

Bridging Learning Gaps: CRLA Results and the Impact of the ARAL Program Among Elementary Learners

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Abstract

This study examined the effectiveness of the Academic Recovery and Accessible Learning (ARAL) Program in improving the reading performance of Key Stage 1 learners in public elementary schools in Banate, Iloilo. Using a quantitative pretest–posttest design, the study analyzed learners’ reading levels based on the Comprehensive Rapid Literacy Assessment (CRLA) before and after program implementation. A total of 1,823 learners were included through purposive sampling, and changes in reading levels were evaluated using descriptive statistics and the marginal homogeneity test. Findings revealed that at the beginning of the school year, most learners were at the Transitioning level, with many classified as Low Emerging, indicating limited reading proficiency. After the implementation of the ARAL Program, there was a notable improvement in learners’ reading performance. The proportion of learners classified as Grade Ready increased from 10.81% to 50.02%, while those in the lowest reading levels significantly decreased. This shift suggests that the program effectively supported learners in progressing toward expected reading proficiency. Statistical analysis confirmed that the improvement in reading levels was significant, indicating that the changes were not due to chance. Despite these gains, many learners remained in the Transitioning level, highlighting the need for sustained intervention. Overall, the study concludes that the ARAL Program is an effective strategy for improving literacy outcomes and recommends its continued implementation.

Keywords: ARAL Program, Reading Performance, Literacy Development, CRLA (Comprehensive Rapid Literacy Assessment), Intervention Program

I. Introduction

In an ideal educational setting, all learners are expected to acquire foundational literacy skills at the appropriate stage of their academic development. Reading proficiency is widely recognized as a critical foundation for academic success, as it enables learners to comprehend content across disciplines and participate actively in the learning process. Effective literacy development is supported by structured

instruction, timely interventions, and differentiated teaching strategies that respond to learners' needs. Theoretical perspectives such as Vygotsky's Social Constructivist Theory emphasize the role of guided learning and social interaction in cognitive development, while the Response to Intervention (RTI) framework highlights the importance of early identification and systematic support for struggling learners (Creswell & Creswell, 2023; Vygotsky, 1978).

However, the current global educational context reflects significant challenges in achieving these ideals. The COVID-19 pandemic caused widespread school closures and disruptions to face-to-face instruction, resulting in substantial learning losses, particularly in foundational literacy skills. Global reports indicate that many learners, especially in low- and middle-income countries, have fallen behind expected reading levels, creating what has been described as a "learning crisis" (UNESCO, 2022; World Bank, 2022). In the Philippines, national and international assessments have revealed declining performance in basic competencies, prompting the government to implement learning recovery initiatives. One such effort is the Academic Recovery and Accessible Learning (ARAL) Program, institutionalized through Republic Act No. 12028 in 2024, which aims to provide structured remediation and targeted instructional support to learners who are lagging behind (Department of Education, 2024).

Despite these initiatives, there remains limited local empirical evidence on how specific components of the ARAL Program influence literacy outcomes. In particular, few studies have examined how factors such as learner participation, teacher support, instructional materials, and frequency of intervention sessions affect learners' reading performance as measured through the Comprehensive Rapid Literacy Assessment (CRLA). Existing literature emphasizes that program effectiveness often depends on implementation fidelity and contextual factors within schools (Guskey, 2000; Darling-Hammond et al., 2020). This gap highlights the need for further investigation to determine which elements of the ARAL Program most significantly contribute to literacy improvement and how these can be optimized to strengthen intervention efforts at the school level.

In response to this gap, this study aims to determine the effectiveness of the ARAL Program in improving learners' literacy performance through a comparison of CRLA pre-test and post-test results. Specifically, it seeks to identify learners who require intervention based on pre-test results, examine their literacy improvement following program implementation, and determine whether a significant difference exists between pre-test and post-test scores. Furthermore, the study aims to evaluate the extent of ARAL Program implementation in terms of learner participation, teacher support, instructional materials, and frequency of sessions, and to propose an enhancement plan based on the findings. Guided by these objectives, the study addresses the following specific problems:

1. What is the level of learners' reading performance before and after participation in the ARAL Program?
2. How effective is the ARAL Program after intervention?
3. Is there a significant difference between the pre-test and post-test reading level after the implementation of the ARAL Program?
4. What enhancement plan may be proposed based on the findings?

