

Effects of Implementing Scholastic Literacy Pro, a Program Aimed at Facilitating Independent Reading and Utilizing Data to Tailor Instruction

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ABSTRACT

This study evaluated the reading competence levels of Grade 1 pupils at St. Paul University Surigao utilizing Scholastic Literacy Pro. The research utilized a one-group pretest-posttest methodology to evaluate the effects of Scholastic Literacy Pro, a program aimed at facilitating independent reading and equipping educators with data for personalized instruction. The researchers administered pre- and post-assessments to evaluate the students' advancement in reading competency, classifying their scores into advanced, proficient, basic, and below basic categories. The results indicated that competence levels were primarily below basic, with only a minor minority achieving basic, proficient, or advanced levels. No substantial differences were identified when categorized by section, gender, prior educational institution, or type of school. A notable disparity was observed between pre- and post-test results, signifying that the instructional reading intervention exerted a beneficial effect. The study advocates for targeted instructional strategies to enhance reading proficiency, continuous professional development for teachers on effective methodologies and progress monitoring, and the augmentation of teachers' knowledge and skills to accommodate diverse learner requirements. By adopting these recommendations, the school can further enhance reading competency levels among Grade 1 children.

Keywords: Proficiency Level, Reading, Scholastic Literacy Program.

INTRODUCTION

Reading proficiency is an essential ability that establishes the groundwork for academic achievement. Nonetheless, numerous pupils encounter difficulties with reading, especially in the initial grades. Research conducted in the Philippines revealed that the majority of Grade 1 kids had frustration-level reading abilities in silent reading, while they were at the instructional level for oral reading. A further study indicated that male pupils had inferior reading proficiency compared to females in both silent and oral reading. Exposing Grade 1 learners to text-to-speech software enhanced their word recognition and comprehension, resulting in their reading skills rising to instructional and autonomous levels. In 2022, the Philippines recorded a lower average reading score of 347 compared to 353 in 2018, although it improved its ranking by four positions to 75th, achieving a 6.9 percentage point increase in reading performance. The country was once ranked second lowest in 2018. Furthermore, according to the Southeast Asia Primary Learning Metrics 2019 (SEA-PLM), merely 10 percent of students in the Philippines achieved the minimum reading standard, while 17 percent attained the minimum mathematical standard anticipated at the conclusion of primary education, as delineated in SDG.

Aul University Surigao employs Scholastic Literacy Pro to provide students with access to a diverse array of high-interest, leveled ebooks. The application aims to facilitate autonomous reading and furnish educators with meaningful data to tailor education. Research indicates that individual reading significantly enhances comprehension, fluency, vocabulary, and background knowledge. Students are more inclined to engage in reading and achieve success when provided with books that align with their reading level and interests. The researchers undertake this study to evaluate the reading competence level of Grade 1 students at St. Paul University Surigao utilizing Scholastic Literacy Pro. The students will undergo pre- and post-assessments to evaluate their advancement in reading. The objective is to ascertain the respondents' profiles, evaluate the pupils' reading proficiency levels in both pre- and post-tests, and analyze the changes in test outcomes based on profile characteristics as well as between the pre- and post-tests. The findings of this study will serve as the foundation for forthcoming reading programs to be executed.

RESEARCH ELABORATIONS

The research utilized a one-group pretest-posttest design, which is a form of quasi-experimental methodology. This design involves the observation of a single case at two time points: prior to and after the therapy. Alterations in the outcome of interest are assumed to be attributable to the intervention or treatment. No control or comparison group is utilized (Child Care and Early Education Research Connections, n.d.). This study utilizes pre- and post-tests as the two time points, with the reading materials functioning as the treatment. This research was performed on Grade 1 students at St. Paul University Surigao during the 2023-2024 academic year, whereby they had pre- and post-assessments utilizing Scholastic Literacy Pro. Their scores were further classified into advanced (reading above grade level), proficient (reading at grade level), basic (reading below grade level), and below basic (reading significantly below grade level). Frequency count and percentage distribution, mean and standard deviation, independent samples t-test, and paired t-test were employed to analyze the collected data.

RESULTS AND DISCUSSIONS

Table 1 delineates the respondents' profiles concerning section, gender, prior educational institution, and type of previous school. There are 19 (48.72%) from the science section and 20 (51.28%) from the regular section. Regarding gender, 23 (58.97%) are male, while 26 (41.03%) are female. Of the participants, 25 (64.10%) originated from non-Paulinian institutions, whereas 14 (35.90%) attended kindergarten at St. Paul University Surigao. Concerning the prior school type, 34 (87.18%) are affiliated with private institutions, whilst 5 (12.82%) are associated with public institutions.

