Assessment of Reading Comprehension Skills of Senior High School ALS Learners: Basis for School Reading Progress Program

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ABSTRACT

The general purpose of this study was to assess the reading comprehension skills of the Biliran National Agricultural High School Senior High School Alternative Learning System (ALS) learners, specifically Grade 11. This study utilized a descriptive research design and employed purposive sampling to gather 40 respondents.

In assessing the word reading level and comprehension level of the ALS Learners, the Philippine-Informal Reading Inventory (Phil-IRI) Manual Tool was the foundation for this investigation, provided by the Department of Education. Furthermore, after the assessment of reading level and comprehension level, a follow-up survey questionnaire adapted from Tong and Ming-hao (2017) was distributed among the respondents to identify the barrier factors to their reading comprehension difficulty.

As revealed by the study, the majority of respondents were male and were 19 years old. Furthermore, it is evident that 'mispronunciation' was the most common miscue committed by the ALS Learners. Meanwhile, 85% of the respondents were under the frustration level, and the rest belong to the instructional level, thus construed to signify extensive remediation, teacher guided instruction for learners under the frustration level, and teacher-directed instruction for the instructional level.

In addition, it can be noted from the survey questionnaire that there were barriers to reading comprehension among the ALS learners, and the following were identified: Reading habit factor, Reading Strategies Factor, Psychological factors, Cultural background barriers, Reading interest factor, Discourse barriers, Grammar barriers, and Vocabulary barriers, respectively. Considering these findings, this study recommends utilizing the intervention scheme to improve the school reading program.

Keywords: Alternative Learning System Learners, Reading Comprehension Skills

INTRODUCTION

Philippine Education System: Non-Formal and Informal Education, UNESCO, calls the Alternative Learning System the "other leg" of education. It targets struggling students of any age or gender. ALS employs life skills, reflective, and 4As adult learning approaches to accommodate individual variances in learning. It also uses the mother tongue, disability modes, and educational technologies to suit each learner. The Philippine government's Alternative Learning System (ALS) fulfills its international commitments to provide quality education to all Filipino students who were unable to attend or complete traditional schools (UNICEF, 2022).

According to Executive Order 365, Section 2004, ALS is a community-based learning system comparable to formal primary education. It comprises three significant programs: BLP is the Basic Literacy Program. A&E stands for Accreditation and Equivalency. Education and Skill Development (ESD) Meanwhile, BLP's primary objective is to eradicate illiteracy, whereas A&E is intended to grant diplomas commensurate with elementary or secondary grade levels.

Eventually, it is evident in the study of Labarrete (2019), after assessing the four reading dimensions, ALS students performed poorly in the inferential, evaluative, and creative dimensions. This suggests that educators should reconsider their pedagogical practices regarding the teaching of reading as a macrolanguage skill, particularly in areas where their students require instructional-related interventions.

This was also the case in the study by Romoroza (2019), where reading comprehension was one of the difficulties encountered in reading the passages. It was further specified that learners struggled to determine the central idea of a passage, resulting in poor reading comprehension.

This national concern benefits the local level. In the case of the ALS implementer in Barugo, Leyte concurred with her bureau chief's observation. While her findings were comprehensive, she attributed the threat to the clientele's reading ability, which could have hindered their performance on the test. She supported these assertions with numerical evaluations from the Certificate of Rating (COR) (News Article, 2018).

Consequently, in the study conducted by Maramag (2022), it was revealed that Senior High School ALS Learners have poor word recognition due to mispronunciation and repetition of words and phrases. Thus, this concludes that the development of oral reading skills is challenging for ALS learners, as evidenced by their reading difficulties, and reading behaviors. In addition, it implies an intervention scheme to be made based on the difficulties found.

The purpose of this study was to assess the reading comprehension skills of the Biliran National Agricultural High School Senior High School Alternative Learning System (ALS) Graduate to improve the school's reading progress program.

OBJECTIVES OF THE STUDY
The overarching purpose of this study was to assess the reading comprehension skills of the Biliran National Agricultural High School-Senior High School Alternative Learning System (ALS) Learners.

