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Effectiveness, Efficiency, and Impact of Scholastic Literacy Pro Program at St. Paul University Surigao

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Abstract

The study evaluated the effectiveness, efficiency, and impact of the Scholastic Literacy Pro program among the students of St. Paul University Surigao who have experienced a full three school years from S.Y. 2022-2023 through S.Y. 2024-2025 using a Convergent Parallel Mixed- Method Design, anchored on the W.K. Kellogg Logic Model and the Effectiveness-Efficiency-Impact (EEI). A total of 403 students and 6 teacher participants were selected using a purposive-convenience sampling with predefined criteria. Quantitative data were obtained through document analysis of the Lexile results (pretest and posttest scores), a validated researcher-made survey questionnaire, and academic records which were analyzed using paired t-test and Cohen's d. While qualitative data from open-ended responses were analyzed using thematic analysis supported by computer-assisted qualitative data analysis software (CAQDAS), specifically NVivo. Results revealed statistically significant improvements in reading performance with effect sizes increasing from small to moderate based on Cohen's d benchmark, highlighting a gradual and cumulative gain. It also showed high teacher-perceived efficiency and usability of the platform, alongside moderate student engagement and long-term impact. The qualitative themes corroborated these findings by revealing improved reading comprehension, vocabulary development, data-driven instructional support, and independent reading habits. However, variations emerged in engagement and academic influence through themes on conditional effectiveness, motivation, and implementation-related factors. Overall, the Scholastic Literacy Pro program proves to be an effective literacy tool, and its impact is moderated by contextual factors, instructional practices, student engagement, and sustained engagement.

Keywords: Data-Driven-Instruction, Effectiveness, Efficiency, Lexile, Mixed-Method, Program Impact, Scholastic Literacy Pro

1. Introduction

Reading proficiency is fundamental to students' academic development because it enables them to understand increasingly complex texts, acquire knowledge, expand vocabulary, and participate meaningfully across subject areas. Reading development involves more than decoding words; it also requires comprehension, interpretation, inference, evaluation, and the strategic use of prior knowledge. Evidence further indicates that reading engagement and motivation are closely associated with comprehension because motivated learners tend to read more frequently and persist when encountering difficult texts. Consequently, effective literacy instruction should develop both reading competence and the motivation to engage with texts consistently (van der Sande et al., 2023). Despite its importance, reading proficiency remains a major educational concern in the Philippines. In the

2022 Programme for International Student Assessment, only 24% of Filipino students reached at least Level 2 proficiency in reading, compared with the Organisation for Economic Co-operation and Development average of 74%. The proportion of Filipino learners performing below the baseline level also did not improve significantly from 2018 to 2022, indicating that low reading proficiency remains a persistent national problem (Organisation for Economic Co-operation and Development [OECD], 2023).

The continuing literacy challenge has prompted Philippine schools to strengthen diagnostic assessment and targeted reading intervention. The Department of Education continues to administer the Philippine Informal Reading Inventory to Key Stage 2 and Key Stage 3 learners to determine reading performance and provide evidence for appropriate instructional support (Department of Education [DepEd], 2025). However, assessment alone does not address reading difficulties unless the findings are translated into differentiated instruction, remediation, progress monitoring, and sustained opportunities to read. Digital literacy interventions have become increasingly relevant because they can provide adaptive activities, immediate feedback, varied reading resources, and accessible performance information. A meta-analysis of 53 experimental and quasi-experimental studies found that technology-delivered literacy instruction produced a statistically significant positive effect on the literacy outcomes of elementary learners, although the average effect was relatively small and varied according to implementation conditions (Dahl-Leonard et al., 2024). Similarly, a systematic review of online extensive reading studies found generally favorable outcomes for reading achievement, motivation, and learners' perceptions, while also emphasizing that the effectiveness of online reading depends on instructional design and learner engagement (Anggia & Habók, 2024).

Within this context, St. Paul University Surigao–Basic Education Department adopted Scholastic Literacy Pro as a supplementary digital reading intervention. The partnership began in 2018, was interrupted during the COVID-19 pandemic, and was re-established in 2022. Scholastic Literacy Pro combines reading assessment, leveled reading resources, comprehension activities, personalized book recommendations, progress monitoring, and teacher-generated reports. These functions are intended to help students select texts appropriate to their assessed reading levels and interests while enabling teachers to monitor performance and provide targeted instructional support. Research on teachers' use of Scholastic Literacy Pro indicates that the platform can facilitate the monitoring of independent reading, although its instructional value depends on teachers' capacity to interpret platform-generated data and integrate the information into classroom practice (Bates, 2022). Research conducted in another school context also demonstrated that Scholastic Literacy Pro could identify learners' proficiency levels and specific reading competencies requiring intervention, although the study was descriptive and did not evaluate change over time (Solis, 2024).

The rationale for evaluating Scholastic Literacy Pro at St. Paul University Surigao is strengthened by emerging local evidence. Oposa et al. (2025) examined 39 Grade 1 pupils at the university and found a statistically significant difference between their pretest and posttest reading results after using the program. The proportion of pupils classified as below basic declined from 71.79% to 61.54%, while the proportions classified as basic, proficient, and advanced increased. Although these results suggest that the program may contribute to reading improvement, the study was limited to one grade level, one school year, and a one-group pretest–posttest design. It did not determine whether the observed improvement was sustained across multiple cohorts or whether the platform improved instructional efficiency, reduced teachers' assessment and reporting demands, or influenced students' reading motivation and engagement. Evidence concerning a literacy intervention's effectiveness must therefore extend beyond test-score improvement to include implementation quality, usability, stakeholder experiences, and the conditions that strengthen or constrain its outcomes (Dahl-Leonard et al., 2024).

A clear research gap consequently remains in the multidimensional and longitudinal evaluation of Scholastic Literacy Pro. Existing studies have generally examined reading proficiency within a single grade level, described learners' competencies at one point in time, or focused primarily on teachers' perceptions of independent-reading monitoring (Bates, 2022; Oposa et al., 2025; Solis, 2024). Limited research has simultaneously evaluated the program's effectiveness in improving reading performance, its efficiency in supporting teacher monitoring and

instruction, and its broader impact on students' reading habits, motivation, engagement, and academic performance. Moreover, previous studies have rarely integrated objective reading records with quantitative stakeholder assessments and qualitative explanations across several consecutive school years. Addressing this gap, the present study evaluated the effectiveness, efficiency, and impact of Scholastic Literacy Pro among students and teachers at St. Paul University Surigao from School Year 2022–2023 to School Year 2024–2025. The evaluation was intended to provide an empirical basis for strengthening program implementation, refining reading interventions, supporting teachers' instructional decisions, and determining the program's suitability as a sustainable school-based literacy intervention.

Theoretical Framework

The study gravitates around the study of Circle of Reading Success in understanding how the Scholastic Literacy Pro program facilitates continuous literacy development. The Circle of Reading Success illustrates reading improvement as a cyclical and interconnected process composed of four essential stages— Measure, Engage, Instruct, and Monitor. These collectively ensure that literacy instruction remains data-driven, responsive, and sustainable. Rather than treating reading growth as a one-time outcome, the model views improvement as iterative, where each stage informs and strengthens the next, creating a continuous feedback loop that supports both learners and teachers.

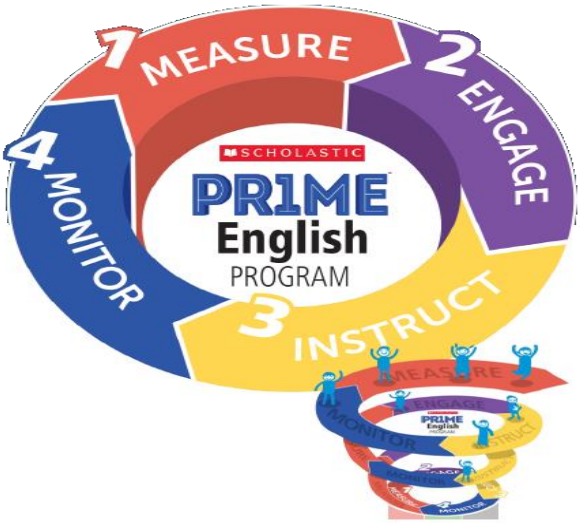

Figure 1. Circle of Reading Success
Source: ScholasticPH | Pr1Me English www.scholasticph.com

Furthermore, the study is anchored in the Program Evaluation Logic Model Framework, specifically adapted from the model proposed by the W.K Kellogg Foundation Logic Model Development Guide (2004). This is widely utilized in educational and program evaluation research. The Kellogg Logic Model provides a systematic and theory-driven structure for examining how program resources and processes lead to measurable outcomes and long-term impacts. It organizes evaluation into five interconnected components such as inputs, activities, outputs, outcomes, and impacts.

