



From Vision to Impact: Implementing the migration of reading practices in SDO Paranaque's Local ARAL Program

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Abstract

The study of reading and numeracy intervention has become an important aspect of reading and numeracy dosages. This Local ARAL PROGRAM was an interventional program for Grades 2 and 3 for literacy and numeracy. Two thousand seven hundred (2,700) elementary pupils took part in this study specifically targeting students in Key Stage 1 level (grades 2 and 3). Grade 1 was not included because their English subject will be taught in Grade 2. A total number of 1,350 pupils participated in literacy program, whereas the same number participated in numeracy program as well. Twenty-seven elementary schools were included in this study. Each school had four organized classes, composing of two classes per program type. Comprehensive Rapid Language Assessment (CRLA) and Rapid Mathematics Assessment (RMA) results were employed as baseline data as one of the criteria to qualify as recipients of the Local ARAL Program for foundational skills. Qualified teacher-tutors were identified. There would be 16 Saturdays to implement this interventional program. Particularly this started on August 30, 2025 and ended on December 13, 2025. A Google Drive was created to serve as progression window of the program. Nine hundred seventy-nine (979) pupils were identified as Low -Emerging Readers, the lowest reading level in literacy for CRLA and 724 pupils were identified as No Proficiency, the lowest level for numeracy. As the intervention program progresses, the migration progress of the pupils was evident every after the assessment provided. After the administration of five assessments 387 pupils migrated to Grade Level Ready for Literacy and 304 migrated to High Proficient for numeracy. Statistically, there was a 28.7% increment for literacy and 38.7% increment for numeracy after the implementation of a 16-week intervention program. Finally, it may be tentatively concluded that the intervention program demonstrated positive impact. Pedagogical implication and research directions were provided.

Keywords: Intervention; Reading Dosage; Literacy; Numeracy; ARAL Program

1. Introduction

Reading, a linguistic skill, has been defined as a process of making sense or meaning of the print or written texts; thus, it is a way of constructing meaning (Goodman, 1996). In the teaching-learning process, reading is one of the critical aspects for succeeding in academic life and for enabling the students or pupils to achieve and solve day-to-day related problems be they technical or practical. Reading has been an inevitable skill one must be familiar and competent with. Otherwise, having poor reading skills might jeopardize future endeavors. In line with this, it has been asserted that developing reading literacy is compelling and shall be developed as early as possible; that is, during the childhood since reading literacy is a key component of the learning process in the primary school.

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The Programme for International Student Assessment (PISA) in 2000 provided a definition of reading literacy as “understanding, using, and reflecting on written texts, in order to achieve one’s goals, to develop one’s knowledge and potential, and to participate in society.” Likewise, in 2009 the definition has been modified but still the substantial element has not been negated thus, “reading literacy is one of the key skills in academic setting since vast amount of knowledge is acquired through books, monographs, or other written documents.” (PISA, 2009). Indeed, children’s readiness to early childhood education has a social and economic impact during adulthood (Owan et. al., 2022). The foregoing definitions seem to be unparallel to the current educational settings by which many teachers and educators alike use technological means to facilitate learning and deliver instructions to the students. As such, reading does not only pertain to making sense of the written texts or the print but also things that are in electronic formats (Mo, 2019). The proliferation of technology trends has created a wider means for the people to acquire information and that reading is an essential aspect to understand and make sense of the same.

