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Research Paper

Evaluation of Reading Empowerment Asserting Connection at Home (REACH): Performance of Grade 7 Learners

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Abstract

In the Philippines, reading is a persistent challenge that requires continuous remediation with the results of the Program for International Student Assessment (PISA) from both 2018 and 2022, and the country has been at the bottom of the rankings. Thus, the goal of this study is to strengthen reading remediation. This study focused on the evaluation of a reading program implemented; the Reading Empowerment: Asserting Connection at Home (REACH), and its relationship to the performance of Grade 7 learners in relation to reading. The participants of this study were 96 secondary school English teachers because they are field implementers of the reading program and were selected through a proportional stratified random sampling to ensure that each cluster was represented. The study collected MPS results from three successive school years and evaluated the implementation of the reading program. The questionnaire was validated and researcher-made. Based on the findings, the hypotheses were partially supported. It was revealed that there was a significant relationship between the REACH evaluation and the school's reading performance, particularly between the Product evaluation and the school's reading performance during SY 2022-2023, and between the overall REACH evaluation and the school's reading performance during SY 2023-2024. Furthermore, there was a positive relationship between the REACH Evaluation in terms of Context and Psychological Component. It was recommended that curriculum implementers continue the implementation of Reading Empowerment: Asserting Connection at Home (REACH), but this time, we focused on strengthening the other components of the CIPP Evaluation to improve the results of the reading program.

Keywords: *CIPP Evaluation; Componential Reading; Reading Empowerment; Reading Performance; Reading Program; Remediation; Philippines*

INTRODUCTION

Providing quality teaching is the core of every education system, and this is reinforced by the United Nations' adoption of the Sustainable Development Goals (SDGs). These goals consist of 17 global targets that address multiple areas of concern and action. More than ever, SDG 4, which focuses on ensuring quality education and lifelong learning opportunities, has become a priority for every country because of the learning losses brought about by the pandemic. Before the COVID-19 pandemic, global education goals had already been missed. By 2030, only one in six nations will have universal access to high-quality education and meet SDG 4 if no further action is taken (United Nations, 2023). It is specifically stated that by 2030, a certain percentage of people in each age bracket must have attained a minimum level of functional literacy competency. With this literacy target in mind, it is crucial that efforts to improve literacy are maximized.

In the Philippines, several issues emerged as learning continued during the pandemic. One of these issues relates to learners' literacy abilities. The literacy test results of Filipino learners over the previous few years have been notably poor. In 2018, the Philippines participated in the Program for International Student Assessment (PISA), and only 1 out of 5 pupils (19.4%) achieved the minimum overall competency level for reading literacy. The Department of Education faces a significant challenge because of this finding. Since then, the department has implemented interventions and programs aimed at removing barriers to learners' reading comprehension. In 2022, the Philippines still underperformed among the countries that participated in the international assessment; for the second time, the country was placed in the bottom 10 of 81

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countries in reading comprehension.

In 2013, "BASA Pilipinas," a USAID-funded program in partnership with the Education Development Center (EDC) and the Philippine Department of Education, aimed to enhance reading delivery systems, restructure reading instruction, and expand the nation's availability of high-quality reading materials. By 2018, the program was able to provide technical assistance and reported that learners from 3rd grade in Basa-assisted institutions were attaining reading comprehension targets set by the Department of Education (USAID, 2018).

Another nationwide initiative that supports the goal of ensuring that every child is a reader and writer at the level of his or her grade is the Every-Child-A-Reader Program (ECARP), which was specifically for primary grade pupils (DepEd, 2012). As the education sector shifted to the new normal, so did the programs and activities of the Department of Education. Seminars on the learning recovery plan, with an emphasis on the fundamentals of science, literacy, and numeracy for learners, are currently offered around the nation (Ganaden, 2022).

One recent campaign launched in support of the K-12 curriculum is the 3Bs Initiative. The major mission of this initiative is to reinforce the reading capability of each learner and to foster a reading culture that is vital in various subject areas. By doing so, it is expected that the gaps identified in the national assessment results will be addressed (DepEd, 2019). In compliance with the Every-Child-A-Reader Program (ECARP), in response to the 3Bs Initiative, and in support of the Brigada Pagbasa movement, SDO Laguna launched REACH (Reading Empowerment: Asserting Connection as Home). This study aimed to evaluate REACH (Reading Empowerment: Asserting Connection as Home) and the reading performance of learners in the Division of Laguna.

