

Enhancing Early Grade Literacy and Numeracy Through CRLA-Based Reading Interventions: A Qualitative Analysis of Program Implementation and Best Practices in Irosin II District

Vim H. Camacho¹ and Maryjean N. Gamba²

^{1,2}Member, Sorsogon State University Graduate School, Sorsogon City, Philippines

Abstract— This study examined the implementation of Comprehensive Rapid Literacy Assessment (CRLA)-based reading intervention programs and their impact on early-grade literacy and numeracy in selected schools in the Irosin II District, Philippines. Employing a descriptive qualitative research design, the study purposively involved six elementary school CRLA coordinators as key informants. Data were gathered through semi-structured interviews, focus group discussions, document analysis, and observation, and were analyzed using content and thematic analysis. The findings revealed that the implementation of six innovative CRLA-based reading and numeracy programs contributed to significant improvements in learners' reading performance, as evidenced by increased numbers of transitioning and grade-level readers and a corresponding decrease in emergent readers across all participating schools. The effectiveness of these programs was attributed to collaborative planning, strong stakeholder engagement, learner-centered instructional strategies, supportive learning environments, contextualized instructional materials, continuous monitoring and evaluation, and sustained technical assistance. The study further identified a set of best practices, which were synthesized into a compendium to guide teachers and school leaders in strengthening literacy and numeracy interventions. These practices emphasized data-driven decision-making, school-community collaboration, and differentiated instruction as key drivers of program success. The study concluded that CRLA-based interventions were effective in improving early grade literacy and numeracy when implemented through coordinated, context-responsive, and sustainable approaches. The findings underscored the need for the institutionalization of these programs and continuous professional development for educators to ensure long-term improvement in learners' foundational skills.

Keywords— CRLA, literacy intervention, numeracy, qualitative research, reading performance, best practices, early grade education.

I. INTRODUCTION

Literacy and numeracy are essential skills that support education, personal development, and social and economic progress. Recognized globally as basic human rights, these competencies enable individuals to read, write, compute, solve problems, and think critically, all of which are necessary for meaningful participation in society. In the Philippines, strengthening these foundational skills is especially important due to increasing demands in a globalized and digital world.

Key policies and laws, such as the Code of Ethics for Teachers, Republic Act No. 12028, and DepEd Order

No. 12 s. 2015, emphasize equitable access to quality education, early intervention, and the importance of developing literacy and numeracy skills during early childhood.

Teachers play a vital role in implementing inclusive instruction, providing interventions, and monitoring learner progress to support academic growth.

Strengthening literacy and numeracy is crucial not only for academic success but also for developing critical thinking and preparing learners to meet the challenges of modern society, ultimately contributing to national development.

The Comprehensive Rapid Literacy Assessment (CRLA) addresses the persistent problem of low reading performance among Filipino learners, which has contributed to poor academic outcomes in public schools. International assessments, such as UNICEF (2020), show that the Philippines ranks low in reading proficiency compared to other Southeast Asian countries. Studies also reveal that many learners struggle with word recognition and comprehension, highlighting the need to strengthen foundational literacy skills.

To address these challenges, the Department of Education has implemented programs such as ECARP and School-Based Management, which empower schools, teachers, and stakeholders to design and manage reading interventions. These initiatives aim to improve learners' literacy and numeracy skills, particularly in the early grades, to support lifelong learning.

The CRLA serves as a key diagnostic tool that assesses learners' reading abilities, including phonemic awareness, decoding, fluency, and comprehension. It helps identify struggling readers early, guide interventions, and monitor progress. Aligned with national literacy programs and policies, CRLA promotes evidence-based instruction and ensures that no learner is left behind.

CRLA coordinators play an important role in implementing the program by assessing learners, providing remediation, conducting tests, maintaining records, and collaborating with teachers, parents, and school staff. They also support training, data management, and individualized assistance for learners with reading difficulties.

