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The Implementation of the Early Grade Reading Assessment (Egra) Program in Improving the English Literacy Skills of Grade 1 to 3 Learners in Calauag East District, Division of Quezon

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ABSTRACT

Early literacy is a critical foundation for later academic performance, social participation, and lifelong learning. In the primary grades, learners who fail to acquire basic reading skills often encounter cumulative difficulties across all subject areas. This study examined the implementation of the Early Grade Reading Assessment (EGRA) Program in improving the English literacy skills of Grade 1 to 3 learners in Calauag East District, Division of Quezon. The article situates EGRA as both an assessment mechanism and a system-level guide for identifying learners' literacy strengths and instructional needs. The study was anchored on the view that reading development depends on coherent assessment, responsive instruction, teacher readiness, and adequate learning resources. EGRA is internationally recognized as an oral assessment that measures foundational literacy skills such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. Within the local setting, its implementation provides schools with a practical basis for monitoring learner progress and designing focused interventions. The investigation therefore addressed both the implementation conditions of EGRA and the literacy skills developed among learners. A descriptive-evaluative-correlational research design was employed to determine the extent of implementation and the degree of literacy-skill development associated with the program. The respondents were fifty-seven Grade 1 to 3 teachers selected through total enumeration after the locale had been purposively identified. A structured survey instrument generated data on school preparedness, learners' academic improvement, reading-teacher readiness, availability of materials, and literacy development. Weighted mean, rank, Kendall's coefficient of concordance W, and chi-square were used to analyze the data at the 0.05 level of significance. Findings revealed that the EGRA Program was much implemented across the measured dimensions. Improvement of learners' academic performance obtained the highest mean of 4.15, followed by preparedness of schools and readiness of reading teachers, both at 4.12. Availability of materials registered a mean of 4.04, indicating that materials were generally present but remained the least developed implementation condition. The overall implementation mean of 4.11 showed that EGRA practices were established and operational across school types. The analysis of agreement among school types showed mixed results for implementation. Preparedness of schools and availability of materials showed no significant agreement in rank orders, indicating variation in how these dimensions were experienced across big, medium, and small schools. Improvement of learners' academic performance and readiness of reading teachers showed significant agreement, suggesting shared recognition of these dimensions as stronger program outcomes. These results demonstrate that EGRA implementation is not uniform but is sufficiently organized to influence learner achievement and teacher practice. The literacy skills developed through EGRA were rated as much developed overall, with an aggregate mean of 4.33. Phonics ranked highest at 4.50 and was interpreted as very much developed, highlighting strong learner growth in decoding, letter-sound association, spelling accuracy, and word-reading skills. Phonemic awareness and fluency both obtained a mean of 4.35, while vocabulary and comprehension obtained 4.24 and 4.23, respectively. These findings indicate that EGRA appears especially strong in lower-level foundational skills while still supporting higher-order meaning-making abilities. The test of significant agreement on literacy-skill development showed no significant agreement across all measured skills. Phonemic awareness, phonics, fluency, vocabulary, and comprehension all recorded computed chi-square values below the tabular value at the 0.05 level. This pattern suggests that the ranking of literacy outcomes varied across school types, even

though all skills were positively developed. The result underscores the need for school-specific literacy support rather than a single uniform intervention model. The results highlight EGRA's value as a diagnostic and instructional support system. When schools use assessment data to tailor reading instruction, learners gain measurable support in decoding, fluency, vocabulary growth, and comprehension. Teacher collaboration, data interpretation, follow-up activities, and accessible materials strengthen the link between assessment and instruction. However, the lower ratings on specialized training, digital resources, leveled readers, and readily available materials point to improvement areas that need sustained policy and budgetary attention. The study concludes that EGRA implementation contributes meaningfully to the improvement of English literacy skills among Grade 1 to 3 learners. Its strongest contribution lies in structured assessment, teacher-guided intervention, and foundational skill development. At the same time, uneven agreement across school types reveals differences in readiness, resourcing, and implementation experiences. These findings support the institutionalization of EGRA through training, monitoring, materials provision, data-driven remediation, and community-supported reading initiatives. The study recommends sustained professional development for reading teachers, regular readiness audits, improved access to EGRA tools and supplementary materials, and systematic use of EGRA results for remediation. It also recommends literacy interventions that intentionally connect phonemic awareness and phonics to fluency, vocabulary, and comprehension. Policy makers, school heads, reading coordinators, teachers, and community stakeholders should collaboratively strengthen the fidelity and sustainability of EGRA implementation.

1. Introduction

Foundational literacy is one of the most consequential outcomes of early schooling because it determines how learners access knowledge in every subsequent grade level. Children who acquire reading skills early are better positioned to understand printed texts, participate in classroom discourse, and build confidence as independent learners. Conversely, reading difficulty in the primary grades often produces a widening gap between learners who can use text as a learning tool and learners who remain dependent on repeated support. For this reason, early-grade literacy programs are not merely subject-specific interventions but core mechanisms for educational equity.

The global learning crisis has intensified the need for evidence-based approaches to early literacy. International reports consistently show that many children reach the middle years of schooling without being able to read and understand age-appropriate texts. The World Bank and UNESCO have emphasized that foundational learning is indispensable because weak early reading skills limit later human capital development. This broad educational concern places early reading assessment at the center of school improvement and policy action.

Reading acquisition is a developmental process that requires mastery of several interrelated skills. Phonemic awareness enables children to hear and manipulate sounds in spoken words, while phonics allows them to connect sounds with letters and letter combinations. Fluency supports automatic and expressive reading, vocabulary expands meaning-making, and comprehension allows learners to interpret, evaluate, and use information. The National Reading Panel (2000) identified these components as central to effective reading instruction, making them highly relevant to any early-grade reading assessment system.

Assessment becomes useful when it is linked to instruction rather than treated as a stand-alone administrative requirement. Early-grade assessment should provide teachers with timely information about what learners can do, where they struggle, and what interventions should follow. When assessment data are translated into classroom action, teachers can identify learners who need support in decoding, oral reading, vocabulary, or comprehension. This instructional function makes EGRA valuable not only for measurement but also for decision-making.

The Early Grade Reading Assessment was designed to measure foundational literacy skills through individually administered oral tasks. Dubeck and Gove (2015) clarified that EGRA is not an intervention by itself but a tool that informs education systems, programs, and classroom-level decisions. Its subtasks are intended to capture skills that support beginning reading, including sound recognition, word decoding, fluency, and comprehension. Thus, the quality of EGRA implementation depends on whether assessment results are meaningfully used to improve teaching and learning.

In the Philippine basic education context, the importance of early reading is reinforced by national literacy policies and curriculum reforms. The Department of Education has issued policies on the utilization of EGRA and related tools for system assessment, monitoring, and improvement of learning outcomes. The MATATAG curriculum also gives renewed emphasis to language, reading, literacy, and numeracy in the early grades. These reforms recognize that children must first become capable readers before they can fully benefit from content-area learning.

The local implementation of EGRA requires more than the administration of reading tasks. Schools must be prepared with clear plans, scheduling systems, designated intervention spaces, functional communication channels, and administrative support. Teachers must also understand the assessment tools, interpret the results, and connect findings to remediation. Materials such as assessment forms, flashcards, storybooks, worksheets, leveled readers, and digital resources must be available to support assessment-based instruction.

School preparedness is a critical implementation condition because assessment programs depend on institutional organization. When schools develop strategies to address gaps identified by EGRA, the assessment becomes part of a continuous improvement cycle.

Preparedness also includes resource allocation, coordination with local education authorities, and provision of spaces where learners can receive follow-up support. Without these conditions, assessment results may remain unused or inconsistently applied.

Learners' academic performance is another essential dimension of EGRA implementation. Reading proficiency affects learners' performance not only in English but also in subjects that require comprehension, vocabulary, and written instructions. When reading speed, accuracy, and comprehension improve, learners are more likely to engage with lessons across the curriculum. EGRA-based interventions therefore have the potential to contribute to broader academic gains beyond reading itself.

