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USAID Prioritizing Reform, Innovation, and Opportunities for Reaching Indonesia's Teachers, Administrators, and Students (USAID PRIORITAS)

MIDLINE MONITORING REPORT, VOLUME 3:
An Assessment of Early Grade Reading—
How Well Children Are Reading in Cohort 1 Districts

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Midline Monitoring Report, Volume 3: An Assessment of Early Grade Reading—How Well Children Are Reading in Cohort 1 Districts

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Prepared for
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Prepared by

RTI International
3040 Cornwallis Road
Post Office Box 12194
Research Triangle Park, NC 27709-2194

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Abbreviations

CIWPM	Correct Invented Words per Minute
CLPM	Correct Letters per Minute
CWPM	Correct Words per Minute
DBE	Decentralized Basic Education
DIBELS	Dynamic Indicators for Basic Early Literacy Skills
DID	Difference in Differences
EFA-FTI	Education for All–Fast-Track Initiative
EGRA	Early Grade Reading Assessment
GOI	Government of Indonesia
IRR	Inter-rater reliability test
MOEC	Ministry of Education and Culture
MORA	Ministry of Religious Affairs
ORF	Oral Reading Fluency
PRIORITAS	Prioritizing Reform, Innovation and Opportunities for Reaching Indonesia's Teachers, Administrators, and Students
RTI	RTI International (a trade name of Research Triangle Institute)
SD	*Sekolah Dasar* (secular primary school)
SE	Standard Error
SMP	*Sekolah Menengah Pertama* (secular junior secondary school)
TK	*Taman Kanak-Kanak* (secular pre-school)
TTI	Teacher Training Institute
US	United States
USAID	United States Agency for International Development
WPM	Words per minute
YLAI	*Yayasan Literasi Anak Indonesia* (Indonesian Children's Literacy Foundation)

Executive Summary

In late 2014, the United States Agency for International Development-funded Prioritizing Reform, Innovation and Opportunities for Reaching Indonesia's Teachers, Administrators, and Students (USAID PRIORITAS) project conducted a midline study of early grade reading levels in previously selected districts to assess:

Conducting EGRA in SDN Cileungsir, Serang, Banten.

- Improvements, over time, in children's reading performance in the early grades, within and across sampled schools.[1]
- Improvements, over time, in children's reading performance in the early grades, resulting from the USAID PRIORITAS intervention.
- How, over time and within and across sampled schools, teachers are teaching children in the early grades to read.

The purpose of this study is to assess the project interventions for early grade reading in Cohort 1 schools two years after implementation began. Implementation took place in seven provinces: Aceh, North Sumatra, Banten, West Java, Central Java, East Java, and South Sulawesi.

The assessment results are presented in three parts: Part one examines improvements, if any, in how well children are reading according to baseline and midline Early Grade Reading Assessment (EGRA) results within the sampled groups.[2] Part two examines improvement, if any, in how well children are reading according to baseline and midline EGRA results across sampled groups, to determine the impact of USAID PRIORITAS' intervention. Part three discusses the findings about how well teachers are teaching reading over time and within and across sampled schools.

This study sets to answer how well children are reading in the early grades and what has been the impact of the two-year USAID PRIORITAS intervention on childrens' reading skills.

How well are children reading in the early grades?

In follow-up to the baseline Cohort 1 results, the literacy of grade 3 children in Cohort 1 schools was assessed in a midline survey using the USAID PRIORITAS-developed EGRA, two years after the baseline assessment had been conducted. The EGRA results reported in

[1] Sampled schools throughout this report refer both to partner schools and to comparison schools that were sampled in the Early Grade Reading Assessment (EGRA).
[2] Sampled groups throughout this report refer to samples of both groups, the group of partner schools and the group of comparison schools.

this document reflect the 2014 school year midline measurements of student performance in key pre-reading and reading skills among grade 3 students in Cohort I partner schools. In addition, Cohort I baseline data from 2012 is used to show improvement over the two years of program implementation.

The Cohort I baseline sample consists of 4,093 grade 3 children: 2,015 from 90 comparison schools and 2,083 from 92 partner schools in seven provinces, with the baseline assessment administered in October and November 2012.[3] The Cohort I midline sample consists of 4,063 grade 3 children: 1,993 from 89 comparison schools[4] and 2,070 from 92 partner schools in seven provinces, with the midline assessment administered in October and November 2014.

Conducting the EGRA in SDN Lembang, Bantaeng, South Sulawesi.

The EGRA consists of six subtasks that measure early reading skills. Observed results revealed promising gains in key pre-reading and comprehension skills—letter name knowledge, familiar word and invented word decoding, oral reading fluency, reading comprehension, and listening comprehension. For the grade 3 EGRA, Table I below shows that students in partner and in comparison schools had reached an optimal or near optimal level of competency in letter name knowledge (subtask 1) and in familiar word reading (subtask 2), even at baseline monitoring. Differences in gains on the two subtasks between the baseline and midline monitoring are less than four words per minute, which means that students both in partner and in comparison schools are already good at letter and word decoding skills. The focus now should be on looking at the gains made in reading comprehension skills attained over the two-year period.

For reading text passages, students in the sampled partner and comparison schools improved by 4 words per minute (wpm) at midline (4.68 wpm increase for sampled partner school students; 4.03 wpm increase for sampled comparison school students). Students' ability to understand what they read averaged 3.97 out of 5 questions (79%) for partner schools and 3.82 out of 5 questions (76%) for comparison schools at midline; this is a score increase of 0.6 (roughly 12%) for each sampled group. For listening comprehension, at midline, children achieved an average score of 2.57 correct answers out of 3 questions asked (86%) in sampled partner schools and 2.51 out of 3 questions (84%) in sampled comparison schools—an increase of 1 correct answer and roughly 33%, regardless of sampled group. At baseline, at most half (50% partner schools; 43.8% comparison schools) of the assessed children were able to read at an 80% comprehension level. At midline,

[3] Two comparison schools from baseline dropped out of the study for various reasons prior to the midline assessement. To ensure consistency in the baseline and midline samples, these schools were removed from the midline analysis presented in this report. For this reason, estimates presented in this report may vary from those presented in the baseline report. See section 2.2 for more details.

[4] Two comparison schools from baseline merged together at midline. See section 2.2 for more details.

around 70% (71.1% partner schools; 67.9% comparison schools) of the assessed children were able to read at an 80% comprehension level.

Students both in sampled partner and in comparison schools at midline read, on average, fewer familiar words per minute than students at baseline, by 1.7 words per minute in partner schools and 1.0 words per minute in comparison schools. This could be due to the fact that the Samsung tablets that were used experiencing a 2- to 3-second delay in response time.

Overall, while students in each sampled group saw average improvements above the baseline scores at about the same rate, students in sampled partner schools continue to score better on five of the six subtasks, compared to students in sampled comparison schools. The improvement of students' scores, both in partner as well as in comparison schools at almost the same rate, could be explained by various factors. First, many districts have been touting the USAID PRIORITAS training as an example for all schools to follow. In addition to dissemination training from USAID PRIORITAS, comparison schools also received other similar training from the Government of Indonesia (GOI) or from other donors or foundations. The data collected by the project monitoring team shows that almost half (46.8%) of the principals and teachers of comparison schools had received some kind of training. Secondly, it could be that significant improvements need more time to be observed as the third round of training, which specifically focuses on early grade literacy, is yet to be implemented. The cascade training model, involving three levels of training from the national to the school level, needs time to be implemented, and the results also need time to be evident in schools. Another explanation could be that the assessment instrument was designed below the students pre-reading skills achievement level and, therefore, was not able to distinguish students' ability in higher level reading skills.

Table 1: Grade 3 EGRA Results Summary

Subtask	School Type	Overall Mean	
		Baseline	Midline
Letter Name Knowledge (CLPM)	Partner Schools	86.59	87.81
	Comparison Schools	84.57	87.77
Familiar Word Reading (CWPM)	Partner Schools	72.53	70.80
	Comparison Schools	67.79	66.83
Invented Word Decoding (CIWPM)	Partner Schools	36.57	40.67
	Comparison Schools	34.24	38.26
Oral Reading Fluency (ORF)	Partner Schools	70.46	74.49
	Comparison Schools	65.00	69.68
Reading Comprehension (5)	Partner Schools	3.33	3.97
	Comparison Schools	3.16	3.82
Listening Comprehension (3)	Partner Schools	1.57	2.57
	Comparison Schools	1.47	2.51
80% or Better on Reading Comprehension	Partner Schools	50.04%	71.10%
	Comparison Schools	43.81%	67.90%

CLPM = Correct Letters per Minute; CWPM = Correct Words per Minute; CIWPM = Correct Invented Words per Minute; ORF = Oral Reading Fluency

The results of the sampled schools show some subgroups of children outperforming others in comparison with their grade 3 peers, as noted below:

- In North Sumatra Province, an intervention effect in favor of the intervention was observed for the invented word decoding, oral reading fluency, and reading comprehension skills at the 0.01 level.
- In Aceh Province, an intervention effect in favor of the intervention was observed for the reading comprehension skill at the 0.01 level. Sampled children in Aceh continue to read at lower levels than their peers in other provinces.
- Sampled children from West Java, Central Java, and East Java provinces continue to perform better on the reading skills assessments than those from the other four provinces.
- At baseline, girls in the sampled schools significantly outperformed the boys on all subtasks. Midline results show that girls continue to score higher than boys in all subtasks when stratified by partner and comparison schools. The regression models suggest that girls score, on average, 8.88 words per minute higher on oral reading fluency than boys when accounting for other predictors of reading ability.
- At baseline, children in rural schools read at lower levels than their peers in urban schools. Midline results continue to show rural students scoring lower on all subtasks compared with urban students within partner and comparison schools. The regression model suggests that attending an urban school increases oral reading fluency by an average of 10.12 words per minute when accounting for other predictors of reading ability.
- At baseline, children without pre-school experience read at lower levels than their peers with pre-school experience. Midline results continue to show students without pre-school experience as scoring lower on all subtasks compared to those with pre-school experience within partner and comparison schools. The regression model suggests that attending pre-school increases oral reading fluency (ORF) by an average of 9.05 words per minute when accounting for other predictors of reading ability.
- At baseline, children in the project schools significantly outperformed students in the non-project (comparison) schools. With the exception of letter name knowledge skills, this trend continued at midline. The regression model suggests that attending a partner school increases ORF by an average of 4.58 words per minute when accounting for other predictors of reading ability.

One study result, which is less consistent with results from other studies and education research, shows that students in the sampled partner and comparison schools scored better when they indicated no parental support with their studies. However, this trend was also observed in the Cohort 1 and Cohort 2 baseline studies. One interpretation may be that in most households, only young children or children who are struggling with reading are getting support from their parents. Children who are already able to read are left to read by themselves.

The regression model and data suggest that sometimes secular students perform better and sometimes religious students perform better. In the regression model, only on the invented-words-per-minute subtask does school faith have a significant influence in the model. This may be explained by students in Islamic schools learning how to decode Arabic syllables/words; therefore, this decoding skill was reflected in students in Islamic schools scoring better in reading invented words. With the other subtasks, there are essentially no differences between religious and secular schools.

The regression model also shows that students in private schools score lower than students in public schools. Most of the private schools in the sample are private madrasah, which are in general under-resourced and have many under-qualified teachers. It is, therefore, unsurprising that private schools underperform state schools.

How well are teachers teaching reading in the early grades?

The project also conducted classroom observations and interviews with grade 1 and grade 2 teachers in the same schools where EGRA data was collected, to see how these teachers taught reading. A total of 357 teachers were observed and interviewed. Additionally, focus group discussions with principals and parents were held to find out how schools and parents supported reading. Table 2 presents the observation, interview, and focus group results.

Table 2: Summary of the Baseline (2012), the Second Round (2013), and the Third Round (Midline 2014) of Monitoring Indicators

Indicator	Partner Schools			Comparison Schools		
	2012	2013	2014	2012	2013	2014
Early grades teachers demonstrate good practice in teaching and assessing reading	13.0%	47.3%	66.5%	16.0%	20.1%	37.7%
Early grades reading materials are regularly used	21.7%	43.5%	50.0%	24.3%	39.7%	39.4%
Primary schools managers initiate activities to create a school reading culture	30.4%	75.0%	82.2%	33.7%	58.7 %	61.4%

Classroom observation results showed a continuing increase of early grade teachers who demonstrate good practice in teaching and assessing reading (from 13% at baseline to 66.5% at the midline monitoring) in partner schools. Percentage increases also occurred in comparison schools, but were siginificantly lower than in partner schools.

The regular use of early grade reading materials in partner schools also increased from 22% at baseline to 50% at the midline monitoring. Similarly, lower increases were also found in comparison schools, from 24% at baseline to 39% at midline monitoring.

Thirty percent of school managers in partner schools initiated activities to create a reading culture during the baseline, which increased to 82% by the midline monitoring. The increase in comparison schools was almost twofold, but was still lower than the increase in partner schools.

The EGRA data shows that the partner and comparison schools have both progressed almost at the same rate. However, the classroom and school data shows that greater qualitative improvements have been made in the partner schools when compared to comparison schools. These improvements are evident in the increases from the baseline to the midline monitoring in the early grade teaching practice, as well as in the increases in using reading materials and implementing school reading programs. Quantitative gains likely need a longer time than qualitative gains to become apparent. The project expects that more significant gains will be made by the endline monitoring, especially after training on the early grade module has been completed.

How is the project addressing the EGRA findings?

The results of the project's Cohort 1 and Cohort 2 baseline EGRA have been used to inform the strengthening of project activities in reading and to advocate for the host government institutions, teacher training institutes, schools, communities, and parents to increase children's reading culture through the following components:

Component 1: **Improve the quality and relevance of teaching and learning in schools through pre- and in-service training.** The project works with partner Teacher Training Institutes (TTIs) to develop new curricula and teaching resources for reading and to train TTI lecturers in teaching early grade reading. For in-service teacher training programs, the project trains teachers at all grade levels in instructional strategies to develop literacy at the primary and junior secondary school levels.

Component 2: **Develop better management and governance in schools and districts**. The project works with partner districts to develop policies on reading and to allocate funds to procure reading books for schools. The school management training addresses ways to support improvements in early grade teaching of reading, as well as in promoting reading culture and developing reading facilities.

Component 3: **Support better coordination within and between schools, TTIs, and the government at all levels.** The project is coordinating with the central, provincial, and district governments as well as TTIs on reviewing current practices and resources and developing policies and initiatives to support improved student reading.

Apart from the above, the project has established the United States–Indonesia TTI Partnership to develop, pilot, and roll out curricula and courses for pre- and in-service teacher training in developing reading and literacy, especially in the early grades.

Another partnership serves to provide a grant to Yayasan Literasi Anak Indonesia (Indonesian Children's Literacy Foundation [YLAI]) to enable them to adapt their leveled readers for use nation wide. The project is also working with the foundation to develop an early grade training module to train project partner and non-partner schools.

1 Introduction

Sarah, student at SDN 1 Dindangsari, West Java, is reading invented words in EGRA.

USAID emphasizes the importance of early grade reading in Goal One of its Education Strategy (2011) for "Improved ***reading skills*** for 100 million children in primary grades by 2015." To support the achievement of this global goal, the USAID PRIORITAS project has a particular focus on supporting the development and improvement of reading in the early grades in Indonesia. The project's target is to increase the following:

- The proportion of students in Indonesia who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text; and
- The proportion of students in Indonesia who, by the end of the primary cycle, are able to read and demonstrate understanding as defined by a country curriculum, standards, and national experts.

To best meet these targets, the USAID PRIORITAS project collected data on the reading achievement of children in the early grades as well as the performance of teachers in project areas in 2012 (baseline survey) and again two years later in 2014 (midline survey).

The EGRA findings from Cohort 1 and Cohort 2 project districts have been used to guide the early grade literacy teaching resources developed by the project partner TTIs. Most of these teaching resources are adjusted for use in the early grade in-service teacher training. While the early grade training aims to train teachers in specific reading strategies, other programs such as management and governance at the school and district levels, as well as advocacy and book supply programs, are aimed at developing a better reading program and promoting a reading culture.

This report presents and discusses the impact of project interventions for early grade reading in Cohort 1 schools two years after implementation (midline survey).

The methodology of the midline EGRA instrument and survey design is detailed in Section 2. Section 3 provides overall details about any improvements in how well children are reading according to baseline and midline EGRA results within each sampled group and within several demographic categories. Section 4 provides overall information about any improvements across sampled groups to determine the impact of the USAID PRIORITAS intervention within several demographic categories. Section 5 presents findings on how well

teachers are teaching reading and the relationship to student performance at midline. Section 6 discusses the project's various programs for early grade reading.

Methodology

Using the EGRA, USAID PRIORITAS worked with local stakeholders to assess grade 3 students' reading skills across a variety of essential areas of literacy. EGRA does not assess a specific curriculum, but instead measures the rate at which students are developing critical skills that they must acquire to learn to read successfully. The assessed skills are those that research has found to be predictive of later reading ability and that can be improved through effective teaching.

1.2 Revision of the Early Grade Reading Assessment for Cohort 1 Midline

1.2.1 The Instrument and Protocol

The EGRA instrument and protocol used for Cohort 1 underwent some revisions to ensure the security of the EGRA instrument, yet keeping a similar level of difficulty. The phonological awareness task was removed because it was not providing unique information to differentiate reading abilities. The other subtask types remain the same as in the Cohort 1 EGRA (see Table 3).

Table 3: Early Grade Reading Assessment Components

#	Subtask	Students must...	Reading Skill
1	Letter–Name Knowledge (CLPM)	Provide the name of 100 upper- and lowercase letters presented in random order. Timed at 1 minute.	The ability to read the letters of the alphabet naturally and without hesitation.
2	Familiar Word Reading (CWPM)	Read 50 individual words common to grade level text. Timed at 1 minute.	The ability to read high-frequency words to assess whether children can automatically recognize words.
3	Invented Word Reading (CIWPM)	Read 50 individual words with common grade-level orthographic pattern. Timed at 1 minute.	The ability to apply knowledge of the relationship between sounds and symbols to decode words rather than reading words from memory.
4a	Oral Reading Fluency (ORF)	Read a narrative text of 57 words. Timed at 1 minute.	The ability to read connected text with accuracy, little effort, and at a sufficient rate of speed.
4b	Reading Comprehension (5)	Respond to 5 questions (3 literal and 2 inferential) about the entire text or parts they have read; 15 seconds to start to answer each question.	The ability to make meaning from (understand) what they have read.
5	Listening Comprehension (3)	Listen to a connected text of 30 words and respond correctly to 3 questions (2 literal and 1 inferential)—15 seconds to start to answer each question.	The ability to make sense of oral language (considered a necessary skill for reading comprehension).