CRLA is a vital strategy in improving literacy outcomes in the Philippines by ensuring early identification of reading difficulties, continuous monitoring, and targeted interventions to develop functionally literate learners.

Literacy programs in the Philippines are strengthened through initiatives such as the Philippine Informal

Reading Inventory (Phil-IRI) under ECARP, which assesses learners' reading levels and guides appropriate interventions. DepEd also uses international tools like the Early Grade Reading Assessment (EGRA) to measure and improve reading skills across different languages, helping establish baseline literacy data for early learners.

To further promote reading, DepEd implements programs such as Brigada Pagbasa, which involves schools, parents, and community partners in developing learners' reading skills and fostering a strong reading culture in both English and Filipino. However, despite these efforts, teachers still face challenges in effectively implementing reading programs.

Successful literacy initiatives require strong leadership, effective school management, teacher professional development, stakeholder involvement, and adequate learning resources. These factors work together to support effective reading instruction and intervention.

Despite ongoing programs, international assessments like PISA show that Filipino learners continue to struggle, particularly in reading, highlighting the need to strengthen foundational literacy from early education to meet national learning goals.

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Studies on CRLA and reading program implementation in the Philippines show a mix of effective practices and ongoing challenges. Successful strategies include consistent reading routines, contextualized materials, customized interventions, and alternative teaching approaches to address diverse learner needs. However, issues such as limited parental support, language barriers, low learner engagement, and moderate stakeholder participation continue to affect program effectiveness.

Research also highlights the importance of strong school management, teacher training, resource provision, and active collaboration among stakeholders to sustain literacy programs. While some

initiatives like ECARP and other reading programs show partial or strong implementation, gaps in monitoring, coordination, and consistency remain.

International studies further emphasize that innovative, student-centered, and experiential learning approaches significantly improve literacy and numeracy outcomes. Overall, both local and international findings stress that effective CRLA implementation depends on contextualized instruction, strong leadership, collaboration, and continuous program improvement.

Studies on the implementation of CRLA-related literacy and numeracy programs show both challenges and positive effects at international and national levels. Globally, research highlights that effective programs rely on innovative, context-based teaching approaches, adequate resources, infrastructure, learner motivation, and continuous teacher training. Programs such as Kampus Mengajar have been shown to significantly improve learners' literacy and numeracy skills, especially in underserved areas.

In the Philippine context, studies confirm that well-implemented literacy programs positively impact learners' academic performance, even in difficult learning environments like distance education. However, challenges such as implementation gaps and moderate difficulties among program implementers still exist. These findings emphasize the need for stronger planning, continuous improvement, and strategic actions to enhance the effectiveness of literacy and numeracy programs like CRLA.

Studies on the effectiveness of innovative literacy and numeracy interventions show mixed but generally positive results. Some programs, such as the Literacy & Numeracy Drive (LND) in Pakistan, were found to be ineffective due to issues in design, usability, language, and lack of access to technology, although learners suggested more engaging, game-based approaches.

In contrast, several interventions demonstrated significant improvements in learners' outcomes. The

8-Week Learning Recovery Curriculum (LRC) in the Philippines showed a notable increase in numeracy performance, while a literacy and numeracy enhancement program for out-of-school youth and ALS learners also resulted in improved pretest and posttest scores. Similarly, early literacy programs for preschoolers were found to enhance both reading and math skills, showing strong links between phonemic awareness, writing, and numeracy development.

However, local assessment results from the Philippines reveal persistent reading difficulties, with many Grade III learners still not meeting reading proficiency standards. Challenges in implementing interventions include limited community support, learner absenteeism, lack of instructional materials, discipline issues, and inadequate facilities, all of which negatively affect program effectiveness.

While intervention programs show promise in improving literacy and numeracy skills, their success depends on proper implementation, sufficient resources, and strong stakeholder support. These findings highlight the need for more effective, well-supported, and data-driven reading intervention programs under CRLA to improve learner outcomes.

