

ANNEX 7. VERIFIED OUTCOMES

IR I IMPROVED EARLY-GRADE INSTRUCTION AND DELIVERY SYSTEMS										
CODE	ACTIVITIES			OUTCOME		EXPERT'S REMARKS				
Region and Outcome Number	Activity 1	Activity 2	Activity 3		Code	Fully Agree	Partially Agree	Disagree	Explanation/Remarks	Evaluators' Remark
R5 1			T1 and T2	Strategies and techniques learned in TT1 and TT2 (Teachers Training 1, Teachers Training 2) become part of the training culture.	Adaptation of ABC+ instructional strategies	X			Our training includes project creation and direct application that the teachers can use in the classroom [Not enough significant activities are listed to validate the credibility of the outcome.]	
R5 3		Development of the tool	Conduct of Comprehensive Rapid Literacy Assessment	Provision of appropriate intervention	Provision of appropriate intervention	X			Teachers used the CRLA at the Beginning of the School Year to assess learners' reading profiles.	No corresponding interventions are available in CRLA. Just the learner's profile.
R5 5		Development of Bicol Language Identification Tool	The language of the learners was identified.	Provision of appropriate materials considering the language of the learner.	Provision of appropriate intervention	X			BLIT was facilitated to learners and schools to identify their Mother Tongue and in turn, the EGRMs that will be distributed to their school.	
R5 6	The teachers and parents developed a Home Learning Guide and contextualized the Marungko booklet.	Parents and HLP attended capacity building facilitated by the trained teachers, specifically on Marungko and the Learning Experience Approach and the use of	Teachers attended the hybrid training of ABC+ -TT1 and TT2.	Parents and Home Learning Partners applied the knowledge gained during the capacity building in beginning reading to children including the struggling readers.	Adaptation of ABC+ home learning strategies	X			The outputs during the training are expected to be applied in the classroom and in the homes which are being monitored and expected to be translated into results during the EoS CRLA.	

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		ELKONIN Boxes.								
R5 7	Selection of writers in the region, Grades 1 to 3 teachers.	2 weeks intensive crafting of 8th week curriculum (selected writers from the region)	Developed the quality assured 8th week learning recovery curriculum for Grades 1 to 3, lesson maps, and worksheets.	Implementation and monitoring of the 8th week LRC or Learning Recovery Curriculum to address teaching gaps.	Learning Recovery Curriculum	X			In response to the learning gaps of K-3 learners in the region brought about by the pandemic, the 8 week curriculum is a brave move by the region to dedicate the first 8 weeks of reading instruction to focus on building foundational schools (ie. Literacy and numeracy).	
R5 8	Teachers prepared the needed preparations for teaching beginning literacy.	Teachers applied the KSAs learned in the training.	Teachers attended the hybrid TTI on beginning reading.	Beginning reading teachers gained confidence in teaching the learners about beginning literacy.	Increase teaching efficacy	X			Although TTI does not heavily focus on teaching beginning reading on language transition, strategies for beginning reading are still taught.	
R5 9	Applying best practices.	Sharing of best practices among teachers.	Needs assessment for teachers.	Classroom management is easily handled by the adviser.	Increase teaching efficacy	X			Teach back/demo of teachers is part of the teacher training	
R5 10	Teachers applied the strategies learned from training.	Trained teachers train teachers in other schools.	Teachers from selected schools attended the ABC+ training.	Teaching strategies and abilities were enhanced.	Increase teaching efficacy	X			Inputs from trainers were passed down to the training participants through the roll-out where the trainees trained their teachers in the other divisions or schools.	
R5 11	Trained teachers serve as resource	Trained teachers initiated online	Teachers attended the ABC+ training.	Teacher empowerment	Increase teaching efficacy	X			As part of the roll-out, the trained teachers become part of the	

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	persons to other districts that invited them	and F2F seminars with other K-3 teachers.							"pool of trainers" for that region/division and are expected to pass down their knowledge to their districts or other schools.	
R5 13	Teachers gained mastery in providing appropriate activities and teaching strategies.	Teachers prepared a lesson plan with differentiated activities as one output during the seminar.	The teacher attended training on different teaching strategies.	The teacher was able to apply appropriate teaching strategies in different learning situations.	Adaptation of ABC+ instructional strategies	X			Teacher participants submit outputs during the training that includes applications of differentiated instructions and strategies.	Research in differentiated instruction based on CRLA assessment
R5 14	Reading materials developed by teachers were given as take-home activities.	The school conducted parent training on teaching techniques.	ABC materials were utilized in the reading session during home visitation	Parents' burden on the reading habit of their children is minimized.	Parental support in reading	X			The ABC+ -developed materials were distributed to the homes. Parents were trained and were given guides in facilitating reading at home.	
R5 16	The school implemented the Project Initiative dubbed Project Syllable Mastery in Katon Way (SMK) from 2020-2021 to present the help of the teachers, home learning partners, BLGU, and other stakeholders.	School heads facilitated in the TT1, TT2, and School Head's RILT.		The reading crisis is addressed continuously	Increased readers	X			As part of the output of School Heads during the ILT, they are expected to roll out their plan which was supported and reinforced by the region-wide initiative for Learning Recovery and Continuity Plan.	
R5 17	Teachers	Teachers	The school head	More pupils were able	Increased		X		Need to know which	