Conceptual Framework

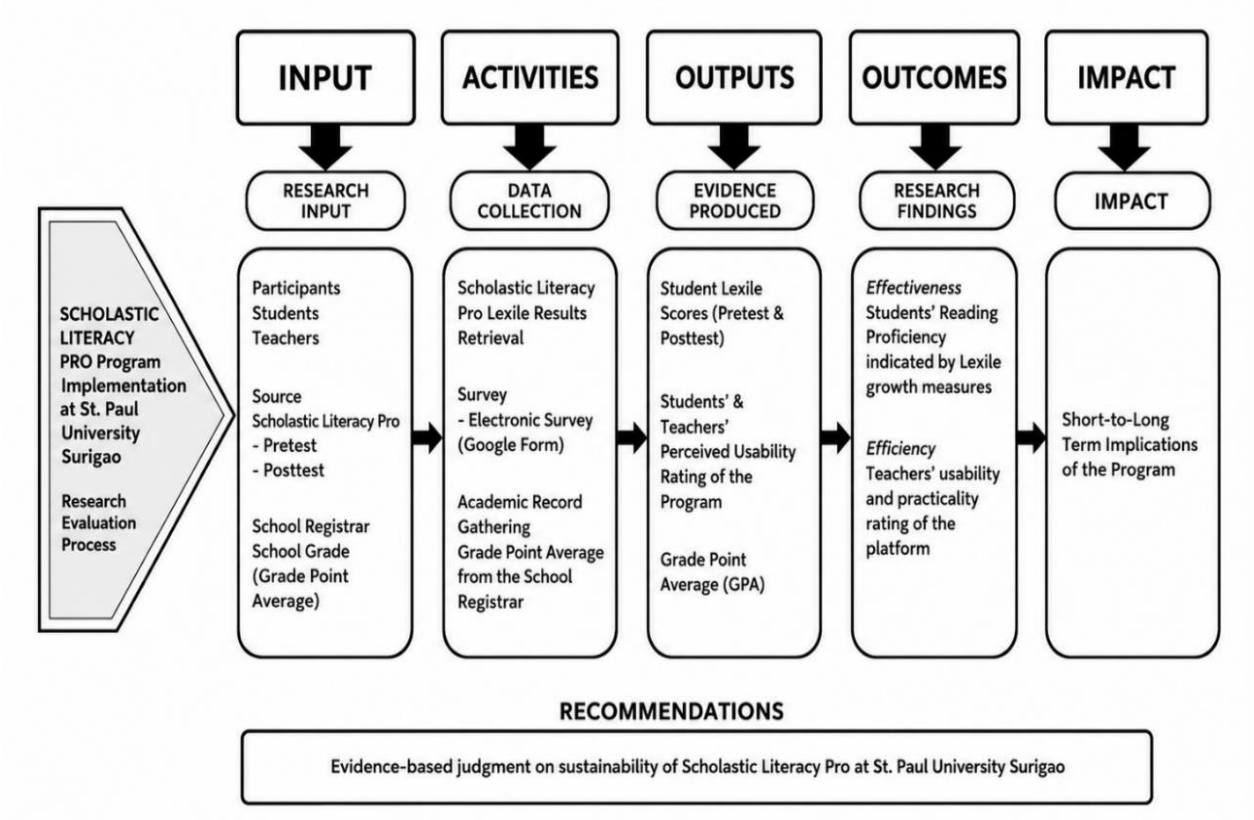

Figure 2. Adapted W.K Kellogg Foundation Logic Model Research Evaluation Process of Scholastic Literacy Pro Program Implementation at St. Paul University Surigao

Figure 2 presents the integrated framework used to evaluate the implementation of Scholastic Literacy Pro at St. Paul University Surigao. The Logic Model organizes the evaluation into inputs, activities, outputs, outcomes, and impact, while the effectiveness–efficiency–impact framework specifies the principal dimensions assessed. Effectiveness refers to changes in students' reading proficiency, efficiency concerns teachers' use of the platform for monitoring and instruction, and impact covers the program's broader and longer-term implications. These dimensions were examined through a convergent parallel mixed-method design in which quantitative and qualitative data were collected and analyzed concurrently and subsequently integrated for interpretation. Guided by utilization-focused evaluation, the framework ensures that the findings can support instructional improvement, program refinement, resource allocation, and decisions concerning the sustainability of Scholastic Literacy Pro.

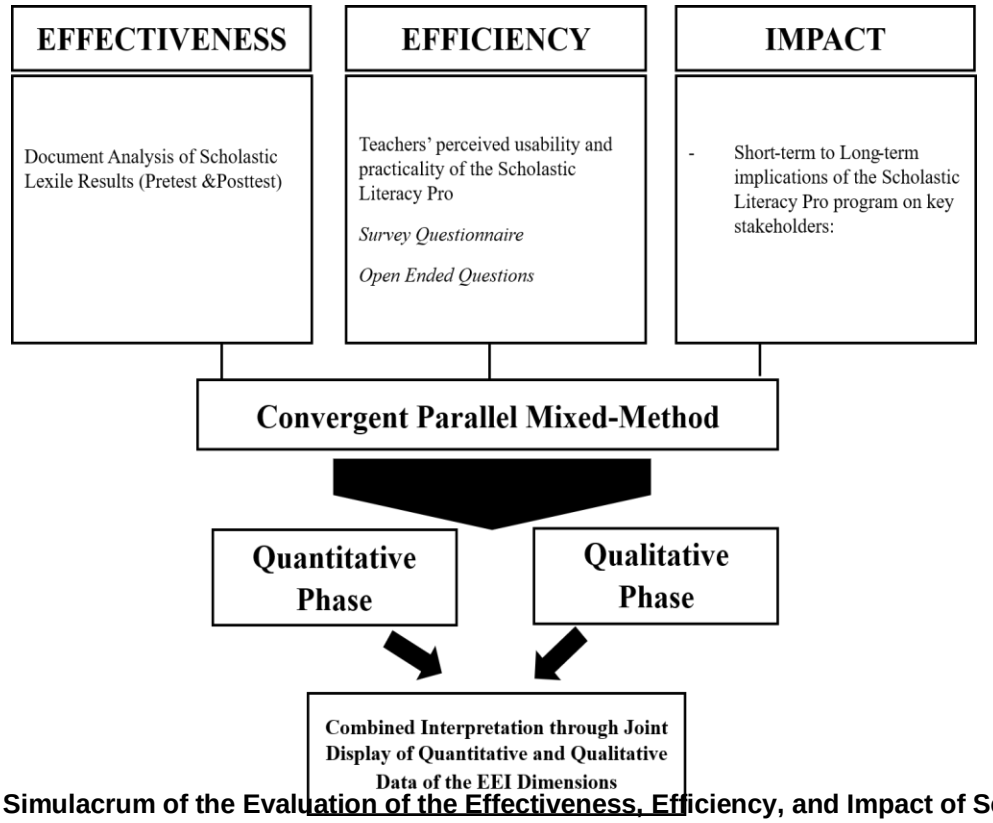

Figure 3. Simulacrum of the Evaluation of the Effectiveness, Efficiency, and Impact of Scholastic Literacy Pro program at St. Paul University Surigao

Statement of the Problem

This study evaluated the effectiveness, efficiency, and impact of the Scholastic Literacy Pro program at St. Paul University Surigao. Specifically, it sought to answer the following questions:

1. What are the students' levels of reading proficiency before and after using Scholastic Literacy Pro, as measured by their Lexile scores?
2. Is there a significant difference between the students' pretest and posttest Lexile scores?
3. What is the magnitude of the program's effect on students' reading proficiency?
4. To what extent does Scholastic Literacy Pro support teachers in monitoring student progress and delivering reading instruction?
5. To what extent does the program reduce the time teachers spend on assessment, reporting, and remediation?
6. How do teachers assess the usability and practicality of the Scholastic Literacy Pro platform?
7. What changes are observed in students' reading habits, motivation, and engagement following the implementation of Scholastic Literacy Pro?
8. To what extent does improvement in students' reading proficiency influence their overall academic performance?
9. How do teachers and students perceive the long-term benefits and limitations of the program?
10. Based on the findings on effectiveness, efficiency, and impact, to what extent is Scholastic Literacy Pro suitable as a sustainable school-based literacy intervention?