The study is anchored on three main theories: Vygotsky's Sociocultural Theory, Bronfenbrenner's Ecological Systems Theory, and Bandura's Social Learning Theory. These frameworks explain that learning is influenced by social interaction, environment, and observation of models, which support effective reading interventions under the Comprehensive Rapid Literacy Assessment (CRLA).

The study aims to examine innovative CRLA reading programs, assess learners' reading performance before and after interventions, identify best practices, and develop a compendium to guide teachers and reading coordinators in improving literacy outcomes.

Vygotsky's theory emphasizes learning through social interaction and guided support, highlighting activities like group reading and peer-assisted learning. Bronfenbrenner's theory stresses the role of family,

school, and community in supporting learners' development through collaborative efforts and home-based programs. Bandura's theory focuses on learning through observation and modeling, where teachers, peers, and instructional materials serve as examples for learners.

These theories provide a strong foundation for designing and improving CRLA reading interventions to enhance learners' literacy and numeracy skills.

The conceptual framework shows a step-by-step process starting from the implementation of Innovative Reading Programs for CRLA, which include instructional strategies and reading interventions. These programs are evaluated through learners' reading performance before and after implementation to determine their effectiveness.

Based on the results, best practices are identified, including effective teaching strategies, assessment methods, classroom management, and stakeholder involvement that improve reading outcomes. These practices are then compiled into a Compendium of Best Practices, which serves as a guide for teachers, coordinators, and administrators in improving and sustaining reading interventions.

The framework shows how program implementation leads to evaluation, identification of effective practices, and development of practical tools for improving literacy instruction.

This study emphasizes that literacy is a foundational skill essential for academic success and daily life, and it is a key focus of the Department of Education through the Comprehensive Rapid Literacy Assessment (CRLA). CRLA helps assess learners' reading abilities, identify those at risk, and guide instructional planning and interventions to improve literacy outcomes.

Despite national efforts, reading challenges remain evident in the Philippines, with many learners still struggling in comprehension, as shown in DepEd assessments such as Phil-IRI and CRLA results in

areas like Irosin II District. Local observations also reveal challenges in implementing reading programs, including limited resources, weak community support, learner absenteeism, and discipline issues.

Although many literacy programs exist, there is a gap in research regarding the systematic identification and documentation of best practices in CRLA implementation. This study addresses that gap by examining innovative reading programs, comparing learners' reading performance before and after interventions, identifying effective practices, and developing a compendium to guide teachers and school leaders in improving literacy instruction.

The study defines key terms both conceptually and operationally to clarify the research focus. Best Practices refer to effective, evidence-based teaching methods. In this study, they are the instructional strategies, assessment methods, classroom practices, and stakeholder involvement approaches identified from CRLA implementation that improve learners' reading performance. Comprehensive Rapid Literacy Assessment (CRLA) is a diagnostic tool used to assess learners' reading levels. Operationally, it refers to the data used to measure learners' reading performance before and after interventions to evaluate progress and effectiveness. Reading Intervention Program refers to structured support for learners with reading difficulties. In this study, it includes CRLA-based remedial activities such as guided reading and differentiated instruction aimed at improving reading skills. Innovative Reading Program refers to creative and learner-centered literacy strategies. Operationally, it includes CRLA-based interventions such as interactive activities, scaffolding, peer learning, and contextualized materials used to enhance reading performance. Compendium of Best Practices is a structured collection of effective strategies. In this study, it refers to a guide compiled from identified best practices in CRLA implementation to help teachers and administrators improve reading interventions.

II. METHODOLOGY

Research Design

This study used a descriptive qualitative research design to explore the implementation of the CRLA

reading intervention program in selected schools in Irosin District. The design is appropriate for examining real-life educational practices by gathering rich, detailed information about participants' experiences without manipulating variables.