II. Methods

Research Design

This study employed a quantitative, non-experimental pretest–posttest research design using the marginal homogeneity test to determine whether there is a significant difference in learners' CRLA reading levels

before and after the implementation of the ARAL Program. The design is appropriate because it involves paired categorical data, where the same group of learners is assessed at two time points and classified into nominal reading levels such as Low Emerging, High Emerging, Developing, Transitioning and Grade Ready. The marginal homogeneity test was utilized to examine whether the distribution of learners across these reading categories significantly changed over time, testing the null hypothesis that no difference exists between the pre-test and post-test distributions. A significant result indicates that the ARAL Program led to a meaningful shift in learners' literacy levels, making this design suitable for analyzing changes in categorical outcomes without relying on numerical measures.

Participants

The participants of this study were the learners from key stage 1 from the public elementary schools. They were identified through their Comprehensive Rapid Literacy Assessment (CRLA) results and who participated in the Academic Recovery and Accessible Learning (ARAL) Program.

Learners were selected through purposive sampling, wherein all Key Stage 1 learners from Grades 1 to 3 enrolled in public schools within the Municipality of Banate, located in the 4th Congressional District of Iloilo, who participated in the ARAL Program, were included as respondents of the study. This sampling design was deemed appropriate because the researchers intentionally selected the District of Banate from among other municipalities in the 4th Congressional District as the locale of the study due to the availability of complete CRLA data and the active and consistent implementation of the ARAL Program. By focusing on this specific district, the study ensured comprehensive coverage of the target population relevant to the research, allowing for the collection of accurate, reliable, and meaningful data regarding learners' literacy development and the effectiveness of the intervention program.

The study was conducted in the District of Banate, Municipality of Banate, Iloilo, Philippines, a coastal area where many families rely on fishing, farming, and small-scale trading as primary sources of livelihood. The district comprises public elementary and secondary schools serving learners from various barangays with diverse academic backgrounds and learning needs. As part of the Department of Education system, these schools implement the K to 12 curriculum and learning recovery initiatives such as the Academic Recovery and Accessible Learning (ARAL) Program to address gaps in foundational skills. The presence of relevant data and program implementation makes the district a suitable research setting, aligning with the Department of Education's emphasis on the ARAL Program as a key strategy for improving literacy and accelerating learning recovery (Department of Education, 2024).

Research Instruments

This study utilized a combination of quantitative and documentary data sources to obtain a comprehensive and reliable assessment of learners' academic performance and the effectiveness of the Academic Recovery and Accessible Learning (ARAL) Program in addressing learning gaps. The primary instrument was the Comprehensive Rapid Literacy Assessment (CRLA), specifically the pre-test and post-test results, which were used to measure learners' baseline performance and evaluate learning gains after the intervention. Supporting tools included a Learners' Score Sheet for systematic data organization, a Performance Level Classification Guide to categorize proficiency levels (Low Emerging, High Emerging, Developing, Transitioning, and Grade Ready), and accuracy of school-based records. The use of standardized assessment data and structured documentation tools ensured the validity and reliability of the findings through consistent data collection and verification procedures, aligning with current research emphasizing the importance of multiple data sources and validated school records in evaluating learning recovery programs (Department of Education, 2024; UNESCO, 2022; World Bank, 2022; Creswell &

Creswell, 2023; Taherdoost, 2022).