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	attended training in ABC+	learned different teaching strategies/methods for teaching children.	monitored the implementation of the ABC+ Reading Strategies through Alternative Classroom observations.	to read and learn with the new teaching strategy learned from ABC+	number of independent readers				set of students and from which schools. The midline results will verify this.	
R5 22	Sa ating division at municipal level training, naencourage natin yung mga teachers na gawin yung mga tinuturong strategies ng ABC+. Na kahit medyo kailangan ng effort ay worthwhile at meaningful naman ang magiging results para sa mga bata.	Naranasan ko mismo yung effort na ginagawa upang magturo ng isang lesson sa pagbabasa dahil sa ginawa naming demo teaching.	Natuto ako kung panu mag turo ng pagbabasa mula sa mga resource person mula sa ABC+	Nadagdagan ang effort at tiyaga ng mga guro sa pagtuturo ng pagbabasa	Increased appreciation on teachers' role in beginning reading		X		The strategies taught in the training added to the teachers' knowledge and increased their appreciation for beginning reading.	
R5 23	Kasama kong nag attend ng training of the trainers ang mga administrators tulad ng PSDS at EPS	Sila mismo ay naranasan nila ang maghanda ng mga kagamitan sa pagtuturo sila rin ay naging demo teachers	Nakita at nalaman ng mga School Heads kung gaano kahirap at kagastos ang kailangang gawin upang magturo ng tamang pamamaraan ng pagbabasa sa	Nabigyang halaga ng mga School Heads at administrators ang mga ginagawa ng mga primar grade teachers sa pagtuturo ng pagbabasa.	Increased appreciation of teachers' role in beginning reading		X		This is reflected in the evaluation after the training	

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			municipal at district training.							
R5 24	The assessment was conducted to the teachers' needs.	FGD was conducted with a focus on teachers' difficulties. Sharing of best practices.	Teachers applied their learnings from their co-teachers.	Classroom management is easily handled by the adviser.	Increase teaching efficacy	X			The teach-back or demo allows teachers to practice classroom management strategies they've learned during the training, in the roll-out.	
R5 26	Teachers attended ABC+ training	Selected teachers and school heads were trained in RTT1 and RTT2	Produced quality reading materials.	Development of appropriate reading materials	Innovation in teaching	X			The reading materials that the learners and schools received are based on their mother tongue. The BLIT and CRLA ensure that the learners are reading materials according to their reading profile	
R5 29	LAC Session			Capacitating volunteer teachers and intermediate teachers on Marungko, Fuller, and CPA	Increased capacity to teach	X			LAC sessions serve as follow-through and reinforcement to ensure that the strategies are applied in the classroom.	
R6 2	Teachers received the ABC+ materials	Conducted the orientation on the utilization of ABC+ materials	Distribution of ABC+ materials according to reading profile	Teachers become aware of the importance of giving appropriate reading materials to the learner so they can relate and have meaningful reading experiences, provision of appropriate intervention	Developed precision in identifying specific learner support in reading	X			Awareness as a foundational objective is key in providing the appropriate intervention for the learners.	
R6 3	Issued Regional Memo on	Conducted workshop on	Developed wordless picture	Confidence and readiness of teachers in	Developed precision in	X			With the teaching demo conducted as	

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	indexed/ mapped-out EGRMs and MELCs by grade level per quarter	the mapping/ indexing of EGRMs and MELCs by grade level per quarter	books, decodable, and leveled readers in the early-grades.	the delivery of instructions guided by the Regional Memo on the indexed/mapped-out EGRMs and MELCs by grade level per quarter	identifying specific learner support in reading				part of the training, the confidence and readiness of the teachers when cascading the strategies are already in place.	
R6 4	Learners received the ABC+ materials	Conducted orientation to the parents on the use of the HGL	Made use of the reading materials.	Learners can relate to the reading materials. This arouses their interest and love for reading because the reading materials were appropriate to their reading profile.	Cognitively aligned reading materials	X			The ABC+ -developed reading materials that are aligned with the learner's reading profile make reading interesting for them.	What are these types of materials based on the learning profile?
R6 5	Conducted Training-Workshop of Potential Learning Resource Evaluators (LREs) - QUALITY Assurance of Grade Reading Materials (EGRMs) Video Lessons	Developed Editing Guides for the Four Mother Tongues a.Akeanon b. Hiligaynon c. Kinaray-a d. Sinugbuanong Binisaya	Revisited the Four-Minima per Mother Tongue a. Teacher's Resource Book - Orthography b. Learner's Materials c. Teacher's Guide d. Literary Pieces	COMPETENT Pool of LREs in four major languages of the Region. (Kinaray=a, Hiligaynon, Akeanon and Sinugbuanong Bisaya)	Increased capacity in curriculum development		X		The training aims to create a cadre of master trainers in the region that can train other divisions.	
R6 8	ABC+ Early-grade Learning Materials (EGL) Delivered to the School	Orientation to parents regarding utilization of the EGL during the HPTA Meeting	Instructions made by parents on how to use EGL	Learners are very interested to read the EGL	Cognitively aligned reading materials (the required difficulty level of the materials match the			X	The outcome indicated was not necessarily supported by the activities indicated.	Recommendation: convert materials to courseware

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					ability level of learners. Thus, learners interact with the materials)					
R6 9	ABC+ SRMs were given to learners	Parents were oriented on how to use the ABC+ SRMs in school	Parents/learning facilitators/guardians scheduled the reading session for their children	Learners and parents together read the ABC+SRMs	Educational pause for the family	X			This is part of the program design -- the HLP guides are meant to facilitate reading at home.	
R6 11	Materials were delivered/Levelled Reader books	Teachers were oriented on how to use the materials	Materials are given to children who are identified to be struggling	Materials were utilized for struggling readers	Developed precision in identifying specific learner support in reading	X			The current reading materials that have been distributed to the homes and classrooms are aligned with the learner's reading profile based on CRLA results.	
R6 13	Materials were delivered to the school and given to the teachers	Teachers were being oriented on how to use the materials	The materials were given to the pupils during read aloud session	Learners enjoy reading the book	Cognitively aligned reading materials		X		The activities listed are not quite substantial enough to contribute to the outcome.	
R6 14	The learners developed their love for reading by using the materials	The font style was readable, and the pictures were attractive for the kids.	The context and pictures of the materials were appropriate for the learners.	The learners enjoy reading the material.	Cognitively aligned reading materials	X			With the appropriate materials, learners' interest in reading will be piqued.	
R6 15	ABC+/ SRMs were delivered to children	Parents were oriented on how to use ABC+ learning materials	Parents/learning facilitators/guardians scheduled the reading time with their children	Learners enjoy listening to stories read by their parents/ guardians and home learning facilitators	Cognitively aligned reading materials	X			The teaching strategies to parents and HLP guides were aimed to encourage a love for reading at school and home among learners. If consistently done right, this contributes to the outcome	