Reading challenges are a recurring phenomenon worldwide (Claessen et al., 2020). As revealed by the 2018 results of the Program for International Student Assessment (PISA), with a reading score of 340, Filipino learners under the age of 15 performed worse in reading than learners in the majority of participating countries. This indicates that 80% of Filipino students fell short of the required reading proficiency. Comparatively, the Philippines showed similar performance in the 2019 National report of the Southeast Asia Primary Learning Metrics (SEA-PLM), where the country attained an average reading score lower than the average score of all participating countries. It is also noteworthy that the majority of Filipino Grade 5 participants in the evaluation (63%) met the end-of-primary school (Grade 6) reading proficiency level but fell short of the end-of-lower primary (Grade 4) proficiency level (SEA-PLM, 2019).

Given these alarming statistics, the Second Congressional Commission on Education (EDCOM 2) was established in 2022 to improve the education sector of the Philippines and provide solutions for the problems it faces (EDCOM, 2022). The agency most affected by these performance issues is the Department of Education. The department has persistently implemented interventions and programs aimed at removing barriers to students' reading comprehension. As the education sector shifted to the new normal, so did the programs and activities of the Department of Education. According to reports from 2021, the World Bank claimed that the outbreak may have forced 90 percent of Filipino adolescents into "learning poverty," meaning they are illiterate and unable to comprehend even basic texts.

As reported in the 2023 State of Education by Philippine Business for Education (PBEd), one of the pressing issues mentioned was the lack of proper assessment. It was noted that there was an absence of accurate, timely, and consistent assessments, reiterating that determining learning levels and remediations is necessary to improve students' learning. Thus, data and assessment are priority areas that need to be pursued. The researcher addresses this research gap that may limit the utilization and adaptability of intervention programs for reading. Bridging this gap will help to narrow down the most appropriate solution to the persistent reading challenges that the country faces.

Moreover, the pandemic altered the educational environment, which increased the demand for strategies of intervention to address the academic development of students (Patarapichayatham et al., 2021). Students will need intervention strategies to address certain shortcomings found in post-pandemic evaluation data if districts want to start closing the academic socioeconomic divide is already getting wider (Andrew et al., 2020). There is no denying the pandemic's impact on learning. Recorded by quickly reviewing the data before the students returned to face-to-face instruction (Zierer, 2021). Learning deficits could have a cascading effect on dropout rates and access to education following the pandemic and reverse decades of global academic advancement (UNESCO, 2021). All socioeconomic class students had to modify their learning strategy techniques to satisfy the requirements of brand-new learning and teaching environments established during the pandemic (Delgado, 2023). To address the educational effects of the pandemic, learning trajectory monitoring, identifying the most disadvantaged children, and assessing the effectiveness of nationally implemented recovery programs are required (Kuzmanic et al., 2024). In education, the COVID-19 epidemic has spurred a wave of innovation and change. Thus, some of the innovations influencing education in the future are hybrid and blended learning models, personalized and adaptive learning approaches, game-based learning, gamification, augmented and virtual reality technologies, data analytics, learning analytics, a renewed emphasis on lifelong learning, and upskilling. Moreover, these advancements present fascinating opportunities to improve student participation, tailor education, and design engaging, dynamic learning environments. Education could be reimagined and a more adaptable, inclusive, and learner-centered environment could be created if educational institutions adopt these advances (Sato et al.,2023).

One of these innovations and initiatives was the Reading Empowerment: Asserting Connection as Home (REACH), which was proposed and implemented in the Division of Laguna. As stated in Regional Memorandum No. 136, s.2021, this reading program was also presented at the 2021 CALABARZON English Language Conference (CELCON). The researcher aims to provide input on the implementation of the program by assessing Reading Empowerment: Asserting Connection as Home (REACH) and its effect on the reading performance of learners, specifically Grade 7 learners.

The assessment of this study is bounded by the Context, Input, Process, Product (CIPP) Evaluation Model proposed by Stufflebeam (2007). The CIPP Model is a well-known program evaluation model that has been utilized in building educational programs, assessing their outcomes, and improving their effectiveness. The present study focused on the evaluation of a reading intervention program, Reading Empowerment: Asserting Connection at Home (REACH), implemented in the Schools Division of Laguna. Thus, this theory provides the dimensions in which Reading Empowerment: Asserting Connection at Home (REACH) will be holistically assessed.