People read for a plethora of reasons. Some people are obliged to read because of the nature of their work so provides e.g. a judge perusing the pleadings submitted by the litigants while some read for them to get entertained e.g. a pupil reading stories involving fictional characters. In this light, reading serves as a function which varies from individual to individual and to a greater extent, from culture to culture (Goodman, 1996 citing Halliday, 1973; Thwaite 2019). There have been many benefits identified that are linked to reading. For instance, it has been found that by reading a reader can develop empathy towards people and that it enhances the reader’s cultural sensitivity (Chan & Yeung, 2020; Septiyana & Aminatun, 2021). In addition to that, by reading an individual can develop his/her own creativity or imagination thereby instigating new, novel ideas that are useful for one’s self-actualization (Dijk, 2018; Werfel & Reynolds, 2019). However, this will largely depend on the source of information a person reads. Furthermore, a person who has been continuously reading materials can lead to enhanced and competitive academic statures since reading opens the person’s minds to different positions and points of views thereby compelling him/her to scrutinize things. This in effect, stretches the individual’s cognitive faculty to weigh things (Tzuriel, 2021; Al Badi, 2020; Falikman, 2021). Moreover, children who are earlier exposed to reading exercises have a significant competence with regard to acquisition of new words or vocabularies that are useful for them to hurdle or resolve situations in and out of school settings. This competence can be utilized to understand both technical and practical problems children may encounter when they turn to adulthood (Smith, et. al. 2021; Paulynice, 2020; Feruzi, 2021). It is interesting to state that Goodman (1996) categorized the functions or utilities of reading to wit; reading can be, (1) Ritualistic which enables the person to make introspections about his/her current affairs in life; (2) Occupational which compels the person to peruse materials that are related to his employment; (3) Environmental which pertains to reading texts either printed or electronic that are present to human dealings e.g. reading the labels of medicines, reading the warning information about the incoming typhoon etc; (4) Recreational which deals with reading texts that provide subliminal effects to one’s mind thereby triggering the production of different emotions such as joy; and (5) Informational which pertains to reading materials that provide necessary information for one to get updated, informed, instructed, and the like.

Reading is an intricate linguistic skill that requires a microscopic attention. Hence, reading must be understood in line with language. These two, reading and language, are indispensable. Linguists agree that a language can only be called language if it has a system of rules also known as grammar, a sound system or phonology, and a vocabulary or lexicon (Madrurnio & Pefianco, 2018). Likewise, a language must have three aspects for it to be called as such. These are as follows: (1) Form which refers to the structure of language or the “what” of language. Put it differently, it refers to the way in which a language is given structure and shape in writing and in speech; (2) Meaning which can either be *conceptual* meaning or *denotative* and *associative* or *connotative*. The study of meaning in language is known as semantics and its focus is on the meaning relatively fixed and does not vary in context (Crystal, 1987; McCarthy, 1990; Leech, 1981). Thus, in communication either written or spoken form, an individual must possess both semantic and pragmatic competence. This latter one refers to contextual surroundings with respect to the language; (3) Use entails choosing from among available language forms and being aware of the effects these choices might have on the interlocutors in specific context. Language is used for communicative purposes (Goh & Silver, 2006). In this instance, pragmatics or the study of language and contexts comes into play. Under pragmatics, it is submitted that speech acts (for spoken language) and text types (for written language) shall be considered to enable the person to make sense of the word, spoken and written.

At this moment, it is conceived that texts must possess linguistic competence to effectively understand what the text means; hence, there must be an appreciation of the elements of coherence and cohesion in the written discourse (Halliday & Hassan, 1976). The former refers to the consistency of a topic and completeness of information in a paragraph or a larger stretch of text while the latter refers to the grammatical and lexical features in a text which make it ‘hang together’ when a text is read, it is a linguistic glue which makes the sentences and paragraphs coherent (Goh & Silver, 2006; Diep & Le, 2024).

Interestingly, Psyridou et. al. (2021) aptly pointed out that it is still an acceptable fact that all children can be taught to read but not all can fully perceive and understand what they read. In this instance, it is therefore peremptory to pinpoint vital notions regarding language learning and language acquisition. According to Rice (1986 cited in Doyle, Goh, & Zhang, 2004), there are three aspects that must be addressed with regard to language learning and language acquisition thus: (1) the nature of language; (2) the role of the child; and (3) the role of the environment. There have been many attempts that explain how language is learned. There are three phenomenal models that are still used in this contemporary setting.

First is the Behaviorist model which basically considers environment to be a crucial source of stimuli and reinforcement (Naeem, 2022). Skinner (1957) argued in *Verbal Behavior* that language acquisition is a form of operant conditioning directly resulting from adult modelling and reinforcement, imitation, practice, and habit formation. In this instance, it has been argued that a child's competence to his First Language (L1) can be transferred to Second Language (L2). Correspondingly, features that are different in L1 and L2 will cause difficulties for the learners. In a study conducted by Abdon & Barrios (2024) in a cross-linguistic study found that features of L1 were used by learners instead of the target language or L2.