Using interviews, observations, and document analysis, the study described the CRLA reading program, assessed learners' reading performance before and after interventions, and identified best practices used by teachers and coordinators. This approach focused on understanding patterns, themes, and real classroom experiences rather than numerical comparisons.

The descriptive qualitative design allowed the researcher to capture meaningful insights into how CRLA interventions were implemented, the challenges faced, and the improvements in learners' reading outcomes. It also supported the development of a compendium of best practices, providing an evidence-based and contextual guide for improving future literacy programs.

Source of Data

The study involved six (6) elementary school CRLA coordinators from Irosin II District who served as key informants. They were selected through purposive sampling because of their direct involvement and expertise in implementing CRLA reading intervention programs in their respective schools.

Data were gathered through document analysis and semi-structured interviews conducted from November 4 to November 29, 2024. Only coordinators who voluntarily agreed and were available participated, while others declined due to time constraints.

Research Ethics

The researcher's professional familiarity with the participants helped facilitate deeper interviews and richer data collection, while ethical standards were strictly observed through informed consent, confidentiality, and voluntary participation. Overall, the selection of these informants ensured credible and relevant insights into the implementation of CRLA

programs in the district. The study strictly followed research ethics, ensuring voluntary participation, informed consent, confidentiality, and respect for participants. All respondents were given clear information about the study, including its purpose, procedures, and their rights, such as the freedom to participate or withdraw at any time without consequences. From the invited CRLA coordinators, only six agreed to participate by signing informed consent forms, while others declined due to time constraints. To protect privacy, participants' identities were kept confidential through the use of codes or pseudonyms, and all data were used solely for research purposes. Interviews were conducted in comfortable settings chosen by the participants to encourage honest and open responses. All collected data were securely stored to prevent unauthorized access. Overall, these measures ensured that the study was conducted ethically, safely, and responsibly in accordance with established research guidelines.

Research Instrument

The study used an unstructured interview guide as its main research instrument, supported by focus group discussions, open-ended interviews, document analysis, and observation to gather rich qualitative data. It was designed around four key parts: describing CRLA reading programs, analyzing learners' reading performance before and after interventions, identifying best practices, and developing a compendium of these practices. Documentary analysis included reports from six school-based interventions such as KADA PAMILYA MABINASA, Project WORDS, SECAP BASA, Project NRICH, Batang Integrated Learners, and Project LANE. All collected data were analyzed using thematic analysis to identify patterns and insights on the implementation and effectiveness of CRLA reading intervention programs.

Data Collection

Data collection was conducted in six elementary schools in Irosin District, involving Batang Integrated School, Bulawan, Casini, Gabao, Gumapia, and Monbon Elementary School. Letters of consent were distributed to inform participants about the study's purpose and ensure ethical compliance, including voluntary participation and confidentiality. The

researchers gathered data through semi-structured interviews, focus group discussions, document analysis, and observation. Interviews focused on describing CRLA reading programs and identifying best practices, while document analysis was used to examine learners' reading performance before and after interventions. All interviews were audio-recorded to ensure accurate transcription and analysis. The process began on November 4, 2024, but was extended until November 29, 2024 due to class suspensions caused by a typhoon and the limited availability of participants. Despite these challenges, follow-up interviews and rescheduling ensured complete and rich data collection. The gathered data were then used to analyze CRLA implementation, assess reading performance outcomes, and develop a compendium of best practices for literacy interventions.

Data Analysis

The study used two qualitative approaches for data analysis: content analysis and thematic analysis. Content analysis was used for the first two objectives, focusing on describing the CRLA reading programs and comparing learners' reading performance before and after intervention. Data from interviews, documents, and CRLA records were organized and interpreted to identify key program features, instructional strategies, and changes in reading performance. This allowed the researcher to describe improvements in learners' literacy based on documented evidence.

