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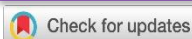
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Abstract

Literacy recovery programs require evaluation of not only learner outcomes but also the needs they address, the resources that support them, the quality of implementation, and the conditions required for sustainability. This explanatory sequential mixed methods study evaluated Project RESCUE (Recovery and Engagement of Struggling Readers through Curriculum Updates and Explicit Instruction), the division-wide English reading intervention of the Schools Division of Tarlac City, using Stufflebeam's Context, Input, Process, and Product (CIPP) Evaluation Model. Quantitative evidence combined division reading-proficiency records across Key Stages 1-4 with survey responses from 216 program implementers and school heads; qualitative inquiry was used to explain implementation problems, enabling factors, and perceived outcomes. Context findings showed strong Key Stage 1 mastery in foundational skills but declining performance as tasks moved toward comprehension and sentence construction. Grade 3 and Key Stage 3 were the highest-priority risk points, and female learners had a higher independent-reading share than males. Program inputs were rated Very Adequate overall ($M = 4.44$, $SD = 1.05$), led by human resource capacity ($M = 4.61$); operational support was comparatively weaker ($M = 4.15$). Process implementation was rated Very Well Implemented overall ($M = 4.41$, $SD = 0.95$), with implementation fidelity highest ($M = 4.52$). Available school-year trend data indicated recurring gains toward instructional and independent reading levels, although diagnostic regression in Key Stages 2 and 3 showed that gains could weaken without continuous support. Qualitative findings identified documentation burden, time pressure, resource constraints, attendance, and home support as major challenges, while leadership, teacher commitment, collaboration, parental involvement, and technical assistance enabled implementation. Integration of the findings produced an Reading Improvement and Development Plan organized around five pillars for sustainable division-wide literacy development.

Keywords: CIPP Evaluation; Learning Recovery; Literacy Intervention; Program Implementation; Reading Improvement and Development; Reading Proficiency; RESCUE

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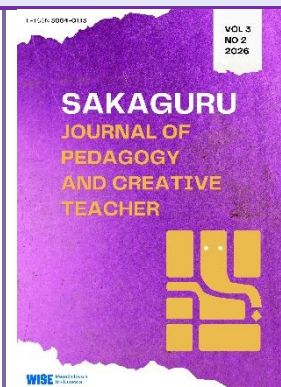
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INTRODUCTION

Functional literacy is a prerequisite for learning across the curriculum, yet the Philippine basic education system continues to face substantial reading difficulties. The dissertation situates Project RESCUE within the broader problem of learning poverty and the post-pandemic need for systematic recovery. National and international evidence has repeatedly shown that many learners can perform basic reading tasks but struggle with age-appropriate comprehension, making literacy recovery a system-level concern rather than an isolated classroom problem [1], [2]. In this context, reading interventions must be evaluated not only by whether scores improve, but also by whether they address the correct needs, are sufficiently resourced, are implemented with fidelity, and can be sustained.

Project RESCUE - Recovery and Engagement of Struggling Readers through Curriculum Updates and Explicit Instruction - is the Schools Division of Tarlac City's division-wide English reading intervention for learners across Key Stages 1 to 4. It responds to reading profiles ranging from non-decoder and frustration levels to instructional and independent reading and targets decoding, word recognition, fluency, vocabulary, and comprehension. The program also evolved across implementation periods: printed learning resources formed the principal delivery mechanism in its early phase; interactive slide decks were later introduced to strengthen visual-auditory engagement; and a blended use of print and digital resources subsequently became the program's main approach [3]. This evolution made a comprehensive evaluation timely because instructional innovation alone does not establish whether implementation systems and outcomes remain adequate.

The study used Stufflebeam's Context, Input, Process, and Product (CIPP) Evaluation Model as its organizing framework. CIPP is improvement-oriented: context identifies needs and priorities; input examines strategies, personnel, materials, budgets, and operational feasibility; process monitors implementation and corrective feedback; and product examines outcomes and the value of continuing, adapting, or institutionalizing the program [4], [5], [6]. This orientation is particularly appropriate for a division-wide reading intervention because weak learner outcomes may arise from different sources - an inappropriate program design, insufficient resources, uneven implementation, weak monitoring, or instructional needs that intensify at particular transition points.

For Project RESCUE, the context component examined Key Stage 1 decoding and early comprehension, reading proficiency in later key stages, sex-disaggregated performance, and priority reading needs. Input evaluation focused on needs-responsive program design, human resource capacity, learning resources, and operational support. Process evaluation assessed implementation fidelity, intervention delivery, progress monitoring, and program improvement. Product evaluation used available reading records to describe school-year trends in proficiency, while qualitative inquiry examined implementation problems, enabling factors, and perceived outcomes. The combined evidence was then used to formulate an Reading Improvement and Development Plan (RIDP) for sustainable literacy development in the division.