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R6 16	Reading habits were done at home with the help of parents.	SRMs were delivered and used by K to Grades 1-3 learners.	Parents were oriented on the use of SRMs.	The reading habit was practiced at home.	Adaptation of ABC+ home learning strategies (Reading habit was practiced at home).	X			indicated. Parents were trained on the use of HLP guides to allow their kids to read at home.	
R6 17	Parents were sent consent that their children will be one of the participants in the conduct of Field Testing.	-Parents were reminded that the conduct of this testing is to test only the effectiveness and appropriateness of the materials for children's level.	The Grade 2 Learners were enjoying reading the materials since they used colored pictures.	Field Testing of RM'S in Grade 2.	Cognitively aligned reading materials	X			Field testing was done as part of the materials development process.	
R6 18	Decodable, leveled readers and picture books were introduced to parents and learners	Parents were given help in utilizing the books	Utilization of decodable, leveled reader and picture books	Learners are enjoying reading and listening to story books	Cognitively aligned reading materials	X			The teaching strategies to parents and HLP guides were aimed to encourage a love for reading at school and home among learners. If consistently done right, this contributes to the outcome indicated.	
R6 19	Story Books are given to the Learners	Parents oriented by teachers on the use of the resources	Parents interacted with the learners with the use of the Story Book	Learners can relate what they read from the Story Book	Cognitively aligned reading materials	X			Comprehension skills are considered in the book development.	
R6 20	ABC+SRMs will be reproduced			Teachers conducted remedial reading	Developed precision in	X			The home package that was distributed to the	

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	to have a 1:1				identifying specific learner support in reading				learner's home was used for individualized learning, esp. as a reading remediation.	
R6 22	Materials were delivered	Teachers were oriented on how to use the materials	decodable books are an easy step-by-step process of introducing letters for beginning readers/learners	Decodable books are utilized for beginning reading learners	Developed precision in identifying specific learner support in reading	X			Appropriate materials are given according to the reading profile of learners	
R6 23	Decodable leveled Readers and Picture books were introduced to learners and parents	Parents were oriented on how to use and utilized the books	Utilization of Levelled Reader and Picture Books	Learners Enjoying Reading Books	Cognitively aligned reading materials	X			With the appropriate materials, learners' interest in reading will be piqued.	
R6 24	Materials were delivered to the school and given to the teachers	Teachers were being oriented on how to use te materials	The materials were given to the pupils during read aloud session	Learners especially those who are struggling with reading were able to love reading decodable reading books	Cognitively aligned reading materials	X			With the appropriate materials, learners' interest in reading will be piqued.	
R6 30	Big books downloaded to the school	Contextualizati on of the materials by the teachers during LAC	Orientation to parents by the teachers	A better understanding of the learners on the context of the stories as parents shared stories with them	Adaptation of ABC+ home learning strategies (Reading habit was practiced at home).	X			Comprehension skills are considered in the book development.	
R6 33	Orientation on their Roles as HLPs	Conduct Capacity Building for Parents	Parents serve as HLPS	Collaboration with Parents and Community Engagement	The whole community approach to beginning reading	X			This is part of the program design -- the HLP guides are meant to facilitate reading at home.	

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R6 34	Teachers identify the reading level of the learners	teachers scheduled a remedial reading session for struggling learners	Teachers use the ABC+/SRMs as the remedial reading material for his/her learner.	Pupils love to read SRMs because the text and illustrations are simple and clear.	Cognitively aligned reading materials	X			Learners enjoy reading because they were given reading materials appropriate to their reading level.	
BARMM 1	No response	After attending the 5 days of comprehensive training, the 12 teachers gathered different teaching strategies and used them in teaching.	Orientation of parents on how to use the SRMs	The teacher can now easily identify the pupils' level of reading and strategies to be used for the facilitation of reading.	Developed precision in identifying specific learner support in reading	X			They used the CRLA to determine the learner's reading profile.	
BARMM 2	No response	The teachers shared their ideas and experiences during the seminar.	Using teaching strategies such as SEL, GESI, LEA, GRR, etc.	Teachers are fully capacitated in implementing ABC+ Activities.	Increase teaching efficacy	X			The demo teaching as part of the training ensured that the teachers are capable of cascading the training to other teachers and the learners themselves.	
BARMM 3		Teacher to Teacher mentoring activities	Provided various activities and technical assistance	Enhanced reading program of the school	Improved policy at the school level	X			The strategies and output during the training are a value-add to whatever program/s the school has.	
BARMM 4	Teachers' enhancement training	Utilized/adapted learned strategies (BDA, GRR, etc.)	Conducted Action Research based on the result of the Literacy Test	Application of learned Knowledge and Skills	Adaptation of ABC+ instructional strategies	X			Check-in/ monitoring sessions/surveys are done to ensure that the teachers apply the strategies they learned from the training.	

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BARMM 5	No response	Teachers applied different strategies using SEL and GESI, for example, EL Konin Boxes.	Teachers applied Marungko Approach in teaching reading in connection with the SEL and GESI.	Teachers are now capacitated to make materials for teaching and reading, for example, El Konin Boxes Marungko Approach.	Increase teaching efficacy	X			This is part of their outputs during training.	
BARMM 6	No response	Teachers assessed the learners by conducting reading, using the Assessment Tool from CRLA.	Teachers identified the learners reading ability using the assessment tool from CRLA.	More learners can read words, phrases, and sentences suited to their reading ability.	Cognitively aligned reading materials	X			Through the CRLA tool, teachers know the reading profile of their students so that learners read according to their reading ability.	
BARMM 7	No response	Training of Trainers on Early Literacy Strategies.	Training of Teachers (K-3) on Early Literacy Strategies.	(1) Effective reading strategies were applied by teachers in school. (2) Integration of SEL and GESI was done.	Increase teaching efficacy	X			Part of the program design -- supported by concrete outputs from the training.	
BARMM 10	Teachers were sent to ABC+ training	Teachers applied the reading strategies to learners according to their level	Teachers monitored the reading progress of learners.	Teachers acquired different reading strategies from ABC+ training	Adaptation of ABC+ instructional strategies	X			Part of the program design and supported by check-in and monitoring.	