Second, the Innatist model asseverates that humans have an inherent mental capacity for language and that language development follows a biological and chronological program. Hence, it is submitted under this model that any language either in the spoken or written form can be learned since all language share many common features otherwise known as Universal Grammar (Chomsky, 1959). Consequently, children are prewired to analyze linguistics and learn language either L1 or L2 (Chomsky, 2002 cited in Mulyani, 2019).

And third is the Interactionist model which succinctly takes into consideration the learner's cognitive and social capacities for learning, as well as the role of the social and linguistic environments. Thus, the role of socio-cultural aspects is considered in acquiring competence in language both written and spoken. Hence, a child who is more exposed to discourse may develop communicative competence that is needed for individual to become an effective member of a speech community (Hymes, 1971; Ticar, 2024). Hence, teachers implement various and different reading interventions. In line with this, it is essential that there must be at least categorical evidence on the time within which a child can develop improvements in his/her reading ability. According to Vaughn et al. (2010) and Wanzek and Vaughn (2008) a child's improvement on reading can be seen within a window period of 12 to 25 hours after implementing a focused instruction. However, this is subject to child's initial skills and age level. Concerning this, it has been found by Estremera & Estremera (2018) that there were many causes as to why many grade 6 students fall under frustration level in their reading comprehension among these are as follows: language barriers, teachers, home, school, school head, and community factors. Interestingly, Roberts et.al. (2022) found that students with reading difficulties can significantly improve their reading skills e.g. proficiency and comprehension by undergoing interventions within the window period of not more than 40 hours. Put it differently, they found that students' required dosage for them to acquire and concomitantly enhance reading skills is that there is a need for 39.92 hours of reading session or intervention. Likewise, it was revealed that the imposition of more than 40 hour reading dosage would produce counterproductive effects; that is, instead of enhancing reading skills, the same provides less progress or none at all. However, should increase in dosage take place, there must be a significant change in the intervention as compare to the previous one that was initiated or used (Roberts, et. al. 2022). Pertaining to reading dosage, this result corroborates Wanzek et.al. (2016) stating that the largest effect size took at 31 to 40 hours of treatment albeit reading dosage was not used as moderator for any other outcome measures.

In the Philippines, learning a language in general and reading in particular have been given signification. The fundamental law of the land; that is, the 1987 Constitution explicitly provides under Article XIV, Section 1 that, "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all." Thus, insofar as reading is concerned, it is decisive that all Filipinos must know how to read for reading skill is crucial in this contemporary, globalized world. However, despite this many Filipino learners or approximately 18 million Filipino graduates from the country's basic education system still suffer from functional illiteracy; that is, Filipinos can read, write, and compute or count but struggle with comprehension (EDCOM 2). Accordingly, the Southeast Asia Primary Learning Metrics (SEA-PLM) reported in 2024 that 7 out of 10 lack basic reading skills. From this report, it was found that only 27% of grade 5 student were able to meet the minimum reading proficiency. Corollary, it was found that poverty, insufficient textbooks, and language barriers are among the dominant factors as to why many students lack sufficient reading skills and competence.

Based on the study of Bas (2022) it was posited that pandemic that paralyzed institutional activities tremendously affect the students reading literacy. Additionally, many students scored negative with regard to reading prosody in relation to speed. In contrast, it was found that students substantially, albeit partially as compare to other data, scored in word

recognition. Similarly, it was determined that pandemic has resulted in the loss of knowledge, skills, and previously mastered skills (Reimers, 2020). This may explain as to why many students both in high schools and elementary schools show slow progress concerning reading comprehension and reading literacy.

On the other hand, it has been pointed by many studies that individual differences must be considered. For instance, Long and Reed (2022) asserted that students have different psycholinguistic skills and cognition means to understand and grasp the texts they are reading. In the same vein, motivation has been found to be linked to successful reading comprehension (Gulay & Pontillas, 2024). In juxtaposition, reading difficulties are influenced by cognitive and motivational factors (Mohamedi-Amaruch & Rico-Martin, 2020; Sanchez et. al. 2023). In line with this another research study indicates that the more rigid the learning environment is, the more negative it will impact the academic self-concept of the students (Learned, 2018).