This study concentrates on the evaluative findings most relevant to policy and practice. It asks whether Project RESCUE is appropriately targeted, adequately supported, consistently implemented, associated with favorable literacy trends, and institutionally positioned for sustainability. It also gives particular attention to equity because the context data identified a sex gap in independent reading and different levels of literacy risk across key stages. The study therefore contributes an integrated account of literacy recovery in which learner performance, teacher capacity, program logistics, monitoring systems, and long-term governance are treated as interconnected conditions of educational welfare.

METHODS

Research Design

The study employed an explanatory sequential mixed methods design anchored on the CIPP Evaluation Model. Quantitative data were collected and analyzed first through a descriptive-evaluative program evaluation, followed by qualitative inquiry designed to explain and contextualize quantitative patterns. The design follows the logic of explanatory mixed methods, in which the second phase is intentionally connected to results from the first phase rather than operating as a separate study [7], [8], [9].

Locale, Respondents, and Qualitative Sampling

The evaluation was conducted in the Schools Division of Tarlac City, the setting in which Project RESCUE was conceptualized and implemented. The quantitative phase used stratified total population sampling among personnel directly involved in implementing, coordinating, monitoring, supervising, or evaluating the program. The intended and reported respondent population was 216: 108 teacher-implementers/reading coordinators and 108 school heads distributed across the division's districts and secondary cluster.

For the qualitative phase, the dissertation specified purposeful maximum-variation explanatory sampling. Nine schools were identified across high, average, and low-performing implementation contexts. The initial qualitative pool was approximately 27 participants - one school head, one reading coordinator, and one teacher-implementer from each selected school - with final participation guided by data saturation. This selection strategy was intended to capture both successful and constrained implementation experiences rather than to estimate population prevalence [10], [11].

Instruments and Data Sources

The main survey instrument was the researcher-made Project RESCUE Evaluation Questionnaire. It included respondent profile items and 40 evaluation items: 20 for Input Evaluation and 20 for Process Evaluation, with five items for each of eight dimensions. Input covered needs-responsive reading program design, human resource capacity, learning resources, and operational support; Process covered implementation fidelity, intervention delivery, progress monitoring, and program improvement. A five-point Likert-type scale was used. Expert validation yielded an overall mean of 4.92, while pilot testing produced a Cronbach's alpha of .935, reported as excellent internal consistency.

Context and Product evidence came from existing division reading-proficiency records stored in Excel. The extracted data included reading levels, non-decoder, frustration, instructional and independent classifications, grade level, key stage, district, sex, and available pre-test, mid-year, and post-test results. The qualitative instrument was a semi-structured interview guide focusing on implementation experiences, problems, enabling factors, perceived outcomes, and sustainability recommendations. No learner was directly interviewed; learner records were analyzed only in aggregate form.

Data Analysis and Integration

Context data were summarized through frequencies, percentages, ranking, and descriptive comparison. Input and Process ratings were analyzed using weighted mean, standard deviation, descriptive interpretation, and ranking. Product data were examined through frequencies, percentages, percentage-point differences, gains or reductions, and descriptive trend analysis. Qualitative interviews were transcribed, coded, grouped into categories, and organized into themes. Integration occurred by connecting qualitative participant selection to quantitative results and then merging survey, documentary, and thematic findings to support the overall CIPP interpretation and RIDP development [7], [9].

Ethical Considerations

The study reported institutional permissions and ethics review before data collection. Participation of school personnel was voluntary and based on informed consent, with a right to withdraw without penalty. Interview recording required separate permission. Questionnaire and interview responses were treated confidentially, qualitative participants were pseudonymized, and learner records were analyzed and reported only in aggregate form in accordance with the Philippine Data Privacy Act of 2012.

RESULT AND DISCUSSIONS

Context Evaluation: Where Literacy Risk Was Concentrated

The context evaluation showed a clear skill-complexity gradient in Key Stage 1. Among 20,426 learners in the baseline component analysis, Letter-Sound Identification reached 95.75% mastery and Letter-Name Knowledge reached 95.74%. Mastery declined as tasks required more integrated language processing: Oral Passage Reading was 77.15%, Reading Comprehension 74.05%, Listening Comprehension 69.63%, and Basic Sentence Construction 66.91%. Components 11-12 were omitted from the baseline table because zero reports were available for that year. The pattern indicates that foundational alphabetic knowledge was stronger than sentence-level construction and comprehension, supporting the program's emphasis on bridging decoding to meaning-making [12], [13].

