
EFFECTIVENESS OF THE 'NO READ, NO MOVE' POLICY AND LEARNERS' LITERACY SKILLS

***Shundee Faye I. Gumban**

Master of Arts in Teaching Major in Social Studies, Graduate School Valencia Colleges
(Bukidnon), Inc. Purok 17-A, Hagkol, Valencia City, Bukidnon Philippines.

Article Received: 29 February 2026

*Corresponding Author: Shundee Faye I. Gumban

Article Revised: 19 March 2026

Master of Arts in Teaching Major in Social Studies, Graduate School Valencia
Colleges (Bukidnon), Inc. Purok 17-A, Hagkol, Valencia City, Bukidnon
Philippines.

Published on: 09 April 2026

DOI: <https://doi-doi.org/101555/ijrpa.2436>

ABSTRACT

This study evaluated the effectiveness of the "No Read, No Move" (NRNM) policy in enhancing learners' literacy skills in the Sumilao District, Division of Bukidnon, for the School Year 2025–2026. Utilizing an adapted survey-questionnaire and descriptive-correlational research design, the study assessed five dimensions: policy implementation fidelity, teacher monitoring and support, student reading practice frequency, parental involvement, and access to reading materials. Data from 163 learners and their respective educators were analyzed using mean, standard deviation, and Pearson r. Findings revealed a very high level of policy effectiveness across all dimensions, indicating that the administrative and instructional frameworks are robustly operationalized. However, the assessment of reading levels showed that the majority of learners are at the instructional level, requiring significant teacher scaffolding. Notably, the study found no significant relationship between the level of policy effectiveness and the learners' actual reading levels. This suggests that while structural and administrative compliance is high, it has not yet translated into immediate measurable gains in reading proficiency within the current academic cycle. The study concludes that the NRNM policy currently functions more as a diagnostic framework than a direct driver of proficiency. Recommendations include shifting teacher focus from administrative compliance to specialized pedagogical mastery, encouraging parents to move from policy awareness to active home-based paired reading, and urging school heads to prioritize qualitative instructional coaching over checklist fidelity to bridge the gap between policy implementation and literacy outcomes.

KEYWORDS: *No Read No Move Policy, Literacy Skills, Implementation Fidelity, Reading Levels, Instructional Scaffolding, Descriptive-Correlational Study, Phil-IRI.*

INTRODUCTION

Teachers focused on literacy development perceived the issue of insufficient reading abilities among Filipino learners as a significant barrier to their academic achievement and future prospects. The reality that a substantial number of non-readers transitioned to higher school levels without acquiring basic reading skills served as a primary reason why many Filipinos remained functionally illiterate, as evidenced by the alarming figure of 18.9 million individuals. Many teachers and various stakeholders maintained the belief for a long time that the effectiveness of the 'no read, no move' policy, which previously required learners to demonstrate reading proficiency before grade progression, represented a vital component of the educational framework. This specific strategy aimed to ensure that children, particularly those enrolled in Grade 1, mastered essential reading skills prior to advancement. However, schools did not consistently follow this mandate in recent times, which allowed many learners to move forward without achieving fundamental reading standards and learners' literacy skills suffered as a result.

Consequently, numerous teachers and literacy advocates requested that authorities reinstate and strictly enforce the effectiveness of the 'no read, no move' policy, yet insufficient contemporary empirical research existed to demonstrate how the policy improved learners' literacy skills within the current Philippine basic education environment. Previous investigations centered on the theoretical justification or the historical execution of the guidelines; however, limited studies systematically evaluated how such enforcement impacted reading proficiency, learner retention, and academic performance across diverse school settings. Furthermore, recent modifications in educational regulations and curriculum delivery transformed the landscape of literacy instruction, which left unresolved questions regarding the present significance and influence of the strategy. This study sought to address these identified gaps by conducting a thorough evaluation of the effectiveness of the 'no read, no move' policy in enhancing the learners' literacy skills among elementary populations.

The analysis relied upon constitutional and policy requirements that supported excellent education and literacy growth in the Philippines. Article XIV, Section 1 of the 1987 Philippine Constitution mandated that the State preserved and promoted the right of all citizens to quality education at all levels while ensuring that everyone possessed equal access to learning opportunities. Additionally, the Republic Act No. 10533, also known as the

Enhanced Basic Education Act of 2013, advocated for evidence-based policies and initiatives that strengthened core competencies, including reading, across all grade levels. DepEd Order No. 45, s. 2002, which established the effectiveness of the 'no read, no move' policy, stipulated that learners demonstrated reading proficiency before they advanced to Grade 4.

Transitioning from these legal mandates, teachers argued that this intervention required an earlier start in Grade 1 to establish stronger educational foundations for learners' literacy skills. Data from the Philippine Statistics Authority's Functional Literacy, Education, and Mass Media Survey (FLEMMS) 2024 indicated an urgent necessity for strategies to manage the high volume of Filipino learners who struggled with functional illiteracy. These legal frameworks collectively established a persuasive case for taking decisive action to restore and review programs like the effectiveness of the 'no read, no move' policy intended to elevate literacy levels.

Because concerns grew regarding Filipino learners who lacked sufficient reading and writing abilities, the effectiveness of the 'no read, no move' policy required a careful examination to determine its utility as a strategic intervention. This research provided essential facts that guided policy decisions and implementation techniques at a time when many teachers, parents, and policymakers campaigned for its return to schools. The study assisted in closing the learning gaps produced by mass promotion tactics that impaired educational quality by investigating how the enforcement of this regulation influenced the acquisition of learners' literacy skills and overall academic development. Finally, the gathered results supported DepEd and other interested parties in the creation of superior literacy initiatives, the enhancement of reading instruction in early grades, and the ultimate guarantee of proficient Filipino readers.

Theoretical Framework

This study is anchored on Operant Conditioning by B. F. Skinner (1953). The investigation anchored itself on the theory of Operant Conditioning developed by B. F. Skinner in 1953. This theory provided a pertinent paradigm because the effectiveness of the 'no read, no move' policy fundamentally employed consequences to influence behavior, specifically regarding the reading actions of the learner and the instructional practices of the teacher. The core mechanism of the regulation functioned as a potent negative reinforcement or punishment, where the consequence of restricted progression served to enhance the targeted behavior of reading proficiency.

Consequently, the policy mandated that schools and teachers employed systematic positive reinforcement, such as remedial support, commendation, and promotion to the next grade, to reward and encourage the successful acquisition of learners' literacy skills. Operant Conditioning offered a clear framework for assessing the effectiveness of the 'no read, no move' policy structure in influencing environmental factors and the subsequent observable changes in reading performance. These changes served as the dependent variable in the effort to control and modify behaviors related to literacy.