Data Gathering Procedure

The data gathering process was conducted in a systematic and organized manner to ensure accuracy, confidentiality, and proper documentation of the study. It began with getting the raw data of the pre-test using the Comprehensive Rapid Literacy Assessment (CRLA) on the available data from the involved district, which served as the baseline in identifying of learners' reading and literacy performance. The results of the pre-test were used to identify learners who required intervention and were subsequently included in the implementation of the Academic Recovery and Accessible Learning (ARAL) Program. Following the identification of target learners, the ARAL Program was implemented over a specified period, during which learners received structured remedial instruction and targeted literacy support designed to address identified learning gaps. After the intervention, a post-test CRLA assessment was administered to the same group of learners to measure their progress and determine whether improvements in literacy performance had occurred.

All test results were carefully collected, checked, organized, and encoded for statistical analysis in line with the study's quantitative, non-experimental pretest–posttest research design. The data were analyzed using both descriptive and inferential statistical tools appropriate for paired categorical data. Descriptive statistics, including frequency, percentage, and mode, were used to summarize learners' performance and describe overall trends in CRLA reading levels (Creswell & Creswell, 2023; Field, 2022). To determine whether there is a significant difference in learners' reading levels before (BOSY) and after (EOSY) the implementation of the ARAL Program, the marginal homogeneity test was employed. This test is appropriate because it evaluates whether the distribution of learners across nominal reading level categories significantly changes over time within the same group of learners. It specifically tests the null hypothesis that there is no difference in the marginal distributions of reading levels between the two time points. All statistical tests were interpreted at a 0.05 level of significance to establish whether the observed changes in CRLA results were statistically significant and attributable to the intervention. Throughout the entire process, ethical standards were strictly observed, and all data were treated with confidentiality and used solely for academic and research purposes.

Limitations of the Study

This study has several limitations that should be considered in interpreting the findings. First, the study employed a quantitative, non-experimental pretest–posttest design analyzed using the marginal homogeneity test, without the inclusion of a control group. While the results indicated a significant change in learners' CRLA reading level distributions after the implementation of the ARAL Program, the absence of a comparison group limits the ability to attribute all observed improvements solely to the intervention, as other external factors may have influenced the outcomes.

Second, the study was conducted only among public elementary schools in the District of Banate, Iloilo. Because of its localized setting, the findings may not be fully generalizable to other districts, municipalities, or school systems with different learner demographics, resources, and implementation contexts.

Third, the study relied primarily on CRLA results and available school records as sources of data. Although these records are official and relevant, they may not fully capture other factors that influence literacy development such as home environment, parental support, learner motivation, attendance, and teacher differences in instructional delivery.

Fourth, the duration and consistency of ARAL Program implementation may have varied across schools

and learners. Differences in attendance, teacher facilitation, and access to learning materials could have affected the extent of improvement among participants.

Despite these limitations, the study provides valuable evidence on the potential of the ARAL Program as a school-based intervention for improving literacy performance and bridging learning gaps among learners.

III. Results

ARAL Reading Assessment Results

This section presents the distribution of learners’ reading levels across three assessment periods: Beginning of School Year (BOSY), and End of School Year (EOSY). The data are summarized using frequency and percentage distributions.

Table 1. Level of Reading Performance of Respondents at the Beginning of School Year (BOSY)

Reading Level of Respondents	Number of Learners (n)	Percentage (%)	Mode	Interpretation
Low Emerging	555	30.45%	Low Emerging	A large number of learners were under the lowest reading level, indicating that many learners started the school year with limited reading proficiency.
High Emerging	176	9.65%	Low Emerging	Learners in this level showed basic reading skills but still required significant instructional support.
Developing	219	12.02%	Transitioning	Learners were beginning to demonstrate improvement in reading but had not yet reached proficiency expectations.
Transitioning	676	37.09%	Transitioning	This was the highest concentration of learners, showing that most were progressing toward reading proficiency but still needed reinforcement.
Grade Ready	197	10.81%	Grade Ready	Only a small portion of learners had already reached the expected reading proficiency at the beginning of the school year.
Total	1823	100%	Transitioning	The majority of learners were classified under the Transitioning level, reflecting moderate reading readiness at BOSY.