Table 1. Selected Context Indicators from the Baseline Reading Data

Indicator	Result	Evaluation implication
KS1 Letter-Sound Identification	95.75% mastery	Foundational skill strength
KS1 Reading Comprehension	74.05% mastery	Meaning-making support needed
KS1 Basic Sentence Construction	66.91% mastery	Highest reported KS1 support need
Grade 3 at-risk learners	33.09%	Critical priority
Key Stage 3 at-risk learners	20.41%	Urgent priority
Key Stage 2 at-risk learners	16.65%	Moderate priority
Key Stage 4 at-risk learners	11.12%	Monitoring priority
Independent reading: female vs male	49.9% vs 39.1%	10.8-point sex gap

The wider baseline profile reinforced the importance of transition points. Grade 3 recorded the largest concentration of non-decoders and frustration-level readers in elementary school, while Grade 7 showed the strongest concentration of instructional and frustration readers at entry to junior high school. The priority matrix consequently classified Grade 3 as critical and Key Stage 3 as urgent. Senior High School showed much stronger independent-reading performance overall, although a smaller group remained at

frustration or instructional levels. These findings support differentiated intervention rather than a single uniform reading protocol across all key stages.

Sex-disaggregated results also identified an equity issue. At baseline, 49.9% of female learners were classified as independent readers compared with 39.1% of male learners. Male learners were more concentrated in frustration and instructional categories, even though the non-decoder proportions were similar. The evidence does not establish why the gap occurred, but it supports the study's recommendation that the division use disaggregated monitoring and gender-responsive engagement strategies instead of assuming that literacy risk is evenly distributed [2], [14].

Input Evaluation: Strong Professional Capacity, Weaker Operational Support

Table 2. Input Evaluation of Project RESCUE (N = 216)

Input dimension	M	SD	Interpretation
Needs-responsive reading program design	4.46	1.16	Very Adequate
Human resource capacity	4.61	0.95	Very Adequate
Learning resources	4.53	1.06	Very Adequate
Operational support	4.15	1.03	Adequate
Overall Input Evaluation	4.44	1.05	Very Adequate

Project RESCUE's inputs were rated Very Adequate overall (M = 4.44, SD = 1.05). Human resource capacity received the highest rating (M = 4.61), reflecting strong orientation to objectives, role clarity, and implementer knowledge. Learning resources (M = 4.53) and needs-responsive design (M = 4.46) were likewise evaluated favorably. The data support the dissertation's interpretation that the program's strongest inputs were its professional capital and the alignment of assessment and intervention materials with learner needs.

Operational support was the only input dimension rated merely Adequate (M = 4.15). The dissertation specifically identified resource reproduction, scheduling, logistics, and school-level support as vulnerabilities; provision for printing, reproduction, and distribution received a mean of 3.95, while realistic and manageable scheduling received 4.12. This pattern is important because the program may have a sound instructional design and capable implementers but still experience implementation strain if schools cannot consistently protect intervention time or reproduce and distribute materials. Sustainable reform therefore requires governance and resourcing systems that match the strength of the pedagogical design [15], [16], [17], [18].

Process Evaluation: High Fidelity with Monitoring Vulnerabilities

Table 3. Process Evaluation of Project RESCUE (N = 216)

Process dimension	M	SD	Interpretation
Implementation fidelity	4.52	0.85	Very Well Implemented
Intervention delivery	4.45	0.92	Very Well Implemented
Progress monitoring	4.28	1.05	Very Well Implemented
Program improvement	4.39	0.98	Very Well Implemented
Overall Process Evaluation	4.41	0.95	Very Well Implemented

The overall process rating was Very Well Implemented (M = 4.41, SD = 0.95). Implementation fidelity obtained the highest mean (M = 4.52), followed by intervention delivery (M = 4.45), program improvement (M = 4.39), and progress monitoring (M = 4.28). The pattern indicates that implementers generally followed program procedures and delivered differentiated reading interventions, while monitoring and documentation were comparatively more vulnerable. This is consistent with implementation literature in which fidelity is necessary for attributing outcomes to an intervention, but sustained quality also depends on practical feedback systems that teachers can maintain under normal workload conditions [19], [20].

The lower relative score for progress monitoring is particularly relevant when read alongside operational support. The dissertation described documentation workload, updating learner records, supervision, and communication of implementation concerns as areas that may vary across clusters. The strong program-improvement score suggests that feedback was being used to modify practices; however, the evaluation also supports moving from paper-heavy compliance to simpler, decision-oriented monitoring that directly informs regrouping, remediation, enrichment, and technical assistance.

