.6 *Documentation, record-keeping, and reporting.* Monitoring can only be effective if data or evidence collected are authentic, valid, and sufficient. Thus, documentation and record-keeping are vital aspects of the monitoring process. Individual and team activities should be properly documented, with appropriate tools.

Team meetings. Proceedings of team meetings should be recorded. A template for easy recording can be developed. This should include, among others: a) attendance; b) topics of discussion; c) best practices that were shared during the meeting; d) current or emerging needs and concerns (which should immediately be communicated to the LAC leader); f) evidence of whether Plan is working or not working; and g) next courses of action to be taken.

The appointment of documenter or recorder of minutes should be on a rotation basis. Protocols should be developed for confidentiality or which items should be confidential and which can be shared after the meeting. Guidelines should be developed on record management: a) Who should keep the files; b) where should files be kept; and c) who should have access to the files.

Each LAC member should build a portfolio about all activities related to the LAC. Members can keep individual notes on a form developed for the purpose. It can include items about what the LAC member will need to do as a result of agreements in the meeting and notes on what to bring for the next team meeting. Members can also keep logs and reflective journals on the actions they have taken in their respective classes towards the achievement of LAC goals. These will be used in sharing of best practice, problems or solutions during the team meetings.

Support mechanisms, both hardware and software, for documentation and record-keeping should be put in place.

Reporting to administration or system. LAC members should agree on protocols and timetables for formal reporting of LAC implementation to the system. The October in-service training (INSET) of the District or Schools Division would be a good venue for sharing the LAC experience. Assessment during milestone points (e.g., mid-year, year-end) can make use of tools used in the planning stage.

V. Conduct of the LAC Session. *Limitation/Prohibitions.*

36. Since LACs and LAC sessions are aimed at the continuous professional development of teachers, the conduct of LAC sessions shall be limited to the purposes stated in this policy. The holding of LAC sessions for purposes other than those provided herein is prohibited. Prohibited purposes may include but shall not be limited to the following: sale of goods and other merchandise; lending transactions; political and religious meetings and other purposes which are not included in this policy.

VI. References

- Little, Judith. 2003. Professional community and the problem of high reform. *International Journal of Education Research* 37 (8), 693-714.
- ILO/UNESCO. 1966. *Recommendations concerning the status of teachers.*
- Stronge, James. 2007. *Qualities of effective teachers (2nd Ed.)*. Alexandria, VA: Association for Supervision and Curriculum Development.
- UNESCO ISO. 2006. *Teachers and educational quality.*
- UNESCO. 2014. *EFA Global Monitoring Report Teaching and Learning: Achieving quality for all.*
- Whitehouse, Claire. 2011. *Effective continuing professional development for teachers*. Manchester, UK: Center for Education Research and Quality.

VI. Effectivity

37. This policy will take effect immediately.

Template for LAC Plan

Phase	Activities	Persons Involved	Time Frame	Resources			Success Indicators
				Funds	Source of Funds	of	
Planning							
Implementation							
Evaluation							

ANNEX 2: **Terms of Reference (ToR) of LAC Participants**

LAC Leader is the Principal or School Head. Being the de facto leader of the LAC or all the LACs in the school, the following are his/her roles:

1. Oversees the implementation of the LAC(s);
2. Leads in the development of a LAC Plan and integrates such in the SIP or AIP;
3. Organizes LAC groupings at the beginning of each school year and ensures that each LAC has an assigned facilitator, preferably a Master Teacher or senior teacher or senior member of the faculty;
4. Mobilizes resources for the conduct of LACs;
5. Provides feedback and submits LAC Progress Reports to District and Schools Division Office;
6. Adapts and shares LAC best practices from other schools, thereby developing a culture of collaboration and continuous improvement;
7. Ensures the monitoring of LAC sessions and related activities and evaluating their impact on teacher professional development, quality teaching, and pupil achievement;
8. Agrees with LAC Members on how to observe or monitor application of learning;
9. Provides feedback to the teachers;
10. Gathers evidences of implementation or application of learning;
11. Meets with facilitator to decide on next LAC topic and to prepare or plan for the next session; and
12. Monitors the LAC implementation vis-à-vis the school LAC plan.

LAC Facilitator: The LAC Facilitator could be the Principal or School Head, a Master Teacher or a senior teacher or senior member of the

faculty. This role could be assigned on a rotation basis. The LAC Facilitator:

1. Convenes the LAC team meetings;
2. Provides technical assistance in the development of the LAC plan, timetable of team meetings, and other activities;
3. Checks and monitors attendance of members and submission of materials and sees to it that team meetings start and end on time, and that agenda for the meeting are covered;
4. Encourages active engagement and participation of members;
5. Serves as resource person on specific topics;
6. Assigns a documenter on rotation basis;
7. Invites external resource persons when necessary;
8. Reports regularly to LAC leader on LAC progress;
9. Prepares his/her session plan that identifies the topic, objectives, materials needed, and outline of activities (at the very least) and where necessary, consults the LAC Leader and members;
10. Ensures that the venue and equipment are available and prepares the necessary learning materials such as reading materials, videos, presentations, etc., when needed;
11. Announces the LAC session including topic, time, venue, and other matters that the group should know; and
12. Runs and facilitates the session based on the plan and ensures that the agreed norms of behaviour are observed and that the objectives of the session are achieved.

LAC Members are the teachers who share common concerns such as grade level assignments or learning area assignments or key stage assignments. LACs must be organized well so that teachers are a

member of at least one LAC. However, teachers may opt to join other LACs. A LAC member:

1. Attends LAC meetings regularly and participates actively in LAC sessions;
2. Serves as LAC facilitator or documenter or resource person for certain topics when assigned such roles;
3. Develops plans to apply what has been learned and implements agreed action plan in one's classroom;
4. Monitors one's progress in relation to the LAC Plan;
5. Prepares and submits documents or materials as needed and brings materials relevant to the topic;
6. Observes agreed norms of behaviour;
7. Captures evidences of implementation;
8. Reflects on the implementation;
9. Shares with colleagues in informal settings;
10. Prepares to share in each LAC session;
11. Allows LAC leader to observe how the learning was applied; and
12. Provides the LAC leader with evidences of application of learning.

LAC Documenter is a member of the LAC who has been assigned to record the minutes of the team meetings. This role may be rotated (i.e., monthly or for every unit of lesson). The LAC documenter:

1. Documents LAC proceedings following the template agreed upon;
2. Keeps records of attendance and output of members;

3. Helps the LAC Leader and Facilitator in writing the progress reports to be submitted to the District, Schools Division, Regional, and Central Office;
4. Devises innovative and efficient ways to document and synthesizes the agreements during the LAC sessions;
5. Provides the information on the progress of the LAC and the insights of the teachers about student learning;
6. Takes down minutes and captures the processes in the LAC; and
7. Gathers evidences of implementation (e.g., individual plans, etc.).

LAC Resource Person can be a member of the LAC or someone external invited to talk and lead the session on a specific topic. The resource person:

1. Shares current trends and best practices on certain aspects of curriculum, pedagogy, and assessment;
2. Facilitates the activities during the session, which may include workshops and demonstrations;
3. Mentors or coaches teachers on content and pedagogies for a particular lesson unit;
4. Coordinates with the LAC Facilitator on materials and equipment to be used during the session; and
5. Helps the LAC plan subsequent action based on the session.



Republic of the Philippines
Department of Education


04 OCT 2016

DepEd O R D E R
No. **64**, s. 2016

**GUIDELINES ON THE UTILIZATION OF THE 2015 AND 2016 FINANCIAL
SUPPORT FOR MULTIGRADE SCHOOLS**

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Secretary, ARMM
Regional Directors
Schools Division Superintendents
Public Elementary School Heads
All Others Concerned

1. One of the continuing initiatives of the Department of Education (DepEd), along its thrust of increasing access to quality elementary education, is strengthening the implementation of the Multigrade Program in Philippine Education (MPPE) to address pressing concerns and issues on the provision of customized teaching and learning materials for multigrade classes and professional development of teachers.
2. In support to DepEd's plans to effectively implement the multigrade program, the enclosed **Guidelines on the Utilization of the 2015 and 2016 Financial Support for Multigrade Schools**, stipulates procedures on funds release, utilization, reporting, and liquidation.
3. For inquiries, all concerned schools divisions may contact the Bureau of Learning Delivery-Teaching and Learning Division (BLD-TLD), Department of Education (DepEd) Central Office, DepEd Complex, Meralco Avenue, Pasig City at telephone nos. (02) 687-2948; (02) 638-4799 or through email at bld.tld@deped.gov.ph.
4. Immediate dissemination of and strict compliance with this Order is directed.


ATTY. ALBERTO T. MUYOT
Undersecretary
Officer-in-Charge

Encl.: As stated

Reference: DepEd Order No. 30, s. 2014

To be indicated in the Perpetual Index under the following subjects:

ALLOCATION	PROGRAMS
CLASSES	SCHOOLS
FUNDS	TEACHERS
POLICY	

GUIDELINES ON THE UTILIZATION OF THE 2015 AND 2016 FINANCIAL SUPPORT FOR MULTIGRADE SCHOOLS

I. Rationale

1. The Education Act of 1982 declares that the educational system shall make maximum contribution to the attainment of national development goals; that among others the State promotes and maintains equality of access to education; that the State recognizes education as an instrument for the development of the cultural communities of the nation; that the educational system reach out to serve educationally deprived communities to enrich their participation in the community and national life, and to unify all Filipinos into a free and just nation. This was reiterated in the 1987 Constitution which guarantees the right to education of every Filipino. Such right to education is further emphasized in the Republic Act 9155 or the *Governance of Basic Education Act of 2001* in which, the education governance and decision-making are decentralized, thereby allowing education leaders and managers to deliver demand-driven services on the ground including multigrade schools.

2. Consistent with its mandate to improve access to quality elementary education particularly in the far-flung, isolated and poor communities, the DepEd through the Bureau of Elementary Education (BEE) launched **the Multigrade Program in Philippine Education (MPPE)** in 1993. The Department's first initiative for MPPE was to improve the conditions of the MG education in the country through training programs, curriculum development and development of appropriate learning materials.

3. Anchored on the Basic Education Act of 2013, Republic Act (RA) No. 10533, the DepEd is strengthening the implementation of Multigrade Program in Philippine Education (MPPE) through clearly defined standards, mechanisms and processes in the organization of multigrade classes, adoption of multigrade teaching as well as content of the curriculum, mode of instruction, provision of education resources, administration of assessment, development of pupils and teachers, incentives and benefits of teachers, creation of appropriate learning environment, and monitoring and supervision of schools.

4. In view of the above, this Order aims to establish Guidelines on the Utilization of the 2015 and 2016 Financial Support for Multigrade Schools which will be used in the professional development of multigrade teachers and procurement of teaching and learning materials to help improve pupils learning in multigrade schools.

II. Scope of the Policy

5. This DepEd Order provides Guidelines on the Utilization of the 2015 and 2016 Financial Support for Multigrade Schools. It covers procedures on the release, utilization, liquidation of said funds, and reporting of accomplishments by specific activity.

III. Definition of Terms

6. For purposes of this Order, the following terms are defined as follows:

a. **Budget of Work** (BOW) is a resource material for teaching multigrade classes that contains K to 12 basic education curriculum competencies, skills, and objectives; topics for specific skills and competencies; and teaching strategies, activities, and time allotment arranged into columns for easy reference and notation. It will serve as teacher's reference in preparing daily and/or weekly lesson plans.

b. **Leveled Readers** are books appropriate to the age and grade level of learners which are used to build vocabulary, develop decoding strategies and word recognition skills, learn the structure of narrative or expository texts, develop fluency, and foster love for reading.

IV. Policy Statement

7. The DepEd hereby establishes Guidelines on the Utilization of the 2015 and 2016 Financial Support for Multigrade Schools that cover procedures on its release, utilization, liquidation, and reporting of accomplishments by specific activity.

V. Procedures

a. Release and Utilization

8. A total of *one hundred forty-two million seven hundred eighty thousand pesos* (P142,780,000.00) is allocated for each fiscal years 2015 and 2016 under the General Appropriation Act (GAA). The regional breakdown of allotment is found in **Annex 1**. The Regional Office shall issue the Sub-Allotment Release Order (Sub-ARO) to recipient Schools Division Offices (SDOs).

9. The sub-allotment released shall be used for the printing and production of teaching and learning materials especially developed for multigrade classes. It shall likewise be used to orient and train teachers on the effective utilization of the said provided materials.

10. The following are eligible activities to implement using the downloaded support funds for multigrade schools under the FY 2015 and 2016:

- a. Printing and Distribution of Budget of Work (BOW) for Multigrade Teaching in all learning areas and grading periods
- b. Printing and Distribution of Leveled Readers for Grades 1, 2, and 3 developed by DepEd and Basa Pilipinas
- c. Orientation-Training Workshop of Multigrade Teachers on the Utilization of BOW and Leveled Readers

11. The complete list of Leveled Readers with descriptions and technical specification are found in **Annexes 2a and 2b**.

12. The total estimated costs including contingencies for the above-mentioned activities and the suggested list of Leveled Readers to be printed for specific region are found in **Annex 3**. Since Leveled Readers were contextualized in different

languages, each division may only print said materials according to the language/s commonly used in the division.

13. The BLD-TLD shall provide the digital copy of each set of materials to every recipient SDO. Each SDO shall in turn reproduce and facilitate the distribution of printed materials to recipient multigrade schools. The delivery of the materials from the division to school shall be charged to the MOOE of each recipient school.

14. The Leveled Readers are also uploaded to the Learning Resources (LR) portal and can be accessed via <http://lrmds.deped.gov.ph>.

15. In case the funding is insufficient to print all materials to cover needed copies for all MG classes in the division, priority should be given to schools with pure multigrade classes or the SDO may charge the outstanding reproduction cost to the MOOE of the division.

b. Orientation-Training

16. Upon printing and distribution of the materials to multigrade classes, an orientation-training workshop of multigrade teachers shall be conducted by the division through the district-based LAC session. The objective of the workshop is to familiarize teachers with the contents and features of the materials provided and orient them on how to use such materials effectively in the multigrade classroom.

17. The SDO shall prepare the schedule of orientation-training workshop activities. Clustering of teachers by district is encouraged to effectively manage the activity. The allotted amount for the activity should be maximized to include other topics essential to multigrade teaching such as lesson planning and formative assessment.

18. A teacher's guide on how to use the BOW shall be provided to teachers by the BLD-TLD. The guide may be used by the facilitator during the conduct of the orientation-training workshop.

c. Reporting

19. Each SDO is accountable for the disbursement and liquidation of funds based on the eligible activities set forth in these guidelines subject to the usual accounting and auditing rules and regulations.

20. Each SDO must submit the accomplishment report on the utilization of funds to the RO on or before December 15, 2016 following the format found in **Annexes 4a, 4b, 4c, & 4d**. The report shall be accompanied by the narrative report of which format can be found in **Annex 5**.

21. The RO shall consolidate the accomplishment reports submitted by SDOs using the format found in **Annex 5**, and then submit them to the BLD-TLD, 4th Floor, Bonifacio Bldg., DepEd Complex, Meralco Avenue, Pasig City on or before December 15, 2016.

VI. Monitoring and Evaluation

22. To ensure proper implementation of activities and utilization of funds, monitoring and evaluation shall be conducted by the BLD-TLD Education Program Specialists in coordination with the Regional Education Program Supervisors.

VII. References

23. This Order is formulated on the basis of the provisions stipulated in the following issuances:

- a. DepEd Order No. 30, s. 2014, "*Fiscal Year (FY) 2014 Guidelines on the Utilization of the Financial Support for Multigrade Schools*"
- b. DepEd Order No. 52, s. 2012, "*Guidelines on the Utilization of the Financial Support for Multigrade Schools*"

VIII. List of Annexes

- a. Regional breakdown of allotment (**Annex 1**)
- b. List of leveled readers with description (**Annex 2a**)
- c. Technical specifications of leveled readers (**Annex 2b**)
- d. Estimated costs of activities and the suggested list of leveled readers to be printed for specific region (**Annex 3**)
- e. Physical accomplishment report (**Annexes 4a, 4b, 4c, and 4d**)
- f. Narrative accomplishment report (**Annex 5**)

IX. Effectivity

24. This Order shall take effect immediately upon its approval.

Department of Education
FY 2015 and 2016 Support to Multigrade Education
Regional Breakdown of Allotment

Region	Division	Financial Estimates/ Allocation for FY 2015	Financial Estimates/ Allocation for FY 2016	Total	Physical Target (per MG Class)
I		7,260,000.00	7,260,000.00	14,520,000.00	
	1 Alaminos City	89,375.00	89,375.00	178,750.00	13
	2 Ilocos Norte	1,966,250.00	1,966,250.00	3,932,500.00	286
	3 Ilocos Sur	1,595,000.00	1,595,000.00	3,190,000.00	232
	4 Candon City	41,250.00	41,250.00	82,500.00	6
	5 La Union	955,625.00	955,625.00	1,911,250.00	139
	6 Pangasinan I, Lingayen	948,750.00	948,750.00	1,897,500.00	138
	7 Pangasinan II, Binalonan	1,595,000.00	1,595,000.00	3,190,000.00	232
	8 Urdaneta City	68,750.00	68,750.00	137,500.00	10
					1,056
CAR		9,075,000.00	9,075,000.00	18,150,000.00	
	1 Abra	1,368,125.00	1,368,125.00	2,736,250.00	199
	2 Apayao	1,168,750.00	1,168,750.00	2,337,500.00	170
	3 Benguet	2,076,250.00	2,076,250.00	4,152,500.00	302
	4 Ifugao	1,388,750.00	1,388,750.00	2,777,500.00	202
	5 Kalinga	1,663,750.00	1,663,750.00	3,327,500.00	242
	6 Mt. Prov.	1,409,375.00	1,409,375.00	2,818,750.00	205
					1,320
II		9,075,000.00	9,075,000.00	18,150,000.00	
	1 Batanes	192,500.00	192,500.00	385,000.00	28
	2 Cagayan	2,502,500.00	2,502,500.00	5,005,000.00	364
	3 Cauayan City	288,750.00	288,750.00	577,500.00	42
	4 Isabela	2,626,250.00	2,626,250.00	5,252,500.00	382
	5 Nueva Vizcaya	1,732,500.00	1,732,500.00	3,465,000.00	252
	6 Quirino	1,732,500.00	1,732,500.00	3,465,000.00	252
					1,320
III		4,565,000.00	4,565,000.00	9,130,000.00	
	1 Aurora	550,000.00	550,000.00	1,100,000.00	80
	2 Bataan	185,625.00	185,625.00	371,250.00	27
	3 Bulacan	288,750.00	288,750.00	577,500.00	42
	4 Malolos City	34,375.00	34,375.00	68,750.00	5
	5 San Jose City	103,125.00	103,125.00	206,250.00	15
	6 Gapan City	55,000.00	55,000.00	110,000.00	8
	7 Munoz Science City	110,000.00	110,000.00	220,000.00	16
	8 Nueva Ecija	433,125.00	433,125.00	866,250.00	63
	9 Pampanga	240,625.00	240,625.00	481,250.00	35
	10 Tarlac	1,890,625.00	1,890,625.00	3,781,250.00	275
	11 Zambales	673,750.00	673,750.00	1,347,500.00	98
					664
IV-A		7,260,000.00	7,260,000.00	14,520,000.00	
	1 Batangas	996,875.00	996,875.00	1,993,750.00	145
	2 Batangas City	48,125.00	48,125.00	96,250.00	7
	3 Calamba City	151,250.00	151,250.00	302,500.00	22
	4 Cavite	632,500.00	632,500.00	1,265,000.00	92
	5 Laguna	1,292,500.00	1,292,500.00	2,585,000.00	188
	6 Quezon	3,368,750.00	3,368,750.00	6,737,500.00	490
	7 Rizal	770,000.00	770,000.00	1,540,000.00	112
					1,056
IV-B		9,075,000.00	9,075,000.00	18,150,000.00	
	1 Calapan City	116,875.00	116,875.00	233,750.00	17
	2 Marinduque	605,000.00	605,000.00	1,210,000.00	88
	3 Occidental Mindoro	1,684,375.00	1,684,375.00	3,368,750.00	245
	4 Oriental Mindoro	1,498,750.00	1,498,750.00	2,997,500.00	218
	5 Palawan	3,863,750.00	3,863,750.00	7,727,500.00	562
	6 Puerto Princesa City	357,500.00	357,500.00	715,000.00	52
7 Romblon	948,750.00	948,750.00	1,897,500.00	138	
					1,320

Region	Division	Financial Estimates/ Allocation for FY 2015	Financial Estimates/ Allocation for FY 2016	Total	Physical Target (per MG Class)
V		11,343,750.00	11,343,750.00	22,687,500.00	
	1 Albay	1,395,625.00	1,395,625.00	2,791,250.00	203
	2 Camarines Norte	1,993,750.00	1,993,750.00	3,987,500.00	290
	3 Camarines Sur	2,681,250.00	2,681,250.00	5,362,500.00	390
	4 Catanduanes	1,375,000.00	1,375,000.00	2,750,000.00	200
	5 Masbate	1,760,000.00	1,760,000.00	3,520,000.00	256
	6 Sorsogon	1,925,000.00	1,925,000.00	3,850,000.00	280
	7 Sorsogon City	144,375.00	144,375.00	288,750.00	21
	8 Iriga City	68,750.00	68,750.00	137,500.00	10
					1,650
VI		9,075,000.00	9,075,000.00	18,150,000.00	
	1 Aklan	1,361,250.00	1,361,250.00	2,722,500.00	198
	2 Antique	2,578,125.00	2,578,125.00	5,156,250.00	375
	3 Capiz	1,223,750.00	1,223,750.00	2,447,500.00	178
	4 Kabankalan City	55,000.00	55,000.00	110,000.00	8
	5 La Carlota City	41,250.00	41,250.00	82,500.00	6
	6 Guimaras	343,750.00	343,750.00	687,500.00	50
	7 Iloilo	1,993,750.00	1,993,750.00	3,987,500.00	290
	8 Negros Occ.	1,478,125.00	1,478,125.00	2,956,250.00	215
					1,320
VII		11,343,750.00	11,343,750.00	22,687,500.00	
	1 Bais City	55,000.00	55,000.00	110,000.00	8
	2 Bayawan City	27,500.00	27,500.00	55,000.00	4
	3 Bohol	4,228,125.00	4,228,125.00	8,456,250.00	615
	4 Carcar City	27,500.00	27,500.00	55,000.00	4
	5 Cebu	3,135,000.00	3,135,000.00	6,270,000.00	456
	6 Danao City	41,250.00	41,250.00	82,500.00	6
	7 Guihulngan City	68,750.00	68,750.00	137,500.00	10
	8 Negros Oriental	3,176,250.00	3,176,250.00	6,352,500.00	462
	9 Siquijor	295,625.00	295,625.00	591,250.00	43
	10 Talisay City	27,500.00	27,500.00	55,000.00	4
	11 Tanjay City	178,750.00	178,750.00	357,500.00	26
	12 Toledo City	82,500.00	82,500.00	165,000.00	12
					1,650
VIII		18,480,000.00	18,480,000.00	36,960,000.00	
	1 Biliran	660,000.00	660,000.00	1,320,000.00	96
	2 Baybay City	735,625.00	735,625.00	1,471,250.00	107
	3 Borongan City	495,000.00	495,000.00	990,000.00	72
	4 Calbayog City	859,375.00	859,375.00	1,718,750.00	125
	5 Catbalogan City	639,375.00	639,375.00	1,278,750.00	93
	6 Eastern Samar	3,128,125.00	3,128,125.00	6,256,250.00	455
	7 Leyte	5,170,000.00	5,170,000.00	10,340,000.00	752
	8 Maasin City	302,500.00	302,500.00	605,000.00	44
	9 Northern Samar	1,375,000.00	1,375,000.00	2,750,000.00	200
	10 Ormoc City	495,000.00	495,000.00	990,000.00	72
	11 Samar	3,162,500.00	3,162,500.00	6,325,000.00	460
	12 Southern Leyte	1,457,500.00	1,457,500.00	2,915,000.00	212
					2,688
IX		9,075,000.00	9,075,000.00	18,150,000.00	
	1 Dipolog City	68,750.00	68,750.00	137,500.00	10
	2 Dapitan City	96,250.00	96,250.00	192,500.00	14
	3 Isabela City	171,875.00	171,875.00	343,750.00	25
	4 Pagadian City	213,125.00	213,125.00	426,250.00	31
	5 Zamboanga del Norte	2,440,625.00	2,440,625.00	4,881,250.00	355
	6 Zamboanga del Sur	3,815,625.00	3,815,625.00	7,631,250.00	555
	7 Zamboanga City	825,000.00	825,000.00	1,650,000.00	120
	8 Zamboanga Sibugay	1,443,750.00	1,443,750.00	2,887,500.00	210
					1,320
X		9,075,000.00	9,075,000.00	18,150,000.00	
	1 Bukidnon	1,773,750.00	1,773,750.00	3,547,500.00	258
	2 Cagayan de Oro City	220,000.00	220,000.00	440,000.00	32
	3 Camiguin	226,875.00	226,875.00	453,750.00	33
	4 Gingoog City	646,250.00	646,250.00	1,292,500.00	94
	5 Iligan City	288,750.00	288,750.00	577,500.00	42

