

Reading Comprehension Skills of Grade 6 Hypatia Learners Before and After the Implementation of Reading Interventions: A Philippine Informal Reading Inventory Based Assessment

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Abstract

This study assessed the reading comprehension skills of Grade 6 Hypatia learners at Cogon Elementary School in Monreal, Masbate, before and after the implementation of reading interventions and determined whether their pretest and post-test performance differed significantly. The study was anchored on the Simple View of Reading, Schema Theory, and Vygotsky's Sociocultural Theory, which explain comprehension through decoding and linguistic understanding, prior knowledge, and guided social learning. A descriptive-quantitative research design was employed using purposive sampling and 24 paired observations. The Philippine Informal Reading Inventory (Phil-IRI)-based assessment served as the primary instrument and was administered before and after structured reading interventions. Before intervention, 45.83% of learners were 3-Level Down in English and 12.50% in Filipino. After intervention, these proportions decreased to 4.17% in both languages, while learners reaching grade level increased from 33.33% to 41.67% in English and from 41.67% to 58.33% in Filipino. Mean scores increased from 11.42 to 15.00 in Filipino and from 7.17 to 9.67 in English, with statistically significant pretest-post-test differences in both languages. Although reading performance improved, several learners remained below grade level, particularly in English. The study recommends continuing and strengthening reading interventions through focused support, regular assessment, guided practice, and appropriate reading materials. The study directly aligns with SDG 4 – Quality Education by supporting assessment-based reading intervention and meaningful learning. Its sustainability impact lies primarily in educational, institutional, community, and socio-economic sustainability by providing localized evidence for improving reading support, monitoring learner progress, strengthening instructional practices, and informing school-level decision-making.

Keywords: Grade 6 Hypatia Learners, Philippine Informal Reading Inventory (Phil-IRI), Reading Comprehension, Reading Intervention, SDG 4 – Quality Education, Sustainability

1. Introduction

Reading comprehension is fundamental to learning because it enables learners to understand, interpret, evaluate, and use information from written texts. However, accurate word recognition and oral reading do not necessarily ensure comprehension. Kelso et al. (2022) explained that some learners can read words accurately yet continue to

struggle with understanding texts, while Porter et al. (2024) showed that gains in foundational reading skills do not automatically result in improved comprehension. Research consequently emphasizes structured, purposeful, differentiated, and needs-based interventions that directly address learners' comprehension difficulties. The literature demonstrates that effective reading intervention involves interconnected components, including fluency, vocabulary, background knowledge, strategic reading, active engagement, teacher guidance, collaboration, appropriate materials, and continuous assessment. Adamu (2024), Potocki et al. (2023), Tanjung et al. (2022), Yiğit and Durukan (2023), Çalışkan and Ulaş (2022), and Katemba and Tomatala (2024) provide evidence that explicit, structured, collaborative, and sustained reading activities can strengthen reading outcomes. At the same time, Capin et al. (2022), Schuler et al. (2024), and Baltonado and Velasco (2023) indicate that outcomes depend not only on the intervention itself but also on instructional quality, implementation consistency, and alignment with learners' needs. Within this context, the present study focuses on the reading comprehension skills of Grade 6 Hypatia learners at Cogon Elementary School in Monreal, Masbate. It uses Philippine Informal Reading Inventory (Phil-IRI)-based pretest and posttest assessment to determine learners' reading comprehension performance before and after reading interventions and to examine whether a significant difference exists between the two assessments. The study is grounded in theories explaining decoding and language comprehension, prior knowledge and meaning construction, and guided social learning, providing an integrated basis for examining how structured reading intervention may support comprehension.