Product Evaluation: Recurrent Gains but Fragile Maintenance

The available reading records were treated in the dissertation as longitudinal evidence across implementation cycles. Because enrollment and assessment participation varied across school years, these trends are best read as descriptive evidence of system-level movement rather than as a causal learner-level

cohort analysis. Across the recorded post-test cycles, the dominant pattern was movement toward higher proficiency categories, followed in several later diagnostic baselines by partial regression when active intervention was absent. This recurring gap between diagnostic and terminal performance was described in the dissertation as a “Rescue Effect” or pedagogical lift.

Table 4. Selected Product-Evaluation Trend Evidence

Key stage	Selected documented result	Interpretive pattern
KS1	SY 2024-2025: C1 93.7% vs final component 64.2%	High decoding; comprehension attrition
KS2	Independent readers: 11,224 (2021-22); 9,663 (2022-23); 9,519 (2023-24); 9,164 (2024-25)	High terminal proficiency across cycles
KS2	SY 2025-26 pre-test: Independent 5,869; Frustration 6,395; Non-Decoders 946	Diagnostic regression / maintenance risk
KS3	Independent: 10,907 (2021-22) and 6,608 (2024-25)	Sustained but lower secondary plateau
KS3	SY 2025-26 pre-test: Instructional 5,737; Frustration 4,286; Independent 5,251	Instructional-frustration bottleneck
KS4	SY 2025-26 pre-test: Independent 2,705; Frustration 489; Non-Decoders 10	Strong mastery with emerging polarization

Key Stage 1 trends preserved high performance in the first reading components but showed a negative gradient as tasks approached higher-order comprehension. In Key Stage 2, terminal post-tests consistently placed thousands of learners in the independent category, yet the SY 2025-2026 diagnostic baseline showed a marked shift downward, including 6,395 frustration-level readers and 946 non-decoders. Key Stage 3 demonstrated a similar pattern: the independent category remained strong in terminal cycles, but the latest diagnostic baseline peaked at the instructional level and included 4,286 frustration readers. These patterns support the study’s conclusion that literacy gains can be substantial but may weaken when systematic scaffolding is interrupted [1], [21].

Key Stage 4 differed from the lower stages. The SY 2025-2026 pre-test recorded 2,705 independent readers, the highest independent count reported in the five-year series, suggesting greater resilience of literacy skills among many Senior High School learners. At the same time, the same diagnostic period included 489 frustration readers and 10 non-decoders, indicating a smaller but important group at risk of cumulative difficulty. The product evidence therefore supports a dual strategy: maintain universal pathways toward independent reading while providing more intensive support for learners who continue to experience instructional or frustration-level difficulty at secondary exit.

Qualitative Findings: Problems, Enablers, and Outcomes

The qualitative strand explained why strong ratings could coexist with operational vulnerabilities. Three major themes emerged, each with five sub-themes. The first theme captured the daily constraints of implementation; the second identified the organizational and relational conditions that sustained the program; and the third described perceived transformations in learners, teachers, and schools.

Table 5. Qualitative Themes and Sub-themes

Main theme	Sub-themes
Implementation Problems	Documentation and reporting fatigue; time constraints and competing responsibilities; resource and material limitations; learner attendance and participation issues; variability in home learning support
Enabling Factors	Passionate and supportive leadership; teacher commitment and advocacy; collaborative school culture; parental involvement and community support; continuous coaching and technical assistance
Perceived Outcomes	Improvement in reading proficiency; increased learner confidence and motivation; strengthened culture of reading; enhanced teacher competence in reading instruction; institutionalization of literacy intervention practices

The implementation-problems theme gives practical meaning to the comparatively weaker operational and monitoring ratings. Documentation fatigue and competing responsibilities can reduce the time available for actual intervention; material limitations can make an otherwise strong design difficult to replicate; irregular attendance affects intervention dosage; and uneven home support can weaken continuity beyond school. These are not merely implementation inconveniences. They are the conditions through which program quality can become unequal across schools and learners.

The enabling-factors theme helps explain why implementation fidelity remained high despite these constraints. Participants emphasized supportive leadership, committed teachers, collaboration, parent and community involvement, and continuous technical assistance. The perceived-outcomes theme extended the product evidence beyond test classifications by highlighting learner confidence, motivation, a stronger reading culture, teacher competence, and the institutionalization of literacy practices. The

convergence of quantitative and qualitative findings therefore suggests that Project RESCUE operates as both an instructional intervention and an organizational learning system.