Thus, specifically sought to answer the following specific objectives:
1. To determine the demographic profile of the participants in terms of:
1.1 Name (optional)
1.2 Gender
1.3 Age
1.4 Grade and Section

2. To assess the reading comprehension skills of ALS Learners in terms of:
2.1 Types of miscues committed:
2.1.1 Mispronunciation
2.1.2 Omission
2.1.3 Substitution
2.1.4 Insertion
2.1.5 Repetition
2.1.6 Reversal
2.2 Comprehension Level
2.3 Word Reading Level

3. To identify the causes of reading barriers of the ALS Learners.

4. To create an improvement plan of the school reading progress program.

LITERATURE REVIEW
This part covers the study's foundations, including the sources that justified it and guided the procedure.

The Philippine government's Alternative Learning System (ALS) fulfills its international obligations to provide quality education to all Filipino learners who are

unable to attend or complete traditional schools. It is said to be true that ALS graduates in Senior High School have difficulty comprehending text, according to Labarrete (2019), after assessing the four reading dimensions.

As supported by the study of Maramag (2022), it was revealed that Senior High School ALS Learners have poor word recognition due to mispronunciation and repetition of words and phrases. Thus, this concludes that the development of oral reading skills is challenging for ALS learners, as evident by their reading difficulties and reading behaviors.

Furthermore, reading skills are cognitive abilities used to interact with written content. Some skills look more inclusive in the following taxonomies (Bojovic M., 1968).

According to Kusumawanti and Bharati (2018), reading abilities are the most important aspect of English proficiency for students' learning access. Meanwhile, according to Grefenstette (2018), A reading development course does not make a reader proficient; reading starts and reading skills develop over time with constant aid.

Meanwhile, Oberholzer (2005) stated that it is essential for us to comprehend what we are reading. Without comprehension, literature serves no purpose. This indicates that text comprehension is the most essential aspect of reading.

As suggested by Anderson (2008), for students to become active and engaged in reading activities, it is necessary to teach them the various reading strategies that will produce critical and imaginative readers. The purpose of reading is not limited to gaining information and understanding from the writer's thoughts contained in a written or printed text.

According to Townend (2003), to comprehend a text, one must completely comprehend all its aspects. Subsequently, proficient readers use their experiences and knowledge to make predictions and generate ideas (Block & Israel, 2005). This strategy also allows for increased student interaction,

which increases student engagement and comprehension (Oczkus, 2003).

In addition, it is crucial to teach the strategies by identifying the strategy and how it should be used, modeling through the think-aloud process, engaging in group practice, practicing with a partner, and using the strategy independently (Duke & Pearson, 2002).

Teachers can aid in enhancing student comprehension by teaching reading strategies. Research indicates that predicting, making connections, visualizing, inferring, inquiring, and summarizing are effective reading comprehension strategies (Block & Israel, 2005).

According to Anderson, Hiebert, Scott, and Wilkinson (1985), the ability to read is a fundamental life skill. It is essential to a child's success in education and in life in general. Without proficient reading skills, opportunities for personal fulfillment and professional success will inevitably be lost. Reading, despite its significance, is one of the most difficult subjects in the educational system. The ever-increasing demand for high levels of literacy in our technological society has intensified the urgency of this issue (Snow, Burns, & Griffin, 1998).

According to Pang et al. (2003), reading is the process of comprehending written texts, and comprehension is the act of making meaning of words, sentences, and text that is connected. Perception and thought are required for reading comprehension. A reader will utilize prior knowledge, vocabulary, grammatical understanding, and other strategies to comprehend a written text. It implies that reading is a form of communication between the author and the reader.

Indeed, reading comprehension is a complex interaction between automatic and strategic cognitive processes that permits the reader to form an internal representation of the text (van den Broek & Espin, 2012).

Effective utilization of strategic processes, such as metacognition and comprehension monitoring, is also required for comprehension. As comprehension skills

develop, readers are able to efficiently transition from the stage of learning to read to the ultimate objective of reading to learn (Yovanoff, Duesbery, Alonzo, & Tindal, 2005).

If we want to improve and sustain reading outcomes in schools, we must continue to develop decoding and fluency skills while increasing our focus on reading comprehension outcomes (Snow, 2002).