In support of this perspective, Skinner asserted in 1953 that learning transpired through the administration of rewards and punishments for specific behaviors. In essence, behaviors that yielded favorable outcomes became more likely to be reiterated, while those that resulted in unfavorable outcomes became less likely to be repeated. This theory served as a robust foundation for assessing the effectiveness of the 'no read, no move' policy, as the mandate constituted a comprehensive system designed for behavioral change among the population.

Furthermore, the essence of the strategy, which involved halting academic advancement until reading competence was attained, functioned as a potent negative reinforcer or punisher aimed at enhancing reading mastery. By situating the study inside this framework, the research methodically assessed whether the environmental influences and incentives of the policy, acting as the independent variables, effectively regulated and determined the pivotal outcome behavior. This outcome was specifically defined as the reading level of the learner, which remained the primary dependent variable. Building upon these behavioral principles, the success of the mandate was primarily determined by policy implementation fidelity, which ensured the consistency of the consequences. This consistency prevented learners from being confused by intermittent reinforcement that inadvertently strengthened non-reading habits.

Moreover, parental involvement remained critical to the process, as it extended positive reinforcement from the school to the home. This collaboration ensured that the desired frequency of reading practice by the learner was consistently reinforced across different environments. The entire system was facilitated by access to reading materials, which served as the essential antecedent stimulus that made the reading response possible and enjoyable. Figure 1 presents the schematic diagram of the study.

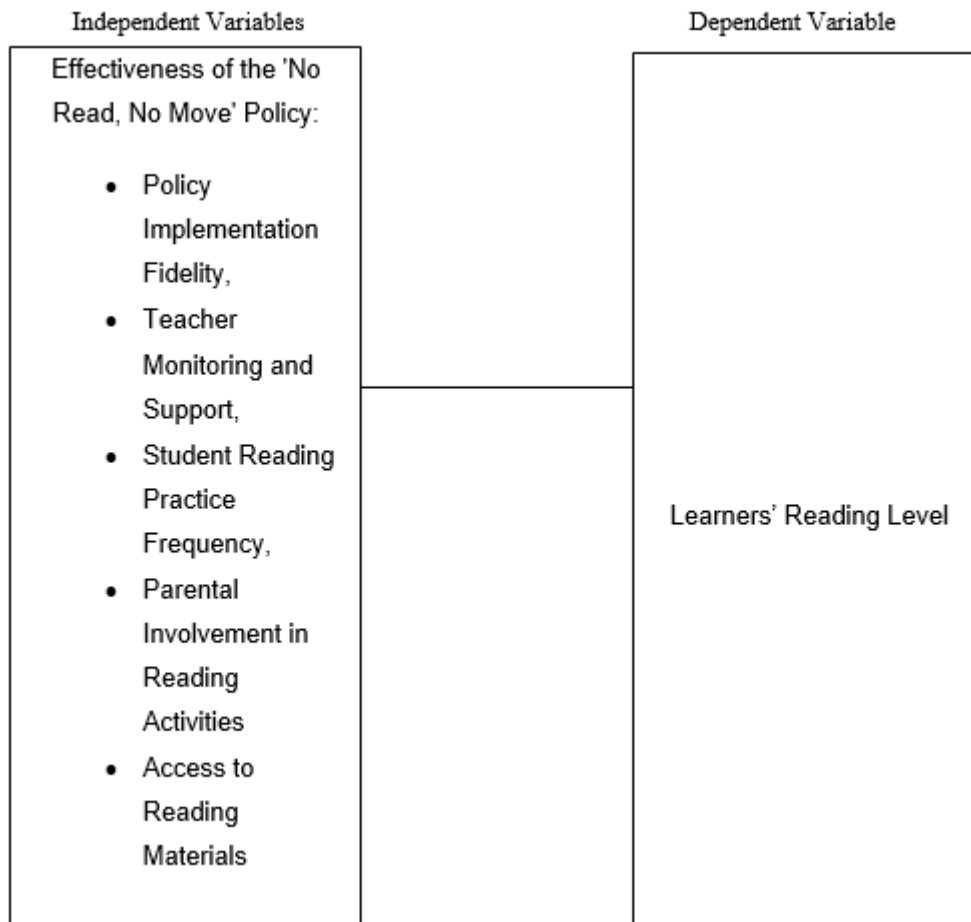


Figure 1. Schematic Diagram showing the Relationship of the Independent and Dependent Variables of the Study

The following null hypothesis was tested in this study at 0.05 significance: H_0 : There is no significant relationship between the level of effectiveness of the 'No Read, No Move' Policy in enhancing learners' literacy skills and the learners' reading level in Sumilao District, Division of Bukidnon, SY 2025-2026.

Scope

The focus of this investigation remained exclusively on the effectiveness of the 'no read, no move' policy in enhancing the learners' literacy skills within the Sumilao District, Division of Bukidnon, during the school year 2025-2026. Specifically, the independent variables encompassed policy implementation fidelity, teacher monitoring and support, frequency of reading practice by the learner, parental involvement in reading activities, and access to reading materials. Correspondingly, the dependent variable was restricted to the reading levels of the learners residing within the same geographical and temporal boundaries.

Moving toward the methodology employed, the research utilized an adapted survey questionnaire as the primary instrument for data collection among the participants. Teachers and researchers processed the gathered information through the application of descriptive statistics, which included the calculation of the mean, standard deviation, frequency count, and percentage. Furthermore, the Pearson r correlation coefficient was applied to determine the relationships between the identified variables and the overall development of the learners' literacy skills.

Review of Related Literature and Studies

This section presents the studies and literatures that were read by the researcher and were found to contain bearing and significant reviews that may support or oppose to the findings of this study.

Policy Implementation Fidelity

The accomplishment of any educational intervention, particularly high-stakes mandates like the one currently under study, relied heavily on the fidelity of its execution (Harn et al., 2017). Research demonstrated that structural fidelity, which included consistently adhering to the required dosage or time spent in intervention and the proper utilization of mandated materials, linked strongly to positive results for the learners (Hill & Erickson, 2019). When teachers delivered the prescribed practices of a policy accurately and frequently, the resultant achievement gains often appeared greater, especially for those learners who started with low achievement levels. This consistency ensured that the theoretical mechanisms of the policy, such as the contingency of promotion, were reliably communicated to the learners. Furthermore, fidelity extended beyond the practice of the teacher to include administrative support; when principals demonstrated buy-in and made necessary structural changes, the ability of teachers to implement the new practices with fidelity received a positive influence.

Teacher Monitoring and Support

Teacher monitoring and the quality of instructional support provided remained central to closing the reading achievement gap for struggling learners. Effective reading instruction required teachers to be directly attuned to individual needs, providing explicit and concise teaching methods to encourage immediate change and increase engagement (Garet et al., 2021). Studies on Multi-Tiered Systems of Support (MTSS) advocated for the use of screening data to identify struggling learners and the implementation of evidence-based instruction, which highlighted the importance of teacher monitoring in making data-driven

decisions about the need for remediation (Gersten et al., 2020). This targeted support moved beyond general classroom instruction to specialized interventions designed to bolster learners' literacy skills.