Thematic analysis was used for the third objective, which focused on identifying best practices in CRLA implementation. Interview and document data were coded, categorized, and grouped into themes. This process revealed recurring practices such as collaborative planning, stakeholder engagement, learner-centered instruction, use of assessment data, and continuous monitoring.

Combining both methods allowed the study to systematically describe program implementation and performance outcomes while also generating deeper insights into best practices, which were used to

develop a compendium for CRLA reading interventions.

III. RESULTS

I. Description of the Six Innovative Reading Program for CRLA

This section presents the analysis and interpretation of data on the implementation of six innovative CRLA reading programs, the learners' reading performance before and after interventions, the best practices identified, and the development of a compendium of best practices.

The six programs implemented across different schools—KADA PAMILYA MABINASA, Project WORDS, SECAP BASA, Project NRICH, Batang Integrated Learners, and Project LANE—focused on improving literacy and numeracy through various strategies such as parent involvement, remedial instruction, phonics-based activities, differentiated instruction, and structured reading sessions. These programs targeted early grade learners and struggling readers and were implemented through both short-term and year-long interventions.

The programs were designed to address learners' reading difficulties identified through CRLA results and showed a focus on collaboration, targeted remediation, and contextualized instruction to enhance literacy outcomes.

II. CRLA Reading Performance Before And After The Reading Intervention Programs

This section presents the comparison of learners' reading performance before (BOSY 2023–2024) and after (EOSY 2023–2024) the implementation of six CRLA reading intervention programs across different schools in the Irosin District.

Across all schools—Batang Integrated Learners, Project WORDS, SECAP BASA, KADA PAMILYA MABINASA, Project NRICH, and Project LANE—there was a clear improvement in reading performance after the interventions. The number of learners at the Emergent and Developing levels generally decreased, while the number of learners at the Transitioning and

At Grade Level increased, indicating improved reading proficiency.

Specifically, more pupils progressed to Grade Level performance in all schools, with notable gains in programs such as SECAP BASA and Batang Integrated Learners. These results show that CRLA-based interventions were effective in improving learners' literacy skills, though the degree of improvement varied depending on the program and school implementation.

III. Best Practices For The CRLA Reading Intervention Programs

The best practices for implementing the CRLA Reading Intervention Programs highlight key strategies used by teachers and coordinators to improve learners' reading outcomes. These practices center on collaborative planning, where teachers and coordinators align goals through discussions and consultations; strong stakeholder engagement, involving parents, guardians, and community partners in supporting learners; and a learner-centered approach, where instruction is differentiated based on students' reading levels.

They also emphasize creating a supportive learning environment by motivating learners through incentives and encouraging participation, as well as effective use and development of instructional resources, including contextualized reading materials and community-supported learning tools. In addition, continuous monitoring and evaluation are conducted to track learner progress and program effectiveness, while ongoing technical assistance is provided to teachers to address challenges and improve implementation.

These interconnected practices contribute to the successful delivery of CRLA reading interventions and lead to improved literacy outcomes among learners.

IV. Best Practices on the Implementation of CRLA Reading Intervention Programs: A Compendium "A Compendium of Best Practices in the Implementation

of CRLA Reading Intervention Programs: Evidence-Based Strategies for Strengthening Literacy and Numeracy in the Irosin II District"

The compendium, titled "A Compendium of Best Practices in the Implementation of CRLA Reading Intervention Programs," serves as a consolidated reference of effective strategies used in six elementary schools in the Irosin II District to improve literacy and numeracy outcomes through CRLA-based interventions.

It shows that successful implementation of CRLA reading programs is driven by learner-centered, collaborative, and data-driven approaches that help address learners' reading difficulties and improve performance. The compendium summarizes early reading gaps identified through CRLA results, the innovative school-based intervention programs implemented, and their positive impact on learners' reading proficiency.

It highlights key success factors such as stakeholder collaboration, supportive learning environments, continuous monitoring, resource utilization, and sustained technical assistance.