In Put Reading First, developed by the Center for the Improvement of Early Reading Achievement (CIERA), multiple research studies indicate that implementing various reading strategies improves reading comprehension (Adler, 2001).

Needless to say, the importance of reading cannot be undermined, especially in the case of Senior High School learners. The SHS stage is preparatory for the four identified exits of the learners, like Higher Education, middle-level skills development, employment, and Entrepreneurship. How can ALS learners be prepared to face the real-world challenge if they are not able to arm themselves with at least a basic reading comprehension skill? Therefore, this current study assessed the reading comprehension skills of the ALS learners to help create a justifiable improvement plan for the school's reading progress program.

MATERIALS & METHODS

Research Design

This study used a descriptive research design to have a clearer understanding of assessing the reading comprehension skills of Grade 11 Alternative Learning System students in Biliran National Agricultural High School's Senior High School Department.

Research Instrument

Data Scoring

To answer the overall objective of this study, the Department of Education's Philippine-Informal Reading Inventory (Phil-IRI) Manual Tool for word reading level and comprehension level was used as the primary instrument to assess reading comprehension skills. In addition, following the assessment of reading level and comprehension level, a follow-up survey questionnaire adapted from Tong and Ming-hao (2017) was distributed to the respondents in order to identify the barrier factors to their reading comprehension difficulty; this will serve as a springboard for addressing the ALS learners' underlying problem. The surge in data was used to create an improvement plan for the school's reading progress program.

STATISTICAL ANALYSIS

The following are the statistical treatment used in thus study:

1. Descriptive Statistics
1.1 Mean
1.2 Standard Deviation
1.3 Frequency
1.4 Maximum & Minimum Score

Formula of Oral Reading score:

$$ORS = \frac{\text{the number of words} - \text{number of miscues} \times 100}{\text{Number of words}}$$

Formula of Reading Speed:

$$RS = \frac{\text{number of words read}}{\text{Reading time in seconds}} \times 60$$

Formula of comprehension score:

$$CS = \frac{\text{number of correct answers}}{\text{Number of questions}} \times 100$$

Table 1: Reading Level Scale

Reading Level	Word Reading Score (in %)	Comprehension Level (in %)
Independent	97-100 %	80 – 100 %
Instructional	90 - 96 %	59 – 79 %
Frustration	89 & below	58 & below

(Adopted from Johnson, Kress & Pikulski, 1987).

Table 2: Scoring Scale

Scoring on Reading Barriers and Extent of Difficulties		
4.50-5.0	Strongly Disagree	Very Difficult
3.50-4.49	Agree	Difficult
2.50-3.49	Neutral	Fair
1.50- 2.49	Disagree	Easy
1.00-1.49	Strongly Disagree	Very Easy

RESULT AND DISCUSSION

Table 3: Profile of the Alternative Learners Systems Learners

Sex Distribution	Frequency (f)	Percent (%)
Male	32	80
Female	2	20
Total	**40**	**100**
Age distribution	**Frequency (f)**	**Percent (%)**
16-19	1	3
20-23	7	16
24-28	2	5
29-32	11	29
33-36	7	18
37-40	2	5
Total	**40**	**100**
Grade & section distribution	**Frequency (f)**	**Percent (%)**
G-11 HUMSS D	16	40
G-11 FOP	7	17.5
G-11 TVL CROP	6	15
G-11 HUMSS B	2	5
G-11 SWINE	8	20
G-11 HUMSS E	1	3
Total	**40**	**100**

As shown in Table 3, Profile of the ALS Learners, the majority of participants were male (n = 32, or 80%), and the majority of participants range in age from 16 to 38. There were more 19-year-old participants (n = 11; 29%). Moreover, 40% of the G-11 HUMSS D are the majority of this study's participants.

Table 4: Miscues Committed

Miscues	Frequency	Rank
Mispronunciation	146	1
Omission	54	3
Substitution	8	5
Insertion	16	4
Repetition	64	2
Transposition	0	6.5
Reversal	0	6.5
Total	**288**	

As seen in Table 4, the most common error made by ALS Learners during their individual oral reading conducted by an English teacher is mispronunciation with a frequency of 146, followed by repetition with a frequency of 64, and omission with a frequency of 54. Meanwhile, insertion has a frequency of 16 and substitution has a

frequency of 8, whereas transposition and reversal are error-free.