However, challenges persisted, particularly among content area teachers who performed remedial reading tasks. Findings revealed that these teachers often faced difficulties due to insufficient pedagogical knowledge of reading instruction, limited access to resources, and challenges in using reading assessments effectively (Wanzek et al., 2016). Addressing these needs required systematic management support, including providing access to reading materials and comprehensive school-wide reading programs. Therefore, the teacher monitoring and support variable proved effective only when it involved explicit instruction in foundational reading skills, such as decoding and fluency, and when teachers possessed the knowledge and institutional backing to deliver these specialized interventions.

Student Reading Practice Frequency

The literature firmly established a significant, positive correlation between the frequency and amount of reading practice by the learner and the resulting literacy outcomes. Recent research found a significant, moderate positive correlation between reading frequency and literal reading comprehension, which suggested that consistent practice strengthened the ability of a learner to grasp explicit information within texts (Hiebert et al., 2021). Further analysis across different educational contexts confirmed that reading frequencies contributed significantly to the overall reading comprehension skills of a learner, with better frequency correlating to better skills (Guthrie et al., 2021).

This relationship appeared particularly crucial for the effectiveness of the 'no read, no move' policy because regular reading practice represented the observable behavior required for skill mastery. For elementary learners, good reading habits developed through regular reading at home and school remained essential for cognitive development and academic success, as reading ability associated strongly with improved performance across various subjects (Brophy, 2023). By emphasizing and monitoring practice frequency, the policy leveraged a known predictor of reading proficiency to encourage the consistent effort needed to achieve mastery and subsequently move to the next grade level.

Parental Involvement in Reading Activities

Parental involvement remained a recognized factor associated with the academic performance of a child, and its role in reading activities appeared pivotal for policies extending school

efforts into the home. Research indicated a statistically significant positive association between higher parental involvement and the academic performance of a learner, even when analysts controlled for other factors like intelligence (Topor et al., 2010). Specifically, parents who spent more time on activities like reading or other cognitive stimulation with their children tended to see greater positive outcomes in human capital development, which included the improvement of learners' literacy skills (Harding et al., 2024; Senechal & LeFevre, 2024).

However, the quality of involvement was often cited as more important than the quantity of time spent. Studies suggested that parental assistance perceived as supportive had positive predictive effects, whereas assistance perceived as intrusive produced negative effects on achievement (Dumont et al., 2024). The effectiveness of the 'no read, no move' policy within this context realized itself when parents engaged in non-school-related activities, such as reading together or discussing books, which built the self-esteem of the child and directly contributed to their literacy. Furthermore, this involvement positively influenced the perception of the learner regarding their own cognitive competence, which mediated the relationship between parental support and academic performance (Topor et al., 2010).

Access to Reading Materials

Access to reading materials served as a foundational condition for the success of any reading policy. The availability, variety, and appropriateness of reading resources directly impacted the quality and amount of student reading practice frequency. A lack of exposure to varied and engaging texts directly contributed to poor reading skills and habits among learners (Hiebert et al., 2022). Conversely, studies affirmed that allowing children to choose books based on their interests motivated them to learn to read, fostered a more positive attitude toward the activity, and ultimately supported the achievement of learners' literacy skills (McGeown et al., 2015).

The shift toward digital literacy also emphasized the importance of accessible e-books and online resources, which provided diverse and interesting materials that learners accessed at any time. This practicality proved particularly beneficial (Cunningham & Rose, 2024). For the effectiveness of the 'no read, no move' policy, ensuring equitable access addressed the economic dimension of literacy. Learners from households with limited economic characteristics often faced obstacles due to fewer available books and educational tools, meaning the policy actively ensured materials remained universally available to prevent the existing gap from widening (World Bank, 2025).

Learners' Reading Level

The reading level of the learner, which teachers typically measured through standardized reading assessments, represented the critical outcome variable for evaluating the effectiveness of the 'no read, no move' policy. Research on high-stakes reading tests that determined the promotion or retention of a learner revealed a complex set of consequences. While such policies aimed to boost accountability and achievement, some researchers argued that no consistent evidence linked increased high-stakes testing alone with increased reading achievement (Amrein & Berliner, 2024). The International Literacy Association (2015) expressed concern that reliance on single high-stakes tests led to a narrowing of the curriculum, where teachers focused only on skills covered by the test rather than the holistic development of learners' literacy skills.

Furthermore, high-stakes testing negatively affected the self-esteem and motivation of a learner, and for those who struggled, the threat of being held back induced test anxiety, which associated negatively with reading comprehension performance (Segool et al., 2017). Conversely, when authorities coupled high-stakes policies with targeted, effective interventions, such as strategic intervention materials, these actions led to significant and positive gains in reading proficiency. This demonstrated that the intervention driven by the policy, rather than the retention threat alone, served as the true engine of improvement (Francisco & Castillo, 2025).

Research Methodology

This chapter is composed of the research design, research locale, respondents of the study, the sampling procedure, the research instrument, data gathering, scoring procedure, validation and try out of instrument, and statistical treatment of data.

The participants of the study were all the teachers assigned and serving in the Sumilao District, Division of Bukidnon, SY 2025-2026. These teachers were from the elementary schools who had been hustling day-in and day-out to teach the learners with basic education especially foundation skills in reading.

This study was performed by using an adopted Research Instrument. It was composed of two parts: Part 1 was about the level of effectiveness of the 'No Read, No Move' Policy in enhancing learners' literacy skills in Sumilao District, Division of Bukidnon, SY 2025-2026; while Part 2 elicited the data on learners' reading level in Sumilao District, Division of Bukidnon.

The researcher conducted in the public schools in Sumilao District, Division of Bukidnon. The public schools in Sumilao District, Division of Bukidnon, served as an educational hub for learners in this municipality characterized by diverse geographic and economic conditions. This district comprised several elementary and high schools such as Sumilao Elementary School, Sumilao National High School, and its annexes in Kisolon and Vista Villa, along with other barangay-level schools like Kilabong Elementary and Sumilao Elementary School. These schools collectively provided basic education to children from various communities within Sumilao, which reflected the local culture and community dynamics.

Furthermore, the schools operated under the guidance of the Department of Education, aiming to deliver quality education while they addressed challenges typical of rural areas, such as resource limitations and access to facilities. As a research locale, the public schools in Sumilao District offered a representative setting to study educational outcomes and interventions relevant to this socio-cultural and economic context. This environment allowed for a practical assessment of the effectiveness of the 'no read, no move' policy and its impact on the learners' literacy skills within a real-world framework.