The readiness of reading teachers is central to program success. Teachers are the professionals who administer assessment procedures, interpret data, design interventions, and monitor learner progress. Even when assessment tools are available, implementation may remain weak if teachers lack specialized training, confidence, collaboration, and ongoing professional development. Teacher readiness therefore functions as the bridge between assessment information and instructional improvement.

Material availability likewise shapes whether EGRA is implemented with fidelity. Assessment forms, reading passages, flashcards, storybooks, worksheets, and leveled texts allow teachers to translate assessment findings into daily practice. In schools where materials are limited, teachers may rely on improvised resources that may not consistently address targeted reading needs. The availability of culturally relevant, updated, and engaging materials is therefore a practical requirement for sustainable early literacy intervention.

The literacy skills measured in EGRA represent both technical and meaning-oriented dimensions of reading. Phonemic awareness and phonics support the early decoding system that allows learners to identify and read words. Fluency strengthens automaticity and expression, while vocabulary and comprehension deepen the meaning of what learners read. A balanced program must therefore develop the full continuum of early literacy rather than overemphasizing one skill area.

Phonemic awareness is particularly important because it prepares learners to understand the sound structure of language. When learners can segment, blend, isolate, delete, or substitute sounds, they become more capable of learning letter-sound relationships. This skill is especially significant in the early grades because it supports decoding and spelling. EGRA activities that assess phonemic awareness can help teachers identify learners who need more oral language and sound-manipulation practice.

Phonics is often the most visible early reading skill because it enables learners to decode printed words. Explicit and systematic phonics instruction has been widely supported by evidence-based reading literature, particularly when it includes blending, word awareness, spelling, and practice with high-frequency words. In EGRA implementation, phonics results can show whether learners are developing the alphabetic principle needed for independent word reading. Strong phonics performance usually indicates that learners are beginning to connect oral language with print.

Fluency, vocabulary, and comprehension move learners from word recognition toward meaningful reading. Fluency allows learners to read with accuracy, speed, and expression, thereby freeing cognitive resources for understanding. Vocabulary gives learners access to word meanings across contexts, while comprehension enables them to summarize, infer, evaluate, and connect ideas. These skills are interdependent and must be developed through sustained reading practice, guided questioning, and exposure to varied texts.

Despite the recognized value of EGRA, implementation may vary across school types. Big, medium, and small schools may differ in infrastructure, teacher deployment, materials, learner needs, and access to professional support. These differences can affect how teachers perceive implementation conditions and how literacy outcomes are developed. Testing agreement among school types therefore provides insight into whether program implementation is consistent or context-dependent.

This study was conducted to determine the implementation of the Early Grade Reading Assessment Program in improving the English literacy skills of Grade 1 to 3 learners. It examined implementation in terms of school preparedness, learner academic improvement, teacher readiness, and material availability. It also assessed literacy-skill development in terms of phonemic awareness, phonics, fluency, vocabulary, and comprehension. The findings provide an empirical basis for strengthening EGRA implementation, refining literacy interventions, and formulating policy recommendations for early-grade reading improvement.

2. Methodology

The study employed a descriptive-evaluative-correlational research design. The descriptive component determined the current extent of EGRA implementation and the literacy skills developed among learners. The evaluative component assessed the degree to which the program was implemented across key operational dimensions and produced perceived literacy outcomes. The correlational component was reflected in the use of agreement testing to determine whether school types had common rank orders in their assessments.

The research was conducted in Calauag East District, Division of Quezon, during School Year 2024-2025. The locale was appropriate because EGRA implementation in the early grades required examination in relation to school preparedness, teacher readiness, materials, and learner outcomes. The district context also allowed comparison across big, medium, and small schools. This structure provided an opportunity to examine implementation consistency across varying school conditions.

The respondents were fifty-seven Grade 1 to 3 teachers. Total enumeration was used in selecting the teacher-respondents to ensure that all qualified teachers directly involved in early-grade literacy instruction were included. This approach strengthened the representativeness of teacher perceptions within the identified district. It also minimized sampling exclusion among teachers who had direct experience with EGRA-related activities.

The research instrument was organized around the main variables of the study. The first part measured the extent of EGRA implementation along preparedness of schools, improvement of learners' academic performance, readiness of the reading teachers, and availability of the materials. The second part measured the literacy skills developed by learners in terms of phonemic awareness, phonics, fluency, vocabulary, and comprehension. The response scale allowed respondents to indicate the degree of implementation or development for each indicator.

The interpretation of weighted means followed predetermined ranges. For implementation indicators, means from 4.50 to 5.00 were interpreted as Very Much Implemented, 3.50 to 4.49 as Much Implemented, 2.50 to 3.49 as Implemented, 1.50 to 2.49 as Fairly Implemented, and 1.00 to 1.49 as Not at All. For literacy-skill indicators, corresponding labels were Very Much Developed, Much Developed, Developed, Fairly Developed, and Not at All. These descriptors supported consistent interpretation of results across all tables.

Data gathering was conducted with due regard for orderly administration and respondent participation. Teachers were provided with the instrument and were expected to answer based on their experiences with EGRA implementation and early-grade literacy instruction. Responses were gathered, tallied, encoded, and organized according to the problems of the study. The analysis focused on both item-level indicators and domain-level summary means.

Weighted mean was used to determine the extent of implementation and the extent of literacy-skill development. Rank was used to identify the relative position of indicators within each domain. These tools made it possible to determine which implementation practices and literacy outcomes were most strongly observed. They also helped identify comparatively lower-rated areas that required instructional, administrative, or policy attention.

Kendall's coefficient of concordance W and its corresponding chi-square test were used to determine the significance of agreement on rank orders across school types. The significance level was set at 0.05. This statistical procedure was appropriate because the study compared ranked perceptions among different groups of respondents. It allowed the analysis to establish whether big, medium, and small schools shared similar judgments regarding EGRA implementation and literacy development.

The results were presented through tabular summaries followed by analytical discussion. Each table was interpreted in relation to the mean scores, ranks, and statistical decisions. The analysis emphasized both the practical meaning of the ratings and their implications for early literacy programming. The discussion also linked the results to evidence-based reading assessment, foundational literacy, and policy-oriented school improvement.

3. Results and Discussions

This section presents the empirical results on the implementation of the Early Grade Reading Assessment Program and the literacy skills developed among Grade 1 to 3 learners. The presentation follows the logic of the study by first discussing implementation conditions and then examining learner literacy outcomes. The results are interpreted using weighted means, ranks, Kendall's W, and chi-square values. Each set of findings is discussed in relation to instructional practice, program fidelity, and early literacy improvement.

The tables present ratings from big, medium, and small schools together with the overall weighted means. A high mean indicates stronger implementation or greater literacy-skill development, while the rank identifies the relative priority of each indicator within its domain. The discussion treats EGRA as a diagnostic program whose value depends on how schools, teachers, resources, and interventions work together. Particular attention is given to the difference between general implementation strength and consistency of agreement across school types.

Table 1. Summary of the Extent of EGRA Implementation in Improving English Literacy Skills

Indicator	Big School	Medium Schools	Small Schools	Overall	Rank
Preparedness of Schools	Wx=4.14 MI	Wx=4.16 MI	Wx=4.06 MI	Wx=4.12 MI	2
Improvement of Learners' Academic Performance	Wx=4.16 MI	Wx=4.18 MI	Wx=4.10 MI	Wx=4.15 MI	1
Readiness of the Reading Teachers	Wx=4.12 MI	Wx=4.16 MI	Wx=4.09 MI	Wx=4.12 MI	3
Availability of the Materials	Wx=4.05 MI	Wx=4.04 MI	Wx=4.02 MI	Wx=4.04 MI	4
Average	Wx=4.12 MI	Wx=4.13 MI	Wx=4.07 MI	Wx=4.11 MI	

Note. Wx = weighted mean; VMI = Very Much Implemented; MI = Much Implemented; VMD = Very Much Developed; MD = Much Developed.

The summary shows that EGRA implementation was generally established across the participating schools, with an overall mean of 4.11 interpreted as Much Implemented. Improvement of learners' academic performance ranked highest at 4.15, indicating that teachers most strongly associated the program with observable learner gains. Preparedness of schools and readiness of reading teachers both obtained 4.12, while availability of materials ranked lowest at 4.04. The pattern suggests that the instructional and organizational dimensions of the program were functioning, although resources remained comparatively less robust.