The errors mentioned were common to the study of Maramag (2022); it was revealed that Senior High School ALS Learners have poor word recognition, like mispronunciation, as this was most frequent in her study.

Table 5: Summary of ALS Word Reading Score & Comprehension Level

Level	Mode	Percent (%)
Independent	0	0
Instructional	6	15
Frustration	34	85
Total	**40**	**100**

Table 5 reveals that 85 percent of ALS Learners belongs to frustration level (n=34) during their reading comprehension test including oral reading test. In addition, 15 percent of ALS learners were instructional (n=6), whereas none were independent. Thus, it can be concluded that Instructional ALS students need teacher-directed reading instruction as suggested by Flippo (2014).

Meanwhile, under frustration level (n=34) these are readers who find reading materials so difficult that they are unable to effectively respond to them (Flippo, 2014). This suggests there is a need for extensive remediation with teachers guided instruction. Consequently, a thorough and careful examination is required for effective and efficient intervention with these students.

Table 6: Vocabulary Barriers

Vocabulary Barriers	Response	Maximum	Minimum	STD. Deviation	Mean	Interpretation	Extent of Difficulties
1. I find it difficult to understand the passage due to the vocabulary.	40	5	2	0.91	3.8	Agree	Difficult
2. I feel reading barriers when there are lots of new words in a passage	40	5	2	0.94	4.02	Agree	Very Difficult
3. I can't understand articles accurately when there are words with similar spelling or meaning.	40	5	2	1.07	3.62	Agree	Difficult
4. Although I can guess the meaning of the new words, there are still barriers on the details.	40	5	2	0.95	3.55	Agree	Difficult
Average Weighted Mean					3.75	Agree	Difficult

According to what can be derived from Table 6, the Average Weighted Mean for Vocabulary Barriers is 3.75, which may be taken as agreeing with the equivalent "Difficult."

The table clearly demonstrates that each of the four items was read as "Agree" with their corresponding means. In addition to this, when compared to the rest of the items, item number 2 has the highest mean score of 4.02, making it the highest-scoring item overall. Therefore, the students in ALS (n = 40) experienced reading difficulties when there were a lot of new words in the material they were reading. Given that the majority of respondents concurred and that the level of difficulty was rated as "Difficult," it is reasonable to draw the conclusion that the ALS learners in question encountered a barrier in terms of their vocabulary.

Table 7: Grammar Barriers

Grammar Barriers	Response	Maximum	Minimum	STD. Deviation	Mean	Interpretation	Extent Difficulties
5. When facing long sentence, I find it difficult to understand the structure.	40	5	2	1.05	3.37	Neutral	Difficult
6. I can't understand the sentence due to the subordination relation.	40	5	1	1.03	3.57	Agree	Difficult
7. I can't understand articles due to the complexity of tense.	40	5	2	0.95	3.62	Agree	Difficult
Average Weighted mean					3.52	Agree	Difficult

As can be observed in table 7, the Average Weighted Mean for Grammar Barriers is 3.52, which when translated as "Agree" has the same meaning as "Difficult."

The comparison of item number 5 to the other items in the table reveals that it received a score of 3.37, which can be taken to indicate that it is neutral. In addition, when compared to the rest of the items, item number 7 has the highest mean score, with a mean value of 3.62. This is the case regardless of whatever items are considered. Because of this, the students of ALS (n=40) experienced difficulties with grammar when they were unable to grasp articles because of the difficulty of tense when there were a lot of new words in a section.

The fact that most responders "Agreed" allows us to draw the conclusion that the ALS learners in question had difficulties with grammar. in addition to having a "Difficult" rating for its level of difficulty.

Table 8: Discourse Barriers

Discourse Barriers	Response	Maximum	Minimum	STD. Deviation	Mean	Interpretation	Extent Difficulties
8. I can't find the topic sentence of the article.	40	5	2	0.9	3.47	Neutral	Fair
9. I can't find the main idea of the article.	40	5	1	1.01	3.47	Neutral	Fair
10. I always forget the former information when reading to the end of the article.	40	5	2	0.93	3.72	Agree	Difficult
Average Weighted Mean					3.55	Agree	Difficult

Table 8 reveals that the Average Weighted Mean for Discourse Barriers is 3.55, which can be interpreted as "Agree" with the equivalent of "Difficult."