2. Literature Review

Reading proficiency involves the coordinated development of decoding, vocabulary, comprehension, interpretation, and the ability to apply information across academic contexts. Its development is influenced not

only by instructional exposure but also by learners' motivation, access to appropriate texts, and opportunities for sustained reading. This relationship is particularly important because interventions that strengthen interest, perceived competence, autonomy, and social engagement can improve both reading motivation and comprehension, although struggling readers may require more explicit instructional support to achieve comparable comprehension gains (van der Sande et al., 2023). The need for such support remains evident in the Philippines, where only 24% of students reached at least Level 2 proficiency in reading in PISA 2022, substantially below the OECD average of 74% (Organisation for Economic Co-operation and Development [OECD], 2023). These findings indicate that literacy interventions must address both measurable reading skills and the motivational conditions needed to sustain reading engagement.

Technology-supported literacy programs offer one response to these challenges by providing leveled materials, adaptive assessment, automated feedback, and learner-progress data. However, the evidence suggests that technology is most effective when integrated with sound pedagogy rather than used as a substitute for teacher-directed instruction. Dahl-Leonard et al. (2024), in a meta-analysis of 53 experimental and quasi-experimental studies involving elementary learners, found a significant positive effect of technology-delivered literacy instruction, although the average effect was modest and varied according to the design and implementation of the intervention. A broader meta-analysis likewise reported positive effects of educational technology on decoding, language comprehension, and reading comprehension, but the effects became smaller when standardized outcome measures were considered (Kim et al., 2024). Collectively, these findings suggest that digital reading platforms can support literacy development, but their effectiveness depends on instructional alignment, sustained use, teacher mediation, and the extent to which learners meaningfully engage with the assigned texts.

Scholastic Literacy Pro reflects this technology-supported approach by combining Lexile-based assessment, leveled reading materials, comprehension activities, progress monitoring, and reporting functions. Existing studies indicate potential benefits, but the evidence remains limited and context-specific. Solis (2024) used the platform to assess 14 students and found that most demonstrated proficient or advanced performance in eight of ten reading-comprehension competencies; however, the descriptive design did not determine whether the platform caused the observed proficiency. At St. Paul University Surigao, Oposa et al. (2025) reported a significant difference between the pretest and posttest results of 39 Grade 1 pupils, alongside a decline in the proportion classified as below basic and increases in the basic, proficient, and advanced categories. Nevertheless, most pupils remained below basic after the intervention, suggesting that improvement in scores does not necessarily indicate that all learners have attained the expected proficiency level. These findings support the potential effectiveness of Scholastic Literacy Pro while also demonstrating the need to examine the magnitude, consistency, and educational significance of the observed gains.

The effectiveness of a digital literacy platform also depends on how teachers use its data and incorporate its features into instruction. In a qualitative study involving eight elementary teachers, Bates (2022) found that Scholastic Literacy Pro was perceived as beneficial for monitoring and supporting independent reading, but participants also identified the need for additional training. This finding indicates that usability and access to learner data do not automatically result in improved instruction; teachers must be able to interpret platform-generated information, design appropriate interventions, and balance externally monitored reading tasks with learner autonomy. This concern is consistent with evidence that reading motivation is strengthened when instructional practices support interest, choice, competence, and meaningful engagement rather than relying solely on external rewards or compliance (van der Sande et al., 2023).

The literature provides preliminary evidence that Scholastic Literacy Pro can support reading assessment, progress monitoring, and reading development. However, previous studies have generally focused on a single grade level, a small sample, a descriptive assessment, a one-group pretest–posttest comparison, or teachers' perceptions alone (Bates, 2022; Oposa et al., 2025; Solis, 2024). The available evidence therefore does not adequately explain whether improvements are sustained across several school years, how large the reading gains are, whether the platform improves teachers' instructional efficiency, or how it affects students' reading habits, motivation, engagement, and academic performance. The present study addresses these limitations by integrating longitudinal

Lexile results, academic records, teacher and student survey data, and qualitative responses within an effectiveness–efficiency–impact framework. In doing so, it moves beyond determining whether the program produces reading gains and examines how well it functions, how stakeholders experience its implementation, and whether it can be sustained as a school-based literacy intervention.

3. Methodology

Research Design

The study employed a convergent parallel mixed-method design to evaluate the effectiveness, efficiency, and impact of Scholastic Literacy Pro at St. Paul University Surigao. Quantitative and qualitative data were collected concurrently, analyzed independently, and integrated during interpretation, with both strands receiving equal emphasis (Guest & Fleming, 2015). This design enabled the combination of statistical evidence on students' Lexile growth, academic performance, and stakeholder ratings with qualitative accounts of students' and teachers' experiences (Creswell, 2021; Creswell et al., 2003). The integrated findings were used to identify program outcomes, implementation strengths, barriers, and areas for improvement.

Participants and Data Sources

The participants consisted of 403 students from Grades 1 to 8 and six teacher-implementers in the Basic Education Department. Purposive-convenience sampling was used because participation required three consecutive years of involvement in Scholastic Literacy Pro from School Year 2022–2023 to School Year 2024–2025, as well as voluntary consent and availability. Students and teachers were included if they were directly involved in the program throughout the study period. Qualitative responses were anonymized using codes such as S1, S2, and S3 for students and T1, T2, and T3 for teachers.

Table 1. Student and Teacher Participants With Three Consecutive Years of Scholastic Literacy Pro Experience

Participant group	S.Y. 2022–2023	S.Y. 2023–2024	S.Y. 2024–2025
Grade 1	25	25	25
Grade 2	34	34	34
Grade 3	38	38	38
Grade 4	44	44	44
Grade 5	48	48	48
Grade 6	43	43	43
Grade 7	102	102	102
Grade 8	69	69	69
Total students	**403**	**403**	**403**
Teacher-implementers	6	6	6

Table 1 shows that the study involved the same cohort of 403 students from Grades 1 to 8 across the three school years, together with six teacher-implementers. Grade 7 had the largest representation with 102 students, while Grade 1 had the smallest with 25. The consistent participant counts across School Years 2022–2023 to 2024–2025 indicate that all participants had continuous three-year exposure to the Scholastic Literacy Pro program.

Research Instruments

Quantitative data were obtained from institutional records and a validated researcher-developed questionnaire. The records included students' pretest and posttest Lexile scores and grade point averages, which were used to assess reading growth and its relationship with academic performance. The questionnaire measured students'

reading engagement and perceptions of the program, as well as teachers' assessments of its efficiency, usability, and practicality. Open-ended questions were embedded in the survey to obtain contextual explanations of the quantitative findings from both stakeholder groups.

Data Collection Procedure

After securing institutional approval, the researchers retrieved students' Lexile pretest and posttest scores and grade point averages for the three school years. The structured questionnaire was then administered to the student and teacher participants. Quantitative data collection occurred concurrently with the collection of qualitative responses through the embedded open-ended questions. This procedure allowed a large participant group to report their experiences while maintaining the concurrent structure of the mixed-method design.

Data Analysis

Frequencies and percentages were used to summarize proficiency classifications and categorical responses, while means and standard deviations were computed for Lexile scores and survey ratings. Paired-samples *t*-tests determined whether students' pretest and posttest Lexile scores differed significantly, and Cohen's *d* measured the magnitude of the observed changes. Regression or correlational analysis was used to examine the relationship between Lexile gains and students' grade point averages.

Qualitative responses were analyzed thematically with the support of NVivo. Responses were coded, categorized, and organized into themes aligned with the research questions. Quantitative and qualitative findings were subsequently integrated through a joint display and interpreted in terms of convergence, expansion, and divergence (Creswell, 2021; Fetters et al., 2013).

Ethical Considerations

Approval was obtained from the relevant institutional authorities, program representatives, and school administrators before data collection. Participants received informed-consent information describing the study's purpose, voluntary nature, and their right to withdraw. Confidentiality was protected through participant codes and the removal of identifying information. Institutional records and survey responses were handled solely for research purposes and reported in aggregate form.

