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DepEd MEMORANDUM
No. **266**, s. 2010

**PHILIPPINE INFORMAL READING INVENTORY (Phil-IRI) REPORTING
AND DATABASE SYSTEM**

To: Regional Directors
Schools Division/City Superintendents
Heads, Public Elementary Schools

1. The Philippine Informal Reading Inventory (Phil-IRI) Reporting and Database System is a set of procedures and software programs developed to:

- a. address problems in Phil-IRI data processing, reporting, and transmission/ submission;
- b. enable decision-makers at the school, division, regional and national levels make full use of Phil-IRI data; and
- c. support the national implementation of Phil-IRI.

2. The Phil-IRI system facilitates speedy and accurate processing and transmission of data from the schools through the divisions to the national level. While this system enables division users to submit electronic copies of their Phil-IRI data directly to the central office, **they are still required to submit to their respective regions printed and electronic copies of their consolidated Phil-IRI data.**

3. The divisions and regions are encouraged to visit the official Phil-IRI website: www.phil-iri.com. Electronic copies of the system components may be downloaded from the website. Likewise, DepED orders, memoranda, guidelines and other important information related to Phil-IRI may also be downloaded from the website. The divisions may also submit their respective data to the central office through the website while the regions can monitor their respective divisions' submissions through the same website.

4. Access to the secured pages of the Phil-IRI website requires the correct usernames and passwords. The correct username and password of each region and division were disseminated through a letter dated January 19, 2010 and addressed to each of the Regional Directors of the 17 regions.

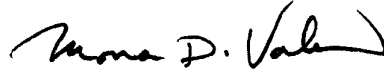
5. The details of the reporting and database system are contained in the enclosed Phil-IRI Primer.

6. The successful implementation and institutionalization of the system necessitates the cooperation of DepEd personnel from the national to the school level as specified in the Phil-IRI Primer.



7. For more information, please contact Ms. Fe M. Villalino, Chief, Staff Development Division, Bureau of Elementary Education (SDD, BEE), DepEd Complex, Meralco Avenue, Pasig City at tel. nos.: (02) 687-2948 and e-mail address: bee_sdd.deped@yahoo.com.ph.

8. Immediate and wide dissemination of this Memorandum is desired.



MONA D. VALISNO

Secretary

Encl.:

As stated

Reference:

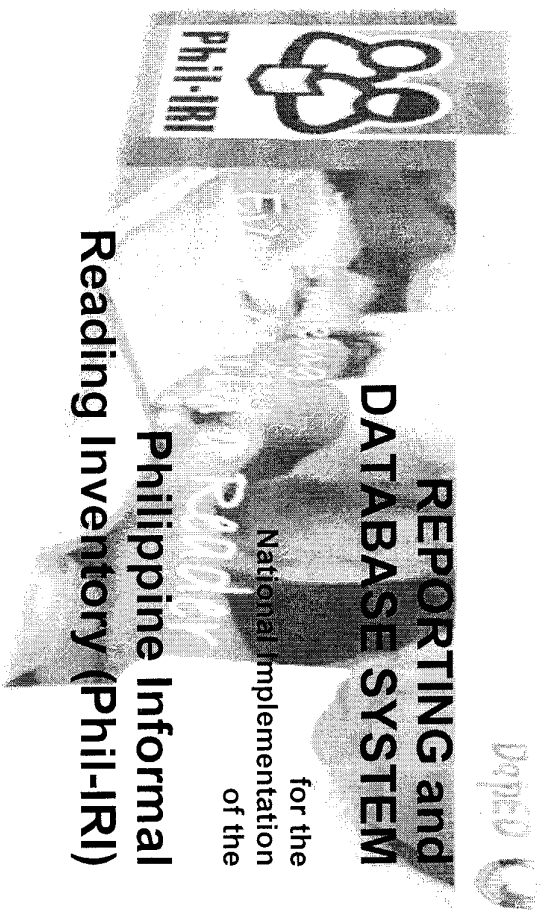
N o n e

To be indicated in the Perpetual Index
under the following subjects:

REPORTS
SOCIETY or ASSOCIATIONS

MTI::Phil-IRI
6-2-10

(Enclosure to DepEd Memorandum No. 266, s. 2010)

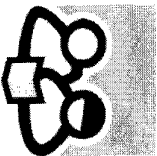


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Bureau of Elementary Education
Department of Education



Phil-IRI



2009

What is Phil-IRI?