IR 2 IMPROVED ACCESS TO QUALITY MATERIALS										
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R5 1		Parents were engaged in encouraging the child to read more.	Teachers use the decodable book for oral reading in class.	My daughter learned to love reading Bicol because of the decodable reader book from ABC+. It has child-friendly words and short stories and illustrations. So now, no more crying while reading.'	Learners' increased love for reading	child-friendly words, illustrations, parents' reading		X		Need to verify which learner is from what school. The learner received appropriate material based on her reading profile, thus the expected interest in reading.
R5 2		Materials were properly distributed to our volunteers in the learning hub and parents.	The Barangay council invited the parents how to use and to be understood properly by learners.	The learners from our barangay easily understood every word they read and were happy to say that parents and barangay council volunteers had good results for our learners.	Increased number of readers	Access to materials, capacitated parents on materials used		X		Need to know which learners are from which school or community. The midline results will verify this.
R5 3		TT1 and TT2	SEL and GESI inclusion in the SLACS and INSET	Social Emotional Learning and Gender Equity and Social Inclusion were considered by the teachers in preparing the HLG and Learning Activity Sheet.	GESI integration in materials development	GESI inclusion in training	X			This is part of the teachers' output during the training, which is expected to be applied in their lessons.
R5 4		Attendance to TT1 and TT2.	Production of Home Learning Guides.	HLP was able to guide the learners.	Adaptation of ABC+ instructional strategies	Capacitation through training	X			HLPs were given step-by-step guides, including scripts and videos to facilitate this.
R5 5			Evaluation of teacher-made materials for early-grades.	Teachers became confident and used the gained knowledge in conducting training-workshop.	Increased confidence in teaching and Increased capacity in	Capacitation through training	X			This is evidenced by their input to their SRM development process.

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				-Enhanced/improved the process of SRMs development.	materials development					
R5 6			Pupils were able to use LAS made by teachers who attended TT1 and TT2.	Facilitated learning of pupils at home.	Adaptation of ABC+ instructional strategies	Capacitation through training	X			Supplemental activity sheets were given to learners to reinforce learning both in school and at home.
R5 7			Pilot study reading assessment for Grades 3 and 4.	Reading levels revealed supplementary reading materials were given to parents for pupil use.				X		Although assessment in school was intended for K-3, some anecdotes state that it's also being used on higher grade levels to determine the reading profile of students, thus providing appropriate reading materials for home use.
R5 8			FB live workshop in using learning materials, and storybooks for grade 3.	Masa madali maintindihan ng mga bata yung story; Nadevelop yung bonding namin ng mga bata na educational.	Improved reading skills and Improved parent-child relationship	Capacitation through orientation		X		Need to know which learners are from which school or community. The midline results will verify this.
R5 9		ILT as a participant	ILT as a Trainer	Instructional Leaders Training-TOT participants became well-versed in using online platforms; Enhanced instructional leadership skills among school heads.	Increased teaching efficiency and increased leadership capacity	Capacitation through training	X			Schools Heads were exposed to and trained to adapt to technology, esp. during the pandemic. They were expected to cascade their learnings to their school and other teachers.
R5 10	Orientation was conducted to the parents on the use of books, the	The books were shared by parents with their children and other	Books were received by the learners through their parents.	Higher level of interest of parents and children in reading books/stories in pairs and by groups.	Adaptation of ABC+ instructional strategies	Access to materials, capacitated parents on materials used	X			This is part of the strategies taught to parents in reinforcing reading at home.

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	responsibilities of parents, and the content of SRMs.	children.		A better way for parents to teach reading is through the SRMs.						
R5 I1	Primary teachers attended the RTOT to enhance teaching reading strategies.	Several teachers serve as facilitators in the RTOT in conducting the training for teachers.	Learn the proper way to conduct read-aloud lessons.	Teachers are now equipped with the necessary skills in teaching reading, able to deliver read-aloud sessions to the learners.	Increased teaching capacity	Capacitation through orientation	X			The teach-back or demo teaching was done to test their application of knowledge learned during the workshop.
R5 I2	Teacher writers undergo intensive training in crafting learning materials.	Produce quality-assured learning materials to support the teaching-learning process.	ABC+ SRMs was delivered to the school.	Lighten the daily activities of teachers in creating meaningful lessons.	Increased teaching efficacy	Capacitation through orientation	X			Teachers ensure that appropriate learning materials are being given and used by their learners.
R5 I3			Conduct of regional workshop on learning resource evaluation for central Bicol and Masbate. July 18-22, 2022.	Masbate teacher-writers include evaluation in the material development.	Improved materials development process	Capacitation through orientation	X			Teachers evaluated their locally-developed learning materials
R5 I4			Discussion with the (PSB) Personnel School Board about the locally developed materials and give a ceiling point.	Inclusion of locally developed materials in criterion A (CIM Curriculum Instruction Materials) for teacher growth and development promotion.	Innovation in Teacher Professional Development	Awareness through training		X		Need to know which school. Although they are expected to include this in their SIP, a verification must still be conducted that this has indeed transpired.
R5 I5	Attended capacity-building	Develop QADEGRMs	Join the search and promotion	Promotion of teacher-writers to master	Innovation in teacher	Awareness through		X		Although this training is a good training ground for