Reading comprehension requires learners to construct meaning rather than merely recognize or pronounce words. Difficulties may therefore remain even among learners who demonstrate acceptable decoding or fluency. Kelso et al. (2022) explained that some learners with reading difficulties may remain unnoticed because they read words accurately despite weak comprehension, while Porter et al. (2024) associated teachers' early-reading knowledge with foundational skill development without assuming corresponding improvement in comprehension. Structured interventions can address these difficulties. Adamu (2024) found improvements associated with word-attack strategies, while Potocki et al. (2023) demonstrated the value of direct teacher-led instruction. Tanjung et al. (2022) showed that pre-reading, during-reading, and post-reading activities can strengthen comprehension. Collaborative and engaging approaches are likewise supported by Yiğit and Durukan (2023), Çalışkan and Ulaş (2022), and Katemba and Tomatala (2024), whose findings emphasize peer interaction, family involvement, extensive reading, and sustained support. Intervention effectiveness nevertheless depends on implementation. Capin et al. (2022) associated instructional quality with reading outcomes, Schuler et al. (2024) emphasized treatment integrity, and Baltonado and Velasco (2023) showed that increases in mean scores do not necessarily indicate statistically significant improvement. Vaughn et al. (2022) consequently recommended an integrated approach involving fluency, vocabulary and knowledge building, comprehension strategies, and challenging texts. Relyea et al. (2024) similarly highlighted vocabulary and oral language, while Peng et al. (2024) showed the potential of combining comprehension strategies with background-knowledge instruction. Improvement in one reading component also does not guarantee improved comprehension. Tsegaw (2023) reported significant gains in oral reading fluency without corresponding gains in comprehension and other academic outcomes, while Nurmahanani (2023) found that intervention effects differed across grade levels. These findings establish the importance of assessing interventions according to the particular learners, skills, and instructional context involved.

Research consistently presents reading development as the interaction of learner abilities, language knowledge, instructional quality, and contextual conditions. Rodrigues et al. (2022) emphasized monitoring oral reading fluency, while Fäth, et.al. (2023) identified difficulties involving decoding, vocabulary, and comprehension among second-language learners. Britt, et.al. (2022) emphasized the influence of reading goals and contexts, and Medranda-Morales, et.al. (2023) connected comprehension with critical thinking. Kim and Park (2022) further highlighted vocabulary knowledge and cognitive processes. Samuels (2023) provides a theoretical perspective on listening and reading comprehension. Integrated and differentiated instruction is particularly relevant to struggling readers. Hwang, Cabell, and Joyner (2022) found positive effects from integrating literacy and content-area instruction, while Goldfeld et al. (2022) supported targeted small-group intervention. Kuhn and Stahl (2022) emphasized flexible and differentiated reading instruction. Cruz et al. (2023), Gedik and Akyol (2022), Waruwu, Rahmawati, and Daulay (2023), and Robb and Ewert (2024) further demonstrate the importance of targeted support, repeated practice, explicit modeling, vocabulary development, extensive reading, and teacher guidance. Instructional format and learner participation also influence reading development. Yu et al. (2022) showed that reading medium can affect comprehension, while Nurainun and Nasution (2024) and Wae (2024) reported positive results from Cooperative Integrated Reading and Composition. Mulatu and Regassa (2022) emphasized systematic implementation and adequate materials, Jang (2024) highlighted teacher collaboration and progress monitoring, and Strong and Anderson (2024) demonstrated that differentiated tutoring may produce gains that vary across reading outcomes. Active processing is similarly important. Colenbrander et al. (2022) demonstrated the value of deliberate practice in word learning. Hidayatullah et al. (2023) emphasized dialogical reading and parent involvement, while Bakhtiari Moghadam, et.al. (2023), Rahmasari (2024), and Olifant (2024) supported critical-thinking and critical-reading approaches. Markovitz et al. (2022) highlighted individualized tutoring, and Wijekumar et al. (2024) demonstrated the potential of technology-supported individualized instruction. Istihari

(2024), Ismail and Saiful (2022), Thalib and Sakkir (2022), Nabilla and Asmara (2022), and Wendaferew and Berlie (2024) further support interactive, experiential, collaborative, and structured strategic approaches to comprehension. Collectively, these studies indicate that additional reading exposure alone is insufficient. Effective intervention requires assessment of learners' specific difficulties followed by purposeful, differentiated, sustained, and appropriately monitored instruction.