4. Results, Findings and Discussion

Table 2. Students' Reading Proficiency Before and After Scholastic Literacy Pro Implementation

School Year	Proficiency Level	Pretest *f*	Pretest %	Posttest *f*	Posttest %	*t*	*p*	Decision	Interpretation
2022–2023	Below Basic	301	74.69	303	75.19	5.48	< .001	Reject H_{01}	Significant
	Basic	25	6.20	26	6.45				
	Proficient	20	4.96	19	4.71				
	Advanced	57	14.14	55	13.65				
2023–2024	Below Basic	318	78.91	289	71.71	−10.31	< .001	Reject H_{01}	Significant
	Basic	31	7.69	33	8.19				
	Proficient	10	2.48	18	4.47				
	Advanced	44	10.92	63	15.63				
2024–2025	Below Basic	288	71.46	258	64.02	−12.24	< .001	Reject H_{01}	Significant
	Basic	35	8.68	32	7.94				
	Proficient	23	5.71	32	7.94				
	Advanced	57	14.14	81	20.10				

Note. n = 403 for each school year. Statistical significance was set at $p < .05$.

Table 2 indicates only minimal change in 2022–2023, with the Below Basic group increasing slightly from 74.69% to 75.19% and the Advanced group declining from 14.14% to 13.65%. More favorable shifts occurred in 2023–2024 and 2024–2025, when the proportion of Below Basic learners decreased to 71.71% and 64.02%, respectively, while the Proficient and Advanced groups increased. Paired-samples *t*-tests confirmed significant pretest–posttest differences in all three school years, $p < .001$, with larger absolute *t*-values in the latter years indicating more pronounced changes. Overall, Scholastic Literacy Pro was associated with gradual improvement in reading proficiency, particularly after the first year; however, the continued predominance of Below Basic learners indicates the need for targeted remediation, closer monitoring, and differentiated support.

Table 3. Extent of Effectiveness of the Scholastic Literacy Pro in Improving Reading Score (Paired Samples t-test and Cohen's d)

Pair	Tests	Mean Difference	t	p-value	Decision	Cohen's d	Interpretation
1	2022–2023 Pre - Post	50.60	5.48	0.000	Reject Ho_2	0.27	Small effect
2	2023–2024 Pre - Post	-63.67	-10.31	0.000	Reject Ho_2	0.51	Moderate effect
3	2024–2025 Pre - Post	-78.86	-12.24	0.000	Reject Ho_2	0.61	Moderate effect

Independent samples t-test significance: if p<0.05

Cohen's d	**Effect Size Interpretation**
0.2≤ d < 0.5	Small Effect
0.5≤ d <0.8	Moderate/Medium Effect
d ≥ 0.8	Large Effect

The paired-samples *t*-tests in Table 3 showed statistically significant differences in students' reading scores across all three school years, $p < .001$. Cohen's *d* indicated a small effect in 2022–2023 ($d = 0.27$) and moderate effects in 2023–2024 ($d = 0.51$) and 2024–2025 ($d = 0.61$). The weaker initial effect may reflect the adjustment period following the program's reintroduction in 2022, whereas the stronger effects in later years suggest improved familiarity and more sustained implementation. Although the gains were not large, they remain educationally meaningful because even small effect sizes can have practical importance in real classroom settings and may accumulate over time (Kraft, 2020).

Table 4.1 Efficiency of the Program in Teacher Monitoring Student Progress and Instruction

Indicators	Mean	SD	VI	QD
When using the Scholastic Literacy Pro program in monitoring student progress and delivering instruction,				
1. I can monitor my students' reading progress more quickly using the Scholastic Literacy Pro.	3.83	0.41	SA	HE
2. I can easily track individual student performance through the dashboard.	3.17	1.17	MA	CE
3. I identify struggling readers faster with the help of the system reports, Lexile.	3.67	0.52	SA	HE
4. I access student reading data whenever I need it without difficulty.	3.83	0.41	SA	HE
5. I spend less efforts checking student records manually.	3.67	0.52	SA	HE
6. I make instructional decisions after using the platform's reports.	3.67	0.52	SA	HE
7. I prioritize students for remediation more efficiently because of the dashboard result.	3.50	0.84	SA	HE
8. I organize and manage my reading instruction more effectively using the system.	3.50	0.84	SA	HE
9. I monitor students with less complication with the program.	3.67	0.52	SA	HE

10. I perform my monitoring and instructional tasks more efficiently because of the platform.	3.50	0.55	SA	HE
Average:	3.60	0.49	SA	HE

Scale	Parameter	Verbal Response	Interpretation
4	*3.26-4.00*	*Strongly Agree*	Highly efficient
3	*2.51-3.25*	*Moderately Agree*	Considerably efficient
2	*1.76-2.50*	*Slightly Agree*	Moderately efficient
1	*1.00-1.75*	*Disagree*	Inefficient

Table 4.1 indicates that teachers perceived Scholastic Literacy Pro as highly efficient in monitoring student progress and supporting instruction (*M* = 3.60, *SD* = 0.49). The highest-rated indicators concerned faster monitoring and easy access to student data (*M* = 3.83, *SD* = 0.41), suggesting that the platform enables timely identification of learner needs and supports data-informed instructional decisions. This finding was reinforced by the qualitative themes of efficient monitoring and instructional planning, as teachers reported that the reports helped them track progress, identify struggling readers, and adjust instruction accordingly. These findings are consistent with Bates (2022), who found that Scholastic Literacy Pro supports progress monitoring and timely feedback, and with Brugliera (2024), who emphasized the importance of teacher mediation in maximizing digital learning tools. However, the lower rating for tracking individual performance through the dashboard (*M* = 3.17, *SD* = 1.17) and the theme of partial limitations indicate that some teachers had trouble navigating or interpreting detailed data. Teachers also noted that platform-generated results may not fully reflect actual comprehension when students rush through quizzes or select texts below their ability level. Thus, while the program provides useful real-time data, its effectiveness depends on teachers' technical competence, data literacy, and professional judgment (Viberg & Grönlund, 2021).

Table 4.2 Teachers' Qualitative Perceptions on Monitoring Student Progress and Instruction

Theme	Description	Frequency	Percentage (%)
Efficient monitoring through data	Real-time tracking and reporting	6	100%
Supports instructional planning	Helps identify learner needs	5	83%
Partial limitations	Incomplete reflection of comprehension	3	50%

Table 4.2 shows that all six teachers viewed Scholastic Literacy Pro as effective for real-time monitoring and reporting of student progress. Five teachers (83%) also emphasized that the platform supports instructional planning by helping them identify learners' strengths, difficulties, and intervention needs. However, three teachers (50%) noted that the data generated by the system may not fully represent students' actual comprehension, particularly when learners rush through quizzes, guess answers, or select texts below their ability level. Overall, the findings indicate that the platform is valuable for monitoring and planning, but its data should be interpreted alongside teacher observation and professional judgment.

Table 5.1 Time Spent on Assessment, Reporting, and Remediation using Scholastic Literacy Pro

Indicators	Mean	SD	VI	QD
When using the Scholastic Literacy Pro program in assessment, reporting, and remediation,				
1. I spend less time checking students' comprehension results manually.	3.33	0.82	SA	HE
2. I prepare reading reports faster using the platform.	3.33	0.82	SA	HE
3. I spend less time organizing students' reading records.	3.67	0.52	SA	HE
4. I monitor my class progress in less time than before using the platform's system.	3.50	0.55	SA	HE

5. I reduce paperwork related to reading assessments because of the platform.	3.00	0.63	MA	CE
6. I prepare remediation plans faster using the available data.	3.00	1.10	MA	CE
7. I complete assessment and reporting tasks more quickly than with traditional methods.	3.50	0.84	SA	HE
8. I have more time to focus on teaching rather than administrative work.	3.00	0.89	MA	CE
9. My overall workload has decreased because of the program.	3.00	0.63	MA	CE
10. I spend less time grading reading assessments because quizzes are automated.	3.33	0.52	SA	HE
Average:	3.27	0.57	SA	HE

Scale	Parameter	Verbal Response	Interpretation
4	*3.26-4.00*	*Strongly Agree*	Highly efficient
3	*2.51-3.25*	*Moderately Agree*	Considerably efficient
2	*1.76-2.50*	*Slightly Agree*	Moderately efficient
1	*1.00-1.75*	*Disagree*	Inefficient

Table 5.1 shows that teachers generally perceived Scholastic Literacy Pro as highly efficient in reducing time spent on assessment, reporting, and remediation (*M* = 3.27, *SD* = 0.57). The strongest benefit was the reduced time needed to organize student reading records (*M* = 3.67), followed by faster class monitoring and completion of assessment and reporting tasks (*M* = 3.50). However, lower ratings for reduced paperwork, faster remediation planning, increased teaching time, and decreased workload (*M* = 3.00) indicate that the platform improves routine and automated tasks more than responsibilities requiring teacher judgment and individualized intervention.