Additionally, this study sought to determine the intervention program's effect on students' reading performance. Hence, the study employed the Componential Model of Reading (CMR) theory by Joshi and Aaron (2000), which highlights the cognitive, psychological, and ecological aspects that influence reading comprehension. These components from the CMR model serve as a guide for assessing learners' reading performance.

This study is also grounded in Gagne's instructional theory, which emphasizes learning outcomes and the organization of specific instructional events to meet those outcomes. It is based on the information processing model of the mental processes that take place in adults when they are exposed to different stimuli. Specifically, the way REACH was designed to suitably address the literacy needs of students aligns with Gagne's Nine Events of Instruction.

LITERATURE REVIEW

Componential Model of Reading

Reading comprehension is a prerequisite for students to enter an institution or a job. Thus, it is essential for educators to provide as many prospects as possible by offering learners a wide variety of useful and effective reading resources, as well as by developing learners' reading routines and boosting their reading practices (Fernández-Villardón et al., 2021). Badillo (2018) stated that reading is a prominent goal in any educational structure because it is a marker that indicates that students comprehend what they have read. Hence, learners' reading capability is an evident indicator of learning. In other words, learners that are incapable of comprehending and understanding may fail in learning.

Reading is considered the matriarch of all study skills, making it the most important skill that one should develop. It is a complex process that cannot be taught on its own. Reading is not merely the ability to recognize written language, but it also involves supplying meaning to what one reads and drawing a combined thought from the reading (Isidoro, 2018; Tizon, 2011).

The capacity to internalize text, combine it with schema, and make meaning defines reading comprehension. Tirtayasa et al. (2021) study focused on determining reading comprehension problems among learners and detecting student responses to a questionnaire. Based on the findings, the majority of learners felt they had trouble comprehending content because the reading stage was that of average learners. The lack of motivation and confidence in reading made them fail before even trying to grasp the content of the text. However, as language learners, they must know about reading comprehension techniques themselves.

As stated in the Componential Model of Reading (CMR), on which this study is grounded, the three primary dimensions of reading comprehension are the ecological, psychological, and cognitive domains. The cognitive domain focuses on recognizing and comprehending words. The psychological domain, by contrast, focuses on components that deal with learner interest, locus of control, motivation, learning styles, learned helplessness, gender differences, and teacher expectations. The ecological domain focuses on learners' home culture and environment, classroom climate, parental involvement, dialect or mother tongue, and English as a secondary language. This theory demonstrates that these three domains collectively build reading comprehension.

H1: There is no significant relationship between the REACH evaluation and the school's reading performance.

In the exploration of Li et al. (2020), it was discovered that the cognitive domain in the CMR model exerted the greatest impact on reading comprehension out of the three areas, exhibiting how essential it is in the advancement of bilingual learners' ability to comprehend text. This research emphasizes how crucial it is to strengthen word reading accuracy, fluency, vocabulary, and listening comprehension to enhance reading comprehension at higher grades, particularly for students whose first language is not English.

Furthermore, regarding their findings in the psychological domain, it was indicated that using motivational strategies can help multilingual children at higher levels thrive in reading. In addition, integrating into the mainstream can improve a target language's reading achievement. Additionally, their discovery of the ecological domain's indirect contributions points to the possibility that improving the psychological and cognitive aspects of home literacy—which in turn improve reading comprehension skills—can be achieved through an enriching home literacy environment that targets both learned languages. Moreover, it suggests that introducing learners to reading materials at home positively influences their ability to comprehend texts.

In the aforementioned studies and literature, it is evident that reading comprehension is a

focus of action in education systems both in the Philippines and abroad. Teachers and supervisors from different divisions have also shown their support in realizing the goals and thrusts of the Department of Education regarding reading. As the education system shifts to the New Normal, the different Programs, Projects, and Activities (PPAs) have also shifted their instructional delivery. Parents have become partners in delivering learning to students. This dynamic has opened more research opportunities when it comes to parental involvement and learning outcomes. This shift brings a profound element to the enhancement of a structure that will upgrade the correlation between stakeholders and the educational outcomes of children. Consequently, it was determined that educational initiatives and activities must incorporate cultural elements that influence a child's overall development, in addition to established models (Bartolome et al., 2017). The majority of studies on parental participation have focused on American and Western literature, which is quite helpful in this regard. However, this approach has consequences that must be understood in the context of the situation.