CLPM = Correct Letters per Minute; CWPM = Correct Words per Minute; CIWPM = Correct Invented Words per Minute; ORF = Oral Reading Fluency

An EGRA adaptation workshop was held on September 9–12 in Jakarta, and the adaptation team consisted of the project staff and EGRA consultants who have been involved in the EGRA adaptation since the beginning of the project. Changes made to the subtasks are as follows:

The letters in subtask 1 were randomized, and some letters were changed to show a better balance between upper and lower cases. Most of the common words in subtask 2 were replaced. The words were selected from the list of 159 most common words found in early grade texts. The invented words in subtask 3 were randomized. A few words were replaced by words used in the national EGRA. Three new reading and three new listening passages, initially developed at the national EGRA workshop in April 2014, were further revised. These passages were piloted on September 11, 2014, at a school with 48 grade 3 students. One reading passage and one listening passage were selected to be used in quarter 4, 2014, with Cohort 1 EGRA midline and Cohort 3 EGRA baseline. During the adaptation, care was taken with the length of the passages, the syntax, word difficulty, and the number and type of questions, to ensure consistency with the instrument used previously.

The midline and baseline reading passages in subtask 4A in Cohort 1 were administered on February 24, 2015, to 47 grade 2 students attending the Tara Salvia School in South Jakarta. The performance on each reading passage was analyzed. Due to less than 5% of the baseline sample scoring above 115 and less than 2% of the midline sample scoring above 110, oral reading results for four grade 2 students were removed from the equating calculation. On the baseline assessment, the sampled grade 2 students scored, on average, 78.9 wpm with a standard error of 2.94; on the midline assessment, these same students averaged 71.3 wpm with a standard error of 2.78. Due to these differences in the baseline and midline reading passages, midline oral reading fluency (ORF) scores were adjusted to be on the same scale as the baseline oral reading assessment by a piece-wise linear equating approach[5]. These adjusted ORF scores are used for all analyses in this report. Students scoring zero on the midline assessment were equated to baseline results with a zero score. Students with scores above zero on the midline assessment were equated to baseline scores using the following equation:

$$orf_{equated\ to\ baseline} = \frac{2.94}{2.78} * (orf_{midline} - 71.3) + 78.9$$

[5] The term piece-wise linear equating approach indicates two equating approaches were used based on students' midline ORF scores. Students were divided into two groups: 1) students with a zero midline ORF, and 2) students scoring above a zero midline ORF. Students in the first group were equated to baseline ORF with zero values. Students in the second group were equated with linear equating to maintain the mean and standard error of the baseline ORF assessment.

EGRA Assessor Training

The national assessor training was conducted on October 8–11 in Jakarta for 84 EGRA assessors, 8 EGRA field coordinators, and 12 supervisors from the seven provinces (see Table 4). The assessors included mostly student teachers, some university lecturers, teachers, and principals. About half of the assessors were new; therefore, they were paired up with experienced assessors during training. The training was facilitated by the national EGRA team and led by the RTI Head Office EGRA expert. Because about half of the assessors attending the training were experienced, and nearly all the coordinators and supervisors were the same as in previous years, it was decided to focus the training on tablets and the Tangerine™ software, as these have proven reliable in the past. The balance of new to experienced assessors was used to structure the activities at this training. For example, symbols (smiley faces or stars) were added to the name tags to signify if they were new or experienced assessors. The symbols helped the facilitators know what level of support to provide. Assessors worked in pairs of experienced and new and were grouped by province so the supervisors could more easily monitor and assist.

EGRA assessor training in Jakarta.

In-house produced training videos made by the project were used during the entire training. These videos show the types of errors and behaviors that are frequently seen in EGRA administrations. To ensure a standardized assessment and reliable data, the training also included two formal checks of inter-rater reliability test (IRR), where all participants assessed the same student, uploaded their data for analysis, and compared and discussed their results. For each subtask, rates of agreement across assessors ranged from 94% to 100%, indicating that the data collected would be the same regardless of the individual collecting it. Rates of agreement were also examined by provinces and were shared with the provincial supervisors.

Table 4: EGRA Assessor Training Participants

Province	# of Assessors	# of Supervisors	# of Field Coordinators
Aceh (2 districts)	12	1	1
North Sumatra (3 districts)	13	2	1
Banten (2 districts)	8	2	1
West Java (3 districts)	9	1	1
Central Java (5 districts)	14	2	1

Province	# of Assessors	# of Supervisors	# of Field Coordinators
East Java (5 districts)	19	2	1
South Sulawesi (3 districts)	9	2	2
Total	84	12	8

In addition to the same 7.2-inch Samsung Galaxy tablets that had been used previously, Nexus II tablets acquired from the national EGRA, were also used to record the data from the tests and interviews.

1.2.2 Pilot Testing

The instrument prepared during the adaptation workshop was field-tested on October 10, 2014, with over 240 students from 3 former Decentralized Basic Education (DBE) primary schools (SD Kebon Pedas 1, 3, and 5) in Bogor, West Java In addition to testing the instrument, the pilot test allowed assessors to practice behaviors that contribute to increased data quality, such as making the students feel comfortable, establishing rapport in a friendly manner, establishing a well-organized testing area, and providing practice using the Tangerine. Following the pilot test, the test items were analyzed and minor revisions were made to the instrument. This finalized version was used for the EGRA data collection at schools in Cohort 1 and Cohort 3.

1.3 The Survey Design

Similar to the Cohort 1 baseline, the EGRA data at midline was collected for grade 3 students in the same schools, with the exception of three schools. Two baseline comparison schools dropped out of the study for various reasons prior to the midline assessment and were not replaced. The third school merged with another school in the baseline sample. For this reason, the two comparison schools that dropped out of the study were removed from baseline calculations in this report; therefore, baseline estimates presented in this report may differ slightly from those published in the baseline report. The third school was left in the baseline sample because the students within the merged school remained part of the midline sample; thus, baseline school counts contain one more school than the midline school counts. A list of all schools participating in the project's EGRA at midline is included in Annex 2. The EGRA-sampled partner and comparison schools are the same schools selected by the M & E team for their collection of the classroom observations and school data.

The project partner districts and schools were not chosen at random, but were selected in cooperation with local stakeholders and according to a specific project criteria agreed on with USAID and the Indonesian Government counterparts. To ensure that there was a representative sample of different types of schools (secular, religious, private, and public) and for maximum comparability, multistage sampling was used where four project schools were randomly selected from within a project-determined cluster of six to eight schools. Within each school, the assessment was given to a random sample of, in most cases, 24 students (12 girls and 12 boys) selected from the grade 3 roster. The sample design is presented in Table 5, below.

Table 5: The Survey Design

Grade Level	Grade 3 (Semester 1)
Geographic Areas	All Cohort 1 USAID PRIORITAS project districts (7)
Institution Type	All types of primary schools (secular and religious, public and private); representational sample of each type
School Sample	Eight project schools per district: four partner schools and four comparison schools
Membership	Maximum of 24 students per school: 12 girls and 12 boys (when possible)
Sampling Plan	Multistage sampling: representational sample of schools, selected with certainty; random selection of students

Despite the efforts to ensure that the sampled schools represented a range of schools in terms of their location and school type, the final sample between the partner and comparison schools may not be evenly distributed. The distribution of the school sample by select characteristics is presented in Table 6.

Table 6: Characteristics of the Overall School Sample

Province	Total	Characteristics					
		Urban	Rural	Public	Private	Secular	Religious
Aceh (2 districts)							
Comparison	7	2	5	7	0	5	2
Partner	8	2	6	8	0	4	4
North Sumatra (3 districts)							
Comparison	12	5	7	10	2	10	2
Partner	12	7	5	12	0	9	3
Banten (2 districts)							
Comparison	8	2	6	7	1	6	2
Partner	8	5	3	6	2	6	2
West Java (3 districts)							
Comparison	12	6	6	8	4	9	3
Partner	12	8	4	9	3	9	3
Central Java (5 districts)							
Comparison	19	9	10	15	4	14	5
Partner	20	8	12	15	5	15	5
East Java (5 districts)							
Comparison	20	16	4	15	5	15	5
Partner	20	8	12	16	4	15	5
South Sulawesi (3 districts)							
Comparison	12	2	10	10	2	9	3
Partner	12	6	6	10	2	9	3
Total (23 districts)							
Comparison	90	42	48	72	18	68	22
Partner	92	44	48	76	16	67	25

1.4 Data Collection

EGRA data was collected during the period of October 21–November 30, 2014. A total of 4,063 students (51.1% boys and 48.8% girls) in 181 partner and comparison schools in Cohort 1 participated in the midline assessment.[6] Across baseline and midline, data was collected from a total of 8,161 grade 3 students in 182 schools across 23 districts in 7 provinces. Of these schools, 74.58% are secular, and the remaining schools are religious (reflecting the proportion of these types of schools in the project). Characteristics of the Cohort 1 baseline and midline student sample are illustrated in Table 7.

Typically, one day of the assessment was allocated for refresher training to prepare and to go over the main points on EGRA implementation procedures prior to data collection at schools. To ensure quality standards, each provincial refresher training was supported by one national EGRA staff member, who also participated in data collection in the first school, and included a reflection session following the first school data collection to discuss feedback. Each team of EGRA assessors was accompanied by a supervisor and/or a coordinator. Each assessment took about 10–12 minutes to administer. Data was uploaded on a daily basis whenever possible. All data was collected using the Samsung and Nexus II tablets.

Table 7: Characteristics of the Overall Student Sample

Province	Total	Characteristics					
		Urban	Rural	Public	Private	Secular	Religious
Aceh (2 districts)							
Comparison	289	138	151	141	148	94	195
Partner	317	160	157	162	155	96	221
North Sumatra (3 districts)							
Comparison	535	275	260	275	260	230	305
Partner	561	280	281	286	275	325	236
Banten (2 districts)							
Comparison	361	184	177	180	181	91	270
Partner	367	180	187	182	185	226	141
West Java (3 districts)							
Comparison	552	267	285	284	268	276	276
Partner	546	266	280	278	268	367	179
Central Java (5 districts)							
Comparison	919	470	449	470	449	436	483
Partner	918	463	455	505	413	397	521
East Java (5 districts)							
Comparison	852	422	430	416	436	705	147
Partner	879	445	434	449	430	347	532

[6] Two comparison schools from baseline dropped out of the study for various reasons prior to the midline assessement. To ensure consistency in the baseline and midline samples, these schools were removed from the midline analysis presented in this report. For this reason, estimates presented in this report may vary from those presented in the baseline report. See section 2.2 for more details.

Province	Total	Characteristics					
		Urban	Rural	Public	Private	Secular	Religious
South Sulawesi (3 districts)							
Comparison	500	259	241	262	238	88	412
Partner	565	289	276	310	255	293	272
Total (23 districts)							
Comparison	4,008	2,015	1,993	2,028	1,980	1,920	2,088
Partner	4,153	2,083	2,070	2,172	1,981	2,051	2,102

1.5 Study Limitations

Students in waiting at SD Padamara 1, Purbalingga, Central Java, reading books before the asessment.

Several limitations to this study are discussed below. These limitations may have influenced the findings, although attempts had been made to minimize them where possible.

Sample selection: Cohort 1 schools where EGRA was administered, were selected by the project according to selection criteria that included commitment to the project and accessibility to local universities. Moreover, the multistage sampling employed in selecting the schools reduced the overall randomness of the sample Thus, the results presented in this report represent **only** the students in the sampled schools. It is not intended to be representative of either the districts, provinces, or the country.

In addition, the set of sampled partner schools and comparison schools differed for certain demographic characteristics within provinces (for example, number of urban schools). These imbalances could result in biased estimates and possibly reduce the potential to detect the impact of the USAID PRIORITAS intervention. To account for this imbalance, all analyses in the report are calculated within demographic groups; for example, students attending urban schools at midline are only compared with students that attended urban schools at baseline. Also, regression modeling was employed to determine the impact of the intervention when controlling for known demographic features.

Self-reporting: Attempts were made to collect some of the student data from their class teacher. The data included students' study period, date of birth, and whether they were studying in a multigrade class. Additional information needed to be collected from students themselves. The young age of the students, and the context in which the questionnaires were given, may have reduced reliability. For example, when asked if they were reading

books at home with their parent(s) or an adult at home, they may have interpreted reading together with parents as parents helping them to read.

EGRA instrument: The items selected for the EGRA subtasks developed for the project's early grade assessment may appear to be below the achievement levels of students' basic reading skills. The project needs to review the instrument to see if it is appropriately adapted for its purpose.

2 How Well Children in Cohort 1 Are Reading at Midline within Sampled Groups

Students at MI Sabilillah Lamongan, East Java, showing the number sequence of their EGRA assessors.

This section explores the change in grade 3 student performance in comparison and partner schools that has occurred since the baseline EGRA assessment was conducted two years prior. The results are generally reported by detailing overall achievement within each sampled group[7] and within subgroup, such as for gender, school type, and pre-school experience. The results, including percentages and frequencies, can be interpreted as representative of the students in the sampled schools. As previously explained, the project did not draw a simple random sample of the population of students in each group of interest.

In this study, results are reported for an analysis of 8,161 children (4,153 in partner schools—2,083 baseline, 2,070 midline; 4,008 in comparison schools—2,015 baseline, 1,993 midline). This report section is devoted to a comparison of the average subtask scores between Cohort 1 at baseline and midline within partner and comparison schools and presents summary statistics for all subtasks of the EGRA conducted by the project at baseline and midline.

2.1 Summary Scores

2.1.1 Overall Summary Scores

For Cohort 1, the grade 3 students in partner schools could identify, on average, 1.22 more letters in one minute at midline than at baseline; grade 3 students in comparison schools could identify, on average, 3.20 more letters in one minute at midline compared to baseline. Students' increased proficiency of letter sounds contributed to significant improvement in the invented word, oral reading fluency, reading comprehension, and listening comprehension subtasks both for partner and for comparison schools.

For invented words in isolation, students in grade 3 read an average of 4 more invented words per minute at midline than from baseline. Grade 3 students in partner schools average 40.67 invented words per minute at midline, and in comparison schools averaged 38.26 invented words per minute at midline. For text passage reading, children increased, on average, about 4 words per minute with children reading an average of 74.49 words per minute in partner schools and 69.68 words per minute in comparison schools. Both in

[7] There were two sampled groups in the study, i.e., one sampled group of partner schools and one sampled group of comparison schools.

partner and comparison schools, their ability to understand what they had read averaged above 3.82 out of 5 questions (or 76% correct), with 67.9% of students able to score 80% comprehension in comparison schools and 71.1% in partner schools. This is an increase of at least 21% in percentage of students able to answer 4 out of the 5 reading comprehension questions correctly, when compared between the partner and comparison schools. Listening comprehension scores also increased similarly between partner and comparison schools with students scoring on average 1.57 correct answers out of 3 in partner schools at baseline (1.47 in comparison schools) and an average of 2.57 correct answers out of 3 in partner schools at midline (2.51 in comparison schools). These results are detailed in Table 8 below.

Overall, the scores on all six reading skills suggest that the children's Indonesian language skills are influencing their ability to understand connected text. Similar to baseline results, at midline, students in partner and comparison schools demonstrated mastery of the pre-reading skills of letter name knowledge, familiar word reading, and invented word decoding. Unlike baseline results, at midline students in partner and comparison schools demonstrated an increased ability to understand connected text as measured by the listening comprehension subtask.

Table 8: Summary of Overall Mean Scores by Subtask

Subtask	Partner Schools		Comparison Schools	
	Baseline Mean (SE)	Midline Mean (SE)	Baseline Mean (SE)	Midline Mean (SE)
Letter Name Knowledge (CLPM)	86.59 (0.4)	87.81 (0.43)	84.57 (0.36)	87.77 (0.36)***
Familiar Word Reading (CWPM)	72.53 (0.43)	70.8 (0.48)*	67.79 (0.38)	66.83 (0.42)
Invented Word Decoding (CIWPM)	36.57 (0.26)	40.67 (0.31)***	34.24 (0.22)	38.26 (0.26)***
Oral Reading Fluency (ORF)	70.46 (0.43)	74.49 (0.5)***	65 (0.36)	69.68 (0.42)***
Reading Comprehension (5)	3.33 (0.02)	3.97 (0.02)***	3.16 (0.02)	3.82 (0.02)***
Listening Comprehension (3)	1.57 (0.02)	2.57 (0.01)***	1.47 (0.01)	2.51 (0.01)***
80% or Better on Reading Comprehension	*50.04% (0.97)*	*71.1% (0.9)****	*43.81% (0.75)*	*67.9% (0.76)****

* p<0.01, ** p<0.001, *** p<0.0001
SE = Standard Error; CLPM = Correct Letters per Minute; CWPM = Correct Words per Minute; CIWPM = Correct Invented Words per Minute; ORF = Oral Reading Fluency

The percentage of children who scored zero on a subtask at baseline and midline was low. Table 9 shows the percentages of zero scores, which represent the percentage of students

in grade 3 who were unable to record[8] the name of a single letter, hear an initial sound, read a single word, or answer one question about a simple story. Based on this data, only 0.18% of students in partner schools did not know a single letter name (0.25% in comparison schools). The highest percentage of zero scores was on the invented word subtask, where almost 4% of partner school students and over 5% of comparison school students were unable to decode an invented word. The greatest reduction in zero scores was on the listening comprehension subtask, where over 15% of students were unable to answer any of the three questions at baseline and only around 2% of students were unable to answer any of the three questions at midline; results were similar between partner schools and comparison schools.

Table 9: Percentage of Students with Zero Scores by Subtask

Subtask	Partner Schools		Comparison Schools	
	Baseline Mean (SE)	Midline Mean (SE)	Baseline Mean (SE)	Midline Mean (SE)
Letter Name Knowledge (CLPM)	0.35% (0.09)	0.18% (0.08)	0.69% (0.14)	0.25% (0.08)*
Familiar Word Reading (CWPM)	1.68% (0.16)	2.2% (0.21)	2.07% (0.22)	3.17% (0.28)*
Invented Word Decoding (CIWPM)	3.68% (0.28)	3.71% (0.28)	3.72% (0.27)	5.32% (0.35)**
Oral Reading Fluency (ORF)	1.23% (0.13)	2.72% (0.22)***	1.5% (0.19)	3.73% (0.3)***
Reading Comprehension (5)	3.09% (0.34)	1.59% (0.26)**	3.61% (0.28)	2.51% (0.27)*
Listening Comprehension (3)	15.7% (0.74)	2.04% (0.22)***	18.05% (0.64)	1.93% (0.21)***

* p<0.01, ** p<0.001, *** p<0.0001
SE = Standard Error; CLPM = Correct Letters per Minute; CWPM = Correct Words per Minute; CIWPM = Correct Invented Words per Minute; ORF = Oral Reading Fluency

Because these are the literacy skills that children learn in the first few years of school, these results show that only a minimal number of children have not acquired the foundational skills for successful learning.