District Offices

The Philippine Informal Reading Inventory (Phil-IRI) is anchored on the flagship program of the Department "Every Child A Reader Program," the goal of which is to enable every Filipino child to communicate proficiently both in English and Filipino through effective reading instruction.

To strengthen ECARP implementation, the Philippine Informal Reading Inventory or Phil-IRI was developed by the Bureau of Elementary Education as a means for assessing the reading proficiency levels including word recognition, comprehension and reading speed of elementary school pupils.

Phil-IRI assessment is conducted twice a year for all pupils in the public elementary school system, the first (pre-test) during the beginning of the school year and the second (post-test) towards the end of the school year. Phil-IRI tools are packaged in two sets:

1. Oral Reading Test (English and Filipino) and;
2. Silent Reading Test (English and Filipino).

Each Phil-IRI assessment tool focuses on evaluating pupils' reading ability. The oral assessment tools measure the pupils' comprehension level vis-a-vis fluency within the context of oral assessment. The silent assessment tools aim to measure the pupils' comprehension level within a specific time frame.

The Phil-IRI results shall provide educators, policy makers and teachers information on the pupils' reading proficiency and shall serve as basis for appropriate interventions. School heads and teachers are strongly urged to plan and implement school reading intervention programs to address Phil-IRI results.

- Ensure that schools adhere to the schedule of activities regarding Phil-IRI administration and data processing and submission;
- Ensure that all school heads within the district are furnished with Phil-IRI Scores Encoding Template and accompanying files (in CD-Rom format);
- Assist the school heads in orienting teachers on using the template;
- Assist school heads in securing necessary facilities for data inputting;
- Follow-up submission of accomplished templates by the school heads.

School Heads

- Secure copy of the Phil-IRI Scores Encoding Template and accompanying files (in CD-Rom format);
- Familiarize self with the contents of the CD-ROM and the Manual;
- Brief/orient teachers on how to use the template;
- Assign competent teachers/personnel to input data;
- Ensure that Phil-IRI data are encoded in the template; *Note: A printable (in pdf format) replica of the Pre-Test Scores Encoding Sheet is included in the CD-ROM distributed to the schools. It is recommended that teachers use this in preparing the Phil-IRI scores for encoding*
- Insure correctness of data inputted;
- Perform necessary validation and locking functions integrated into the system;
- Ensure security of the data and the template;
- Make sure that the data generated by the program are considered in developing and implementing Phil-IRI related programs and interventions;
- Submit accomplished template to the Division Office, cc/informing the District Supervisor.

- Access the region's (and its respective divisions') Phil-IRI data from the website and make sure that these are considered in developing and implementing Phil-IRI related programs and interventions;
- Allow access of the divisions to the secured pages of the Phil-IRI website by providing them with the necessary usernames and passwords.

Division Offices

- Ensure that sufficient and updated copies of the school level components and its corresponding Manual and User's Guide are disseminated to the schools;
- Assign at least two (2) personnel to manage and maintain the division's Phil-IRI database using the Division Data Management program and to regularly check the Phil-IRI website for important updates (a Phil-IRI Coordinator and Planning Officer may be best suited for this);
- Secure from the Regional Phil-IRI Coordinator the necessary username and password for accessing the secured pages of the Phil-IRI website;
- Upload submitted school Phil-IRI data into the division Phil-IRI database;
- Monitor the schools' Phil-IRI data submission using the program;
- Make sure that the data generated by the program are considered in developing and implementing Phil-IRI related programs and interventions;
- Creates a copy of the division Phil-IRI database and submit the same to the central office according to set deadlines.
- Submit to their respective regional offices printed and electronic copies of their Phil-IRI consolidated data.

The Phil-IRI Reporting and Database System

• Why was the system conceptualized?