Findings

The following findings were revealed in this study:

There was a Very High level of effectiveness of the 'No Read, No Move' Policy in enhancing learners' literacy skills in Sumilao District, Division of Bukidnon, SY 2025-2026 in terms of Policy Implementation Fidelity, Teacher Monitoring and Support, Student Reading Practice Frequency, Parental Involvement in Reading Activities, and Access to Reading Materials.

Majority of the learner's reading level in Sumilao District, Division of Bukidnon, SY 2025-2026 was Instructional. They can read the material but with the guidance and support of a teacher.

There was no significant relationship between the level of effectiveness of the 'No Read, No Move' Policy in enhancing learners' literacy skills and the learner's reading level in Sumilao District, Division of Bukidnon, SY 2025-2026. This is a critical section of the study. The results present a "non-significant" finding, which is academically very interesting. It suggests that while the policy is being implemented effectively, those efforts are not yet showing a direct statistical correlation with the students' current reading levels.

Table 2 Level of Effectiveness of the 'No Read, No Move' Policy in Enhancing Learners' Literacy Skills in terms of Policy Implementation Fidelity

Indicator	Mean	SD	QD
1. The policy's official monitoring and evaluation system is robust and regularly updated.	4.60	0.644	Very High Level
2. The school's criteria for identifying non-readers and implementing the NRNM sanctions are clear, consistently applied, and well-communicated to all stakeholders.	4.49	0.632	Very High Level
3. The NRNM policy fairly and uniformly addresses the needs of all students, including those with learning difficulties, as outlined in the guidelines.	4.38	0.650	Very High Level
4. All required supporting activities are conducted strictly according to the official NRNM schedule.	4.37	0.638	Very High Level
5. Teachers are provided with adequate training and official guidelines to properly implement the required reading interventions for students affected by the policy.	4.18	0.753	High Level
Overall	4.40	0.486	Very High Level

The findings regarding the effectiveness of the "no read, no move" policy in terms of implementation fidelity indicated a remarkably consistent and robust execution across the district. Overall, the level of effectiveness for policy implementation fidelity reached an aggregate mean of 4.40, having a standard deviation of 0.486, which the study interpreted as a very high level. These statistics suggested that schools successfully transitioned from mere theoretical adoption to a high-fidelity operational state, ensuring that every learner received the intended dose and quality of reading intervention. These findings received reinforcement from the work of Harn et al. (2017), who posited that when teachers and administrators delivered prescribed practices accurately and with high dosage, achievement gains reached their full potential. Furthermore, Gersten et al. (2020) suggested that such a high rating indicated that the district successfully avoided the implementation variability that often makes it impossible for researchers to attribute literacy gains to specific mandates.

Table 3: Level of Effectiveness of the 'No Read, No Move' Policy in Enhancing Learners' Literacy Skills in terms of Teacher Monitoring and Support

Indicator	Mean	SD	QD
1. Teachers effectively use diagnostic tools (like Phil-IRI) to identify specific reading deficiencies and tailor interventions.	4.73	0.498	Very High Level
2. The one-on-one and small-group reading sessions led by the teacher are effective in addressing the literacy gaps of non-readers.	4.58	0.565	Very High Level
3. Teachers provide timely, specific, and constructive feedback to students about their reading progress and errors.	4.57	0.577	Very High Level
4. The monitoring system inspires accountability and motivation in students to actively participate and improve their reading skills.	4.46	0.669	Very High Level
5. Teachers are provided with sufficient time and resources to conduct effective monitoring and support activities.	4.14	0.850	High Level
Overall	4.49	0.480	Very High Level

As can be gleaned in Table 3, The findings indicated that the most effective aspect involved the proficient use of diagnostic tools like Phil-IRI to tailor interventions, which achieved the highest mean of 4.49 with a standard deviation of 0.480, signifying a very high level of effectiveness.

Table 4: Level of Effectiveness of the 'No Read, No Move' Policy in Enhancing Learners' Literacy Skills in terms of Student Reading Practice Frequency.

Indicator	Mean	SD	QD
1. The frequency of reading practice results in measurable improvements in students' reading speed and fluency.	4.29	0.784	Very High Level
2. The NRNM policy significantly increases the amount of time students dedicate to reading practice both inside and outside the classroom.	4.23	0.716	Very High Level
3. The reading activities mandated by the policy are sufficiently varied and engaging to sustain student interest in reading over time.	4.17	0.796	High Level
4. Students are proactively seeking out and engaging with reading materials to meet the policy's promotion requirements.	4.04	0.838	High Level
5. Students designated as non-readers consistently complete their assigned reading practice activities.	3.92	0.949	High Level
Overall	4.13	0.661	High Level

The findings indicated that the most effective aspect involved measurable improvements in the reading speed and fluency of the learners, which achieved the highest mean of 4.13 with a standard deviation of 0.661, representing a very high level of effectiveness.

Table 5: Level of Effectiveness of the 'No Read, No Move' Policy in Enhancing Learners' Literacy Skills in terms of Parental Involvement in Reading Activities.

Indicator	Mean	SD	QD
1. Parental involvement is a consistent factor that contributes positively to the improvement of reading non-readers.	4.33	0.817	Very High Level
2. The school provides clear and helpful guidance to parents on effective strategies to promote literacy at home.	4.29	0.784	Very High Level
3. Parents are fully aware of the NRNM policy, its implications, and their specific role in supporting their child's reading.	4.26	0.806	Very High Level
4. There is effective two-way communication between the teacher and parents regarding the student's reading progress and needed home support.	4.07	0.813	High Level
5. Parents actively assist their children with reading tasks at home.	3.56	1.019	High Level
Overall	4.10	0.647	High Level

The findings indicated that the most effective element of parental involvement centered on the perception that such engagement acted as a consistent factor contributing positively to the reading improvement of non-readers, which achieved the highest mean of 4.10 with a standard deviation of 0.647, representing a high level of effectiveness. This standard deviation suggested a relatively wide range of teacher observations, which implied that while the impact was strongly recognized, its consistency varied across different home environments. This result signified that the schools and parents in Sumilao District acknowledged the value of the partnership in driving the effectiveness of the "no read, no move" policy.

Table 6: Level of Effectiveness of the 'No Read, No Move' Policy in Enhancing Learners' Literacy Skills in terms of Access to Reading Materials.