2.1.2 Summary Scores by Province

At baseline, students in West Java, Central Java, and East Java provinces scored, on average, better on the subtasks compared with the students in the other four provinces. Although students in the three Java provinces both in the partner and the comparison schools continue to score better, on average, than their counterparts in the other four provinces, every province produced noticeable increases in average student scores in partner and

[8] The subtasks are discontinued if a child does not score any correct answers in the first row of the letters and words.

comparison schools. Most notably, all provinces produced significant increases in reading and listening comprehension scores regardless of sampled group. Partner schools in Aceh saw an increase in familiar word reading (CWPM); in North Sumatra, partner schools saw an increase in invented word decoding (CIWPM) and oral reading fluency (ORF); in Banten, partner schools saw an increase in familiar word identification; the comparison schools did not show noticeable increases in these subtasks for these provinces. Interestingly, in South Sulawesi, the comparison schools demonstrated increases in every subtask, with midline averages above or near those observed in the partner schools at midline. The project found out that despite having been informed of the EGRA procudures, including random selection of students, some comparison schools in South Sulawesi pre-selected their students to be assessed by sending home less able students. The schools did this because they were worried that their schools would be labeled "bad" if their student assessments turned out less favorable. These results are detailed in Table 10.

Table 10: Summary Mean Results by Province

	Subtask	Aceh	North Sumatra	Banten	West Java	Central Java	East Java	South Sulawesi
Letter Name Knowledge (CLPM)								
Partner	**Baseline**	73.11	84.22	84.16	92.04	90.34	92.63	81.49
	Midline	77.55**	84.5	82.9	94.19	90.07	94.52*	82.75
Comparison	**Baseline**	68.7	78.86	75.21	91.16	91.26	92.2	78.58
	Midline	74.03**	79.19	73.66	93.46	92.27	93.9	87.61***
Familiar Word Reading (CWPM)								
Partner	**Baseline**	54.96	74.25	67.71	82.77	73.48	76.3	65.75
	Midline	60.51***	69.74*	60.76***	79.4*	69.02***	77.25	66.52
Comparison	**Baseline**	47.51	64.9	48.85	78.31	73.59	76.96	62.43
	Midline	48.59	54.17***	47.48	75.05*	69.98***	78.53	66.89**
Invented Word Decoding (CIWPM)								
Partner	**Baseline**	27.49	35.85	35.22	41.3	35.61	40.32	34.9
	Midline	34.14***	40.85***	35.64	45.3***	38.3***	44.8***	38**
Comparison	**Baseline**	23.4	30.98	24.19	38.94	36.47	41.46	32.69
	Midline	27.11***	29.36	28.11***	44.15***	39.48***	46.14***	37.57***

	Subtask	Aceh	North Sumatra	Banten	West Java	Central Java	East Java	South Sulawesi
Oral Reading Fluency (ORF)								
Partner	**Baseline**	53.84	70.05	65.2	82.1	72	75.96	63.35
	Midline	63.99***	75.51*	63.47	82.74	71.03	80.85***	69.03*
Comparison	**Baseline**	43.86	60.03	44.21	74.12	71.83	76.96	59.98
	Midline	52.92***	58.72	50.94**	76.53	71.24	82.74***	66.51***
Reading Comprehension (5)								
Partner	**Baseline**	3.12	2.91	3.01	3.89	3.67	3.62	3.12
	Midline	3.9***	3.97***	3.47***	4.23***	3.99***	4.15***	3.69***
Comparison	**Baseline**	2.8	2.7	2.49	3.61	3.55	3.49	2.94
	Midline	3.22***	3.38***	2.96***	4.13***	4.01***	4.25***	3.57***
Listening Comprehension (3)								
Partner	**Baseline**	1.89	1.28	1.43	1.83	1.51	1.68	1.73
	Midline	2.81***	2.44***	2.6***	2.68***	2.55***	2.63***	2.48***
Comparison	**Baseline**	1.48	1.16	1.24	1.68	1.51	1.68	1.49
	Midline	2.52***	2.19***	2.38***	2.73***	2.53***	2.64***	2.44***
80% or Better on Reading Comprehension								
Partner	**Baseline**	46.22	36.53	42.25	71.72	58.9	58.47	41.99
	Midline	69.26***	70.41***	53.57**	79.87**	71.84***	77.17***	63.51***
Comparison	**Baseline**	36.55	22.71	25.15	60.38	56.42	57.39	34.41
	Midline	50.79***	55.16***	43.72***	78.55***	73.03***	79.56***	60.23***

* p<0.01, ** p<0.001, *** p<0.0001
CLPM = Correct Letters per Minute; CWPM = Correct Words per Minute; CIWPM = Correct Invented Words per Minute; ORF = Oral Reading Fluency

2.1.3 Summary Scores by Gender

In this baseline and midline Cohort 1 study sample, 48.5% of the assessed children are girls. Within the total sample, 47.7% of the assessed children in partner schools are girls and 49.4% of the assessed children in comparison schools are girls. From baseline to midline, boys and girls improved in invented word identification, reading comprehension, and listening comprehension, regardless of sampled group. Girls both in partner and in comparison schools also improved in oral reading fluency at the 0.0001 level. Boys in comparison schools improved in oral reading fluency at the 0.0001 level and within partner schools at the 0.01 level. Regardless of sampled group, at midline, girls read, on average, at

around 10 words per minute faster than the boys in their respective sampled group. Table 11 details the improvements in subtask scores from baseline to midline for each gender by sampled group.

Table 11: Summary Mean Scores by Gender

Subtask	Partner Schools		Comparison Schools	
	Baseline Mean (SE)	Midline Mean (SE)	Baseline Mean (SE)	Midline Mean (SE)
Males				
Letter Name Knowledge (CLPM)	86 (0.58)	86.42 (0.54)	82.66 (0.52)	84.89 (0.53)*
Familiar Word Reading (CWPM)	70.05 (0.6)	67.4 (0.62)*	63.63 (0.51)	62.66 (0.63)
Invented Word Decoding (CIWPM)	35.05 (0.35)	37.54 (0.42)***	31.8 (0.28)	35.44 (0.39)***
Oral Reading Fluency (ORF)	66.84 (0.58)	69.5 (0.68)*	59.52 (0.46)	64.88 (0.63)***
Reading Comprehension (5)	3.23 (0.03)	3.82 (0.03)***	3.04 (0.03)	3.65 (0.03)***
Listening Comprehension (3)	1.48 (0.02)	2.54 (0.02)***	1.4 (0.02)	2.5 (0.02)***
80% or Better on Reading Comprehension	47.57% (1.33)	66.71% (1.21)***	40.82% (1.06)	63.84% (1.12)***
Females				
Letter Name Knowledge (CLPM)	87.23 (0.56)	89.32 (0.69)	86.59 (0.49)	90.73 (0.5)***
Familiar Word Reading (CWPM)	75.28 (0.61)	74.49 (0.76)	72.21 (0.56)	71.13 (0.56)
Invented Word Decoding (CIWPM)	38.25 (0.4)	44.06 (0.46)***	36.84 (0.35)	41.17 (0.35)***
Oral Reading Fluency (ORF)	74.48 (0.63)	79.81 (0.74)***	70.83 (0.56)	74.49 (0.55)***
Reading Comprehension (5)	3.43 (0.03)	4.13 (0.03)***	3.29 (0.03)	3.98 (0.03)***
Listening Comprehension (3)	1.66 (0.03)	2.59 (0.02)***	1.55 (0.02)	2.53 (0.02)***
80% or Better on Reading Comprehension	52.78% (1.42)	75.79% (1.33)***	46.98% (1.07)	71.95% (1.02)***

* p<0.01, ** p<0.001, *** p<0.0001
SE = Standard Error; CLPM = Correct Letters per Minute; CWPM = Correct Words per Minute; CIWPM = Correct Invented Words per Minute; ORF = Oral Reading Fluency

2.2 Analysis by Subtask

In this section, results of each EGRA measure for each sampled group at baseline and midline will be presented with a brief interpretation, focusing on distributional shifts in student performance.

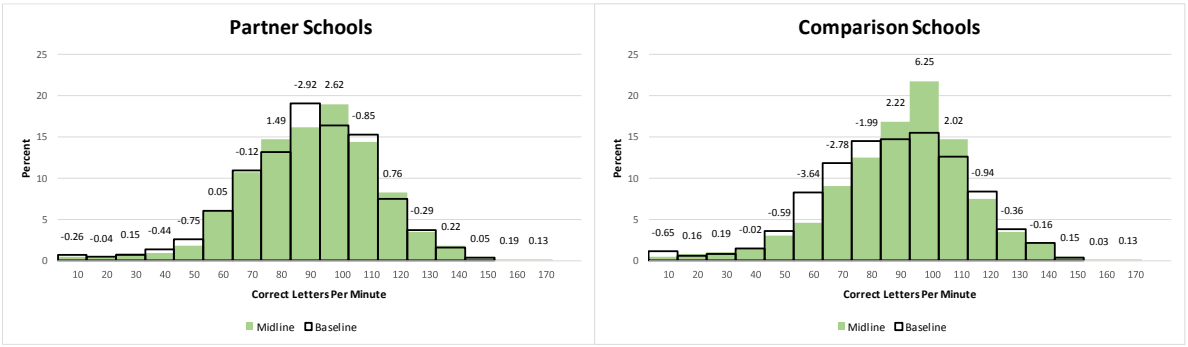
2.2.1 *Letter Name Knowledge*

A student at MIN Janarata Bener Meriah, Aceh, was naming letters (subtask 1).

The letter name knowledge subtask measures students' ability to identify letter names automatically. This is considered to be an important foundational skill, and high levels of fluency should be observed by the beginning of grade 2. Students were presented a chart with 100 random upper- and lower-case letters and were asked to identify as many as they could within one minute. Scores for this subtask are the number of letters the student could correctly identify within one minute.

Figure 1 presents students' fluency in identifying letters in grade 3 at baseline and midline within each sampled group. While both sampled groups experienced a distribution shift toward higher scores, the comparison schools saw the largest percentage in increases for students scoring above 100 correct letters per minute. Within the 100–110 correct letters per minute group, partner schools increased by 2.62% and comparison schools increased by 6.25%. For the midline assessment, the proportion of students who could identify at least 80 letters per minute was 78.6% in the partner schools and 79.5% in the comparison schools. These results are an indication of clear and explicit instruction on letter names and recognition in schools.

Figure 1: Distribution of Sample Scores for Letter Name Knowledge

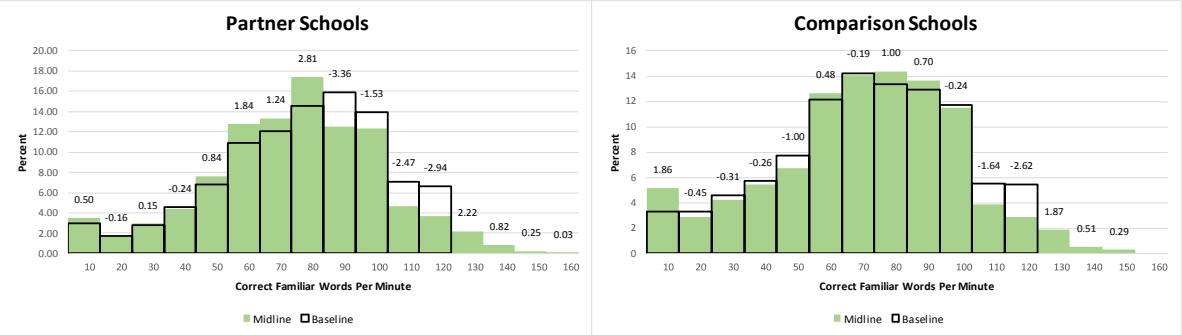


2.2.2 *Familiar Word Reading*

The familiar word reading subtask assesses the student's ability to identify 50 written words presented in isolation in one minute. These are words that the students should already know or be expected to know. In the comparison schools, at midline the maximum correct words per minute that a child could identify was 150 compared to 120 at baseline; for students in partner schools, the maximum correct words per minute at midline was 157.9

compared to 120 at baseline, as well. Although some students are scoring higher on the familiar word reading subtask at midline, the distribution of student scores showed little to no forward shift from baseline scores (see Figure 2). At baseline, the middle 50% of partner school students scored between 53.6 (25th percentile) and 89.1 (75th percentile) familiar words per minute; at midline this shifted to 51.7 and 86.5. For comparison school students, the middle 50% scores shifted from 50.5 to 88.2 at baseline, to 49.5 to 85.7 at midline.

Figure 2: Distribution of Sample Scores for Correct Familiar Words per Minute



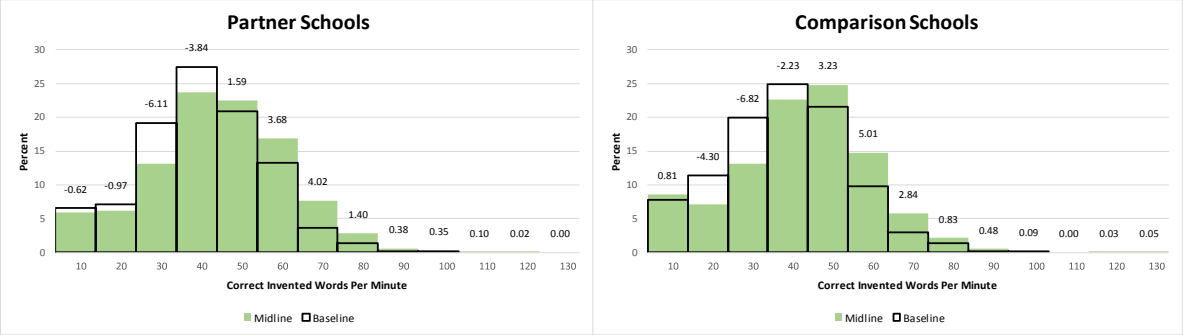
2.2.3 Invented Word Reading

The EGRA invented-word reading subtask is intended to be a measure of how well students can "decode" words that seem invented. This subtask draws on a child's ability to use their knowledge of the relationship between letters and their sounds to read invented words. Students were presented with a chart with 50 invented words that follow the orthographic structure of Bahasa Indonesia and were asked to read as many of the words as they could within one minute. Scores for this subtask were the number of invented words the student could correctly read within one minute.

A student at SDN 7 Letta, Bantaeng South Sulawesi, reading invented words (subtask 3).

The results summarized in Figure 3 show that students' skills in reading invented words is not as strong as reading individual familiar words, but the distribution of student scores is shifting upward from the baseline measurement both in the partner and comparison schools. Of the grade 3 students assessed, the percentage of students that could read 50 or more invented words per minute increased 11.5% from 39.6% at baseline, to 51.1% at midline in partner schools; it increased 12.6% from 35.8% at baseline, to 48.4% at midline in comparison schools.

Figure 3: Distribution of Sample Scores for Invented Words



2.2.4 Oral Reading Fluency

While the previous subtasks were designed to measure foundational reading skills, oral reading fluency measures a child's ability to read connected text. In this subtask, children were asked to read within one minute a 58-word passage at baseline and a 57-word passage of local relevance at midline. The score resulted from the number of words from the passage that the student accurately read in one minute. Figure 4 shows a clear distributional shift toward higher oral reading scores at midline both in sampled partner and comparison schools.

Interpretation of the words-per-minute results should be language specific. The phenomenon is consistent across languages that word identification becomes more accurate and automatic (i.e., faster) as reading skills develop. However, because of the differences between languages (e.g., transparency, word length) comparisons of words per minute across languages should be interpreted with caution. A guiding number for oral English reading fluency at the end of grade 2 is 60.[9] The students from the sampled schools were assessed at the **beginning** of grade 3 in Bahasa Indonesia.

The observed midline average rates for each sampled group surpass the recommended 60 correct words per minute required for adequate comprehension.[10] When word recognition is automatic and seemingly effortless, it frees cognitive attention for comprehension.

Of the sampled schools, the average result increased for oral reading fluency from baseline to midline by over 4 words per minute for both sampled groups. In partner schools, the average was 74.5 words per minute at midline; in comparison schools, the average was 69.7 words per minute at midline (see Table 8 above). Further, 29.2% of the assessed children in partner schools and 23.2% in comparison schools read over 100 words per minute at midline; an increase of 6.2% in partner schools and 5.4% in comparison schools.

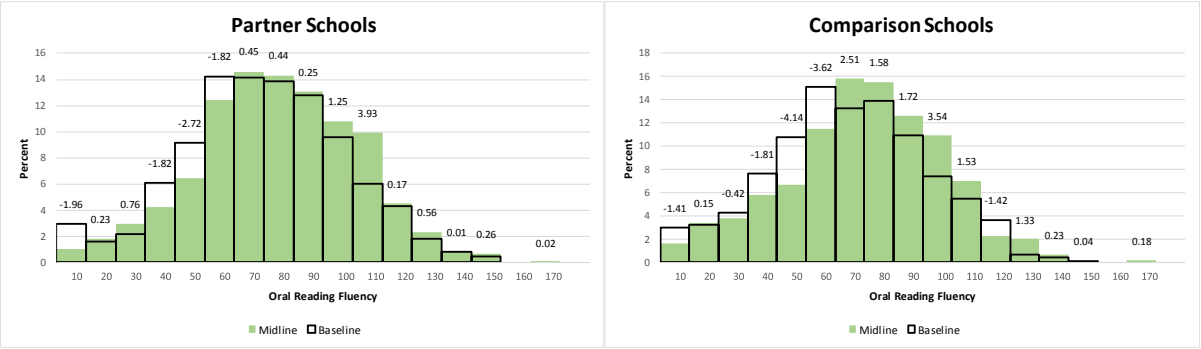
Although students both in partner and in comparison schools improved in oral reading fluency from baseline, the percentage of students not able to read any of the passage slightly increased at midline in both sampled groups (1.5% for partner schools and 2.2% for

[9] Abadzi, H. 2010. *Reading Fluency Measurements in EFA FTI Partner Countries: Outcomes and Improvement Prospects.* Washington, D.C.: World Bank. Available at http://www.globalpartnership.org/media/cop%20meeting/resources/working-papers/Reading%20Fluency%20Measurements%20in%20EFA%20FTI%20Partner%20Countries-%20Outcomes%20and%20Improvement%20Prospects.%20%20Helen%20Abadzi.pdf (accessed on May 16, 2013).