Philippine research reinforces the importance of assessment as the foundation of intervention. Casingal (2022) found that Phil-IRI combined with remedial classes increased independent readers and reduced non-readers. Villalva (2023) emphasized its usefulness in assessing word recognition, fluency, and comprehension, while Abril, Acerbo, and Abocejo (2022) identified implementation constraints involving workload, time, materials, technology, and library resources. Fernandez and Arriola (2022) similarly emphasized identifying learners' actual reading and comprehension levels. Reading comprehension remains a particular concern among Filipino learners. Idulog et al. (2023) discussed persistent reading challenges, while Dinoro et al. (2023) found comprehension among the least-mastered areas despite mastery of alphabet skills. Pastera, Gaitano, and Martir (2024) considered learner- and home-related factors, and Huguerra and Cacho (2022) indicated the need for greater emphasis on comprehension rather than word reading alone. Local intervention studies demonstrate the value of needs-based approaches. Rubin and Traverro (2022) used initial assessment as a basis for the MARITES intervention, while Pocaan, Bailon, and Pocaan (2022) emphasized differentiated intervention materials. De Robles (2023) examined Project TRAIN for Grade 6 pupils, and Salve (2024) investigated a four-pronged technique for Grade 6 comprehension. Calam, Salinas, and Laput (2022), Garciano (2024), Sotelo (2024), and Marvas (2024) further support interactive and organized instructional resources. Contextualized and accessible materials are also important. Niala (2024) examined localized electronic and printed materials, Vero and Diano (n.d.) examined structured support for Grade 6 learners, and Dumanig and Galado (n.d.) emphasized approaches appropriate for struggling readers. Implementation conditions are equally significant. Visuyan (2024), Marasigan (2022), Napiere (2024), and Jambangan (2024) identified teacher experiences and challenges involving resources, training, parental involvement, monitoring, scheduling, and consistency. Rebollos and Rebollos (2024) further reinforced the importance of understanding learners' performance before designing intervention. Recent Philippine studies similarly support assessment-driven intervention. Abella (2024) reported improved comprehension through mental models, while Cayabyab, Abulaban, and Soriano (2023) found improved performance following structured remediation. Hermoso and Valle (2023) highlighted reading strategies and motivation, Casas and Tantiado (2023) established a relationship between PHIL-IRI results and academic performance, and Misanes and Pascual (2023) emphasized PHIL-IRI for identifying learners requiring intervention. Targeted interventions have also produced positive outcomes. Arevalo (2023), Obaob (2023), Marciano (2023), Talain (2023), Talain and Cruzado (2024), Potot et al. (2023), and Ligpitan et al. (2024/2025) reported improvements associated with remedial, differentiated, structured, or technology-supported approaches. Canuto et al. (2024) demonstrated gains in oral reading fluency through repeated reading, while Tanala (2023) and Kidlo et al. (2023) reported improved comprehension through engaging materials. Palattao (2024) highlighted language considerations, Bangoy (2023) connected reading comprehension with learners' capacity to use information in other learning situations, and Dacles (2024) identified a positive relationship between the home learning environment and Phil-IRI reading levels. At the program level, Lim (2024) showed that program implementation does not necessarily guarantee significant improvement in learner outcomes. Balaguer and Astillero (2023) similarly identified continuing challenges in materials, monitoring, evaluation, and stakeholder participation. Amper et al. (2025), Tortola (2024), and Librea et al. (2023) further demonstrate that reading difficulties reflect interacting learner, home, parental, teacher, motivational, and contextual factors. The present study is situated at Cogon Elementary School in Monreal, Masbate, where Grade 6 Hypatia learners form the target population. The school serves a community whose livelihoods are predominantly farming and fishing and operates amid resource constraints, including limited books, infrastructure concerns, and lack of internet connectivity. These circumstances make a localized assessment important because findings from other schools, populations, or grade levels cannot automatically represent the reading needs of these learners. The study therefore uses Phil-IRI-based pretest and posttest results to examine reading comprehension within the actual school context.