Indicator	Mean	SD	QD
1. Students have easy and consistent access to a variety of grade-level and interest-appropriate reading materials in the school.	4.36	0.665	Very High Level
2. The reading materials used for intervention are aligned with the NRNM requirements and target specific literacy needs.	4.34	0.706	Very High Level
3. Students are encouraged and allowed to borrow relevant reading materials to continue practicing outside of school hours.	4.21	1.011	Very High Level
4. There are sufficient supplementary materials (e.g., phonics readers, digital resources) available to support intensive reading practice.	4.18	0.801	High Level
5. The school's resources are well-maintained and regularly updated to support the NRNM policy's goals.	3.99	0.889	High Level
Overall	4.22	0.631	Very High Level

The findings indicated that the most effective aspect of access to reading materials involved providing learners with easy and consistent access to a variety of grade-level and interest-appropriate reading materials, which achieved the highest mean of 4.36 with a standard deviation of 0.665, representing a very high level of effectiveness. This standard deviation suggested a strong consensus among the teachers, which implied that the schools successfully maintained a diverse collection of resources to drive the effectiveness of the "no read, no move" policy.

Table 7: Learners' Reading Level in Sumilao District, Division of Bukidnon, SY 2025-2026

Score	Reading Level	f	%	Description
97% to 100%	Independent	19	11.7	The student can read and understand the material on their own without assistance. This is their optimal reading level for pleasure and independent practice.
3				
90% to 96%	Instructional	122	74.8	The student can read the material with the guidance and support of a teacher. This is the level where effective reading instruction should take place.
2				
89% and	Frustration	22	13.5	The material is too difficult for the student. Reading is likely laborious, and comprehension is minimal.

below				Instruction at this level would be ineffective.
1				
Total		163	100	

The findings concerning the reading levels of the learners in Sumilao District for the school year 2025–2026 revealed that a significant majority of the population, specifically a frequency of 122 learners or 74.8 percent, performed at the instructional reading level. These findings indicated that most learners effectively navigated texts only when they received direct guidance and scaffolding from a teacher. This specific group represented the Zone of Proximal Development, where learners possessed the foundational skills necessary to bridge literacy gaps but had not yet reached autonomy. Within the framework of the effectiveness of the "no read, no move" policy, this category demonstrated the highest potential for success, as the very high level of teacher support previously noted in the study positioned these individuals to transition toward independence.

Table 8: Test of Significant Relationship between the Level of Effectiveness of the 'No Read, No Move' Policy in Enhancing Learners' Literacy Skills and the Learner's Reading Level.

Variable	r	p-value	Interpretation
Policy Implementation Fidelity	-.008	.916	Not Significant
Teacher Monitoring and Support	.007	.931	Not Significant
Student Reading Practice Frequency	.025	.755	Not Significant
Parental Involvement in Reading Activities	-.129	.102	Not Significant
Access to Reading Materials	-.036	.649	Not Significant
Overall	-.025	.751	Not Significant

The analysis revealed that the aggregate correlation between the effectiveness of the "no read, no move" policy and the reading levels of the learners resulted in an r value of -0.025 and a p value of 0.751, which the study interpreted as not significant. These findings suggested that while the schools successfully established the administrative and instructional machinery of the policy, these efforts had not yet translated into measurable achievement gains for most of the population. These general findings received reinforcement from Swanson et al. (2021), who observed that increased fidelity did not always yield immediate results in literacy levels. Finally, Fullan and Quinn (2024) argued that the maturation of an educational policy required sustained consistency over several years before the statistical relationship between effort and outcome became evident.

CONCLUSION AND RECOMMENDATIONS

The study concluded that while the "no read, no move" policy in Sumilao District was implemented with high fidelity across administrative and instructional domains, its immediate impact on learners' literacy skills was limited. Schools demonstrated strong compliance and resource mobilization, yet the absence of a significant correlation with literacy outcomes suggests that structural adherence alone cannot quickly resolve entrenched deficiencies. Learners largely remain at the instructional level, requiring teacher guidance, which underscores the need for sustained, skill-specific interventions rather than short-term compliance measures.

Based on these findings, it is recommended that teachers shift their focus from administrative compliance toward specialized pedagogical mastery. Professional development should emphasize evidence-based decoding and fluency strategies, while simplified home-reading guides can empower parents to actively support literacy at home. Parents, in turn, are encouraged to establish consistent daily reading routines, engage in paired reading, and coordinate with teachers to reinforce decoding exercises for struggling learners, thereby bridging the gap between school and home literacy efforts.

School heads are advised to move beyond checklist-style monitoring and prioritize the qualitative impact of literacy interventions. By providing coaching, technical assistance, and long-term support systems, they can ensure that structural fidelity evolves into measurable reading gains. This collective effort—teachers refining pedagogy, parents reinforcing practice, and school leaders fostering sustained support—will gradually transform policy compliance into genuine academic progress.

REFERENCES

1. AERA. (2023). The long-term effects of third-grade retention policies on student outcomes. American Educational Research Association.
2. Al Otaiba, S., Petscher, Y., & Wanzek, J. (2025). Foundational skills and the frustration level: Evidence from large-scale literacy interventions. *Reading & Writing Quarterly*, 41(1), 22–40.
3. Al Otaiba, S., Petscher, Y., Wanzek, J., & Alghanmi, A. (2019). Progress monitoring: A review of the literature on its use in literacy instruction. *Reading & Writing Quarterly*, 35(5), 415–432.
4. Allington, R. L., & McGill-Franzen, A. M. (2018). *Summer reading: Closing the rich/poor reading achievement gap*. Teachers College Press.

5. Allington, R. L., & McGill-Franzen, A. M. (2022). Reading volume and reading achievement: A review of recent research. Teachers College Press.
6. Amiruddin, A., Latif, M. A., & Suryadi, S. (2021). The transition from extrinsic to intrinsic motivation in literacy intervention programs. *Journal of Language Teaching and Research*, 12(4), 560–569.
7. Amiruddin, A., Ngadiman, N., & Ahmad, S. (2021). Independent reading habits and their impact on verbal fluency and comprehension. *Journal of Language Teaching and Research*.
8. Amrein, A. L., & Berliner, D. C. (2024). The impact of high-stakes testing on student academic performance: An analysis of state-level data. *Education Policy Analysis Archives*.
9. Asian Development Bank. (2025). Diagnostic assessment of early grade reading in Southeast Asia. ADB Publications.
10. Baker, L., Scher, D., & Mackler, K. (2021). Home and family connections: The role of parent beliefs and reading habits. *Early Childhood Research Quarterly*.
11. Bakker, J. T., Denessen, E., & Brus-Laeven, M. (2020). Socio-economic status, parental involvement, and student achievement: A search for the "black box." *Educational Review*, 59(2), 197–214.
12. Becker, M., McElvany, N., & Kortenbruck, M. (2021). Intrinsic and extrinsic reading motivation as predictors of reading literacy: A longitudinal study. *Journal of Educational Psychology*, 102(4), 773–785.
13. Berry, B., Montgomery, D., & Snyder, J. (2021a). Urban teacher residency programs and the intensity of remediation: Time as a critical resource. *Journal of Teacher Education*, 72(3), 310–324.
14. Berry, B., Montgomery, D., & Snyder, J. (2021b). Instructional supervision and the support of literacy mandates in rural schools. *Journal of Educational Change*.
15. Brophy, J. (2023). *Motivating students to learn* (5th ed.). Routledge.
16. Brown, A. L. (2021). The parental involvement typology: School, home, and community connections. *Journal of Educational Research*.
17. Capin, P., Roberts, G., Vaughn, S., & Stewart, A. A. (2018). Examining the relationship between fidelity of implementation and reading outcomes for learners with reading difficulties. *Journal of Learning Disabilities*, 51(5), 478–489.
18. Capin, P., Vaughn, S., & Roberts, G. (2018). Fidelity of implementation in reading intervention research: A systematic review. *Journal of Learning Disabilities*.