Table 1 delineates the respondents' profiles by section, gender, prior educational institution, and type of previous school.

Profile	f (n=39)	%
Science Section	19	48.72
Regular Section	20	51.28
Boys	23	58.97
Girls	16	41.03
Paulinian	14	35.90

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Non-Paulinian	25	64.10
Public	5	12.82
Private	34	87.18

Table 2. Proficiency Levels of Grade 1 Pupils Before and After Testing

Proficiency Levels	Pre-Tes		Post-Test	
	f (n=39)	%	f (n=39)	%
Below Basic	28	71.79	24	61.54
Basic	5	12.82	6	15.38
Proficient	5	12.82	6	15.38
Advanced	1	2.56	3	7.69

Displays the competency levels of Grade 1 kids before and after the test. In the pretest, 28 participants (71.79%) scored below basic, 5 participants (12.82%) achieved basic and proficient levels, and 1 participant (2.56%) reached the advanced level. In the post-test, 224 individuals (61.54%) scored below basic, 6 individuals (15.38%) achieved basic and competent levels, and 3 individuals (7.69%) reached the advanced level. The data indicates that a majority of students, 71.79% on the pre-test and 61.54% on the post-test, are classified as below basic in reading proficiency. This signifies a substantial deficiency in the children' reading abilities that needs attention.

Research indicates that early reading abilities are essential for subsequent academic achievement. Research underscores the significance of early reading skills, indicating that children who encounter difficulty with reading in their formative years are more prone to scholastic setbacks and enduring educational challenges. It underscores the importance of phonemic awareness, phonics, and fluency in reading development, which are crucial skills for students to acquire in their formative years [2]. The results indicate that a lesser percentage of students, 12.82% in the pre-test and 15.38% in the post-test, demonstrate basic and proficient reading skills. This indicates that certain students possess a more robust foundation in reading, which can be further developed, suggesting that those who are fundamental and proficient in reading are more likely to enhance their skills over time [3]. Finally, the data reveals that merely 2.56% of students achieved the advanced level in the pre-test, but 7.69% did so in the post-test.

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This indicates a substantial disparity in reading competence levels among the students, necessitating more focused interventions to assist them.

The pre-test proficiency levels of the students, categorized by parts, yielded a t-value of 0.47 and a p-value of 0.638. This indicates that students from all sections possessed comparable reading competency levels prior to the intervention. This outcome aligns with the notion that kids in the same grade are anticipated to possess comparable reading skills (Sands, 2017). This indicates that pupils within the same grade should possess comparable reading competence levels. The table indicates no significant difference in the pre-test proficiency levels of the kids when categorized by sex (t-value=-1.89, p-value=0.067). This indicates that boys and girls possessed comparable reading competence levels prior to the intervention. The findings indicate that there is no significant difference in reading skill levels between male and female pupils in Years 1 to 3 at HNHS-Aplaya Extension High School for both silent and oral reading [4]. This indicates that gender does not substantially influence reading proficiency levels in the early years of education.

The findings indicated no significant difference in the pre-test proficiency levels of the kids who were categorized by their prior school attended (t-value=0.62, p-value=0.539). This indicates that children from various schools possessed comparable reading competency levels prior to the intervention. This outcome aligns with the notion that children from various schools need to possess comparable reading competencies corresponding to their grade level. Finally, it is indicated that there is no significant difference in the pre-test proficiency levels of the students when categorized by previous school type (t-value=-1.36, p-value=0.182). This indicates that pupils from various school types (e.g., public, private, or charter) possess comparable reading proficiency levels prior to the intervention. This outcome aligns with the notion that students from various educational institutions should possess comparable reading skills corresponding to their grade level.

CONCLUSIONS

The findings indicated that the Grade 1 kids' performance levels in both the pre-test and post-test were primarily below basic, with only a minor fraction achieving basic, proficient,

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and advanced levels. The research revealed no significant variations in pre-test and post-test proficiency levels when kids were categorized by parts, gender, previous school attended, and kind of previous school. The study revealed a considerable disparity between pre-test and post-test competence levels, suggesting that the instructional reading intervention positively influenced the students' overall performance. Therefore, it is advisable for educators to employ focused instructional strategies that cater to the distinct learning requirements of these pupils. The institution may additionally offer continuous professional development opportunities. This may encompass training in effective pedagogical practices, strategies for mitigating learning deficiencies, and techniques for evaluating and tracking student advancement. By augmenting instructors' knowledge and skills, they may more effectively address the different learning requirements of students and employ more efficacious instructional techniques to enhance students' reading proficiency levels.

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