Notably, this research gap is constantly being filled. For example, a similar initiative in the Pasig division found that after parents participated in their children's reading activities, there was an increase in the respondents' pretest mean. This study aimed to improve students' reading comprehension. It also stressed that the findings of the posttest of both the control and experimental groups have significant differences (Jaspela, 2021).

Moreover, an action research study in the division of Biñan presents the reading intervention program, Si Nanay ang Gabay (SINAG), which was implemented at Malaban Elementary School for the betterment of the reading comprehension of 6th-grade learners amid the COVID-19 pandemic. It was discussed that parents perform an integral role in developing the reading comprehension of grade six learners. Using the materials provided by the teachers, they were positioned to read with their children in a one-on-one setting in the comfort of their homes. Furthermore, it was revealed that every two months, learners progressed by about 8%–10% in their reading level with the interventions applied (Espeleta et al., 2021).

In contrast, a study by Montallana and Velasco (2022) concentrated on how well children's reading comprehension was improved by the Reading Empowerment: Asserting Connection at Home (REACH) program. [28] The 200 grade 9 students at Alaminos Integrated National High School were the study respondents. The findings indicate that only one reading skill—getting the main idea—relates to the REACH assessment. It was discovered, nevertheless, that Noting Details is related to REACH's Procedure and Drawing Conclusions have a very weak association with REACH's content. Additionally, it shows that the students' pretest and posttest differ significantly from one another. It was revealed that there is a partial relationship between the level of reading comprehension skills of Grade 9 students and the REACH components, which led to the recommendation for the continuous implementation of REACH and further studies on its implementation. With this prominently significant study on Reading Empowerment: Asserting Connection at Home, including the aforementioned literature and studies on parental involvement in students' reading achievement, this further strengthens the researcher's desire to pursue this study at hand.

Context-Input-Process-Product (CIPP) Evaluation Model

In this study, the researcher seeks to assess the intervention program from a different angle than prior studies have done. This study shall use Stufflebeam (2007) CIPP Model to holistically assess the intervention program, Reading Empowerment: Asserting Connection at Home.

As shown in Figure 4, this model has a fundamental structure that consists of the evaluation of four aspects: context, which aids the formulation of objectives; input, which assists in the preparation of the program; process, which points to the enforceability of a program; and product,

which determines the overall attainment of a program. It is a methodical, all-inclusive framework that directs formative and summative assessments of individuals, teams, assets, organizations, and systems.

H2: The school profile does not moderate the relationship between the REACH assessment results and the school's reading performance.

The methodology was set up to be used in self-evaluations carried out by groups of individual service providers and external evaluations that were conducted by a contracted evaluator. This theory supports the point of this study, which aims to evaluate the outcomes or requirements and internal assessments carried out by the organization's reading program to determine its impact on reading performance. There are many evaluation models that can be used to evaluate a program.

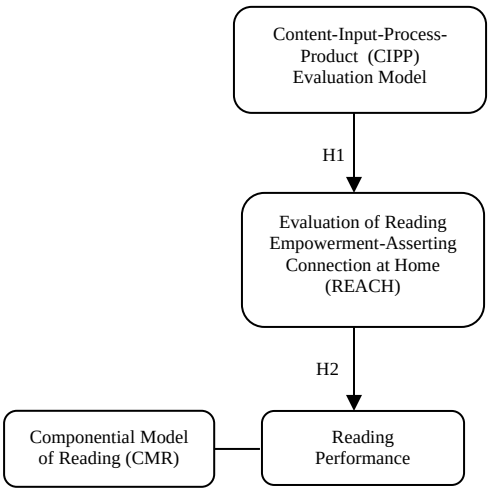

Figure 1. Empirical Model

Conversely, the generally used evaluation model is that proposed by Stufflebeam and Shinkfield in 1985. The main purpose of an evaluation is to gather data or information that is then compared with the criteria that have been set and then formulate conclusions from there (Warju, 2016). The CIPP evaluation model is a known method for evaluating program quality because not only does it include functional elements, but it also takes into account behavioral considerations. This evaluation model permits thorough scrutiny and evaluation of each component of any educational program (Hashaw, 2020).