Table 5.2 Teachers' Qualitative Perceptions of Time Efficiency, Reporting, and Remediation

Theme	Description	Frequency	Percentage (%)
Limited efficiency in reducing remediation time	Additional effort required for interventions	5	83%
Assessment and reporting time reduction	Automated reports and quizzes	4	67%
Mixed perception	Some efficiency but not comprehensive	3	50%

Table 5.2 shows that five teachers (83%) believed the program had limited efficiency in reducing remediation time because individualized interventions still required additional effort. Four teachers (67%) reported that automated quizzes and reports reduced assessment and reporting time, while three (50%) viewed the overall efficiency as partial rather than comprehensive. The findings indicate that Scholastic Literacy Pro streamlines routine assessment and reporting tasks but does not substantially lessen the time needed for remediation and instructional decision-making.

Table 6.1 Teachers' Perceived Usability and Practicality of the Platform

Indicators	Mean	SD	VI	QD
When using the Scholastic Literacy Pro program,				
1. I find the platform easy to navigate.	4.00	0.00	SA	HE
2. I understand how to use the system features without difficulty.	3.83	0.41	SA	HE
3. I learn new functions of the platform quickly.	3.67	0.52	SA	HE
4. I feel confident using the platform independently.	3.83	0.41	SA	HE
5. I complete my tasks smoothly when using the system.	3.83	0.41	SA	HE
6. I integrate the platform easily into my daily teaching routine.	3.83	0.41	SA	HE
7. I rarely experience technical difficulties while using the platform.	3.50	0.84	SA	HE
8. I find the interface clear and well-organized.	3.50	0.55	SA	HE

9. I consider the platform practical for my classroom needs.	3.67	0.52	SA	HE
10. I am satisfied with the overall usability of the system.	3.67	0.52	SA	HE
Average:	3.73	0.39	SA	HE

Scale	Parameter	Verbal Response	Interpretation
4	*3.26-4.00*	*Strongly Agree*	Highly efficient
3	*2.51-3.25*	*Moderately Agree*	Considerably efficient
2	*1.76-2.50*	*Slightly Agree*	Moderately efficient
1	*1.00-1.75*	*Disagree*	Inefficient

Table 6.1 shows that teachers perceived Scholastic Literacy Pro as highly usable and practical (*M* = 3.73, *SD* = 0.39). Ease of navigation received the highest rating (*M* = 4.00, *SD* = 0.00), indicating unanimous agreement among teachers. Confidence in using the platform, understanding its features, completing tasks, and integrating it into daily instruction also received high ratings (*M* = 3.83). Although technical reliability and interface organization obtained the lowest means (*M* = 3.50), these still fell within the highly efficient range. Overall, the platform was viewed as intuitive, practical, and suitable for classroom use.

Table 6.2 Teacher' Qualitative Perceptions of the Platform's Usability and Practical

Theme	Description	Frequency	Percentage (%)
User-friendly interface	Easy navigation and access	6	100%
Practical for classroom use	Supports monitoring and instruction	5	83%
Challenges in implementation	Internet and device limitations	4	67%

Table 6.2 shows that all six teachers (100%) regarded the platform as user-friendly because of its easy navigation and accessibility. Five teachers (83%) considered it practical for classroom use, particularly for monitoring student progress and supporting instruction. However, four teachers (67%) identified internet connectivity and limited device access as implementation challenges. Overall, the platform was viewed positively, although its consistent use depended on adequate technological infrastructure.

Table 7.1 Reading Habits, Motivation, and Engagement of Students After SLP Implementation

Indicators	Mean	SD	VI	QD
Because of using Scholastic Literacy Pro,				
1. I read books or stories in the program regularly.	2.86	0.84	MA	CI
2. I spend time reading even when it is not asked by the teacher.	2.65	0.94	MA	CI
3. I finish the books or stories that I start reading.	3.29	0.78	SA	HI
4. I choose books that match my reading level and complete them.	3.12	0.81	MA	CI
5. I set aside time at home or in school to read.	2.67	0.95	MA	CI
6. I try to improve my reading score or level each time I take a quiz.	3.35	0.79	SA	HI
7. I continue reading even when the text is difficult.	3.05	0.89	MA	CI
8. I retake quizzes or activities to get better results.	3.00	0.96	MA	CI
9. I look for new books to read after finishing one.	3.33	0.83	SA	HI
10. I am motivated to reach my reading goals or targets because of the reward system.	3.05	0.95	MA	CI
11. I log in to the Scholastic Literacy Pro regularly during reading time.	3.05	0.91	MA	CI
12. I complete the quizzes after reading each book.	3.48	0.74	SA	HI
13. I check my reading progress or scores on the dashboard.	3.41	0.77	SA	HI
14. I follow the teacher's assigned books or tasks in the program.	3.05	0.89	MA	CI
15. I participate actively in reading activities in the Scholastic Literacy Pro program.	2.97	0.90	MA	CI
Average:	3.09	0.66	MA	CI

Scale	Parameter	Verbal Response	Interpretation
4	*3.26-4.00*	*Strongly Agree*	Highly impactful

3	*2.51-3.25*	*Moderately Agree*	Considerably impactful
2	*1.76-2.50*	*Slightly Agree*	Moderately impactful
1	*1.00-1.75*	*Disagree*	Unimpactful

Table 7.1 shows that Scholastic Literacy Pro had a considerable impact on students' reading habits, motivation, and engagement (*M* = 3.09, *SD* = 0.66). Students rated quiz completion (*M* = 3.48), progress checking (*M* = 3.41), score improvement (*M* = 3.35), and seeking new books (*M* = 3.33) most highly. However, lower ratings for reading without teacher prompting (*M* = 2.65) and setting aside independent reading time (*M* = 2.67) indicate that engagement remained partly structured and externally directed. Overall, the program promoted participation and goal-oriented reading, but autonomous reading habits were not yet fully developed.

Table 7.2. Themes on Changes in Reading Habits, Motivation, and Engagement

Theme	Description	Frequency	Percentage (%)
Improved reading habits and frequency	Increased reading time and consistency	52	43%
Improved comprehension and vocabulary	Better understanding and word acquisition	41	34%
Increased motivation through rewards and tracking	Motivation driven by points, badges, and progress	34	28%
Negative experiences (pressure, boredom)	Reading seen as obligation or tiring	31	26%
Mixed or no change	Minimal or inconsistent improvement	26	21%

Table 7.2 shows that students perceived Scholastic Literacy Pro as considerably impactful on their reading habits, motivation, and engagement (*M* = 3.09, *SD* = 0.66), indicating positive but not yet fully sustained behavioral change. The qualitative findings supported this result, with students reporting increased reading frequency, improved comprehension and vocabulary, and stronger motivation through progress tracking, points, and badges. These outcomes suggest that regular exposure to leveled texts and structured activities can promote both literacy development and participation, although reading habits and motivation generally develop gradually (Kim et al., 2020; Gulay & Pontillas, 2024). Students showed the strongest engagement in completing quizzes after reading (*M* = 3.48, *SD* = 0.74), indicating that the platform was particularly effective in encouraging monitored and assessment-related participation. This finding is consistent with evidence that frequent online reading can support reading achievement (Fitriyah, 2021) and with previous studies linking level-appropriate materials to improved comprehension and vocabulary (Arbis et al., 2025; Gortifacion, 2017; Oposa et al., 2025). However, the effect was uneven and often externally driven. Students reported only moderate motivation from the reward system (*M* = 3.05, *SD* = 0.95) and limited voluntary reading without teacher direction (*M* = 2.65, *SD* = 0.94). Some described reading as a graded obligation, while others reported pressure, boredom, cognitive overload, or no meaningful change. These findings indicate that rewards and monitoring may increase compliance without necessarily developing autonomous or intrinsic reading motivation. Digital distractions, limited confidence, and insufficient support may further constrain sustained engagement (Suparman et al., 2025), while compulsory academic reading may reduce enjoyment and leisure-oriented participation (Chang et al., 2023). Overall, Scholastic Literacy Pro supported reading activity and skill development, but its long-term impact depended on learners' interests, readiness, motivation, and the balance between structured requirements and meaningful choice (Abbas et al., 2024).