However, as can be seen from the table, item number 10 received a score of 3.72, which, when compared to the scores of the other items, was interpreted as "Agree." Item number 10, when compared to the rest of the items, obtained the highest mean score with a mean of 3.72. This was the case regardless of what items were considered. As a consequence of this, the students in ALS (n = 40) experienced discourse difficulties since they invariably forgot the earlier material as they read to the conclusion of the article.

Since the majority of the respondents "agreed" and the amount of difficulty was categorized as "Difficult," it is possible to draw the conclusion that the ALS learners in question had a discourse barrier.

Table 8: Cultural Background Barriers

Culture Background Barriers	Response	Maximum	Minimum	STD. Deviation	Mean	Interpretation	Extent Difficulties
11. I don't have extra English reading training after finishing homework.	40	5	1	0.97	3.65	Agree	Difficult
12. I don't understand the profound content of the article due to lacking cultural background information.	40	5	2	1.03	3.25	Neutral	Fair
13. I feel difficult to understand English idioms.	40	5	1	1.04	3.8	Agree	Difficult
Average Weighted Mean					3.57	Agree	Difficult

According to the data shown in Table 8, the Average Weighted Mean for Cultural Background Barriers is 3.57, which can be understood as "Agree" with the equivalent "Difficult."

Despite this, item number 7, in comparison to the rest of the items, received a score of 3.25, which was read as neutral, as shown in the table. In addition, when compared to the rest of the things, item number 13 has the highest mean score with a mean of 3.80. This is the case since it has the greatest mean value. As a result, the students in the ALS program (n = 40) reported having trouble understanding English idioms due to cultural background obstacles.

The fact that a large percentage of responders "Agreed" and that the level of difficulty was categorized as "Difficult" leads one to the conclusion that the ALS learners in question had a barrier in the form of a cultural background as well.

Table 9: Psychological Factors

Psychological Factor	Response	Maximum	Minimum	STD. Deviation	Mean	Interpretation	Extent Difficulties
14. I think reading English can be challenging.	40	5	1	0.99	3.87	Agree	Difficult
15. Reading English articles can be challenging, but I still enjoy it.	40	5	2	0.9	4	Agree	Difficult
16. I feel hard to continue to read long and difficult passages.	40	5	1	1.1	3.57	Agree	Difficult
17. I read carefully at the beginning, but it is hard to continue when I meet new words and difficult sentences.	40	5	1	0.99	3.75	Agree	Difficult
Average Weighted Mean					3.8	Agree	Difficult

Based on what can be learned from Table 9, the Average Weighted Mean for the Psychological Factor is 3.80, which may be understood as "Agree" with a comparable "Difficult."

The table clearly demonstrates that each of the four items was read as "Agree" with

their corresponding means. In addition to this, when compared to the rest of the things, item number 14 has the highest mean score of 3.87, making it the highest-scoring item overall. Therefore, the students in ALS (n = 40) find reading English challenging.

As a result, it is possible to draw the conclusion that the ALS students in question were affected by a psychological factor given that the majority of the respondents concurred with this assessment and that the level of difficulty was categorized as "Difficult."

Table 10: Reading Habit Factors

Reading Habit Factor	Response	Maximum	Minimum	STD. Deviation	Mean	Interpretation	Extent Difficulties
18. I find it hard to translate the passages without using any strategies while reading.	40	5	2	0.88	3.8	Agree	Difficult
19. I usually read aloud, point to text, look up new words in dictionary while reading.	40	5	2	0.83	3.97	Agree	Difficult
Average Weighted Mean					3.89	Agree	Difficult

According to table 10, the average weighted mean for the Reading Habit Factor is 3.89, which can be interpreted as "Agree" and has the same meaning as "Difficult."

It is clear from looking at the table that both items were construed to signify that they "Agree" with their respective means. In addition, when compared to the rest of the items, item number 19 has the highest mean score of 3.97, making it the item with the highest mean score among all the items.

Because of this, the students in the ALS class (n = 40) experienced the reading habit factor since they typically read out loud while reading, point to the text, and look up new terms in the dictionary.