Region	Division	Financial Estimates/ Allocation for FY 2015	Financial Estimates/ Allocation for FY 2016	Total	Physical Target (per MG Class)	
	6	Lanao del Norte	1,113,750.00	1,113,750.00	2,227,500.00	162
	7	Malaybalay City	467,500.00	467,500.00	935,000.00	68
	8	Misamis Occidental	1,670,625.00	1,670,625.00	3,341,250.00	243
	9	Misamis Oriental	1,567,500.00	1,567,500.00	3,135,000.00	228
	10	Oroquieta City	288,750.00	288,750.00	577,500.00	42
	11	Ozamis City	233,750.00	233,750.00	467,500.00	34
	12	Tangub City	426,250.00	426,250.00	852,500.00	62
	13	Valencia City	151,250.00	151,250.00	302,500.00	22
						1,320
XI			6,297,500.00	6,297,500.00	12,595,000.00	
	1	Compostela Valley	1,512,500.00	1,512,500.00	3,025,000.00	220
	2	Davao City	1,375,000.00	1,375,000.00	2,750,000.00	200
	3	Davao del Norte	632,500.00	632,500.00	1,265,000.00	92
	4	Davao del Sur	1,168,750.00	1,168,750.00	2,337,500.00	170
	5	Davao Oriental	962,500.00	962,500.00	1,925,000.00	140
	6	Digos City	41,250.00	41,250.00	82,500.00	6
	7	IGACOS	137,500.00	137,500.00	275,000.00	20
	8	Mati City	288,750.00	288,750.00	577,500.00	42
	9	Panabo City	165,000.00	165,000.00	330,000.00	24
	10	Tagum City	13,750.00	13,750.00	27,500.00	2
						916
XII			6,352,500.00	6,352,500.00	12,705,000.00	
		Cotabato City	41,250.00	41,250.00	82,500.00	6
		General Santos City	130,625.00	130,625.00	261,250.00	19
		Kidapawan City	61,875.00	61,875.00	123,750.00	9
		Koronadal City	130,625.00	130,625.00	261,250.00	19
		North Cotabato	1,952,500.00	1,952,500.00	3,905,000.00	284
		Sarangani	1,395,625.00	1,395,625.00	2,791,250.00	203
		South Cotabato	1,299,375.00	1,299,375.00	2,598,750.00	189
		Sultan Kudarat	1,292,500.00	1,292,500.00	2,585,000.00	188
		Tacurong City	48,125.00	48,125.00	96,250.00	7
						924
Caraga			9,075,000.00	9,075,000.00	18,150,000.00	
	1	Agusan del Norte	776,875.00	776,875.00	1,553,750.00	113
	2	Agusan del Sur	1,306,250.00	1,306,250.00	2,612,500.00	190
	3	Bayugan City	481,250.00	481,250.00	962,500.00	70
	4	Bislig City	371,250.00	371,250.00	742,500.00	54
	5	Butuan City	646,250.00	646,250.00	1,292,500.00	94
	6	Dinagat Island	550,000.00	550,000.00	1,100,000.00	80
	7	Siargao	1,306,250.00	1,306,250.00	2,612,500.00	190
	8	Surigao City	680,625.00	680,625.00	1,361,250.00	99
	9	Surigao del Norte	1,031,250.00	1,031,250.00	2,062,500.00	150
	10	Surigao del Sur	1,925,000.00	1,925,000.00	3,850,000.00	280
						1,320
ARMM			6,352,500.00	6,352,500.00	12,705,000.00	
	1	Basilan	900,625.00	900,625.00	1,801,250.00	131
	2	Lamitan City	206,250.00	206,250.00	412,500.00	30
	3	Lanao del Sur - IIB	563,750.00	563,750.00	1,127,500.00	82
	4	Maguindanao I	914,375.00	914,375.00	1,828,750.00	133
	5	Shariff Kabunsuan	831,875.00	831,875.00	1,663,750.00	121
	6	Sulu I	701,250.00	701,250.00	1,402,500.00	102
	7	Sulu II	866,250.00	866,250.00	1,732,500.00	126
	8	Maguindanao II	433,125.00	433,125.00	866,250.00	63
	9	Tawi-Tawi	935,000.00	935,000.00	1,870,000.00	136
						924
Grand Total			142,780,000.00	142,780,000.00	285,560,000.00	20,768

DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

Leveled Readers are books that pupils read. They are used to build vocabulary, develop decoding strategies and word recognition skills, learn the structure of narrative or expository texts, develop fluency, and foster love of reading. Below are the synopses of texts/stories in this Leveled Reader.

Relatively Easy or 1-Dot-Leveled Readers (LRs) are books written for struggling readers to help them build vocabulary, develop decoding strategies and word recognition skills, learn the structure of narrative or expository texts, develop fluency, and foster love of reading. 1 Dot LR's have lower word count, more high frequency words, shorter and simpler sentences, and easy to comprehend language. Below are the synopses of texts/stories in this Leveled Reader.

Relatively Challenging or 2-Dots-Leveled Readers (LRs) are books written for intermediate to advance beginning readers. They are used to help build vocabulary, vocabulary, develop decoding strategies and word recognition skills, learn the structure of narrative or expository texts, develop fluency, and foster love of reading. 2 Dots LR's have higher word count, more low frequency words, long and more complex sentence, and more sophisticated language (i.e. use of figures of speech). Below are the synopses of texts/stories in this Leveled Reader.

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
1	Grade 1	Ageskuelaakon! (I Go to School!) Naimas Dagiti Prutas (Delicious Fruits)		Ilokano	Ageskuelaakon! : It's Carlo's first day in school. He is ready to attend class. Naimas Dagiti Prutas : This text features the different kinds of delicious fruits in the Philippines.	24
2	Grade 1	Ditoy Taltalon (At the Farm) Ti Pamiliak (My Family)		Ilokano	Ditoy Taltalon : Life in the province is beautiful, especially during mornings. This text portrays the life in the province through the author's interaction with people and animals. Ti Pamiliak : This text allows readers to learn about the members of the family.	24
3	Grade 1	Kitaen Dakami (Look at Us) Sadino ti Ayan ti Tarsier? (Where's the Tarsier?)		Ilokano	Kitaen Dakami : The repetitive lines in the story will practice easy recall among pupils. Read on and go through what the author is doing. Sadino ti Ayan ti Tarsier? : Discover what the tarsier is up to. The text narrates where tarsiers go.	20
4	Grade 1	Nasustansia kadi ti Haluhalo? (Is Haluhalo Nutritious? Ti Datdatlag a Karton ni Nona (Nona's Magical Box)		Ilokano	Nasustansia kadi ti Haluhalo? : Explore what makes up the haluhalo. What do you think makes this food healthy? Ti-Datdatlag a Karton ni Nona : Nona has a magic box. Discover what makes the box magical.	20
5	Grade 1	Malong (Malong) Aldo, ti Superhero (Aldo, the Superhero)		Ilokano	Malong : This text features the different ways of using malong. Aldo, ti Superhero : Aldo wants to become a superhero. Every day, he exercises and he also makes sure to help others.	20
6	Grade 1	Siak ken ti Bantay (The Mountain and I) Ti Ullaw (The Kite)		Ilokano	Siak ken ti Bantay : Makiling is named after a famous mountain. In the story, she realizes personal characteristics that are similar to her namesake. Ti Ullaw : Nilo likes playing with his kite. One day, his kite gets stuck on the post. When he tries to retrieve it, he is dissuaded by his mother and he learns about safety and electricity.	20

DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
7	Grade 1	Ti Mapukpukaw a Sipa . (The Missing Sipa) Aldo, ti Superhero ti Nakaparsuaan . (Aldo, Nature's Superhero)	Relatively Easy (One-dot)	Ilokano	Ti Mapukpukaw a Sipa: Carmen and her grandfather enjoy playing sipa together. One time, Carmen kicked the sipa too high, resulting in a funny situation. Aldo, ti Superhero ti Nakaparsuaan: Aldo wants to become a superhero that saves the environment. He takes care of his surroundings through various activities.	28
8	Grade 1	Ti Mapukpukaw a Sipa : (The Missing Sipa) Aldo, ti Superhero ti Nakaparsuaan : (Aldo, Nature's Superhero)	Relatively Challenging (Two-dots)	Ilokano	Ti Mapukpukaw a Sipa: Carmen and her grandfather enjoy playing sipa together. One time, Carmen kicked the sipa too high, resulting in a funny situation. Aldo, ti Superhero ti Nakaparsuaan: Aldo wants to become a superhero that saves the environment. He takes care of his surroundings through various activities.	28
9	Grade 1	Agmulatayo iti Balatong . (Let's Plant Mung Beans) Ti Lamok . (Mosquito)	Relatively Easy (One-dot)	Ilokano	Agmulatayo iti Balatong: This text features the steps in planting mungo, the benefits of eating it, and the different recipes that are done with mungo. Ti Lamok: This text features the growth cycle of mosquitoes, the illnesses that might be contracted from mosquitoes, and preventive measures on avoiding these insects.	28
10	Grade 1	Agmulatayo iti Balatong : (Let's Plant Mung Beans) Ti Lamok : (Mosquito)	Relatively Challenging (Two-dots)	Ilokano	Agmulatayo iti Balatong: This text features the steps in planting mungo, the benefits of eating it, and the different recipes that are done with mungo. Ti Lamok: This text features the growth cycle of mosquitoes, the illnesses that might be contracted from mosquitoes, and preventive measures on avoiding these insects.	28
11	Grade 1	Nag-eskuyla na Ko! (I Go to School!) Lami nga mga Prutas (Delicious Fruits)		Sinugbuanong Binisaya	Nag-eskuyla na Ko!: It's Carlo's first day in school. He is ready to attend class. Lami nga mga Prutas: This text features the different kinds of delicious fruits in the Philippines.	24
12	Grade 1	Sa Bukid (At the Farm) Ang Akong Pamilya (My Family)		Sinugbuanong Binisaya	Sa Bukid: Life in the province is beautiful, especially during mornings. This text portrays the life in the province through the author's interaction with people and animals. Ang Akong Pamilya: This text allows readers to learn about the members of the family.	24
13	Grade 1	Tan-awa Kami! (Look at Us!) Hain ang Tarsier? (Where's the Tarsier?)		Sinugbuanong Binisaya	Tan-awa Kami: The repetitive lines in the story will practice easy recall among students. Read on and go through what the author is doing. Hain ang Tarsier?: Discover what the tarsier is up to. The text narrates where tarsiers go.	20

Note: No. of pages includes booklet cover

DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
14	Grade 1	Sustansiyado ba ang Haluhalo? (Is Haluhalo Nutritious?) Ang Kahibulongang Kahon ni Nona (Nona's Magical Box)		Sinugbuanong Binisaya	Sustansiyado ba ang Haluhalo?: Explore what makes up the haluhalo. What do you think makes this food healthy? Ang Kahibulongang Kahon ni Nona: Nona has a magic box. Discover what makes the box magical.	20
15	Grade 1	Ang Bungtod ug Ako (The Mountain and I) Ang Tabanog (The Kite)		Sinugbuanong Binisaya	Ang Bungtod ug Ako: Makiling is named after a famous mountain. In the story, she realizes personal characteristics that are similar to her namesake. Ang Tabanog: Nilo likes playing with his kite. One day, his kite gets stuck on the post. When he tries to retrieve it, he is dissuaded by his mother and he learns about safety and electricity.	20
16	Grade 1	Malong (Malong) Aldo, ang Superhero (Aldo, the Superhero)		Sinugbuanong Binisaya	Malong: This text features the different ways of using malong. Aldo, ang Superhero: Aldo wants to become a superhero. Every day, he exercises and he also makes sure to help others.	20
17	Grade 1	Ang Nawagtang nga Sipa . (The Missing Sipa) Aldo, Superhero sa Kalikopan . (Aldo, Nature's Superhero)	Relatively Easy (One-dot)	Sinugbuanong Binisaya	Ang Nawagtang nga Sipa: Carmen and her grandfather enjoy playing sipa together. One time, Carmen kicked the sipa too high, resulting in a funny situation. Aldo, Superhero sa Kalikopan: Aldo wants to become a superhero that saves the environment. He takes care of his surroundings through various activities.	28
18	Grade 1	Ang Nawagtang nga Sipa : (The Missing Sipa) Aldo, Superhero sa Kalikopan : (Aldo's Nature's Superhero)	Relatively Challenging (Two-dots)	Sinugbuanong Binisaya	Ang Nawagtang nga Sipa: Carmen and her grandfather enjoy playing sipa together. One time, Carmen kicked the sipa too high, resulting in a funny situation. Aldo, Superhero sa Kalikopan: Aldo wants to become a superhero that saves the environment. He takes care of his surroundings through various activities.	28
19	Grade 1	Magtanom Ta og Munggos . (Let's Plant Mung Beans) Ang Lamok . (Mosquito)	Relatively Easy (One-dot)	Sinugbuanong Binisaya	Magtanom Ta og Munggos: This text features the steps in planting mungo, the benefits of eating it, and the different recipes that are done with mungo. Ang Lamok: This text features the growth cycle of mosquitoes, the illnesses that might be contracted from mosquitoes, and preventive measures on avoiding these insects.	28
20	Grade 1	Magtanom Ta og Munggos : (Let's Plant Mung Beans) Ang Lamok : (Mosquito)	Relatively Challenging (Two-dots)	Sinugbuanong Binisaya	Magtanom Ta og Munggos: This text features the steps in planting mungo, the benefits of eating it, and the different recipes that are done with mungo. Ang Lamok: This text features the growth cycle of mosquitoes, the illnesses that might be contracted from mosquitoes, and preventive measures on avoiding these insects.	28
21	Grade 2	Animal Band The Bird Flies		English	Animal Band: A band of animals play music together. Learn which musical instrument belongs to which animal.	20

Note: No. of pages includes booklet cover

DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
					The Bird Flies: The bird enjoys flying to different places. This story narrates the places the bird visits.	
22	Grade 2	Fruits and Trees Today is Moving Day		English	Fruits and Trees: This text features common fruits in the Philippines and the trees they belong to. Today is Moving Day: In this story, fathers, mothers, grandparents, and children come to help. They demonstrate a long-standing tradition in the Philippines.	20
23	Grade 2	Do your Chores . Making a Fire .	Relatively Easy (One-dot)	English	Do your Chores: Max arrives home and asks permission to play. His mother reminds him to finish various house chores before playing. Find out what are Max's chores. Do you think he will be able to play? Making a Fire: Carol wants to help cook dinner. Her mother asks her to finish a series of tasks before letting her cook. The story also features discussion on energy.	24
24	Grade 2	Do your Chores : Making a Fire :	Relatively Challenging (Two-dots)	English	Do your Chores: Max arrives home and asks permission to play. His mother reminds him to finish various house chores before playing. Find out what are Max's chores. Do you think he will be able to play? Making a Fire: Carol wants to help cook dinner. Her mother asks her to finish a series of tasks before letting her cook. The story also features discussion on energy.	24
25	Grade 2	The End of the World . Animals Here, Animals There .	Relatively Easy (One-dot)	English	The End of the World: Rooster wants to learn more about the world. He leaves his home, jumps over the fence, and goes on an adventure. Animals Here, Animals There: Learn about the different animals and their characteristics.	28
26	Grade 2	The End of the World : Animals Here, Animals There :	Relatively Challenging (Two-dots)	English	The End of the World: Rooster wants to learn more about the world. He leaves his home, jumps over the fence, and goes on an adventure. Animals Here, Animals There: Learn about the different animals and their characteristics.	28
27	Grade 2	Taguan Ang Alaga Kong si Mong		Filipino	Taguan: This story demonstrates why it's fun to play hide-and-seek under the moonlight. Will the "it" find her hiding playmates? Ang Alaga Kong si Mong: Mong is a turtle. It has incredible characteristics. What do you think makes Mong incredible?	24
28	Grade 2	Sina Estella at Lisa Isang Linggo sa Klase ni Ginang Reyes		Filipino	Sina Estella at Lisa: Estella and Lisa are not just cousins, they are also close friends. Estella and Lisa enjoy doing various activities together. Isang Linggo sa Klase ni Ginang Reyes: Mrs. Reyes promises to give her class a surprise if all of them come to school early. All the pupils are excited for the surprise.	24

DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
29	Grade 2	Nagsimula sa Parisukat! Si Roko, ang Matakaw na Aso		Filipino	Nagsimula sa Parisukat!: A pupil draws an animal with the help of their teacher, Ms. Rosa. The pupil successfully draws the animal by starting with a rectangle. Si Roko, ang Matakaw na Aso: Roko is a greedy dog. He wants the food all to himself. Find out what happens when Roko encounters another dog with food.	20
30	Grade 2	Bagyo! Ang Bagong Kapitbahay		Filipino	Bagyo!: A typhoon strikes in the community. Discover how the community members prepare for the typhoon. Will they survive this ordeal? Ang Bagong Kapitbahay: Pipo befriends the new neighbor, Mr. Cruz. As Pipo learns more about Mr. Cruz, he becomes pleasantly surprised.	20
31	Grade 2	Pista ng Pahiyas Sorpresa Kay Lola		Filipino	Pista ng Pahiyas: The Pahiyas Festival is celebrated in Lucban, Quezon every May. This text narrates how the people celebrate Pahiyas festival. Sorpresa Kay Lola: Tope wants to surprise his Lola. He needs to think of a gift that could be mailed to the province.	20
32	Grade 2	Ang Meryenda Ang Hangin at ang Saranggola		Filipino	Ang Meryenda: Lola Tinay's grandchildren want to eat merienda. Before revealing their food, Lola Tinay asks the kids to help her cook. Ang Hangin at ang Saranggola: Kiko helps the fisher folk in his community by flying his kite every morning. This activity helps fisher folk know when is a good time to sail and fish.	24
33	Grade 2	Ang Pagong at ang Kuneho . Bangui Wind Farm ng Ilocos .	Relatively Easy (One-dot)	Filipino	Ang Pagong at ang Kuneho: The tortoise and the hare compete for a race. The nail-biting story reveals a surprise ending. Bangui Wind Farm ng Ilocos: Ben and his older brother, Mike, talk about the Bangui Wind Farm. The story shares the benefits of wind turbine.	28
34	Grade 2	Ang Pagong at ang Kuneho : Bangui Wind Farm ng Ilocos :	Relatively Challenging (Two-dots)	Filipino	Ang Pagong at ang Kuneho: The tortoise and the hare compete for a race. The nail-biting story reveals a surprise ending. Bangui Wind Farm ng Ilocos: Ben and his older brother, Mike, talk about the Bangui Wind Farm. The story shares the benefits of wind turbine.	28
35	Grade 2	Isang Kakaibang Araw . Alamin ang mga Anyong-Tubig sa Pilipinas! .	Relatively Easy (One-dot)	Filipino	Isang Kakaibang Araw: One Saturday, a child accompanies her father while driving a jeep. She encounters an interesting passenger along the way. Alamin ang mga Anyong-Tubig sa Pilipinas!: The Philippines has different bodies of water. Discover the different water forms located in various parts of the Philippines.	28
36	Grade 2	Isang Kakaibang Araw : Alamin ang mga Anyong-Tubig sa Pilipinas! :	Relatively Challenging (Two-dots)	Filipino	Isang Kakaibang Araw: One Saturday, a child accompanies her father while driving a jeep. She encounters an interesting passenger along the way. Alamin ang mga Anyong-Tubig sa Pilipinas!: The Philippines has different bodies of water. Discover the different water forms located in various parts of	28

Note: No. of pages includes booklet cover

DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
					the Philippines.	
37	Grade 2	Agtawenakon iti Pito! (I'm Seven Years Old!) Ni Lolang (Grandmother)		Ilokano	Agtawenakon: In this story, the girl celebrates her seventh birthday. She describes what makes her birthday fun and special. Ni Lolang: Whenever there are no classes, Lola Minda allows her grandson to sell goods in her sari-sari store. In the process, the boy learns about math, guarding the store, and so much more.	24
38	Grade 2	Inkiwar (Biko) Paria (Bitter Gourd)		Ilokano	Inkiwar: This text features the delicacy, biko, and the enjoyment that comes from eating it with loved ones. Paria: Bitter gourd is featured in this text. Read on to find out the characteristics of bitter gourd.	24
39	Grade 2	Pito na Ko ka Tuig! (I'm Seven Years Old) Si Lola Minda (Grandmother Minda)		Sinugbuanong Binisaya	Pito na Ko ka Tuig: In this story, the girl celebrates her seventh birthday. She describes what makes her birthday fun and special. Si Lola Minda: Whenever there are no classes, Lola Minda allows her grandson to sell goods in her sari-sari store. In the process, the boy learns about math, guarding the store, and so much more.	24
40	Grade 2	Biko Paliya		Sinugbuanong Binisaya	Biko: This text features the delicacy, biko, and the enjoyment that comes from eating it with loved ones. Paliya: Bitter gourd is featured in this text. Read on to find out the characteristics of bitter gourd.	24
41	Grade 3	Mr. Particular		English	Mr. Particular: Mr. Particular is a particular man and he likes things a certain shape, weight, and temperature. Parts of the story also feature a like-minded neighbor, Miss Picky, who is picky about how she does things. Read on to discover the characters' interesting characteristics.	28
42	Grade 3	Town of Makinang		English	Town of Makinang: Jinky goes back to her hometown and discovers that things are no longer the way it was before. She enlists the help of the mayor and together, they devise a way to clean the Town of Makinang.	28
43	Grade 3	Mrs. Post's Science Class		English	Mrs. Post's Science Class: Mrs. Post discusses the concept of solid, liquid, and gas in her class. Students bring out examples and describe each item. Read on to understand what makes these items solid, liquid, and gas.	28
44	Grade 3	Problems at the Restaurant		English	Problems at the Restaurant: Mr. and Mrs. Champ manage a restaurant. They encounter many problems such as missing food and misplaced items. How will they recover from the mishaps?	40
45	Grade 3	The Five Sisters	Relatively Easy (One-dot)	English	The Five Sisters: The five sisters Earie, Nosie, Lippie, Touchie, and Illie explore their home and their neighborhood with Aunt Pilar and Uncle Mario. Read on to find out the exciting things and places around them.	28

DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
46	Grade 3	The Five Sisters :	Relatively Challenging (Two-dots)	English	The Five Sisters: The five sisters Earie, Nosie, Lippie, Touchie, and Illie explore their home and their neighborhood with Aunt Pilar and Uncle Mario. Read on to find out the exciting things and places around them.	28
47	Grade 3	Loro Gets Stuck .	Relatively Easy (One-dot)	English	Loro Gets Stuck: Loro, the beautiful fish, gets stuck in the rope. Fellow sea creatures Sap Sap, Biya, Tahong, Gaby, Tambakol, and Pugita try to help Loro. How will he escape?	28
48	Grade 3	Loro Gets Stuck :	Relatively Challenging (Two-dots)	English	Loro Gets Stuck: Loro, the beautiful fish, gets stuck in the rope. Fellow sea creatures Sap Sap, Biya, Tahong, Gaby, Tambakol, and Pugita try to help Loro. How will he escape?	28
49	Grade 3	Neighbors .	Relatively Easy (One-dot)	English	Neighbors: In the village of Kipong, the "Best Garden Contest" is held every April. Jack and Jake are competitive neighbors who both want to win. Who will win the coveted prize?	28
50	Grade 3	Neighbors :	Relatively Challenging (Two-dots)	English	Neighbors: In the village of Kipong, the "Best Garden Contest" is held every April. Jack and Jake are competitive neighbors who both want to win. Who will win the coveted prize?	28
51	Grade 3	Let's Learn About Ecosystems .	Relatively Easy (One-dot)	English	Let's Learn About Ecosystems: Mr. Day's class discuss the ecosystem. The discussion is divided into three groups, with each group focusing on one topic – watershed, mangrove, and forest. Learn about the different ecosystems and the proper way to conduct research thru this story.	40
52	Grade 3	Let's Learn About Ecosystems :	Relatively Challenging (Two-dots)	English	Let's Learn About Ecosystems: Mr. Day's class discuss the ecosystem. The discussion is divided into three groups, with each group focusing on one topic – watershed, mangrove, and forest. Learn about the different ecosystems and the proper way to conduct research thru this story.	40
53	Grade 3	The Scavenger Hunt .	Relatively Easy (One-dot)	English	The Scavenger Hunt: Jean, Lee, and Steve are siblings who enjoy doing puzzles together. The eldest sibling, Steve, prepares puzzles for his two younger siblings to solve. One day, all three embark on a short quest to complete another mystery.	28
54	Grade 3	The Scavenger Hunt :	Relatively Challenging (Two-dots)	English	The Scavenger Hunt: Jean, Lee, and Steve are siblings who enjoy doing puzzles together. The eldest sibling, Steve, prepares puzzles for his two younger siblings to solve. One day, all three embark on a short quest to complete another mystery.	28
55	Grade 3	The Magic Show .	Relatively Easy (One-dot)	English	The Magic Show: Paul and Claire watch a magic show and study the tricks of the trade. Using the ideas they've learned, they then showcase it to class. Can you guess the magic tricks they'll perform?	28
56	Grade 3	The Magic Show :	Relatively Challenging	English	The Magic Show: Paul and Claire watch a magic show and study the tricks of the trade. Using the ideas they've learned, they then showcase it to class. Can	28