Individual motivation concerning reading can be categorized into two viz: *extrinsic* or outside motivations e.g. rewards or higher grades or *intrinsic* or inside motivation e.g. sense of fulfilment and success. In the field of language teaching and learning, Gardner & Lambert (1972) identified two affective variables that influenced motivated behaviors such as *integrative* and *instrumental*. It has been found that a person whose motivational orientation is *integrative* learns a language out of a sincere and deep interest in the people whose language he is learning. Its primordial goal is to integrate himself to the culture of other people. Whereas, one whose orientation is *instrumental* is utilizing the material and practical benefits of a language e.g. English for his own good such as getting a job, accessing important information, or passing an examination (Doyle, Goh, & Zhang, 2004; Hong & Ganapathy, 2017).

Notably another study has propounded the critical role of learning environment as regards the children's literacy and numerical skills. In a comprehensive study conducted by Cheung et. al. (2021) they found that home environment affects how children become competent both in reading and numerical-related problems. Likewise, they identified that in Asia, children's competencies in literacy and numeracy are largely linked to social values, childhood training, parental beliefs, parental guidance and training, socio-emotional and socio-economic factors although these vary across Asian countries. Interestingly, in the Philippines it was found that home literacy activities are more observed in Filipino households than numeracy activities (Cheung et. al., 2020; Dulay et. al., 2019). With regard to numeracy skills among Filipino learners, it was identified by Igarashi and Suryadarma (2023) that foundational numeracy skills continue to decline between 2003 and 2019 students. Hence, this proves that there is a need for a study both in the domains of literacy and numerical skills among Filipino children.

Be that as it may, these provide an indicium that many Filipino learners are still far below the standard level of literacy and numerical skills. Because of this, the Philippine Congress has taken an initiative to pass Republic Act No. 12028 otherwise known as the ARAL Program Act of 2024 which promotes national learning interventions and institutionalizes the support systems for foundational literacy i.e. literacy skills and numeracy skills, and learning recovery. Consequently, Department of Education (DepEd) has released DepEd Memorandum No. 064 s. 2025 which pertains to the proper implementation and guidelines for the ARAL-Reading intended for Key Stages 1 to 3. The said memorandum mandates all the schools in the Philippines to implement the ARAL Program so as to achieve the State policy to quality education and that all learners will be able to attain the required competencies set by DepEd.

It is thus submitted the necessity to conduct a systematic study on how to determine the effectivity of the said program. Given all the previous studies cited above, it seems that there is a little attention pertaining to the phenomenon of reading migration among learners; that is, the gradual change of level of reading competencies exhibited by the learners before, during, and after the intervention implemented by the authorities. Hence, reading migration remains understudied. To address this gap, the present study specifically sought to achieve the following objectives:

- (1) To examine how the Local ARAL Program operationalizes the migration of reading practices across participating schools in Schools Division of Paranaque City, focusing on strategies, processes, and implementation structures;
- (2) To assess the effects of migrated reading practices on learner's reading performance and engagement based on program records, classroom observations, and stakeholders' experiences; and,
- (3) To identify the challenges and contextual factors that influence the successful implementation and impact of reading practice migration within the Local ARAL Program.

2. Methodology

Two thousand seven hundred (2,700) elementary pupils took part in this study specifically targeting students in Key Stage 1 level (grades 2 and 3). Grade 1 was not included because their English subject will be taught in Grade 2. A total number of 1,350 pupils participated in literacy program, whereas the same number participated in numeracy program as well. Twenty-seven elementary schools were included in this study. Each school had four organized classes, composing of two classes per program type.

Baseline data were employed to identify the qualified target participants. For literacy Comprehensive Rapid Language Assessment (CRLA) was utilized, whereas Rapid Mathematics Assessment (RMA) was employed for numeracy. A maximum of 25 pupils were carefully selected to participate.