[10] Ibid.

comparison schools; see Table 9). This result is potentially due to the use of a more difficult reading passage at midline. While midline scores were equated to be comparable to the baseline assessment, students with zero scores were assigned a zero score during equating (see Section 2.1.1). Thus with a more difficult reading passage, it is expected that more students would not be able to read from the connected passage. The percentage of students able to read at most 10 words per minute decreased from baseline to midline by 2% in partner schools and 1.4% in comparison schools.

Figure 4: Distribution of Sample Scores for Oral Reading Fluency



2.2.5 Reading Comprehension

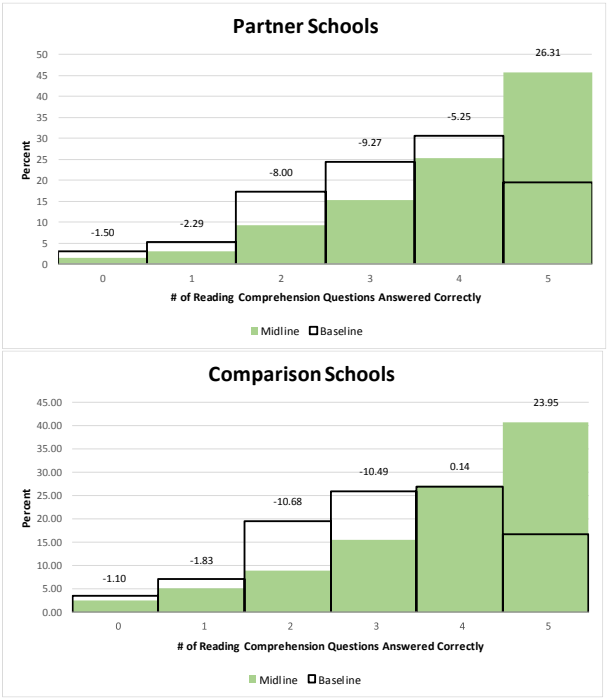
A student at SD Padamara 1 Purbalingga, Central Java, reading a passage (subtask 4a).

On the completion of the oral reading fluency subtask, students were asked five questions as a measure of comprehension of what they had read. The questions were read aloud by the assessor, and students answered verbally. At baseline, four of the questions were literal, requiring students to recall information from the story, and one question was inferential, requiring students to combine information from the story with their background knowledge to derive a correct answer. At midline, three questions were literal and two questions were inferential. Students were asked comprehension questions corresponding only to the text he or she attempted. Thus, the number of questions attempted was dependent on how many words the child had read in the text. As a result, for this subtask, the sample size is different for each of the five questions. Children's reading comprehension scores are reported in the number of correct responses to the five questions.

Of children in the sample schools, 97.3.% from partner schools and 96.3% from comparison schools were able to read some of the midline passage, an increase of 1.5% and 2.2% respectively (see Table 9). Overall, children in the sampled project schools correctly scored, on average, 3.97 questions on the reading comprehension (an increase of 0.6), and

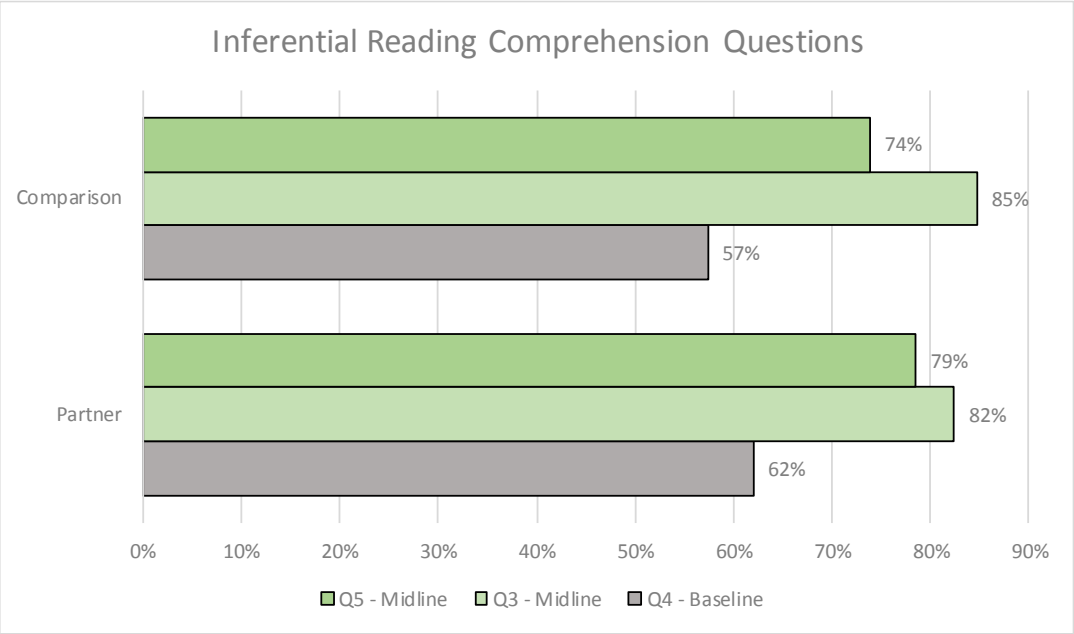
approximately 71.1% of students were able to answer with 80% accuracy (see Table 8). Figure 5 illustrates the distribution shift from baseline to midline for each sampled group. There is a shift toward more students being able to answer all five questions correctly with over 20% more students both in partner and in comparison schools able to answer with 80% accuracy at midline, compared to baseline estimates.

Figure 5: Distribution of Reading Comprehension Scores



Additionally, children appear to be comprehending the reading passage better at midline compared to baseline. At baseline, at most 62% of students sampled were able to answer the inferential question. At midline, both sampled groups had at least 74% of sampled students able to answer the inferential questions correctly. This trend is detailed in Figure 6.

Figure 6: Percentage of Children Correctly Answering Reading Comprehension Questions



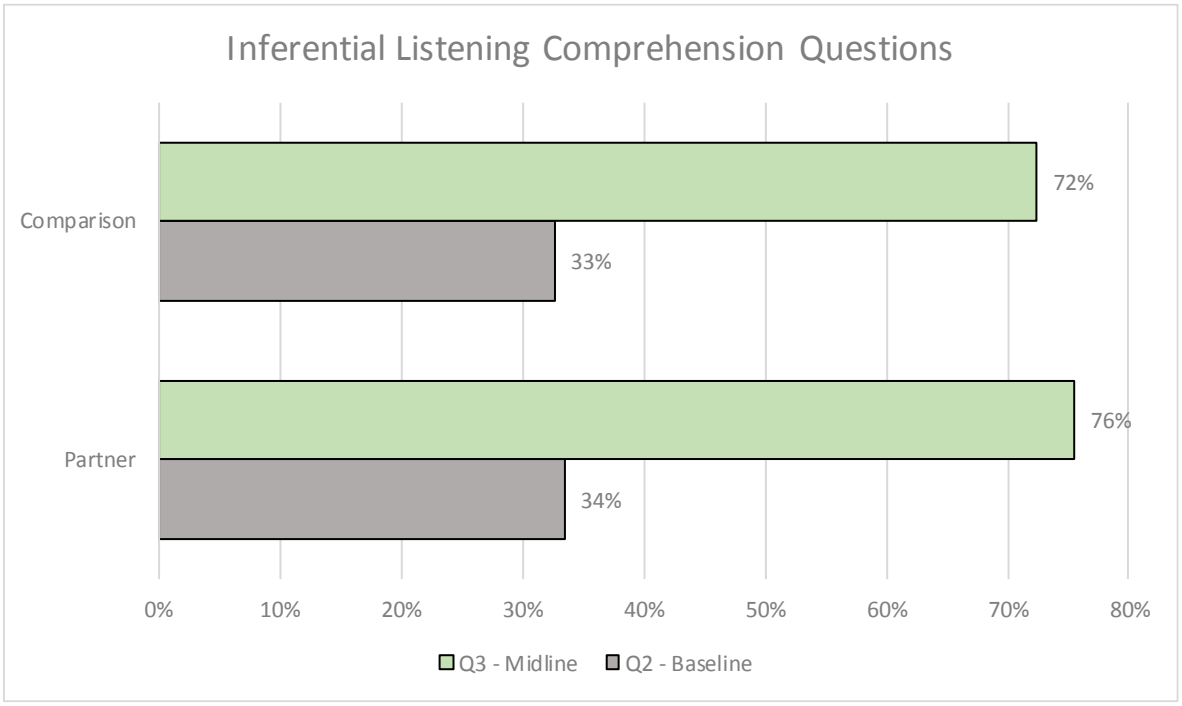
2.2.6 Listening Comprehension

A student at SDN 1 Sindangsari, West Java, being tested in listening comprehension (subtask 5).

The listening comprehension subtask assessed students' comprehension of verbally presented information. Children listened to a short story read by the assessor. They were then asked three questions about the story and were required to respond. The questions included two literal questions, which could be answered by information stated directly in the story, and one inferential question, which required connecting information in the story to outside knowledge or information. Scores from the listening comprehension subtask can be used to determine whether poor reading comprehension can be attributed to poor reading or to poor language comprehension skills in general.

On average, children in the sampled partner schools correctly answered 2.57 questions on the listening comprehension and 2.51 questions in comparison schools; an increase of roughly 1.0 question on average in each sampled group (see Table 8, above). As was also revealed by their scores in reading comprehension, children appeared to comprehend the listening passage better at midline compared to baseline. At baseline, at most 34% of students sampled were able to answer the inferential question. At midline, in both sampled groups, at least 72% of sampled students were able to answer the inferential question correctly. This trend is detailed in Figure 7.

Figure 7: Percentage of Children Correctly Answering Listening Comprehension Questions



2.3 Indicators of Reading Achievement

Many factors influence a student's literacy skills. While a child's EGRA subtask scores are shaped by school instruction, there are factors outside of school that influence a child's development. These could be experiences prior to grade school (e.g., attending pre-school) or current environmental factors (e.g., parental support).

The identification of factors that influence student academic performance has guided educational and social policy in many countries. Policies such as these could be implemented in schools, for example, in the form of teacher training or resource allocation. Alternatively, these policies could support families by subsidizing pre-school fees.

To help identify these factors, EGRA assessors asked each student a series of questions regarding demographics that have been identified previously as influential in affecting student academic performance. This section discusses the relationship between EGRA subtasks and these self-reported demographic factors.

2.3.1 Regression Analysis of Indicators of Reading Achievement—Main Effects Model

Students at MIN Sukadamai Bener Meriah, Aceh, were doing various activities after the assessment.

Table 12 presents the results of regression models we used to examine the conditional impact of each of the indicators of reading achievement on mean subtask scores. The coefficients in the four subtask columns of the table can be interpreted as the impact of a given demographic variable on the subtask (letter name knowledge, familiar word reading, invented word decoding, and oral reading fluency) controlling for all other factors in the table. For example, the first row of results demonstrates that when location, school faith, school type, region, age, home language, having books at home, children reading books with parents, attending pre-school, sampled group, and intervention phase are constant, the impact of being female increases average oral reading fluency scores by about 8.9 words per minute above that of a male student with the same values for all other variables.

When controlling for the other variables, the regression models show that gender, province, urban/rural school location, speaking Bahasa Indonesia at home, having books at home, and attending pre-school are all strongly associated with a measurable impact on student scores in all four subtask models. With the exception of gender and province, which are detailed in sections above, the strongly associated variables for all four subtasks are further explored in the following section.

School faith, school type, age, parents reading to children at home, intervention group, and intervention phase were not subject to further analysis, as they were not strongly associated with average student scores on *all* four subtasks modeled. School type, parents reading to children at home, intervention group, and intervention phase were not strongly associated with student scores on the letter name subtask, but were strongly associated with student scores on the other three subtasks modeled. These indicators are briefly discussed in the following paragraph.

According to the regression models, students in religious schools performed noticeably better than students in secular schools on invented word decoding, scoring 2.65 words per minute. This may be explained by the fact that in Islamic schools, students were learning how to decode Arabic syllables and words, therefore decoding skill was reflected in the better scores in reading invented words. Otherwise the regression models show no difference between students who attend religious schools and those who attend secular schools when the other model variables are held constant. Students in public schools scored on average a minimum of 3.63 words per minute better than students in private schools on all but the letter identification subtask. Most of the private schools in the sample were

private madrasah, which are in general under-resourced and have many under-qualified teachers. It is, therefore, unsurprising that private schools underperformed state schools.

There was no difference between the performance of 7, 8, and 9 year olds on these four subtasks when controlling for the other reading indicators. When controlling for all other variables, children aged 10 years or older scored on average 9.31 familiar words per minute lower, 6.69 invented words per minute lower, and read 8.64 words per minute fewer than students who were between the ages of 7 and 9. Having parents who read to them increased students' scores on average by about 3 words per minute on the familiar word, invented word, and oral reading fluency subtasks when the other reading indicators are held constant.

A student's province produced the largest impact, which highlights the low performance of students in schools sampled in Aceh compared to the other regions when the other variables are held constant. Most notably, on average, students in East Java scored 24.6 words per minute more on the oral reading fluency subtask than students in Aceh, with the same value for all other variables. The next largest impact was seen in the urban or rural school location and pre-school experience indicators, with an urban school location or preschool experience increasing an oral reading fluency score on average over 9 words per minute each.

It should be noted that it is possible to calculate cumulative effects by adding coefficients. For example, consider two hypothetical students, both of whom were 8-year-old girls who attended secular, public schools in East Java. At home both of these students spoke Bahasa Indonesia and had books and parents who read to or with them. One attended an urban comparison school and attended pre-school; the other went to a rural partner school and had no pre-school experience. Assuming both students were assessed at the same time (baseline or midline), the first student in this scenario would be expected to have an average oral reading fluency score approximately 15.0 words per minute higher than the second student (i.e., 10.12 + 9.04 – 4.17 = 14.99). To put this into perspective, a 15.0 word per minute increase in oral reading fluency is more than one-half of a standard deviation for the overall oral reading fluency measurement.

Table 12: Main Effects Regression Analysis Model Details

Demographic Category	Indicator	Letters per Minute	Familiar Words per Minute	Invented Words per Minute	Oral Reading Fluency
Gender	Male (Ref)	-	-	-	-
	Female	3.19**	6.48**	4.61**	8.88**
Location	Rural (Ref)	-	-	-	-
	Urban	4.55**	8.65**	5.05**	10.12**
School Faith	Religious (Ref)	-	-	-	-
	Secular	1.52	0.07	-2.65**	-2.18
School Type	Public (Ref)	-	-	-	-
	Private	-0.67	-3.63*	-3.8**	-4.66**

Demographic Category	Indicator	Letters per Minute	Familiar Words per Minute	Invented Words per Minute	Oral Reading Fluency
Region	Aceh (Ref)	-	-	-	-
	Banten	7.63**	8.44**	6.26**	7.57**
	West Java	17.78**	24.05**	14.14**	23.27**
	Central Java	17.64**	19.44**	10.76**	19.08**
	East Java	19.08**	23.47**	15.26**	24.59**
	South Sulawesi	9.02**	13.74**	9.2**	12.79**
	North Sumatra	7.4**	12.43**	6.62**	11.93**
Age	7 years old (Ref)	-	-	-	-
	8 years old	0.54	0.54	0.88	0.74
	9 years old	2.01	-1.22	-0.41	-1.26
	10+ years old	-2.4	-9.31**	-6.69**	-8.64**
Home Language	Other (Ref)	-	-	-	-
	Indonesian	2.17**	2.97**	1.61**	2.61**
Have Books at Home	No (Ref)	-	-	-	-
	Yes	2.07**	4.57**	2.67**	5.42**
Parents Read to Child	No (Ref)	-	-	-	-
	Yes	-0.77	-3.94**	-2.59**	-3.55**
Attended Pre-School	No (Ref)	-	-	-	-
	Yes	4.17**	9.05**	4.87**	9.04**
Sampled Group	Comparison (Ref)	-	-	-	-
	Partner	1.13	3.51**	1.79**	4.17**
Intervention Phase	Baseline (Ref)	-	-	-	-
	Midline	1.21	-1.71*	3.85**	3.57**
Intercept (Constant)		61	34.49	16.54	31.28

* $p<0.001$, ** $p < 0.0001$

Based on the regression model, on average, students in partner schools scored above students in comparison schools on all four subtasks regardless of assessment time. At midline, students on average scored better than students assessed at baseline regardless of sampled group, with the exception of familiar words per minute. The effect of the intervention and time as predicted by the regression model in Table 12 is explored in Table 13 below. The performance of a student in a partner school at baseline should be expected to increase by an average of 3.6 words per minute in oral reading fluency at midline (7.74 – 4.17 = 3.57). At midline, a student in a partner school should expect to increase an average of 4.2 words per minute more oral reading fluency than a student in a comparison school (7.74 – 3.57 = 4.17). When controlling for the other factors, the regression model shows that partner school students performed better at midline

compared to baseline, and they averaged better scores than students in comparison schools in both studies.

Table 13: Effect of Intervention and Time on Subtask Scores

Sampled Group	Intervention Phase	Letters per Minute	Familiar Words per Minute	Invented Words per Minute	Oral Reading Fluency
Comparison (Ref)	Baseline (Ref)	-	-	-	-
Comparison (Ref)	Midline	1.21	-1.71	3.85	3.57
Partner	Baseline (Ref)	1.13	3.51	1.79	4.17
Partner	Midline	2.34	1.80	5.64	7.74

2.3.2 Strongly Associated Indicators

Location (Urban and Rural)

Globally, children who live in urban areas tended to demonstrate better literacy rates than children in rural areas. This rule was true for the students in the study as shown in Table 14, where urban students, on average, outscored their rural counterparts in every subtask at baseline and midline. Within school location, students in both urban and rural schools improved in the invented word, oral reading fluency, reading comprehension, and listening comprehension subtasks from baseline regardless of sampled group. Students scoring 80% or better on the reading comprehension subtask improved from around 50% to around 75% in urban schools and from roughly 40% to just over 60% in rural schools.