The CIPP model employs a systematic approach to assess the context, input, process, and output of educational programs and curricula. By identifying these elements' strengths and weaknesses, it can assist macro-level policymakers in formulating expert actions and making decisions regarding the continuation, discontinuation, or revision of educational programs, ultimately fostering program satisfaction. Since education is viewed as a continuous process and the educational system is created around it, it is expected that all components of the system will be consistently interconnected based on the comprehensive and systematic CIPP model (Toosi et al., 2021).

RESEARCH METHOD

Research Design

The study leaned toward a quantitative approach, specifically using a descriptive correlational design. Without speculating on cause and effect, descriptive correlational analysis aims to describe the link between two or more variables (Stangor & Walinga, 2019). This design includes gathering and analyzing data on these variables to identify possible links between them. This research design best fits this study because it evaluated two main variables: the Reading Empowerment: Asserting Connection at Home (REACH) program in terms of its context, input, process, and product, and the reading performance of learners in terms of its cognitive, psychological, and ecological components. Furthermore, the descriptive correlational research design was employed because it best described the relationship between the REACH evaluation and the reading performance of learners. The study also described the moderating relationship between the main variables and the school profile.

Respondents of the Study

The participants were English teachers currently deployed in the 68 secondary schools in the Division of Laguna and organized into the following clusters: Cluster 1: Famy, Mabitac, Sta. Maria, Siniloan; Cluster 2: Pangil, Pakil, Paete, Kalayaan, Lumban; Cluster 3: Pagsanjan, Sta. Cruz, Pila; Cluster 4: Liliw, Nagcarlan, Rizal; Cluster 5: Cavinti, Luisiana, Magdalena, Majayjay; Cluster 6: Alaminos, Calauan, Victoria; and Cluster 7: Los Baños, Bay; these clusters were formed according to the districts close to each other. They were chosen as participants because they were key implementers of the reading program in the field.

Table 1. No. of Actual Participants per Cluster (Profiling of Participants according to their Cluster)

Cluster	Population	Sample Size
1	10	10
2	14	14
3	19	18
4	10	10
5	16	15
6	15	14
7	16	15
TOTAL	100	96

Sampling Technique

The researcher employed proportional stratified random sampling in this study. This sampling method is a probability sampling method that increases efficiency by dividing the population into homogeneous groups known as "strata" and selecting final participants for the study at random among these strata. Each of these groupings should have a unique representative such that each member has an equal chance of being selected by a simple probability. The stratification was based on the 68 secondary schools belonging to the 7 clusters in the Division of Laguna. To ensure that each cluster was represented, proportional allocation was employed. It was found that the Division of Laguna has a population of 100 English teachers teaching Grade 7 and are English coordinators; hence, the strata sample size was computed. A total of 96 teachers participated in this study, which is more than enough to obtain reliable findings. According to Wallen and Fraenkel (2013), a correlational study's minimum acceptable sample size should be at least 30 and that more respondents in a study will always be better.

Ethical Considerations

Strict confidentiality and protection of the respondents was observed in the conduct of this study. With mindful attention to Republic Act No. 10173: Data Privacy Act of 12 and with utmost consideration to the provision of the ethical issues stipulated in DO no. 16 s. 2017 (2017) and DO No. 9 s 2005 (2015).

Furthermore, permission to conduct the study was granted by the Schools Division Superintendent through an indorsement letter.

Research Instrument

This study used a researcher-made questionnaire that was validated by a pool of experts. This research instrument is a combination of a 5-point Likert scale and an open-ended question. Specifically, the researcher-made questionnaire consisted of three parts: implementation assessment, reading performance profile, and school profile. The first part focused on the assessment of the Reading Empowerment: Asserting Connection at Home (REACH) program, evaluating it in terms of its context, input, process, and product. The second part of the questionnaire gathered information on the moderating variables of the study, namely, school profile. Finally, the third section focused on learners' reading performance profiles in terms of cognitive, psychological, and ecological components. Additionally, the questionnaire helped in gathering relevant information, such as testimonies and reflections, from the participants.