The school heads were tasked for the selection of qualified teacher-tutors to handle intervention classes. There would be 16 Saturdays in the intervention program, with 2 hours per session, totaling 32 hours per program. The tutorial session started in August 30, 2025 and ended on December 13, 2025. Due to inclement weathers, there were three suspended Saturday sessions; however, session was doubled the following meeting to compensate the missed classes to maintain the structure of the program.

Food provision was also implemented for the snacks of the pupils the whole duration of the program.

Table 1 The table 1 presents the numerical details of the program

Program Type	Target Grades	Classes per School	Students per Class	Total Students per School	Teacher-Tutors per School	Participating Schools	Total number of participating students
Literacy	Grades 2 and 3	2	25	50	2	27	1350
Numeracy	Grades 2 and 3	2	25	50	2	27	1350
	4		100			27	2700

Determining the reading migration of the literacy and numeracy participants, five assessments were administered every two weeks during the 32-hour intervention program.

3. Results and Discussion

The following data presented below pertain to literacy interpretations.

3.1. Assessment 1

Table 2 Distribution of Scores for Assessment 1, (BOSY Assessment) across Grade 2 and Grade 3 Local ARAL in District 1-6

ASSESSMENT 1				
LER	HER	DR	TR	GLR
1185	82	51	32	0

Table 2 presents the summary of student performance in Assessment 1, focusing on literacy levels. The data reveal that the majority of students (Low Emerging Readers, LER = 1,185) are at the foundational stage, struggling with essential reading skills, including decoding, fluency, and comprehension. Only a small number of students have advanced beyond this stage, with High Emerging Readers (HER = 82), Developing Readers (DR = 51), and Transitional Readers (TR = 32), indicating limited early literacy development. Notably, no students (Grade-Level Ready, GLR = 0) have reached grade-level readiness, highlighting a substantial gap between current reading abilities and expected competencies

3.2. Assessment 2

Table 3 Distribution of Scores for Assessment 2 (August 30-September 20) across Grade 2 and Grade 3 Local ARAL in District 1-6

ASSESSMENT 2				
LER	HER	DR	TR	GLR
979	120	115	121	15

Table 3 presents the summary of student performance following targeted literacy interventions. The data indicate notable progress in reading development compared to Assessment 1. The number of Low Emerging Readers (LER) decreased to 979, demonstrating that a significant portion of students are moving out of the foundational stage. At the same time, High Emerging Readers (HER = 120), Developing Readers (DR = 115), and Transitional Readers (TR = 121) have increased moderately, reflecting a gradual shift of students into higher literacy categories.

Additionally, the number of Grade-Level Ready (GLR) students rose slightly to 15, signifying that a small but emerging group of students has begun to achieve grade-level reading proficiency. While the proportion of fully proficient readers remains limited, this increase represents an encouraging trend in early literacy development.

3.3. Assessment 3

Table 4 Distribution of Scores for Assessment 3, (MOSY Assessment: September 27-October 18) across Grade 2 and Grade 3 Local ARAL in District 1-6

ASSESSMENT 3 (MOSY)				
LER	HER	DR	TR	GLR
609	180	177	190	194

Table 4 presents the summary of student performance in Assessment 3, illustrating the impact of ongoing literacy interventions. The data indicate that the number of Low Emerging Readers (LER) has significantly decreased to 609, nearly halving from previous assessments, signaling notable improvement in foundational reading skills such as decoding, fluency, and comprehension. Concurrently, the number of High Emerging Readers (HER = 180), Developing Readers (DR = 177), and Transitional Readers (TR = 190) continues to rise, reflecting a steady progression of students from lower to intermediate literacy levels.

Most notably, the number of students achieving Grade-Level Ready status (GLR) has increased substantially to 194, highlighting significant growth in students reaching expected grade-level competencies.

3.4. Assessment 4

Table 5 Distribution of Scores for Assessment 4, (October 25 – November 22) across Grade 2 and Grade 3 Local ARAL in District 1-6

ASSESSMENT 4				
LER	HER	DR	TR	GLR
321	262	191	285	291

Table 5 presents the summary of student performance in the follow-up assessment, showing notable shifts in literacy levels. The number of Low Emerging Readers (LER) has significantly decreased to 321, indicating that only a small portion of students remain at the foundational stage. High Emerging Readers (HER = 262) and Developing Readers (DR = 191) maintain moderate numbers, suggesting that students are consolidating skills at the intermediate literacy levels.