The study is anchored on the Simple View of Reading by Gough and Tunmer (1986), Schema Theory associated with Anderson (1977) and Rumelhart (1980), and Vygotsky's Sociocultural Theory (Vygotsky, 1978). Together, these perspectives explain reading comprehension through interacting linguistic, cognitive, experiential, and social processes. Simple View of Reading (Gough & Tunmer, 1986) explains comprehension through the interaction of decoding and linguistic comprehension. Weakness in either component may restrict learners' ability to understand text. This perspective supports identifying specific reading difficulties through assessment and providing intervention appropriate to the identified needs. Schema Theory (Anderson, 1977; Rumelhart, 1980) views comprehension as an active process in which readers connect textual information with existing knowledge and experiences. Reading activities that activate prior knowledge, strengthen vocabulary, encourage prediction and questioning, and facilitate connections can therefore support meaning construction. Vygotsky's Sociocultural Theory (Vygotsky, 1978) emphasizes learning through social interaction and guided assistance. Through the Zone of Proximal Development, teacher guidance, modeling, feedback, questioning, peer interaction, and scaffolding

can enable learners to perform reading tasks they may initially be unable to complete independently. Together, the Simple View of Reading (Gough & Tunmer, 1986), Schema Theory (Anderson, 1977; Rumelhart, 1980), and Vygotsky's Sociocultural Theory (Vygotsky, 1978) support the study's pretest–intervention–posttest orientation. Reading comprehension involves decoding and language understanding, the integration of new information with prior knowledge, and guided instructional support. The theories explain why improvement may occur but do not assume that intervention automatically produces better comprehension; the actual change must be established empirically through learners' Phil-IRI-based results. Conceptually, the study follows an input-process-output orientation. The input consists of Grade 6 Hypatia learners' reading comprehension performance before and after intervention as revealed by Phil-IRI assessment. The process involves gathering, presenting, analyzing, and interpreting the assessment data. The output is evidence concerning learners' reading comprehension before and after intervention and whether a significant difference exists between their pretest and posttest performance. Feedback from these results may inform refinement of reading intervention practices and communication among educational stakeholders.

The literature establishes substantial evidence concerning reading assessment, reading difficulties, and intervention. Rodrigues et al. (2022), Fälth et al. (2023), Kim and Park (2022), Samuels (2023), and Britt et al. (2022) highlighted interconnected reading processes, while Medranda-Morales et al. (2023) linked comprehension with critical thinking. Hwang et al. (2022), Kuhn and Stahl (2022), Goldfeld et al. (2022), Cruz et al. (2023), and Gedik and Akyol (2022) further emphasized targeted, differentiated, and sustained support. In the Philippine context, Casingal (2022), Villalva (2023), Abril et al. (2022), Fernandez and Arriola (2022), Idulog et al. (2023), and Dinoro et al. (2023) documented assessment practices and continuing reading challenges. Casingal (2022), Casas and Tantiado (2023), and Misanes and Pascual (2023) specifically connected Phil-IRI with assessment, remedial instruction, and intervention planning. Villalva (2023) and Abril et al. (2022) likewise demonstrated its usefulness while identifying implementation considerations. Heguerra and Cacho (2022), Pocaan et al. (2022), De Robles (2023), Cayabyab et al. (2023), Arevalo (2023), Marciano (2023), and Talain (2023) provide further evidence for structured interventions and remedial programs. Specific intervention approaches have also been examined by Calam et al. (2022), Rubin and Traverro (2022), Potot et al. (2023), Canuto et al. (2024), Ligpitan et al. (2024), and Tanala (2023), while Strong and Anderson (2024), Markovitz et al. (2022), Wijekumar et al. (2024), and Bakhtiari Moghadam et al. (2023) demonstrate the potential of structured, individualized, technology-assisted, and targeted interventions. Philippine research by Talain and Cruzado (2024), Lim (2024), Balaguer and Astillero (2024), and Amper et al. (2025) further emphasizes contextualized and responsive reading support. Despite this evidence, the literature leaves a specific local gap: assessment, reading difficulties, and intervention effectiveness have frequently been examined separately or among different populations, grade levels, and school contexts. More focused evidence is needed on the actual change in Grade 6 learners' reading comprehension when their Phil-IRI-based performance before intervention is directly compared with their performance afterward. The present study addresses this gap by determining the reading comprehension skills of Grade 6 Hypatia learners at Cogon Elementary School before and after reading intervention programs using Phil-IRI-based assessment. It specifically examines whether a significant difference exists between learners' pretest and posttest reading comprehension scores. This localized approach avoids assuming that findings from other schools or populations necessarily represent the learners at Cogon Elementary School and provides school-based evidence that can guide subsequent reading support. The study is limited to the participating Grade 6 Hypatia learners and reading comprehension outcomes measured during the study; consequently, its findings are not intended to represent all grade levels or schools.