Research Procedure

Before conducting the study, the researcher crafted and prepared the research instruments. The research instruments were then validated by five experts. Once validated, the researcher conducted the preliminaries for the study. A letter requesting permission to conduct the study at the Division of Laguna and a letter asking for the participants' consent to participate in the study were respectively sent. Before conducting the study, the total number of English teachers deployed in the Division of Laguna was gathered. After collecting the data, the researcher employed the stratified random sampling technique to determine the actual number of participants per cluster.

After completing this step, the researcher administered the questionnaires. The first questionnaire was an evaluation tool for REACH (Reading Empowerment: Asserting Connection at Home). Subsequently, a researcher-made questionnaire was administered to gather pertinent data on the reading performance of the students. Included in this questionnaire were the school profile details, namely, school size, literacy rate, enrollment rate, and dropout rate.

Once the questionnaires were completed, the researcher consolidated and prepared the collected data. Finally, the consolidated data from this study were statistically treated.

Statistical Treatment

The following statistical tools were used for data collection, analysis, and interpretation: The mean scores of the Reading Empowerment: Asserting Connection as Home (REACH) assessment and reading performance was treated by Mean, Standard Deviation, Frequency, and Pearson's r. To determine whether the school profile moderates the relationship between the Reading Empowerment: Asserting Connection as Home (REACH) assessment and reading performance, the Hayes Process was employed.

FINDINGS AND DISCUSSION

Validity Test

The research instrument was validated by five professionals from the Schools Division of Laguna, resulting in an overall weighted mean of 4.96, interpreted as 'Very High Validity.' With a 0-5% margin of error, the questionnaire is credible and capable of supplying the research with objective data. The validation results of the questionnaire indicated that the questionnaire accurately measured the intended variables.

Table 2. Validity Test Results

Indicators	Weighted Mean	Interpretation
Item no. 1	5	Very High Validity
Item no. 2	5	Very High Validity
Item no. 3	4.8	Very High Validity
Item no. 4	5	Very High Validity
Item no. 5	5	Very High Validity
Item no. 6	4.8	Very High Validity
Item no. 7	5	Very High Validity
Item no. 8	5	Very High Validity
Item no. 9	5	Very High Validity
Over-All Weighted Mean	**4.96**	**Very High Validity**

Legend: 4.50-5.00- Very High Validity; 3.50-4.49- Highly Valid; 2.50-3.49- Valid; 1.50-2.49- Less Valid; 1.00-1.49- Not Valid at all

Reliability Test

The researcher-made questionnaire was validated by 5 professionals on the field; to strengthen the accuracy of the results to be gathered through the questionnaire, it also undergone a reliability test using the Cronbach's Alpha. The validation questionnaire consisted of 9 items and the value of the Cornbach's Alpha was $\alpha = .75$. According to Nunnally (1978), this number is acceptable, meaning it is reliable.

Results and Discussions

The overall evaluation results of the Reading Empowerment: Asserting Connection at Home (REACH) program are shown in Table 1. The weighted mean is 4.69, which is interpreted as Strongly Agree. The indicator that received the highest composite mean of 4.80 was the product, whereas the indicator with the lowest composite means of 4.55 was the context. Overall, the reading program has shown positive evaluation for all four components of the CIPP Model.

According to Aziz et al. (2018), the CIPP evaluation model helps with decision-making for staff and evaluators, enables examination of the legitimacy and accountability of education, and aids in both internal and external evaluations. Through this Context, Input, Process, and Product Evaluation Model, the weaknesses, strengths, or errors of the program that may deplete its efficiency are highlighted and identified.

When a reading program is implemented extensively, individuals are more likely to experience improvements in their reading abilities. On the other hand, obstacles during the execution phase can lead to suboptimal outcomes and constrained positive effects (Tolentin, 2023). In addition, it is vital to acknowledge that the efficacy of reading intervention programs depends on the execution quality and level of engagement demonstrated by participants. Challenges must be addressed through strategic planning, judicious allocation of resources, thorough training provisions, and ongoing evaluations (Tomas et al., 2021).