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DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
			(Two-dots)		you guess the magic tricks they'll perform?	
57	Grade 3	Para, the Brave and Beautiful .	Relatively Easy (One-dot)	English	Para, the Brave and Beautiful: Para is a beautiful bird that performs for school children. After her performance in Manila, she is accidentally separated from her caretakers, Dr. and Mrs. Reggie. Para starts to fly solo and embarks on an adventure around Manila. Will she find her way back home?	28
58	Grade 3	Para, the Brave and Beautiful :	Relatively Challenging (Two-dots)	English	Para, the Brave and Beautiful: Para is a beautiful bird that performs for school children. After her performance in Manila, she is accidentally separated from her caretakers, Dr. and Mrs. Reggie. Para starts to fly solo and embarks on an adventure around Manila. Will she find her way back home?	28
59	Grade 3	Great Inventors, Inspiring Inventions .	Relatively Easy (One-dot)	English	Great Inventors, Inspiring Inventions: This is an informational text that features the history of videophone, solar cookers, and wind turbines. It also highlights the works of Filipino inventors Gregorio Zara and Fernando Paras Jr.	40
60	Grade 3	Great Inventors, Inspiring Inventions :	Relatively Challenging (Two-dots)	English	Great Inventors, Inspiring Inventions: This is an informational text that features the history of videophone, solar cookers, and wind turbines. It also highlights the works of Filipino inventors Gregorio Zara and Fernando Paras Jr.	40
61	Grade 3	Benjie's Long Trip .	Relatively Easy (One-dot)	English	Benjie's Long Trip: One day, the rain was so hard that the leaf Benjie was sitting on was carried away from the pond. Little did Benjie know that this will be the start of a great adventure. Join Benjie as he meets new friends and explore exciting places.	28
62	Grade 3	Benjie's Long Trip :	Relatively Challenging (Two-dots)	English	Benjie's Long Trip: One day, the rain was so hard that the leaf Benjie was sitting on was carried away from the pond. Little did Benjie know that this will be the start of a great adventure. Join Benjie as he meets new friends and explore exciting places.	28
63	Grade 3	Bounty in Our Hands .	Relatively Easy (One-dot)	English	Bounty in Our Hands: Dulnuwan, a father, works in the fields every day. His wife, Bugan, and children, Ali and Dina, also help him out. Read on to find out the process of planting rice and the impact of weather on the crops. The story also features a discussion on El Niño and La Niña.	28
64	Grade 3	Bounty in Our Hands :	Relatively Challenging (Two-dots)	English	Bounty in Our Hands: Dulnuwan, a father, works in the fields every day. His wife, Bugan, and children, Ali and Dina, also help him out. Read on to find out the process of planting rice and the impact of weather on the crops. The story also features a discussion on El Niño and La Niña.	28
65	Grade 3	The Biggest Storm .	Relatively Easy (One-dot)	English	The Biggest Storm: The Biggest Storm is an expository/informational text about typhoon Yolanda. It also contains information on what to do before, during, and after a typhoon.	28
66	Grade 3	The Biggest Storm :	Relatively Challenging	English	The Biggest Storm: The Biggest Storm is an expository/informational text about typhoon Yolanda. It also contains information on what to do before,	28

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DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
			(Two-dots)		during, and after a typhoon.	
67	Grade 3	Wonders in the Sky .	Relatively Easy (One-dot)	English	Wonders in the Sky: This story features a lovely relationship between Cecile and her grandmother. Through the explanation of her grandmother, Cecile understands the sun rotation, the concept of blue moon, the stars, legends, and other stories about the universe.	40
68	Grade 3	Wonders in the Sky :	Relatively Challenging (Two-dots)	English	Wonders in the Sky: This story features a lovely relationship between Cecile and her grandmother. Through the explanation of her grandmother, Cecile understands the sun rotation, the concept of blue moon, the stars, legends, and other stories about the universe.	40
69	Grade 3	Maligayang Pagdating sa Baguio! Punta Tayo sa Argao!		Filipino	Maligayang Pagdating sa Baguio! Nona tours his cousin, Gabriel, around Baguio city. Together they explore all the things that Baguio has to offer through a wandering magical box. Punta Tayo sa Argao!: Through a magical box, Nona and Gabriel are transported to Gabriel's hometown, Argao, Cebu. Gabriel shows his cousin all the beautiful and historical spots that Argao is known for.	28
70	Grade 3	Kuwento ng Magkapatid na Daga: Si Kiko at si Tomas Kuwento ng Magkapatid na Daga: Pakikipagsapalaran sa Siyudad		Filipino	Kuwento ng Magkapatid na Daga: Si Kiko at si Tomas: Kiko lives in the province while Tomas lives in the city. Even though they live apart, the brothers remain close. Tomas visits his brother and learns more about the rural life. Kuwento ng Magkapatid na Daga: Pakikipagsapalaran sa Siyudad: It's Kiko's turn to visit his brother, Tomas. This is Kiko's first time to travel to the city. He gets to learn more about his brother and the city life in this story.	28
71	Grade 3	Si Maya sa Himpapawid Si Maya sa Davao		Filipino	Si Maya sa Himpapawid: It's Maya's first time to ride the airplane. She's terrified. Discover how Maya will get over this ordeal and enjoy the ride. This story also features the Philippine topography, including its diverse land and water forms. Si Maya sa Davao: Maya meets a new friend, Jun-Jun. Together, they explore the wonderful places, food, and culture in Davao.	28

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DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
72	Grade 3	Ang Pagyanig Anong Nangyari kay Greg? Ang Matapang sa Gitna ng Bagyo		Filipino	<p>Ang Pagyanig: Pauline, Ram, and Miko play together when their classmate Greg suddenly joins them. While the four are arguing, the ground starts to shake and the trees abruptly sway. What will they do now? Learn what to do before, during, and after an earthquake.</p> <p>Anong Nangyari kay Greg?: Their classmate Greg is absent at school. His house caught fire yesterday. Pauline, Ram, Miko, and their classmates help Greg. Learn what to do before, during, and after a fire hits.</p> <p>Ang Matapang sa Gitna ng Bagyo: A strong typhoon ravages Pauline, Ram, Miko, and Greg's community. They take refuge in their school. While there, the four students meet a lost young girl. Learn what to do before, during, and after a typhoon.</p>	40
73	Grade 3	Si Chico Si Hasmin .	Relatively Easy (One-dot)	Filipino	<p>Si Chico: Chico is the eldest in the family. His father is an Overseas Filipino Worker while his mother is beset with illness. Chico steps up and takes care of his loved ones.</p> <p>Si Hasmin: Hasmin is a young girl who saves the entire community from fire destruction. Discover how she does this during the Santacruzán parade.</p>	28
74	Grade 3	Si Chico Si Hasmin :	Relatively Challenging (Two-dots)	Filipino	<p>Si Chico: Chico is the eldest in the family. His father is an Overseas Filipino Worker while his mother is beset with illness. Chico steps up and takes care of his loved ones.</p> <p>Si Hasmin: Hasmin is a young girl who saves the entire community from fire destruction. Discover how she does this during the Santacruzán parade.</p>	28
75	Grade 3	Kabang: Asong Bayani Kahanga-hangang mga Lumba-lumba .	Relatively Easy (One-dot)	Filipino	<p>Kabang: Asong Bayani: Kabang is a real life dog who saved a child from being run over in Zamboanga City. Learn about its historical deeds through Aldo and his family.</p> <p>Kahanga-hangang mga Lumba-lumba: In Palawan, a dolphin saves a fisherman from drowning. This real life account inspires Aldo and his friends, Tope and Carol, to come up with their own superheroes.</p>	28
76	Grade 3	Kabang: Asong Bayani Kahanga-hangang mga Lumba-lumba :	Relatively Challenging (Two-dots)	Filipino	<p>Kabang: Asong Bayani: Kabang is a real life dog who saved a child from being run over in Zamboanga City. Learn about its historical deeds through Aldo and his family.</p> <p>Kahanga-hangang mga Lumba-lumba: In Palawan, a dolphin saves a fisherman from drowning. This real life account inspires Aldo and his friends, Tope and Carol, to come up with their own superheroes.</p>	28

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DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
77	Grade 3	Ang Idolo ni Beatrice Ang mga Bayaning Babae ng Bansa .	Relatively Easy (One-dot)	Filipino	<p>Ang Idolo ni Beatrice: Ang Idolo ni Beatrice chronicles Beatrice's experience in running for class officer and learning about the life of Apolinario Mabini. The story of Mabini and experience of Beatrice simultaneously unfolds through parallel illustration and narration. Learn about Mabini's lives through the narration of Beatrice mother, Bb. Cabiles, and Beatrice herself.</p> <p>Ang mga Bayaning Babae ng Bansa: Beatrice and her classmates learn about the females heroes in the Philippines. They discover the great lives of Melchora Aquino, Patrocinio Gamboa, and Trinidad Tecson.</p>	28
78	Grade 3	Ang Idolo ni Beatrice Ang mga Bayaning Babae ng Bansa :	Relatively Challenging (Two-dots)	Filipino	<p>Ang Idolo ni Beatrice: Ang Idolo ni Beatrice chronicles Beatrice's experience in running for class officer and learning about the life of Apolinario Mabini. The story of Mabini and experience of Beatrice simultaneously unfolds through parallel illustration and narration. Learn about Mabini's lives through the narration of Beatrice mother, Bb. Cabiles, and Beatrice herself.</p> <p>Ang mga Bayaning Babae ng Bansa: Beatrice and her classmates learn about the females heroes in the Philippines. They discover the great lives of Melchora Aquino, Patrocinio Gamboa, and Trinidad Tecson.</p>	28
79	Grade 3	Misteryo sa Villa Soledad .	Relatively Easy (One-dot)	Filipino	<p>Misteryo sa Villa Soledad: Cousins Nona and Gabriel go on an adventure in Vigan, Ilocos Sur. From the streets of ancient Calle Crisologo to the mysterious disappearance of historical items in their aunt's mansion, Nona and Gabriel find themselves in the thick of action. Nona and Gabriel intend to solve the puzzle and find the thief.</p>	40
80	Grade 3	Misteryo sa Villa Soledad :	Relatively Challenging (Two-dots)	Filipino	<p>Misteryo sa Villa Soledad: Cousins Nona and Gabriel go on an adventure in Vigan, Ilocos Sur. From the streets of ancient Calle Crisologo to the mysterious disappearance of historical items in their aunt's mansion, Nona and Gabriel find themselves in the thick of action. Nona and Gabriel intend to solve the puzzle and find the thief.</p>	40
81	Grade 3	Si Maria Makiling .	Relatively Easy (One-dot)	Filipino	<p>Si Maria Makiling: This leveled reader is a retelling of one of the most popular legends in Philippine Mythology, Maria Makiling. The fairy/goddess/forest nymph is associated with a mountain located in Laguna, Philippines.</p>	28
82	Grade 3	Si Maria Makiling :	Relatively Challenging (Two-dots)	Filipino	<p>Si Maria Makiling: This leveled reader is a retelling of one of the most popular legends in Philippine Mythology, Maria Makiling. The fairy/goddess/forest nymph is associated with a mountain located in Laguna, Philippines.</p>	28

DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

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	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
83	Grade 3	Ang Dula .	Relatively Easy (One-dot)	Filipino	Ang Dula: Ang Dula is about the process of mounting a play. Mr. Dotusme guides the class as they select lead performers, rehearse the songs, prepare the stage, the props, and the costume for the performance. The story features classic folk songs and a discussion on the artistic approach of Fernando Amorsolo, Victorio Edades, and Carlos Francisco.	28
84	Grade 3	Ang Dula :	Relatively Challenging (Two-dots)	Filipino	Ang Dula: Ang Dula is about the process of mounting a play. Mr. Dotusme guides the class as they select lead performers, rehearse the songs, prepare the stage, the props, and the costume for the performance. The story features classic folk songs and a discussion on the artistic approach of Fernando Amorsolo, Victorio Edades, and Carlos Francisco.	28
85	Grade 3	Ang Pamamasyal ni Korina .	Relatively Easy (One-dot)	Filipino	Ang Pamamasyal ni Korina: Ang Pamamasyal ni Korina follows the adventures of a little girl as she discovers the places in Region IV-B. Learn more about the people, food, products, historical spots, and culture in Marinduque and Romblon.	28
86	Grade 3	Ang Pamamasyal ni Korina :	Relatively Challenging (Two-dots)	Filipino	Ang Pamamasyal ni Korina: Ang Pamamasyal ni Korina follows the adventures of a little girl as she discovers the places in Region IV-B. Learn more about the people, food, products, historical spots, and culture in Marinduque and Romblon.	28
87	Grade 3	Sina Bong, Buboy, at ang mga Katutubong Pangkat .	Relatively Easy (One-dot)	Filipino	Sina Bong, Buboy, at ang mga Katutubong Pangkat: This story is about the squabbling twin, Bong and Buboy. The only thing that calms them is their Lola Hermie's stories, which feature heroic tales of adventure and Philippine epics.	40
88	Grade 3	Sina Bong, Buboy, at ang mga Katutubong Pangkat :	Relatively Challenging (Two-dots)	Filipino	Sina Bong, Buboy, at ang mga Katutubong Pangkat: This story is about the squabbling twin, Bong and Buboy. The only thing that calms them is their Lola Hermie's stories, which feature heroic tales of adventure and Philippine epics.	40
89	Grade 3	Ang mga Pambansang Produkto .	Relatively Easy (One-dot)	Filipino	Ang mga Pambansang Produkto: Ang mga Pambansang Produkto features a discussion on popular Philippine products. This informational text is set in comics format, and readers will learn about all things related to mangoes and coconuts.	28
90	Grade 3	Ang mga Pambansang Produkto :	Relatively Challenging (Two-dots)	Filipino	Ang mga Pambansang Produkto: Ang mga Pambansang Produkto features a discussion on popular Philippine products. This informational text is set in comics format, and readers will learn about all things related to mangoes and coconuts.	28
91	Grade 3	Sina Niña at Nonoy .	Relatively Easy (One-dot)	Filipino	Sina Niña at Nonoy: Discover the skills and talents of siblings Niña and Nonoy. The story is situated in the wonderful region of Ilocos, where the region's festival, products, and culture are the focus.	28

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DEPED-USAID'S BASA PILIPINAS PROGRAM: LIST OF LEVELED READERS FOR GRADES 1, 2, AND 3

As of June 29, 2016

	GRADE	TITLE	LEVEL	LANGUAGE	DESCRIPTION/SYNOPSIS	NO. OF PAGES
92	Grade 3	Sina Nina at Nonoy :	Relatively Challenging (Two-dots)	Filipino	Sina Niña at Nonoy: Discover the skills and talents of siblings Niña and Nonoy. The story is situated in the wonderful region of Ilocos, where the region's festival, products, and culture are the focus.	28
93	Grade 3	Mga Bayani sa Komunidad .	Relatively Easy (One-dot)	Filipino	Mga Bayani sa Komunidad: Budding reporters Alan and Erika feature community heroes in their school paper. Learn about the everyday activities of farmers and fisher folks, as well as the agriculture and fishing industries in the Philippines.	28
94	Grade 3	Mga Bayani sa Komunidad :	Relatively Challenging (Two-dots)	Filipino	Mga Bayani sa Komunidad: Budding reporters Alan and Erika feature community heroes in their school paper. Learn about the everyday activities of farmers and fisher folk, as well as the agriculture and fishing industries in the Philippines.	28
95	Grade 3	Sa Kalye Sarado .	Relatively Easy (One-dot)	Filipino	Sa Kalye Sarado: This story follows the journey of newfound friends Lou and Amir as they look for Lou's missing kitten. While they search their neighborhood, the children learn more about each other and the other children in their street. The last two chapters of the story feature a discussion on the rights of the child.	40
96	Grade 3	Sa Kalye Sarado :	Relatively Challenging (Two-dots)	Filipino	Sa Kalye Sarado: This story follows the journey of newfound friends Lou and Amir as they look for Lou's missing kitten. While they search their neighborhood, the children learn more about each other and the other children in their street. The last two chapters of the story feature a discussion on the rights of the child.	40

LOT 2. Leveled Readers Specifications

	RFQ Requirements
Color	Cover: Outside covers: full colors with UV coating; Blue - Pantone 280, Red - Pantone 200
	Inside covers: 1 color
	Inside pages: 1 color; print on both sides
Bleeds	Cover: Allow 0.25 inches on all sides
	Inside: Full Bleed
Binding	Saddle Stitching
Paper	Cover: Foldcote (bleach board solid white)
	Coated one (1) side
	Caliper # 12
	Basis weight: not less than 230 gsm.
	Thickness: not less than 290 microns
	Interior: Coated paper two (2) sides, matte
	Basis weight: not less than 230 gsm
	Opacity: not more than 70%
Brightness: not less than 80 %	
Trim size	9 (length) x 6 (width) inches
Number of pages	28 pages for two stories or 40 pages for three stories, including cover
Artwork and Illustrations	The cover will contain one illustration and 24 or 34 pages will contain grey scale illustrations. EDC will provide the selected offeror with the illustrations electronically in .jpeg format. The cover will contain branding specific to the Basa Pilipinas program, including the Philippines Department of Education Logo and the USAID Logo. The electronic versions of the logos will be provided to the offeror in .jpeg format.
Packing	The Leveled Readers shall be packed based on the attached allocation / packaging list per Recipient and placed in unused corrugated cartons and sealed to withstand rough handling.
	Each carton label shall contain the intended allocation wrapped and sealed in: A 3-mil thick polyethylene plain plastic bag (machine-sealed) or shrink-packed using gauge 75 Polyolefin Film (POF) for adequate protection against moisture and water damage.
	For loose sets, Leveled Readers shall be: wrapped in brown kraft paper with thickness of at least: 1. Wrapped in: Brown craft paper with a thickness of at least 0.25 mm and basis weight of 125 gsm and 2. Wrapped and sealed in: a 3-mil thick polyethylene plain plastic bag (machine-sealed) or shrink-packed plastic using gauge 75 Polyolefin Film (POF). 3. Package must be secured by: 50.8 mm packaging tape or better.
	The carton materials shall have these specifications:

Packing	1. Corrugation : B, C, or E (double wall) flute
	2. Burst strength: 14.09 kgs/cm ² or 200.4 psi or 1409 kPa with + 2% tolerance
	3. Joint: Taped with 50.8 mm wide packaging tapes with fiber or better.
	For cartons with overlap joints: The overlap joints shall be fixed by high grade glue and its outside joint shall be reinforced by a 50.8 mm packaging tape or better. Tin/staple wires shall not be used to reinforce the joints.
	Cartons shall be reinforced with: At least 12.7 mm. wide plastic strap with tin or other appropriate seal. The Supplier may introduce better carton reinforcement, e.g., shrink packing with provision for convenient handling, subject to approval of the Purchaser.
	Cartons top, bottom, and flap sealing: 50.8 mm packaging tape or better. The materials to be used in the manufacture of corrugated boxes shall be kraft liner board.
	Each carton/kraft paper shall be properly labeled to indicate the following: Title, Number of Goods in a carton, Purchaser's Name and Address, Supplier's Name, USAID Logo (to be supplied by EDC in .jpeg format), Destination, Volume, and Gross Weight
Proof	Sample – composite to resolution , high-resolution for cover; Proofs must be delivered electronically to _____
Review of Proof	5 business days
Sample	A sample of what the selected offeror will print, including the paper selection, must be provided to _____ prior to printing the full quantity. Sample must be delivered to _____
Review of Sample by _____	5 business days
Changes	The selected vendor (s) must include eight (8) hours of edits

Annex 3

**ESTIMATED COSTING ON THE PRINTING AND REPRODUCTION OF MATERIALS
AND ORIENTATION TRAINING WORKSHOP FOR MULTIGRADE TEACHERS**

Region/s	Training		Budget of Work		BASA Pilipinas Leveled Readers				Contingency	Total per class		
						English	Filipino	Ilokano			Sinugbuanong Binisaya	
ARMM, CARAGA, IX, XI, XII	Php 800.00/ pax per day	Php 7200.00	Php 1515.00			Php 1317.00	Php 1467.00	Php 444.00	Php 444.00	Php 1363.00	Php 13750.00	
	B&L, Transpo, Food		Estimated # of Pages	1380	Estimated # of Pages	984	1084	288	288			
			Estimated Cost per page	Php 0.50	Estimated Cost per page	Php 0.50	Php 0.50	Php 0.50	Php 0.50	Php 0.50		
	9 Days		Estimated # of Copies to be binded	33	Estimated # of Copies to be binded	33	37	12	12			
			Binding Estimated Cost	Php 25.00	Binding Estimated Cost	Php 25.00	Php 25.00	Php 25.00	Php 25.00	Php 25.00		
I, II, III, CAR	Php 800.00/ pax per day	Php 8000.00	Php 1515.00			Php 1317.00	Php 1467.00	Php 444.00		Php 1007.00	Php 13750.00	
	B&L, Transpo, Food		Estimated # of Pages	1380	Estimated # of Pages	984	1084	288				
			Estimated Cost per page	Php 0.50	Estimated Cost per page	Php 0.50	Php 0.50	Php 0.50				
	10 Days		Estimated # of Copies to be binded	33	Estimated # of Copies to be binded	33	37	12				
			Binding Estimated Cost	Php 25.00	Binding Estimated Cost	Php 25.00	Php 25.00	Php 25.00				
VII, VIII, X	Php 800.00/ pax per day	Php 8000.00	Php 1515.00			Php 1317.00	Php 1467.00		Php 444.00	Php 1007.00	Php 13750.00	
	B&L, Transpo, Food		Estimated # of Pages	1380	Estimated # of Pages	984	1084		288			
			Estimated Cost per page	Php 0.50	Estimated Cost per page	Php 0.50	Php 0.50		Php 0.50			
	10 Days		Estimated # of Copies to be binded	33	Estimated # of Copies to be binded	33	37		12			
			Binding Estimated Cost	Php 25.00	Binding Estimated Cost	Php 25.00	Php 25.00		Php 25.00			
VI, IV-A, IV-B, V	Php 800.00/ pax per day	Php 8000.00	Php 1515.00			Php 1317.00	Php 1467.00			Php 1451.00	Php 13750.00	
	B&L, Transpo, Food		Estimated # of Pages	1380	Estimated # of Pages	984	1084					
			Estimated Cost per page	Php 0.50	Estimated Cost per page	Php 0.50	Php 0.50					
	10 Days		Estimated # of Copies to be binded	33	Estimated # of Copies to be binded	33	37					
			Binding Estimated Cost	Php 25.00	Binding Estimated Cost	Php 25.00	Php 25.00					

**FY 2015 AND 2016 PHYSICAL ACCOMPLISHMENTS
for the Quarter Ending _____**

Part 1
 Region: _____
 Region ID (EBEIS) : _____
 UACS Code : _____

Division Name and Components	Division ID (EBEIS)	UACS Code	Performance Indicator	Physical								Variance	Remarks
				Target				Accomplishment					
				Month 1	Month 2	Month 3	Total	Month 1	Month 2	Month 3	Total		
1	2	3	4	5	6	7	8=5+6+7	9	10	11	(12=9+10+11)	(13=8-12)	14
Division 1 Reproduction of Materials Capability Building			No. of materials printed and distributed No. of teachers trained										
Division n Reproduction of Materials Capability Building			No. of materials printed and distributed No. of teachers trained										
Total Region Reproduction of Materials Capability Building			No. of materials printed and distributed No. of teachers trained										

Prepared by: _____ Date: _____

Approved by: _____ Date: _____
 Head of the Division

INSTRUCTIONS

- The Regional Physical Accomplishment Report shall be prepared by the Regional Office (RO) based on the physical accomplishment reports submitted by the divisions. Accordingly, the RO shall prepare a separate Accomplishment Report for every granted subsidy (i.e. A
- Physical Accomplishment Report.** The Regional Office (RO) shall consolidate the division's actual quarterly physical accomplishments vis-a-vis quarterly targets.
 - Column 1 shall reflect the **Division Name and Components** consolidated from the recipient schools of every division.
 - Column 2 shall reflect the **Division ID** identified from the EBEIS.
 - Column 3 shall reflect the **UACS Code** of the divisions.
 - Column 4 shall specify the **performance indicators** for every given component per division.
 - Columns 5, 6, & 7 shall specify the corresponding **monthly physical targets** of each performance indicator for every given component per division.
 - Column 8 shall specify the **total physical target** of each performance indicator for every given component per division at the given quarter.
 - Columns 9, 10, & 11 shall specify the corresponding **monthly physical accomplishments** based on set targets of each performance indicator for every given component per division.
 - Column 12 shall specify the **total quarterly accomplishment** for each performance indicator of every given component per division and per quarter.
 - Column 13 shall reflect the **variance** or the difference between columns 8 and 12.
 - Column 14 shall reflect the **remarks** or reasons for not accomplishing the set targets for each component and other implementation issues encountered.