The Philippine Informal Reading Inventory (PHIL-IRI) aims to establish the reading level profile of children in the public elementary school system. To do this, tests are administered twice a year (pre-test and post-test) to assess the reading speed and comprehension of pupils in oral and silent reading in both English and Filipino. While tests have already been developed for this purpose and administered in the past recent years, difficulties had been encountered in drawing accurate reading profile from the data generated. Further, programs and projects to improve the reading competencies of pupils implemented through the Ivery Child A Reader Program (ECARP) have not been documented. Thus, there is a dearth of information for determining what works and what works best as far as addressing the reading competencies of school children is concerned.

The Phil-IRI Reporting and Database System was developed to facilitate more efficient reporting and processing and to optimize utilization of Phil-IRI assessment data.

• What is the Phil-IRI Reporting and Database System?

- The Phil-IRI Reporting and Database System is a set of procedures and software programs developed to:
- address problems in Phil-IRI data processing, reporting and transmission/submission;
 - enable decision-makers at the school, division, region and national levels make full use of Phil-IRI data; and
 - support national implementation of Phil-IRI.

Designed for the entire public elementary school system, the system consists of specialized template and software programs for use at the school, division, regional and central levels.

- **What are the components of the Phil-IRI Reporting and Database System?**

The components of the Phil-IRI reporting and Database System are as follows:

School Level Components

1. The **Phil-IRI Scores Encoding Template** designed for:
 - encoding raw Phil-IRI scores of individual pupils;
 - consolidating and summarizing encoded Phil-IRI results;
 - documenting reading intervention programs implemented at the school level;
 - comparing pre-test and post-test Phil-IRI results;

2. The **School Validation Program** that could be used for:

- validating encoded Phil-IRI scores and related data;
- locking and packaging the school's accomplished Scores Encoding Template for submission to the division.

Division Data Management Program designed for:

- consolidating individual schools' Phil-IRI data into a single division Phil-IRI database;
- presenting pre-test and post-test Phil-IRI scores of all the schools in the division (individually and collectively) in usable summaries to facilitate accurate analysis of data;
- consolidating data on reading intervention programs implemented in all the schools in the division highlighting;
- tracking and monitoring Phil-IRI data submission by individual schools in the division;
- packaging division Phil-IRI data for convenient and speedy transmission to the central office.

Who should be involved in the implementation and institutionalization of the system?

The successful implementation of the Phil-IRI Reporting and Database System necessitates the cooperation of DepED personnel from the national to the school levels. Their duties and responsibilities are as follows:

National (through the Bureau of Elementary Education)

- Ensure that sufficient and updated copies of the division and school level components and their corresponding Manual and User's Guides are disseminated throughout the region;
- Provide training and technical support whenever necessary;
- Create, maintain and regularly update the National Phil-IRI database;
- Maintain the Phil-IRI website by regularly updating data and other information content;
- Ensure access of the regional offices to the secured pages of the Phil-IRI website by providing them with the required usernames and passwords; and
- In consultation with the system developers, promptly reply to queries and clarifications from the field regarding the system.

Regional Offices

- Ensure that sufficient and updated copies of the division and school level components and their corresponding Manual and User's Guides are disseminated to the divisions;
- Assign at least two (2) personnel to manage access to the secured pages of the Phil-IRI database (a Phil-IRI Coordinator and the Planning Officer may be best suited for this);
- Monitor the divisions' Phil-IRI data submission through the Phil-IRI website;

- **'Needs-Based' intervention planning**

Examples:

“Those in the lower grade levels are 'poorer' readers.

Hence, the need for a strategy suited to the younger pupils”

“The schools implement only one or two teaching strategies. Teachers may need to be trained on the other teaching strategies.”

“Only the central schools have a variety of teaching materials”

Note: The system also inventories teaching strategies and learning materials used in the schools' reading intervention programs.

Enumerated above are just some of the many ways by which the data generated by the system may be used. Users are encouraged to explore the various usable summaries pre-programmed into the system. These summaries are automatically updated whenever new data are added.

All summaries may be “saved” and “printed” and as such be integrated and used in relevant reports.