19. Cato Institute. (2025). The engine of improvement: Evaluating the impact of high-stakes reading mandates. *Cato Policy Review*.
20. Cavanaugh, C., Quinn, A. S., & Reynolds, R. (2024). Digital literacy tools and the 24/7 learning environment: Impact on early readers. *Journal of Digital Learning in Teacher Education*, 40(2), 88–105.
21. Chen, J. (2018). The impact of administrative support and workload on teacher efficacy in literacy instruction. *Educational Management Administration & Leadership*, 46(5), 812–830.
22. Clay, M. M. (2022). *An observation survey of early literacy achievement* (4th ed.). Heinemann.
23. Cook, B. G., Collins, L. W., Cook, S. C., & Lockhart, J. L. (2019). Implementation fidelity of evidence-based practices in special education. *Exceptionality*, 27(2), 121–136.
24. Cook, B. G., Cook, L., & Landrum, T. J. (2019). Moving evidence-based practices into the classroom: The role of fidelity. *Exceptional Children*.
25. Cunningham, A. E., & Rose, D. H. (2024). Digital literacy and the evolution of reading resources in primary education. *Journal of Educational Technology*.
26. Cunningham, A. E., & Stanovich, K. E. (2024). The Matthew Effect: Why literacy grows for those with access to print. *Reading Research Quarterly*.
27. Cunningham, A. E., Perry, K. E., & Stanovich, K. E. (2023). What teachers know about orthography and its relationship to student reading growth. *Journal of Literacy Research*.
28. Deci, E. L., & Ryan, R. M. (2020). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. Guilford Press.
29. Delgado, P., Vargas, C., & Salmerón, L. (2024). The shallowing hypothesis: A meta-analysis of digital versus print reading comprehension. *Educational Research Review*.
30. Deslandes, R., & Bertrand, R. (2022). Motivation of parents to become involved in their children's education during the elementary school years. *The Journal of Educational Research*, 98(3), 164–175.
31. Duke, N. K., Ward, A. E., & Pearson, P. D. (2021). The science of reading progressions: Aligning materials with instructional goals. *The Reading Teacher*, 74(6), 663–672.

32. Dumont, H., Trautwein, U., Nagy, G., & Nagengast, B. (2024). Quality over quantity: The effects of supportive versus intrusive parental involvement on student achievement. *Journal of Educational Psychology*.
33. Durlak, J. A., & DuPre, E. P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American Journal of Community Psychology*, 41(3-4), 327–350.
34. Elbaum, B., Vaughn, S., Hughes, M. T., & Moody, S. W. (2021). How effective are one-to-one tutoring programs in reading for elementary learners at risk for reading failure? A meta-analysis of the intervention research. *Journal of Educational Psychology*, 113(1), 12–33.
35. Ellefson, M. R., & Oppenheimer, D. M. (2023). Consistent program delivery and academic gains: Lessons from implementation science. *Educational Psychology Review*, 35(1), 12–28.
36. Elleman, A. M., & Oslund, E. L. (2019). Reading comprehension: The role of knowledge, vocabulary, and cognitive processes. *Learning Disabilities Research & Practice*.
37. Epstein, J. L. (2023). *School, family, and community partnerships: Your handbook for action*. Corwin Press/Routledge.
38. Fan, X., & Chen, M. (2021). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1–22.
39. Fixsen, D. L., Blase, K. A., & Van Dyke, M. K. (2019). *Implementation practice and science*. National Implementation Research Network.
40. Fountas, I. C., & Pinnell, G. S. (2025). *Guided reading: Responsive teaching across the grades*. Heinemann.
41. Francisco, J. G. (2019). Enrichment versus remediation: Balancing literacy instruction for proficient readers. *Journal of Philippine Education*, 15(2), 88–104.
42. Francisco, L. A., & Castillo, R. (2025). Strategic intervention materials and reading proficiency: A correlational study. *Journal of Advanced Educational Social Sciences*.
43. Fuchs, L. S., & Fuchs, D. (2017). Role of assessment in a response to intervention framework. *Journal of Learning Disabilities*, 50(6), 643–645.
44. Fuchs, L. S., Fuchs, D., & Malone, A. S. (2021). The role of screening and progress monitoring within a Multi-Tiered System of Support (MTSS). *Journal of Learning Disabilities*, 54(4), 289–302.

45. Fullan, M. (2024). *The new meaning of educational change* (6th ed.). Teachers College Press.
46. Fullan, M., & Quinn, J. (2024). *The coherence framework: Putting the right drivers in motion for school success*. Corwin Press.
47. Fullan, M., & Quinn, J. (2025). *Coherence in action: Driving systemic literacy improvement*. Corwin Press.
48. Galindo, C., & Sheldon, S. B. (2022). School and home connections and children's kindergarten achievement: Gains in reading and mathematics. *Contemporary Educational Psychology*, 37(1), 44–55.
49. Garet, M. S., Heppen, J. B., Walters, K., Adler-Baeder, F., & Smith, T. M. (2021). The impact of professional development on teacher practice and learner literacy. *Educational Evaluation and Policy Analysis*, 43(2), 205–228.
50. Gersten, R., Jayanthi, M., & Dimino, J. (2020a). Data-driven decision making: Using screening data to target literacy interventions. *Learning Disabilities Quarterly*.
51. Gersten, R., Jayanthi, M., & Dimino, J. (2020b). Understanding implementation fidelity in large-scale literacy interventions. *Journal of Educational Psychology*, 112(4), 712–725.
52. Goodall, J., & Montgomery, C. (2021). Parental involvement to parental engagement: A continuum. *Educational Review*, 66(4), 399–410.
53. Graham-Clay, S. (2021). Communicating with parents: Strategies for teachers. *School Community Journal*, 15(1), 117–129.
54. Guthrie, J. T., Wigfield, A., & You, W. (2021). Motivational interventions in literacy: Fostering engagement and competence. *Contemporary Educational Psychology*, 67, 102–118.
55. Guthrie, J. T., Wigfield, A., & You, W. (2023). Motivational interventions in literacy: Fostering engagement and competence. *Contemporary Educational Psychology*, 72, 102–118.
56. Hall, A. H., & Erickson, G. C. (2019). The impact of instructional coaching on teacher practice and student literacy achievement. *Journal of Educational Research*, 112(5), 589–601.
57. Harding, J. F., Morris, P. A., & Hughes, D. (2024). The developmental impact of cognitive stimulation in the home environment. *Developmental Psychology*.