Table 3. Overall evaluation results of Reading Empowerment Asserting Connection at Home (REACH)

Indicators	Mean	SD	Interpretation
Context	4.55	0.21	Strongly Agree
Input	4.59	0.16	Strongly Agree
Process	4.82	0.20	Strongly Agree
Product	4.80	0.23	Strongly Agree
Overall (Evaluation)	**4.69**	**0.12**	**Strongly Agree**

Legend: 1-1.8: Strongly Disagree; 1.81-2.60: Disagree; 2.61-3.4: Agree; 3.41-4.2: Fairly Agree; 4.41-5.0: Strongly Agree.

Table 3 presents the results of the Pearson correlation conducted to test the significant relationship between the REACH evaluation and the assessment of school reading performance in terms of cognitive components, measured through the Mean Performance Score (MPS) results from school years 2021-2022, 2022-2023, and 2023-2024, and the overall results.

There was a positive relationship between the REACH evaluation in terms of product and the 2022-2023 reading performance [r-value=0.387, p-value<0.05] and overall results [r-value=0.387, p-value<0.05]. In evaluating a product, short- and long-term, planned, and unexpected results are evaluated. This process tracks of and focuses on whether or not goals are met (Stufflebeam, 2007). This result shows that product evaluation using the REACH program is associated with mean performance. Because the mean performance results are also considered an indicator of a product, this finding strengthens its results for that year.

Additionally, there was a positive correlation between the overall REACH evaluation and the overall result [r-value=0.362, p-value<0.05], as well as the 2023-2024 reading performance [r-value=0.319, p-value<0.05].

Table 4 presents the results of the Pearson correlation test conducted to test the significant relationship between the REACH evaluation and the assessment of school reading performance in terms of psychological and ecological components. The results show that there was a positive relationship between the REACH evaluation in terms of context and psychological component [r-value=0.211, p-value<0.05].

Table 4. Test of Correlation Between Reach Evaluation and Reading Performance in terms of Cognitive Components

Reach	Cognitive Components			
	Mean Performance Scores			
	2021-2022	2022-2023	2023-2024	Overall
Context	0.115	0.119	0.133	0.147
Input	0.046	0.000	0.198	0.095
Process	0.117	0.052	0.064	0.094
Product	0.290	.387*	0.285	.387*
Overall Evaluation	**0.283**	**0.301**	**.319***	**.362***

*. Correlation was significant at the 0.05 level (2-tailed).

According to Asadi et al. (2016), context evaluation addresses significant concerns, and scholars have stressed the use of context evaluation for curriculum, program goals, and resource material evaluations. On the other hand, in the Componential Model of Reading, the psychological component focuses on motivation, interest, learned helplessness, and teacher expectations (Joshi & Aaron, 2000). These findings demonstrate the importance of solidifying objectives and goals in a reading program because these are associated with the psychological component of learners: how

they perceive the reading program and how they receive the resources used.

As context evaluation focuses on setting the objectives and goals of the program, the psychological component focuses on learning styles and how learners receive materials and instruction that align with the objectives. Additionally, Korkmaz and Enisa (2017) analysis supports this beneficial link and reveals that relevant and appropriate reading materials are essential.

Furthermore, Dockx et al. (2020) stated that workbooks play a substantial role in influencing the material conveyed and the didactic signals provided by teachers. This, in turn, promotes students' reading engagement and comprehension levels. Utilizing diverse approaches in reading intervention programs benefits learners with distinctive learning styles.

Table 5. Test of Correlation Between Reach Evaluation and Reading Performance in terms of Psychological Component and Ecological Component

Reach Evaluation	Psychological Component	Ecological Components
Context	.211*	-0.079
Input	0.120	-0.026
Process	-0.139	0.106
Product	0.177	0.084
Overall Evaluation	**0.161**	**0.043**

*. Correlation was significant at the 0.05 level (2-tailed).

Presented in Table 6 are the results of the moderation analysis using Hayes Process Macro to test the significant moderation of the school profile in the correlation between REACH evaluation and the school's reading program in terms of cognitive (measured through the overall MPS), psychological, and ecological components.

Table 6. Test of Moderation for Correlation between Reach Evaluation and School's ReadingProgram Assessment for Cognitive, Psychological, and Ecological Components.