The high rating for learner academic improvement indicates that teachers perceived EGRA as useful in directing literacy support toward measurable learning needs. This finding is important because EGRA is intended to generate information that can guide instruction and remediation. When teachers see improvements in reading confidence, fluency, decoding, and comprehension, assessment becomes part of a purposeful learning cycle. The program therefore appears to have moved beyond compliance and into instructional usefulness.

The relatively lower score for material availability requires attention because assessment-based instruction depends on learning resources. Reading tools, storybooks, worksheets, and leveled materials allow teachers to translate EGRA results into daily activities. Without adequate materials, the implementation may remain dependent on teacher initiative rather than institutional support. This means that resource provision should be treated as a program-quality issue, not merely a logistical concern.

The results affirm the value of maintaining EGRA as a district-wide literacy mechanism while strengthening weaker implementation components. School heads should preserve the gains in planning, teacher collaboration, and learner monitoring. At the same time, district and school-level leaders should improve resource distribution, update materials, and provide digital and print supports. This balance can help sustain the gains already observed while addressing the dimension that received the lowest mean.

Table 2. Extent of EGRA Implementation along Preparedness of Schools

Indicator	Big School	Medium Schools	Small Schools	Overall	Rank
Schools have established the necessary infrastructure to implement the EGRA program	Wx=4.28 MI	Wx=4.06 MI	Wx=4.00 MI	Wx=4.11 MI	8
Clear implementation plans are in place for conducting EGRA assessments regularly.	Wx=4.33 MI	Wx=4.06 MI	Wx=4.16 MI	Wx=4.18 MI	2
Schools provide training and orientation for staff to ensure effective execution of the EGRA program.	Wx=4.22 MI	Wx=4.17 MI	Wx=4.09 MI	Wx=4.16 MI	4
Classrooms are equipped with the technology and resources needed for EGRA-based reading instruction.	Wx=4.11 MI	Wx=4.11 MI	Wx=3.61 MI	Wx=3.94 MI	10
Schools have designated spaces for literacy interventions and follow-up support post-assessment.	Wx=3.94 MI	Wx=4.33 MI	Wx=4.16 MI	Wx=4.14 MI	6
Administrative support is readily available to facilitate the smooth running of the EGRA program.	Wx=4.11 MI	Wx=4.06 MI	Wx=3.84 MI	Wx=4.00 MI	9
Communication channels are in place between school heads and teachers for monitoring EGRA progress.	Wx=4.22 MI	Wx=4.17 MI	Wx=4.14 MI	Wx=4.17 MI	3
Schools collaborate with local education authorities to ensure alignment with literacy improvement goals.	Wx=4.06 MI	Wx=4.28 MI	Wx=4.02 MI	Wx=4.12 MI	7
Preparatory measures, such as scheduling and resource allocation, are efficiently managed for EGRA assessments.	Wx=4.00 MI	Wx=4.17 MI	Wx=4.27 MI	Wx=4.15 MI	5
Schools have developed strategies to address gaps identified during the EGRA assessments	Wx=4.16 MI	Wx=4.22 MI	Wx=4.27 MI	Wx=4.22 MI	1
Average	Wx=4.14 MI	Wx=4.16 MI	Wx=4.06 MI	Wx=4.12 MI	

Note. Wx = weighted mean; VMI = Very Much Implemented; MI = Much Implemented; VMD = Very Much Developed; MD = Much Developed.

The preparedness results show that schools had generally established systems for implementing EGRA, with an overall mean of 4.12 interpreted as Much Implemented. The highest-rated indicator was the development of strategies to address gaps identified through EGRA assessments, with a mean of 4.22. Clear implementation plans, communication channels, staff orientation, and scheduling procedures also received strong ratings. The lowest indicator involved the availability of technology and classroom resources for EGRA-based reading instruction, with a mean of 3.94.

This pattern indicates that schools were stronger in planning and problem response than in technology-supported implementation. The presence of gap-response strategies is particularly important because EGRA should not end with score collection. It should result in remediation, learner grouping, and follow-up activities that address specific literacy weaknesses. Thus, school preparedness was evident in the instructional use of assessment information.

The lower rating for classroom technology and resources suggests that implementation readiness remains partly constrained by material and infrastructure limitations. This finding is common in early literacy programs where commitment and planning may exceed available resources. Schools may have plans and trained personnel, but limited technology can affect efficiency, documentation, and access to varied literacy activities. The implication is that readiness should be measured not only by administrative plans but also by classroom-level instructional capacity.

To deepen preparedness, school leaders should sustain readiness planning while strengthening classroom support systems. Annual readiness audits may help identify resource gaps before EGRA administration begins. Schools should also maintain designated literacy intervention spaces and improve communication between school heads and teachers. Such measures can make EGRA implementation more systematic and less dependent on individual teacher effort.

Table 3. Extent of EGRA Implementation along Improvement of Learners' Academic Performance

Indicator	Big School	Medium Schools	Small Schools	Overall	Rank
Learners show significant improvement in English literacy skills following EGRA-based interventions	Wx=4.06 MI	Wx=4.19 MI	Wx=4.07 MI	Wx=4.11 MI	6
Regular EGRA assessments provide data-driven insights for enhancing academic performance	Wx=4.06 MI	Wx=4.06 MI	Wx=4.09 MI	Wx=4.07 MI	9
Learners demonstrate increased fluency and comprehension after targeted EGRA reading activities	Wx=4.17 MI	Wx=4.06 MI	Wx=4.05 MI	Wx=4.09 MI	8
Consistent progress is observed in learners' ability to decode and understand English texts.	Wx=4.11 MI	Wx=4.11 MI	Wx=4.09 MI	Wx=4.10 MI	7

EGRA results help tailor reading interventions that address specific areas of difficulty for learners.	Wx=4.33 MI	Wx=4.25 MI	Wx=4.11 MI	Wx=4.23 MI	2
Learners exhibit improved vocabulary and word recognition due to EGRA-guided practice.	Wx=4.06 MI	Wx=4.06 MI	Wx=4.07 MI	Wx=4.06 MI	10
There is noticeable advancement in learners' reading speed and accuracy through EGRA-aligned exercises.	Wx=4.17 MI	Wx=4.19 MI	Wx=4.11 MI	Wx=4.16 MI	5
Academic performance in other subjects improves as learners' reading comprehension skills increase.	Wx=4.28 MI	Wx=4.31 MI	Wx=4.05 MI	Wx=4.21 MI	3
The EGRA program fosters a greater level of confidence among learners in their literacy abilities.	Wx=4.17 MI	Wx=4.19 MI	Wx=4.18 MI	Wx=4.18 MI	4
Teachers observe sustained academic improvement as a direct result of EGRA-based literacy programs	Wx=4.22 MI	Wx=4.38 MI	Wx=4.21 MI	Wx=4.27 MI	1
Average	Wx=4.16 MI	Wx=4.18 MI	Wx=4.10 MI	Wx=4.15 MI	

Note. Wx = weighted mean; VMI = Very Much Implemented; MI = Much Implemented; VMD = Very Much Developed; MD = Much Developed.

Learners' academic performance received the strongest implementation rating, with an overall mean of 4.15 interpreted as Much Implemented. The highest indicator was sustained academic improvement as a direct result of EGRA-based literacy programs, which obtained 4.27. Tailoring reading interventions based on EGRA results ranked second at 4.23, followed by improvements in other subjects as reading comprehension increased at 4.21. The lowest indicator was improved vocabulary and word recognition through EGRA-guided practice, with a mean of 4.06, though it was still rated Much Implemented.

The result indicates that teachers perceived EGRA as influencing broad academic development rather than only isolated reading skills. Reading comprehension is a cross-curricular capacity because learners need it to interpret directions, solve problems, and understand subject-area texts. When literacy improves, performance in other subjects may also benefit. This strengthens the argument that early reading intervention should be treated as a whole-school academic priority.