Because of this, it is possible to draw the conclusion that the ALS students in question had a Reading Habit Factor because most of the respondents were of the same opinion and the level of difficulty was categorized as "Difficult."

Table 11: Reading Interest Factor

Reading Interest Factors	Response	Maximum	Minimum	STD. Deviation	Mean	Interpretation	Extent Difficulties
20. I feel discouraged when meeting familiar topics.	40	5	1	1.1	3.57	Agree	Difficult
21. I am not interested in exposition.	40	5	1	1.16	3.32	Neutral	Fair
22. I am not interested in argument.	40	5	1	1.15	3.55	Agree	Difficult
23. I only read for task.	40	5	2	0.96	3.8	Agree	Fair
Average Weighted Mean					3.56	Agree	Difficult

According to the data presented in Table 11, the average weighted mean of the reading interest factor is 3.56, which can be interpreted as "Agree" and has the same value as "Difficult."

Number 23 has the greatest mean score out of all of the things, with a mean of 3.8. This is in comparison to the other items, which have lower mean scores. Because of this,

the students in ALS (n = 40) experienced the reading interest factor even when they were merely reading for the job at hand.

As a result, it is possible to draw the conclusion that the ALS students in question had a Reading Interest Factor given that most of the respondents were of the same opinion and the level of difficulty was categorized as "Difficult."

Table 12: Reading Strategies Factor

Reading Strategies Factors	Response	Maximum	Minimum	STD. Deviation	Mean	Interpretation	Extent Difficulties
24. I never think about what I should do before reading.	40	5	2	0.98	3.75	Agree	Difficult
25. I am better at intensive reading than scanning.	40	5	1	1.03	3.75	Agree	Difficult
26. I seldom forecast the following passage while reading.	40	5	2	0.95	3.6	Agree	Difficult
27. I am not good for the key words.							
	40	5	1	1.18	3.77	Agree	Difficult
28. I am not good at looking for the main idea.	40	5	1	0.98	4	Agree	Difficult
29. I rarely ask others even though I don't understand the article.	40	5	1	1.02	3.97	Agree	Difficult
30. I rarely accumulate new words after reading.							
	40	5	2	0.81	4.27	Agree	Difficult
Average Weighted Mean					3.87	Agree	Difficult

According to the data presented in table 12, the average weighted mean for the Reading Strategies Factor is 3.87, which can be interpreted as "Agree" and has the same meaning as "Difficult."

As can be seen from the table, each of the seven items was given the interpretation "Agree" when compared to their respective means. In addition, compared to the rest of the items, item number 30 has the greatest mean score of 4.27, making it the item with the highest mean score among all of the items. Therefore, the ALS students (n=40) had the perception that the reading strategies were a factor when they hardly ever acquired new vocabulary after reading.

As a result, it is possible to draw the conclusion that the ALS learners in question possessed a Reading Strategies Factor given that the majority of the respondents concurred with this assessment and that the level of difficulty was categorized as "Difficult."

CONCLUSION

According to the findings of this study, Grade-11 Alternative Learning System learners in Biliran National Agricultural High School had difficulty comprehending and answering the reading comprehension test and they were classified to what Flippo (2014) emphasized that learners at this level find materials so problematic that they cannot respond effectively and thus suggests a necessary thorough and careful examination for effective and efficient intervention with this student and teacher-directed instruction.

In addition, the survey questionnaire adapted from Tong and Ming-hao (2017) is an indicative of existence of barrier factors that made the learners difficult to comprehend such as Reading habit factor, Reading Strategies Factor, Psychological factors, Culture background barriers, Reading interest factor, Discourse barriers, Grammar barriers, and Vocabulary barriers respectively. Such factors are springboard to start improving the reading progress scheme of the school.

RECOMMENDATIONS

The following are the recommendations further suggested by the researchers:
1. The researchers recommend a reading progress scheme to improve their reading comprehension solely for the ALS students.
2. Learners must share their experiences about their difficulties in reading to address the problem right away. However, learners must learn how to speak up, because they were the one whom had the first-hand experience in reading comprehension.
3. Parents are encouraged to be part of the students' learning; they should monitor their children especially school related matters. They are advised to strengthen parent and teacher bond as parents are the one who can oversee of what their children or learners doing.