FY 2015 AND 2016 FINANCIAL ACCOMPLISHMENTS
for the Quarter Ending _____

Part 2
Region: _____
Region ID (EBEIS) : _____
UACS Code : _____

Division Name and Components	Division ID (EBEIS)	UACS Code (if applicable)	Performance Indicator	Financial								Variance	Remarks
				Target				Accomplishment					
				Month 1 Allocation	Month 2 Allocation	Month 3 Allocation	Total Allocation	Month 1 Amount Utilized	Month 2 Amount Utilized	Month 3 Amount Utilized	Total Amount Utilized		
1	2	3	4	15	16	17	(18=15+16+17)	19	20	21	(22=19+20+21)	(23=18-22)	24
Division 1 Reproduction of Materials Capability Building			No. of materials printed and distributed No. of teachers trained										
Division n Reproduction of Materials Capability Building			No. of materials printed and distributed No. of teachers trained										
Total Region Reproduction of Materials Capability Building			No. of materials printed and distributed No. of teachers trained										

Prepared by: _____ Date: _____

Approved by: _____ Date: _____
Head of the Division

INSTRUCTIONS

- The **Regional Financial Accomplishment Report** shall be prepared by the Regional Office (RO) based on the financial accomplishment reports submitted by the divisions. Accordingly, the RO shall prepare a separate Accomplishment Report for every granted A. **Financial Accomplishment Report**. The Regional Office (RO) shall consolidate the divisions actual quarterly utilization vis-a-vis quarterly allocation.
- B. Column 1 shall reflect the **Division Name and Components** consolidated from the recipient schools of every division.
- C. Column 2 shall reflect the **Division ID** identified from the EBEIS.
- D. Column 3 shall reflect the **UACS Code** of the divisions.
- E. Column 4 shall specify the **performance indicators** of every given component per division.
- F. Columns 15, 16 & 17 shall reflect the corresponding **monthly allocation** of each performance indicator for every given component per division.
- G. Column 18 shall reflect the **total allocation** for each performance indicator of every given component per division at the given quarter.
- H. Columns 19, 20, & 21 shall reflect the corresponding **monthly utilization** of each performance indicator for every given component per division.
- I. Column 22 shall reflect the **total quarterly utilization** of each performance indicator for every given component per division at the given quarter.
- J. Column 23 shall reflect the **variance** or the difference between columns 21 and 25.
- K. Column 24 shall reflect the **remarks** or reasons for not accomplishing the set targets for each component and other implementation issues encountered.

FY 2015 and 2016 PHYSICAL ACCOMPLISHMENTS
for the Quarter Ending _____

Part 1

Division Name : _____
 Division ID (EBEIS) : _____
 UACS Code : _____
 Funding Source : _____

School Name and Component	School ID (EBEIS)	UACS Code	Performance Indicator	Physical								Remarks		
				Target				Accomplishment					Variance	
				Month 1	Month 2	Month 3	Total	Month 1	Month 2	Month 3	Total			
1	2	3	4	5	6	7	8=5+6+7	9	10	11	(12=9+10+11)	(13=8-12)	14	
Elementary Schools														
School 1														
Reproduction of Materials			No. of materials printed and distributed											
Capacity Building			No. of teachers trained											
School n														
Reproduction of Materials			No. of materials printed and distributed											
Capacity Building			No. of teachers trained											
Total Division														
Reproduction of Materials			No. of materials printed and distributed											
Capacity Building			No. of teachers trained											

Prepared by: _____ Date: _____

Approved by: _____ Date: _____

Head of the Division

INSTRUCTIONS

- The Division Physical Accomplishment Report shall be prepared by the Division Office (DO) based on the physical accomplishment reports submitted by the schools. Accordingly, the DO shall prepare a separate Accomplishment Report for every granted subsidy (i.e. A division with two funding sources will have two separate accomplishment reports.)*
- Prior to completing the Physical Accomplishment Report, the DO shall indicate the **Division Name, Division ID from the EBEIS, Unified Accounting Code Structure (UACS) Code and Funding Source** of the respective division.
- A. **Physical Accomplishment Report.** The DO shall consolidate and reflect the school's actual quarterly physical accomplishments vis-a-vis the quarterly targets.
 - B. Column 2. The DO shall reflect the **School ID** of the recipient school.
 - C. Column 3. The DO shall reflect the **UACS code** of the schools.
 - D. Column 4. The DO shall specify the **performance indicators** for every given component per school.
 - E. Column 5, 6, & 7. The DO shall specify the corresponding **monthly physical target** of each performance indicator for every given component per school.
 - F. Column 8. The DO shall specify the **total physical target** of each performance indicator for every given component per school and quarter.
 - G. Columns 9, 10, & 11. The DO shall specify the corresponding **physical accomplishments** based on set targets of each performance indicator for every given component per school.
 - H. Column 12. The DO shall specify the **total accomplishment** of each performance indicator for every given component per school and quarter.
 - I. Column 13. The DO shall reflect the **variance** or the difference between columns 8 and 12.
 - J. Column 14 shall reflect the **remarks** or reasons for not accomplishing the set targets for each component and other implementation issues encountered.

FY 2015 AND 2016 FINANCIAL ACCOMPLISHMENTS
for the Quarter Ending _____

Part 2

Division Name : _____
 Division ID (EBEIS) : _____
 UACS Code : _____
 Funding Source : _____

School Name and Components	School ID (EBEIS)	UACS Code	Performance Indicator	Financial								Remarks		
				Target				Accomplishment					Variance	
				Month 1	Month 2	Month 3	Total	Month 1	Month 2	Month 3	Total			
1	2	3	4	15	16	17	(18=15+16+17)	19	20	21	(22=19+20+21)	(23=18-22)	24	
Elementary Schools														
School 1														
Reproduction of Materials			No. of materials printed and distributed											
Capability Building			No. of teachers trained											
School n														
Reproduction of Materials			No. of materials printed and distributed											
Capability Building			No. of teachers trained											
Total Division														
Reproduction of Materials			No. of materials printed and distributed											
Capability Building			No. of teachers trained											

Prepared by: _____ Date: _____

Approved by: _____ Date: _____

Head of the Division _____

INSTRUCTIONS

- The **Division Financial Accomplishment Report** shall be prepared by the Division Office (DO) based on the financial accomplishment reports submitted by the schools. Accordingly, the DO shall prepare a separate Accomplishment Report for every granted subsidy (i.e. A division with two funding sources will have two separate accomplishment reports.)
- Prior to completing the Financial Accomplishment Report, the DO shall indicate the **Division Name, Division ID from the EBEIS, Unified Accounting Code Structure (UACS) Code and Funding Source** of the respective division.
- A. **Financial Accomplishment Report.** The Division Office (DO) shall consolidate and reflect the school's actual quarterly utilization vis-a-vis the budget allocation.
 - B. Column 2- The DO shall reflect the **School ID** of the recipient schools
 - C. Column 3- The DO shall reflect the **UACS code** of the schools.
 - D. Column 4. The DO shall specify the **performance indicators** for every given component per school.
 - E. Columns 15, 16 & 17. The DO shall specify the corresponding **monthly allocation** for each performance indicator of every given component per school.
 - F. Column 18. The DO shall specify the **total target allocation** of each performance indicator for every given component per school and quarter.
 - G. Columns 19, 20, & 21. The DO shall specify the corresponding **amount utilized** based on set targets of each performance indicator for every given component per school.
 - H. Column 22. The DO shall specify the **total amount utilized** of each performance indicator for every given component per school and quarter.
 - I. Column 23. The DO shall reflect the **variance** or the difference between columns 18 and 22.
 - J. Column 24 shall reflect the **remarks** or reasons for not accomplishing the set targets for each component and other implementation issues encountered.

Annex 5

**SUGGESTED OUTLINE FOR THE PREPARATION
OF THE NARRATIVE ACCOMPLISHMENTS REPORT ON THE
UTILIZATION OF FY 2015 AND 2016 SUPPORT FUNDS
FOR MULTIGRADE SCHOOLS**

The narrative report should cover the following elements:

I. Introduction

II. Goal and objectives

III. Highlights of the report

Example:

- ✓ Training activity successes (factors, causes)
- ✓ Training activity failures (reasons)

IV. Lessons learned

V. Suggestions and recommendations

VI. Appendices

- Information that supplements the report including list of trained teachers, training program, cost details, etc.



REPUBLIC OF THE PHILIPPINES
DEPARTMENT OF EDUCATION
REGION VII, CENTRAL VISAYAS
Sudlon, Lahug, Cebu City


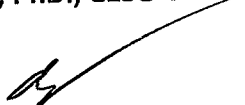


MEMORANDUM

TO : Schools Division Superintendents of:

- Cebu Province
- Bohol
- Mandaue City
- Tagbilaran City

Functional Division Chiefs and Supervisors of Regional Office

FROM : 
JULIET A. JERUTA, PhD., CESO V
Director III
Officer-in-Charge 

SUBJECT : One-Day Conference with BASA Pilipinas

DATE : 26 November 2015

1. This Office will conduct a One-Day Conference with BASA Pilipinas Personnel, Recipient Divisions, RO Functional Division Chiefs and Supervisors on December 15, 2015 at the Conference Room, 3rd Flr., DepEd RO7, Lahug, Cebu City at 8:00 A.M. to 5:00 P.M.
2. The conference aims to:
 - a) discuss the overview of the BASA Pilipinas Program;
 - b) present the program accomplishments and milestones; and
 - b) create a sustainability plan for the program.
3. Participants to this Conference are the following:
 - a) BASA Pilipinas Personnel;
 - b) Assistant Schools Division Superintendents, CID Chiefs, EPSs in MTB-MLE, English and Filipino, one (1) School Head of a big school, one (1) School Head of a small school, one (1) PSDS, and one(1) teacher of the recipient divisions;
 - c) RO Functional Division Chiefs
 - d) RO Education Program Supervisors

4. Participants from the Schools Division Offices are required to bring an e-copy of their accomplishment reports. See attached matrix for the reporting schedule.

5 Meals (2 snacks and 1 lunch) will be served by DepEd Applied Nutrition Center, charged to Regional Funds, while transportation and other incidental expenses shall be charged to local funds subject to the usual accounting and auditing rules and regulations.

6. Immediate and wide dissemination of this Memorandum is desired.

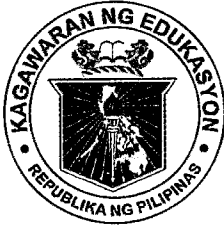
One-Day Conference with BASA Pilipinas

Conference Room, 3rd Flr., DepEd RO7, Lahug, Cebu City

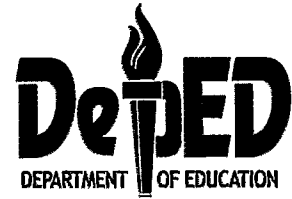
December 15, 2015

SCHEDULE OF ACTIVITIES

Time	Activity
8:00 – 8:30	Arrival and Registration
8:30 – 9:00	Opening Activities
9:00 – 9:15	Overview of BASA Pilipinas Program
9:15 – 10:15	CID Chief's Report
10:15 – 10:30	Health Break
10:30 – 12:00	Sharing of Experiences <ul style="list-style-type: none">• PSDS• School Heads• Teachers
12:00 – 1:15	Lunch Break
1:15 – 2:00	Open Forum
2:00 – 3:00	Crafting of Sustainability Plan <ul style="list-style-type: none">• January – March 2016• SY 2016 - 2017
3:00 – 4:00	Presentation and Critiquing of Sustainability Plans
4:00 – 5:00	<ul style="list-style-type: none">• Next Steps• Wrap Up• Closing Program




REPUBLIKA NG PILIPINAS
REPUBLIC OF THE PHILIPPINES
KAGAWARAN NG EDUKASYON
DEPARTMENT OF EDUCATION
REHIYON VII, GITNANG VISAYAS
REGION VII, CENTRAL VISAYAS
Sudlon, Lahug, Cebu City



MEMORANDUM

TO : Schools Division Superintendents of:

- Cebu Province
- Bohol
- Mandaue City
- Tagbilaran City

FROM : 
JULIET A. JERUTA, PhD., CESO V
Director III
Officer-in-Charge

SUBJECT : Submission of Accomplishment Reports for BASA Recipient Schools

DATE : 18 January 2016

1. BASA Pilipinas Project will soon be concluded. To check the gains and impact of the project, this Office is requiring the BASA Pilipinas Program Recipient Schools Divisions to submit accomplishment reports in soft copy from CY 2013 to December 2015 reflecting the following:

- a) Number of trained teachers by grade level
- b) Number of trained School Heads
- c) Number of trained Public Schools District Supervisors
- d) Graphical representation of the reading profile for:
 - Grade 1 – Mother Tongue
 - Grade 2 – Mother Tongue, Filipino and English
 - Grade 3 – Mother Tongue, Filipino and English
- e) Academic performance
- f) List of schools monitored/supervised by PSDSs and Education Program Supervisors

3. Submission of the above-mentioned reports will be on January 29, 2016. This will be emailed to: miliano.elnar@deped.gov.ph and msebial@edc.org.

4. Immediate dissemination of and compliance with this Memorandum is hereby directed.
JAL/EBEJ/nvm

Accomplishment BASA recipients
Regional Director's Office: Tel. nos.: (032) 231-1433; 231-1309; Telefax 414-7399; 414-7325; Asst. Regional Director's Office Telefax: (032) 255-4542;
Field Effectiveness Division: (032) 414-7324; Curriculum Learning Materials Division (032) 414-7323;
Quality Assurance and Accountability Division: (032) 231-1071; Resource Mobilization and Special Programs and Projects Division: (032) 254-7062;
Training and Development Division: (032) 255-5239 loc. 112; Planning, Policy and Research Division: (032) 233-9030; 414-7065;
Administrative Division: (032) 414-7326; 255-1313; 414-7366 414-4367; Budget and Finance Division: (032) 256-2375; 253-8061; 414-7321
Website: <http://www.depedro7.com.ph>

"EFA 2015: Karapatan ng Lahat, Pananagutan ng Lahat"



Republic of the Philippines
Department of Education
Region VII, Central Visayas

DIVISION OF CEBU PROVINCE

Sudlon, Lahug, Cebu City



November 29, 2017

DIVISION MEMORANDUM

No. 836, s. 2017

WORKSHOP ON THE CRAFTING OF CONTEXTUALIZED CLASSROOM-BASED ASSESSMENT TOOLS IN LITERACY AND NUMERACY FOR KEY STAGE 1

To: Assistant Superintendents
Chiefs, CID and SGOD
Division Supervisors/Coordinators
District Supervisors/OICs
Elementary School Heads

1. Attached is Regional Memorandum No. 900, s. 2017, entitled, "Workshop on the Crafting of Contextualized Classroom-Based Assessment Tools in Literacy and Numeracy for Key Stage 1."
2. The Workshop on the Crafting of Contextualized Classroom-Based Assessment Tools in Literacy and Numeracy for Key Stage 1 will be held on **December 18-20, 2017** at the **DepEd Ecotech Center, Sudlon, Lahug, Cebu City**.
3. Please refer to Enclosure No. 1 of Regional Memorandum No. 900 for the List of Participants.
4. Expenses for meals and accommodation shall be charged to **HRDD Funds**, while traveling and other incidental expenses incurred by the participants shall be chargeable against **local MOOE**, subject to the usual accounting and auditing rules and regulations.
5. This Memorandum serves as Authority to Travel.
6. Immediate dissemination of and compliance with this Memorandum is directed.

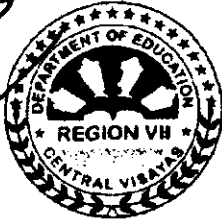

RHEA MAR A. ANGTUD, Ed. D., CESO VI
Schools Division Superintendent

Telephone Numbers:

Schools Division Superintendent: (032) 255-6405
Asst. Schools Division Superintendent: (032) 414-7457
Accounting Section: (032) 254-2632
Disbursing Section: (032) 255-4401
Admin/Legal: (032) 253-7847

Website : www.depedcebuprovince.com

E-mail Add : depedcebuprovince@yahoo.com



REPUBLIKA NG PILIPINAS
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 DEPARTMENT OF EDUCATION
REHIYON VII, GITNANG VISAYAS
 REGION VII, CENTRAL VISAYAS
 Sudlon, Lahug, Cebu City



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NOV 23 2017

REGIONAL MEMORANDUM

No. 0900, s. 2017

WORKSHOP ON THE CRAFTING OF CONTEXTUALIZED CLASSROOM-BASED ASSESSMENT TOOLS IN LITERACY AND NUMERACY FOR KEY STAGE I

To: Schools Division Superintendents

1. This Office, through the Curriculum and Learning Management Division (CLMD), will conduct a **Workshop on the Crafting of Contextualized Classroom-based Assessment Tools in Literacy and Numeracy for Key Stage I** on December 18-20, 2017 at DepEd-Ecotech Center, Lahug, Cebu City.
2. This activity aims to:
 - a. explain the Conceptual Frameworks of EGRA and EGRA tools;
 - b. synthesize the learning domains for Reading Literacy and Numeracy; and
 - c. create a contextualized classroom-based assessment tools for Literacy and Numeracy for Key Stage I
3. Participants to this activity are Education Program Supervisors in Mathematics, selected EPSs/Coordinators in Languages (English, Filipino, MTB) and selected school heads and specialists. *(Please see enclosures)*
4. Participants are required bring a laptop, extension cord and pocket wifi.
5. First meal to be served by DepEd-Ecotech Center will be lunch of December 17, 2017 (Day 0) for the program management team and facilitators and dinner for the participants and last meal will be dinner of December 20, 2017 (Day 3). Expenses for meals and accommodation shall be charged to Regional HRDD Funds while travelling and other incidental expenses incurred by the participants shall be charged against local/MOOE, subject to the usual accounting and auditing rules and regulations.
6. This Memorandum also serves as **Travel Order**.
7. Immediate dissemination of, and compliance with this Memorandum is directed.

Juliet A. Jeruta
JULIET A. JERUTA, Ph.D., CESO V
 Director III
 Officer-in-Charge

JAJ/EBEJ/carj
CLMD

Office of the Director (ORDir), Tel. Nos.: (032) 231-1453; 231-1309; 414-7399; 414-7325; Office of the Assistant Director, Tel. No.: (032) 255-4542
 Field Technical Assistance Division (FTAD), Tel. Nos.: (032) 414-7324; Curriculum Learning Management Division (CLMD), Tel. Nos.: (032) 414-7323
 Quality Assurance Division (QAD), Tel. Nos.: (032) 231-1071; Human Resource Development Division (HRDD), Tel. No.: (032) 255-5239
 Education Support Services Division (ESSD), Tel. No.: (032) 254-7062; Planning, Policy and Research Division (PPRD), Tel. Nos.: (032) 231-9030;
 414-7065; Administrative Division, Tel. Nos.: (032) 414-7326; 414-4367; 414-7366; 414-7322; 414-4367
 Finance Division, Tel. Nos.: (032) 256-2375; 253-8061; 414-7321

" EGA 2015: Karapatan ng Lahat, Pananagutan ng Lahat "

**WORKSHOP TO CREATE CONTEXTUALIZED CLASSROOM-BASED ASSESSMENT TOOLS IN
LITERACY AND NUMERACY FOR KEY STAGE I**

December 13-15, 2017

DEPED-Eotech Center, Lahug, Cebu City

LIST OF PARTICIPANTS

DIVISION	NUMERACY GROUP		LITERACY GROUP	
	NAME	POSITION/ DESIGNATION	NAME	POSITION/ DESIGNATION
BAIS	OLIVER C. CATA CUTAN	EPS-MATH	NYMPHA PONO	Coor.-MTB-MLE
	JOSEFITA A. MARTINEZ	HT II	ELVIRA L. DENOLAN	School Head
BAYAWAN	EMMA G. APDIAN	EPS-MATH	VERNA SALDO	Coor.-MTB-MLE
	ESMOLE CAÑETE	EPS II (M & E)	NECYL GALICIA	School Head
BOGO CITY	PEDRO O. MAPAIT, JR.	EPS-MATH	NEVIDA U. ABELLANA	EPS-ENGLISH
	MIRALONA T. SARSALEJO	PRINCIPAL I	SARAH P. MEJARES	School Head
BOHOL	FELIX C. GALACIO, JR.	EPS-MATH	WILFREDA FLOR	EPS-FILIPINO
	ESTRELLITA L. BARAJAN	PSDS	SUSAN MORGIA	PRINCIPAL
CARCAR CITY	OLIVER A. CAMPUGAN	EPS-MATH	MATILDE A. DUANGON	EPS-ENGLISH
	RYAN REDOBLADO	EPS II	MARITONI BALDESPINOS	School Head
CEBU	LUZVIMINDA BARIQUIT	PRINCIPAL I	EVELYN F. BALANG	EPS-ENGLISH
	CHONA BAYANG	PRINCIPAL I	RAQUEL SOLIS	School Head
CEBU CITY	MARITES V. PATINO	EPS-MATH	MARIVIC OPLE	EPS-FILIPINO
	JEANNE EGGER	PSDS	IMELDA BINOBO	PRINCIPAL
CITY OF NAGA	EDGAR J. GONZAGA	EPS-MATH	JOCELYN BALMORES	EPS-ENGLISH
	MARIBEE TOMIMBANG	PRINCIPAL II	DELIA BITONG	School Head
DANA O	MARY ANN E. RAMOS	EPS-MATH	GEMMA L. DOROY	Coor.-MTB-MLE
	MA. LUCIA LAVADOR	PRINCIPAL I	ROCEL CAPIN	School Head
DUMAGUETE CITY	MIRALUNA V. ALBINA	EPS-MATH	SARAH CATABAY	EPS-ENGLISH
	EDNA Y. BATO	PRINCIPAL I	EDNA BATO	School Head
GUIHULNGAN	RONITO R. NAVARRO	EPS -MATH	JOSEBEL LASCOÑA	Coor.-MTB-MLE
	FRANCISCO S. QUIANTO	PRINCIPAL II	JUDITHA PAUNILLAN	School Head

LAPU-LAPU CITY	CECILIA O. ARCENAL	EPS-MATH	MARIZ MAGLANGIT	Coor.-MTB-MLE
	GLENDA B. POGOY	PRINCIPAL II	IMELDA NAVEO	Coor.-MTB-MLE
MANDAUE CITY	JAIME P. RUELAN	EPS-MATH	GIOVANNA P. RAFFIÑAN	Coor.-MTB-MLE
	ROGELIO I. GARBO	PSDS	DIVINA FLORES	School Head
NEGROS ORIENTAL	ESTERLINA B. PARAGOSO	EPS-MATH	RENANTE JUANILLO	EPS-FILIPINO
	NONALE RESOOR	PSDS	MARILYN LAJATO	PRINCIPAL
SIQUJOR	NEDDY G. ARONG	EPS-MATH	FLORA GAHOB	EPS-FILIPINO
	MELCHOR S. CENAS	PSDS	MIGUELINA MAGTAHAS	PRINCIPAL
TAGBILARAN CITY	JOHN ARIEL LAGURA	EPS-MATH	ERLINDA PUAGANG	Coor.-MTB-MLE
	MARIA RACHEL S. OMASAS	PRINCIPAL II	JUANITA LAFUENTE	School Head
TALISAY CITY	ROMEO DUMASIS	EPS-MATH	MARIANO MONTEBON	EPS-ENGLISH
	GERONIMO YGOÑA	PRINCIPAL I	To be identified by the SDS	School Head (Elem.)
TANJAY	MARILOU Z. DAEL	EPS-MATH	ARNULFO GURASOL	EPS-FILIPINO
	MA. CRISTINA P. CLAROS	EPS II	FLORENDA ZARNA	PRINCIPAL
TOLEDO CITY	RICARDO D. BAHINA	EPS-MATH	JOVELYN QUINDAO	EPS-FILIPINO
	DONABEL LARIOSIA	PRINCIPAL I	JO-AN RAÑOLA	PRINCIPAL

Enclosure No. 2 to Regional Memorandum No. 0900, s. 2017

WORKSHOP ON THE CRAFTING OF CONTEXTUALIZED CLASSROOM-BASED ASSESSMENT TOOLS IN LITERACY AND NUMERACY FOR KEY STAGE

December 13-15, 2017

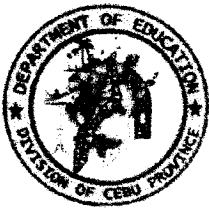
Venue: DepEd Ecotech Center, Sudlon, Lahug, Cebu City

PROGRAM MANAGEMENT TEAM (PMT)

Program Director	Dr. Juliet A. Jeruta CESO V
Assistant Program Director	ARD Salustiano T. Jimenez, CESO VI
Program Manager	Dr. Emiliano B. Elnar Jr., Chief, CLMD
Finance Officer	Mr. Aniano T. Bautista, Chief, FD
Training Manager	Ms. Maurita F. Ponce, EPS, CLMD
Co-Training Managers	Mr. Cesar A. Restauero, Jr., EPS, CLMD
	Dr. Gilda G. Bancog, EPS, CLMD
	Dr. Elaine F. Perfecio, EPS, CLMD
	Mrs. Doris F. Esmero, EPS, FTAD
Logistics Officers/Secretariat	Ms. Loideth Edicto, CLMD
	Mrs. Ma. Jasmin Jabil, CLMD
	Mr. Roberto Ragas
Quality Assurance, and Monitoring and Evaluation (QAME) Associates/Monitors	Mr. Roger Bajo, EPS, QAD
	Dr. Ma. Felina Calledo, EPS, QAD

FACILITATORS

LITERACY	NUMERACY
Dons F. Esmero, EPS, FTAD	Gilda G. Bancog, EPS, CLMD
Irene T. Pilapil, Lapu-lapu City	Pamela A. Rodemio, Cebu Province
Charmaine Vera A. Ramos, Bogo City	Mary Bel C. Revilla, Cebu Province
Mrs. Lyra L. Illaga, Cebu City	Antonio Iwayan, Cebu City
Mrs. Ma. Mitzie B. Zagaies, Lapu-lapu City	Ronil D. Manayon, Mandaue City (Lay-out Artist)



November 5, 2015

DIVISION MEMORANDUM

No. **778**, s. 2015

**CLARIFICATION ON THE PREPARATION OF INSTRUCTIONAL PLANS/LESSON PLANS
IN ELEMENTARY SCHOOLS**

**To: Assistant Superintendents
Education Supervisors/Coordinators
District Supervisors/OICs
Elementary School Heads**

1. For the information and guidance of all concerned, **Grades 1, 2 and 3 Teachers who are beneficiaries of USAID Basa Pilipinas Project are NOT required to make an Instructional Plan (iPlan)/Lesson Plan.**
2. They are to use the Revised Teacher's Guides (TGs) and Learner's Materials (LMs) provided by USAID *Basa Pilipinas* and may adopt the Daily Lesson Logs (DLLs) attached to DepED Order No. 70, s. 2012.
3. Area Consultants, District Supervisors/OICs and Elementary School Heads are requested to ensure the maximum utilization of the USAID *Basa Pilipinas* instructional materials in the field.
4. Immediate dissemination of and compliance with this Memorandum is directed.