The study most directly aligns with SDG 4 – Quality Education because it addresses reading comprehension, learning recovery, learner assessment, and instructional intervention in elementary education. Reading comprehension enables learners to access, interpret, and use information across learning areas; consequently, identifying comprehension difficulties and providing appropriate support contributes to efforts to improve meaningful learning. This alignment is reflected in the study's use of Phil-IRI-based assessment to identify learners' reading comprehension performance and evaluate changes following intervention. Rather than assuming that participation in additional reading activities produces improvement, the study uses pretest and posttest evidence to determine whether learners' comprehension changed. This approach supports needs-based educational practice by connecting assessment, intervention, monitoring, and instructional improvement. The study also recognizes that educational quality depends on coordinated support. Its findings are intended to inform teachers, ARAL teachers, school heads, the Division Office, the Department of Education, parents, learners, the community, and future researchers in strengthening reading interventions and responding to identified learner needs.

The study primarily contributes to educational sustainability by generating localized evidence that may support continued improvement of reading instruction and intervention. Determining which comprehension difficulties persist and whether learner performance changes after intervention can help teachers make instructional decisions grounded in assessment rather than assumptions. Because comprehension supports learning across subjects, strengthening this skill may also contribute to learners' capacity to participate more effectively in continuing

education. The research also has implications for institutional sustainability. Phil-IRI-based pretest and posttest evidence may assist teachers, school leaders, and education offices in evaluating existing reading practices, allocating instructional support, monitoring learner progress, and refining interventions. This is particularly relevant because the literature demonstrates that successful reading programs depend not merely on the existence of interventions but on their quality, consistency, resources, monitoring, and responsiveness to learner needs. At the community and socio-economic levels, the study recognizes that learning occurs within broader home and community conditions. The Cogon Elementary School context includes families primarily dependent on farming and fishing, limited stable livelihood opportunities, resource constraints, and substantial reliance on community and local-government support. Strengthening school-based literacy intervention within such a setting contributes to sustaining educational opportunities for learners despite contextual limitations. The study does not claim that reading intervention alone resolves these broader conditions; rather, it provides evidence that can help the school and its stakeholders respond more systematically to an identified educational need. Overall, the study connects learner assessment, targeted intervention, teacher practice, family and community support, and institutional decision-making. Its multidisciplinary sustainability relevance therefore lies primarily in educational, community, socio-economic, and institutional sustainability, with reading comprehension serving as the central educational outcome. By examining Grade 6 Hypatia learners within their actual school context, the study can provide locally grounded evidence for improving reading support while avoiding unsupported generalization beyond the population investigated.