The programs—including KADA PAMILYA MABINASA, Project WORDS, SECAP BASA, Project NRICH, Batang Integrated Learners, and Project LANE—demonstrate common features like data-based planning, parental involvement, and structured remediation.

Despite challenges such as limited resources, varying learner abilities, low motivation, and inconsistent parental support, schools were able to respond through adaptive strategies like differentiated instruction, contextualized materials, parent training, and continuous monitoring.

Overall, the compendium emphasizes that a holistic, flexible, and collaborative approach is essential for sustaining effective reading interventions and improving learner achievement.

IV. DISCUSSIONS

I. Description of the Six Innovative Reading Program for CRLA

The six innovative CRLA reading programs were implemented across different schools to address identified literacy and numeracy gaps among learners. These programs include KADA PAMILYA MABINASA, Project WORDS, SECAP BASA, Project NRICH, Batang Integrated Learners, and Project LANE, each designed with varying timelines, participant sizes, and implementation structures.

The programs were initiated between 2020 and 2024, with SECAP BASA being the earliest and others emerging in response to more recent CRLA results. They ranged from small-scale interventions (e.g., 25–40 learners) to large-scale programs (e.g., over 100 learners), and involved key stakeholders such as teachers, CRLA coordinators, parents, and community volunteers. Implementation was led mainly by school coordinators and teachers, with strong support from families and community partners in several programs.

The programs varied in status—some were time-bound while others were ongoing—but all shared a common goal of improving learners' literacy and numeracy through structured, collaborative, and assessment-based interventions. Informants reported that these initiatives significantly improved learners' reading and numeracy skills while also strengthening teaching practices and promoting innovation in literacy instruction.

The findings show that CRLA-based interventions are flexible, collaborative, and responsive to learner needs, with strong emphasis on parental involvement, continuous monitoring, and contextualized strategies. These programs also support teachers in developing more effective instructional approaches and reinforce the importance of sustainable, community-supported literacy development.

II. CRLA Reading Performance Before And After The Reading Intervention Programs

The CRLA reading performance results across six schools show a consistent and significant

improvement in learners' literacy levels after the implementation of reading intervention programs.

The data from all schools indicate a reduction in Emergent and Developing readers and a marked increase in Transitioning and Grade Level readers, showing that learners progressed along the reading continuum from low proficiency to higher competence.

In Batang Integrated School, Project Batang Integrated Learners led to a sharp rise in Grade Level readers (from 1% to 39%) and a drop in Emergent learners (41% to 14%).

Bulawan Elementary's Project WORDS also increased Grade Level readers from 23% to 42%, while reducing lower-level readers. Casini Elementary's Project SECAP produced one of the strongest gains, with Grade Level readers rising to 60% and Emergent learners dropping significantly. In Gabao Elementary, Project KADA PAMILYA MABINASA showed major improvement, reducing Emergent learners from 41% to 10% and increasing Grade Level readers to 33%. Gumapia Elementary's Project NRICH and Monbon Elementary's Project LANE both demonstrated steady gains, with more learners moving into Transitioning and Grade Level categories over time.

Across all schools, improvements were attributed to structured interventions, differentiated instruction, continuous monitoring, phonics-based strategies, and strong stakeholder involvement (especially parents and teachers).

However, some learners remained in lower proficiency levels, indicating the need for continued and more intensive support.

In summary, the findings confirm that CRLA-based reading interventions are effective in improving learners' reading performance, particularly when programs are data-driven, well-structured, and supported by collaboration among teachers, parents, and school leaders.

III. Best Practices For The CRLA Reading Intervention Programs

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The study identifies seven key best practices in the implementation of CRLA reading intervention programs: collaborative planning, stakeholder engagement, learner-centered approaches, supportive learning environments, resource development and utilization, continuous monitoring and evaluation, and technical assistance. Together, these practices ensure effective program delivery and improved learner outcomes.