The most substantial growth is observed among Transitional Readers (TR = 285), reflecting a large movement of students toward the stage just below full proficiency. Similarly, Grade-Level Ready students (GLR = 291) demonstrate

continued progress, highlighting a growing portion of learners who have achieved the expected competencies for their grade level.

3.5. Assessment 5

Table 6 Distribution of Scores for Assessment 5, (November 29- December 20) across Grade 2 and Grade 3 Local ARAL in District 1-6

ASSESSMENT5				
LER	HER	DR	TR	GLR
31	175	210	547	387

Table 6 presents the summary of student performance in the final literacy assessment, showing substantial growth across all reading levels. The data indicate that the number of Low Emerging

Readers (LER) has decreased to a low of 31, demonstrating that nearly all students have progressed beyond the foundational stage of literacy. High Emerging Readers (HER = 175) and Developing Readers (DR = 210) remain relatively stable, suggesting a steady consolidation of skills at the intermediate levels.

Transitional Readers (TR = 547) remain the largest group, confirming that the majority of students are approaching full proficiency in reading. Notably, the number of Grade-Level Ready students (GLR = 387) is the highest recorded, highlighting that a significant portion of students have now achieved grade-level reading readiness.



Figure 1 Overview of the Assessment Period

Visual line graph summarizing trends in student literacy performance across five assessments. Initially, the majority of students were classified as Low Emerging Readers (LER = 1,185), indicating foundational challenges in decoding, fluency, and comprehension. Over time, the number of LER students steadily declined to 31, demonstrating the effectiveness of targeted literacy interventions. Meanwhile, the intermediate categories, High Emerging Readers (HER), Developing Readers (DR), and Transitional Readers (TR), showed gradual growth before stabilizing, reflecting students' incremental progress through literacy stages. Notably, Grade-Level Ready (GLR) students increased consistently from 0 to 387, highlighting successful preparation for expected grade-level reading standards. The largest gains were observed in the TR and GLR categories, suggesting that most students transitioned from emerging and developing levels

into full proficiency. The data illustrate a clear, positive impact of the interventions by the final assessment, nearly all students achieved Grade-Level Ready status, confirming substantial literacy development over the assessment period. These results seem to contradict what Psyridou et. al. (2021) asserted by which it was found that students can read but cannot understand the texts they read. In contrast, the findings of this study insofar as reading is concerned are in parallel with Roberts et.al. (2022) positing that with proper reading interventions, students can enhance and increase their competence in reading. Interestingly, the current study provides that the 40 hour reading dosage is not universal or absolute rule but rather the same is relative. The pertinent study revealed that 32 hours is sufficient for proper interventional reading dosage.

The following data pertain to the numeracy interpretations.

3.5.1. Assessment 1

Table 7 Distribution of Scores for Assessment 1, (BOSY Assessment) across Grade 2 and Grade 3 Local ARAL Numeracy in District 1-6

ASSESSMENT 1				
NP	LP	NRP	P	HP
724	520	97	5	4

Table 7 presents the summary of student performance in Assessment 1, focusing on numeracy levels. The data indicate that a significant majority of learners are performing below the expected numeracy standards. Most students fall under the Not Proficient (NP = 724) and Low Proficient (LP = 520) categories, suggesting considerable difficulty in demonstrating foundational numeracy skills such as basic operations, number sense, and problem-solving.

A smaller group of learners is classified as Nearly Proficient (NRP = 97), indicating emerging understanding but still requiring substantial support to meet grade-level expectations. Only a very limited number of students achieved Proficient (P = 5) and Highly Proficient (HP = 4) levels, reflecting minimal mastery of the targeted numeracy competencies.

3.5.2. Assessment 2

Table 8 Distribution of Scores for Assessment 2 (August 30-September 20) across Grade 2 and Grade 3 Local ARAL Numeracy in District 1-6

ASSESSMENT 2				
NP	LP	NRP	P	HP
543	418	148	145	96

Table 8 presents the summary of student performance in Assessment 2, focusing on numeracy proficiency levels. The data show that a considerable number of learners remain in the lower performance bands, with Not Proficient (NP = 543) and Low Proficient (LP = 418) students comprising a significant portion of the group. This indicates that many learners continue to experience challenges in fundamental numeracy skills such as number sense, basic operations, and problem-solving.