Integrated CIPP Interpretation and the Reading Improvement and Development Plan

Integration of the CIPP findings led to a Reading Improvement and Development Plan intended to shift literacy recovery from a short-term remedial project toward an institutionalized reading-development system. The plan directly reflects the evaluation: context findings identify where intervention should be concentrated; strong human and learning-resource inputs provide implementation assets; weaker operational support identifies governance needs; process findings call for simpler monitoring and sustained coaching; and product trends show why year-round maintenance is necessary. The qualitative findings add the human conditions required for sustainability - leadership, teacher agency, collaboration, family support, and technical assistance.

Table 6. Five Strategic Pillars of the Proposed Reading Improvement and Development Plan

Pillar	Publication-ready focus
1. Early Literacy Recovery and Intervention	Intensive support for Grade 3, transition grades, non-decoders, frustration readers, and decoding-to-comprehension progression
2. Reading Leadership and Capacity Building	Continuous professional development, coaching, role clarity, reading leadership, and professional learning communities
3. Resource Development and Innovation	Sustained print-digital resource development, differentiated materials, assessment tools, and equitable distribution
4. Monitoring, Evaluation and Research	Digital and decision-oriented learner monitoring, periodic CIPP review, data use for regrouping and technical assistance
5. Governance, Partnerships and Sustainability	Budgeting, protected intervention time, logistics, school-home-community partnerships, policy integration, and accountability

The RIDP was further operationalized in the dissertation through a results-based logical framework linking identified needs with objectives, intervention strategies, outputs, measurable outcomes, responsible units, resource requirements, and sustainability mechanisms. Its monitoring cycle begins with baseline diagnosis and learner profiling, proceeds through quarterly progress monitoring and coaching review, and culminates in post-test product evaluation and annual sustainability review. This structure is consistent with improvement-oriented evaluation: evidence is recycled into planning rather than used only for retrospective judgment [\[4\]](#), [\[5\]](#), [\[6\]](#), [\[22\]](#).

CONCLUSION

The CIPP evaluation indicates that Project RESCUE is a strongly designed and highly implemented division-wide literacy intervention operating within a context of persistent and uneven reading need. Foundational reading skills were generally stronger than comprehension and sentence-level language construction, while Grade 3 and Key Stage 3 emerged as major risk points. Female learners showed a higher independent-reading share than males, supporting continued equity-sensitive monitoring. The program's input base was Very Adequate, particularly in human resource capacity and learning resources, although operational support remained the weakest input. Process implementation was Very Well Implemented, with high fidelity and intervention delivery but relatively greater vulnerability in monitoring and documentation. Available school-year proficiency records showed favorable terminal reading patterns and recurring movement toward higher proficiency categories, but diagnostic regression in Key Stages 2 and 3 demonstrates that gains can be fragile without sustained intervention. Qualitative evidence explains this tension: implementation is constrained by documentation, time, materials, attendance, and home support, yet strengthened by leadership, teacher commitment, collaboration, parent involvement, and technical assistance. Taken together, the findings support institutionalizing literacy recovery through the five-pillar Reading Improvement and Development Plan so that Project RESCUE becomes a continuous, data-informed literacy ecosystem rather than a temporary remedial activity.

LIMITATIONS

The study was limited to the Schools Division of Tarlac City, so its literacy profiles, organizational conditions, and implementation findings may not transfer directly to other divisions. Much of the Input and Process evaluation relied on self-report from personnel closely involved in the program and may therefore be affected by social desirability, recall, or subjective interpretation. The design was evaluative and descriptive rather than experimental, so it does not establish that Project RESCUE alone caused the observed proficiency changes. Available Product evidence was based on division assessment records across school years rather than a comprehensive learner-level longitudinal design; variations in

enrollment, assessment administration, participation, school context, and external disruptions may affect the reported trends. The proposed RIDP has not yet been empirically tested, and the study did not comprehensively examine home literacy, socioeconomic conditions, learner motivation, technology access, language background, or community literacy practices.

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AUTHOR CONTRIBUTION

M.C.D. conceptualized the study, developed the CIPP-based evaluation design and instruments, coordinated data collection, analyzed and integrated quantitative, documentary, and qualitative evidence, developed the Reading Improvement and Development Plan, and prepared the dissertation from which this publication manuscript was condensed.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

DECLARATION OF USE OF AI IN SCIENTIFIC WRITING

OpenAI's ChatGPT was used to language editing, readability refinement, and organization within the supplied publication template. No new research data were generated and no new statistical analyses were conducted for this article. The manuscript should be critically reviewed, verified against the dissertation and original assessment records, and approved by the author before submission.

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