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# The Effectiveness of the National Learning Recovery Program in Improving English Reading Skills of Grades 1-3 Learners at Compostela Central Elementary School

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**Abstract** — This action research evaluates the effectiveness of the National Learning Recovery Program (NLRP) in addressing the significant number of non-readers among Grades 1, 2, and 3 learners at Compostela Central Elementary School SPED Center (CCES-SC). Initial assessments revealed that many learners in these grade levels struggled with foundational reading skills, with a substantial number classified as non-readers. To address this issue, targeted interventions under the NLRP, such as individualized reading sessions, peer-assisted learning, and teacher-guided activities, were implemented during an 8-week summer program. Using a mixed-methods approach involving pre- and post-intervention assessments and teacher observations, the study assessed improvements in reading fluency and comprehension. The findings indicate significant progress in reading skills among the learners, providing insights into the program's impact and offering recommendations for enhancing literacy recovery efforts in similar educational contexts.

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## I. INTRODUCTION

The innovation of this study lies in the implementation of the National Learning Recovery Program (NLRP), designed to address the reading needs of non-readers in Grades 1, 2, and 3 at CCES-SC. This intervention was carried out during an 8-week summer program, using strategies such as phonics exercises, guided reading sessions, and interactive learning activities to build foundational reading skills, improve fluency, and enhance comprehension.

The program's design focused on providing concentrated reading interventions during the summer break to minimize disruptions to regular school activities. The intervention was structured to offer daily sessions tailored to the learners' individual needs, ensuring personalized support. Although the duration was limited to 8 weeks, the program demonstrated potential for significant literacy improvement within a short timeframe.

The implementation was divided into three phases. In the pre-implementation phase, learners were identified through baseline assessments, and teachers were trained to deliver the NLRP effectively. During the implementation phase, targeted reading activities were conducted daily, focusing on individual and small-group instruction. In the post-implementation phase, the program's effectiveness was evaluated through post-assessments, and the results were analyzed to determine its impact on learners' reading skills.

### **Action Research Questions**

1. How effective is the National Learning Recovery Program (NLRP) in improving the reading skills of non-readers in Grades 1, 2, and 3 at CCES?
2. To what extent does the 8-week intervention improve the reading fluency and comprehension of struggling learners?
3. What challenges and successes are observed by teachers during the implementation of the NLRP?

## **II. METHODOLOGY**

The participants in this study consisted of 194 learners from Grades 1, 2, and 3 who were identified as non-readers based on initial reading assessments. The learners included 30 from Grade 1, 84 from Grade 2, and 80 from Grade 3. These participants were selected using purposive sampling, focusing on those who exhibited the greatest need for reading recovery.

Data were gathered through the Comprehensive Rapid Literacy Assessment (CRLA), which measured learners' reading levels before and after the intervention. Teacher feedback was collected through structured interviews and weekly reports to provide additional insights into the program's implementation and its impact on learners. Data analysis involved both quantitative and qualitative methods, with pre- and post-assessment scores statistically analyzed to identify significant improvements, while teacher feedback was examined thematically to highlight challenges and successes.

Ethical considerations included obtaining informed consent for the learners' participation and ensuring confidentiality. All data were anonymized and securely stored, and participants were made aware of their right to withdraw at any stage of the research.

## **III. RESULTS AND DISCUSSION**

The results of this action research revealed significant improvements in the reading skills of Grades 1, 2, and 3 learners following the 8-week implementation of the National Learning Recovery Program (NLRP). Before the intervention, the majority of learners were classified as "Full Refresher," indicating they required intensive support. In Grade 1, all 30 learners fell into this category, while in Grade 2, 84 learners were identified as such. In Grade 3, 30 learners were categorized under "Full Refresher," with an additional 35 learners classified as "Grade Ready."

Post-assessment results demonstrated notable progress. In Grade 1, the number of "Full Refresher" learners decreased from 30 to 6, with 21 advancing to "Light Refresher" and 3 achieving "Grade Ready" status. In Grade 2, the "Full Refresher" category was reduced from 84 to 6 learners, with 71 learners moving to "Grade Ready." Similarly, in Grade 3, the "Full Refresher" learners decreased from 30 to 2, while the number of "Grade Ready" learners increased from 35 to 49.

These results underscore the effectiveness of the NLRP in improving early literacy skills, particularly in addressing reading gaps among non-readers. The intervention's structured approach, focused on individualized and small-group

instruction, contributed to the significant improvements observed across all grade levels. However, the persistence of some learners in the “Light Refresher” and “Moderate Refresher” categories highlights the need for continued support and follow-up interventions to ensure sustained progress.

This study demonstrates the potential of targeted reading recovery programs like the NLRP in bridging literacy gaps and supporting struggling learners. The insights gained from this research can serve as a basis for refining similar initiatives to further enhance literacy outcomes in schools facing comparable challenges.

#### IV. CONCLUSIONS

The study concludes that the effectiveness of public school leadership and management hinges significantly on the competencies of school heads. Key areas of these competencies include strategic leadership, which involves setting and guiding long-term goals; personal and professional development, focusing on both self-improvement and the growth of staff; relationship-building, which is essential for fostering collaboration among stakeholders; and managing school operations and resources, crucial for maintaining an efficient and productive school environment. Demographic factor such as sex was found to have a medium impact on these competencies, indicating that they play a substantial role in shaping leadership effectiveness. In contrast, position, years of experience and highest educational attainment showed a smaller influence, suggesting that while these factors are relevant, they are less critical in determining leadership success. The findings highlight the need for targeted professional development programs designed to strengthen these competencies, as well as the establishment of mentorship and coaching systems to support the growth of less experienced leaders. Enhancing these leadership and management skills is deemed crucial for improving overall educational quality. Recommendations from the study include the development of specialized training programs, the implementation of mentorship and coaching initiatives, and the creation of localized policy guidelines that address the specific needs of public schools in Cavite. However, the study's limitations, such as its specific sample size and potential measurement constraints, may affect the generalizability of the results. To address these limitations and gain a deeper understanding of the long-term impacts of professional development, future research should involve broader and more diverse samples and consider longitudinal studies.

#### V. RECOMMENDATIONS

##### ACTION PLAN FOR DISSEMINATION AND UTILIZATION OF RESEARCH

*Anchored to DepEd Order No. 16, s. 2017*

Objective	Activity	Timeline	Person's Responsible	Expected Output
1. Disseminate research findings to stakeholders	Conduct a research dissemination forum for teachers, school heads, parents, and District Supervisor	January 2025	PSDS, District Focal and Researcher,	Stakeholders informed of research results and impact.
2. Advocate for sustained implementation of the NLRP	Present findings during district and division in-service trainings (INSETs) and conferences.	February 2025	SDS, Division Research Focal, District Research Focal and Researcher	Integration of NLRP into school/district plans
3. Utilize findings to enhance reading programs.	Integrate successful NLRP strategies into the school's Reading	March 2025	Teachers, School Reading Coordinator	Revised reading intervention program based on findings

	and Remediation Programs			
4. Build capacity for future implementation.	Conduct workshops for teachers on effective strategies used in NLRP.	April 2025	Researcher, Master Teachers	Teachers trained on evidence-based literacy practices.
5. Monitor and sustain program improvements.	Develop a monitoring and evaluation (m and E) tool to assess the implementation of NLRP strategies in the school.	June 2025	School Head/researcher, Teachers	M and E tool developed and implementation for continuous improvement.

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