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	activities on EGRMs development conducted by the ABC+ project.	for Masbateño teachers and learners.	for teachers and MTs.	teachers and outstanding teachers/Master teachers.	professional development	training				promotion, this needs verification in terms of which school or division does this.
R5 16	Constant follow-up on the use of materials (online and modular) and <i>kumustahan</i> session (2020)	Held an online orientation (FB live) on the use of the materials.	Receive ABC+ materials and give them to the kids.	Students and parents enjoyed reading and were motivated to read more.	Increased interest in reading by learners and Increased interest in reading by parents	Access to materials, capacitated parents on materials used		X		Need to verify which students and parents are from which school since seems to be just an anecdotal
R5 18	Teachers were trained in materials development.	The school training workshop was conducted.	SH gives TA on development of classroom lms	IMs preparation made more meaningful	Teachers' appreciation of the materials development process	Awareness through training	X			Strategies shared during the training are supposed to reflect+I60 direct application through the development of IMs for classrooms, which in this case seems true.
R5 19	Provision of SRMs from ABC	Parents' orientation on SRMs utilization.	Take-home readings and home-based learning packages are provided to the learners.	Improved reading habits of learners	Improved reading habits of learners	Access to materials, capacitated parents on materials used		X		Need to know which learners are from which school or community. The midline results will verify this.
R5 20	ABC+ materials were distributed to primary Teachers.	Primary teachers utilized the ABC+ Materials in teaching Reading Comprehension to both the Instructional and	Pupils had more practice reading the ABC+ materials through the guidance of parents at home.	Both instructional and independent readers are excited to gain more learning insights through reading.	Increased interest in reading by learners	Access to materials, capacitated parents on materials used		X		Need to know which learners are from which school or community. The midline results will verify this.

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		Independent Readers in English and Filipino.								
R5 21	ABC+ SRMs were read by the pupils during the vacant time.	The teacher used the books in their oral reading.	ABC+ SRMs were borrowed by the parents to read with their children at home.	The materials engaged students to be more inclined to read and boosted their interest in making connections with print materials.	Increased interest in reading by learners	Access to materials, parents' support in reading practice	X			Exposing the learners to printed reading materials in both school and at home will increase their connection with reading.
R5 22		Teachers were also trained in the school in terms of the development of learning materials.	Teachers were also able to train other teachers in the school to write storybooks, especially in the mother tongue.	Instructional material development has become more significant.	Teachers' Appreciation of materials Development Process	Cascaded training by participants and Awareness through training	X			Ownership of the development process is one objective of the project, thus involving the teacher-writer from the community itself.
R5 23	Parents are very active in giving follow-up to their children at home when it comes to teaching reading.	More children enjoy the materials developed by the team.	Minasbate stories developed were more interesting for the children to read since they can relate to the language used.	Learners enjoy listening to stories read by their parents.	Increased interest in reading by learners	Access to materials, parents' support in reading practice		X		Need to know which learners are from which school or community. Seems an anecdotal
R5 24	School heads are giving technical assistance not only to the teachers but as well as the students and parents of the community.	Capacity building for teachers and parents of the community.				Capacitation through training and close monitoring of leaders	X			The two activities indicated are part of the training design.
R5 25	Grades 1 to 3	<i>Kami po ay</i>	<i>Ako po ay nag</i>	<i>Narefresh at nadagdagan</i>	Increased	Cascaded	X			The training was designed to

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	teachers were trained in teaching beginning reading and mother tongue, Filipino and English, and Basics in Numeracy	<i>naging trainers na sa division level</i>	<i>attend ng training of Trainers sa Regional level</i>	<i>ang kaalaman ng mga guro sa pagtuturo ng beginning reading at basics ng arithmetic at numeracy.</i>	teaching capacity	training and capacitation through training				share added knowledge and strategies in teaching literacy and maths.
R5 27	School heads are giving technical assistance not only to the teachers but as well as the students and parents of the community.	Capacity building for teachers and parents of the community.				Capacitation through training	X			REPEAT OF # 24. The 2 activities indicated are part of the training design.
R5 28	Grades 1 to 3 teachers were trained in teaching beginning reading and mother tongue, Filipino and English, and Basics in Numeracy	<i>Kami po ay naging trainers na sa division level</i>	<i>Ako po ay nag attend ng training of Trainers sa Regional level</i>	<i>Narefresh at nadagdagan ang kaalaman ng mga guro sa pagtuturo ng beginning reading at basics ng arithmetic at numeracy.</i>	Increased teaching capacity	Capacitation through training	X			REPEAT OF #25. The training was designed to share added knowledge and strategies in teaching literacy and maths
R5 30	<i>First week of implementation medyo struggle mga teachers kaya inaassist pa</i>	<i>Pag nagtatanong po ako sa mga teachers, nakakabasa na</i>	<i>Nakakatuwa na naririnig na malakas na nagbabasa ang mga grade 2 at 3</i>	<i>Nakikita na ang progress sa mga bata kahit five weeks pa lang. Kasi ito ay total ng 8 weeks. Iyong nakakarecover,</i>	Increased reading skills of learners	Capacitation through training, support from mentors	X			Although this is anecdotal, the pre-test and formative assessment in place can attest to this. This needs further verification of which