Table 14: Subtasks by School Location

Subtask	Partner Schools		Comparison Schools	
	Baseline Mean (SE)	Midline Mean (SE)	Baseline Mean (SE)	Midline Mean (SE)
Urban				
Letter Name Knowledge (CLPM)	89.33 (0.61)	90.04 (0.62)	89.66 (0.5)	90.5 (0.52)
Familiar Word Reading (CWPM)	78.15 (0.62)	75.84 (0.7)	74.34 (0.53)	72.15 (0.61)*
Invented Word Decoding (CIWPM)	39.63 (0.39)	43.98 (0.45)***	37.78 (0.33)	41.2 (0.38)***
Oral Reading Fluency (ORF)	77.2 (0.65)	79.77 (0.72)*	72.07 (0.51)	75.7 (0.62)***
Reading Comprehension (5)	3.48 (0.04)	4.14 (0.03)***	3.38 (0.03)	4.06 (0.03)***
Listening Comprehension (3)	1.65 (0.03)	2.61 (0.02)***	1.59 (0.02)	2.58 (0.02)***
80% or Better on Reading Comprehension	54.21% (1.5)	76% (1.28)***	51.99% (1.1)	74.26% (1.01)***

Subtask	Partner Schools		Comparison Schools	
	Baseline Mean (SE)	Midline Mean (SE)	Baseline Mean (SE)	Midline Mean (SE)
Rural				
Letter Name Knowledge (CLPM)	82.65 (0.45)	83.84 (0.47)	80.23 (0.51)	84.94 (0.51)***
Familiar Word Reading (CWPM)	64.46 (0.55)	61.84 (0.52)**	62.22 (0.53)	61.32 (0.59)
Invented Word Decoding (CIWPM)	32.17 (0.31)	34.79 (0.33)***	31.24 (0.31)	35.22 (0.36)***
Oral Reading Fluency (ORF)	60.8 (0.47)	64.81 (0.51)***	58.98 (0.5)	63.36 (0.56)***
Reading Comprehension (5)	3.11 (0.02)	3.67 (0.03)***	2.98 (0.03)	3.57 (0.03)***
Listening Comprehension (3)	1.44 (0.02)	2.49 (0.02)***	1.37 (0.02)	2.44 (0.02)***
80% or Better on Reading Comprehension	44.07% (0.97)	62.12% (0.99)***	36.84% (1.04)	61.21% (1.13)***

* p<0.01, ** p<0.001, *** p<0.0001
SE = Standard Error; CLPM = Correct Letters per Minute; CWPM = Correct Words per Minute; CIWPM = Correct Invented Words per Minute; ORF = Oral Reading Fluency

Language Used at Home

If a student speaks a language at home that is different from the instructional language used in the classroom (in most cases, Bahasa Indonesia), that student had significantly lower literacy skills, on average at baseline, compared to students who speak the same language at home as the instructional language (Bahasa Indonesia) used in the classroom. By the midterm assessment, on average, students had very similar scores among both sampled groups regardless of language used at home. These scores are detailed in Table 15.

Within the language used at home classification, students who speak Bahasa Indonesia at home and those who do not, improved in the invented word, oral reading fluency, reading comprehension, and listening comprehension subtasks from baseline regardless of sampled group. Students scoring 80% or better on the reading comprehension subtask improved from at least 40.5% to at least 66.8% from baseline to midline, regardless of sampled group and home language.

Table 15: Subtasks by Language Used at Home

Subtask	Partner Schools		Comparison Schools	
	Baseline Mean (SE)	Midline Mean (SE)	Baseline Mean (SE)	Midline Mean (SE)
Bahasa Indonesia				
Letter Name Knowledge (CLPM)	87.38 (0.68)	87.6 (0.67)	83.25 (0.62)	87.56 (0.62)***
Familiar Word Reading (CWPM)	74.87 (0.7)	72.71 (0.75)	67.49 (0.69)	66.17 (0.72)
Invented Word Decoding (CIWPM)	37.8 (0.44)	41.99 (0.47)***	33.64 (0.41)	37.63 (0.43)***
Oral Reading Fluency (ORF)	72.88 (0.71)	75.98 (0.77)*	64.53 (0.67)	68.96 (0.69)***
Reading Comprehension (5)	3.37 (0.04)	4.02 (0.04)***	3.12 (0.04)	3.83 (0.03)***
Listening Comprehension (3)	1.61 (0.03)	2.58 (0.02)***	1.49 (0.03)	2.52 (0.02)***
80% or Better on Reading Comprehension	50.71% (1.66)	72.55% (1.39)***	40.49% (1.37)	68.92% (1.27)***
Other than Bahasa Indonesia				
Letter Name Knowledge (CLPM)	85.53 (0.55)	88.19 (0.61)*	85.87 (0.61)	88 (0.58)
Familiar Word Reading (CWPM)	69.41 (0.65)	67.34 (0.66)	68.09 (0.61)	67.56 (0.69)
Invented Word Decoding (CIWPM)	34.92 (0.36)	38.28 (0.44)***	34.84 (0.35)	38.97 (0.45)***
Oral Reading Fluency (ORF)	67.23 (0.6)	71.75 (0.63)***	65.47 (0.56)	70.47 (0.7)***
Reading Comprehension (5)	3.27 (0.03)	3.88 (0.03)***	3.2 (0.03)	3.81 (0.04)***
Listening Comprehension (3)	1.51 (0.02)	2.55 (0.02)***	1.45 (0.02)	2.51 (0.02)***
80% or Better on Reading Comprehension	49.14% (1.17)	68.43% (1.17)***	47.07% (1.17)	66.77% (1.29)***

* p<0.01, ** p<0.001, *** p<0.0001
SE = Standard Error; CLPM = Correct Letters per Minute; CWPM = Correct Words per Minute; CIWPM = Correct Invented Words per Minute.

Access to Books at Home

Access to books at home offers children early familiarity and practice that benefit literacy skills. A large body of research indicates that books at home offer the potential for an early start in building foundational skills and vocabulary and in hearing models of fluent reading. These skills help children to learn that reading has multiple purposes beyond academics.

Within the access to books at home classification, students improved in the invented word, oral reading fluency, reading comprehension, and listening comprehension subtasks from baseline regardless of sampled group.

At baseline, students with access to books at home scored better, on average, on all subtasks compared to students without access to books at home. While students with and without access to books improved in five of the six skills at midline within the sampled group, students with access to books at home continued to have higher scores. These scores are detailed in Table 16.

Table 16: Subtasks by Access to Books at Home

Subtask	Partner Schools		Comparison Schools	
	Baseline Mean (SE)	Midline Mean (SE)	Baseline Mean (SE)	Midline Mean (SE)
Reading Materials at Home				
Letter Name Knowledge (CLPM)	87.48 (0.49)	88.26 (0.57)	85.35 (0.45)	88.73 (0.52)***
Familiar Word Reading (CWPM)	73.87 (0.53)	72.61 (0.64)	69.41 (0.47)	68.51 (0.59)
Invented Word Decoding (CIWPM)	37.12 (0.32)	41.76 (0.41)***	35.07 (0.28)	39.56 (0.37)***
Oral Reading Fluency (ORF)	72.02 (0.52)	76.97 (0.66)***	66.62 (0.46)	71.69 (0.57)***
Reading Comprehension (5)	3.37 (0.03)	4.08 (0.03)***	3.21 (0.02)	3.9 (0.03)***
Listening Comprehension (3)	1.6 (0.02)	2.58 (0.02)***	1.51 (0.02)	2.54 (0.02)***
80% or Better on Reading Comprehension	51.16% (1.17)	74.49% (1.14)***	44.26% (0.97)	71.21% (1.08)***
No Reading Materials at Home				
Letter Name Knowledge (CLPM)	82.78 (0.96)	86.9 (0.87)*	81.87 (1.14)	86.02 (0.79)*
Familiar Word Reading (CWPM)	66.82 (1.03)	67.17 (0.99)	62.2 (1.23)	63.76 (0.97)
Invented Word Decoding (CIWPM)	34.24 (0.66)	38.48 (0.63)***	31.38 (0.66)	35.9 (0.61)***
Oral Reading Fluency (ORF)	63.84 (1.01)	69.58 (0.99)***	59.43 (1.07)	65.95 (0.96)***
Reading Comprehension (5)	3.14 (0.05)	3.75 (0.05)***	3.01 (0.06)	3.66 (0.05)***
Listening Comprehension (3)	1.4 (0.04)	2.54 (0.03)***	1.34 (0.04)	2.48 (0.03)***
80% or Better on Reading Comprehension	45.27% (2.22)	64.38% (2.01)***	42.23% (1.95)	61.73% (1.73)***

* p<0.01, ** p<0.001, *** p<0.0001
SE = Standard Error; CLPM = Correct Letters per Minute; CWPM = Correct Words per Minute; CIWPM = Correct Invented Words per Minute; ORF = Oral Reading Fluency

On average students without access to books at home experienced a larger increase in oral reading fluency than students with access to books at home. Students in partner schools without access to books at home increased on average by 5.7 words per minute on oral

reading fluency; comparison school students without access to books at home increased an average of 6.5 words per minute. Regardless of treatment group, students with access to books at home on average increased by 5 words per minute on the oral reading fluency skill. This difference in rate of improvement is most likely due to the lower baseline scores of students without access to books at home; these students likely had more room for improvement than their counterparts who had access to books at home.

Pre-School Education

Pre-school plays an important role in developing early literacy, numeracy, and social skills, and thus helps prepare students for success in grade school. Table 17 compares students in the sample who attended pre-school against those who did not within the same sampled group at baseline and midline. At baseline, children who attended pre-school had significantly higher scores on all subtasks. This trend continued at midline, with students who had a pre-school education showing significant average increases in four of six reading skills regardless of sampled group. Comparison school students with pre-school experience also significantly increased in letter name knowledge skills and had scores similar to the partner school students at midline (89.0 partner; 89.3 comparison). Students without a pre-school education showed a significant increase in the listening comprehension subtask for both sampled groups and the reading comprehension subtask for the comparison group. These results reinforce the role pre-school education plays in a student's academic success.

Of the students in the sampled schools at baseline and midline, 15.2% reported that they had not attended pre-school. More significant is that almost twice as many students in rural schools did not attend pre-school (18.33%), compared to students at urban schools (11.99%).

Table 17: Subtasks by Pre-school Education

Subtask	Partner Schools		Comparison Schools	
	Baseline Mean (SE)	Midline Mean (SE)	Baseline Mean (SE)	Midline Mean (SE)
Pre-school Experience				
Letter Name Knowledge (CLPM)	88.25 (0.45)	88.99 (0.48)	85.29 (0.41)	89.3 (0.41)***
Familiar Word Reading (CWPM)	74.99 (0.47)	73.15 (0.54)	69.62 (0.43)	69.12 (0.48)
Invented Word Decoding (CIWPM)	37.76 (0.29)	42.08 (0.34)***	35.24 (0.25)	39.66 (0.29)***
Oral Reading Fluency (ORF)	73.15 (0.47)	76.49 (0.55)***	67.27 (0.42)	71.92 (0.47)***
Reading Comprehension (5)	3.44 (0.03)	4.08 (0.02)***	3.27 (0.02)	3.93 (0.02)***
Listening Comprehension (3)	1.62 (0.02)	2.61 (0.01)***	1.52 (0.02)	2.57 (0.01)***
80% or Better on Reading Comprehension	52.91% (1.12)	74.51% (0.98)***	47.71% (0.9)	70.81% (0.84)***

Subtask	Partner Schools		Comparison Schools	
	Baseline Mean (SE)	Midline Mean (SE)	Baseline Mean (SE)	Midline Mean (SE)
No Pre-school Experience				
Letter Name Knowledge (CLPM)	78.66 (1.42)	79.71 (1.56)	80.95 (1.5)	79.15 (1.35)
Familiar Word Reading (CWPM)	60.84 (1.59)	54.64 (1.79)*	58.62 (1.56)	53.97 (1.64)
Invented Word Decoding (CIWPM)	30.92 (0.83)	30.95 (1.13)	29.26 (0.92)	30.42 (1.01)
Oral Reading Fluency (ORF)	57.67 (1.58)	59.34 (1.83)	53.63 (1.44)	56.43 (1.48)
Reading Comprehension (5)	2.8 (0.07)	3.16 (0.1)*	2.61 (0.07)	3.15 (0.09)***
Listening Comprehension (3)	1.31 (0.06)	2.28 (0.06)***	1.22 (0.06)	2.22 (0.06)***
80% or Better on Reading Comprehension	36.43% (2.89)	45.31% (3.88)	24.21% (2.38)	50.64% (3.1)***

* p<0.01, ** p<0.001, *** p<0.0001
SE = Standard Error; CLPM = Correct Letters per Minute; CWPM = Correct Words per Minute; CIWPM = Correct Invented Words per Minute; ORF = Oral Reading Fluency

3 How Well Children in Cohort 1 Were Reading at Midline across Sampled Schools

A student at MIN Sukadamai, Bener Meriah, Aceh, during assessment.

This section explores the impact of the USAID PRIORITAS program across its two years of implementation. Results are presented as means and standard errors for grade 3 students in comparison and partner schools at baseline and midline along with difference-in-differences (DID) analyses to explore the improvement over time within the partner schools relative to that of the comparison schools. The results are generally reported by detailing overall and subgroup achievement, such as gender, school location, and indicated pre-school experience. The results, including percentages and frequencies, can be interpreted as representative of the students in the sampled schools. DID analyses presented in this section were conducted under the assumption that treatment groups were balanced and that comparison schools were controlled (i.e., they abstained from any treatment). It is possible improvements in the partner and comparison schools are not entirely due to the USAID PRIORITAS intervention because of unequal sample distributions between partner and comparison school characteristics. As was previously explained, the project did not draw a simple random sample of the population of students in each group of interest. In addition, many districts have been holding up the training by USAID PRIORITAS as an example for all schools to follow. Besides dissemination training from USAID PRIORITAS, comparison schools also received other similar training from the GOI or other donors or foundations. The data collected by the project monitoring team show that almost half (46.8%) of the principals and teachers of comparison schools had received some kind of training. This final section presents summary statistics for all subtasks of the EGRA conducted by the project.

3.1 Overall Summary Scores

At baseline, students in partner schools scored significantly better than their counterparts in comparison schools. With the exception of letter name knowledge, students in partner schools continued to score significantly better than their counterparts in comparison schools at midline. However students in comparison schools demonstrated greater increases in scores from baseline to midline. This is evident in the negative effect sizes detailed in Table 18. Only the letter name knowledge subtask showed a marginally significant difference in partner students performances compared to comparison students performances at midline. No other significant differences over the two years emerged.

These results suggest that any impact of the USAID PRIORITAS intervention is obscured by some unknown factor. This might be partly attributable to the distributions of sampled schools. It could also be explained by other intervention programs, including dissemination training from the project and other forms of training by the GOI or other entities. On average, students in comparison schools have significantly improved in almost all EGRA subtasks (see Table 8, above). While students in comparison schools continued to score on average significantly lower than students in partner schools at midline, comparison school students improved more than students in partner schools. This trend is demonstrated in Figure 8 for the letter name knowledge, oral reading fluency, reading comprehension, and listening comprehension subtasks. The initial difference between the partner and comparison samples highlights the fact that these two groups of students were not similar. However the similar improvement trend in both groups could be due to the fact that students in comparison schools started at a lower point and therefore had further to grow. Due to improvements observed in both the partner and comparison groups, it is difficult to determine the exact cause of student improvement. It could be that significant improvements need more time to be observed, as the third round of training, which specifically focuses on early grade literacy, is yet to be implemented. The cascade training model involving three levels of training from the national to the school level requires time to be implemented, and more time is required for the results to become evident in schools. Another explanation could be that the designed EGRA instrument was below the students' reading skills achievement level and, therefore, was not able to distinguish students' ability at higher level reading skills.

Table 18: Baseline and Midline Mean Scores by Subtask across Sampled Schools

Subtask	Group	Baseline		Midline		Difference in Differences		
		Mean (SE)	p-Value	Mean (SE)	p-Value	Estimate	p-Value	Effect Size
Letter Name Knowledge (CLPM)	Comparison	84.57 (0.36)	**	87.77 (0.36)	0.94	-1.98	0.01	-0.08
	Partner	86.59 (0.4)		87.81 (0.43)				
Familiar Word Reading (CWPM)	Comparison	67.79 (0.38)	***	66.83 (0.42)	***	-0.76	0.38	-0.03
	Partner	72.53 (0.43)		70.8 (0.48)				
Invented Word Decoding (CIWPM)	Comparison	34.24 (0.22)	***	38.26 (0.26)	***	0.08	0.88	0
	Partner	36.57 (0.26)		40.67 (0.31)				
Oral Reading Fluency (ORF)	Comparison	65 (0.36)	***	69.68 (0.42)	***	-0.65	0.45	-0.02
	Partner	70.46 (0.43)		74.49 (0.5)				
Reading Comprehension (5)	Comparison	3.16 (0.02)	***	3.82 (0.02)	***	-0.01	0.78	-0.01
	Partner	3.33 (0.02)		3.97 (0.02)				
Listening Comprehension (3)	Comparison	1.47 (0.01)	***	2.51 (0.01)	*	-0.04	0.14	-0.05
	Partner	1.57 (0.02)		2.57 (0.01)				

Subtask	Group	Baseline		Midline		Difference in Differences		
		Mean (SE)	p-Value	Mean (SE)	p-Value	Estimate	p-Value	Effect Size
80% or Better on Reading Comprehension	Comparison	43.81 (0.75)	***	67.9 (0.76)	*	-0.03	0.07	-0.06
	Partner	50.04 (0.97)		71.1 (0.9)				

* p<0.01, ** p<0.001, *** p<0.0001
SE = Standard Error; CLPM = Correct Letters per Minute; CWPM = Correct Words per Minute; CIWPM = Correct Invented Words per Minute; ORF = Oral Reading Fluency

Figure 8: Baseline and Midline Mean Scores on Selected Subtasks

The percentage of children who scored zero on a subtask was low at baseline and continued to decrease at midline for most reading skills in each sampled group. Table 19 shows the percentages of zero scores, which represent the percentage of students in grade 3 who were unable to record[11] the name of a single letter, hear an initial sound, read a single word, or answer one question about a simple story at baseline and midline. At baseline, partner schools and comparison schools were very similar in the proportion of students who scored zero on a given subtask. At midline, the partner schools had fewer sampled students scoring zero on four of the six subtasks: familiar word reading, invented word decoding, oral reading fluency, and reading comprehension. DID analysis revealed these decreases were moderately significant for the invented word decoding and listening comprehension subtasks.

[11] The subtasks are discontinued if a child does not score any correct answers in the first row of the letters and words.