A **Web-Based Data Repository** that could:

- be accessed whenever, wherever internet connection is available;
- be used by the central office for posting Phil-IRI results (for the national, regional and division levels), department orders, memoranda, guidelines and other important information related to Phil-IRI for dissemination and feedback purposes;
- be used by the regional offices for viewing regional Phil-IRI results and for monitoring Phil-IRI data submission by their respective divisions;
- be accessed by the divisions for submitting their Phil-IRI data;
- be accessed by the divisions and the schools for downloading department orders, memoranda, guidelines and other important information related to Phil-IRI and electronic copies of division and school level system components

National Data Management Program designed for:

- consolidating individual divisions' Phil-IRI data into a single national Phil-IRI database;
- presenting pre-test and post-test Phil-IRI scores of the entire public elementary school system in usable summaries (per school, per division, per region and overall aggregation) to facilitate accurate analysis;
- consolidating reading intervention programs implemented in all the schools, divisions and regions;
- tracking and monitoring Phil-IRI data submission by division or region.

Some features of the system

- The system makes use of BEIS school codes. Aside from making sure that individual schools are uniquely labelled, using the BEIS school codes prepares the system for possible integration with larger database systems using the same coding system.

Note however, that the system rejects any data with incorrect or incomplete school code.

- The components of the system can be easily reproduced and disseminated to the schools and the divisions. Electronic copies of school and division level components are distributed in CD-ROM format. Provisions for downloading copies of these components and updates to these components may also be accessed from the secured pages of the Phil-IRI website.

- The components of the system may be run (executed) on basic hardware and software. The components work with MS Windows Vista and MS Windows XP, the most common operating systems among computers to date. Other programs required are MS Office applications 97-2003 and later versions.

Note that although these are common enough software, using illegally-obtained and improperly-installed versions may cause some components to malfunction.

- The components require basic IT competencies of the users. The software components were developed to be user-friendly and come with illustrated manuals. Even first-time users may learn the system through the manuals.

- **Allows for strategic reflection**

Examples:

“The school’s older pupils are already in the independent level, and those in the lower grades are poorer readers. Can we employ the older pupils as peer-mentors?”

“Remedial instruction alone does not meet the target, should we involve the community in our reading intervention programs?”

“Post-test results show minimal improvement. What are we doing wrong?”

- **Evaluating strategies and identifying best practices**

Examples:

“Schools employing the ……strategies are doing better than those employing other strategies”

“Reading intervention programs involving pupil-mentors and community members are yielding better results”

Note: The system consolidates information on the reading intervention programs implemented in the schools and highlights the ones implemented in schools with the best reading performance.

- **Identifying schools most in need of interventions**

Examples:

“Incomplete schools have high percentages of non-readers”.

“Schools in 5th and 6th class municipalities are generally weaker in English for all grade levels.”

Note: The division program generates summaries per school type and per LGU income class.

How can the System help you?

The Phil-IRI Reporting and Database System facilitates speedy and accurate processing and transmission of data from the schools through the divisions to the national level. This however, is not the sole purpose of the system. Rather, the more important objective for developing the system is to help decision-makers in all levels make sense of their Phil-IRI data.

Following are some examples by which the data generated by the system may be used for decision-making:

- **Drawing/identifying trends (if there are any).**

Example scenarios:

“The lower the grade level, the lower the reading performance in English”

“Boys are generally doing better in the oral tests than the girls”

Note: The scores encoding template automatically generates a table showing the predominant reading level of pupils per grade level and gender in English and Filipino for both silent and oral assessments.

- **Setting “defined” targets.**

Examples:

“To reduce the % of non-readers in Grade 1 English from 50% to 0”

“To raise the percentage of independent level readers from 30% to at least 75%”

Note: The scores encoding template also shows the exact number and percentage of pupils per gender and grade level in each reading level in English and Filipino for both silent and oral assessments.

Beginner-level users may find the system sensitive and governed by strict rules. Hence, strict adherence to the manual is strongly recommended. Average-level users or those already familiar with word processing, spreadsheets and other applications should not find it difficult to familiarize themselves with the system.