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	<i>natin sila, provide technical assistance</i>		<i>learners.</i>	<i>nakakapagbasa na. Nakakabasa na iyong umulit ng grade 2 modular instruction.</i>						learners are from which school though.
R5 31	The pupils were encouraged to read ABC+ SRMs materials.	Teachers used ABC+ SRM materials in teaching.	The parents also cooperated with the teachers in helping their children to learn.	Motivated pupils in reading especially story books.	Increased interest in reading by learners	Access to materials, teachers' use of materials, and parents' support in reading practice	X			Strategies taught during training had the objective of increasing motivation once all learners are exposed to reading.
R5 32	Based on the assessment conducted by the advisers, there was a lot of struggling readers in our school.	Then here comes the book from the ABC+ (Decodable reader). Advisers checked which among those delivered books will suit the learner's needs.	The reading coordinator of the school together with our school head facilitated a program for our struggling leaders.	Students were engaged in the learning process. Parents and teachers are engaged in the teaching process.	Increased interest in reading by learners, involvement of parents in teaching and learning	Learner assessment, access to materials, intervention design	X			This is how the training is designed, and it will be more effective once both teachers and parents are involved in teaching the learners how to read.
R5 33	Introduced reading sessions on Fridays	Oriented and Capacitated Parents through PLAC on the conduct of oral reading as learning partners.	Received technical assistance from MTs, HS, EPS	Learners are now fond of listening to storybooks read by their parents.	Increased interest in reading by learners	Capacitated parents, technical assistance received from leaders		X		The activities are initiatives and direct applications of what they learned from the training. This however further verification which learners and which school.
R5 34	Each classroom had put up reading corners displaying teacher-made	Scheduled reading hour	Culminating reading activity in every class.	Learners have developed a genuine love of reading.	Increased interest in reading by learners	Access to materials, reading instruction		X		The activities are initiatives and direct applications of what they learned from the training. This however further verification which

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	reading materials and ABC+ books.									learners and which school.
R5 35	Used different reading strategies in reading	Utilization of the arts of questioning with an emphasis on HOTS and gradual psychological unfolding (GPU)	Use of worksheets, LAS, and OSL.	Learners have improved reading comprehension levels.	Increased reading skills of learners	Reading instruction, instructional materials		X		Need to know which learners are from which school or community. The midline results will verify this.
R5 36	ABC+ SRMs, Decodable, and labeled reader books were distributed per class from grades 1-3.	Teachers distributed the books to the learners.	Teachers used the books as instructional and supplementary materials for reading and listening activities. (8-week curriculum)	Learners are fond of reading and listening to stories found in the SRMs.	Increased interest in reading by learners	Access to materials, reading instruction	X			All 3 activities are part of the design, and if all 3 are present, the expected outcome is increased love for reading of students
R5 37	Teachers have been identified as core writers of worksheets and SRMs.	They attended the training workshop conducted by the ABC+	Materials were prepared, evaluated, and distributed throughout the region.	Learners enjoyed answering the worksheets	Increased study skills of learners	Capacitation through training and workshop, access to materials, use of materials		X		All 3 activities are part of the program design. The outcome needs further verification though.
R5 38	Teachers allotted time for project DEAR.	Teachers encouraged learners to read and retell the story.	Utilization of different reading materials.	Learners have improved the GLR-CT.	Increased interest in reading by learners	Reading program, reading instruction, use of materials		X		Need to know which learners are from which school or community. The midline results will verify this.
R6 1	Conducted survey of training of	Conducted training on strategies for	Coordinate with the HRDD on the MandE results on	Improved competence and readiness of teachers in the delivery	Increased teaching capacity	Capacitation through training, close	X			The strategies taught during the workshop and the training design itself are

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	Early-grades Teacher	language learning and transition: Improving early-grade literacy in school and at home	the knowledge gained in the training conducted.	of instructions		coordination, monitoring				supposed to make the teachers ready for the delivery of instructions.
R6 2	Application of the teaching strategies learned from the training.			Equip teachers on teaching early-grades literacy which leads to improved self-confidence in the delivery of the lesson.	Increased teaching capacity	Capacitation through training	X			The demo teaching during the workshop is meant to see improvement in the teacher's confidence in delivering the lesson.
R6 4	Enhanced/improved teaching skills especially in teaching early-grade literacy	Teachers attended training		The assessment shows improvement in the reading profile of the learners	Increased reading skills of learners	Capacitation through training		X		Need further verification-- which learners from which school and division
R6 6	Conducted Teachers Training for teachers (TTI)			The practices of the teachers are now more aligned in teaching literacy in the classroom.	Increased teaching capacity	Capacitation through training		X		Not many significant activities are listed to validate the credibility of the outcome.
R6 7	Teachers attended a series of ABC+ training sessions.	Teachers were refreshed on several techniques to be used in teaching reading using EGMs.	Teachers applied the techniques learned in the teaching-learning process, especially in literacy development.	More learners were helped in the aspect of reading and comprehension and their love of reading is being developed.	Increases reading skills and Increased interest in reading by learners	Capacitation through training, improved reading instruction	X			The program design is meant to directly impact the learners of the teachers who attended the training.
R6 10	Attended the training of trainers at the Regional level.	Joined the workshop of ABC+ within our Division of Escalante City.	The teachers used the strategies learned in the training or workshop.	The teachers gained additional knowledge, especially in teaching literacy and numeracy.	Increased teaching capacity	capacitation through training, improved reading	X			This is a default outcome of any training. Part of the program design.

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R6 12		Teachers closely monitored learners' progress through home visitation, especially during the pandemic.	Conducted orientation to teachers who were not participants of TTI.	Teachers' better understanding of how to help learners read.	Increased teaching capacity	instruction Teachers' close monitoring of learners, capacitation through training	X			Part of the program design -- supported by concrete outputs from the training.
R6 13	Teachers were taught how to make/develop stories according to different stages suited to the learners' reading level.	Teachers were able to develop stories using the Blooms App.	Teachers were motivated to develop more stories of different stages for learners' use.	Teacher trainees realized that developing storybook for children has stages to follow according to the reading level of the learners.	Teachers' appreciation of the materials development process	Capacitation and awareness through training	X			Part of the program design -- supported by concrete outputs from the training.
R6 16	Teachers applied strategies they learned in the training like SEL. Teachers made flashcards, and charts to supplement the learners' reading materials to enhance the phonics and word recognition of learners.	Teachers use flashcards, and charts in his/her reading session, and teachers consider his/her learners as unique individuals.	Teachers used SEL to know the behavior of every learner to gather learners' formative feedback.	Teachers' behavior towards teaching reading was evident after attending the training.	Increased teaching capacity	Capacitation and awareness through training	X			Supported by concrete outputs during the training