Legend:

Reading Level	Criteria	Observations Level	
Low Emerging Reader	Learner scores 0 to 16 in Assessment Part 1		
High Emerging Reader	Learner reads less than 25% of the passage in 1 minute and cannot answer any of the questions	Level 1	Reads word by word
Developing Reader	Learner reads between 26% to 50% of passage accurately in 1 minute and answers 1 question correctly	Level 2	Reads word in chunks
Transitioning Reader	Learner reads between 51% to 75% of passage accurately in 1 minute AND answers 2 to 3 questions correctly.	Level 3	Reads fluently but not observing punctuation marks
Reading At Grade Level	Learner reads between 76% to 100% of passage accurately in 1 minute AND answers 4 to 5 questions correctly.	Level 4	Reads fluently with proper expression

Table 1 presents the reading performance of respondents at the beginning of the school year prior to the implementation of the ARAL Program. The findings revealed that the majority of learners were classified under the Transitioning level, with 676 learners or 37.09%, making it the modal reading level. This indicates that most learners were in the process of developing reading proficiency but had not yet reached the expected grade-level standard.

The second highest group was Low Emerging, with 555 learners or 30.45%, which suggests that a considerable number of learners still struggled with basic reading skills and required intensive intervention. Meanwhile, 219 learners or 12.02% were under the Developing level, showing gradual progress in reading ability, while 176 learners or 9.65% were classified as High Emerging, indicating the need for continued instructional support.

Only 197 learners or 10.81% were categorized as Grade Ready, which means that a relatively small proportion of learners had already achieved the expected reading proficiency at the beginning of the school year. Overall, the results imply that most learners started the academic year below proficiency level, highlighting the need for targeted reading interventions such as the ARAL Program.

Table 2. Level of Reading Performance of Respondents at the End of School Year (EOSY)

Reading Level of Respondents	Number of Learners (n)	Percentage (%)	Mode	Interpretation
Low Emerging	56	3.07%	Grade Ready	A significant reduction was observed in this lowest reading category, indicating strong learner progress after intervention.
High Emerging	22	1.21%	Grade Ready	Very few learners remained in this level, suggesting successful movement to higher reading levels.
Developing	177	9.71%	Grade Ready	The decrease in this category showed that more learners advanced to higher proficiency levels.
Transitioning	656	35.99%	Transitioning	A relatively stable number remained in this level, indicating sustained reading development among learners.

Reading Level of Respondents	Number of Learners (n)	Percentage (%)	Mode	Interpretation
Grade Ready	912	50.02%	Grade Ready	The majority of learners reached the expected reading proficiency, reflecting the positive impact of the ARAL Program.
Total	1823	100%	Grade Ready	Most learners were classified as Grade Ready by EOSY, demonstrating substantial improvement in reading performance.

Legend:

Reading Level	Criteria	Observations Level	
Low Emerging Reader	Learner scores 0 to 16 in Assessment Part 1		
High Emerging Reader	Learner reads less than 25% of the passage in 1 minute and cannot answer any of the questions	Level 1	Reads word by word
Developing Reader	Learner reads between 26% to 50% of passage accurately in 1 minute and answers 1 question correctly	Level 2	Reads word in chunks
Transitioning Reader	Learner reads between 51% to 75% of passage accurately in 1 minute AND answers 2 to 3 questions correctly.	Level 3	Reads fluently but not observing punctuation marks
Reading At Grade Level	Learner reads between 76% to 100% of passage accurately in 1 minute AND answers 4 to 5 questions correctly.	Level 4	Reads fluently with proper expression

Table 2 shows the reading performance of respondents at the end of the school year after the implementation of the ARAL Program. The results indicate a significant improvement in learners’ reading levels, as the majority of learners were already classified under the Grade Ready level, with 912 learners or 50.02%, making it the modal reading level. This demonstrates that more than half of the learners achieved the expected reading proficiency after the intervention.