Table 19: Baseline and Midline Percentage of Students with Zero Scores by Subtask across Sampled Groups

Subtask	Group	Baseline		Midline		Difference in Differences		
		Mean (SE)	p-Value	Mean (SE)	p-Value	Estimate	p-Value	Effect Size
Letter Name Knowledge (CLPM)	Comparison	0.69 (0.14)	0.04	0.25 (0.08)	0.53	0	0.17	0.04
	Partner	0.35 (0.09)		0.18 (0.08)				
Familiar Word Reading (CWPM)	Comparison	2.07 (0.22)	0.14	3.17 (0.28)	*	-0.01	0.2	-0.04
	Partner	1.68 (0.16)		2.2 (0.21)				
Invented Word Decoding (CIWPM)	Comparison	3.72 (0.27)	0.92	5.32 (0.35)	**	-0.02	*	-0.08
	Partner	3.68 (0.28)		3.71 (0.28)				
Oral Reading Fluency (ORF)	Comparison	1.5 (0.19)	0.25	3.73 (0.3)	*	-0.01	0.09	-0.05
	Partner	1.23 (0.13)		2.72 (0.22)				
Reading Comprehension (5)	Comparison	3.61 (0.28)	0.24	2.51 (0.27)	0.01	0	0.49	-0.02
	Partner	3.09 (0.34)		1.59 (0.26)				
Listening Comprehension (3)	Comparison	18.05 (0.64)	0.02	1.93 (0.21)	0.72	0.02	0.02	0.09
	Partner	15.7 (0.74)		2.04 (0.22)				

* p<0.01, ** p<0.001, *** p<0.0001
SE = Standard Error; CLPM = Correct Letters per Minute; CWPM = Correct Words per Minute; CIWPM = Correct Invented Words per Minute; ORF = Oral Reading Fluency

3.2 Regression Analysis for Intervention-by-Time Effect

To explore the effect of the USAID PRIORITAS intervention over time, or the treatment-by-time effect, four linear regression models were fit to model the mean subtask scores on (1) letter name knowledge, (2) familiar word reading, (3) invented word decoding, and (4) oral reading fluency. The coefficients for each model are presented in Table 20, with the modeled variable in the first row. The coefficients in the last four columns of the table are interpreted in section 3.3.1. The only difference between these models and those previously presented is the inclusion of the intervention-by-time interaction term. The coefficients for each predictor, as well as which ones are good predictors of the mean score, are very similar to those from the models without the interaction term.

Given the potential for confounding in the student sample, these regression models provide a way to measure the effect of the intervention over time, when other variables that affect student performance (such as urban or rural school location and pre-school experience) are held constant. It appears that the interaction term actually decreases the average scores of partner school students at midline by as much as 1.6 letters and as little as 0.2 words per minute depending on the skill. Because none of these coefficients is significant in the model, there is no evidence of an intervention-by-time effect, based on the sampled students at baseline and midline when other factors are controlled. This does not indicate an absence of an increase due to the intervention; rather it is difficult, or impossible, to conclude how much the intervention has contributed to the increase observed in student scores since almost 50% of the comparison schools also received some form of training.

When controlling for the other variables, the regression models show that gender, region, urban or rural school location, speaking the language of instruction at home, having books at home, and attending pre-school are all strongly associated with student scores on all four subtasks modeled below. The strongly associated variables for all four subtasks are further explored in the following sections of this report. School type, reading books with children at home, sampled group, and intervention phase are all strongly associated with student scores on all subtasks, except for the letters-per-minute subtask.

Table 20: Interaction Regression Analysis Model Details

Demographic Category	Indicator	Letter Name Knowledge	Familiar Word Reading	Invented Word Decoding	Oral Reading Fluency
Gender	Male (Ref)	-	-	-	-
	Female	3.19**	6.47**	4.61**	8.88**
Location	Rural (Ref)	-	-	-	-
	Urban	4.54**	8.64**	5.05**	10.12**
School Faith	Religious (Ref)	-	-	-	-
	Secular	1.5	0.06	-2.66**	-2.19
School Type	Public (Ref)	-	-	-	-
	Private	-0.67	-3.63*	-3.8**	-4.66**
Province	Aceh (Ref)	-	-	-	-
	Banten	7.64**	8.44**	6.26**	7.58**
	West Java	17.78**	24.06**	14.14**	23.27**
	Central Java	17.63**	19.43**	10.76**	19.08**
	East Java	19.06**	23.46**	15.26**	24.58**
	South Sulawesi	9.02**	13.74**	9.2**	12.78**
	North Sumatra	7.43**	12.45**	6.62**	11.94**
Age	7 years old (Ref)	-	-	-	-
	8 years old	0.53	0.53	0.88	0.74
	9 years old	1.96	-1.25	-0.41	-1.28
	10+ years old	-2.46	-9.35**	-6.69**	-8.66**
Home Language	Other (Ref)	-	-	-	-
	Bahasa Indonesia	2.17**	2.97**	1.61**	2.61**
Have Books at Home	No (Ref)	-	-	-	-
	Yes	2.06**	4.56**	2.67**	5.42**
Parents Read to Child	No (Ref)	-	-	-	-
	Yes	-0.77	-3.95**	-2.59**	-3.55**
Attended Pre-school	No (Ref)	-	-	-	-
	Yes	4.2**	9.07**	4.87**	9.05**
Sampled Group	Comparison (Ref)	-	-	-	-
	Partner	1.93*	4.06**	1.87**	4.58**
Intervention Phase	Baseline (Ref)	-	-	-	-
	Midline	2.07*	-1.12	3.94**	4.02**
Sampled Group x	Comparison/Baseline (Ref)	-	-	-	-

Demographic Category	Indicator	Letter Name Knowledge	Familiar Word Reading	Invented Word Decoding	Oral Reading Fluency
InterventionPhase	Comparison/Midline (Ref)	-	-	-	-
	Partner/Baseline (Ref)	-	-	-	-
	Partner/Midline	-1.55	-1.07	-0.15	-0.81
Intercept (Constant)		60.57	34.19	16.5	31.06

* p<0.001, ** p<0.0001

3.3 Strong Indicators of Student Performance

3.3.1 Province

While partner school students continued to score, on average, above their comparison school counterparts, few subtasks by province revealed a significant increase from baseline to midline. Those that did have a significant increase often had a negative effect size, indicating that the comparison school students improved at a higher rate than the partner school students in the respective province.

At baseline, students in partner schools performed better, on average, than students in comparison schools on many subtasks in several provinces. Most notably, this occurred consistently in Aceh, North Sumatra, and Banten provinces. In these three provinces, partner school students had outperformed comparison school students at baseline on the letter name knowledge, familiar word reading, invented word decoding, and oral reading fluency subtasks. Increases in the results for the reading comprehension subtask from baseline to midline differed significantly when comparing partner schools with comparison schools in Aceh and Banten; for listening comprehension, DID results from baseline to midline also differed noticeably between partner schools and comparison schools in Aceh.. By midline, the students in partner schools were outperforming students in comparison schools, on average, on both the reading and listening comprehension subtasks in these three provinces. Despite these differences, only students in Aceh and North Sumatra partner schools demonstrated a faster rate of improvement on the reading comprehension subtask from baseline to midline than those in Aceh and North Sumatra comparison schools. This is noted by the significance indicator in the DID estimate and the positive-effect size presented in Table 21. Partner school students in North Sumatra also showed a significant difference in rate of improvement on the familiar word reading, invented word decoding, and oral reading fluency subtasks compared to students in comparison schools in North Sumatra.

There were a few subtasks where the comparison school students outperformed the partner school students, on average, at midline by province. This occurred for several subtasks in South Sulawesi Province. On all six subtasks in South Sulawesi, students in partner schools, on average, demonstrated little to no improvement, but students in comparison schools, on average, improved from scoring less than their partner school counterparts at baseline to scoring as well as or better than their partner school counterparts at midline. There are two explanations for this. First, a third of the partner

schools in South Sulawesi were going through leadership transitions, with new principals appointed due to retirement, transfer, and other issues. Second, in two partner schools located in low socioeconomic zones, children were often absent as they had to help their parents work in the fields. These rather poor results of the grade 3 students' performance in EGRA in South Sulawesi schools were largely consistent with the results of grade 4 students in the Bahasa Indonesia assessment conducted by the USAID PRIORITAS Monitoring team as part of the school monitoring and that took place around the same timeframe. After the monitoring, new principals were assigned to replace the pevious ones. In provinces such as Central and East Java, where there was no difference between partner school students and comparison school students at baseline, there were no observed differences in student scores at midline across sampled groups.

Table 21: Summary Mean Results by Province across the Study

	Subtask	Aceh	North Sumatra	Banten	West Java	Central Java	East Java	South Sulawesi
Letter Name Knowledge (CLPM)								
Baseline	Comparison	68.7	78.86	75.21	91.16	91.26	92.2	78.58
	Partner	73.11*	84.22*	84.16***	92.04	90.34	92.63	81.49
Midline	Comparison	74.03	79.19	73.66	93.46	92.27	93.9	87.61
	Partner	77.55	84.5*	82.9***	94.19	90.07*	94.52	82.75*
DID	Estimate	-0.89	-0.04	0.28	-0.15	-1.28	0.19	-7.77**
	Effect Size	-0.03	0	0.01	-0.01	-0.06	0.01	-0.33
Familiar Word Reading (CWPM)								
Baseline	Comparison	47.51	64.9	48.85	78.31	73.59	76.96	62.43
	Partner	54.96***	74.25***	67.71***	82.77*	73.48	76.3	65.75
Midline	Comparison	48.59	54.17	47.48	75.05	69.98	78.53	66.89
	Partner	60.51***	69.74***	60.76***	79.4*	69.02	77.25	66.52
DID	Estimate	4.47	6.22	-5.58	-0.11	-0.86	-0.63	-3.69
	Effect Size	0.15	0.27	-0.19	0	-0.03	-0.02	-0.13
Invented Word Decoding (CIWPM)								
Baseline	Comparison	23.4	30.98	24.19	38.94	36.47	41.46	32.69
	Partner	27.49***	35.85***	35.22***	41.3*	35.61	40.32	34.9
Midline	Comparison	27.11	29.36	28.11	44.15	39.48	46.14	37.57
	Partner	34.14***	40.85***	35.64***	45.3	38.3	44.8	38
DID	Estimate	2.95	6.62***	-3.5	-1.21	-0.32	-0.2	-1.79
	Effect Size	0.17	0.49	-0.22	-0.08	-0.02	-0.01	-0.1
Oral Reading Fluency (ORF)								
Baseline	Comparison	43.86	60.03	44.21	74.12	71.83	76.96	59.98
	Partner	53.84***	70.05***	65.2***	82.1***	72	75.96	63.35
Midline	Comparison	52.92	58.72	50.94	76.53	71.24	82.74	66.51

	Subtask	Aceh	North Sumatra	Banten	West Java	Central Java	East Java	South Sulawesi
	Partner	63.99***	75.51***	63.47***	82.74**	71.03	80.85	69.03
DID	Estimate	1.09	6.77*	-8.46*	-1.76	-0.38	-0.89	-0.85
	Effect Size	0.04	0.31	-0.32	-0.07	-0.01	-0.03	-0.03
Reading Comprehension (5)								
Baseline	Comparison	2.8	2.7	2.49	3.61	3.55	3.49	2.94
	Partner	3.12**	2.91	3.01***	3.89***	3.67*	3.62*	3.12
Midline	Comparison	3.22	3.38	2.96	4.13	4.01	4.25	3.57
	Partner	3.9***	3.97***	3.47***	4.23	3.99	4.15	3.69
DID	Estimate	0.35*	0.38*	-0.01	-0.18	-0.14	-0.24**	-0.06
	Effect Size	0.23	0.34	-0.01	-0.17	-0.11	-0.18	-0.04
Listening Comprehension (3)								
Baseline	Comparison	1.48	1.16	1.24	1.68	1.51	1.68	1.49
	Partner	1.89***	1.28	1.43	1.83*	1.51	1.68	1.73**
Midline	Comparison	2.52	2.19	2.38	2.73	2.53	2.64	2.44
	Partner	2.81***	2.44***	2.6***	2.68	2.55	2.63	2.48
DID	Estimate	-0.13	0.13	0.03	-0.2**	0.02	0	-0.2
	Effect Size	-0.13	0.17	0.03	-0.29	0.03	0	-0.23
80% or Better on Reading Comprehension								
Baseline	Comparison	36.55	22.71	25.15	60.38	56.42	57.39	34.41
	Partner	46.22*	36.53**	42.25***	71.72***	58.9	58.47	41.99
Midline	Comparison	50.79	55.16	43.72	78.55	73.03	79.56	60.23
	Partner	69.26***	70.41***	53.57	79.87	71.84	77.17	63.51
DID	Estimate	0.09	0.01	-0.07	-0.1*	-0.04	-0.03	-0.04
	Effect Size	0.16	0.04	-0.15	-0.23	-0.07	-0.07	-0.09

* p<0.01, ** p<0.001, *** p<0.0001
SE = Standard Error; CLPM = Correct Letters per Minute; CWPM = Correct Words per Minute; CIWPM = Correct Invented Words per Minute; ORF = Oral Reading Fluency

3.3.2 Gender

Boys in partner schools on average outperformed boys in comparison schools in every reading skill at baseline and in four of the six skills at midline (familiar word reading, invented word decoding, oral reading fluency, and reading comprehension). Girls in partner schools on average outperformed their comparison school counterparts in all but letter name knowledge at baseline and in every subtask at midline. While sampled partner school students continued to score better than sampled comparison school students on average, there were no noticeable differences in the rate of improvement between partner and comparison school students. This supports the trend noticed in the overall analysis and indicates that student improvement is due to some outside factor. These results are detailed in Table 22.

Table 22: Summary Mean Scores by Gender across Sampled Groups

Subtask	Group	Baseline		Midline		Difference in Differences		
		Mean (SE)	p-Value	Mean (SE)	p-Value	Estimate	p-Value	Effect Size
Males								
Letter Name Knowledge (CLPM)	Comparison	82.66 (0.52)	***	84.89 (0.53)	0.04	-1.82	0.09	-0.08
	Partner	86 (0.58)		86.42 (0.54)				
Familiar Word Reading (CWPM)	Comparison	63.63 (0.51)	***	62.66 (0.63)	***	-1.68	0.16	-0.06
	Partner	70.05 (0.6)		67.4 (0.62)				
Invented Word Decoding (CIWPM)	Comparison	31.8 (0.28)	***	35.44 (0.39)	**	-1.16	0.11	-0.07
	Partner	35.05 (0.35)		37.54 (0.42)				
Oral Reading Fluency (ORF)	Comparison	59.52 (0.46)	***	64.88 (0.63)	***	-2.7	0.02	-0.1
	Partner	66.84 (0.58)		69.5 (0.68)				
Reading Comp. (5)	Comparison	3.04 (0.03)	***	3.65 (0.03)	**	-0.02	0.73	-0.02
	Partner	3.23 (0.03)		3.82 (0.03)				
Listening Comp. (3)	Comparison	1.4 (0.02)	*	2.5 (0.02)	0.07	-0.04	0.33	-0.05
	Partner	1.48 (0.02)		2.54 (0.02)				
80% or Better on Reading Comp.	Comparison	40.82 (1.06)	***	63.84 (1.12)	0.08	-0.04	0.1	-0.08
	Partner	47.57 (1.33)		66.71 (1.21)				
Females								
Letter name knowledge (CLPM)	Comparison	86.59 (0.49)	0.39	90.73 (0.5)	0.1	-2.06	0.07	-0.09
	Partner	87.23 (0.56)		89.32 (0.69)				
Familiar Word Reading (CWPM)	Comparison	72.21 (0.56)	**	71.13 (0.56)	**	0.3	0.81	0.01
	Partner	75.28 (0.61)		74.49 (0.76)				
Invented Word Decoding (CIWPM)	Comparison	36.84 (0.35)	*	41.17 (0.35)	***	1.48	0.06	0.09
	Partner	38.25 (0.4)		44.06 (0.46)				
Oral Reading Fluency (ORF)	Comparison	70.83 (0.56)	***	74.49 (0.55)	***	1.68	0.18	0.06
	Partner	74.48 (0.63)		79.81 (0.74)				
Reading Comp. (5)	Comparison	3.29 (0.03)	*	3.98 (0.03)	**	0	0.95	0
	Partner	3.43 (0.03)		4.13 (0.03)				
Listening Comp. (3)	Comparison	1.55 (0.02)	**	2.53 (0.02)	0.01	-0.05	0.23	-0.06
	Partner	1.66 (0.03)		2.59 (0.02)				
80% or Better on Reading Comp.	Comparison	46.98 (1.07)	*	71.95 (1.02)	0.02	-0.02	0.42	-0.04
	Partner	52.78 (1.42)		75.79 (1.33)				

* p<0.01, ** p<0.001, *** p<0.0001
SE = Standard Error; CLPM = Correct Letters per Minute; CWPM = Correct Words per Minute; CIWPM = Correct Invented per Minute; ORF = Oral Reading Fluency

3.3.3 Location (Urban and Rural)

Globally, assessments find that children who live in urban areas tend to have better literacy rates than children in rural areas. Thus, it is important to look at improvement from baseline to midline stratified by school location (urban, rural). Within urban schools, students in partner schools on average scored better on the familiar word reading, invented word decoding, and oral reading fluency subtasks than students in comparison schools at baseline. In rural schools, a similar trend occurred, with partner school children scoring on average better on letter name knowledge, familiar word reading, and reading

comprehension subtasks than students in comparison schools at baseline. But while urban partner school students maintained that difference on average in the respective subtasks from urban comparison school students at midline, rural partner school students did not. Comparison school students in rural locations performed similar to their partner school counterparts at midline. No changes in the rate of improvement between partner and comparison schools located in urban areas was observed. Among rural schools, scores in both partner and comparisons schools improved from baseline to midline in all subtasks except for familiar word reading. These trends are detailed in Table 23. In summary, urban and rural students in sampled schools are improving but it does not appear to be due to the intervention.

3.3.4 Language Used at Home

Among students who spoke Bahasa Indonesia (the instructional language) at home and school, the partner school students demonstrated stronger reading abilities than those in comparison schools at baseline. While these differences were maintained for four of the six reading skills (familiar word reading, invented word decoding, oral reading fluency, and reading comprehension), significant improvement was not observed for sampled partner school students at midline. A noticeable difference was found in letter name knowledge, due to a higher rate of improvement in the comparison sample when compared to the partner sample. By midline, comparison sample students performed similarly to partner sample students even though, on average, they had been significantly different at baseline.

Among students who spoke a language other than Bahasa Indonesia at home, the sampled partner school students and comparison school students performed similarly at baseline and midline, with no noticeable changes in rate of improvement between the two sampled groups. Table 24 presents details of these trends for all subtasks assessed at baseline and midline.

3.3.5 Access to Books at Home

Among students with access to books at home, the partner school students demonstrated stronger reading abilities than those in comparison schools at baseline. Differences between the partner school students and comparison school students at midline were maintained for familiar word reading, invented word decoding, oral reading fluency, and reading comprehension. A significant rate of improvement was observed for the letter name knowledge subtask with the comparison students' performance increasing faster than the partner students' performance, on average.