Collaborative planning involves teachers and coordinators working together through FGDs and shared decision-making, ensuring aligned goals, consistent instruction, and shared responsibility among educators and parents. Stakeholder engagement extends learning support beyond the classroom by involving parents and community partners, strengthening communication and reinforcing learners' literacy development at home and in school. A learner-centered approach ensures instruction is differentiated based on learners' reading levels, allowing targeted support that improves comprehension and engagement. Meanwhile, a supportive learning environment motivates learners through incentives and emotionally supportive conditions that encourage participation and sustained attendance. Resource development and utilization highlights the creation and use of contextualized reading materials, reading corners, and partnerships to address instructional needs and enhance learning effectiveness. Continuous monitoring and evaluation ensures data-driven decision-making, allowing teachers and coordinators to track progress, adjust strategies, and improve program effectiveness. Lastly, technical assistance provides teachers with ongoing guidance and mentoring, strengthening their instructional skills and ensuring proper implementation of intervention strategies. Overall, these interconnected practices create a coordinated, responsive, and sustainable system that significantly enhances the effectiveness of CRLA reading interventions.

IV. Best Practices on the Implementation of CRLA Reading Intervention Programs:

A Compendium "A Compendium of Best Practices in the Implementation of CRLA Reading Intervention Programs: Evidence-Based Strategies for Strengthening Literacy and Numeracy in the Irosin II District"

The compendium, titled "A Compendium of Best Practices in the Implementation of CRLA Reading Intervention Programs: Evidence-Based Strategies for Strengthening Literacy and Numeracy in the Irosin II District," presents a consolidated analysis of CRLA-based reading interventions implemented in six elementary schools in the Irosin II District. It documents learners' reading difficulties, describes six innovative intervention programs, evaluates their effectiveness through pre- and post-assessment results, and identifies key best practices that improved literacy and numeracy outcomes.

The compendium emphasizes that successful implementation is rooted in learner-centered, collaborative, and data-driven approaches, supported by strong stakeholder involvement, supportive learning environments, continuous monitoring, and sustained technical assistance. These strategies were operationalized through programs such as KADA PAMILYA MABINASA, Project WORDS, SECAP BASA, Project NRICH, Batang Integrated Learners, and Project LANE, all of which integrated structured remediation, parental engagement, and tailored instruction based on learner needs.

It also highlights that despite challenges such as diverse learner abilities, limited resources, and low motivation, schools effectively responded through differentiated instruction, capacity-building for parents, contextualized materials, and consistent monitoring and support. These responses transformed challenges into opportunities for innovation and improvement.

The compendium serves as a practical, evidence-based guide for teachers, school leaders, policymakers, and community stakeholders to strengthen literacy programs. It underscores that sustained collaboration,

innovation, and continuous evaluation are essential in improving early grade reading and numeracy outcomes.

V. CONCLUSION AND RECOMMENDATION

The study concludes that the implementation of six innovative CRLA reading and numeracy programs significantly improved learners' literacy and numeracy performance across the six schools in the Irosin District. These improvements were reflected in increased numbers of transitioning and grade-level readers and a marked reduction in emergent readers. The success of the programs is attributed to key practices such as collaborative planning, strong stakeholder engagement, learner-centered instruction, supportive learning environments, effective resource use, continuous monitoring, and sustained technical assistance. Overall, the CRLA compendium supports and strengthens data-driven and community-based approaches to improving literacy and numeracy.

In terms of recommendations, the study suggests that the CRLA programs be sustained and institutionalized across all schools in the district. Successful models should be expanded and replicated in other schools and grade levels to further reduce reading gaps. The Department of Education is encouraged to strengthen training programs for teachers focused on literacy strategies, differentiated instruction, assessment, and parent engagement. Schools should also enhance collaboration, improve learning environments, and maintain continuous monitoring and technical support. Finally, the compendium is recommended for adoption in literacy and numeracy programs, and further studies on CRLA and related interventions are encouraged to support continuous improvement.

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