However, the results also reflect noticeable progress compared to earlier performance trends. A growing number of learners are categorized as Nearly Proficient (NRP = 148), demonstrating improving understanding and emerging mastery of key mathematical concepts. Moreover, a substantial increase is evident in the Proficient (P = 145) and Highly Proficient (HP = 96) levels, suggesting that more students are beginning to meet and even exceed grade-level expectations.

3.5.3. Assessment 3

Table 9 Distribution of Scores for Assessment 3, (MOSY Assessment: September 27-October 18) across Grade 2 and Grade 3 Local ARAL Numeracy in District 1-6

ASSESSMENT 3				
NP	LP	NRP	P	HP
362	309	219	273	187

Table 9 presents the summary of student performance in Assessment 3, focusing on numeracy proficiency levels. The data show a notable shift in learner distribution across performance categories. While a number of students remain in the Not Proficient (NP = 362) and Low Proficient (LP = 309) levels—indicating continued difficulty with foundational numeracy skills such as basic operations, number sense, and problem-solving—there is a visible increase in learners progressing toward higher proficiency levels.

A substantial group of students is now classified under Nearly Proficient (NRP = 219), suggesting developing competence and improving conceptual understanding. More importantly, a significant number of learners have achieved Proficient (P = 273) and Highly Proficient (HP = 187) levels, reflecting strengthened mastery of grade-level numeracy competencies.

3.5.4. Assessment 4

Table 10 Distribution of Scores for Assessment 4, (October 25 – November 22) across Grade 2 and Grade 3 Local ARAL Numeracy in District 1-6

ASSESSMENT 4				
NP	LP	NRP	P	HP
181	171	292	402	304

Table 10 presents the summary of student performance in Assessment 4, highlighting learners' numeracy proficiency levels. The data show a notable shift in performance compared to earlier assessments. A smaller proportion of students are now classified under Not Proficient (NP = 181) and Low Performing (LP = 171), indicating a reduction in learners who struggle with foundational numeracy skills such as basic operations, number sense, and problem-solving.

A considerable number of students fall under Nearly Proficient (NRP = 292), suggesting steady improvement and developing mathematical understanding. More importantly, the largest groups of learners are now in the Proficient (P = 402) and Highly Proficient (HP = 304) categories. This demonstrates that a significant portion of students have achieved, and even exceeded, the expected grade-level numeracy competencies.

Assessment 5

Table 11 Distribution of Scores for Assessment 5, (November 29- December 20) across Grade 2 and Grade 3 Local ARAL Numeracy in District 1-6

ASSESSMENT 5				
NP	LP	NRP	P	HP
0	40	306	583	421

Table 11 presents the summary of student performance in Assessment 5, highlighting numeracy proficiency levels. The data show a significant improvement compared to earlier assessments, with the majority of learners now achieving Proficient (P = 583) and Highly Proficient (HP = 421) levels. This indicates that many students have developed strong foundational numeracy skills, including accurate computation, problem-solving abilities, and a better understanding of mathematical concepts.

A moderate number of learners (Nearly Proficient, NRP = 306) are still approaching grade-level expectations, suggesting they are consolidating their skills but may require additional support to reach full proficiency. Notably, very few students remain in the Low Proficient (LP = 40) category, and none are classified as Not Proficient (NP = 0), reflecting a substantial reduction in learning gaps