- The system eliminates most encoding and computational errors. The system is programmed to accept only any of the possible entries.

Example: in encoding test scores, the system will only accept either “0” or “1”. Values other than these will not be accepted. The system alerts the user whenever an unacceptable value is entered.

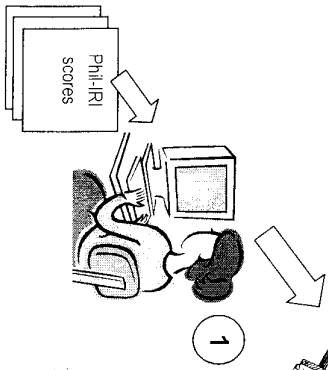
Manual inputting of data is necessary only at the school level. Only the pupils’ basic information and raw scores need to be encoded. The system does all the necessary computations. The school validation program reviews the encoded data, alerts the user of possible data entry errors and provides suggestions for correcting them.

How does the system work?

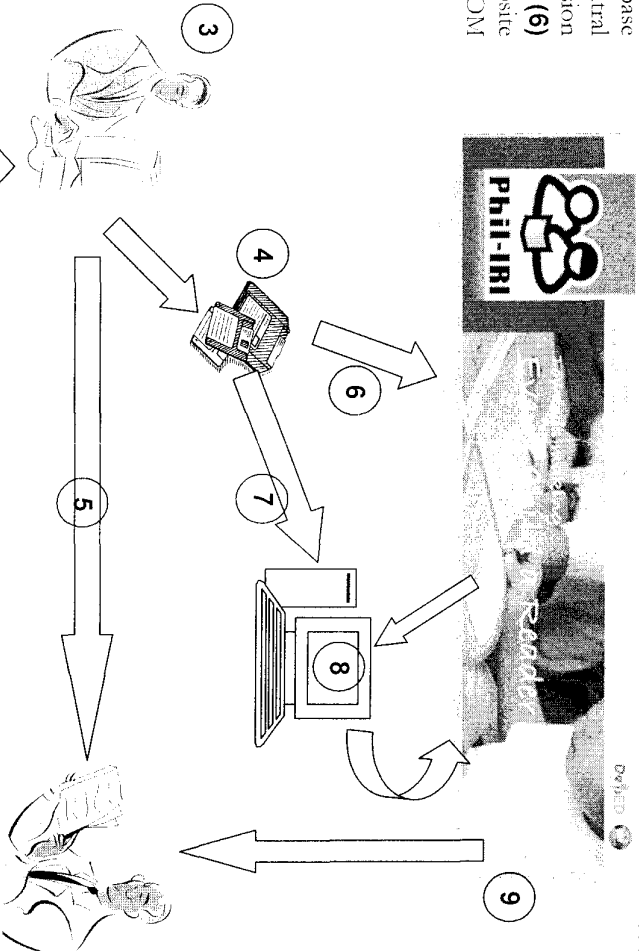
4. A copy of the division Phil-IRI database is made for submission to the central office. The copy of the Phil-IRI division database may be submitted through (6) the upload facility of the Phil-IRI website or (7) sent to SDD-BIE in CD-ROM format.

3. Copies of the school Phil-IRI databases (from all the schools in the division) are processed and consolidated to create the Division Phil-IRI database using the Division Data Management Program.

2. The accomplished template is run through the School Validation Program. The encoded entries are validated and checked for errors and a copy of the template is made for submission to the division.



1. The school Phil-IRI database is created by inputting pupils' Phil-IRI test scores and other required school information using the **Phil-IRI Scores Encoding Template**.



9. Phil-IRI results are posted in www.phil-iri.com (the official Phil-IRI website). Regional Offices are given priority access to enable them to monitor their respective divisions' performance and submission of data.

8. Copies of the Division Phil-IRI databases (from all the divisions nationwide) are processed and consolidated to create the National Phil-IRI database using the **National Data**.

5. While the divisions may submit electronic copies of their data directly to the central office, they are still required to submit to their respective regional offices printed and electronic copies of their Phil-IRI consolidated data generated through the "View Report/File/Print" function in their Data Management Program.