Dependent	Independent	Moderator	Int_1	R2-Change	F	df1	df2	p-value
Cognitive Component	Reach Evaluation	School Size	-5.7121	0.0028	0.1299	1	38	0.7206
		Literacy Rate	-2.9457	0.0078	0.3434	1	38	0.5613
		Enrollment Rate	0.6335	0.0016	0.0734	1	38	0.7880
Psychological Component	Reach Evaluation	School Size	-0.2356	0.0080	0.7686	1	92	0.3829
		Literacy Rate	-0.0353	0.0046	0.4574	1	92	0.5005
		Enrollment Rate: *	0.0830	0.0518	5.4087	1	92	0.0222
Ecological Component	Reach Evaluation	School Size	-0.2223	0.0001	0.0060	1	92	0.9384
		Literacy Rate	-0.0401	0.0054	0.5170	1	92	0.4739
		Enrollment Rate	-0.0146	0.0015	0.1349	1	92	0.7143

** - Moderation is Significant @ p-value<0.05.*

Summary of Findings

After collecting, analyzing, and evaluating the data, several key research findings emerged. Evaluation of the Reading Empowerment: Asserting Connection at Home (REACH) program using the Content, Input, Process, and Product (CIPP) model revealed that participants strongly agreed on several points. The program's content had a clear set of goals and objectives; the input included a feasible rationale and project methodology; the process was systematically implemented; and the product extended and evaluated learners' knowledge. Overall, REACH received positive evaluations from all four components.

The school's reading performance over three school years was examined in terms of its cognitive, psychological, and ecological components. The cognitive component, measured using the

Mean Performance Scores (MPS), revealed that learners' reading performance was average across all school sizes. Both the psychological and ecological components yielded positive results in learners' reading performance, as measured by a researcher-made questionnaire.

The Pearson correlation results indicated a significant relationship between the REACH evaluation and the school's reading performance in cognitive components, measured through MPS results from school years 2021-2022, 2022-2023, 2023-2024, and overall results. A positive relationship was found between the REACH evaluation in terms of product and the 2022-2023 reading performance, and the overall result. Evaluating a product involves assessing short- and long-term, planned, and unexpected results to determine whether goals can be achieved (Stufflebeam, 2007). This finding shows that product evaluation is associated with MPS results, strengthening the program's outcomes for the year. Additionally, a positive relationship was found between the overall REACH evaluation and both the 2023-2024 reading performance and the overall result.

Moderation analysis using the Hayes Process Macro was used to test the significant moderation of the school profile in the correlation between REACH evaluation and the school's reading program in terms of cognitive, psychological, and ecological components. The results revealed that the school profile enrollment rate positively moderated the relationship between the REACH evaluation and the school's reading program assessment in terms of psychological component conditions. In connection, Law et al. (2019) discovered that enrollment directly affects social and cognitive presence and has a favorable indirect influence on student learning outcomes. Students' initial motivation and willingness to engage in learning and thinking are demonstrated by their enrollment.

CONCLUSIONS

Based on the findings of the study, the following conclusions were: The null hypothesis that there was no significant relationship between the REACH evaluation and the school's reading performance was partially supported. The null hypothesis that the school profile does not moderate the relationship between the REACH assessment and the school's reading performance was also partially supported. Based on these results, it can be concluded that, theoretically, the CIPP evaluation model can be utilized in evaluating different areas of an intervention program, while the CMP model of reading can also be utilized as a parameter in evaluating one's reading performance. These findings serve as a basis for setting the parameters of the reconfiguration of the REACH program.

In light of these findings and conclusions, the researcher recommends the following: Curriculum implementers continue the implementation of Reading Empowerment: Asserting Connection at Home (REACH), but this time, they focus on strengthening the other components of the CIPP Evaluation to improve the results of the reading program. They may also conduct regular monitoring of the program utilizing the CIPP and CMR as foundation for evaluation. Moreover, it is highly encouraged that reading program proponents conduct timely evaluations and assessments of the implementation for the continuous betterment and improvement of the program. School heads should encourage the continuous implementation of the Reading Empowerment: Asserting Connection at Home (REACH) program in their respective schools. They should also encourage the use of local monitoring tools. Teachers and facilitators may undergo training, seminars, and workshops relevant to the improvement of the reading program.

LIMITATION & FURTHER RESEARCH

Since this study was limited to only secondary school English teachers and implementers, future researchers may further explore the variables used in this study and other variables not included in this study such as exploring the Elementary School teachers as respondents who are also implementers of the reading program. Additional studies are recommended to have a more in-depth exploration of the components of CIPP and CMR in relation to reading performance.

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