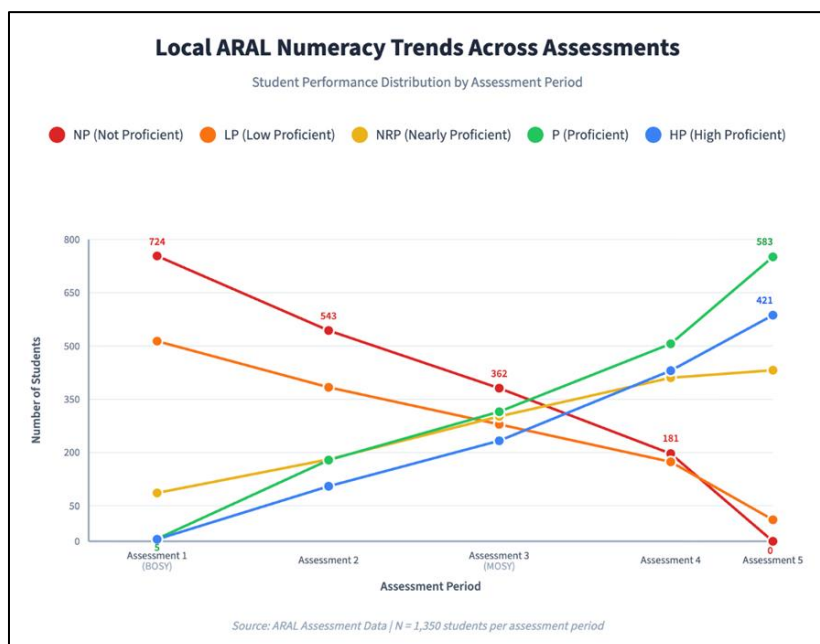


Figure 2 Overview of the Local Aral Assessment

In summation, the Local ARAL Numeracy Trends Across Assessments chart shows a clear and positive progression in learners' numeracy skills across five assessments. Initially, a large number of learners were in the Not Proficient (NP) and Low Proficiency (LP) categories, but these numbers steadily declined over time, reaching almost zero by the final assessment. Meanwhile, the Near-Ready Proficiency (NRP) category grew in the middle assessments, indicating that learners from lower categories were gradually improving. Most notably, the Proficient (P) and Highly Proficient (HP) categories saw substantial increases, with the majority of learners achieving proficiency or high proficiency by Assessment 5.

4. Conclusion

The Local ARAL Program pursuant to DepEd Order No. 018, s. 2025 had been implemented in the Schools Division of Parañaque City (SDO-Parañaque City), National Capital Region. The study revealed that through the adoption of different contextualized, intervention of the teacher-tutors, the target students were able to enhance their reading skills on the one hand and the numeracy skills on the other hand. Specifically, it was found that the 32 hour session in reading transformed the students competence from Low Emerging Readers to Grade-Level Ready. This can be explained by the fact that the teachers involved utilized different methods to implement the said program, they were under strict supervision by their principals, and that they received additional compensation under which the program provided.

With regard to students, the significant transition that transpired proved that the program was appropriately implemented and another explanation could be the fact that the SDO-Parañaque City provided snacks during the course of the program. This, in effect, may increase the level of motivation of the students thereby leading them to fully participate in the program. On the other hand, the numeracy level of the students was put in place. The study disclosed that students who participated therein were under Not Proficient and Low Proficient. However, the program which consisted of five distinct substantial assessments significantly enhanced and increased the students numeracy competencies. Hence, after the final assessment it was found that the students migrated from one level to another, up to the Proficient and Highly Proficient levels.

Accordingly, the numeracy and literacy assessments under the Local ARAL Program served as indicia of students' transitional competencies appropriate to their respective grade level.

Given the foregoing, teachers from elementary and secondary may provide contextualized activities that can cater and assess the students present numeracy and literacy levels. Upon knowing the same, the teachers can subsequently provide appropriate activities. For school administrators and officials of the DepEd, this ARAL program could be a basis for a prolonged and continuous implementation of the substantially alike programs so as to decrease the number of students who have been frustrated in the learning. Concomitantly, budget is required to institutionalize this kind of program. Hence, it is recommended that there should be a budget for this program which includes but limited to the following; additional salary for teachers' ancillary services, budget allocation for students' food provision during the program; and other budgets expenditures incidental for its implementation, as the case may be.

Although the intervention Local ARAL program may have produced more measurable positive results and may have provided tentative conclusions, more studies with the same research constructs and data to validate findings of the current study are still needed to establish the constructs of reading and numeracy dosages in the implementation of the intervention Local ARAL program.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest to be disclosed.

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