Table 8. Scholastic Literacy Pro program influence on Overall Academic Performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.(*p*)	Decision	Interpretation
		B	Std. Error	Beta				
1	(Constant)	2.46	0.03		84.87	0.000		
	2022–2023 Gain Reading	0.15	0.04	0.18	3.68	0.000	Reject Ho_3	Significant
	2023–2024 Gain Reading	0.05	0.03	0.08	1.57	0.116	Accept Ho_3	Not significant
	2024–2025 Gain Reading	0.14	0.04	0.18	3.57	0.000	Reject Ho_3	Significant

Independent samples t-test significance: if p<0.05

The relationship between reading gains and academic performance in Table 8 varied across the three school years. Reading gain was not a significant predictor in 2023–2024 (B = 0.08, t = 1.57, p = .116), indicating that improved reading proficiency did not directly translate into higher overall academic performance during that period. This result supports the view that academic achievement is shaped by multiple factors, including instructional support, motivation, subject-specific competencies, and implementation conditions (Mihret & Joshi, 2025; Proudfoot, 2016). In contrast, significant positive relationships were found in 2022–2023 (B = 0.18, t = 3.68, p < .001) and 2024–2025 (B = 0.18, t = 3.57, p < .001), suggesting that higher reading gains were associated with better academic performance. This is consistent with studies linking reading proficiency to stronger performance across subject areas through improved comprehension, critical thinking, and information processing (Esleta et al., 2024; Tikhonova & Raitskaya, 2023). Overall, the mixed results indicate that the academic influence of Scholastic Literacy Pro is context-dependent and strengthened when implementation is consistent, internet access is reliable, student engagement is sustained, and reading skills are intentionally integrated across the curriculum.

Table 9. 1 Student' Perceptions on the Long-Term Benefits of SLP (Quantitative)

Indicators	Mean	SD	VI	QD
Because of using Scholastic Literacy Pro,				
1. I read better and understand texts more easily because of the program (Scholastic Literacy Pro).	3.27	0.79	SA	HI
2. I read more frequently, even outside of the Scholastic Literacy Pro platform.	2.87	0.93	MA	CI
3. I complete reading tasks and comprehension activities with greater accuracy.	3.11	0.78	MA	CI
4. I perform better in my academic subjects because I can understand the texts clearly.	3.06	0.80	MA	CI
5. I choose to continue using the platform because it helps me improve my reading skills.	3.04	0.96	MA	CI
Average:	3.07	0.65	MA	CI

Scale	Parameter	Verbal Response	Interpretation
4	*3.26-4.00*	*Strongly Agree*	Highly impactful
3	*2.51-3.25*	*Moderately Agree*	Considerably impactful
2	*1.76-2.50*	*Slightly Agree*	Moderately impactful
1	*1.00-1.75*	*Disagree*	Unimpactful

Table 9.1 shows that students perceived the long-term benefits of Scholastic Literacy Pro as considerably impactful (M = 3.07, SD = 0.65). The highest-rated benefit was improved reading comprehension (M = 3.27, SD = 0.79), indicating that students generally believed the program helped them read and understand texts more effectively. However, reading more frequently outside the platform received the lowest rating (M = 2.87, SD = 0.93),

suggesting that the program's influence on independent reading beyond required activities remained limited. Overall, students recognized gains in reading accuracy, academic understanding, and skill development, but these benefits were not yet consistently transferred to autonomous reading habits.

Table 9.2 Student Perceptions on the Long-Term Benefits of SLP (Qualitative)

Theme	Description	Frequency	Percentage (%)
Improved literacy skills	Vocabulary, comprehension, grammar development	68	56%
Development of reading habits	Sustained reading behavior	44	36%
Increased knowledge and critical thinking	Broader understanding and reasoning	37	30%
Conditional effectiveness	Depends on interest and motivation	29	24%
Limited or no benefit	Perceived lack of impact	18	15%

Students in Table 9.2 perceived the long-term benefits of Scholastic Literacy Pro as considerable but still developing (*M* = 3.07, *SD* = 0.65). This aligns with the moderate levels of reading habits, motivation, and engagement reported earlier and with the progression from small to moderate effect sizes across the three school years, suggesting gradual and cumulative rather than immediate gains. The strongest perceived benefit was improved reading and text comprehension (*M* = 3.27, *SD* = 0.79), while qualitative responses highlighted gains in vocabulary, grammar, confidence, knowledge, and critical thinking. These findings indicate that sustained exposure to leveled texts and structured activities can strengthen literacy and academic skills over time (Gulay & Pontillas, 2024; Panday & Napil, 2024). However, students were less likely to read beyond the platform (*M* = 2.87, *SD* = 0.93), indicating that engagement remained partly task-driven rather than fully autonomous. Qualitative responses further showed that the program's effectiveness depended on personal interest, motivation, text difficulty, workload, and the perceived relevance of reading materials. Some students reported that high reading requirements encouraged task completion through easier texts rather than meaningful engagement, while others perceived limited or no long-term benefit. This supports the view that digital academic reading may remain compliance-oriented when intrinsic motivation is weak (Chang et al., 2023). Overall, Scholastic Literacy Pro showed potential to improve literacy and cognitive development, but its long-term impact varied across learners and depended on balanced reading demands, relevant materials, sustained engagement, and stronger support for independent reading.

Table 9. 3 Teacher's Perceptions on the Long-Term Benefits of SLP (Quantitative)

Indicators	Mean	SD	VI	QD
1. I observe sustained improvement in my students' reading proficiency over time because of the program.	3.67	0.52	SA	HI
2. I believe the program helps develop long-term reading habits of independent reading.	3.83	0.41	SA	HI
3. I see lasting positive effects of the program on my instructional practices and decision-making.	3.50	0.55	SA	HI
4. I consider the Scholastic Literacy Pro program beneficial for the school's long-term literacy goals.	3.67	0.52	SA	HI
5. I believe the program is sustainable and worth continuing as regular literacy intervention in our school.	3.50	0.84	SA	HI
Average:	3.63	0.50	SA	HI

Scale Parameter Verbal Response Interpretation

4	*3.26-4.00*	*Strongly Agree*	Highly impactful
3	*2.51-3.25*	*Moderately Agree*	Considerably impactful
2	*1.76-2.50*	*Slightly Agree*	Moderately impactful
1	*1.00-1.75*	*Disagree*	Unimpactful

Table 9. 4 Teachers' Perceptions on the Long-Term Benefits of SLP (Qualitative)

Theme	Description	Frequency	Percentage (%)
Development of reading skills	Improved comprehension and proficiency	6	100%
Promotion of independent learning	Encourages self-directed reading	5	83%
Data-driven instruction support	Helps guide teaching strategies	5	83%
Conditional effectiveness	Requires proper implementation and support	4	67%
Limitations due to external factors	Internet, curriculum mismatch, supervision issues	4	67%

Tables 9.3 and 9.4 show that teachers perceived the long-term benefits of Scholastic Literacy Pro as highly impactful (*M* = 3.63, *SD* = 0.50). The highest-rated indicator was its contribution to independent reading habits (*M* = 3.83, *SD* = 0.41), while qualitative responses emphasized gradual reading-skill development, greater learner accountability, independent learning, and data-informed instruction. These findings suggest that teachers viewed the program as a sustained literacy support rather than a stand-alone tool, with its value strengthened through teacher guidance and consistent implementation (Bates, 2022; Kim et al., 2020). Teachers also supported its continuation and reported lasting effects on instructional practice and decision-making (*M* = 3.50), consistent with the view that structured reading should remain a curricular priority (Idulog et al., 2023). However, teachers stressed that long-term effectiveness depends on adequate implementation conditions, including reliable internet and devices, curriculum alignment, sufficient reading time, technical competence, and teacher supervision (Abumandour, 2020; Neokleous, 2019; Waters, 2016). Thus, the program's impact was seen as conditional rather than inherent in the platform itself. Compared with students' moderate ratings, teachers reported stronger long-term benefits, suggesting that teachers may recognize cumulative changes in reading development and instructional practice that students do not yet fully perceive in their immediate experience.