2. Material and methods

2.1 Research Design

The study utilized a descriptive-quantitative research design to assess the reading comprehension skills of Grade 6 Hypatia learners at Cogon Elementary School before and after the implementation of reading intervention programs. The quantitative approach involved numerical data obtained from the learners' Phil-IRI-based pretest and post-test results, while the descriptive component was used to characterize their reading comprehension performance before and after the intervention. The pretest established the learners' initial reading comprehension performance and identified areas requiring support. Structured reading interventions were subsequently implemented to address the identified difficulties, followed by a post-test using the same Phil-IRI-based assessment. The pretest and post-test results were compared to determine changes in reading comprehension following the intervention. This design provided measurable evidence of learners' performance and a systematic basis for examining whether their reading comprehension improved after participating in the intervention programs.

2.2 Locale of the Study

The study was conducted at Cogon Elementary School. The research specifically focused on the school's Grade 6 Hypatia learners participating in the reading intervention program.

2.3 Respondents of the Study

The respondents were Grade 6 Hypatia learners of Cogon Elementary School who were identified as needing reading support and participated in the Phil-IRI-based assessment and reading intervention program. The same learners participated in both the pretest and post-test, allowing their reading comprehension performance before and after the intervention to be directly compared. Their assessment results provided the data used to determine changes in reading comprehension following the intervention.

2.4 Sample and Sampling Procedure

Purposive sampling was used to select the respondents. Learners who met the criteria for participation in the reading intervention program were intentionally included because the study specifically targeted those requiring additional support in reading comprehension. The selected Grade 6 Hypatia learners participated in both the pretest and post-test to provide comparable measures of their reading comprehension before and after the intervention. The statistical data indicate that 24 observations were included in both the Filipino and English pretest-post-test analyses, representing the paired observations used to examine changes in reading comprehension performance.

2.5 Research Instrument

The primary research instrument was the Philippine Informal Reading Inventory (Phil-IRI)-based assessment, which was used to determine the reading comprehension skills of Grade 6 Hypatia learners before and after the reading intervention programs. The assessment was designed to determine learners' reading performance and reading level, including their ability to understand and comprehend texts. The assessment consisted of grade-appropriate reading passages and comprehension questions and focused primarily on reading comprehension. It was administered as a pretest to establish baseline performance and as a post-test to determine learners' performance after the intervention. The resulting scores were used to classify and describe reading comprehension

performance and compare outcomes before and after intervention, providing measurable evidence of changes in the learners' comprehension skills.

2.6 Data Gathering Procedure

Data gathering began with the administration of the Phil-IRI-based pretest to determine the initial reading comprehension skills of the Grade 6 Hypatia learners. The pretest results were used to identify learners' reading needs and provide a basis for planning appropriate intervention activities. Following the pretest, the reading intervention programs were implemented through structured reading activities and strategies addressing the learners' identified comprehension difficulties. Learners received guided practice and opportunities to read, understand, and respond to different texts. After the intervention period, the same Phil-IRI-based assessment was administered as a post-test. The pretest and post-test results were then recorded, organized, analyzed, and compared to determine changes in reading comprehension. The findings were interpreted according to established Phil-IRI reading levels and the statistical comparison of learners' performance before and after intervention.

2.7 Data Analysis Techniques

Frequency count and percentage were used to describe the respondents' demographic profile. Frequency represented the number of respondents within a particular category, while percentage represented the proportion of respondents in each category relative to the total number of respondents, multiplied by 100. To determine whether a significant difference existed between the pretest and post-test reading comprehension scores of the Grade 6 Hypatia learners after the implementation of the reading intervention programs, T-Test Paired 2 Sample of Means was utilized. The analysis contained 24 paired observations for both Filipino and English. For Filipino, the reported means were 11.41666667 and 15, with a Pearson correlation of 0.84435624, a t-statistic of -5.839815774, and a two-tailed probability of 5.96315E-06. For English, the reported means were 7.166666667 and 9.666666667, with a Pearson correlation of 0.946647633, a t-statistic of -7.993052539, and a two-tailed probability of 4.35359E-08. These statistical measures were used to compare learners' paired pretest and post-test reading comprehension performance following the intervention.