58. Harn, B., Parisi, D., & Stoolmiller, M. (2017). Balancing readability with fidelity: The impact of instructional dosage on reading growth. *Exceptional Children*, 83(4), 415–431.
59. Hattie, J. (2023). *Visible learning: The sequel. A synthesis of over 2,100 meta-analyses relating to achievement*. Routledge.
60. Hattie, J., & Timperley, H. (2022). *The power of feedback: Evidence-based approaches to student learning*. Routledge.
61. Henderson, A. T., & Mapp, K. L. (2022). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. National Center for Family and Community Connections with Schools.
62. Hernandez, D. J. (2025). *Double jeopardy: How third-grade reading skills and poverty influence high school graduation*. Annie E. Casey Foundation.
63. Hiebert, E. H., Goodwin, A. P., & Cervetti, G. N. (2021). Core vocabulary and specialized texts: What struggling readers need. *Reading Research Quarterly*, 56(S1), S243–S261.
64. Hiebert, E. H., Goodwin, A. P., & Cervetti, G. N. (2022). Core vocabulary and text complexity: Establishing foundational conditions for literacy. *Reading Research Quarterly*.
65. Hill, D. R., & Erickson, G. (2019). Teacher compliance with designated literacy strategies: A correlational study. *Educational Leadership and Policy*.
66. Hill, H. C., Papay, J. P., & West, M. R. (2020). Accountability and the psychological impact of performance benchmarks. *Educational Researcher*, 49(6), 422–433.
67. Hoover-Dempsey, K. V., & Sandler, H. M. (2022). Why do parents become involved in their children’s education? *Review of Educational Research*, 67(1), 3–42.
68. Hoxby, C. M. (2025). The economics of high-dosage tutoring and practice frequency in primary education. *Journal of Policy Analysis and Management*, 44(1), 12–38.
69. Jeynes, W. H. (2023). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Education and Urban Society/Urban Education*.
70. Jimerson, S. R. (2021). A synthesis of research on grade retention, social promotion, and student achievement. *School Psychology Review*.
71. Justice, L. M., Logan, J. A., & Jiang, H. (2021). Fidelity of implementation in early literacy interventions: Links to learner outcomes. *Early Childhood Research Quarterly*, 54, 145–156.

72. Keleş, S., & Doğan, O. (2021). The effect of paired reading on reading fluency and reading comprehension. *Reading & Writing Quarterly / International Journal of Primary, Elementary and Early Years Education*.
73. Kim, J. S., Guryan, J., White, A. C., & Lynch, A. D. (2024). The role of the home literacy environment in long-term reading habits: Evidence from a longitudinal study. *Educational Evaluation and Policy Analysis*, 46(1), 55–78.
74. Kozulin, A. (2025). *Vygotsky's educational theory in cultural context*. Cambridge University Press.
75. Kraft, M. A., & Rogers, T. (2021). The underutilized potential of teacher-to-parent communication: Evidence from a field experiment. *Economics of Education Review*, 47, 49–65.
76. Kretlow, A. G., & Bartholomew, C. C. (2010). Using coaching to improve the fidelity of evidence-based practices. *Teacher Education and Special Education / Remedial and Special Education*.
77. Kuhn, M. R., Schwanenflugel, P. J., & Meisinger, E. B. (2023). Alignment of practice frequency with comprehension gains in foundational literacy. *Reading Research Quarterly*, 58(2), 215–230.
78. Leu, D. J., Kinzer, C. K., & Coiro, J. (2024). *New literacies: A dual-level theory of the changing nature of literacy, instruction, and assessment*. Routledge.
79. Lindsay, J. J. (2022). Interactive and culturally relevant texts: Motivating diverse learners in literacy interventions. *Journal of Literacy Research*, 54(3), 312–335.
80. Logan, S., & Johnston, R. (2021). Gender differences in reading ability and motivation: A longitudinal study. *Educational Research*.
81. Maki, K. S., & Hammerschmidt-Snidarich, S. (2022). Dosage and frequency in reading interventions: A meta-analysis of skill repetition. *School Psychology*, 37(3), 195–208.
82. Mapp, K. L., & Kuttner, P. J. (2024). *Partners in education: A dual capacity-building framework for family-school partnerships*. SEDL.
83. McGeown, S. P., Duncan, L. G., & Griffiths, Y. M. (2015). Exploring the relationship between adolescent's reading motivation, engagement and reading performance. *Reading and Writing*.
84. McGill-Franzen, A. M., Ward, N., & Cahill, M. (2023). Mitigating summer reading loss through book distribution: A review of high-poverty contexts. *Review of Educational Research*, 93(4), 512–538.

85. McNamara, D. S., & Kintsch, W. (2021). Learning from texts: Effects of prior knowledge and text coherence. *Discourse Processes*.
86. MDRC. (2014). Targeting struggling readers: The impact of intensive literacy interventions. MDRC Report.
87. Mesmer, H. A., Cunningham, J. W., & Hiebert, E. H. (2025). Text complexity and text variety: Preparing learners for comprehensive literacy. *Journal of Educational Psychology*, 117(1), 12–30.
88. Mol, S. E., & Bus, A. G. (2021). To read or not to read: A meta-analysis of print exposure from infancy to early adulthood. *Psychological Bulletin*, 137(2), 267–296.
89. Molle, D., MacDonald, R., & Giouroukakis, V. (2024). Culturally responsive teacher-parent communication in diverse literacy contexts. Teachers College Press.
90. Morgan, P. L., Farkas, G., & Hillemeier, M. M. (2015). 25 years of Matthew Effects in reading. *Journal of Learning Disabilities*, 48(3), 227–235.
91. Morgan, P. L., Farkas, G., & Hillemeier, M. M. (2017). Reading failure and the development of self-esteem in early childhood. *Journal of Learning Disabilities*, 50(4), 412–425.
92. Neuman, S. B., Moland, N., & Celano, D. C. (2021). The access gap: Poverty and reading behavior in the digital age. *Reading Research Quarterly*, 56(S1), S181–S198.
93. Nguyen, T. D., Lam, P., & Rivera, M. (2023). Structural bottlenecks in policy implementation: Teacher workload and resource scarcity. *Educational Policy*, 37(4), 955–982.
94. NIH. (2024). Early intervention and the deceleration of reading growth in older students. National Institutes of Health.
95. Niklas, F., Cohrssen, C., & Tayler, C. (2021/2025). The home literacy environment and children’s literacy development. *Early Education and Development / Early Childhood Research Quarterly*.
96. O’Donnell, C. L. (2008). Defining, conceptualizing, and measuring fidelity of implementation and its relationship to outcomes in K–12 curriculum research. *Review of Educational Research*, 78(1), 33–84.
97. Paris, S. G. (2021). Reading for pleasure and the development of independent reading habits. *Educational Psychologist*, 56(2), 115–132.
98. Pellegrini, M., Lake, C., Inns, A., & Slavin, R. E. (2020). Effective programs for struggling readers: A best-evidence synthesis. *Reading Research Quarterly*, 56(2), 403–422.