The Transitioning level remained the second highest category, with 656 learners or 35.99%, indicating that many learners continued progressing toward full proficiency. However, the number of learners under the lower reading levels significantly decreased. Only 56 learners or 3.07% remained under Low Emerging, while 22 learners or 1.21% were under High Emerging, showing a substantial reduction compared to BOSY.

Similarly, learners under the Developing level decreased to 177 or 9.71%, suggesting that many of them moved to higher proficiency categories. These findings reflect the positive impact of the ARAL Program in improving learners’ reading performance and reducing the number of struggling readers.

Table 3. Comparative Level of Reading Performance of Respondents Between BOSY and EOSY

Reading Level of Respondents	Pre-Test (n)	Post-Test (n)	Percentage (%)	Change	Interpretation
Low Emerging	555	56	30.45% / 3.07%	Decreased	Large decrease in learners under the lowest reading level, indicating

Reading Level of Respondents	Pre-Test (n)	Post-Test (n)	Percentage (%)	Change	Interpretation
					substantial improvement after ARAL implementation.
High Emerging	176	22	9.65% / 1.21%	Decreased	Decrease in learners under this level, showing progress toward higher reading proficiency.
Developing	219	177	12.02% / 9.71%	Decreased	Slight decrease, suggesting movement of some learners to higher categories.
Transitioning	676	656	37.09% / 35.99%	Slightly Decreased	Minimal decrease, indicating stable performance with some progression to Grade Ready.
Grade Ready	197	912	10.81% / 50.02%	Increased	Significant increase in learners who reached expected reading proficiency after the intervention.
Total	1823	1823	100%	—	Majority of learners initially belonged to the Transitioning level, while post-test results showed a strong shift toward Grade Ready level.

Table 3 presents the comparative reading performance of respondents between the beginning and end of the school year, showing notable improvements after the implementation of the ARAL Program. The most significant change was observed in the Grade Ready level, which increased from 197 learners (10.81%) during BOSY to 912 learners (50.02%) during EOSY. This substantial increase indicates that a large number of learners reached the expected reading proficiency after receiving intervention.

Conversely, the Low Emerging level showed the greatest decrease, from 555 learners (30.45%) to only 56 learners (3.07%), reflecting a major reduction in learners with the lowest reading proficiency. Similarly, High Emerging decreased from 176 learners (9.65%) to 22 learners (1.21%), while Developing also declined from 219 learners (12.02%) to 177 learners (9.71%).

Although the Transitioning level slightly decreased from 676 learners (37.09%) to 656 learners (35.99%), it remained relatively stable, suggesting that some learners advanced to the Grade Ready level while others

remained in the process of developing proficiency. Overall, the modal reading level shifted from Transitioning at BOSY to Grade Ready at EOSY, strongly indicating that the ARAL Program contributed positively to learners' reading development and literacy improvement.

Statistical Decision

Test Used	Level of Significance	Remarks
Marginal Homogeneity Test	0.05	There is a significant difference in the distribution of learners across reading levels between BOSY and EOSY. Therefore, the null hypothesis is rejected, indicating that the ARAL Program resulted in a significant improvement in learners' reading performance.

The marginal homogeneity test conducted at the 0.05 level of significance resulted in the rejection of the null hypothesis. This indicates that there is a significant difference in the distribution of learners across reading levels between the pre-test (BOSY) and post-test (EOSY). Therefore, the findings confirm that the ARAL Program brought about a significant and positive change in learners' reading performance.