3. Results and Discussion

3.1 Reading Comprehension Performance Before and After the Reading Intervention

3.1.1 Pre-Intervention Reading Comprehension in English and Filipino

Before the intervention, the 24 Grade 6 Hypatia learners demonstrated varying reading comprehension levels. In English, 8 learners (33.33%) were At Grade Level (GST), 5 (20.83%) were 2-Level Down and needed reading support, and 11 (45.83%) were 3-Level Down and needed intensive reading support. In Filipino, 10 learners (41.67%) were At Grade Level (GST), 11 (45.83%) were 2-Level Down, and 3 (12.50%) were 3-Level Down. Thus, reading difficulties were evident in both languages, with the greatest proportion requiring intensive support occurring in English. These findings indicate that several learners entered the intervention with substantial comprehension difficulties and required differentiated support according to their reading levels. The greater proportion of learners at 3-Level Down in English suggests that English comprehension was a particularly pressing concern before intervention. Idulog et al. (2023) discussed the continuing challenges affecting Filipino students' reading abilities and emphasized the need to improve reading instruction and learner support. Misanes and Pascual (2023) emphasized the value of using PHIL-IRI to determine learners' reading comprehension levels and identify those who need appropriate intervention. These findings support assessment as an important basis for identifying reading difficulties and determining appropriate instructional support.

3.1.2 Post-Intervention Reading Comprehension in English and Filipino

After the intervention, the learners' reading profiles showed favorable changes. In English, 10 learners (41.67%) were At Grade Level (GST), 13 (54.17%) were 2-Level Down, and only 1 (4.17%) remained 3-Level Down. In Filipino, 14 learners (58.33%) reached At Grade Level (GST), 9 (37.50%) were 2-Level Down, and only 1 (4.17%) remained 3-Level Down. Compared with the pre-test, the proportion at grade level increased from 33.33% to 41.67% in English and from 41.67% to 58.33% in Filipino. Meanwhile, the 3-Level Down category decreased from 45.83% to 4.17% in English and from 12.50% to 4.17% in Filipino. The movement toward higher reading classifications indicates improved reading comprehension following the intervention, particularly through the substantial reduction in learners requiring intensive support. However, many learners remained 2-Level Down, especially in English, indicating that reading difficulties were not completely addressed and that continued, focused support may be necessary. Jang (2024) found that improvement in basic reading skills was associated with teacher teamwork, the sharing of assessment results to monitor learner progress, and the establishment of literacy improvement as a school-wide goal. In addition, Strong and Anderson (2024) reported that an 18-day summer tutoring program using differentiated reading instruction and interactive read-aloud produced gains in targeted foundational reading skills, although improvements were not the same across all reading outcomes. These findings reinforce the importance of sustained, monitored, and differentiated intervention for learners with continuing reading difficulties.

3.2 Difference Between Pre-Test and Post-Test Reading Comprehension Scores

3.2.1 Filipino Reading Comprehension Scores

For Filipino reading comprehension, the learners' mean score increased from 11.42 in the pre-test to 15.00 in the post-test, representing a mean gain of 3.58 points. Based on 24 paired observations, the computed t-value was -5.840 with 23 degrees of freedom, and the two-tailed p-value was 0.000005963. Since the p-value was below the 0.05 level of significance, the null hypothesis was rejected, indicating a statistically significant difference between the Filipino pre-test and post-test scores. The statistically significant increase indicates that the learners demonstrated improved Filipino reading comprehension following the Reading Intervention Program. The higher post-test mean is consistent with the shift in the learners' reading profiles, particularly the increase in learners reaching grade-level performance and the reduction in those requiring intensive reading support.