The high rating for tailored interventions is notable because it reflects data use. EGRA results become meaningful when they help teachers group learners, identify weaknesses, and design remediation. This aligns with the view that early-grade assessment should inform classroom action and program decisions. Teachers' recognition of sustained improvement suggests that the assessment-intervention cycle was visible in actual practice.

The comparatively lower vocabulary and word-recognition result suggests the need to integrate vocabulary work more deliberately into EGRA remediation. Decoding and fluency support reading accuracy, but vocabulary allows learners to construct meaning. Reading coordinators should therefore ensure that interventions include word banks, contextualized vocabulary tasks, and repeated exposure to meaningful texts. This would strengthen the connection between word learning and broader academic performance.

Table 4. Extent of EGRA Implementation along Readiness of the Reading Teachers

Indicator	Big School	Medium Schools	Small Schools	Overall	Rank
Reading teachers are well-versed in EGRA assessment tools and methodologies.	Wx=4.28 MI	Wx=4.31 MI	Wx=4.27 MI	Wx=4.29 MI	1
Teachers have received specialized training to implement the EGRA program effectively	Wx=3.72 MI	Wx=3.81 MI	Wx=3.86 MI	Wx=3.80 MI	10
Continuous professional development is provided to ensure teachers are prepared for EGRA assessments	Wx=3.94 MI	Wx=4.06 MI	Wx=4.14 MI	Wx=4.05 MI	9
Reading teachers are skilled in interpreting EGRA data and using it to inform instruction	Wx=4.17 MI	Wx=4.19 MI	Wx=4.09 MI	Wx=4.15 MI	5
Teachers demonstrate readiness to adapt their teaching strategies based on EGRA results	Wx=4.17 MI	Wx=4.19 MI	Wx=4.05 MI	Wx=4.13 MI	6
Reading teachers have access to EGRA-related instructional resources and materials	Wx=4.06 MI	Wx=4.06 MI	Wx=4.09 MI	Wx=4.07 MI	8
Teachers are confident in delivering EGRA-based reading interventions and remediation.	Wx=4.22 MI	Wx=4.25 MI	Wx=4.02 MI	Wx=4.17 MI	3.5
There is strong collaboration among reading teachers to share best practices and strategies for EGRA implementation.	Wx=4.28 MI	Wx=4.31 MI	Wx=4.16 MI	Wx=4.25 MI	2
Teachers are capable of conducting follow-up activities to reinforce skills assessed by the EGRA program.	Wx=4.22 MI	Wx=4.25 MI	Wx=4.05 MI	Wx=4.17 MI	3.5
Support systems are in place to assist teachers in addressing challenges related to EGRA implementation	Wx=4.11 MI	Wx=4.11 MI	Wx=4.14 MI	Wx=4.12 MI	7
Average	Wx=4.12 MI	Wx=4.16 MI	Wx=4.09 MI	Wx=4.12 MI	

Note. Wx = weighted mean; VMI = Very Much Implemented; MI = Much Implemented; VMD = Very Much Developed; MD = Much Developed.

The readiness of reading teachers obtained an overall mean of 4.12, interpreted as Much Implemented. The highest-rated indicator was teachers' familiarity with EGRA assessment tools and methodologies, with a mean of 4.29. Strong collaboration among reading teachers followed at 4.25, while confidence in delivering interventions and capability to conduct follow-up activities both received 4.17. The lowest-rated indicator was specialized training to implement EGRA effectively, with a mean of 3.80.

The findings show that teachers possessed functional knowledge and collaborative practices that supported implementation. Familiarity with EGRA tools is essential because inconsistent administration can affect the validity and usefulness of results. Collaboration also matters because teachers can compare strategies, share materials, and solve implementation challenges together. These strengths indicate that teacher readiness had both technical and professional dimensions.

The lower score for specialized training is a critical signal. Teachers may be familiar with EGRA tools but still require deeper preparation in data interpretation, remediation design, and progress monitoring. Professional confidence is strengthened not only by exposure but also by structured training and coaching. Therefore, teacher readiness should be improved through repeated and focused capacity-building rather than one-time orientation.

Reading teachers should receive biannual certification workshops, peer-coaching opportunities, and school-based learning action cell sessions focused on EGRA. These professional learning structures should address administration protocols, scoring, data analysis, and intervention planning. Master teachers and reading coordinators can support novice teachers during assessment cycles. Such actions would convert teacher familiarity into stronger implementation fidelity.

Table 5. Extent of EGRA Implementation along Availability of the Materials

Indicator	Big School	Medium Schools	Small Schools	Overall	Rank
All necessary EGRA reading materials are readily available for learners and teachers.	Wx=3.88 MI	Wx=3.88 MI	Wx=3.73 MI	Wx=3.83 MI	10
Classrooms are equipped with leveled readers and other literacy materials aligned with the EGRA framework	Wx=4.00 MI	Wx=3.94 MI	Wx=3.75 MI	Wx=3.90 MI	9
Supplementary resources such as flashcards, storybooks, and worksheets are provided for EGRA activities	Wx=4.11 MI	Wx=4.06 MI	Wx=4.32 MI	Wx=4.16 MI	2
Digital literacy resources are accessible to enhance the implementation of the EGRA program	Wx=4.06 MI	Wx=4.06 MI	Wx=3.73 MI	Wx=3.95 MI	8
Schools ensure that reading materials are culturally relevant and engaging for learners	Wx=4.06 MI	Wx=4.06 MI	Wx=4.11 MI	Wx=4.08 MI	4
There is a sufficient supply of instructional materials to support EGRA-based reading lessons	Wx=3.89 MI	Wx=3.88 MI	Wx=4.18 MI	Wx=3.98 MI	7
Reading teachers have access to assessment tools and forms required for conducting EGRA tests.	Wx=4.22 MI	Wx=4.25 MI	Wx=4.09 MI	Wx=4.19 MI	1
Materials are updated regularly to reflect changes or improvements in the EGRA methodology	Wx=4.06 MI	Wx=4.06 MI	Wx=4.09 MI	Wx=4.07 MI	5.5
Additional reading materials are available to support learners who require remediation post-EGRA assessments	Wx=4.17 MI	Wx=4.06 MI	Wx=4.23 MI	Wx=4.15 MI	3
Collaborative partnerships with external organizations provide supplementary resources for EGRA-related activities	Wx=4.11 MI	Wx=4.11 MI	Wx=4.00 MI	Wx=4.07 MI	5.5
Average	Wx=4.05 MI	Wx=4.04 MI	Wx=4.02 MI	Wx=4.04 MI	

Note. Wx = weighted mean; VMI = Very Much Implemented; MI = Much Implemented; VMD = Very Much Developed; MD = Much Developed.

Availability of materials received an overall mean of 4.04, which was interpreted as Much Implemented but ranked lowest among the four implementation dimensions. The highest indicator was access to assessment tools and forms needed for EGRA tests, with a mean of 4.19. Supplementary resources such as flashcards, storybooks, and worksheets followed at 4.16, while additional remediation materials obtained 4.15. The lowest indicator was the ready availability of all necessary EGRA reading materials for learners and teachers, with a mean of 3.83.

The findings suggest that assessment materials were more available than the complete set of instructional materials needed for sustained remediation. This distinction is important because EGRA implementation does not end with testing. Learners who are identified as struggling need materials for practice, reinforcement, and progress monitoring. Limited access to complete reading materials can reduce the effectiveness of follow-up instruction.

Digital literacy resources and leveled readers also received comparatively lower ratings. This indicates that schools may have basic materials but still lack varied, updated, and differentiated resources. Since learners differ in reading level, interest, and home literacy exposure, materials must be flexible enough to support different needs. The lack of sufficient resources can also affect equity, especially in smaller schools with fewer support mechanisms.

The results call for a stronger materials management and procurement plan. School heads, librarians, PTAs, and local education partners should maintain shared EGRA resource libraries and monitor replenishment needs. Division supply officers should ensure timely delivery of toolkits and consumables every semester. A reliable materials system will help teachers transform assessment results into consistent learner practice.