ARDEN D. MONISIT, Ed.D.
Schools Division Superintendent

Telephone Numbers:

Schools Division Superintendent:	(032) 255-6405
Asst. Schools Division Superintendent:	(032) 414-7457
Accounting Section:	(032) 254-2632
Disbursing Section:	(032) 255-4401
Admin/Legal:	(032) 253-7847

Website : www.depedcebuprovince.com

E-mail Add : depedcebuprovince@yahoo.com



Republic of the Philippines
Department of Education
Region VII, Central Visayas
DIVISION OF CEBU PROVINCE
Sudlon, Lahug, Cebu City



August 2, 2017

DIVISION MEMORANDUM
NO. 495, s. 2017

**UNDERSTANDING KINDERGARTEN TEACHING & LEARNING-TRAINING
OF UNTRAINED KINDERGARTEN TEACHERS**

**TO: Assistant Superintendents
Chiefs/EPs/Coordinators/SEPSs/ EPS IIs
Public Schools District Supervisors/OICs
Elementary/Integrated School/s Principals
Untrained Kinder Teachers
All Others Concerned**

1. This Office announces the conduct of the seminar-workshop on “**Reinforcing Effective Literacy Instruction for Kinder Teachers**” on **August 12-15, 2017** at **DepEd Ecotech Center, Sudlon, Lahug, Cebu City**. The training starts on a **Saturday (August 13th)** and ends on a **Tuesday (August 15th)**. Registration is at **6:00AM-7:30AM** on **Day 1 (One)/Saturday**. The **Opening Program** will start at exactly **8:00AM**. The **first meal/snack** will be served at **9:00AM** on **Day One (1)**. **Closing Program** will be at around **4:00PM** on **Day Four (4)/Tuesday**.
2. There are around **60 participants** who are Kinder teachers who failed to attend (newly-hired or on-leave during the training) the previous trainings conducted by **BASA Pilipinas**. Please see attached list of participants and the training matrix. Only those in the attached listing are allowed to participate. If there are still untrained Kinder teachers who are not in the list, please contact **Mrs. Maria Elena T. Paras, EPS** for further consideration.
3. Participants are **directed to come on time**. Participants from **Bantayan and Camotes Islands** (if there are/is any) and those who need to travel more than **four (4) hours** from their point of origin in going to the training venue are given **Day Zero (0)**. Check-in time is at around **5:00PM** on **Friday/August 11th**. **Trainers are also given Day Zero (0), check-in time for the trainers is at around 2:00PM**. However, meals of those who are given **Day Zero (0)** or those who came prior to the actual conduct of the training (**Day 0**), will be considered as their own expense/s or counterpart for this training.

4. Each participant is advised to bring all his/her personal stuffs/effects (**including prescription medicines**) that are needed or very useful during his/her stay at **Golden Peak Hotel**. PSDSs/schools heads are **discouraged** to allow **pregnant women-teachers, nursing mothers/teachers, those with hypertension, hypoglycemia/hyperglycemia and other health-related concerns** to attend in this training. They are also advised to bring their CGs, TGs or LMs if there are any in their respective classrooms as well as notebooks and writing pens/pencils.

5. Participants are strictly prohibited to bring children or family members during the three-day training. The hotel/venue can only provide accommodations to teacher-participants due to the limited number of lodging rooms. The training venue does not also have enough staffs/personnel who can monitor the children who will be playing/roaming around at the hotel premises during the training.

6. Teacher-participants will be given service credits for their attendance/participation for the **Saturday and Sunday only/Days One (1) and Two (2)**. Members of the training team, trainers, admin/logistics or support personnel will also be given **Compensatory Time-Off (CTO)** for the services rendered during Day 1/**Sunday**. However, if any of those personnel mentioned are not entitled to avail for a **CTO**, they will be given **leave or service credits or overtime pay (as the case maybe)** in accordance to existing Civil Service Commission (CSC) or DepEd Orders/Issuances.

7. The **Nurse Section (Attn: Mr. Reynaldo Payot)** is also hereby directed to assign at least **one (1) nurse** with the necessary **First Aid Kit/tools/medicines** during the entire duration of the training.

8. This **Memorandum** serves as **Travel Authority** of the **participants, trainers, admin/logistics/technical or training support personnel** as well as the other members of the training team/management.

9. Travelling expenses of the **Kinder teachers** as well as the **trainers** who are **school heads or teachers** or those who are in the **teaching category** shall be charged to the **schools' MOOE** while travelling expenses of the **PSDS-trainers** (if there is any) and **EPSS'** shall be charged to the **Division's MOOE**. **Expenses for the food or meals/snacks, lodging accommodations, materials given to the participants/trainers and other related/incidental costs for this training shall be charged to the Division's HRTD Funds**, subject to its availability and the usual accounting/auditing rules and regulations.

10. **Wide dissemination of and strict compliance of this Memorandum is hereby directed.**


RHEA MAE A. ANGTUD, Ed.D., CESO VI
Schools Division Superintendent

Telephone Numbers:

Schools Division Superintendent:	(032) 255-6405
Asst. Schools Division Superintendent:	(032) 414-7457
Accounting Section:	(032) 254-2632
Disbursing Section:	(032) 255-4401
Admin/Legal:	(032) 253-7847

Website : www.depedcebuprovince.com
E-mail Add : depedcebuprovince@yahoo.com

LIST OF UNTRAINED KINDEGARTEN TEACHERS (BASA)

No.	Name of Teacher	School	District
1	Jessica Butal	Panalipan ES	Catmon
2	Eidith Colis	Panalipan ES	Catmon
3	Estela Baguio	Can-ibuang ES	Catmon
4	Almera Nonol	Can-ibuang ES	Catmon
5	Felyn Grace J. Monares		Tabogon
6	Fatima Lepaopao		Tabogon
7	Jemarie Baton	Tabaao ES	Tabogon
8	Liezal Mariae Aventuna	Bog-o PS	Asturias
9	Anna Lou A. Delfin	Magcalape ES	Asturias
10	Melanie Hermita		Carmen
11	Maria Liza Basaka		Carmen
12	Really V. Sereño	Buanoy CS	Balamban 2
13	Marfe Ann F. Antonio	Buanoy CS	Balamban 2
14	Medelina Daclan	Bayong ES	Balamban 2
15	Emily Cordova		Bantayan 2
16	Rowena Pacilaban		Bantayan 2
17	Elbert Espina		Bantayan 2
18	Elvira Sabar		Sibonga
19	Mariecel Debulosan		Sibonga
20	Lorivy Monte		Sibonga
21	Mariel Inigo		Sibonga
22	Ethel Tayo		Medellin
23	Geraldine Mercader		Medellin
24	Melody Batema		Medellin
25	Rosalie G. Lopez	Talaga ES	Argao 1
26	Michelle Ann Bonosang	Canbantug ES	Argao 1
27	Elisa Lendio	Talaytay ES	Argao 1
28	Jaycek Pitogo		Liloan
29	Shiertyn Dejeeto		Liloan
30	Jessan A. Serenio		Barili 1
31	Gina delos Santos		Barili 1
32	Bernadette Soterol		Santa Fe
33	Elma Lou Gevera		Argao 2
34	Jessica delos Santos		Samboan
35	Jessebel Maru	Talangnan ES	Madridejos
36	Hilda Lawas	Canamucan ES	Compostela
37	Ivy Cosino	Tinumbdan ES	San Fernando
38	Jessa Segovia	Ilaya ES	San Fernando
39	Hazel Baclayon	Sangat ES	San Fernando
40	Rochelle Baricuatro	San Fernando CES	San Fernando
41	Jacquiline Alsa	Basak ES	San Fernando
42	Charisma Monterona	Pitalo ES	San Fernando
43	Orchelle Ventic	South Poblacion ES	San Fernando
44	Jovelyn C. Alonso	Lumbang ES	Dalaguete 2

45	Charlotte Nebres		Aloguinsan
46	Dhertyn Limpiado		Aloguinsan
47	Apolonia Tapian		Aloguinsan
48	Carmina Trangia	Managase ES	Borbon
49	Joy Rivera	Doña Mary Osmeña ES	Borbon
50	Nichiel Pacaldo		Corodva
51	Michelle Jinete	Ronda CS	Ronda
52	LORELIE D. REYES	Minglanilla Central School	Minglanilla 1
53	ROSEMARIE P. MEDIL	Minglanilla Central School	Minglanilla 1
54	MARION JEP L. PARDILLO	Minglanilla Central School	Minglanilla 1
55	MARITES A. BOLO	Bacay Elem. School	Minglanilla 1
56	CHERYLIN R. DIAZ	Tungkop Elem. School	Minglanilla 1
57	MEILUZ C. MANUBAG	Vito Elem. School	Minglanilla 1
58	MIRASOL B. PRANGOS	Guindarohan Elem. School	Minglanilla 1
59	CHARISSE B. GABI	Calajo-an Elem. School	Minglanilla 1
60	JANE EDEN A. CAÑADILLA	Cadulawan Elem. School	Minglanilla 1
61	Nichiel Pacaldo		Cordova
62	Michelle Jinete	Ronda CS	Ronda
63	Jodenia Taboada	Talayong ES	Badian
64	Ma. Lourdes Belarmino	Dagatan ES	Badian

Prepared by:


MARIA ELENA T. PARAS

Education Program Supervisor - Kindergarten and SPED

UNDERSTANDING KINDERGARTEN TEACHING AND LEARNING TRAINING FOR UNTRAINED KINDERGARTEN TEACHERS

Golden Peak Hotel, Escario St., Corner gorordo Avenue, Cebu City

August 12 to 15, 2017

TRAINING MATRIX AND RESPONSIBILITY GUIDE

DAY 1- August 12, 2017		DAY 2 - August 13, 2107		DAY 3 - August 14, 2017		DAY 4 - August 15, 2017	
7:30 - 8:30	Registration	7:30 - 8:00	MOL	7:30 - 8:00	MOL	7:30 - 8:00	MOL
8:30 - 9:00	Opening Program and Pretest	8:00 - 9:00	Continuation of Topic 2 Mrs. Maria Elena T. Paras	8:00 - 10:15	Topic 5: Whole Group Time-Coming Together as a Community Mrs. Monaliza Pardillo/ Mrs. Jovencia Sanchez	8:00 - 10:00	Topic 7: Learning Through Games and Movements Mrs. Gresidla Bustamante/ Mrs. Monaliza Pardillo
9:00 - 9:15	Training Overview, Schedule and Hose Rules						
9:15 - 10: 15	Topic 1: Who is the Kindergarten Child? Mrs. Jasmin Gella/Mrs. Rosell Macias	9:00 - 10:15	Topic 3: Lieracy Learning in Kindergarten Mrs. Jasmin Gella/Mr. Eliseo Leones			10:00 - 10:15	BREAK
10:15 - 10:30	BREAK	10:15 - 10:30	BREAK	10:15 - 10:30	BREAK	10:15 - 12:00	Topic 8: Helping Children Make Transitions Mrs. Jovencia Sanchez
10:30 - 12:00	Continuation of Topic 1	10:30 - 12:00	Continuation of Topic 3	10:30 - 12:00	Continuation of Topic 5		
12:00 - 1:00	LUNCH BREAK	12:00 - 1:00	LUNCH BREAK	12:00 - 1:00	LUNCH BREAK	12:00 - 1:00	LUNCH BREAK
1:00 - 3:15	Topic 2: The National Kindergarten Materials Mrs. Angelie Guangco/ Mrs. Ma. Elena Paras	1:00 - 3:15	Topic 4: Using Literature in Kindergarten Mrs. Gresilda Bustamante/ Mr. Eliseo Leones	1:00 - 3:15	Topic 6: Conceptual Devt. and Skills Building Mrs. Angelie Guangco/ Mrs. Rosell Macias	1:00 - 2:30	Wrap-Up and Closing Program
3:15 - 3:30	BREAK	3:15 - 3:30	BREAK	3:15 - 3:30	BREAK		
3:30 -4:30	Continuation of Topic 2	3:30 - 4:50	Continuation of Topic 4	3:30 - 4:50	Continuation of Topic 6		
4:50 -5:00	Tickets to Leave	4:50 - 5:00	Tickets to Leave	4:50 - 5:00	Tickets to Leave		
F1	Mr. Eliseo Leones	F1	Mrs. Jovencia Sanchez	F1	Mrs. Monaliza Pardillo	F1	Mrs. Rosell Macias
F2	Mrs. Monaliza Pardillo	F2	Mrs. Rosell Macias	F2	Mr. Eliseo Leones	F2	Mr. Eliseo Leones
Documenter	Mrs. Jovencia Sanchez	Documenter	Mrs. Angelie Guangco	Documenter	Mrs. Gresilda Bustamante	Documenter	Mrs. Jasmin Gella

Prepared by:


MARIA ELENA T. PARAS

Education Program Supervisor - Kindergarten and SPED

Approved:


RHEA MAR A. ANGTUD, Ed.D., CESO VI

Schools Division Superintendent



Republic of the Philippines
Department of Education
Region VII, Central Visayas
DIVISION OF CEBU PROVINCE
Sudlon, Lahug, Cebu City



August 7, 2017

DIVISION MEMORANDUM
NO. 503, s. 2017

**Seminar-Workshop on LAC Facilitation Skills' Enhancement
for Secondary Schools Heads**

**TO: Assistant Superintendents
Chiefs/EPs/Coordinators/SEPs/ EPS IIs
Public Schools District Supervisors/OICs
Secondary School/s Principals/TICs
All Others Concerned**

1. This Office announces the conduct of the two-day seminar-workshop on **LAC (Learning Action Cells) Facilitation Skills' Enhancement for Secondary Schools Heads** on **August 29-30, 2017** at **DepEd Ecotech Center, Sudlon, Lahug, Cebu City**. The training starts on a **Tuesday** (August 29th) and ends on a **Wednesday** (August 30th). Registration is at **6:00AM-7:30AM** on **Day One (1)/Tuesday**. The Opening Program will start at exactly 8:00AM at the Ecotech Pavilion. The first meal/snack will be served at 9:00AM on Day One (1). Closing Program will be at around 5:00PM on Day Two (2)/Wednesday. Please see attached sample training matrix for further details of this training.
2. Participants are **all secondary school/s heads or TICs** from the Division excluding the schools heads from Integrated Schools who were already trained by BASA Pilipinas. However, if those schools heads from the Integrated Schools are not yet able to attend trainings regarding the topic on conducting LAC sessions, they may still participate for this training. **School/s caretakers and those TICs without valid/legal designation orders** from the Schools Division Superintendent are excluded to participate.
3. Participants from **Bantayan and Camotes Islands** as well as those who need to **travel four (4) hours or more** in going to the training venue is given **Day Zero (0)**, check-in time is at around 5:00PM on **August 28th/Monday/holiday**.
4. Questions or inquiries regarding this training can be directly addressed to **Dr. Mary P. Flores, CID Chief** at the Division Office; other concerns can also be sent via email message to/at **v_ybanez@yahoo.com**.
5. Each participant is advised to bring all his/her personal stuffs/effects (**including prescription medicines**) that are needed or very useful during his/her stay at Ecotech Center. They are also advised to bring **LAC session guides, notes and sample minutes** if there are any for them to share during the workshop.

6. The **Nurse Section (Attn: Mr. Reynaldo Payot)** is also hereby directed to assign at least **two (2) nurses** with the necessary **First Aid Kit/tools/medicines** during the entire duration of this training.

7. This **Memorandum** serves as **Travel Authority** of the **participants, support staffs**, trainers, admin/logistics/technical training support personnel as well as the other members of the training team/management.

8. Travelling expenses of the participants shall be charged to the **schools' MOOE** while travelling expenses of the **trainers/EPs** shall be charged to the **Division's MOOE**. **Expenses for the food or meals/snacks, lodging accommodations, materials given to the participants/trainers (if there are any) and other related/incidental costs for this training shall be charged to the Division's HRTD Funds**, subject to its availability and the usual accounting/auditing rules and regulations.

9. **Wide dissemination of and strict compliance of this Memorandum is hereby directed.**


RHEA MAR A. ANGTUD, Ed.D., CESO VI
Schools Division Superintendent




Republic of the Philippines
 Department of Education
 Region VII, Central Visayas
 DIVISION OF CEBU PROVINCE
 Sudlon, Lahug, Cebu City



Training Matrix

Title of Activity/Event: Seminar-Workshop on LAC Facilitation Skills' Enhancement for Secondary Schools Heads

Number of Pax: 239

Date/s: August 29-30, 2017 (Tuesday-Wednesday)

Venue: DepEd Ecotech Center, Sudlon, Lahug, Cebu City

DAY 1 (Tuesday)/August 29th

Activities/Group	Time	Duration	Person/s Responsible/Speaker
Registration	6:59-7:59AM	60 mins.	Training Team/OD
National Anthem	8:00-8:03AM	3 mins.	Multimedia
Sugbo Hymn	8:03-8:05AM	2 mins.	Multimedia/National Anthem (Instrumental, no pictures in the screen)
Prayer	8:06-8:08AM	2 mins.	Multimedia
Words of Welcome	8:09-8:13AM	5 mins.	Training Team
House Rules	8:14-8:20AM	6 mins.	Training Team
Roll Call	8:21-8:25AM	5 mins.	Training Team
Leveling of Expectations/Statement of Purpose/Rationale	8:26-8:30AM	5 mins.	Training Team
	8:30AM-12:01Noon	210 mins.	The LAC Policy (DepEd Order 35, s. 2016); LAC Facilitation Skills by: Dr. Mary Ann P. Flores
	12:02-12:59PM	57 mins.	LUNCH BREAK

A

	1:00PM-5:00PM	240 mins.	LAC Practices and Experiences in Schools; The Principles Underlying LACs by: Mrs. Nenita G. Jaralve
DAY 2 (TUESDAY/August 30th			
Breakfast	6:00-7:30AM	90 mins.	
Management of Learning (MOL)	7:31-7:59AM	28 mins.	Assigned Host/s
	8:00-12:00Noon	240 mins.	LAC Sample Topics; Creating Vignettes for LAC Discussions by: Dr. Mary Ann P. Flores, CID Chief
LUNCH BREAK	12:01-12:59	58 mins.	Break
	1:00-5:00PM	240 mins.	Simulation of Child Abuse Cases/Children Bullying Issues in Schools (How do principals handle child abuse/bullying issues in schools?) by: Atty. Orville dela Cerna
	5:01-5:30PM	29 mins.	CLOSING PROGRAM

Note: Topics and time allotment are subject to change depending on the availability of the speakers.

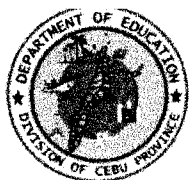
Prepared by:



VICTOR A. YBAÑEZ, DM, EdDD, PhD

SEPS-HRD

vay/2017



Republic of the Philippines
Department of Education
Region VII, Central Visayas
DIVISION OF CEBU PROVINCE
Sudlon, Lahug, Cebu City



October 30, 2017

DIVISION MEMORANDUM

No. 720, s. 2017

SUBMISSION OF SCHOOL LAC REPORTS

**To: Assistant Superintendents
Chiefs, CID and SGOD
Division Supervisors/Coordinators
District Supervisors/OICs
Elementary and Secondary School Heads**

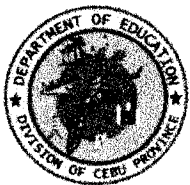
1. In line with the implementation of DepEd Order No. 35, s. 2016, entitled, "**The Learning Action Cell as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning,**" this Office requires the field to submit the School LAC Reports for the months of June to October 2017.
2. The School LAC Reports should contain the following:
 - a. Summary of LAC Sessions Conducted;
 - b. Monthly LAC Documentation with Pictures, Photocopy of Attendance Sheets and Photocopy of LAC Session Guides; and
 - c. Photocopy of the Annual LAC Implementation Plan.
3. District Supervisors/OICs are advised to collect the School LAC Reports from all elementary and secondary schools in their respective districts and submit the compilation of LAC Reports to this Office (Attention: Dr. Mary Ann P. Flores, CID Chief) on or before November 10, 2017.
4. Immediate dissemination of and compliance with this Memorandum is directed.


RHEA MAR A. ANGTUD, Ed.D., CESO VI
Schools Division Superintendent

Telephone Numbers:

Schools Division Superintendent: (032) 255-6405
Asst. Schools Division Superintendent: (032) 414-7457
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E-mail Add : depedcebuprovince@yahoo.com



SUMMARY OF LAC SESSIONS CONDUCTED
June-October 2017

School: _____ District/Municipality: _____

Date	Title	No. of Participants		Remarks
		Target	Actual	

Prepared by:

Principal/TIC



MONTHLY LAC DOCUMENTATION

_____ **2017**

Topic : _____

Date : _____

Time: _____

Venue : _____

Facilitator: _____

Documenter: _____

No. of Participants: _____

Highlights

(Please attach attendance sheet/s and pictures.)

LAC Session Guide

Session 1: (Title) _____	
Date : _____ Venue: _____	
Facilitator: _____ Documenter: _____	
Duration of Session	2 hours
Objectives	<ol style="list-style-type: none"> 1. Knowledge 2. Skills 3. Values/Attitude
Resources	Handouts on Activity Sheet 1. Activity Sheet 2. Powerpoint on
Introductory Activity (Optional)	Prayer Philippine National Anthem/Nationalistic Song Sugbo Roll Call House Rules/Session Norms Priming
SHARE	Teachers share in pairs, grade groups or subject groups their experiences and reflections pertaining to the newly-developed teaching aids/materials/activities or approaches they have tried. Efforts are congratulated/celebrated.
DISCUSS	Introduces the topic _____ by _____. Present (video clip, ppt presentation) Allow a discussion of each presentation and direct the attention of the participants on how to _____.
ACTIVITY	Let teachers (in pairs, in small groups or indivisually) prepare (materials, activities, lesson plans, plan of action) containing/demonstrating/depicting/showing _____. Design an activity employing _____.
PLAN	Teachers share what they are planning to do and help each other what they will collect in terms of evidence of outcome. Give instructions for the next LAC session (what to share, what materials to be brought) and when and where the next LAC session be held.
Clincher	



Republic of the Philippines
Department of Education
Region VII, Central Visayas
DIVISION OF BOHOL
City of Tagbilaran



February 7, 2018

DIVISION MEMORANDUM
Number OSG, s. 2018

CAPABILITY BUILDING OF SELECTED GRADE I TEACHERS ON READING REMEDIATION SUPPORT PROGRAM

To: Public Schools District Supervisor/Acting PSDS's
Elementary School Heads/Teachers
All other concerned

1. In line with the Division initiative in promoting zero non-readers to our Key Stage I learners, this office announces the Capability Building of Selected Grade I Teachers on March 7-9, 2018 at Reyna's Haven and Garden, Calceta Street, Tagbilaran City.
2. The objectives of this training are the following:
 - Identify the stages and procedures in the Reading Remediation Support Program
 - Employ various strategies in the conduct of Reading Remediation
 - Conduct echo training to all Grade I Language Teachers in the District Level.
3. All Public Schools District Supervisor /Acting PSD's should select (1) one Gr. I teacher in every district preferably Master Teacher as participants except Bien Unido, Dausi, Carmen West and Jagna who are pilot of this program.
4. Participants are hereby requested to bring scissors, carotolina, 1 illustration board, pentel pen, laptop, extension wire.
5. There will be a pre-work of all facilitators, M and E on March 6, 2018 a day before the training proper.