Table 10. Joint Display of the Quantitative and Qualitative Integration

Thematic Integration	Quantitative Finding	Qualitative Evidence	Integrated Interpretation	Type of Integration
Literacy Improvement as Evident Outcome	SOP 1–2: Pretest–Posttest Significant Difference (Table 2)	Table 7.2- Improved comprehension and vocabulary Table 9.2 – Improved literacy skills	The statistically significant improvement in reading is reinforced by students' reported gains.	Convergent
Incremental Progression	SOP 3: Small to Moderate Effect Size (Table 3)	Table 4.2- Efficient monitoring and instructional support; Table 7.2 –Rewards and motivation; Negative Experience; Table 9.2-; Conditional Effectiveness	The modest effect from small to moderate is explained that learning outcomes is cumulative and progressive rather than explosive through sustained exposure over time.	Expansion

Thematic Integration	Quantitative Finding	Qualitative Evidence	Integrated Interpretation	Type of Integration
Strong Monitoring through Data Systems	SOP 4: High Monitoring Efficiency (Table 4.1)	Table 4.2 – Efficient monitoring through data; Supports instructional planning	Teachers' high ratings of monitoring efficiency are reinforced by their ability to access real-time data and adjust instruction accordingly.	Convergent
Partial Time Efficiency due to Instructional and Workload Demands	SOP 5: Moderate Time Efficiency (Table 5.1)	Table 5.2 – Limited efficiency in reducing remediation time; Mixed perception	While the platform reduces time in assessment and reporting, qualitative data revealed that remediation and instructional planning remain teacher-dependent.	Expansion
High Usability and System Accessibility	SOP 6: High Usability (Table 6.1)	Table 6.2 – User-friendly interface; Practical for classroom use	Teachers' positive perceptions of usability are validated by their experiences of ease in navigation and access to reports.	Convergent
Moderate Engagement with Emerging Variability	SOP 7: Reading Habits, Motivation, Engagement (Table 7.1)	Table 7.2 – Improved reading habits and comprehension; Motivation through rewards	The moderate engagement reflects emerging participation. However, sustained engagement depends on motivation and learner interest although the program promotes reading activities.	Expansion
Inconsistent Academic Performance Influence	SOP 8: Mixed Regression Results (Table 8)	Table 9.2- Conditional Effectiveness Table 9.4- Conditional Effectiveness, Limitations due to external factors	The inconsistent relationship between reading gains and GPA suggests that academic performance is moderated by educational and contextual factors beyond reading proficiency.	Partial Convergence
Divergence Between Emerging Student Internalization and Sustained Teacher-Observed Impact"	SOP 9 (Students): Moderate Perception (Table 9.1); SOP 9 (Teachers): High Perception (Table 9.3)	Table 9.2 – Improved literacy skills and reading habit; Conditional effectiveness; Table 9.4 – Development of reading skills; Promotion of independent learning; Data-driven instruction support	Students acknowledged improvements in reading but remain largely driven by tasks requirements rather than intrinsic motivation. It suggests that the long-term benefits are emerging and yet to fully internalized. However, teachers perceived stronger long-term benefits compared to students, reflecting their observation of cumulative literacy development.	Divergent

As shown in Table 10, it presents the Joint Display of the Quantitative and Qualitative Integration.

Literacy Improvement as Evident Outcome

The significant difference between pretest and posttest results demonstrates that the program produced measurable gains in reading proficiency. The quantitative improvement is directly reinforced by qualitative themes

such as improved comprehension and vocabulary, and enhanced literacy skills. This indicates alignment between statistical outcomes and lived student experiences. Qualitative evidence confirmed this convergence as shared by Student 271,

> S_{271}"I'm not a book person but lately I have been locking in on a lot of books I'm interested because of the scholastic and it improved my understanding and reading comprehension."

This supports findings from Arbis et al. (2025), Oposa et al. (2025), and Gortifacion (2017) which emphasized that structured reading interventions and exposure to leveled texts lead to measurable literacy growth. It affirms that reading programs with consistent assessment and guided practice significantly improved comprehension outcomes.

Incremental Progression

The small to moderate effect size indicates that while improvement are statistically significant, they are gradual rather than immediate. This aligns with the view of Kraft (2020) who argued that sizes that are considered small may still represent a meaningful improvement in the real classroom settings. In similar view, Tomlinson (2014) emphasized that learners progress differently, and educational technology produces modest but meaningful improvements over time (Ni et al., 2022). The qualitative findings highlight this expansion as shared by *Student 27* and *181:*

> S_{27}*"I start to read more frequently and make time for reading even when I am busy."*

> S_{181} *"Since the implementation, I've found myself reading more consistently because the program helps me find books that actually match my interests. I feel more motivated to finish books now that I can track my progress and see my Lexile level grow, which makes reading feel more like a rewarding challenge than a chore."*

These responses suggest that learning gains are uneven across students and further imply that reading development under the Scholastic Literacy Pro program follows a cumulative process influenced by sustained exposure rather than rapid transformation.

Strong Monitoring through Data Systems

Teachers' ability to access updated data and identify learner needs confirms that the platform enhances data-driven instructions. This high monitoring ratings are reinforced by converging qualitative findings as shared by the teachers:

> T_1, "*The program supports monitoring student progress efficiently by providing clear and updated data on students' reading levels, strengths, and areas that need improvement."*

> Similarly, T_4*"It provides valuable insights into their performance and helps me identify areas where they need support."*

This convergence validates Bates (2022) who highlighted that digital reading platforms, specifically the Scholastic Literacy Pro enables teachers to monitor progress efficiently. Similarly, Kervin et al. (2019) emphasized that effective instructional decisions rely on timely and accurate learner data. This implies that the program strengthens formative assessment practices and allows teachers to become more responsive to student needs.

Partial Time Efficiency Due to Instructional and Workload Demands

Table 5.1 quantitative results revealed a moderate time efficiency. However, qualitative findings showed that remediation and instructional planning remain time-intensive. This expansion shows that automation reduces administrative workload but does not eliminate pedagogical responsibilities. This implies that teachers still invest

time in designing interventions and addressing individual learning gaps. Langove and Khan (2024) penned that although it may help reducing time on grading, it does not automatically release workload concerning reviewing and analyzing data. In a similar vein, Viberg and Grönlund (2021) emphasized that teachers should be adept and have acute pedagogical judgment. It only shows that teaching decisions is teacher-dependent and efficiency gains are limited to procedural tasks and technology cannot replace professional and instructional judgment. The expansion of this response is affirmed by these qualitative findings shared:

> T_5 *"Not really, since I still need to create the necessary instructional and remediation materials based on the students' results. Although the program generates automatic assessments and reports, additional time is still required to prepare targeted activities and interventions."*

Additionally,

> T_6 *"… remediation still requires significant teacher time, as struggling students need guided instruction beyond what the program provides."*

High Usability and System Accessibility

The high usability ratings shown in Table 6.1 are confirmed by qualitative themes highlighting ease of navigation and classroom applicability. This indicates that the platform is accessible and user-friendly for teachers in supporting smooth integration into class instructions. Hakim and Wahyuni (2024) emphasized that user-friendly educational technologies enhance adoption and instructional effectiveness, thus empowering teachers. The presence of user-friendly interface suggests that the system maximizes efficiency in navigating the platform with little to no systems issues, making it like a second nature or intuitive for classroom integration.

The convergence of the quantitative findings is further strengthened by responses:

> T_4 *"I perceive the platform as user friendly and practical in supporting reading instruction. It is easy to navigate."*

> T_5 *"I perceive the platform as generally user-friendly and practical because it is easy to navigate and provides organized access to students' reading data and reports."*

> Additionally, T_4 *"The assessments and reports help me identify students' strengths and areas that need improvement, which makes it a valuable instructional tool."*

These responses suggest that usability is not just about technical barriers in implementation but also on how teachers are able to focus on pedagogy and the integration of these technology-driven program in instructional practices.

Moderate Engagement with Emerging Variability

The quantitative findings (Table 7.1) showed a moderate level of reading habits, motivation, and engagement. It suggests that while the program has successfully encouraged student participation, the level of engagement is not consistently sustained across all learners. This is further clarified by the qualitative themes which revealed a dual pattern: on one hand, students demonstrate increased reading frequency, completion of assigned tasks and responsiveness to reward-based features; on the other hand, a portion of learners report experiences of compliance-driven participation. This finding is consistent with Chang et al. (2023) who reported that digital reading environment is often facilitated in task-oriented engagement rather than intrinsic motivation. Qualitative findings support these the expansion of the results as shared by the students:

> S_{398} *"I think after scholastic literacy pro was implemented, I started reading more because I knew my progress was being tracked…"*

> However,

S_{269}*"My reading habits after scholastic became a "need" not a want due to it being part of the grading system in the English subject. It motivated me to comply for it not because I wanted to, but because I had to."*

This expansion indicates that engagement is not uniformly experienced, but rather varies on individual motivation and responsiveness to the program's structure. This further implies that while the program has seen notable and evident engagement, sustaining long-term engagement requires complementary strategies to stimulate students' innate drive for reading and learning, leading to an autonomous reading habit. Lastly, this implies that the program primarily initiates behavioral engagement like the completion of reading tasks and assigned texts, however, it may not translate into cognitive or intrinsic engagement.