Table 6. Test of Significant Agreement on the Rank Orders of EGRA Implementation

Indicators	Preparedness	Academic Performance	Teacher Readiness	Materials
Summation of the Squared Deviation from the Mean	195.5	469	535	453
Number of Indicators	10	10	10	10
Coefficient of Concordance W	0.26	0.63	0.72	0.61
Computed	7.02	17.01	19.44	16.47
Degree of Freedom	9	9	9	9
Tabular value at 0.05	16.92	16.92	16.92	16.92
0.025	19.68	19.68	19.68	19.68
0.01	21.67	21.67	21.67	21.67
0.005	23.59	23.59	23.59	23.59
0.001	27.88	27.88	27.88	27.88
Decision on	Accepted	Rejected	Rejected	Accepted
Significance of Agreement	Not Significant	0.05	0.05	Not Significant

Note. Decision is based on comparison of computed chi-square with the tabular value at the 0.05 level of significance.

The test of significant agreement on EGRA implementation revealed varied results across the four domains. Preparedness of schools showed W = 0.26 and chi-square = 7.02, which was not significant. Availability of materials showed W = 0.61 and chi-square = 16.47, which also did not exceed the tabular value at 0.05. In contrast, improvement of learners' academic performance and readiness of reading teachers showed significant agreement, with computed chi-square values of 17.01 and 19.44, respectively.

The non-significant agreement on school preparedness suggests that big, medium, and small schools did not rank preparedness indicators in the same way. This may reflect differences in infrastructure, scheduling systems, technology access, communication practices, and intervention spaces. Even when all schools implement EGRA, the way they experience preparedness can vary according to local conditions. This finding indicates that readiness support should be differentiated by school context.

The significant agreement on learner academic improvement and teacher readiness is meaningful. It suggests that despite contextual differences, schools commonly recognized the value of EGRA in supporting learner achievement and teacher work. Teachers across school types appear to share similar judgments about the importance of reading-teacher capacity and the academic benefits of assessment-guided interventions. These dimensions may serve as stable entry points for district-wide improvement initiatives.

The concordance results imply that policy action should combine standardization with flexibility. The district can standardize teacher training, data use, and academic monitoring because these domains show stronger shared perceptions. However, resource provision and school preparedness should be adjusted based on each school's actual needs. A differentiated implementation model can preserve common program standards while responding to varied school realities.

Table 7. Summary of the Extent of Literacy Skills Developed through EGRA

Indicator	Big School	Medium Schools	Small Schools	Overall	Rank
Phonemic Awareness	Wx=4.33 MD	Wx=4.39 MD	Wx=4.32 MD	Wx=4.35 MD	3
Phonics	Wx=4.48 MD	Wx=4.51 VMD	Wx=4.53 VMD	Wx=4.50 VMD	1
Fluency	Wx=4.31 MD	Wx=4.34 MD	Wx=4.40 MD	Wx=4.35 MD	2
Vocabulary	Wx=4.16 MD	Wx=4.22 MD	Wx=4.33 MD	Wx=4.24 MD	4
Comprehension	Wx=4.11 MD	Wx=4.18 MD	Wx=4.41 MD	Wx=4.23 MD	5
Average	Wx=4.28 MD	Wx=4.33 MD	Wx=4.40 MD	Wx=4.33 MD	

Note. Wx = weighted mean; VMD = Very Much Developed; MD = Much Developed.

The summary of literacy skills shows an overall mean of 4.33, interpreted as Much Developed. Phonics ranked highest with a mean of 4.50 and was interpreted as Very Much Developed. Phonemic awareness and fluency both obtained 4.35, while vocabulary and comprehension obtained 4.24 and 4.23, respectively. The ranking shows that EGRA-supported literacy development was strongest in decoding-related skills and comparatively lower in meaning-oriented skills.

The strong performance in phonics is expected because EGRA places attention on letter-sound knowledge, decoding, and word reading. These skills are easier to observe through structured tasks and frequent drills. Phonemic awareness and fluency also showed strong development, indicating that learners improved in sound manipulation and oral reading performance. Together, these skills form the technical foundation of beginning reading.

Vocabulary and comprehension were still rated Much Developed, but their lower ranks suggest that meaning-making needs continued instructional focus. Reading development requires more than accurate decoding; learners must also understand words, connect ideas, infer meaning, and retain information. These skills often require repeated exposure to varied texts, discussion, questioning, and guided comprehension strategies. The results therefore support a balanced approach to early literacy instruction.

The findings imply that EGRA has been effective in strengthening foundational reading skills while also creating opportunities for higher-order literacy development. Future interventions should build from the strong phonics foundation toward vocabulary enrichment and comprehension strategy instruction. Teachers should use reading passages, book chats, word banks, and inferential questioning to deepen meaning-making. This progression will help learners move from accurate reading to thoughtful reading.

Table 8. Extent of Literacy Skills Developed in terms of Phonemic Awareness

Indicator	Big School	Medium Schools	Small Schools	Overall	Rank
Learners can recognize and manipulate individual sounds in spoken words	Wx=4.39 MD	Wx=4.44 MD	Wx=4.55 VMD	Wx=4.46 MD	1
Improved ability to isolate and identify beginning, middle, and ending sounds in words	Wx=4.39 MD	Wx=4.29 MD	Wx=4.46 MD	Wx=4.38 MD	4
Phonemic awareness activities help learners differentiate between similar-sounding words	Wx=4.44 MD	Wx=4.38 MD	Wx=4.36 MD	Wx=4.39 MD	3
Learners develop the skill to blend phonemes to form words	Wx=4.33 MD	Wx=4.38 MD	Wx=4.30 MD	Wx=4.33 MD	7
Regular exercises enhance learners' ability to segment words into individual sounds	Wx=4.33 MD	Wx=4.50 VMD	Wx=4.41 MD	Wx=4.41 MD	2
Learners show increased confidence in identifying and producing rhyming words	Wx=4.28 MD	Wx=4.44 MD	Wx=4.32 MD	Wx=4.34 MD	6
Improved accuracy in identifying syllables and phonemes during oral reading tasks	Wx=4.33 MD	Wx=4.25 MD	Wx=4.16 MD	Wx=4.25 MD	9
Learners become adept at deleting or substituting phonemes in spoken words to form new words	Wx=4.39 MD	Wx=4.44 MD	Wx=4.23 MD	Wx=4.35 MD	5
Enhanced awareness of phoneme patterns through targeted EGRA activities	Wx=4.17 MD	Wx=4.31 MD	Wx=4.16 MD	Wx=4.21 MD	10
Learners exhibit stronger sound-symbol association skills after phonemic awareness practice	Wx=4.28 MD	Wx=4.44 MD	Wx=4.25 MD	Wx=4.32 MD	8
Average	Wx=4.33 MD	Wx=4.39 MD	Wx=4.32 MD	Wx=4.35 MD	

Note. Wx = weighted mean; VMD = Very Much Developed; MD = Much Developed.

Phonemic awareness obtained an overall mean of 4.35, interpreted as Much Developed. The highest indicator was learners' ability to recognize and manipulate individual sounds in spoken words, with a mean of 4.46. Regular exercises that helped learners segment words into individual sounds followed at 4.41. The lowest indicator was enhanced awareness of phoneme patterns through targeted EGRA activities, with a mean of 4.21.

The results demonstrate that learners developed essential oral sound-processing skills. Recognition, manipulation, segmentation, and differentiation of sounds are foundational to decoding and spelling. When learners can hear and work with phonemes, they are better prepared to connect sounds with letters. This makes phonemic awareness an important prerequisite for phonics and word recognition.

The lower rating for phoneme-pattern awareness suggests that learners may still need more systematic exposure to sound patterns. Basic sound manipulation may be developing, but pattern recognition requires repeated practice and carefully sequenced activities. Teachers should therefore include rhyming, blending, segmenting, deletion, substitution, and sound-pattern games in routine instruction. These tasks can make phonemic awareness more automatic and transferable.

The findings support the continued integration of phonemic-awareness drills into weekly literacy lessons. Monthly mastery checks using standard EGRA probes can help identify learners who need targeted support. Teachers should also combine oral sound activities with visual and kinesthetic cues to strengthen memory and engagement. Such practices can make early sound awareness a stable foundation for reading development.