Among students without access to books at home, results were similar to those among students with access to books at home. At baseline, students in sampled partner schools performed noticeably better than students in sampled comparison schools on familiar word reading, invented word decoding, and oral reading fluency. While these differences were maintained at midline, no noticeable changes in rate of growth between the two sampled groups were observed. These results are detailed in Table 25.

When controlling for having access to books at home, there does not appear to be an intervention effect. Students' reading ability is increasing in similar ways, regardless of the intervention.

Table 23: Subtasks by School Location across Sampled Groups

Subtask	Group	Baseline		Midline		Difference in Differences		
		Mean (SE)	p-Value	Mean (SE)	p-Value	Estimate	p-Value	Effect Size
Urban								
Letter Name Knowledge (CLPM)	Comparison	89.66 (0.5)	0.68	90.5 (0.52)	0.57	-0.14	0.9	-0.01
	Partner	89.33 (0.61)		90.04 (0.62)				
Familiar Word Reading (CWPM)	Comparison	74.34 (0.53)	***	72.15 (0.61)	***	-0.12	0.92	-0.01
	Partner	78.15 (0.62)		75.84 (0.7)				
Invented Word Decoding (CIWPM)	Comparison	37.78 (0.33)	**	41.2 (0.38)	***	0.92	0.24	0.06
	Partner	39.63 (0.39)		43.98 (0.45)				
Oral Reading Fluency (ORF)	Comparison	72.07 (0.51)	***	75.7 (0.62)	***	-1.05	0.41	-0.04
	Partner	77.2 (0.65)		79.77 (0.72)				
Reading Comp. (5)	Comparison	3.38 (0.03)	0.03	4.06 (0.03)	0.05	-0.02	0.77	-0.02
	Partner	3.48 (0.04)		4.14 (0.03)				
Listening Comp. (3)	Comparison	1.59 (0.02)	0.05	2.58 (0.02)	0.23	-0.04	0.37	-0.05
	Partner	1.65 (0.03)		2.61 (0.02)				
80% or Better on Reading Comp.	Comparison	51.99 (1.1)	0.23	74.26 (1.01)	0.29	0	0.85	-0.01
	Partner	54.21 (1.5)		76 (1.28)				
Rural								
Letter Name Knowledge (CLPM)	Comparison	80.23 (0.51)	**	84.94 (0.51)	0.11	-3.51	**	-0.13
	Partner	82.65 (0.45)		83.84 (0.47)				
Familiar Word Reading (CWPM)	Comparison	62.22 (0.53)	*	61.32 (0.59)	0.51	-1.72	0.11	-0.06
	Partner	64.46 (0.55)		61.84 (0.52)				
Invented Word Decoding (CIWPM)	Comparison	31.24 (0.31)	0.03	35.22 (0.36)	0.37	-1.38	0.04	-0.08
	Partner	32.17 (0.31)		34.79 (0.33)				
Oral Reading Fluency (ORF)	Comparison	58.98 (0.5)	*	63.36 (0.56)	0.06	-0.36	0.73	-0.01
	Partner	60.8 (0.47)		64.81 (0.51)				
Reading Comp. (5)	Comparison	2.98 (0.03)	**	3.57 (0.03)	0.03	-0.04	0.54	-0.02
	Partner	3.11 (0.02)		3.67 (0.03)				
Listening Comp. (3)	Comparison	1.37 (0.02)	*	2.44 (0.02)	0.07	-0.03	0.48	-0.03
	Partner	1.44 (0.02)		2.49 (0.02)				
80% or Better on Reading Comp.	Comparison	36.84 (1.04)	***	61.21 (1.13)	0.54	-0.06	*	-0.12
	Partner	44.07 (0.97)		62.12 (0.99)				

* p<0.01, ** p<0.001, *** p<0.0001
SE = Standard Error; CLPM = Correct Letters per Minute; CWPM = Correct Words per Minute; CIWPM = Correct Invented Words per Minute; ORF = Oral Reading Fluency

Table 24: Subtasks by Language Used at Home across Sampled Groups

Subtask	Group	Baseline		Midline		Difference in Differences		
		Mean (SE)	p-Value	Mean (SE)	p-Value	Estimate	p-Value	Effect Size
Indonesian								
Letter Name Knowledge (CLPM)	Comparison	83.25 (0.54)	***	87.56 (0.54)	0.96	-4.1	**	-0.19
	Partner	87.38 (0.63)		87.6 (0.63)				
Familiar Word Reading (CWPM)	Comparison	67.49 (0.6)	***	66.17 (0.65)	***	-0.83	0.52	-0.03
	Partner	74.87 (0.64)		72.71 (0.71)				
Invented Word Decoding (CIWPM)	Comparison	33.64 (0.36)	***	37.63 (0.39)	***	0.2	0.8	0.01
	Partner	37.8 (0.4)		41.99 (0.45)				
Oral Reading Fluency (ORF)	Comparison	64.53 (0.59)	***	68.96 (0.64)	***	-1.34	0.31	-0.05
	Partner	72.88 (0.66)		75.98 (0.74)				
Reading Comp. (5)	Comparison	3.12 (0.03)	***	3.83 (0.03)	***	-0.05	0.4	-0.05
	Partner	3.37 (0.04)		4.02 (0.03)				
Listening Comp. (3)	Comparison	1.49 (0.02)	**	2.52 (0.02)	0.03	-0.07	0.13	-0.09
	Partner	1.61 (0.03)		2.58 (0.02)				
80% or Better on Reading Comp.	Comparison	40.49 (1.2)	***	68.92 (1.11)	0.03	-0.07	0.01	-0.15
	Partner	50.71 (1.53)		72.55 (1.3)				
Other than Indonesian								
Letter Name Knowledge (CLPM)	Comparison	85.87 (0.53)	0.63	88 (0.51)	0.8	0.53	0.6	0.02
	Partner	85.53 (0.48)		88.19 (0.54)				
Familiar Word Reading (CWPM)	Comparison	68.09 (0.54)	0.09	67.56 (0.62)	0.81	-1.53	0.19	-0.05
	Partner	69.41 (0.56)		67.34 (0.62)				
Invented Word Decoding (CIWPM)	Comparison	34.84 (0.31)	0.85	38.97 (0.39)	0.22	-0.78	0.28	-0.04
	Partner	34.92 (0.33)		38.28 (0.4)				
Oral Reading Fluency (ORF)	Comparison	65.47 (0.5)	0.02	70.47 (0.61)	0.13	-0.49	0.66	-0.02
	Partner	67.23 (0.53)		71.75 (0.57)				
Reading Comp. (5)	Comparison	3.2 (0.03)	0.08	3.81 (0.03)	0.1	0	0.96	0
	Partner	3.27 (0.03)		3.88 (0.03)				
Listening Comp. (3)	Comparison	1.45 (0.02)	0.03	2.51 (0.02)	0.06	-0.01	0.76	-0.01
	Partner	1.51 (0.02)		2.55 (0.02)				
80% or Better on Reading Comp.	Comparison	47.07 (0.98)	0.14	66.77 (1.08)	0.26	0	0.84	-0.01
	Partner	49.14 (1.03)		68.43 (1.03)				

* p<0.01, ** p<0.001, *** p<0.0001
SE = Standard Error; CLPM = Correct Letters per Minute; CWPM = Correct Words per Minute; CIWPM = Correct Invented words per Minute.

Table 25: Subtasks by Access to Books at Home across Sampled Groups

Subtask	Group	Baseline		Midline		Difference in Differences		
		Mean (SE)	p-Value	Mean (SE)	p-Value	Estimate	p-Value	Effect Size
Books at Home								
Letter Name Knowledge (CLPM)	Comparison	85.35 (0.41)	**	88.73 (0.46)	0.52	-2.6	*	-0.11
	Partner	87.48 (0.47)		88.26 (0.55)				
Familiar Word Reading (CWPM)	Comparison	69.41 (0.44)	***	68.51 (0.56)	***	-0.35	0.74	-0.01
	Partner	73.87 (0.5)		72.61 (0.63)				
Invented Word Decoding (CIWPM)	Comparison	35.07 (0.27)	***	39.56 (0.34)	***	0.16	0.81	0.01
	Partner	37.12 (0.31)		41.76 (0.42)				
Oral Reading Fluency (ORF)	Comparison	66.62 (0.44)	***	71.69 (0.54)	***	-0.12	0.91	0
	Partner	72.02 (0.51)		76.97 (0.66)				
Reading Comp. (5)	Comparison	3.21 (0.02)	***	3.9 (0.03)	***	0.02	0.77	0.01
	Partner	3.37 (0.03)		4.08 (0.03)				
Listening Comp. (3)	Comparison	1.51 (0.02)	**	2.54 (0.01)	0.03	-0.05	0.16	-0.06
	Partner	1.6 (0.02)		2.58 (0.02)				
80% or Better on Reading Comp.	Comparison	44.26 (0.9)	***	71.21 (0.96)	0.02	-0.04	0.08	-0.08
	Partner	51.16 (1.12)		74.49 (1.07)				
No Books at Home								
Letter Name Knowledge (CLPM)	Comparison	81.87 (0.86)	0.45	86.02 (0.65)	0.37	-0.03	0.99	0
	Partner	82.78 (0.82)		86.9 (0.74)				
Familiar Word Reading (CWPM)	Comparison	62.2 (0.89)	**	63.76 (0.82)	*	-1.21	0.48	-0.04
	Partner	66.82 (0.87)		67.17 (0.89)				
Invented Word Decoding (CIWPM)	Comparison	31.38 (0.48)	***	35.9 (0.49)	**	-0.28	0.78	-0.02
	Partner	34.24 (0.51)		38.48 (0.58)				
Oral Reading Fluency (ORF)	Comparison	59.43 (0.79)	**	65.95 (0.81)	*	-0.77	0.65	-0.03
	Partner	63.84 (0.83)		69.58 (0.95)				
Reading Comp. (5)	Comparison	3.01 (0.04)	0.04	3.66 (0.04)	0.14	-0.04	0.64	-0.03
	Partner	3.14 (0.05)		3.75 (0.04)				
Listening Comp. (3)	Comparison	1.34 (0.03)	0.13	2.48 (0.02)	0.06	0	0.95	0
	Partner	1.4 (0.03)		2.54 (0.02)				
80% or Better on Reading Comp.	Comparison	42.23 (1.42)	0.18	61.73 (1.4)	0.23	0	0.9	-0.01
	Partner	45.27 (1.74)		64.38 (1.7)				

* p<0.01, ** p<0.001, *** p<0.0001

SE = Standard Error; CLPM = Correct Letters per Minute; CWPM = Correct Words per Minute; CIWPM = Correct Invented Words per Minute; ORF = Oral Reading Fluency

Table 26: Subtasks by Pre-School Education across Sampled Groups

Subtask	Group	Baseline		Midline		Difference in Differences		
		Mean (SE)	p-Value	Mean (SE)	p-Value	Estimate	p-Value	Effect Size
Pre-School Experience								
Letter Name Knowledge (CLPM)	Comparison	85.29 (0.39)	***	89.3 (0.39)	0.6	-3.28	**	-0.14
	Partner	88.25 (0.43)		88.99 (0.47)				
Familiar Word Reading (CWPM)	Comparison	69.62 (0.41)	***	69.12 (0.47)	***	-1.33	0.15	-0.05
	Partner	74.99 (0.45)		73.15 (0.53)				
Invented Word Decoding (CIWPM)	Comparison	35.24 (0.24)	***	39.66 (0.29)	***	-0.1	0.86	-0.01
	Partner	37.76 (0.28)		42.08 (0.34)				
Oral Reading Fluency (ORF)	Comparison	67.27 (0.4)	***	71.92 (0.46)	***	-1.31	0.16	-0.05
	Partner	73.15 (0.46)		76.49 (0.54)				
Reading Comp. (5)	Comparison	3.27 (0.02)	***	3.93 (0.02)	***	-0.02	0.67	-0.02
	Partner	3.44 (0.03)		4.08 (0.02)				
Listening Comp. (3)	Comparison	1.52 (0.02)	***	2.57 (0.01)	0.02	-0.06	0.06	-0.07
	Partner	1.62 (0.02)		2.61 (0.01)				
80% or Better on Reading Comp.	Comparison	47.71 (0.85)	**	70.81 (0.8)	*	-0.01	0.42	-0.03
	Partner	52.91 (1.08)		74.51 (0.96)				
No Pre-School Experience								
Letter Name Knowledge (CLPM)	Comparison	80.95 (1.13)	0.16	79.15 (1.02)	0.73	2.85	0.21	0.11
	Partner	78.66 (1.17)		79.71 (1.25)				
Familiar Word Reading (CWPM)	Comparison	58.62 (1.24)	0.22	53.97 (1.34)	0.74	-1.56	0.56	-0.05
	Partner	60.84 (1.34)		54.64 (1.44)				
Invented Word Decoding (CIWPM)	Comparison	29.26 (0.69)	0.11	30.42 (0.79)	0.67	-1.13	0.49	-0.06
	Partner	30.92 (0.78)		30.95 (0.97)				
Oral Reading Fluency (ORF)	Comparison	53.63 (1.12)	0.02	56.43 (1.28)	0.14	-1.11	0.67	-0.04
	Partner	57.67 (1.33)		59.34 (1.51)				
Reading Comp. (5)	Comparison	2.61 (0.05)	0.02	3.15 (0.07)	0.95	-0.18	0.17	-0.13
	Partner	2.8 (0.06)		3.16 (0.07)				
Listening Comp. (3)	Comparison	1.22 (0.04)	0.17	2.22 (0.04)	0.32	-0.03	0.74	-0.03
	Partner	1.31 (0.05)		2.28 (0.04)				
80% or Better on Reading Comp.	Comparison	24.21 (1.66)	***	50.64 (2.37)	0.13	-0.18	**	-0.37
	Partner	36.43 (2.32)		45.31 (2.58)				

* p<0.01, ** p<0.001, *** p<0.0001

SE = Standard Error; CLPM = Correct Letters per Minute; CWPM = Correct Words per Minute; CIWPM = Correct Invented Words per Minute; ORF = Oral Reading Fluency

3.3.6 Pre-School Education

Among students who attended pre-school, the sampled partner school students performed better on all six subtasks than the comparison school students at baseline. While both sampled groups demonstrated noticeable increases in scores from baseline to midline, students in sampled partner schools continued to outperform students in sampled comparison schools at midline. A significant rate of improvement was observed for the letter name knowledge subtask, with the comparison students' performance increasing faster than the partner students' performance, on average.

Among students who did not attend pre-school, students from sampled partner schools only outperformed students from sampled comparison schools on average in the percent of students able to answer four or more reading comprehension questions at baseline. At baseline, roughly 25% of the comparison sample and 36% of the partner sample students could answer at least four out of five reading comprehension questions. By midline, both the comparison sample and partner sample had 45% to 50% of students able to answer at least four out of the five reading comprehension questions. This is the only measure that showed a significant difference in rate of improvement between the comparison and partner student samples. As has been seen elsewhere in this report, because the comparison school students overcame a larger achievement gap, the data indicate that the comparison schools were improving faster than the partner schools on average, even though at midline the sets of students were performing identically. See Table 26 (above) for more detail about the differences between baseline and midline performance across the intervention, stratified by pre-school experience.

3.4 Analysis by Subtask

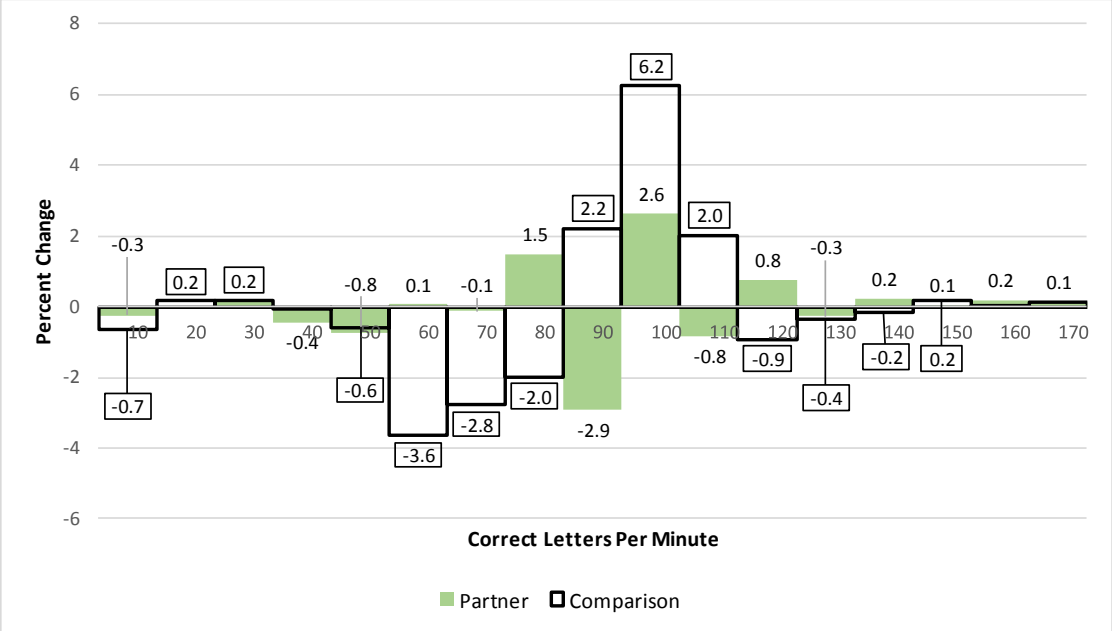
In this section, results of each EGRA measure showing the percentage of change from baseline to midline for students in partner and comparison schools will be presented with a brief interpretation.

3.4.1 Letter Name Knowledge

The letter name knowledge subtask measures a student's ability to recognize letters automatically. Figure 2 (above) demonstrates the distributional shift within partner and comparison schools on the letter name knowledge subtask. From the figure, it is clear that students in both groups improved in letter name knowledge over time from baseline to midline. Figure 9 below, demonstrates how student performance changed across partner and comparison schools.

Both partner and comparison schools had fewer students scoring between 0 and 10 on this subtask at midline compared to baseline. Specifically partner schools saw a 0.3% reduction in number of 0 to 10 scores at midline, and comparison schools saw a 0.7% reduction in number of 0 to 10 scores at midline. The percentage of students in comparison schools scoring between 90 and 100 increased by 6.2% from baseline to midline; for partner schools this increase was 2.6%. While students in comparison schools shifted from scores of 0 to 10 and 50 to 80 to scores between 80 and 110, students in partner schools also saw a shift in scores, but the increase was scattered from 70 to 170, as can be seen by positively shaded green bars in Figure 9, below.