Facilitators: Faustino Toradio Dr. Renato Calamba Ma. Petra Ocio Marcelo Lloren
Wilfreda Flor Janess Marie Encarnado Dr. Joel Garcia
Joanna Marie Ladera Clesa Casenas Nenita Viodor Dolorosa Mejorada
Meriam Joy Gala Leslie Avenido Marjorie Migueles Jocelyn Penales

M and E :

Marivi Tonacao Melbonive November Visda

6. Travelling and other related expenses of the participants and facilitators shall be charged against School MOOE while board and lodging shall be charged to HRTD funds subject to the usual accounting and auditing rules and regulations.
7. This memorandum serves as your Travel Order.
8. For your information and guidance.


WILFREDA D. BONGALOS, PH.D., CESO V
Schools Division Superintendent 



Republic of the Philippines
Department of Education
Region VII, Central Visayas
SCHOOLS DIVISION OF BOHOL
Tagbilaran City



February 19, 2018

DIVISION MEMORANDUM
No. 101 s, 2018

**WORKSHOP ON THE PREPARATION OF QUARTER 1 MULTIGRADE
DAILY LESSON PLANS IN ENGLISH, FILIPINO, MTB AND OTHER LEARNING AREAS**

**Education Program Supervisors
Schools District Supervisors/Acting PSDSs
Public Elementary School Heads
SDO TWG/Trainers and MG DLP Writers**

1. There will be a **Three-Day Division Workshop on the Preparation of Quarter 1 Multigrade Daily Lesson Plans in English, Filipino, MTB and other Learning Areas on March 8-10, 2018 at Reynas the Haven and Garden, New Calceta St. Tagbilaran City.**
2. The participants are selected **MG Teachers/DLP Writers** and **SDO TWG/Trainers** (please refer to attachment for the list). They are entitled to one (1) day- service credit/ compensatory time off (CTO) for services rendered on March 10, 2018 (Saturday). They shall bring the following:
 - Laptop and extension wire
 - Learning resources on the assigned learning area
 - ✓ Budget of Work (BOW) for MG Teaching
 - ✓ Curriculum Guide (Quarter 1)
 - ✓ Teacher Guides (K to 12)
 - ✓ For English 1 & 2, 2 & 3- Basa Pilipinas RTG, Basa Pilipinas Multigrade Outline
 - ✓ Q4 Enhanced MG DLPs (e-copy)
 - ✓ Other available references
2. This is a live-in activity, all participants shall be at the venue at 7:30 a.m. on the first day, first meal to be served is breakfast.
3. Relevant expenses such as food and accommodation shall be charged against Division MPPE funds while travel and incidental expenses shall be charged against School MOOE/local funds subject to the usual accounting and auditing rules and regulations.
4. Immediate dissemination of this Memorandum is enjoined.

WILFREDA D. BONGALOS, Ph.D., CESO V
Schools Division Superintendent

Q1 MG DLP WRITERS

No.	Name	School & District	Subject	Grade Assignment
1	Roy I. Dupa	Tubigon West	AP	1 & 2
2	Gena S. Baguio	Sierra Bullones	AP	1 & 2
3	Miramel C. Orcullo	Buacao PS Clarin	AP	3 & 4
4	Generosa A. Digao	Subayon ES Bilar	AP	3 & 4
5	Marcelina L. Jimenez	B. Doria ES Loboc	AP	5 & 6
6	Jessica P. Algabre	San Jose Es San Miguel	AP	5 & 6
7	Cheryl P. Guiritan	Rizal PS Catigbian	Filipino	3 & 4
8	Rowena P. Membreve	San Vicente PS Maribojoc	Filipino	3 & 4
9	Marciana L. Galacio	Antipolo ES G-Hernandez	Filipino	3 & 4
10	Merinisa P. Esclamado	Bilangbilangan East Bien Unido	Filipino	4, 5 & 6
11	Jovita S. Novela	Napo PS Inabanga North	Filipino	4, 5 & 6
12	Ma. Janice S. Sinangote	Canapnapan PS Corella	Filipino	4, 5 & 6
13	Aname G. Lanoy	Genomoan Loon North	Math	1 & 2
14	Teresita B. Rabaca	Buyog ES Jagna	Math	1 & 2
15	Myrna L. Pogoy	Lomboy PS Inabanga S	MATH	1 & 2
16	Serlina A. Lobrigas	Basdacu PS Loon South	Math	3 & 4
17	Madeleine D. Torregosa	New Lourdes ES Cortes	Math	3 & 4
18	May Urelle M. Palingcod	Rosario ES Cortes	MATH	3 & 4
19	Remanti B. Salazar	Aurora ES Pilar	Math	5 & 6
20	Merry Chris M. Martos	Badbad ES Loon South	Math	5 & 6
21	Maria Victoria K. Balane	El Salvador ES Carmen East	Math	5 & 6
22	Helen B. Garcia	SAG ES Talibon II	Science	3 & 4
23	Flordilith H. Curan	Cabidian ES Mabini	Science	3 & 4
24	Cristina C. Genita	Buenavista ES Ubay III	Science	3 & 4
25	Jemelyn S. Cornella	Tugas ES, CPG	Science	5 & 6
26	Nino Nelson L. Dagodog	Cagwang ES G-Hernandez	Science	5 & 6
27	Jeranie A. Sentillas	Maonglinis ES Trinidad	Science	5 & 6
28	Ma. Cecilia D. Tungol	Bahi PS Albuquerque	MTB	1,2 & 3
29	Catalina S. Ragob	Canlimpong PS Albur	MTB	1,2 & 3
30	Pas B. Torrejos	Cansague Sur ES San Isidro	MTB	1,2 & 3
31	Sherlita D. Manatad	Cabudburan ES Calape	English	1,2 & 3
32	Maricho I. Gallenero	Lila	English	3 & 4
33	Alma C. Tagayong	Tangohay ES Dimiao	English	3 & 4
34	Reynilda D. Adame	Adlawan ES Valencia	English	3 & 4
35	Shiela Monica L. Reserva	Banlasan ES Calape	English	5 & 6
36	Pruto D. Gultiano Jr.	Almaria ES Anda	English	5 & 6
37	Mazel S. Balnaja	Quinapon-an ES Antequera	English	5 & 6
38	Ma. Asuncion T. Sagosa	SUA PS Inabanga North	MAPEH	1 & 2
39	Marinyl Paterno	Abihid ES Anda	MAPEH	3 & 4
40	Marivic G. Otorodos	Mantalongon ES	MAPEH	3 & 4
41	Joani A. Grado	Roxas ES Bilar	MAPEH	3 & 4
42	Lilia F. Socobos	Pangapasan ES Tubigon East	MAPEH	3 & 4
43	Madelene L. Cornito	Tubodio ES Loon South	MAPEH	5 & 6
44	Rachel Clarete	Valencia	MAPEH	5 & 6
45	Imelda O. Cahiles	Malinao ES Lila	MAPEH	5 & 6

46	Ethel B. Dolotina	Cambacay ES Batuan	MAPEH	5 & 6
47	Jesusa L. Cinches	Quezon ES Batuan	ESP	1 & 2
48	Julie Ann A. Ranin	San Isidro ES Maribojoc	ESP	1 & 2
49	Annabelle O. Abella	San Roque ES Sagbayan	ESP	1 & 2
50	Evatriza S. Lumindas	Gan-Ipol ES Jagna	ESP	3 & 4
51	Imee B. Dela Torre	Buga-ong PS Buenavista	ESP	3 & 4
52	Alma S. Oclarit	Candulao ES G-Hernandez	ESP	5 & 6
53	Marvin Lesula	Biasong ES Loon North	ESP	5 & 6
54	Jade Alisaca	Clarín	EPP	3 & 4
55	Arlene Lupio	Sagbayan	EPP	3 & 4
56	Analisa L. Benablo	Tubigon East	EPP	5 & 6
57	Homer Lofranco	Causlan PS, Inabanga N	EPP	4, 5 & 6
58	Junelia Calamba	Bilar	EPP	5 & 6
Selected SDO TWG/TRAINERS				
1	Virginia T. Florita	Cortes		
2	Cirilo Abella	Tubigon West		
4	Alice C. Raganas	Carmen West		
5	Ma. Mel Belano	Calape		
6	Ma. Zelda Maratas	Loon North		
7	Vivian Samputon	Sagbayan		
8	Evelyn Codilla	Dimiao		
9	Juvy Ayenza	Danao		
10	Marlou Joan S. Aspillá	Tubigon West		
11	Percy Torres	Talibon I		
12	Dahlia Milagrosa Dultra	Sagbayan		
13	Susana Limbago	Carmen West		
14	Estrellita Barajan	Bilar		
15	Ma. Maya Tumalon	Mabini		
16	Carmela M. Restificar	SDO		



Republic of the Philippines
Department of Education
Region VII, Central Visayas
DIVISION OF BOHOL
City of Tagbilaran



March 19, 2018

DIVISION MEMORANDUM

Number: 158, s. 2018

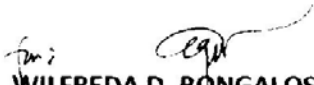

**DIVISION CAPABILITY BUILDING OF IDENTIFIED GRADE II TEACHERS ON READING REMEDIATION
SUPPORT PROGRAM**

**To: Public Schools District Supervisor/Acting PSDS's
Elementary School Heads/Teachers
All other concerned:**

1. In line with the Division initiative in promoting zero non-readers to our Key Stage I learners, this office announces the Capability Building of Identified Grade II Teachers on April 11-13, 2018 at Reyna's Haven and Garden, Calceta Street, Tagbilaran City.
2. The objectives of this training are the following:
 - Identify the stages and procedures in the Reading Remediation Support Program
 - Employ various strategies in the conduct of Reading Remediation Program.
 - Conduct echo training to all Grade II Language Teachers in the district level.
3. Attached in this Memorandum are the list of identified Grade II teachers in every district except Carmen West, Jagna, Bien Unido and Panglao districts who are pilot of SSRP Program of BASA Pilipinas.
4. Participants are hereby requested to bring scissors, cartolina, 1 illustration board, pentel pen 1meter plastic cover cellophane.
5. There will be a pre-work of all facilitators, M and E on April 10, 2018 a day before the training proper.

Facilitators: Dr. Renato Calamba Maria Petra Ocio Marcelo Lloren Clesa Casenas
Janess Marie Encarnado Dr. Joel Garcia Nenita Viodor Dolorosa Mejorada
Joanna Marie Ladera Gala Merriam Joy Mejoy Lisleeh Jane Avenido Marjorie Migueles
M and E: Marivi Tonacao Melbonive November Visda

6. Travelling and other related expenses of the participants and facilitators shall be charged against School MOOE while board and lodging shall be charged to HRTD funds subject to the usual accounting and auditing rules and regulations. For the facilitators, there will be Day 0 on April 10, 2018 for a pre-work activity that will start at 8:00 in the morning.
7. This memorandum serves as your Travel Order.
8. For your information and guidance.


WILFREDA D. BONGALOS, PH.D., CESO V
Schools Division Superintendent 

(Inclosure to Memo No. 158 , s. 2018).

Congressional District I	Congressional District II	Congressional District III
Albur- Marianne Ampo	Ubay 1-Alma Nova Caderao	Loay-Yvette Mellalos
Baclayon- Rufa Lacerna	Ubay 2-Diocelita Tuyogon	Loboc- Felicitas Curpos
Panglao-Antonette Cagol	Ubay 3-Rosa Maria Avenido	Sevilla-Julita Eusenía
Antequera- Elvira Reloba	Talibon 1- Jona Patayon	Batuan-Myla Tagapia
Maribojoc- Estrella Tagupa	Talibon 2- Zenaida Sumalinog	Bilar-Emma Cominador
Cortes-Hyzena Fuertes	Inabanga North-Galilea Aparre	Pilar- Daisy Cruz
Corella- Zenaida Jumawan	Inabanga South- Marivic Acaba	S-Bollunes- Anissa Raneses
Sikatuna- Arlene Leparto	San Isidro-Maritess Limocon	Carmen East-Celedonia Anagon
Catigbian- Claudia Merano	Sagbayan-Michelle Japay	Alicia- Lourdes Durango
Balilihan- Madelyn Inson	Clarín-Lisa Dadis	Mabini- Jennifer Gamos
Calape- Marvin Jalawig	Getafe-Alfredo Fuentes II	Anda-Marian Amplayo
Loon North- Necita Amadeo	Buenavista-Cheryll Reformina	Candijay- Brydel May Galvadores
Loon South- Noime Coretico	Danao-Virgilie May Gurrea	Guindulman- Analyn Hinautan
Tubigon East-Dethelou Dianne Albura	Trinidad-Ma. Celeste Bulabos	Duero- Maria Shella Fronteras
Tubigon West- Cristina Concha	San Miguel-Lolita Baclayon	Lila- Edna Cahiles
	CPG- Maresheil Acheron	G-Hernandez- Naty Cagas
	Dagohoy-Judith Bangkil	Valencia- Vicky Baldon
		Dimiao-(attention PSDS concerned kindly send your pax).



Republic of the Philippines
Department of Education
Region VII, Central Visayas
SCHOOLS DIVISION OF BOHOL
Tagbilaran City



April 2, 2018

DIVISION MEMORANDUM
No. 175 s, 2018

**UTILIZATION OF INSTRUCTIONAL SUPERVISION TOOLS FOR
KINDERGARTEN CLASSROOM OBSERVATIONS AND STANDARDIZED
CLASSROOM OBSERVATION PROTOCOLS FOR
EDUCATORS IN LITERACY (SCOPE-L)**

**TO: All Education Program Supervisors and Division Coordinators
All Public Schools District Supervisors/Acting PSDSs
All Full-Fledged Elementary School Heads/Principals**

1. This is in line with **Division Memorandum No. 580 s., 2017 re: Basa Pilipinas Enabling Effective Literacy Instruction (EELI) Part 2 Roll Out Training for District Supervisors and Full-fledged School Heads** dated October 30, 2017. The Highlights of the training are as follows:
 - Classroom Observation Tool for Kindergarten Classroom Observations and Its Utilization
 - Standardized Classroom Observation Protocols For Educators In Literacy (Scope-L), Its Components, Indicators and Utilization
 - Distribution of Tablets for Tablet-based Classroom Observations
2. In this connection, all Public Schools District Supervisors/Acting PSDSs and all Full-Fledged Elementary School Heads/Principals are required to continuously use these tools for Instructional Supervision.
3. To ensure maximum utilization of these tools the following must be observed:
 - Of the required number of classroom observations every month, 20 for full-fledged school heads and 10 for Public Schools District Supervisors/Acting PSDSs at least 25% shall be using the Kindergarten Classroom Observations, 25%, the SCOPE-L and the remaining 50%, the Form 178 or other standardized classroom observation tools;
 - The School Heads shall submit to the **District Office** together with the Monthly Accomplishment Report the hard copies of the accomplished Kindergarten/Form 178/other Standardized Classroom Observation Tools, and SCOPE-L Summary Results (screen shots);
 - The Public Schools District Supervisors/Acting PSDSs shall submit to the **Division Office/Office of the CID Chief** the Report on the Summary of

School Heads' Monthly Classroom Observations together with the Monthly Accomplishment Report, using the format below:

**REPORT ON THE SUMMARY OF SCHOOL HEADS' MONTHLY
CLASSROOM OBSERVATIONS**

District _____

Month: _____, 20____

Name of School	Name of School Head	No. of Classroom Observations Conducted Using the Tools				
		Kindergarten Tool	SCOPE-L	Form 178	Other Tools	Total

- The Education Program Supervisors/Division Coordinators shall include in their monitoring activities, the utilization of the tools;
- District LAC Sessions/In-Service Training Programs (Summer INSET) shall include Demonstration Teaching to enhance knowledge and skills in using the tools;
- Every school has a Tablet of the custody of the School Head/School Property Custodian. The Tablet shall be included in the School and District Property Custodians' Report on the Yearly Inventory of School's Learning Materials, Tools and Equipment;

4. For information, guidance and compliance.
5. Immediate dissemination of this Memorandum is enjoined.

WILFREDA D. BONGALOS, Ph.D., CESO V
Schools Division Superintendent 



REGION I SUSTAINABILITY PLAN

USAID/ Philippines launched, Basa Pilipinas, its flagship reading project which aims to improve the reading skills of one million early grade learners and provide technical assistance to the Department of Education's National Reading Program.

In Region I the provinces of Ilocos Norte, Ilocos Sur and La Union and the City of San Fernando are covered.

Basa Pilipinas reached over 1.6 million early grades learners, trained more than 15000 teachers and school heads and provided approximately 8 million teaching and learning materials in Region 7 & 1.

Literacy extension activities including Refresher trainings to Grades 1, 2 and 3 teachers, Reading Remediation Support Program and even online induction course for new K-3 teachers were given to Basa Divisions. These were interventions that seemingly address literacy needs of the concerned divisions.

The Region fully grasps the importance of the provision of material and non-material interventions to schools (School Heads, Teachers and Students) by implementing plans to sustain the good practices concretize by Basa Pilipinas. The following are the sustainability plans of the Region:

One Year One Story (OYOS) Project

To continue with the good practices of Basa Pilipinas, the Region has started with the One Year One Story (OYOS) Project in school year 2017-2018 where originally authored stories of Education Program Supervisors in-charge of English and Mother Tongue (Pangasinan) were illustrated and electronic copies were provided for use in the Region. The Year 2 of the OYOS Project for school year 2018-2019 will lead in the illustration and digitization of the stories in Grade 3 English to provide teachers with needed materials for Reading lessons. OYOS Year 3 will focus on English Grade 2 and OYOS Year 4 for English Grade 1.

Search for Best English Demonstration Teacher (SBERDT)

The SBERDT in school year 2017-2018 provided opportunity for the Schools Divisions to showcase their teaching Reading pedagogies which were enhanced both of the Bureau of Learning Delivery, Curriculum Division and BASA Pilipinas.

Search for Best LAC Implementer (SBLAC-I)

For school year 2018-2019 the SBLAC-I will be supported knowing the importance of localized professional development in DepEd through the intensified School-based LAC sessions taking into account the strategies shared by BASA.

Continuous LR Portal Access


The Learning Resource Management & Development Center of the Region continuously supports and makes accessibility possible of the BASA Pilipinas materials in the Learning Resource Portal of DepEd.

Continuous Utilization of BASA Big Books in ELLN & DAP

The Basa Big Books are used continuously in ELLN (Early Language Literacy and Numeracy) and DAP (Developmentally Appropriate Practices) trainings.

Inclusion of BASA Divisions in the ELLN & DAP Regional Trainings With GAA allocation for ELLN, Region will now include Basa Divisions -La Union, San Fernando, Ilocos Sur and Ilocos Norte- in the Early Language Literacy & Numeracy trainings along with the Development of a contextualized monitoring and evaluation tool for Basa Pilipinas support Programs and the Reading & Numeracy programs by DepEd

Prepared by:


SAULA T. JOMAYA
OIC- CLMD Chief

Approved:


ALMA RUBY C. TORIO
Regional Director

ANNEX N.

DEPED SUSTAINABILITY PLANS ON BASA PILIPINAS



LA UNION SCHOOLS DIVISION OFFICE
City of San Fernando, La Union 2500



DIVISION SUSTAINABILITY PLAN ON BASA PILIPINAS PROGRAM

AREAS	ACTION STEPS	TIMELINE	RESPONSIBLE PERSON	ESTIMATED BUDGET	BUDGET SOURCE
A. ACCESS TO BASA MATERIALS	1. Basa Materials Inventory	Year round	EPS Basa Coord. EPS in LRMS Supply Officer PSDS School Heads Teachers		MOOE
	2. Distribution of materials turned-over by Basa				
3. Replacement of the destroyed/ lost materials (school-based)					
4. Reproduction of materials based from the needs of teachers (school-based) with permission from Basa					
5. Provide better access to Basa materials and other supplementary reading materials through the LRMS portal/DepEd website					
6. Development of additional supplementary reading materials in the three languages by key teacher writers and illustrators in the districts					
	7. Development of Division Reading Assessment for the 3 languages (similar to EGRA) to be conducted at the end of the 1 st Semester and at the end of the 2 nd Semester to all grades 1-3 learners	June-July	EPS in English, Filipino and MT		



LA UNION SCHOOLS DIVISION OFFICE
City of San Fernando, La Union 2500



AREAS	ACTION STEPS	TIMELINE	RESPONSIBLE PERSON	ESTIMATED BUDGET	BUDGET SOURCE
B. INSET ON EFFECTIVE LITERACY INSTRUCTION	1. Division Summer Training Enhancement for All Kindergarten to Grade 3 Teachers including the newly hired or newly transferred teachers (by cluster) <ul style="list-style-type: none"> a. to further enhance their knowledge & skills on how to teach reading on early language literacy with (Pretest-Posttest) b. to strengthen effective literacy instruction through the use of explicit teaching model in the lesson plans and demo teaching c. improved ability to assess learners' literacy skills d. sustained commitment in mentoring/ sharing of teaching experiences to improve instruction and outcomes 	April-May	Educ. Program Supervisor Trainers/ Facilitators Host School Principal		Local Funds MOOE
	2. Focused group discussion with District Coordinators for the problems encountered by teachers and set division targets based on data, focus on planned interventions 3. Profiling of all Kindergarten and Grades 1-3 teachers using a questionnaire to obtain baseline data for monitoring purposes and future researches	June-July			



LA UNION SCHOOLS DIVISION OFFICE
 City of San Fernando, La Union 2500



AREAS	ACTION STEPS	TIMELINE	RESPONSIBLE PERSON	ESTIMATED BUDGET	BUDGET SOURCE
C. MONITORING AND EVALUATION OF THE BASA PROGRAM ON DEPED'S EARLY LANGUAGE LITERACY PROGRAM	A. LEARNERS' Development 1. Submission of Diagnostic Reading Report 2. Conduct periodic monitoring and evaluation on effective literacy instruction through actual classes observation, test results analysis 3. Report on the interventions made 4. Identify best practices implemented in schools (Project SMILE) 5. Periodic monitoring and supervision on "Time on Task" B. TEACHER Development 1. Submission of the Consolidated District LAC Sessions Accomplishment Report 2. Preparation and Submission of 2016-2017 LAC Session Plan by Districts/Schools 3. Monitor, conduct observations and evaluate LAC Sessions C. Curriculum Development 1. Monitor and supervise curriculum instruction using Explicit Teaching Model and the use of materials (Read Alouds, TGs and LMs, Leveled Texts) 6. Identify least mastered skills and competencies and report on the enrichment, reinforcement and remedial activities conducted (Competency- Audit)	Year - Round	Educ. Program Supervisors PSDS School Heads Teachers		



LA UNION SCHOOLS DIVISION OFFICE

City of San Fernando, La Union 2500



AREAS	ACTION STEPS	TIMELINE	RESPONSIBLE PERSON	ESTIMATED BUDGET	BUDGET SOURCE
D. READING ADVOCACY PROGRAM	1. Division-wide School-Based National Reading Month Celebration	October-November	Educ. Program Supervisors		
	2. Sustain the Division Read-to-a Class Advocacy	Year round	Dist. Supervisors		
	3. Search for the Best Teacher Story Teller in the K to3		School Heads		
	4. Participation Iloko, Filipino and English Festival Contested Activities		Teachers		

General Plan and Commitment:

- Maintain functionality of School Learning Resource Centers by maximizing use of Basa materials
- Conduct follow-up activities to Grade 4 learners to strengthen effective literacy instruction
- Conduct research on "Transitioning and Bridging of Reading Skills"
- Capacitate CID Supervisors in providing technical support to schools in monitoring and ensure the sustainability of Basa Literacy Programs
- Expand the RRSP to all schools
- Create a reading program for Grade 4
- Continue program in training parents on how to provide support to their children in reading

Prepared by:

DR. BELEN C. AQUINO
EPS-1, Basa Coordinator

Noted:

DR. GERMAN C. FLORA
Chief, Curriculum Implementation Division

Approved:

DR. ROWENA C. BANZON, CESO V
Schools Division Superintendent



BASA PILIPINAS PROGRAM SUSTAINABILITY PLAN

FOCUS AREA	OBJECTIVE	STRATEGY/ACTIVITY PLAN	TIME FRAME	RESPONSIBLE PERSON	BUDGETARY REQUIREMENT	BUDGET SOURCE
1. Access to BASA Materials	➤ To ensure availability of Basa materials to K-3 school children in all schools	<ul style="list-style-type: none"> ➤ BASA Materials Inventory and Report of Losses (if there are) ➤ Continuous maintenance and upkeep of materials ➤ Turnover of BASA materials to new teachers 	Year-round	SDS, ASDS, Chiefs, EPSs BASA Coord School Principals/ Heads K-3 Teachers	Php 250,000	HRTD funds
2. Inset on Effective Literacy Instruction (ELI) for newly-hired or newly-transferred teachers	➤ To provide technical assistance to newly-hired/newly-transferred K, 1,2 and 3 teachers regarding ELI	➤ Training of Newly-Hired/Newly-Transferred Teachers	Year-round	SDS BASA Coord Lead Instructors/ Facilitators	Php 250,000	Division INSET Funds
3. Monitoring and Evaluation of the implementation of the BASA Program:	➤ To carefully monitor and evaluate the Basa Program in schools	<ul style="list-style-type: none"> ➤ Instructional Supervision ➤ Mentoring ➤ Provision of Technical Assistance 	Year-round	SDS, BASA Coord School Principals/Heads		Special Education Fund/Local Funds
A. TLM	➤ To ensure implementation and proper utilization of the Basa materials	<ul style="list-style-type: none"> ➤ Team Teaching ➤ Peer Teaching ➤ Mentoring 	Year-round	SDS BASA Coord School Principals/Heads Teachers	Php 100,000	Special Education Fund/Local Funds