Table 9. Extent of Literacy Skills Developed in terms of Phonics

Indicator	Big School	Medium Schools	Small Schools	Overall	Rank
Learners demonstrate improved ability to connect sounds with corresponding letters or letter groups	Wx=4.44 MD	Wx=4.50 VMD	Wx=4.55 VMD	Wx=4.50 MD	6
The EGRA program strengthens learners' decoding skills, enabling them to read unfamiliar words	Wx=4.56 VMD	Wx=4.68 VMD	Wx=4.50 VMD	Wx=4.58 VMD	1
Learners show increased proficiency in blending sounds to read whole words	Wx=4.39 MD	Wx=4.44 MD	Wx=4.55 VMD	Wx=4.46 MD	9
Phonics-based activities help learners improve their spelling accuracy	Wx=4.50 VMD	Wx=4.50 VMD	Wx=4.57 VMD	Wx=4.52 VMD	4
Regular phonics instruction aids learners in recognizing common letter-sound relationships	Wx=4.50 VMD	Wx=4.50 VMD	Wx=4.59 VMD	Wx=4.53 VMD	3

Learners develop a better understanding of short and long vowel sounds through EGRA interventions	Wx=4.50 VMD	Wx=4.50 VMD	Wx=4.50 VMD	Wx=4.50 VMD	6
Improved word recognition through consistent phonics drills and practice	Wx=4.44 MD	Wx=4.50 VMD	Wx=4.50 VMD	Wx=4.48 MD	8
Learners become proficient in applying phonics rules to decode multisyllabic words	Wx=4.44 MD	Wx=4.38 MD	Wx=4.46 MD	Wx=4.42 MD	10
Increased ability to differentiate between consonant blends and digraphs during reading tasks	Wx=4.50 VMD	Wx=4.56 VMD	Wx=4.43 MD	Wx=4.50 MD	6
Learners show growth in fluently reading phonetically regular words and non-words	Wx=4.50 VMD	Wx=4.56 VMD	Wx=4.61 VMD	Wx=4.56 VMD	2
Average	Wx=4.48 MD	Wx=4.51 VMD	Wx=4.53 VMD	Wx=4.50 VMD	

Note. Wx = weighted mean; VMD = Very Much Developed; MD = Much Developed.

Phonics obtained the highest literacy-skill rating, with an overall mean of 4.50 interpreted as Very Much Developed. The strongest indicator was the strengthening of decoding skills that enabled learners to read unfamiliar words, with a mean of 4.58. Growth in reading phonetically regular words and non-words followed at 4.56, while regular phonics instruction for common letter-sound relationships reached 4.53. The lowest indicator, though still positive, was applying phonics rules to decode multisyllabic words at 4.42.

The high phonics rating indicates that learners were developing the alphabetic principle effectively. Decoding unfamiliar words is a strong marker of early reading independence because it shows that learners do not rely only on memorized words. Phonics also supports spelling, word recognition, and fluency. The result therefore reflects one of the strongest contributions of EGRA implementation to English literacy development.

The lower rating for multisyllabic decoding indicates an area for extension. Learners may have mastered basic letter-sound patterns but still need guided practice in syllable division, affixes, and longer word structures. This is developmentally understandable in the early grades, but it should not be ignored. Explicit phonics instruction should gradually move from simple words to more complex word forms.

The implication is that phonics instruction should remain systematic, cumulative, and connected to meaningful reading. Teachers can use flashcards, decodable texts, word-building activities, and phonics games to reinforce skills. ICT teams may also provide interactive phonics applications where available. With sustained practice, strong phonics development can support fluency, spelling, vocabulary, and comprehension.

Table 10. Extent of Literacy Skills Developed in terms of Fluency

Indicator	Big School	Medium Schools	Small Schools	Overall	Rank
Learners demonstrate enhanced reading speed and accuracy after repeated EGRA-guided practice	Wx=4.28 MD	Wx=4.19 MD	Wx=4.34 MD	Wx=4.27 MD	10
Fluency improves as learners practice reading with appropriate expression and rhythm	Wx=4.28 MD	Wx=4.31 MD	Wx=4.34 MD	Wx=4.31 MD	7.5
Learners' ability to recognize sight words quickly contributes to improved fluency	Wx=4.22 MD	Wx=4.13 MD	Wx=4.59 VMD	Wx=4.31 MD	7.5
Regular fluency exercises result in smoother and more natural reading patterns	Wx=4.33 MD	Wx=4.38 MD	Wx=4.36 MD	Wx=4.36 MD	3.5
Learners can read grade-level texts with minimal pauses or hesitation	Wx=4.33 MD	Wx=4.31 MD	Wx=4.25 MD	Wx=4.30 MD	9
Increased accuracy in reading aloud, with fewer mispronunciations and mistakes	Wx=4.28 MD	Wx=4.38 MD	Wx=4.43 MD	Wx=4.36 MD	3.5
Learners develop the ability to self-correct when making reading errors, contributing to better fluency.	Wx=4.33 MD	Wx=4.44 MD	Wx=4.32 MD	Wx=4.36 MD	3.5
Fluency practice helps learners read longer passages with greater ease and understanding.	Wx=4.39 MD	Wx=4.56 VMD	Wx=4.64 VMD	Wx=4.53 VMD	1
Learners become more confident in reading aloud in front of peers	Wx=4.33 MD	Wx=4.38 MD	Wx=4.30 MD	Wx=4.33 MD	6
Fluency development leads to improved overall comprehension of texts	Wx=4.33 MD	Wx=4.33 MD	Wx=4.41 MD	Wx=4.36 MD	3.5
Average	Wx=4.31 MD	Wx=4.34 MD	Wx=4.40 MD	Wx=4.35 MD	

Note. Wx = weighted mean; VMD = Very Much Developed; MD = Much Developed.

Fluency obtained an overall mean of 4.35, interpreted as Much Developed. The highest indicator was fluency practice helping learners read longer passages with greater ease and understanding, with a mean of 4.53. Regular fluency exercises, oral reading accuracy, self-correction, and improved overall comprehension each received strong ratings. The lowest indicator was enhanced reading speed and accuracy after repeated EGRA-guided practice, with a mean of 4.27.

The results show that learners were developing fluency as both a performance skill and a comprehension support. Fluency is not simply fast reading; it includes accuracy, expression, rhythm, confidence, and self-correction. Learners who read more smoothly can devote more cognitive attention to understanding what they read. This explains why fluency improvement is linked to comprehension gains.

The comparatively lower score on repeated EGRA-guided practice suggests the need for more consistent fluency routines. Repeated reading is effective when it is systematic, monitored, and paired with feedback. Learners need regular opportunities to read familiar texts aloud, listen to models, and practice with peers. Without consistent routines, fluency gains may remain uneven across learners and schools.

Schools should incorporate timed-reading exercises, read-aloud sessions, and fluency clubs into regular literacy routines. Peer modeling and teacher feedback can help learners improve expression, rhythm, and confidence. Fluency monitoring should be formative rather than punitive, emphasizing improvement over speed alone. These actions can help learners become more automatic and expressive readers.