3.2.2 English Reading Comprehension Scores

For English reading comprehension, the learners' mean score increased from 7.17 in the pre-test to 9.67 in the post-test, corresponding to a mean gain of 2.50 points. Based on 24 paired observations, the computed t-value was -7.993 with 23 degrees of freedom, while the two-tailed p-value was 0.0000000435. Because the p-value was below the 0.05 level of significance, the null hypothesis was rejected, demonstrating a statistically significant difference between the English pre-test and post-test scores. The significant increase in English scores indicates improved reading comprehension following the intervention. This result is also reflected in the marked reduction of learners classified as 3-Level Down, from 45.83% before the intervention to 4.17% afterward. Nevertheless, the continued concentration of learners in the 2-Level Down category indicates that further reading support remains necessary despite the overall improvement.

3.3 Overall Reading Comprehension Outcomes of the Intervention

Overall, Grade 6 Hypatia learners demonstrated improved reading comprehension in both Filipino and English after the Reading Intervention Program. The results showed increases in the proportion of learners reaching grade-level performance, substantial reductions in learners requiring intensive reading support, and higher mean post-test scores. Filipino scores increased from a mean of 11.42 to 15.00, while English scores increased from 7.17 to 9.67. The paired-samples t-test confirmed statistically significant differences between pre-test and post-test scores in both languages, indicating measurable improvement following the intervention. Taken together, the findings indicate that the intervention was associated with improved reading comprehension performance among the Grade 6 Hypatia learners. The results also demonstrate that improvement was not uniform across all learners, as some remained below grade level after intervention, particularly in English. This pattern is consistent with Jang (2024), who emphasized progress monitoring and coordinated literacy support, and Strong and Anderson (2024), who found that differentiated reading intervention produced gains while outcomes varied across reading skills. The findings therefore support continued assessment and targeted intervention for learners who remain below expected reading comprehension levels.

4. Conclusion & Recommendations

The study concludes that the Grade 6 Hypatia learners had varying reading comprehension levels before the Reading Intervention Program, with substantial numbers requiring reading support and English presenting the greater concern because 45.83% of the learners were initially classified as 3-Level Down. Following the intervention, reading comprehension improved in both English and Filipino, as shown by increased proportions of learners reaching grade level and substantial decreases in those requiring intensive reading support. However, several learners remained 2-Level Down, particularly in English, indicating continuing reading difficulties. Overall, the significant differences between the pre-test and post-test reading comprehension scores in both Filipino and English indicate that the learners demonstrated improved reading performance following the intervention.

The Reading Intervention Program should be continued and strengthened in both English and Filipino, with particular attention to learners who remain 2-Level Down and 3-Level Down. The school and teachers should provide continued and focused support through regular reading activities, guided practice, and appropriate reading materials, while regularly assessing learners' progress and providing additional activities to those who continue to need assistance. Successful intervention strategies should be maintained and improved to help more learners achieve grade-level reading comprehension. Future researchers are also encouraged to conduct similar studies using a larger sample and to examine other factors.

The study was limited to 24 Grade 6 Hypatia learners of Cogon Elementary School and focused specifically on their reading comprehension in English and Filipino before and after the Reading Intervention Program using the Philippine Informal Reading Inventory (Phil-IRI). Accordingly, the findings reflect the reading performance of this particular group and intervention context. The recommendation for future studies to use a larger sample and examine other factors further indicates the limited scope of the present investigation.

5. Compliance with ethical standards

The study involved 24 Grade 6 Hypatia learners of Cogon Elementary School who participated in the Philippine Informal Reading Inventory (Phil-IRI)-based assessment and Reading Intervention Program. The research used a descriptive-quantitative design, with the same learners completing pretest and post-test assessments. The pretest results were used to identify reading needs and guide the intervention activities, while the post-test results were recorded, analyzed, and compared with the pretest results to determine changes in reading comprehension. The study was limited to the participating learners and their reading comprehension outcomes within the specified research context.

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