Republic of the Philippines
Department of Education
Region I



FOCUS AREA	OBJECTIVE	STRATEGY/ACTIVITY PLAN	TIME FRAME	RESPONSIBLE PERSON	BUDGETARY REQUIREMENT	BUDGET SOURCE
3. Monitoring and Evaluation of the implementation of the BASA Program:	➤ To carefully monitor and evaluate the Basa Program in schools	<ul style="list-style-type: none"> ➤ Instructional Supervision ➤ Mentoring ➤ Provision of Technical Assistance 	Year-round	SDS, BASA Coord School Principals/Heads		Special Education Fund/Local Funds
A. TLM	➤ To ensure implementation and proper utilization of the Basa materials	<ul style="list-style-type: none"> ➤ Team Teaching ➤ Peer Teaching ➤ Mentoring 	Year-round	SDS BASA Coord School Principals/Heads Teachers	Php 100,000	Special Education Fund/Local Funds
B. LACs	➤ To ensure the implementation of the Basa Program in the DLAC/SLAC and to answer reading concerns of teachers/heads	<ul style="list-style-type: none"> ➤ Invite Resource Speaker to talk about importance of reading ➤ Sharing of Best Practices ➤ Intervisitation of Classes 	November-December	School Principals, Teachers	Php 100,000	Local Funds
C. Trainings	➤ To upgrade teachers, school administrators and parents about trends and best practices in reading	<ul style="list-style-type: none"> ➤ Teachers' Training ➤ Parents' Training (by cluster) 	Year-round	SDS BASA Coord School Principals/Heads Teachers	Php 500,000	Division INSET Funds, Special Education Fund, Local Funds
D. Research	➤ Conduct of	Training for SDS,	Year-round	SDS, ASDS,	Php 150,000	SEF



Republic of the Philippines
Department of Education
Region I



FOCUS AREA	OBJECTIVE	STRATEGY/ACTIVITY PLAN	TIME FRAME	RESPONSIBLE PERSON	BUDGETARY REQUIREMENT	BUDGET SOURCE
	<p>research/es to improve reading results of learners</p> <ul style="list-style-type: none"> ➤ To determine the impact of parents' support in using the tablets in strengthening reading practice ➤ To determine the effectivity of tablets as a tool in reading 	ASDS, Chiefs, EPSs, teachers, school reading coordinators		Chiefs, EPS, BASA Coord School Principals/Heads Teachers		
4. Reading Advocacy Program	<ul style="list-style-type: none"> ➤ To enable parents, teachers, school administrators to understand the importance of reading to children ➤ To enable all sectors to be acquainted with children's literature and have 	<ul style="list-style-type: none"> ➤ Parents' Training ➤ Parents' Conference every quarter ➤ DLAC/SLAC 	<p>Year-round</p> <p>Year-round</p>	<p>SDS BASA Coord Lead Instructors/ Facilitators, K-3 teachers, School Principals/ Heads, Parents</p> <p>SDS BASA Coord Lead Instructors/ Facilitators, K-3 teachers, School</p>	<p>Php 250,000</p> <p>Php 150,000</p>	<p>Special Education Fund, Local Funds</p> <p>SEF</p> <p>Special Education Fund,</p>



Republic of the Philippines
Department of Education
Region I



FOCUS AREA	OBJECTIVE	STRATEGY/ACTIVITY PLAN	TIME FRAME	RESPONSIBLE PERSON	BUDGETARY REQUIREMENT	BUDGET SOURCE
	<p>improved reading skills and habits and;</p> <p>➤ Develop a reading culture within schools and homes.</p>	<p>➤ Upgrade reading program in schools and homes</p> <p>➤ Conduct of action researches by teachers and school administrators & EPS to answer reading problems and needs of pupils, teachers, school administrators and parents</p>	<p>Year-round</p>	<p>Principals/ Heads, Parents SDS BASA Coord Lead Instructors, & Facilitators, K-3 teachers, School Principals/ Heads, Parents</p>	<p>Php 300,000</p>	<p>Local Funds</p> <p>Special Education Fund, Local Funds</p>
<p>5.</p>	<p>➤</p>	<p>➤</p>				



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Department of Education
Region I



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BASA PILIPINAS PROGRAM SUSTAINABILITY PLAN – ILOCOS NORTE

Focus Area: Access to Basa Materials

Objective	Strategy/ Activity Plan	Time Frame	Responsible Person	Budgetary Req't. (Php)	Budget Source
To ensure availability of BASA materials to Kindergarten and Grades 1-3 school children in all schools	BASA Materials Inventory and Report of losses (if there are) Continuous maintenance and upkeep of materials Turnover of BASA materials to new teachers	Year Round	SDS Chief-CID, SGOD PSDS BASA Coordinator School Heads, Kinder Teachers Grades 1-3 Teachers	500,000.00	DIV MOOE SEF / LGU

Focus Area: Inset on Effective Literacy Instruction (ELI) for newly-hired or newly –transferred teachers

Objective	Strategy/ Activity Plan	Time Frame	Responsible Person	Budgetary Req't. (Php)	Budget Source
To provide technical assistance to newly-hired / newly transferred Kindergarten, Grades 1-3 teachers and new school heads regarding ELI	Training of newly-hired/newly transferred teachers and new school heads	Year Round	SDS / ASDS BASA Coordinator Lead Instructors Facilitators Chief-CID, SGOD	200,000.00	Division INSET Funds School MOOE (provision for trainings)



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Focus Area: Monitoring And Evaluation of the implementation of the BASA Program

A. TLM

Objective	Strategy/ Activity Plan	Time Frame	Responsible Person	Budgetary Req't. (Php)	Budget Source
To ensure implementation and utilization of the Basa materials (Kindergarten – Grade 3)	Invite Resource Speaker to talk about importance of reading Develop monitoring tool	June – March	LR Supervisor BASA Coordinator School Heads EPS (Eng, Fil, Kinder) PSDS Former Basa trainers		

B. LACs

Objective	Strategy/ Activity Plan	Time Frame	Responsible Person	Budgetary Req't. (Php)	Budget Source
To ensure the implementation of the BASA Program in the DLACs/SLACs and to answer reading concerns of teachers / school heads	Facilitate sharing of best practices (issuance of DepED memo) Inter-visitation of classes Checking of LAC proposals Monitoring	September - March	School Heads Teachers PSDS Chief-CID, SGOD		Local Funds



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To Monitor LAC Sessions for Kindergarten, Grades 1 to 3 teachers	Require district supervisors and school heads to submit LAC Accomplishment Reports per quarter LAC Session included in the school calendar Sharing of Best Practices	Year Round	School Heads PSDS EPS (Fil, Eng, Kinder) Chief-CID, SGOD (Action Point: Assign supervisor in charge for LAC)	Php 100,000	Local Funds
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C. TRAININGS

Objective	Strategy/ Activity Plan	Time Frame	Responsible Person	Budgetary Req't. (Php)	Budget Source
To upgrade teachers, school administrators about trends and best practices in reading.	a. Teachers' training b. Innovative reading forum (for teachers; pupils) c. Reading camp for Grade 1-3 (school-based)	a. May-August b. Monthly c. Nov	SDS ASDS Chief CID, SGOD EPS (Fil, Eng, Kinder) PSDS BASA Coordinator Lead Instructor Facilitators K-Grade 3 teachers School Heads	500,000.00	Special Education Local Funds



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D. READING ADVOCACY PROGRAM

Objective	Strategy/ Activity Plan	Time Frame	Budgetary Req't. (Php)	Responsible Person
To enable teachers, school administrators to understand the importance of reading to children	<ul style="list-style-type: none"> • Conduct Reading Caravan (Synchronized Story-telling), and Reading Forum • Conduct English Festival (Read-A-Thon, Spelling Bee, Story-Retelling) • Conduct Oral/Silent Reading Test and Early Grades Reading Assessment • Establish or strengthen functional mini-library, reading space in every classroom especially in the early grades (Kinder-Grade 3) in preparation for next school year. • Provide technical assistance on the conduct of reading intervention activities (e.g. DEAR-Drop Everything and Read, No Noon Break Policy, Remedial Reading, Peer Coaching) 	Year Round	200,000	SDS ASDS Chief CID, SGOD EPS (Fil, Eng, KG) PSDS Basa Coordinator School Heads Teachers
To develop a reading culture within schools and homes	<ul style="list-style-type: none"> • Upgrade reading program in schools and homes • Conduct of action researches by teachers and school administrators, EPSs, PSDSs to answer reading problems and needs of pupils, teachers, school administrators • Inclusion of reading in the research agenda (SGOD and CID) 	Year Round	300,000.00 Special Education Fund, Local Funds	SDS ASDS Chief CID, SGOD EPS (Fil, Eng, KG) PSDS Basa Coordinator School Heads Teachers



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E. EFFECTIVE LITERACY INSTRUCTION PLAN

Objective	Strategy/ Activity Plan	Time Frame	Responsible Person	Budgetary Req't. (Php)	Budget Source
To provide technical assistance to newly hired/newly transferred Kindergarten, Grade 1, 2, & 3 teachers	<p>Kindergarten</p> <ul style="list-style-type: none"> - Developmentally appropriate practice - Blocks of time - Story time & - Emergent literacy <p>Grade 1</p> <ul style="list-style-type: none"> - 14 domains of literacy - Read Aloud - Leveled reader - Effective Literacy Practices <p>Grade 2</p> <ul style="list-style-type: none"> - Grouping Strategies - Differentiated Instruction <p>Grade 3</p> <ul style="list-style-type: none"> - Reading-writing connection - Authentic writing - Making mini-lesson - Classroom management 	Year Round	SDS ASDS Chief CID, SGOD Kinder – Grade 3 Teachers School heads	Php 100,000	Division INSET Funds



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F. USE OF CLASSROOM OBSERVATION TOOLS

Objective	Strategy/ Activity Plan	Time Frame	Responsible Person	Budgetary Req't. (Php)	Budget Source
<p>To be able to use the paper-based tool for Kindergarten (Part 1: Program Implementation and Part 2: Literacy Environment) and tablet-based SCOPE-L tool for Grade 1-3.</p> <p>To improve the teaching-learning process that happens in the classroom</p>	<p>To properly and effectively use the tools during observations</p> <p>Completion of whole observation cycles for Kindergarten – Grade 3 teachers</p> <p>To provide technical assistance to school heads in use of classroom observation tools</p>	<p>June - March</p>	<p>PSDS School Heads EPS – Fil, Eng, Kinder</p>		

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BASA PILIPINAS PROGRAM SUSTAINABILITY PLAN

FOCUS AREA	SITUATION	STRATEGY	TIME FRAME	RESPONSIBLE PERSON	BUDGETARY REQUIREMENT	BUDGET SOURCE
RESOURCE MANAGEMENT						
1. Access to Basa Materials/Tools	a. Excess TLMs in District Offices	Distribution of excess Basa materials to newly created classes/ sections	June-July	CID Chief, PSDSs, District Librarians	None	None
	b. LRs and TGs are uploaded in the DepEd LRMDS Portal	Request Central Office to provide access to schools. School heads must /orient teachers regarding downloadable LRs and TGs	Year-round	CID Chief, Division, ICT Coordinator	None	None
	c. Inequitable distribution of	Schools to reproduce TLMs	Year-round	School Heads,	P150,000.00	School MOOE

	BASA TLMs to schools	to meet 1:1 ratio		Teachers		
	d. Schools were provided with digitized SCOPE-L-Classroom Observation Tool (COT)	Institutionalize/Regularize use of SCOPE-L	Year-round	School Heads	None	None
	e. MG BASA based RTGs for MG 1-3 were distributed	Ensure proper use of the materials	Year-round	School Heads	None	None
	f. KG classrooms were provided with manipulatives and Supplementary Reading materials	Maintain usability of the materials	Year-round	School Heads	None	None
STAFF DEVELOPMENT						
1. Inset on Effective Literacy Instruction (ELI) for newly-hired or newly-transferred teachers	a. Availability of LIs, Trainers, Facilitators and Mentors (Supervisors, School Heads)	Conduct in-service training on Effective Literacy Instruction under Basa Program for all the newly-assigned Grade 1 to 3 teachers	Year-round	CID Chief, PSDSs, School Heads, Teachers	P200,000.00	School/ Division MOOE
	b. Availability of training	Reproduce all training materials	Year-round	LRMDS Supervisor	P50,000.00	School/ Division

2. RRSP (STAR & STELLAR) Program	materials (e-copies)	needed for the training		Division IT		MOOE
	c. Materials for distance learning (online course less the synchronous session platform)	Provide access through the Division LRMDs	Year-round	Division ICT Coordinator, LRMDs Supervisor	None	None
	d. Piloted in five schools.	Division-wide roll-out	April - June	CID Chief, EPSs, Division Pool of Trainers	P150,000.00	HRTD
PUPIL DEVELOPMENT						
Genuine Love for Reading (GLR)	Reading culture is already established in schools	Closer Supervision on the conduct of reading instruction and provision of Technical Assistance (TA)	Year-round	CID Chief EPSs, PSDSs, School Heads, Teachers		
A. TLM	a. Organized DMEA	Design M & E Tool Conduct SMEA/DMEA	Year-round	SGOD & CID Chief, EPSs, PSDSs, School Heads, Teachers	P60,000.00	Division MOOE
B. BASA LACs	b. BASA LACs are conducted regularly	Monitor of BASA LACs sessions in all schools	Year-round	SGOD, CID Chief, EPSs, PSDSs, School		

C. Trainings	c. Schools have INSET Action Plan on reading pedagogies	Monitor the implementation of Action Plans	Year-round	Heads, Teachers SGOD, CID Chief EPSSs, PSDSs, School Heads, Teachers		
1. SUPPORT PROGRAM (Reading Advocacy Program)						
A. National Reading Month Celebration (NRM)	a. Mandated by the Department of Education (DepEd Memo no. 121, s. 2014) to be celebrated every month of November	Annual conduct of NRM	November	CID Chief, EPSSs, PSDSs, School Heads, Teachers	P30,000.00	Sponsorships
B. Reading Corners	b. Division annual activity	Perennial search for Best Reading Corner	August-November 2016	CID Chief, EPSSs, PSDSs, School Heads, Teachers	P30,000.00	Sponsorships
C. Action Research in Reading	c. Master Teachers submit Action Researches per RPMS/ IPCRF	Provide more trainings on the conduct of Action Research	Year-round	CID Chief, EPSSs, PSDSs, School	P100,000.00	Division HRTD Fund

				Heads, Teachers		
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Chief EPS, Curriculum Implementation Division
BASA PILIPINAS Focal Person

Approved by:

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Schools Division Superintendent



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 REGION VII, CENTRAL VISAYAS
 Sudlon, Lahug, Cebu City



SUSTAINABILITY PLAN FOR BASA PILIPINAS PROGRAM

Key Result Area	Output	Time Frame	Source of Funds	Persons Responsible
Access to BASA Materials/Provision of Materials	Reproduction of BASA Materials	2018 - 2019	MOOE NGOs LGUs	Regional Director Asst. Reg'l Director Finance Division CLMD
	Preservation of distributed Materials (those that were provided during the training)	2018 and beyond	MOOE	CLMD CID Sch. Heads
	Additional Read Alouds and Leveled Readers in Mother Tongue made through workshops	2018 and beyond	MOOE NGOs LGUs	Regional Director Asst. Reg'l Director Finance Division CLMD
	Adopt a reading class (sponsors of materials and stakeholders involvement in the conduct of read aloud)	2018 and beyond	MOOE NGOs LGUs	Regional Director Asst. Reg'l Director Finance Division CLMD
Capability Building	Trained newly hired, transferees teachers on Effective Literacy Instruction	2018 and beyond	MOOE HRTD NGOs LGUs	Regional Director Asst. Reg'l Director Finance Division CLMD
	Initiated CB on Reading Remediation Program to all	2018 - 2020	MOOE HRTD	Regional Director Asst. Reg'l Director

Key Result Area	Output	Time Frame	Source of Funds	Persons Responsible
	SDOs			Finance Division CLMD
Learning Action Cells	Strengthened LAC Sessions school-based or cluster organized and schedules strictly adhered to	2018 and beyond	MOOE HRTD	SDS CID SGOD
	Best LAC Implementation Award <ul style="list-style-type: none"> ➤ Best practice ➤ Learners Impact 	2018 and beyond	MOOE HRTD	Regional Director Asst. Reg'l Director Finance Division CLMD SDS
	Crafted additional structured learning episodes materials reproduced and distributed to LAC attendees	2018 and beyond	MOOE HRTD	Regional Director Asst. Reg'l Director Finance Division CLMD SDS CID
	Organize Professional Learning Communities (PLCs)	2018 and beyond		Regional Director Asst. Reg'l Director Finance Division CLMD HRDD CID
Reading Advocacy	Innovative reading program in schools with stakeholders involvement designed by schools	2018 and beyond	MOOE HRTD NGOs LGUs	Regional Director Asst. Reg'l Director Finance Division CLMD SDS CID
	Library Hub strengthened in operation and collection updated	2018 and beyond	MOOE HRTD NGOs LGUs	Regional Director Asst. Reg'l Director Finance Division CLMD SDS CID

Key Result Area	Output	Time Frame	Source of Funds	Persons Responsible
	Reading Contests	Every November of each year	MOOE HRTD NGOs LGUs	Regional Director Asst. Reg'l Director Finance Division CLMD SDS CID
Monitoring and Evaluation (M&E)	Targets on learners impact included in the AIP of schools and individual RPMS	2018 and beyond	MOOE	Regional Director Asst. Reg'l Director CLMD QAD SDS CID
	Regular EGRA assessor visit and peer tracking	2018 and beyond	MOOE HRTD NGOs LGUs	CLMD SDS CID
	Cluster local assessments and benchmarking with periodic publication of results	2018 and beyond	MOOE	CLMD SDS CID
	Best reading program award	2018 and beyond	MOOE HRTD NGOs LGUs	Regional Director Asst. Reg'l Director Finance Division CLMD SDS CID
	Regular M&E of LAC implementation	2018 and beyond	MOOE	CLMD SDS CID

Key Result Area	Output	Time Frame	Source of Funds	Persons Responsible
Partnership and Alliance Building	Local TEI's and College of Education Council of Heads and Deans tapped	2018 and beyond	MOOE HRTD NGOs LGUs	Regional Director Asst. Reg'l Director Finance Division CLMD
	K-3 Parents trained on story telling and read aloud strategies to reinforce reading habit at home	2018 and beyond	MOOE HRTD NGOs LGUs PTAs	CLMD HRDD SDS CID
	Inclusion of reading program in the Bottom Up Budgeting of the barangay	2018 and beyond	NGOs LGUs	Regional Director Asst. Reg'l Director CLMD ESSD SDS CID
	Support to reading champions from companies with CSR established	2018 and beyond	NGOs LGUs	Regional Director Asst. Reg'l Director CLMD ESSD SDS CID
	Reproduction of Basa Reading Materials through LGUs, NGOs, etc	2018 and beyond	MOOE HRTD NGOs LGUs PTAs	Regional Director Asst. Reg'l Director Finance Division CLMD ESSD SDS CID

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Region VII, Central Visayas

DIVISION OF CEBU PROVINCE

Sudlon, Lahug, Cebu City



April 24, 2018

MR. MARCIAL A. SALVATIERA
Chief of Party
USAID *Basa Pilipinas* Program

SIR :

Thank you ever so much for being with us in the implementation of the Kindergarten to Grade 3 MTB, Filipino and English Curriculum. The assistance you accorded to the Division of Cebu Province will go a long way in helping the Filipino children learn to read and eventually develop the love for reading.

Hence, this Office is respectfully submitting herewith the attached ***Basa Pilipinas Project Sustainability Measures*** for the continuous and supportable utilization of *Basa Pilipinas* materials, tools and processes.

More power and Godspeed!

Truly yours,


RHEA MARIA A. ANGTUD, Ed.D., CESO VI
Schools Division Superintendent

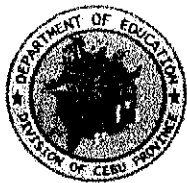


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**Basa Pilipinas Project Sustainability Measures
School Year 2018-2019 to School Year 2020- 2021**

SUSTAINABILITY MEASURES	EXPECTED OUTPUTS
1. LAC Sessions	<ul style="list-style-type: none">• Intensified the monitoring of LAC Sessions• Required PSDSs and school heads to submit LAC Accomplishment Reports every quarter• Provided enhancement training on the conduct of LAC for both elementary and secondary school heads
2. Provision of TA	<ul style="list-style-type: none">• Continuously provided TA on:<ul style="list-style-type: none">- Instructional Supervision;- using of electronic tool/tablet in monitoring effective literacy instruction;- Accessing <i>Basa Pilipinas</i> materials from the LRMDS portal; and- Using of RTGs, LMs, Leveled Readers, Big Books and Kindergarten manipulatives.
3. Strengthening Reading Activities	<ul style="list-style-type: none">• Conducted Reading Caravan (Synchronized Story-Telling)/Book Character Parade involving representatives from the different sectors of the community during the National Reading Month (November)• Conducted Readers' Festival (Read-A-Thon, Spelling Bee, Story-Retelling, Extemporaneous Speaking and Oratorical Tilt) for Grades 1 to 6 Pupils
4. Establishment of Libraries and Reading Corners/Centers	<ul style="list-style-type: none">• Put up a functional Division Library• Conducted reorientation on library hub operations• Sustained involvement of stakeholders in library hub activities• Required school heads to put up a functional reading corner in each classroom and each school to have a library or reading center

SUSTAINABILITY MEASURES	EXPECTED OUTPUTS
5. Capability Building	<ul style="list-style-type: none"> • Provided CB to: <ul style="list-style-type: none"> - Kindergarten teachers on the use of manipulatives - Grades 1 to 3 teachers on short story writing and story-telling - Grades 1 to 3 teachers on Reading Remediation using the <i>Basa Pilipinas</i> materials piloted to 4 schools in Cebu Province Division
6. Access to Instructional Materials	<ul style="list-style-type: none"> ▪ Assisted newly-hired/new Grades 1 to 3 teachers in accessing the <i>Basa Pilipinas</i> LMs in MTB, English and Filipino from the LRMDS portal
7. Information Dissemination	<ul style="list-style-type: none"> • Conducted Reading Awareness Campaign/Congress Summit • Disseminated information on reading-related activities through Division Memoranda and Social Media
8. Utilization of Various Media	<ul style="list-style-type: none"> • Monitored the number of school heads and teachers accessing LRMDS • Conducted reorientation on the use of LRMDS portal • Utilized depedcebuprovince.ph website to announce upcoming reading activities • Encouraged more school heads and teachers to join the <i>Basa Pilipinas</i> facebook group "<i>Nagbabasa Kami!</i>" / Create a facebook account which serves as an avenue for language teachers to discuss issues pertaining effective literacy instruction • Encouraged native speakers in Filipino and English, as well as language professors from colleges and universities to interact with elementary school teachers at the said facebook page
9. Stakeholders' Participation	<ul style="list-style-type: none"> • Conducted an annual FGD with stakeholders as basis for planning reading programs • Monitored the reading activities reflected in the SIP/AIP • Required school heads to communicate their SIPs/AIPs to their stakeholders

SUSTAINABILITY MEASURES	EXPECTED OUTPUTS
10. Inventory of Materials	<ul style="list-style-type: none"> Conducted year-end inventory of Basa Pilipinas materials
11. Monitoring, Evaluation and Adjustment (MEA)	<ul style="list-style-type: none"> Conducted quarterly MEA to identify concerns, Issues, gaps and problems (CIGPs) in relation to effective literacy instruction in K to 3 classrooms Employed varied strategies in addressing CIGPs arising from the MEA process
12. Reward System	<ul style="list-style-type: none"> Recognized the following during the Division Awarding Rites: <ul style="list-style-type: none"> - Grade 1 Teachers with 0 non-readers - Teacher Idol/Best Teacher Story-Teller - Best Short Story Teacher Writer in MTB, Filipino and English

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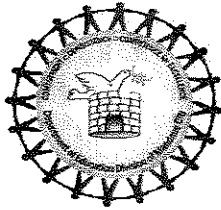
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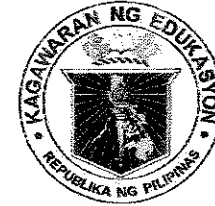
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BASA Pilipinas Project Sustainability Plan
 SY 2018-2020