IV. Discussion

The findings of the study clearly show that the implementation of the Academic Recovery and Accessible Learning (ARAL) Program contributed significantly to the improvement of learners' reading performance. Based on the distribution of reading levels from the Comprehensive Rapid Literacy Assessment (CRLA), there was a noticeable shift of learners from the lower reading levels—particularly Low Emerging and High Emerging—toward higher levels, most notably the Grade Ready category. At the beginning of the school year, a large proportion of learners were classified under the Transitioning level, with a considerable number still belonging to Low Emerging, indicating that many learners were struggling with foundational reading skills such as word recognition, fluency, and comprehension. However, by the end of the school year, most learners were already classified as Grade Ready, showing a marked improvement in reading proficiency across Key Stage 1 learners in the District of Banate. The Chi-Square Test of Independence further confirmed that the difference in the distribution of reading levels between BOSY and EOSY is statistically significant, indicating that the observed improvement is not due to chance but is associated with the implementation of the ARAL Program.

These results are consistent with existing literature and global reports emphasizing the importance of structured learning recovery programs in addressing literacy gaps. Findings from UNESCO (2022) and the World Bank (2022) highlight those targeted interventions are essential in mitigating learning losses and improving foundational skills among early-grade learners. The results also support the principles of the Response to Intervention (RTI) framework, which underscores the importance of early identification, continuous assessment, and appropriate instructional support for struggling learners. Furthermore, the observed improvements align with Vygotsky's Social Constructivist Theory, which emphasizes that learners develop cognitive and academic skills more effectively through guided instruction, scaffolding, and interactive learning experiences. The positive changes in learners' reading levels suggest that structured teacher support and systematic intervention activities under the ARAL Program played a crucial role in facilitating learner progress. These findings are also consistent with the study of Prosia et al. (2025),

which highlights the effectiveness of the ARAL Program in addressing reading difficulties and learning gaps among Filipino learners.

Based on these findings, it can be concluded that the ARAL Program is an effective intervention in improving the reading performance of learners. The program successfully facilitated the movement of learners from lower reading levels toward higher proficiency levels, particularly toward Grade Ready classification. The significant difference in reading level distribution between BOSY and EOSY further confirms the effectiveness of the intervention in improving literacy outcomes. The use of CRLA as an assessment and monitoring tool also proved valuable in identifying learners’ needs and tracking their progress throughout the implementation of the program. In the context of the District of Banate, the results demonstrate that a well-implemented and localized literacy intervention program can bring about meaningful improvements in learners’ reading development.

In light of these conclusions, it is recommended that the ARAL Program be sustained and continuously implemented across schools to ensure the long-term improvement of learners’ reading skills. Schools should further strengthen their literacy initiatives by providing adequate reading materials and employing varied and differentiated instructional strategies that cater to learners’ diverse needs. Teachers should also be provided with continuous training and professional development focused on reading remediation and intervention strategies. The regular use of CRLA results is strongly encouraged to guide instruction and identify learners who require additional support. Moreover, stronger collaboration among teachers, school leaders, parents, and community stakeholders should be fostered to support learners’ literacy development. Lastly, future research may consider employing more rigorous research designs, such as quasi-experimental studies with control groups, to further validate and expand the findings of this study.

Proposed Enhancement Plan Based on Study Findings

Based on the findings of the study, the enhancement plan is designed to sustain the significant gains in learners’ reading performance and address the remaining learning gaps identified in the CRLA results. The BOSY–EOSY data showed a marked improvement, particularly the increase of Grade Ready learners from 10.81% to 50.02%, and the reduction of Low Emerging learners from 30.45% to 3.07%, confirming the effectiveness of the ARAL Program. However, a substantial number of learners remain in the Transitioning level (35.99% at EOSY), which requires continued intervention.

Enhancement Plan Model for Strengthening the ARAL Program

Key Area	Identified Need (Based on Findings)	Proposed Strategies/Activities	Persons Involved	Expected Output/Outcome
Learner Participation	Despite improvement, 35.99% of learners remain in the Transitioning level (EOSY) , indicating that a large group still requires consistent engagement to reach Grade Ready.	Strengthen attendance monitoring, introduce incentive-based participation, and implement more interactive reading activities to sustain learner engagement in ARAL sessions.	Teachers, School Heads, Parents	Increased learner participation and higher movement of Transitioning learners to Grade Ready level.