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R6 18	During virtual training, besides gaining knowledge and skills, we also widened our world by meeting new acquaintances which developed into friendships.	We, teachers, enjoy the comfortable venues during face-to-face training set-ups.	Virtual friendship went strong as trainees see each other.	Cooperation, collaboration, and sharing of good practices were manifested.	Innovation in teaching	Formed bonds or relationships, comfortable training venues	X			Part of the program design -- collaboration and sharing of best practices
R6 19	Teachers' attendance at training on literacy strategies	teachers harvested additional SRMs from the LR Portal	Utilization of SRMs from the LR Portal	Improved learners' engagement in reading activities	Increased interest in reading by learners	capacitation through training, access to materials, and use of materials	X			Need further verification. The outcome indicated was not necessarily supported by the activities indicated.
R6 21		Demonstration of reading strategies through SLAC.	Recalling salient points of TTI via SLAC>	Strengthen reading strategies.	Increased teaching capacity	capacitation through training	X			Part of the program design-- supported by concrete outputs during the training
BARMM 1	No response	Conduct pre and post-assessment using the Comprehensive Rapid Literacy Assessment (CRLA) Tool	Assessment skills of parents in using SRMs	More learners can easily identify sounds; read the CVC pattern and phrases.	Increased reading skills of learners	Diagnosing learners' needs through assessment, capacitation of parents		X		Need further verification -- which learner from school and division. Midline results will verify this.
BARMM 2	No response	No response	Implementation/Use of SRMs inside the house/home.	The learners are now fond of reading books, specifically, the books that are distributed both for the full	Increased interest in reading by learners	access to materials	X			Appropriate materials are given according to the reading profile of learners, thus making it more interesting for them

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				refresher, moderate refresher, and grade-ready pupils because of the quality of the materials.						
BARMM 3	Exercise on CVC Pattern (Literacy domain conducted by ABC+)	More activities on phonemic awareness	Construction of simple sentences and reduced the number of slow readers	Learners' reading skills are improved.	Improved reading skills of learners	Reading instruction		X		Need further verification -- which learner from school and division. Midline results will verify this.
BARMM 4	No response	The teacher gave short story/reading materials to the parents	The parent reads the story to the child	The learners are more interested in storytelling by their parents	Increased interest in reading by learners	Access to materials, parents' support in reading practice		X		Need further verification -- which learner from school and division.
BARMM 5	No response	The CRLA reading materials made by the teachers were distributed to the learners.	Learners are confident to read the materials given to them.	Learners are now fond of reading using the books given by the ABC+	Increased interest in reading by learners	Teachers created materials, access to materials	X			Appropriate materials are given according to the reading profile of learners, thus making it more interesting for them.
BARMM 6	No response	The parents were oriented on how to conduct the CRLA and why they become a partner of teachers in assessing the learners.	The parents were always teaching their children at home.	It is now easy for parents to teach their children using the given reading materials by the teachers.	Parental support in reading	Capacitation of parents, parents' support in reading, access to materials, use of materials	X			Parents are provided with HLP guides that they can use at home.
BARMM 7	Translated English stories	Received SRMs for Grade 2 and	Teachers developed	Teachers are more effective in conducting	Increased teaching	Teachers created	X			With the teaching demo conducted as part of the

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	to Magindanawn (online).	3 students (Filipino and English).	decodable materials and leveled reading materials in Magindanawn using Blooms App.	reading sessions. Reading sessions become more enjoyable to learners.	capacity	materials, access to materials				training, the confidence and readiness of the teachers when cascading the strategies are already in place.
BARMM 8	Video lessons in Magindanawn in support of BRP (Beginning Reading Program) of ABC+.		Oriented parents on the use of the SRMs.	Conducting reading sessions with kids becomes easy because they are oriented with the materials and availability of materials.	Increased teaching efficacy	Capacitation through training, parent involvement in materials development	X			Supplemental guides, such as HLP guides and soon BRP videos, are given to parents to help facilitate reading at home
BARMM 10	Distributed ABC+ reading materials to parents	Oriented parents on the use of ABC+ reading materials and how to teach reading.	Used ABC+ materials during sessions	More learners can produce letter sounds and read syllables and simple words	Improved reading skills of learners	Access to materials, capacitated parents on materials use, use of materials		X		Need further verification -- which learner from school and division. Midline results will verify this.
BARMM 11	No response	Used the CRLA Assessment Tool to determine learners' reading ability	Used as pre-test and post-test assessments	CRLA Assessment Results helped the teachers to choose the reading materials to be used per learners' reading level	Increased teaching efficacy	Diagnosing learners' needs through assessment	X			CRLA was used at the beginning of the school year to assess the learners of their reading profile

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R5 1	Orientation on how to conduct the Comprehensive Rapid Literacy Assessment (CRLA)	Radiated through division training for K-3	Utilized by all Grades 1-3	Identified the expected level of the child to give the appropriate intervention.	Improved grade level	Capacitation through training and technical support on the use of CRLA	X			CRLA was done at the Beginning of the School year in all regions of Bicol
R5 2	Intensified partnerships with different sectors like Alumni	Implementation of School-initiated project SAKKUM (Susihon kag Asikasuhon an Kabataan sa Komunidad agud Urupod na Magbasa)	Establishment of School/Classroom LR Nook and Purok Reading Centers for reading intervention sessions.	Increased number of books and material donors.	Increased number of reading materials	Additional learning materials from ABC+ 1:1 ratio	X			Initiatives from the community and private sectors facilitated the faster distribution of ABC+ - developed materials
R5 3	Provisions of donations like reading materials, snacks, and school supplies by various stakeholders.	Conduct school-based SMK Awarding Day to recognize the support and effort of the teachers, pupils, parents, and other stakeholders.	Involvement of the stakeholders particularly BLGU and the planning, implementation, monitoring, and evaluation phases of reading initiatives entitled Project SMK (Syllable Mastery in Katon Way).	Love for reading was intensified among the pupils, parents, teachers, head, and the community.	Improved home-community partnership	Strengthen HLP due to school closure because of pandemic		X		Need to know which community, learners, parents, and teachers.