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PROPOSED INTERVENTION PLAN

Phases of the institutionalization	Goals/ Objectives	Expected Outcomes	Persons Involved	Success Indicator
Phase 1: Assessment of Existing School Reading Program	To assess the strengths and weaknesses of the existing School Reading Program.	1. Provide authentic quantifiable data and the sample conducted interview data from its previous learners about the received Interventions	Senior High School English Teachers, statistician, and the Coordinator of School Reading Program	1. Reports on the following: (1) Level of Satisfaction of the employed Intervention (2) Themes during the in-depth interview of the previous learners about the school reading program
		2. Retain the best practices and best interventions employed through the years		2. List of the Best Practices and interventions employed through the years
		3. Improve or alter the inefficient and ineffective practices of the school.		3. Improvement Plan for the said inefficient and ineffective practices
Phase 2: The Preparation and Teachers' Orientation Process				
PREPARATION	To prepare a suitable ALS-SHS diagnostic reading materials and Phil-IRI Manual tool	Provide suitable diagnostic reading materials exclusive for ALS-SHS learners	Senior High School English Teachers, Coordinator of School Reading Program, English Program Specialist and English Experts	Crafted Diagnostic Reading Materials and Phil-IRI Manual tool
TEACHERS' ORIENTATION	To orient the Senior High School teachers for assessing incoming ALS-SHS reading comprehension skills	Orient the SHS teachers for the process of assessing ALS- SHS learners	Senior High School English Teachers, Coordinator of School Reading Program and Senior High School Teachers	Level of Support to the program and Level of Satisfaction of the Orientation conducted
Phase 3: Pre-Implementation				
ALS SELECTION	To diagnose the comprehension level and word reading level of the incoming Senior High School Alternative Learning System Graduate during the enrolment process	Select incoming Senior High School ALS Learners	Senior High School English Teachers, Coordinator of School Reading Program and Senior High School Teachers	Report on the Word Reading level and Comprehension Level of SHS-ALS Learners
CLASSIFICATION	To classify the ALS Learners according to their level suggested by Johnson, Kress & Pikulski (1987)	Classify the incoming ALS Learners according to their Reading Level *(see Reading Level Scale)*	Senior High School English Teachers, Coordinator of School Reading Program and Senior High School Teachers	Lists of Classified students
ALS ORIENTATION	To give orientation to the selected ALS Learners for differentiated instruction	Parents' consent form and Pledge of support and commitment	Senior High School English Teachers, Coordinator of School Reading Program, Senior High School Teachers, and ALS Nonreaders	The signed Parents' consent form and Pledge of support and commitment
Phase 4: Implementation				
THE CONDUCT	To provide assistance to the ALS Learners and extensive remediation	For Independent ALS Learners: They will be given enrichment activities. For Instructional ALS Learners: provide teachers directed instruction with reading materials and employ the best practices and interventions used in the previous nonreaders	Senior High School English Teachers, Coordinator of School Reading Program, Senior High School Teachers and ALS Learners	Reports on ALS learners Reading Performance per session
		For Frustrated ALS Learners: provide extensive remediation, full support and attention by the teacher with guided reading materials	Senior High School English Teachers, Coordinator of School Reading Program, Senior High School Teachers and ALS Learners	
Phase 5: Post-Implementation		Evaluate their Comprehension Level and Word Reading Level	Senior High School English Teachers, Coordinator of School	Result of their Comprehension Level and Word Reading Level
EVALUATION	To evaluate the improvement of Comprehension and Word Reading Level of ALS Learners	Compare the Diagnostic test to the final Reading test *(Make sure that both tests will just be the same to conduct comparative study)*	Reading Program, Senior High School Teachers, ALS Nonreaders and Statistician	Comparative result of their diagnostic test and final reading test
Note: After the evaluation process, reclassify the ALS learners based on their level as suggested by Johnson, Kess, and Pikulski (1987), and the implementation phase will start again until all of them get into the independent level. This intervention plan is a cycle of reimplementation and Reevaluation until it reaches its desired goal of achieving zero frustration levels for learners.				

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