Table 11. Extent of Literacy Skills Developed in terms of Vocabulary

Indicator	Big School	Medium Schools	Small Schools	Overall	Rank
Learners acquire new vocabulary words through EGRA-aligned reading materials and activities	Wx=4.33 MD	Wx=4.38 MD	Wx=4.27 MD	Wx=4.33 MD	1
Improved understanding of word meanings and usage in context	Wx=4.22 MD	Wx=4.25 MD	Wx=4.36 MD	Wx=4.28 MD	4
Vocabulary-building exercises help learners expand their word bank for both spoken and written communication	Wx=4.22 MD	Wx=4.25 MD	Wx=4.41 MD	Wx=4.29 MD	2.5
Learners become more adept at using context clues to infer the meanings of unfamiliar words	Wx=4.11 MD	Wx=4.13 MD	Wx=4.21 MD	Wx=4.15 MD	9
Increased ability to understand and use grade-appropriate vocabulary across different subjects	Wx=4.22 MD	Wx=4.25 MD	Wx=4.41 MD	Wx=4.29 MD	2.5
Vocabulary instruction enhances learners' descriptive language skills in both reading and writing	Wx=4.11 MD	Wx=4.11 MD	Wx=4.36 MD	Wx=4.20 MD	8
Regular engagement with diverse texts exposes learners to a broader range of vocabulary	Wx=3.94 MD	Wx=4.19 MD	Wx=4.21 MD	Wx=4.11 MD	10
Learners demonstrate the ability to categorize and group words based on meaning or usage	Wx=4.11 MD	Wx=4.25 MD	Wx=4.32 MD	Wx=4.23 MD	7
Strengthened vocabulary enables learners to engage more effectively in discussions and writing activities	Wx=4.17 MD	Wx=4.31 MD	Wx=4.25 MD	Wx=4.24 MD	6
Learners exhibit improved retention and recall of new words introduced through the EGRA program	Wx=4.17 MD	Wx=4.13 MD	Wx=4.48 MD	Wx=4.26 MD	5
Average	Wx=4.16 MD	Wx=4.22 MD	Wx=4.33 MD	Wx=4.24 MD	

Note. Wx = weighted mean; VMD = Very Much Developed; MD = Much Developed.

Vocabulary development obtained an overall mean of 4.24, interpreted as Much Developed. The highest indicator was the acquisition of new vocabulary words through EGRA-aligned reading materials and activities, with a mean of 4.33. Vocabulary-building exercises and grade-appropriate vocabulary use both obtained 4.29. Regular engagement with diverse texts received the lowest rating at 4.11, though it remained within the Much Developed range.

The findings indicate that EGRA-supported activities contributed to word learning, word usage, and vocabulary retention. Vocabulary is essential because learners cannot comprehend text if they do not understand the words being used. The ability to use new words in oral and written communication also shows that vocabulary learning is becoming functional. This result confirms that vocabulary development should be integrated with reading practice, not treated as isolated memorization.

The lower score on engagement with diverse texts points to a need for richer reading exposure. Learners expand vocabulary when they encounter words repeatedly across different stories, informational texts, conversations, and writing tasks. Limited text variety can restrict both word breadth and depth. Therefore, vocabulary growth depends on access to a broad range of reading materials.

The practical implication is to curate age-appropriate word banks aligned with EGRA benchmarks and classroom texts. Teachers should use semantic maps, picture-word cards, contextualized sentences, and oral discussion to reinforce new words. Digital vocabulary games may also be deployed where classroom tablets are available. These strategies can move learners from recognizing words to using them meaningfully.

Table 12. Extent of Literacy Skills Developed in terms of Comprehension

Indicator	Big School	Medium Schools	Small Schools	Overall	Rank
Learners demonstrate improved understanding of key ideas and details in texts	Wx=4.11 MD	Wx=4.25 MD	Wx=4.50 VMD	Wx=4.29 MD	2
The EGRA program enhances learners' ability to make predictions and draw inferences from reading materials	Wx=4.11 MD	Wx=4.25 MD	Wx=4.21 MD	Wx=4.19 MD	9

Learners become proficient in summarizing the main points of a passage or story.	Wx=4.17 MD	Wx=4.13 MD	Wx=4.39 MD	Wx=4.23 MD	5
Comprehension activities help learners answer questions that require literal, inferential, and critical thinking	Wx=4.11 MD	Wx=4.25 MD	Wx=4.41 MD	Wx=4.26 MD	3.5
Learners develop the ability to connect information from different parts of a text to enhance understanding	Wx=4.11 MD	Wx=4.13 MD	Wx=4.36 MD	Wx=4.20 MD	8
Increased ability to identify the main idea and supporting details in both fiction and nonfiction texts	Wx=4.06 MD	Wx=4.19 MD	Wx=4.39 MD	Wx=4.21 MD	7
Learners improve in distinguishing between facts and opinions while reading	Wx=4.17 MD	Wx=4.13 MD	Wx=4.50 VMD	Wx=4.26 MD	3.5
Comprehension development results in better retention of information read	Wx=4.11 MD	Wx=4.25 MD	Wx=4.55 VMD	Wx=4.30 MD	1
Learners demonstrate stronger analytical skills when interpreting character motivations or plot developments.	Wx=4.06 MD	Wx=4.13 MD	Wx=4.48 MD	Wx=4.22 MD	6
Enhanced comprehension skills allow learners to engage more deeply with complex texts and themes	Wx=4.11 MD	Wx=4.13 MD	Wx=4.32 MD	Wx=4.18 MD	10
Average	Wx=4.11 MD	Wx=4.18 MD	Wx=4.41 MD	Wx=4.23 MD	

Note. Wx = weighted mean; VMD = Very Much Developed; MD = Much Developed.

Comprehension obtained an overall mean of 4.23, interpreted as Much Developed. The highest indicator was better retention of information read, with a mean of 4.30. Improved understanding of key ideas and details followed at 4.29, while literal, inferential, and critical questioning obtained 4.26. The lowest indicator was engagement with complex texts and themes, with a mean of 4.18.

The results suggest that learners were developing the capacity to understand, recall, and respond to texts. Comprehension is the central purpose of reading because it transforms decoding into meaning. The ability to answer questions, identify ideas, summarize, and interpret character motivations indicates that learners are beginning to process text beyond word recognition. This is a significant outcome of early literacy instruction.

The lower score on engaging with complex texts and themes is developmentally understandable but instructionally important. Early-grade learners need gradual exposure to richer texts, guided discussion, and teacher modeling of comprehension strategies. They also need opportunities to make predictions, infer meaning, distinguish facts from opinions, and connect ideas. Without such opportunities, comprehension may remain literal rather than analytical.

Schools should implement weekly book-chat sessions where learners articulate story meanings, identify details, and share interpretations. Teachers should also conduct comprehension workshops focused on question generation and guided response. These practices can deepen learners' ability to interact with text at literal, inferential, and critical levels. Strengthening comprehension will also support performance across subject areas.

Table 13. Test of Significant Agreement on the Rank Orders of Literacy Skills Developed through EGRA

Indicators	Phonemic	Phonics	Fluency	Vocab.	Comp.
Summation of the Squared Deviation from the Mean	371	353.5	358.5	392	272.5
Number of Indicators	10	10	10	10	10
Coefficient of Concordance W	0.50	0.48	0.48	0.53	0.37
Computed	13.50	12.96	12.96	14.31	10.00
Degree of Freedom	9	9	9	9	9
Tabular value at 0.05	16.92	16.92	16.92	16.92	16.92
0.025	19.68	19.68	19.68	19.68	19.68
0.01	21.67	21.67	21.67	21.67	21.67
0.005	23.59	23.59	23.59	23.59	23.59
0.001	27.88	27.88	27.88	27.88	27.88
Decision on	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	Not Significant	Not Significant	Not Significant	Not Significant	Not Significant

Note. Decision is based on comparison of computed chi-square with the tabular value at the 0.05 level of significance.

The test of significant agreement on literacy-skill development showed no significant agreement across all five skill areas. Phonemic awareness obtained W = 0.50 and chi-square = 13.50, phonics obtained W = 0.48 and chi-square = 12.96, and fluency also obtained W = 0.48 and chi-square = 12.96. Vocabulary recorded W = 0.53 and chi-square = 14.31, while comprehension recorded W = 0.37 and chi-square = 10.00. All computed values were lower than the tabular value at the 0.05 level.

The acceptance of the null hypothesis indicates that big, medium, and small schools did not share a statistically significant common ranking of literacy-skill development. This does not mean that literacy skills were not developed, because all mean scores were positive. Rather, it means that the relative ordering of skills differed across school types. Such variation may reflect differences in teacher emphasis, learner profiles, resources, or intervention routines.

The lack of significant agreement is useful for program planning. It shows that schools may need different support packages even when they participate in the same EGRA system. For example, one school may require stronger fluency routines, while another may

need more vocabulary and comprehension materials. This reinforces the importance of using EGRA data for localized decisions instead of assuming uniform needs.