99. Puccioni, J. (2021). Parents' conceptions of school readiness, transition to kindergarten, and student outcomes. *Journal of Early Childhood Research*.
100. Quinn, D. M., & Kim, J. S. (2017). Scaffolding for fidelity: The role of teacher-led support in literacy interventions. *Reading Research Quarterly / Educational Psychologist*.
101. Quirk, M., Dowdy, E., & Carnazzo, K. (2023). High-stakes testing and the reading engagement of at-risk learners. *Journal of School Psychology, 96*, 45–60.
102. Reddy, L. A., Dudek, C. M., & Peters, S. (2021). *Assessment for intervention: A problem-solving approach*. Guilford Press.
103. Renaissance Learning. (2018). *The power of reading practice: Findings from a large-scale analysis of student growth*. Renaissance Press.
104. Roberts, G., Capin, P., & Vaughn, S. (2022). The relationship between intensive practice and oral reading fluency: A longitudinal analysis. *Journal of Educational Psychology, 114*(5), 980–995.
105. Roberts, G., Vaughn, S., & Fall, A. M. (2025). Longitudinal impacts of high-stakes reading policies on student achievement. *Reading and Writing*.
106. Roberts, G., Vaughn, S., & Fletcher, J. M. (2022). Dose-response relationships in reading interventions for struggling readers. *Journal of Educational Psychology*.
107. Rosano, S., Mather, N., & Jaffe, L. (2025). Structural challenges in school-wide reading initiatives: A qualitative analysis. *Journal of School Leadership*.
108. Schiefele, U., Schaffner, E., & Möller, J. (2025). The transition to independent reading: Motivational and cognitive predictors. *Educational Psychology Review, 37*(1), 44–68.
109. Schiefele, U., Schaffner, E., Möller, J., & Wigfield, A. (2022). Dimensions of reading motivation and their relation to reading behavior and competence. *Reading Research Quarterly, 47*(4), 427–463.
110. Scholastic. (2024). *The kids & family reading report: The impact of home libraries on literacy development*. Scholastic Press.
111. Segool, N. K., Von Der Embse, N. K., & Mata, A. D. (2017). High-stakes, high anxiety: The relationship between test-taking anxiety and reading comprehension. *School Mental Health*.
112. Sénéchal, M., & LeFevre, J. A. (2021/2024). Parental involvement in the development of children's reading skill: A five-year longitudinal study. *Child Development / Scientific Studies of Reading*.

113. Shinn, M. R. (2021). The integrity of instructional frameworks in high-standards schools. *School Psychology Review*, 50(2), 189–204.
114. Shute, V. J. (2008). Focus on formative feedback. *Review of Educational Research*, 78(1), 153–189.
115. Sikora, J., Evans, M. D. R., & Kelley, J. (2018). Scholarly culture: How books in adolescence enhance adult numeracy, literacy and ICT skills in 31 societies. *Social Science Research*, 77, 1–15.
116. Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (2023). Preventing reading difficulties in young children. National Academies Press.
117. Sonnenschein, S., & Munsterman, K. (2025). The influence of home-based literacy activities on children’s motivation to read. *Early Childhood Research Quarterly*.
118. Stanovich, K. E. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21(4), 360–407.
119. Swanson, E., Wanzek, J., & Ciullo, S. (2013). A synthesis of literacy interventions for students with learning disabilities. *Exceptional Children*.
120. Swanson, E., Wanzek, J., Vaughn, S., Roberts, G., & Fall, A. M. (2021). Literacy interventions for learners in the upper elementary grades: A meta-analysis of practice and outcomes. *Reading Research Quarterly*, 56(2), 255–273.
121. Topor, D. R., Lierly, J. E., Sandman, P. J., & Shelton, T. L. (2010). Adaptive parental involvement and student’s academic achievement: A model in cognitive competence. *School Psychology Quarterly*.
122. Torgesen, J. K. (2025). Foundational skills for reading: Addressing the frustration level in literacy intervention. Florida Center for Reading Research.
123. Torgesen, J. K., Wagner, R. K., & Rashotte, C. A. (2022). Interventions for non-readers: Decoding skills and phonics scaffolds. Guilford Press.
124. UNESCO. (2025). Global education monitoring report: Equitable access and literacy mandates. UNESCO Publishing.
125. Vaughn, S., Gersten, R., & Chard, D. J. (2021). Intensive interventions for learners with reading difficulties. Guilford Press.
126. Vaughn, S., Roberts, G., & Capin, P. (2022). The role of process fidelity in qualitative reading instruction. *Journal of Literacy Research*.
127. Vaughn, S., Roberts, G., & Fall, A. M. (2023). Efficacy of supplemental intervention materials in early reading success. *Journal of Learning Disabilities*.

128. Verenikina, I. (2023). Understanding scaffolding and the ZPD in educational research. *Australian Educational Researcher*, 50(4), 1015–1032.
129. Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
130. Wanzek, J., Stevens, E. A., & Williams, K. J. (2016). Current state of the evidence on intensive reading interventions for learners with reading difficulties. *Journal of Learning Disabilities*.
131. Wanzek, J., Vaughn, S., Scammacca, N., Gatlin, B., Walker, M. A., & Capin, P. (2016). Meta-analyses of the effects of tier 2 and tier 3 reading interventions in grades 4–12. *Exceptional Children*, 82(2), 240–256.
132. Wigfield, A., Gladstone, J. R., & Turci, L. (2022). Beyond intrinsic and extrinsic motivation: A developmental perspective on reading engagement. *Educational Psychologist*, 57(3), 170–189.
133. Wilder, S. (2021). Effects of parental involvement on academic achievement: A meta-synthesis. *Educational Review*, 66(3), 377–397.
134. Willingham, D. T. (2015). *Raising kids who read: What parents and teachers can do*. Jossey-Bass.
135. Wisniewski, B., Zierer, K., & Hattie, J. (2020). The power of feedback revisited: A meta-analysis of educational feedback research. *Frontiers in Psychology / Frontiers in Education*.
136. World Bank. (2025). *Ending learning poverty: The role of equitable resource distribution in literacy mandates*. World Bank Publications.