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R5 4	Brgy donated books and school reading materials in school.	ABC+ became a partner with the community	ABC+ became a partner with the community	Engaging parents/community through orientation and home partner sessions strengthened home-school relationships which resulted in collaboration in developing reading habits among learners.	Improved home-community collaboration	Access to materials, parents' support in reading practice, and teacher monitoring practices	X			This is part of the output of the PCE work under the IR3 strand.
R5 6	Grades 1 to 3 teachers attended the training for the eight-week LRP	Teachers and school heads oriented the parents about the regional policy regarding the 8-week recovery program through a meeting.	It was explained to the parents the need to recover their children when it comes to literacy and numeracy and they were also informed about how this will be done.	Parents and other members of the community become more aware of the need to help their children learn to read by following up at home.	Improved home-community partnership;	Awareness and capacitation of parents, parents and community support in reading, use of materials	X			Creating awareness as a foundational goal is an important aspect of the program and is intensified by collaboration among schools, parents, and the community.

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R5 8	Teachers of the advanced class (Special Science ES) attended the CRLA training	Trained teachers initiated to donate books on beginning reading and educational supplies to identified indigent slow and non-readers through HRPTA	The support system of stakeholders; Brigada Eskwela/Pagbasa	The enhanced support system of stakeholders (i.e catchment barangays of the school, parents, alumni, private institutions, NGOs, LGUs)	Increased stakeholders' support system	Support and involvement of stakeholders	X			The activities indicated concrete collaboration efforts by schools, teachers, parents, and other stakeholders in the community. Thus, creating a solid support system to support student learning.
R5 10	Programs and projects of the school were actively participated in and attended by the officials	Recognition was given to the active stakeholders during the PRAISE Awards Night for the teachers, non-teaching personnel, and all the stakeholders		Strengthen partnership with the BLGU	Improved and strengthen the partnership	Support and commitment of stakeholders	X			Recognition of active stakeholders can be a clear indicator of strengthened partnership--not just mere participation in activities.
R5 12	The school is a recipient of learning materials and digital tools from USAID.			The school became the benchmark of best practices of other schools.	Increased literacy benchmarking	Capacitation through training and commitment to supporting early-grade instruction	X			The ABC+ interventions are meant to be benchmarks for other schools in terms of improving literacy among their learners.

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R5 13	Intensified conduct of School LAC sessions regarding Research and Innovations	The district conducted Best Practices and Innovations	Participated in the Division Summit on Best Practices and Innovations.	Influenced schools to innovate practices.	Increased and sustain literacy innovation practices	Capacitation through training and commitment to supporting early-grade instruction	X			Thinking of innovations on the part of the school is part of the program design.
R5 15	Functionalized Brigada Pagbasa Program	Invited storytellers from stakeholders during culminating	Strengthen parents' participation as home-learning partners.	Developed partnerships with stakeholders	Increased stakeholders partnership	Support and commitment of stakeholders	X			Mobilizing community partners is a good indicator of a strong partnership with stakeholders.
R5 19	Sponsored ABC+ training/ capability for teachers, and webinars with free load allowances.	Extended resources shared riso machine and bond papers to aid the printing of modules in the pandemic times.	Development of video production of ABC+ learning pocket using Kotobe in creating stories.	Development of the projects/programs of the Division on Literacy and Numeracy	Improved literacy program		X			The activities listed show the sustainability of the program in the schools
R5 20	Organize district inspectorate teams/ delivery teams	Connected with Rotary Club, PNP, and LGU partners in the delivery of EGRMs to the school.	Delivered EGRMs to schools through Rotary Club and PNP	Establishment of linkages and partnership	Increased partnership establishment	Support and commitment of stakeholders	X			Involving stakeholders and making them co-own the program is a good indicator of sustainability.

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R5 23	Conducted program launching of sustainability of project parent, and teacher as a response to ABC+ PIP (Project Initiative Plan) for 5 years with the teachers, home learning partners, and LGU. Received voluntary donations (materials from the member of the municipal council)	Organize the different groups according to the catchment areas and target skills; Scheduling external stakeholders specifically from LGU as volunteer tutors.	Distribution of materials to each group. Implementation of the program as scheduled.	Sustainability/Development of the program with enhanced participation of the parents, HLP, learners, and LGU.	Improved and sustain HLP	Support and commitment of stakeholders, parents' support in reading practice, and teacher monitoring practices	X			Involving stakeholders and making them co-own the program is a good indicator of sustainability.
BARMM I	No response	Use of ABC+ and SRMs during remedial class.	Implementation of MBHTE Guidelines in the project 5Bs.	ABC+ supported the MBHTE's 5Bs (Bawat Bata sa Bangsamoro Bumabasa at Bumibilang) project	improved the MBHTE support system	Support and commitment and monitoring of stakeholders (MBHTE, DepEd, and ABC+)	X			Through training and EGRMs

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BARMM 3	Provided technical assistance to improve skills	Monitored and reported practices to enhance skills	Instructional supervision to follow-up ABC+ activities.	Sustainability/development of teaching strategies learned from ABC+	Improved teaching strategies	Capacitation through training	X			Check-in and monitoring are done to ensure sustainability
BARMM 4	No response	The school conducted a workshop for teachers to strengthen the 5Bs program.	The school conducted an orientation for the implementation of 5Bs.	The MBHTE formulated a program named 5Bs and the ABC+ program contributed to it	Improved ABC+ and MBHTE literacy program	Support DepEd policy and ABC+ program	X			Through technical assistance and training
BARMM 6	No response	No response	Integrated SEL and GESI in Teaching Reading	ABC+ supported the MBHTE's 5Bs (Bawat Bata sa Bangsamoro Bumabasa at Bumibilang) project	Improved ABC+ GESI in MBHTE ;	Support DepEd policy and ABC+ program		X		Not enough significant activities are listed to validate the credibility of the outcome.