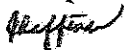
Sustainability Measures	Actions to Take	Timeline	Responsible Person	Estimated Budget	Budget Source
1. Fit within partner government policies	Continue linkaging, social mobilization and info dissemination to stakeholders & community for support	Year Round	CID/SGOD/ SHs	P135,000.00	SEF
2. Participation	Monitor, supervise, evaluate, provide Technical Assistance (TSNA) to teachers and (TDNASH) to School Heads	Year Round	CID/SGOD/ SHs	135,000.00	Division MOOE
3. Management & Organization	<p>SHs track performance of Teachers (M&E/EGRA Results/ SCOPE-L Tool /Kinder Classroom Observation Tool</p> <p>Teachers prepare BASA action plan and Shs prepare BASA sustainability plan with interventions</p> <p>EPS/PSDS/SHs' prepare Technical Assistance</p> <p>Continue the full implementation of LAC session (Kinder to Grade 3)</p> <p>SHs/Teachers prepare LAC Plan</p>	Sept., Nov., Feb., 2018-2020	CID/SGOD/ SHs	40,000.00	School/Division MOOE

	<p>SHs designate school LAC coordinator/LAC leader</p> <p>Giving of awards/recognition to Schools with Best LAC Implementers and with Teachers having zero non-readers</p>				
4. Integrate & Build on Govt. Operations & Processes	<p>Maximum utilization of LAC session facilitator's guide, Read Aloud Books, Leveled Readers, Listening Stories, KG Wordless Picture Books, Supplementary Books ,KG manipulatives, RTG and KTG;</p> <p>Continuous use of tablet-based literacy focused classroom observation tool in instructional supervision conversations from Grades 1-3 teachers;</p> <p>Monitor closely on the conduct of classroom management, assessment, instructional planning, RTG, Read Alouds & leveled readers and 14 domains of literacy.</p>	Year Round	SHs/Teachers	50,000.00	SEF/Division MOOE
5. Counterpart Contribution	IMs development(Wordless Picture Books, Read Alouds, Leveled Readers, etc.)	June-July, 2018	CID/SHs/Teachers	200,000.00	School MOOE, PTA/SEF
6. Training	Strengthen the implementation of ELLN to Grades 1-3 Teachers; INSET, SBTP, Workshops, LAC sessions	May-June, 2018 May & Oct., 2018	CID/Lead Instructors and Facilitators; SHs/MTs/Teachers	100,000.00	HRTD

	<p>Conduct EELI/SKTL to Gr. 1-3 / Kinder BASA untrained teachers/newly hired teachers</p> <p>Conduct Parents Seminar on Supporting Children's Language and Literacy Skills at Home</p>				
7. Reward System	<p>Give recognition to Grade I Teachers with o non-readers during Education Week celebration</p> <p>Provide Rewards to School Heads who are consistent implementer of LAC sessions</p>	2018-2020	SHs and Teachers	50,000.00	Division MOOE
8. Information dissemination & Networking	<p>Continue the reading advocacy using Mandaue DepEd website & organize a team of ICT to take charge</p> <p>Create Mandaue Facebook Account for Continuous Professional Development (CPD) for Grade 1, 2 and 3 teachers</p>	Year Round June, 2018	CID/ICT/SHs/Teachers	50,000.00	Division MOOE
9. Technology	Utilization of LR Portal Deped Website (uploading, downloading, reproduction) IMs access to LR portal	Year Round	CID/ICT/SHs/Teachers	200,000.00	SEF
10. Intensifying Reading Activities	<p>Conduct Readers' Festival (Read-A-Thon, Spelling Bee, Story Retelling, Extemporaneous Speaking, Oratorical Tilt, Balak & Cosplay) for Kinder to Grade 3 pupils</p> <p>Provide TA on the conduct of reading intervention activities (e.g. DEAR, A Word a Day, Remedial Reading, Peer</p>	May & June, November, 2018	CID/SHs/Teachers	100,000.00	SEF

	coaching, School Reading Circle, etc.) Conduct Oral Reading Verification and Early Grades Reading Assessment (EGRA)				
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Prepared by:

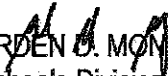


GIOVANNA P. RAFFINAN, Ed.D.
 EPS/Division BASA Coordinator



ESTELA B. SUSVILLA, Ph.D.
 Assistant Schools Division Superintendent

Noted:



ARDEN C. MONISIT, Ed.D.
 Schools Division Superintendent



Republic of the Philippines
 Department of Education
 Region VII, Central Visayas
DIVISION OF BOHOL
 City of Tagbilaran



Basa Pilipinas Program Sustainability Plan

Policy	Action Taken	Person/s Responsible	Time Frame	Expected Output
Fit within Partner Government Policies				
Partnership / Linkaging / Networking	Strengthen the SGC involvement in curriculum implementation	ASDS, Chief CLMD, EPS in English, Filipino and MTB	May 2018	No. of functional reading programs implemented
	Conduct capability building activities on basic literacy instruction, i.e., SYNERGIA, Cornerstone, Library Hubs, etc.			
	Strengthen partnership in the implementation of reading programs with TEIs, Teachers Retirees, NGO, Alumni.	ASDS, CID and SGOD Chiefs	July-August 2018	No. of parents who attended training. No. of parenting session conducted. No. of mentoring sessions conducted.
Participation				
Gender and Development	Conduct reading summit, caravan and competitions	ASDS, CID Chief, EPSs and PSDSs	November 2018	No. of activities conducted (increased awareness and involvement)
Management and Organization				
LAC/Continuous Improvement (CI)	Institutionalized the conduct of LAC session	ASDS, CID Chief, EPSs, PSDSs	June-March 2019	No. of schools/district conducting LAC sessions
Integrate and Build on Government Operation and Processes				
Total Quality Management	Integrate conduct of reading activities in the SMEA, DisMEA/DMEA	ASDS, CID Chief, EPSs, PSDSs, SHs	Quarterly	No. of reading activities integrated.

	Classroom observation using SCOPE-L tool. Issuance of division memo on the use of SCOPE-L tool (Refer Div. Memo 175, s. 2018)		Year-round	No. of classroom observations on the use of Basa-TLMs.
Training				
Continuous training and professional development of all	Ensure the inclusion of reading program in the SPPD and MPPD. Ensure school-based LAC sessions are conducted	ASDS, CID Chief, EPSs, PSDSs, SHs	Year-round	No. of SPPDs with reading program. Regular LAC sessions at school/district level.
Information dissemination and Networking				
Advocacy	Subscribe radio program on reading Create a division level publication	ASDS, CID Chief, EPS (Filipino, English & MTB), and MTB scholar	Monthly starting August 2018	No. of reading programs aired. No. of publication issued.
Technology				
LRMDS	Publish reading materials such as exemplars and other related materials Conduct/sustained all mandated and initiated reading program such as NRM, Reading Day and Book Week)	ASDS, CID Chief, LRMDS, Library Hubs	Quarterly	No. of materials published. No. of Basa reading materials reproduced. No. activities conducted (school/district and school)

Above sustainability plans was presented during the DepEd Closed-out meeting held in Belian Hotel last 27th March 2018.

Presented by:


DR. CASIANA P. CABERTE
ASDS/CID Chief

Approved by:


DR. NIMFA D. BONGO, CESO V
Schools Division Superintendent



Republic of the Philippines
Department of Education
Region VII, Central Visayas
DIVISION OF CITY SCHOOLS - TAGBILARAN CITY
City of Tagbilaran

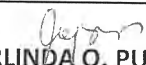


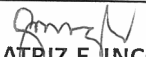
BASA PROGRAM SUSTAINABILITY PLAN


AREAS	Action Steps	Timeline	Responsible Person	Estimated Budget	Budget Source
1. Access to Basa Materials	1. Provision of Basa Materials to newly-opened classes/ sections from Grade 1 to 3 levels using the excess materials turned-over to the Library Hub by Basa Pilipinas.	June - July, 2018	CID/ Library Hub Coordinator	NONE	NONE
	2. Reproduction of additional Leveled texts to have a ratio of 1:1. (At least 2 Leveled Texts per grade level per year)	June - July, 2018	SHs	100,000.00	School MOOE
	3. Preservation of all the Basa Materials.	Year-round	Teachers/ SHs	NONE	NONE
	4. Regular use of LRMDS Portal for some additional materials for use in the classroom.	Year-round	Teachers/ SHs/ LRMDS Supervisor/ Librarian	NONE	NONE
2. Training on Effective Literacy Instruction (ELI) for newly-hired or newly-transferred teachers.	1. Conduct refresher training on Effective Literacy Instruction (ELI) under Basa Program for all the Grade 1 to 3 teachers including the untrained or newly-assigned teachers on the said grade levels.	May - June, 2018	CID / Lead Instructors and Facilitators	150,000.00	School/ Division MOOE
	2. Reproduce all the materials needed for the refresher training.	May - June, 2018	LRMDS Supervisor	20,000.00	School/ Division MOOE
	3. Train additional EGRA Assessors in the division.	Jan-18	CID/ Basa Pilipinas/ Mrs. Lafuente	20,000.00	School/ Division MOOE

3. Monitoring and Evaluation of the implementation of ELI and the use of Basa materials (Teacher's Guide, Read Aloud Books, Leveled Readers)	1. Conduct monitoring and evaluation/ Observation of classes on the implementation of the Basa Program. > Quarterly SMEA/ DMEA > Observation of Classes > Provision of Technical Assistance	Year-round	CID/ SGOD/ SHs	40,000.00	School/ Division MOOE
	3. Refresher training on the use of SCOPE-L tool				
	2. Refresher training on the use of SCOPE-L tool	June-October 2018	CID/EPS		School/Division MOOE
	3. Basa trained teachers stay in the grade level taught for the period of 3 years	Year-round			
4. Learning Action Cell	1. Conduct regular School-Based LAC Sessions & submit accomplishment reports.	Monthly	SHs/ MTs/ Teachers	90,000.00	School MOOE
	2. Conduct TSNA to determine the topics to be discussed during LAC Sessions by school.	June & November, 2018	SHs/ MTs	NONE	NONE
	3. Regular monitoring of LAC Sessions	Year-round	CID	60,000.00	Division MOOE
	4. Regular gathering of feedback on LAC Session implementation	Quarterly	CID/ SHs	NONE	NONE
5. Reading Advocacy through the National Reading Month Celebration	1. Sustain the conduct of National Reading Month celebrations & activities annually: >Conduct of School & Division Competitions > Conduct Storytelling workshop > Conduct Storytelling caravan	Yearly	CID/ SHs/ MTs/ Teachers & other stakeholders	100,000.00	School/ Division MOOE, NGO/ LGU/ & other stakeholders
	2. Revive Project STAR (StoryTelling Accelerates Reading) for Grade 1 to 3 levels.	Year-round	CID/ SHs/ MTs/ Teachers	NONE	NONE

Prepared by:


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BEATRIZ E. INCOG
 EPS 1 - FILIPINO


AIMÉE T. AMISTOSO
 EPS 1 - ENGLISH

Noted by:


ELISEA G. DELA TORRE, Ph. D.
 CID Chief

Approved by:


VIRGINIA C. ZAPANTA, Ed. D., CESO V
 Schools Division Superintendent

ANNEX O.

DEPED SCALE-UP INITIATIVES ON BASA PILIPINAS

**ANNEX O. DEPED SCALE-UP INITIATIVES ON BASA PILIPINAS
AS OF JULY 11, 2018**

No.	Region	DepEd School Division	Status of Adoption of Basa Materials/Approaches	Documentation <i>(e.g., screenshot of post on FB, photo, memo, etc.)</i>	Source
1	Cordillera Autonomous Region (CAR)	Division of Benguet	The Division of Benguet requested permission to reprint the Grade 1 Mother Tongue-Ilokano Leveled Readers for distribution in SY 2018/2019 and SY 2019/2020.	Request for Permission Form submitted by Sonia Dupagan, Education Program Supervisor	Submitted to Basa by email on February 2, 2018
2	Region 1	Division of Candon City	The Division of Candon City conducted a one-day orientation on the Use of Basa Pilipinas Materials in the Learning Resource Portal on January 19, 2018.	Photos from the orientation posted by participants on Facebook	
3	Region 2	Division of Nueva Vizcaya	The Division of Nueva Vizcaya conducted Orientation-Workshop on the use of Basa Pilipinas Materials last November 7, 2017 with PSDs, Multigrade Teacher Coordinator and the Kindergarten Coordinator from each district at Bagabag Facility, Lantap, Bagabag, Nueva Vizcaya.	Region 2 - Division of Nueva Vizcaya - Division Memo 511 - 2017 10 30 Region 2 - Division of Nueva Vizcaya - Division Orientation-Workshop on the use of Basa Pilipinas in the Learning Resources Portal - 2017 11 07	https://www.deped-nv.com.ph/memo_files/2017_511/DivMemo%20511%20s2017.pdf https://www.facebook.com/pg/basaNuevaVizcaya/photos/?tab=album&album_id=129317431167254
4	Region 3	Division of Angeles City	The Division of Angeles City, through Chief Education Supervisor Michael Rapiz, conducted a Division Orientation Workshop on the Use of Basa Pilipinas Materials in the Deped Learning Resource Portal on December 28-29, 2017 for Chiefs, CID and SGOD, Education Program Supervisors, Public Schools District Supervisors and School Heads.	Region 3 - Division of Angeles City - Division Memo 540 - 2017 12 21	http://www.depedangelescity.com/files/Memo2017/Memo_540_17.pdf
			The memo indicates the rescheduled date of Training on Basa Pilipinas on Feb 2-3, 2018.	Region 3 - Division of Angeles City - Division Memo 26 s 2018 dated 2018 01 11	http://www.depedangelescity.com/files/Memo2018/Memo_26_18.pdf

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5	Region 3	Division of Aurora	The Division of Aurora conducted the Division Orientation-Training Workshop of Multigrade Teachers on Utilization of Budget of Work and Leveled Readers Phase II cum Lesson Plan and Instructional Material Preparation: Capacitate untrained multigrade teachers on the utilization of budget of word and Leveled Readers.	Division Memo 39 s 2017 dated 2017 04 03	http://www.deped-aurora.com/wp-content/uploads/2017/02/sdomem_o_0039.pdf
6	Region 4A-CALABARZON	Division of Batangas	The Division of Batangas conducted a live-in Training-Workshop Orientation on the Utilization of Budget of Work (BOW) and BASA Leveled Reader for Multigrade Schools (Phase 2) last October 10-13, 2017 at La Suena Brisa Beach Resort and Events Place, Nonong Casto, Lemery Batangas. The main objective of the activity is to enhance teachers' skills on the utilization of BOW and Basa Leveled Readers for MG Schools.	Region 04-A - Division of Batangas - Division Memo 209 - x9yKBYiwiV0ZlSnV0aE55bU0/vie 2017 09 25; Region 2 - Division w; of Nueva Vizcaya - Division Memo 511 - 2017 10 30	https://drive.google.com/file/d/0B7-x9yKBYiwiV0ZlSnV0aE55bU0/view https://drive.google.com/file/d/0B6JxI9a0pX4kSE44bDZYVU9jazg/view
7	Region 4A-CALABARZON	Region IV-A CALABARZON; Division of Cabuyao	The Divisions of Cabuyao conducted a one-day Learning Advocates Reading Forum on December 14, 2017 to update CID personnel, school heads, teacher-librarians and others on the Basa Pilipinas materials.	DM 125 s 2017 Memo dated 2017 11 27	http://depedcabuyao.ph/wp-content/uploads/2017/12/Learning-Resource-Advocates-Forum.pdf
8	Region 4A-CALABARZON	Division of Cavite	The Division of Cavite organized a Capability Building of Municipal Learning Resources Team in the Elementary and Secondary Levels. One of the learning sessions focused on Basa Pilipinas teaching and learning materials' approach, development, use and results and orientation on accessing Basa Pilipinas through the DepEd Learning Resources Portal.	Division Memo 146 s 2018 dated 2018 05 15	http://depedcavite.com.ph/wp-content/uploads/2018/05/DM-146-2018.pdf

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9	Region 5	Division of Camarines Norte	The Division of Camarines Norte conducted the 2017 Division Multigrade Progress Implementation Review and Training of Teachers on the use of BASA Leveled Materials on October 11-13, 2017 at Wiltan Hotel, Daet, Camarines Norte.	Region 05 - Division of Camarines Norte - Division Memo 184- 2017 10 02	https://www.facebook.com/permalink.php?story_fbid=1535396939851790&id=748650261859799
10	Region 5	Division of Sorsogon	The DepEd Division of Sorsogon, through the Division of Bids and Awards Committee intends to apply the sum of Php 1,203,720.00 being the Approved Budget for the Contract (ABC) to payments under the contract for the Printing and Binding of Budget of Work (BOW) for Multigrade Teaching in all Learning Areas and Grading Periods Bid with a financial component in excess the ABC shall be accepted. The Invitation of Bid is for printing and binding of 840 copies (280 per version) of BOW and BASA Pilipinas Leveled Readers (English and Filipino).	Region 05 - Division of Sorsogon - Invitation to Bid Project No 17-01-002	http://depedsorsogon.com.ph/depd/upload/procurement/ITB%2017-01-002%20PRINTING%20AND%20BINDING%20OF%20BUDGET%20OF%20WORK%20%28BOW%29%20FOR%20MULTIGRADE%20TEACHING%20IN%20ALL%20LEARNING%20AREAS%20AND%20GRADING%20PERIODS.pdf
11	Region 6	Division of Aklan	The Division of Aklan conducted a division orientation-workshop on the use of Basa Pilipinas Learning Resources on October 12, 2017 to enable the participants to use and implement the Grades 1 to 3 teaching and learning resources. Participants include the Education Program Supervisors/Coordinators, Public Schools District Superintendents and School Heads.	Region 6 - Division of Aklan - Division Memo 239 - 2017 10 02	http://depedaklan.org/documents/division-orientation-workshop-on-the-use-of-basa-p-10032017.pdf

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12	Region 6	Division of Sagay City	Sagay City Assistant Schools Division Superintendent Marsette Sabbaluca organized a conference on November 23, 2017 for an intensive monitoring and evaluation on the utilization of Basa Pilipinas Grades 1 to 3 English and Filipino teaching and learning materials, which was implemented starting quarter 3, week 1 of S.Y. 2017-2018. The PSDSs and school heads were the participants of this conference.	Region 6 - Division of Sagay City - Division Memo 339 - 2017 11 22	http://www.depedsagay.com/memos/2017/nov/memo339.pdf
13	Region 6	Division of Iloilo	The Division of Iloilo conducted a three-day training of multigrade teachers on the Utilization of BOW, MG Lessons Plans and Basa Pilipinas Leveled Readers on December 11-13, 2017 at EON Centennial Resort and Convention Center in Iloilo City.	Division Memo 342 s 2017	https://drive.google.com/file/d/1okQDKWss4_X3v-ay2iCQ52K0RdTWzhhr/view?usp=sharing
			The Division of Iloilo conducted a training with 34 trainers from various districts on the Development of Beginning Reading Materials and Contextualization of MTB Learning Resources from Basa Pilipinas on December 4-5, 2017.	Region 6 - Division of Iloilo - Division Memo 172 - 2017 12 04	https://www.facebook.com/DepEdSDOloilo/photos/a.194925704224129.1073741828.194824277567605/499632223753474/?type=3&permalinkPage=1
			The Division of Iloilo conducted a training for District English Coordinators and Grades 1, 2 and 3 teachers on the Development of Beginning Reading Materials and Contextualization of MTB Learning Resources from Basa Pilipinas on December 7-9, 2017.	Region 6 - Division of Iloilo - Division Memo 351 - 2017 11 29	https://www.facebook.com/DepEdSDOloilo/photos/a.194925704224129.1073741828.194824277567605/498731310510232/?type=3&permalinkPage=1

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14	Region 6	Division of La Carlota City	The Division of La Carlota City conducted an orientation on the branding and use of USAID Basa Pilipinas-developed Learning Resources on February 28 and March 1 in La Carlota City.	Division Memo 017, 2018 - 2017 02 14	http://depedlacarlota.com/memorandum/2018/March%202018/Division%20Memo%20No.%20017s%202018%20Division%20Orientation%20on%20the%20Branding%20and%20use%20of%20USAID%20BASA%20Pilipinas%20Developed%20Learning%20Resources.pdf
15	Region 6	Division of Cadiz City	The Division of Cadiz City requested to reprint Grades 1 and 2 Revised Teacher's Guides and Leveled Readers in Filipino and English for distribution in SY 2018/2019.They also requested for the materials to be posted on their local LRMDS Portal and Facebook Group.	Request for Permission Form submitted by Analie Lobaton, Education Program Supervisor	Submitted to Basa by email on February 8, 2018
16	Region 6	Division of Bacolod City	The Division of Bacolod City conducted an orientation workshop on the use of Basa materials in the LR Portal on October 6–7, 2017.	Photos from the orientation posted by participants on Facebook	
17	Region 8	Division of Biliran	The Division of Biliran reprinted and distributed the Basa Leveled Readers for Grades 1–3 on December 2017.	Photo documentation submitted to Basa by Francisco Bayon-on, Education Program Supervisor	Submitted to Basa by email on February 2, 2018
18	Region 8	Division of Ormoc City	The Division of Ormoc City requested permission to reprint and distribute some of Basa's Revised Teacher's Guides, Leveled Readers and Multigrade Outlines for SY 2017/2018.	Request for Permission Form submitted by Henrietta Managbanag, Education Program Supervisor	Submitted to Basa by email on September 30, 2017

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19	Negros Island Region	Division of Kabankalan City	The Division of Kabankalan conducted a 5-Day Orientation-Training Workshop of Multigrade Teachers on the Utilization of BOW and Leveled Readers from April 21 to 25, 2017, which was participated by five teachers from four schools in K-IV and K-V district. Copies of Grades 1, 2 and 3 Basa Pilipinas Leveled Readers were distributed during the workshop.	NIR - Division of Kabankalan - Division Memo 64 - 2017 03 22	http://www.depedkabankalancity.com/uploads/7/4/2/6/74269293/memo_64.pdf
20	Region 9	Division of Zamboanga del Norte	In consonance to the accessibility of quality learning resources through Basa Pilipinas Materials via registration of the Newly Enhanced Learning Resource Portal, Zamboanga del Norte Division conducted a two-day live-in Training and Workshop of the Enhanced Learning Resource (LR) Portal Cum Access on Basa Pilipinas Materials in five batches at Top Plaza Hotel, Dipolog City for PSDSs, school heads, school LR coordinators and two participants per school on the following dates: February 15-16, 19-20, 21-22 and March 5-6, 12-13, 2018.	Region 9 - Division of Zamboanga del Norte - Division Memo - 2018 02 09	http://depedzn.net/unnumberedmemo.php?t=unnum-TRAINING-AND-WORKSHOP-OF-THE-ENHANCED-LE
			The Division of Zamboanga del Norte facilitated the reproduction of Budget or Work (BOW) for Multigrade Teachers in all learning areas and Leveled Readers for Grades 1 and 2 developed by DepEd and Basa Pilipinas.	Region 09 - Division of Zamboanga del Norte - Division Memo 112 - 2017 03 30	https://depedzn.net/files/memos/2017/2017-112.pdf

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21	Region 12	Division of Sultan Kudarat City	The Division of Sultan Kudarat conducted a two-day orientation-workshop on the Enhanced Learning Resource Portal and the Use of Basa Pilipinas Materials on November 9–10, 2017 at Carlitos Chicken Restaurant, Isulan, Sultan Kudarat.	Division Memo 152 s 2017 - 2017 10 12	https://drive.google.com/file/d/1ZU_RFrFxmaw-ljNlcgME-MzAYqB9AR6/view?usp=sharing
22	Region 13-CARAGA Administrative Region	Division of Bislig City	The Division of Bislig City requested permission to reprint Grades 1–3 Mother Tongue-Sinugbuanong Binisaya, Filipino and English Leveled Readers and Revised Teacher's Guides for distribution in SY 2018/2019. The Division of Bislig City conducted a two-day In-Depth Training of Regional Filipino Teachers for Grade 1 and shared updates on the Grade 1 Filipino RTG crafted by Basa Pilipinas.	Request for Permission Form submitted by Jay Ayap, Education Program Supervisor Caraga Region XIII Regional Memo 199, 2018 04 05.pdf	Submitted to Basa by email on March 22, 2018 http://deped.bislig.net/resources/uploads/TA_Irene_Ajoc_et_al.pdf
23	Region 13-CARAGA Administrative Region	Division of Surigao del Norte	The Division of Surigao del Norte conducted an Orientation Training on the Utilization of the Budget of Work (BOW) and DepEd and Basa Pilipinas Leveled Readers (Phase 2) cum Instructional Materials (LMs) Making on Early Literacy and Numeracy Skills Development for K to 3 Multigrade Teachers and School Heads on March 7-9, 2018 at Mt. Bagarabon Beach Resort, Mabua, Surigao City.	Caraga Administrative Region - Division of Surigao del Norte - Division Memo 76 - 2018 02 19	https://drive.google.com/file/d/1Xz-zU3u8ooQKfWL7rPIWCM2dMO_fZ44gN/view
24	Region 13-CARAGA Administrative Region	Division of Surigao City	The Division of Surigao City requested copies of the Basa Revised Teacher's Guides to be used in the division orientation-workshop.	Requested by Noemi Lim, Education Program Supervisor	Submitted to Basa by email on May 7, 2018

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July 2018