Key Area	Identified Need (Based on Findings)	Proposed Strategies/Activities	Persons Involved	Expected Output/Outcome
Teacher Support and Instructional Competence	Presence of 177 Developing and 656 Transitioning learners at EOSY indicates need for more effective remediation strategies to fully close reading gaps.	Conduct continuous training on literacy remediation, differentiated instruction, and reading intervention strategies based on CRLA results.	School Heads, Master Teachers, DepEd Trainers	Improved teacher capability in handling diverse reading levels and reducing Transitioning learners.
Instructional Materials	Although Grade Ready increased to 50.02% , remaining learners in lower levels suggest need for more targeted reading support materials.	Develop leveled reading materials aligned with CRLA categories (Low Emerging to Transitioning), and strengthen localized and contextualized reading resources.	Teachers, LRMSD Coordinator, District Office	Increased access to appropriate materials supporting learners in lower reading levels.
Frequency and Structure of Intervention	The presence of 3.07% Low Emerging learners at EOSY (56 learners) indicates that some learners still require more intensive intervention.	Increase frequency of ARAL sessions for struggling readers, implement small-group instruction, and provide flexible remediation schedules.	School Heads, Teachers	Reduction of remaining Low Emerging learners and faster progression to Developing level and above.
Assessment and Monitoring	Significant shift in CRLA results (from BOSY to EOSY) and Chi-square significance shows effectiveness, but continuous monitoring is needed to sustain gains.	Institutionalize quarterly CRLA-based assessment, learner progress tracking sheets, and data-driven review meetings.	Teachers, M&E Coordinator	Sustained monitoring of learner progress and timely identification of at-risk learners.
Stakeholder Engagement	Despite gains, continued support is needed to maintain improvements, especially for learners still in Transitioning level.	Strengthen parent orientation programs, establish home reading activities, and engage LGUs for literacy support initiatives.	Parents, LGU, School Heads	Improved home reading support and sustained learner progress beyond school intervention.

The enhancement plan is grounded on the significant findings of the study, particularly the increase in Grade Ready learners from 197 (10.81%) to 912 (50.02%), the sharp decline in Low Emerging learners from 555 to 56, and the statistical significance confirmed by the Chi-Square Test. While these results demonstrate the effectiveness of the ARAL Program, the persistence of learners in the Transitioning level (656 learners or 35.99%) highlights the need for sustained, targeted, and differentiated interventions. The proposed strategies aim to further accelerate learner progression, strengthen instructional delivery, and ensure that all learners achieve reading proficiency.

**IV. Comparative Result Summary (Projected/Target)
CRLA (KEY STAGE 1)**

READING LEVEL	Grade 1			Grade 2			Grade 3		
	BOSY	MOSY	EOSY	BOSY	MOS Y	EOSY	BOSY	MOS Y	EOSY
LOW EMERGING	57.3%	20.3%	3.09%	19.39%	10.61%	1.42%	14.67%	21.58%	4.65%
HIGH EMERGING	19.59%	12.14%	1.93%	2.9%	2.25%	0.32%	6.54%	13.67%	1.44%
DEVELOPING	6.28%	17.65%	12.74%	15.73%	20.58%	8.68%	14.04%	14.39%	7.7%
TRANSITIONING	10.35%	29.6%	34.57%	52.37%	45.98%	37.07%	48.48%	35.97%	36.28%
GRADE READY	6.47%	20.3%	47.68%	9.62%	20.58%	52.52%	16.27%	14.39%	49.92%

**V. Impact and Sustainability in Banate
Impact**

- Improved Literacy Skills.
- Reduced number of struggling learners
- Enhanced Learner engagement
- Strengthened Teacher intervention practices

Sustainability

- Continuous ARAL sessions
- Integration in School Improvement Plan (SIP)
- Capacity building for teachers
- Regular monitoring & evaluation
- Stakeholder support (Parents/LGU)
- Resource allocation for intervention materials

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