Inconsistent Academic Performance Influence (Regression Analysis)

The regression results showed an inconsistent relationship between reading gains and academic performance. It indicates that performance improvements in reading proficiency do not uniformly translate into broader academic success. While certain school years demonstrate a significant influence, other do not, further suggest that relationship between literacy development and academic achievement is moderated by educational and context-dependent factors. The qualitative findings partially support this by emphasizing that the program aids instructional planning and enhances comprehension. However, it also unravels limitations related to external factors and varying learner engagement.

S_6 *"It's helpful in my life because it helps me understand more texts in other books.it help me understand what people say."*

S_{86} *"My perceptions of the long-term benefits of the program are that it is exciting and fun at the same time. After 4 whole years reading scholastic, I realized that this platform is really useful especially now when I am a student because it can improve my knowledge and understanding about topics especially in English."*

This is also supported by teacher who viewed
T_1 *"I believe the program offers strong long-term benefits for students and teachers. It helps develop students' reading skills gradually by promoting consistent practice and independent learning."*

However, both teacher and student also shared
S_{171} *"Please. Lower the number of required books to read. I feel absolutely drained. We have to read 120 books with the same number of quizzes passed. My Lexile is high, forcing me to read novels with hundreds of pages. This makes many students like me read lower Lexile books instead to get the task done, since this threatens our grade…"*

T_3 *"On the other hand, the long-term impact depends heavily on consistent and proper implementation. There should be enough time allotted in the weekly schedule for students to read and complete activities meaningfully, but in reality, it often conflicts with other school activities. In addition, some books are not fully aligned with the new curriculum, and internet access can be unstable, which affects regular use. Since students sometimes complete reading and quizzes at home without direct supervision, there is also no full assurance that the results always reflect genuine comprehension."*

This partial convergence suggests that reading proficiency serves as a foundation but not sufficient condition for academic performance. While improved reading skills enhance students' ability to access and process information, overall academic performance is influenced by overlapping variables like instructional planning and integration, student motivation, learning environment, and subject-specific alignment. This aligns with Mihret and Joshi (2025) that academic achievement is influenced by various factors like linking teacher-student interaction and instructional support, digital divides (Neokleous, 2019 & Waters, 2016), and socioeconomic (OECD, 2023). More

importantly, it implies that the program contributes meaningfully to academic development of the students. But it should not be viewed a sole determinant of academic performance. Instead, its impact is mediated by broader educational, contextual, and instructional conditions.

Divergence Between Emerging Student Internalization and Sustained Teacher-Observed Impact

The quantitative findings in Table 9.1 and 9.3 between the Students' and Teachers' perceptions regarding the long-term benefits of the Scholastic Literacy Pro program establish a clear distinction and disparity in mean scores suggesting a perceptual divergence. From the students' perspectives, themes such as improved literacy skills and development of reading habits coexist with conditional effectiveness and limited or no benefit. As shared in the qualitative findings,

> S_{284} *"In my opinion, the program has limited long-term impact because it mostly just strengthens the skills of students who already enjoy reading, and rarely transforms reluctant readers or those that are uninterested in reading."*

In contrast, teachers consistently reported a high level of perception on the long-term benefits of the platforms with qualitative themes such as development of reading skills, promotion of independent learning, and data-driven instruction, indicating a more cohesive a positive evaluation of the program's long-term outcomes. Their responses reflect their ability to observe patterns of growth over time, including improvements in comprehension, reading behavior which may not be immediately evident or noticeable to students. This is qualitatively supported by:

> T_3 *"I believe the program has potential long-term benefits, especially in helping students develop consistent reading habits and become more aware of their reading levels. The structured quizzes and progress tracking can encourage accountability and allow students to see their improvement over time…"*

The divergence between these perspectives can be attributed to the difference in experiential and observational lenses. Students may tend to evaluate the program based on immediate experiences — task completion, enjoyment, or difficulty, teachers on the other hand, assess its impact through sustained observation of performance, behavioral changes, and instructional outcomes.

Nevertheless, it is crucial to note that this divergence does not imply complete disagreement. Rather it is examined in a lens that both groups converged on the notion that the program's effectiveness is conditional. Qualitative findings from both students and teachers consistently highlight that the benefits of the program depend on factors such as learner engagement, quality of implementation, and access to resources.

> S_{267} *"…its effectiveness may depend on whether students stay motivated and choose books they genuinely enjoy."*

This is supported by the teacher's response stating:

> T_3 *"On the other hand, the long-term impact depends heavily on consistent and proper implementation. There should be enough time allotted in the weekly schedule for students to read and complete activities meaningfully, but in reality, it often conflicts with other school activities. In addition, some books are not fully aligned with the new curriculum, and internet access can be unstable, which affects regular use…"*

Taken all together, the contrasting perceptions suggest that while the program is effective in producing measurable and observable literacy gains, its long-term impact at the learner level is still developing and yet to be internalized. This further implies that the program successfully supports literacy development from an instructional standpoint but requires strategies to help students internalize these gains, develop intrinsic motivation, and transition from compliance-based engagement to an independent reading habit.

6. Conclusion and Recommendations

The findings establish that the Scholastic Literacy Pro is effective in improving students' reading performance. Despite incremental improvements, the paper concludes that through sustained implementation, the school will gradually move toward a similar learning direction, as evidenced by the meaningful increase in Lexile difference in pretest and posttest. Its impact is best understood not as an immediate transformation but as a gradual, conditional, and system-supported process of literacy development. Nevertheless, the persistence of a large

portion of learners within the Below Basic bandwidth levels is linked to the nature of literacy development as cumulative rather than instantaneous.

Pedagogical knowledge and the ability to interpret data remains pivotal to ensure that targeted learning interventions are implemented and tailored it to the individual learning needs of the students. Additionally, the impact of the program on student behavior and learning reveals a nuanced outcome, outlining that nature of their engagement is largely task-dependent and externally driven. With this, it reinforces the essential call to stimulate intrinsic motivation and further promote independent reading activities among students.

The perceptual gap between teachers and students on the long-term impact of the program compels a strategic and intentional instructional design that would not let students feel being forced toward subject compliance and submission but rather fosters and enriches autonomous reading, eventually leading learners to observe cumulative progress and evident results across other disciplines that require reading. Taken all together, the findings of the study reframe and position the role of the Scholastic Literacy Pro from being a standalone solution for learning stagnation and literacy problems to a supportive and enabling technology-assisted platform that scaffolds intrinsic motivation and independent reading while augmenting instructional planning for teachers within the broader literacy ecosystem.

In light of this, the study recommends the continued subscription and permanent adoption of the Scholastic Literacy Pro program as a sustainable literacy intervention. School administrators should continuously support the implementation of the program by effectively installing and providing adequate technological resources, a more stable internet access, and structured and uninterrupted time allocation for reading activities. The administrators may also examine the alignment of the Scholastic Literacy Pro program and the school's literacy goal and curriculum, making it a complementary tool.

Moreover, teachers should maximize the instructional and monitoring value of the Scholastic Literacy Pro program by moving beyond mere implementation to a more intentional and purposeful data-driven instruction. And teachers should enrich strategies that inherently support and enrich intrinsic motivation. Further, teachers should continuously equip themselves with pedagogical skills especially in data interpretation and literacy intervention strategies to strengthen instructional effectiveness using the Scholastic Literacy Pro. Lastly, students are encouraged to engage with the program not only as a requirement but as a tool that would help them develop their reading and comprehension skills, eventually promoting an autonomous reading habit. And develop a self-regulated reading habit by setting reading goals and reflecting on progress, helping them strengthen intrinsic motivation.

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Credit Authorship Contribution Statement

Author A: Conceptualization, Methodology, Data Analysis, Writing – Original Draft, Data Collection, Formal Analysis

Author B: Validation, Supervision, Writing – Review and Editing.

Ethical Statement

Informed consent was obtained from all participants before data collection. The confidentiality and anonymity of the participants were maintained throughout the study. The research complied with applicable ethical and data protection standards in compliance with Data Privacy Act of 2012.

Declaration of Competing Interest

The author/s declare no competing financial, personal, or professional interests.

Data Availability Statement
Data are available from the corresponding author upon reasonable request.

AI Usage Disclosure
AI-assisted tools were used only for language refinement and formatting support. The authors reviewed, verified, and approved the final content of the manuscript.

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