The district should therefore maintain common assessment standards while allowing school-specific literacy action plans. Reading coordinators can use EGRA results to identify which skill requires priority intervention in each school. Progress monitoring should also examine whether the weakest skills improve after targeted support. This approach would make EGRA both standardized and responsive.

Table 14. Policy Action Matrix Based on EGRA Implementation and Literacy Development Results

Policy Area	Recommended Action
Implementation readiness	Conduct annual EGRA readiness audits and develop contingency plans or simulation drills to maintain uninterrupted assessment and intervention activities.
Data-driven intervention	Integrate EGRA performance data into targeted intervention programs and use results to identify struggling learners requiring remediation.
Learner support	Fund after-school EGRA remediation sessions led by trained tutors and schedule regular mastery checks using standard probes.
Teacher development	Require biannual certification workshops, peer-coaching pairs, and mentoring support for reading teachers during EGRA cycles.
Materials and resources	Guarantee timely delivery of EGRA toolkits, replenish consumables, and maintain shared resource libraries with supplementary reading materials.
Skill-specific literacy action	Embed phonemic-awareness drills, supply interactive phonics tools, incorporate timed-reading exercises, curate word banks, and conduct comprehension-strategy workshops.
Community and school collaboration	Mobilize PTAs, librarians, ICT staff, school heads, and grade-level teams to sustain reading materials, digital games, and weekly book-chat sessions.

Note. Policy areas synthesize the operational priorities derived from the empirical results.

The policy matrix organizes the results into actionable priorities for governance, instructional supervision, teacher development, materials support, and learner intervention. The recommended actions emphasize readiness audits, contingency planning, data-driven intervention, tutor-supported remediation, teacher certification, peer coaching, materials procurement, and resource-library development. These priorities are consistent with the finding that EGRA was much implemented but still required strengthening in training, materials, and consistency across school types. Policy action should therefore focus on sustaining implementation while closing operational gaps.

A major policy direction is to institutionalize the use of EGRA data in targeted intervention programs. Assessment results should not remain as records; they should become the basis for learner grouping, remediation plans, progress checks, and school improvement priorities. Reading coordinators and assessment committees should ensure that data are translated into classroom practice. This will make EGRA a functional improvement tool rather than a periodic compliance exercise.

Teacher development is another important policy area. The lower ratings on specialized training and the significant agreement on teacher readiness suggest that teachers are central to the program's success. Biannual certification workshops, peer-coaching pairs, and professional learning communities can improve consistency in administration, interpretation, and instructional response. Such professional structures can also help novice reading teachers implement EGRA with greater confidence.

The policy recommendations also highlight resource sustainability. Schools need timely delivery of EGRA toolkits, sufficient consumables, reading materials, digital resources, word banks, phonics flashcards, and leveled texts. PTA participation, library support, local government funding, and ICT coordination can strengthen the material base of the program. A well-supported resource system will increase the likelihood that literacy interventions continue beyond assessment periods.

4. Conclusions and Implications

4.1 Conclusions

The study concludes that the Early Grade Reading Assessment Program was much implemented in improving the English literacy skills of Grade 1 to 3 learners. The overall mean of 4.11 indicates that the program had a clear presence in the participating schools. Implementation was most strongly reflected in the perceived improvement of learners' academic performance. This suggests that EGRA was understood not only as an assessment tool but also as a contributor to instructional improvement.

School preparedness was also much implemented, showing that schools had developed structures to support EGRA administration and follow-up. The strongest preparedness indicator involved strategies to address gaps identified through EGRA assessments. This indicates that schools were using assessment results to support decision-making. However, the lower rating on classroom technology and resources shows that preparedness still needs classroom-level strengthening.

The readiness of reading teachers was much implemented, with teachers showing familiarity with EGRA tools and collaborative practices. This teacher readiness is central because teachers translate assessment results into instructional action. Despite this strength, the relatively lower rating on specialized training shows that professional development remains necessary. Teacher capacity must therefore continue to be developed through formal training, coaching, and school-based support.

Availability of materials was much implemented but ranked lowest among the implementation domains. This indicates that schools generally had access to assessment tools and supplementary materials but still lacked full readiness in terms of complete, updated, and differentiated reading resources. Materials are essential because they sustain remediation after assessment. Strengthening this area is necessary for more equitable and effective implementation.

The test of agreement on implementation showed that not all dimensions were perceived uniformly across school types. There was no significant agreement for preparedness of schools and availability of materials, but there was significant agreement for

improvement of learners' academic performance and readiness of reading teachers. This means that program benefits and teacher-related dimensions were more consistently recognized. However, organizational and resource dimensions varied across school contexts.

The literacy skills developed through EGRA were much developed overall. Phonics emerged as very much developed and ranked highest among the assessed skills. Phonemic awareness and fluency were also strong, while vocabulary and comprehension remained positive but comparatively lower. This pattern indicates that EGRA was particularly effective in supporting foundational decoding-related skills while still contributing to meaning-based reading development.

The test of agreement on literacy-skill development showed no significant agreement across school types. This means that the ranking of phonemic awareness, phonics, fluency, vocabulary, and comprehension varied among big, medium, and small schools. The variation does not negate the positive development of skills but shows that learner needs and instructional emphases differed by school context. Localized interpretation of EGRA results is therefore necessary.

The policy recommendations were formulated to strengthen EGRA implementation through readiness audits, professional development, materials support, remediation, peer coaching, and data-driven instructional planning. These recommendations address both the strengths and gaps revealed by the study. The program should be sustained because it provides useful data and supports literacy improvement. It should also be refined so that all schools, regardless of size, can implement EGRA with greater fidelity and resource adequacy.

4.2 Implications

The findings imply that EGRA should be institutionalized as a regular component of early-grade literacy improvement. Because the program was much implemented and associated with developed literacy skills, schools can use it as a stable mechanism for identifying and addressing reading difficulties. Institutionalization should include annual schedules, clear roles, data-use protocols, and follow-up intervention plans. This will prevent EGRA from becoming an isolated assessment activity.

For school heads, the results imply the need to strengthen implementation management. Preparedness requires not only plans but also spaces, materials, monitoring, and communication systems. School heads should use EGRA results in school improvement planning and instructional supervision. Their leadership is necessary to ensure that assessment data are acted upon consistently.

For teachers, the findings imply the need for continuous professional learning on early literacy assessment and intervention. Teachers need support in administering EGRA, interpreting scores, designing remediation, and monitoring progress. The lower rating on specialized training indicates that capacity-building should be deliberate and recurring. Teacher readiness must be sustained through coaching and collaborative learning structures.

For learners, the results imply that targeted reading assessment can support early literacy growth. Strong development in phonics, phonemic awareness, and fluency can help learners become more independent readers. However, vocabulary and comprehension should receive more intentional support to ensure that learners move beyond decoding to meaning-making. A balanced reading program should connect word-level skills with text-level understanding.

For curriculum planners and reading coordinators, the findings imply the need to align EGRA results with classroom activities. Weekly lesson plans should include phonemic-awareness drills, explicit phonics practice, fluency routines, vocabulary enrichment, and comprehension questioning. Intervention materials should be selected based on identified learner needs. This alignment will make assessment data instructionally useful.

For district and division officials, the findings imply that implementation support should be differentiated. Since agreement across school types was not uniform in several areas, a single implementation package may not address all needs. Big, medium, and small schools may require different resource allocations, training models, and monitoring support. Differentiated assistance can improve equity and implementation fidelity.

For policy makers and local stakeholders, the findings imply that early literacy improvement requires sustained investment. Materials, digital resources, reading libraries, teacher training, and remediation sessions require financial and logistical support. Local government units, PTAs, school libraries, and community partners can contribute to maintaining EGRA resource systems. Shared responsibility can make the program more sustainable.

For future research, the findings imply the need to examine EGRA implementation using additional evidence beyond teacher perception. Studies may compare EGRA ratings with actual learner reading scores, classroom observations, and intervention records. Longitudinal research can also determine whether gains in phonics, fluency, vocabulary, and comprehension are retained across grade levels. Such studies would deepen understanding of how EGRA contributes to long-term literacy outcomes.

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