Figure 9: Change in Student Scores for Letter Name Knowledge from Baseline to Midline



3.4.2 Familiar Word Reading

The familiar word reading subtask assessed the students' ability to identify, in one minute, 50 written words presented in isolation. Figure 10 shows the change in student scores, from baseline to midline, on the familiar word reading subtask, with respect to intervention. Both sampled groups had an increase from baseline in students scoring 0 to 10 on the familiar word reading subtask at midline. In partner schools, fewer students scored between 80 and 120 at midline; however, increases were observed in scores in the 40 to 80 and 120 to 150 ranges. A similar trend was observed for students in comparison schools, with decreases in the 90 to 120 range and increases in the 70 to 90 and 120 to 150 ranges.

3.4.3 Invented Word Reading

The EGRA invented word reading subtask is intended to be a measure of how well students can "decode" words that seem invented to them. This subtask draws on a child's ability to use knowledge of the relationship between letters and their sounds to read invented words. In the invented word subtask, students were presented with a chart with 50 invented words and were asked to read as many of the words as they could within one minute. Scores for this subtask were the number of invented words the student could correctly read within one minute.

From baseline to midline, both sampled groups had an increase in students scoring above 40 words per minute and a decrease in students scoring from 10 to 40 words per minute on the invented word reading subtask. Interestingly, the partner sample had a 0.6% decrease in students scoring from 0 to 10 words per minute, but the comparison sample had an increase in students scoring from 0 to 10 words per minute of almost 1%. These trends are highlighted in Figure 11 below.

Figure 10: Change in Student Scores for Familiar Word Reading from Baseline to Midline

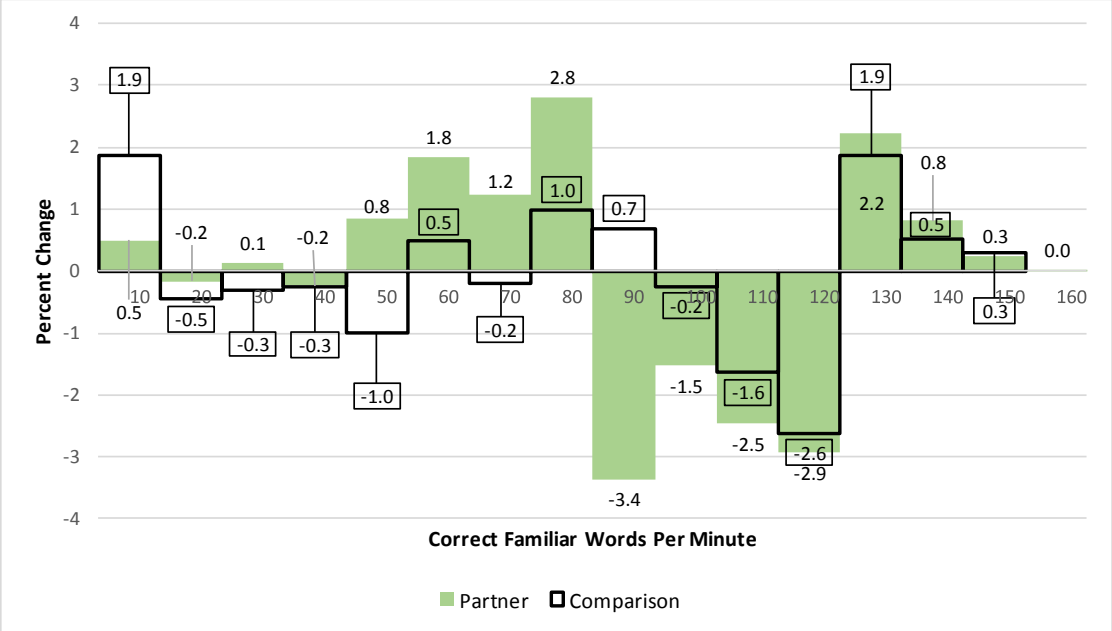
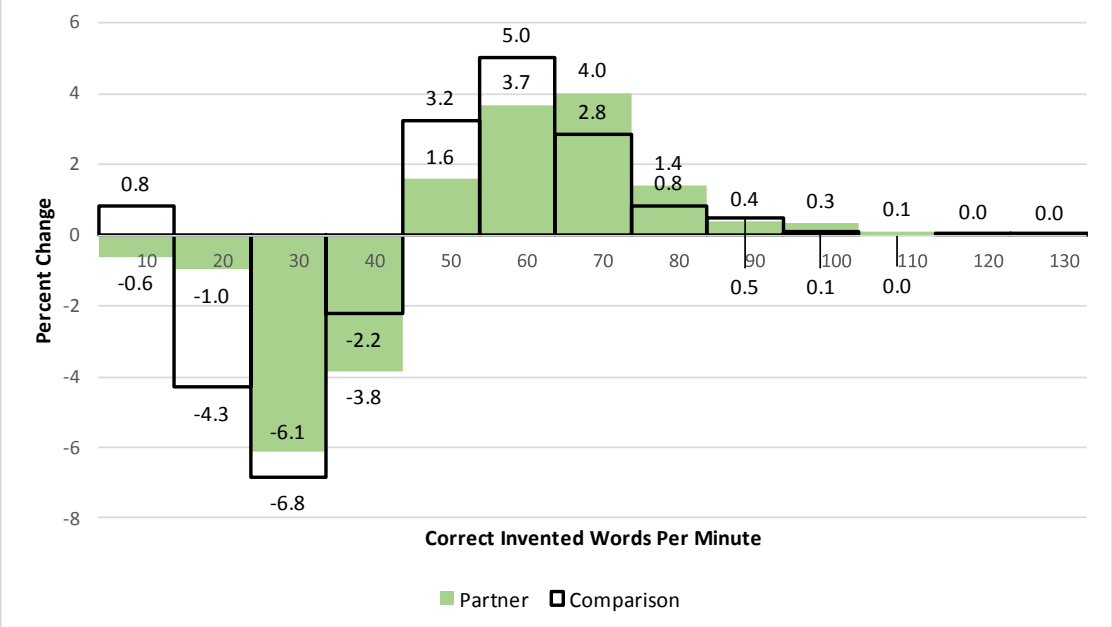


Figure 11: Change in Student Scores for Invented Words from Baseline to Midline

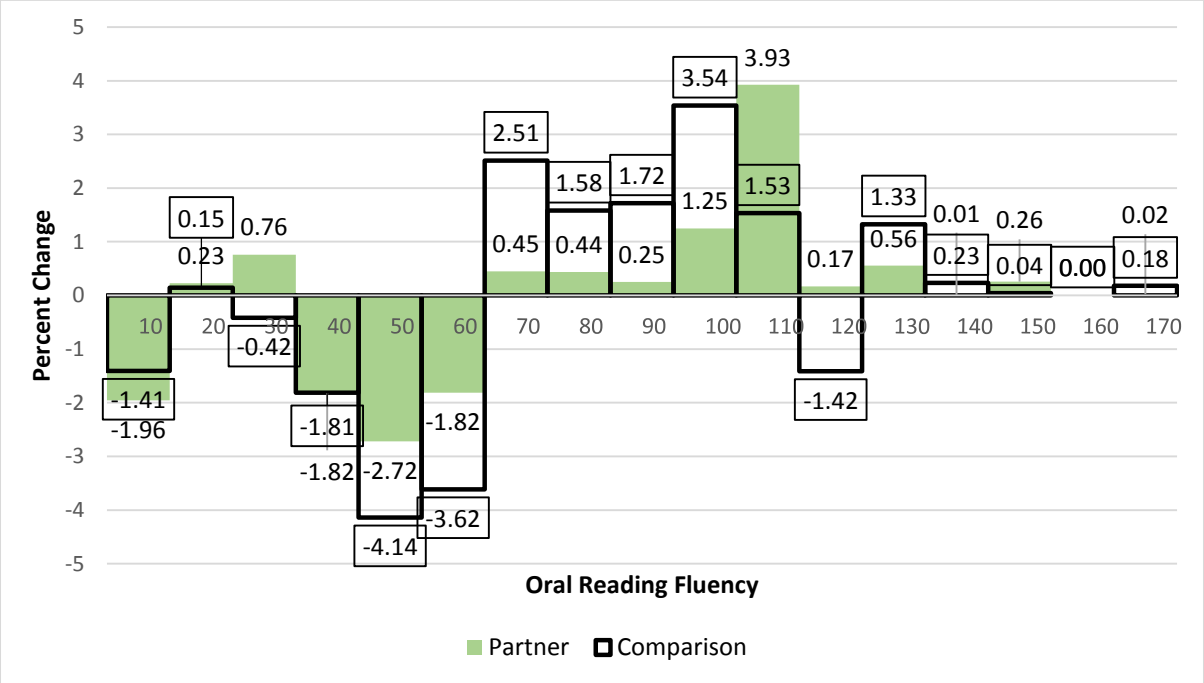


3.4.4 Oral Reading Fluency

While the previous subtasks were designed to measure foundational reading skills, oral reading fluency measures a student's ability to read connected text. In this subtask, students were asked to read at baseline a 58-word passage of local relevance within one minute, and at midline, a 57-word passage. The score results from the number of words from the passage that children accurately read in one minute. The interpretation of the words-per-minute results should be language specific. The phenomenon is consistent across languages that word identification becomes more accurate and automatic (i.e., faster) as reading skills develop. However, because of the differences between languages (e.g., transparency, word length), comparisons of words per minute across languages should be interpreted with caution.

While both the partner and the comparison samples had more students scoring between 0 and 10 on this subtask at midline compared to baseline, the comparison sample had a larger increase in percentage of 0 to 10 scores (2.0 compared to 1.4). Both sampled groups had a decrease in scores between 30 and 60 and an increase in scores above 60 words per minute. These trends are demonstrated in Figure 12.

Figure 12: Change in Student Scores for Oral Reading Fluency from Baseline to Midline



3.4.5 Reading Comprehension

For the oral reading fluency subtask, students were asked five questions to measure comprehension of the passage they had read. The questions were read aloud by the assessor, and students answered verbally. More grade 3 students in the Cohort 1 sampled schools scored 100% correctly on the reading comprehension subtask at midline than at baseline. In partner schools, the percentage of students scoring between 0 and 4 questions correctly decreased from baseline to midline, with a 26.3% increase from baseline to midline

in students who answered all 5 questions correctly. In comparison schools, the percentage of students who scored in the 0 to 3 range decreased, and the percentage of students who scored between 4 and 5 increased, with a 24% increase from baseline to midline in students who answered all 5 questions correctly.

3.4.6 Listening Comprehension

A student at MIS AW Sei Tontong Serdang Bedagai, North Sumatra, during the listening comprehension subtask

In the listening comprehension subtask, students' comprehension of verbally presented information is assessed. Students listened to a short story read by the assessor. They were then asked three questions about the story and were required to respond. At midline, more grade 3 students in the Cohort 1 sampled schools scored 100% correctly on the reading comprehension subtask than at baseline. In partner schools, the percentage of students scoring between 0 and 2 questions correctly decreased from baseline to midline, with a 51.1% increase from baseline to midline in students who answered all three questions correctly. The comparison school students followed a similar trend, with a 48.1% increase from baseline to midline in students who answered all three questions correctly.

4 How Well Teachers Are Teaching Reading in the Early Grades

Every year, USAID PRIORITAS has repeated a qualitative assessment of how reading in early grades is taught in schools, to better understand the approaches used in the classroom as well as the reading support students are receiving.

An early grade teacher using a big book during practice teaching.

The second and third rounds (midline) of monitoring collected the same information from the same schools that were surveyed during the baseline collection, to assess the changes that had taken place over a one-year and two-year period.

4.1 Monitoring Instruments and Protocol

The assessment of the quality of reading instruction included two instruments and a focus group discussion. The first instrument was a classroom observation of grade 1 and grade 2 teachers, each observation lasting 35 minutes.

The second instrument consisted of interview questions for the early grade teachers whose classes were observed. The interviews focused on reading time and allowing students to bring books home.

The final part of the assessment involved a focus group discussion with school principals, supervisors, school committees, and senior teachers, whose classes were not observed. The focus group discussions aimed to establish what schools were doing to promote a reading culture.

4.2 Design

Classroom observations were conducted in early grades classrooms in 181 primary schools—92 partner schools and 89 comparison schools—in 23 districts in 7 provinces across Indonesia. These were the same schools in which EGRA was administered.

Table 27 shows the number and type of respondents from primary schools, including the grade 1 and grade 2 teachers who were observed, as well as respondents participating in the focus group discussions.

Table 27: Number and Type of Respondents from Primary Schools

	Partner			Comparison		
	2012	2013	2014	2012	2013	2014
School Principals	81	85	84	85	89	83
Vice Principals	9	6	10	7	1	6
Teachers (grade 1, 2)	184	184	182	182	184	175
School Committee	112	115	128	103	109	117
Parents	9	8	5	12	5	3
Administrators	0	0	0	1	0	1
Total	**395**	**398**	**409**	**390**	**388**	**385**

4.3 Findings

This section presents the results of the assessment in sampled partner schools and comparison schools for three indicators, including (1) early grade classroom teaching, (2) the use of early grade reading materials, and (3) school reading programs. Table 28 shows a summary of the three rounds of monitoring indicators of both the partner and comparison schools.

Table 28: Summary of the Baseline (2012), the Second Round (2013), and the Third Round (Midline 2014) of Monitoring Indicators

Indicator	Partner Schools			Comparison Schools		
	2012	2013	2014	2012	2013	2014
Early grade teachers demonstrate good practice in teaching and assessing reading	13.0%	47.3%	66.5%	16.0%	20.1%	37.7%
Early grade reading materials are regularly used	21.7%	43.5%	50.0%	24.3%	39.7%	39.4%
Primary school managers initiate activities to create a school reading culture	30.4%	75.0%	82.2%	33.7%	58.7 %	61.4%

There has been a five-fold increase in the percentage of early grade teachers in partner schools who demonstrate good practice in teaching in two years (from 13.0% to 66.5% During the same period, the percentage in comparison schools also increased but to a lesser degree (from 16% to 37.7%).

The percentage of regular use of early grade reading materials also increased from 21.7% in the baseline to 44% in the second round of monitoring and to 50% in the midline monitoring. Increases were also found in comparison schools but in lower percentages.

Thirty percent of school managers initiated activities to create a reading culture during the baseline. This increased to 82% by the midline monitoring. The increase in the comparison schools was almost twofold but was still lower than the increase in the partner schools.

4.3.1 Early Grade Teachers Demonstrate Good Practice in Teaching

This indicator consists of six criteria. To demonstrate good practice, a teacher must:

1. Provide specific grade-appropriate instruction to the learner to build word knowledge and teach word analysis;[12]
2. Provide opportunities for students to engage in sustained reading activities[13] to practice their reading skills;
3. Create a literacy-rich[14] classroom environment;
4. Check students' comprehension of what they are reading;[15]
5. Read aloud to students and ask students to read aloud using a range of materials[16] to enhance their print and phonological awareness; and
6. Conduct regular and purposeful monitoring of students' progress in reading.

The following is an analysis of each of the six criteria of the early grade teachers' teaching competencies.

Criterion 1: Provide specific grade-appropriate instruction to the learner to build word knowledge and teach word analysis

During the baseline, all four activities (as noted in Table 29 below) were implemented by about one-third of the teachers of partner schools. A significant increase was observed during the second round of monitoring; about 50% of the partner school teachers implemented three activities. During the midline monitoring, there was a slight increase of percentages in two activities, and slight decreases in two other activities (Table 29).

Table 29: Teacher Provides Specific Instruction to Help Learners Build Word Knowledge

	Partner Schools			Comparison Schools		
	2012	2013	2014	2012	2013	2014
i. Show the smallest unit (phoneme) of a word (Example word 'malam' has phonemes 'm-a-l-a-m')	39.7%	47.3%	39.0%	38.1%	37.0%	32.0%
ii. Read the first phoneme of a word. (Example: The word 'malam' starts with 'm')	33.2%	35.9%	32.4%	32.0%	29.9%	25.7%
iii. Split the word into syllables (Example: ma- lam)	37.0%	51.6%	52.2%	44.8%	39.1%	38.9%
iv. Introduce new words; explain their meaning to increase the students' vocabulary.	35.3%	57.6%	61.0%	44.2%	52.2%	50.3%

[12] Phonemic awareness, phonics, word recognition, structural analysis, context clues, and vocabulary

[13] This can be silent or oral reading, individual or small group reading.

[14] A literacy-rich environment includes displaying words and print in and possibly outside the classroom; providing opportunities, materials, and tools that engage students in reading activities, including, for example, creating book corners to ensure students have access to a range of interesting material in different media that are appropriate to different reading and instructional levels.

[15] Talks to students about what they are reading, asks them to re-tell events and details, asks them to predict next event.s

[16] Including repetitive texts, rhymes, poems, and songs.

Criterion 2: Provide opportunities for students to engage in sustained reading activities to practice their reading skills

The baseline data show that the majority of teachers provide opportunities for reading aloud and very few teachers provide opportunities for silent reading. During the midline monitoring, there was a slight increase in "opportunities to read aloud" activities, and a decrease in "silent reading" (Table 30).

Table 30: Teacher Provides Opportunities for Students to Engage in Sustained Reading Activities

	Partner Schools			Comparison Schools		
	2012	2013	2014	2012	2013	2014
i. Give opportunities for students to perform silent reading	18.5%	32.6%	25.8%	21.5%	23.9%	19.4%
ii. Give opportunities for students to read aloud individually or in a small group (it could be texts or just words in a sentence)	72.3%	88.0%	89.0%	81.2%	76.1%	81.7%

Criterion 3: Create a literacy-rich classroom environment

As shown in Table 31, significant increases of percentage occurred for this criterion, both in partner and in comparison schools. The increases in partner schools were higher than in comparison schools.

During the second round of monitoring, new items were added as measures of this criterion: whether there were displays outside the classroom and whether the materials in the reading corner were appropriate for the reading and instructional levels. Table 31 shows that relatively few schools had displays outside the classrooms. The table also indicates that although the percentages of schools with reading corners or libraries increased dramatically (from 41.3% to 76.4%), during the midline monitoring, only about one-third of the libraries or reading corners had materials that were appropriate for the reading and instructional levels in the classroom.

Table 31: School Environment Has Properties That Could Strengthen Student's Skills to Read

	Partner Schools			Comparison Schools		
	2012	2013	2014	2012	2013	2014
i. Display words, pictures, and print inside the classroom	54.9%	82.6%	87.4%	49.7%	57.1%	61.1%
ii. Display words, pictures, and print outside the classroom		26.6%	36.3%		10.3%	19.4%
iii. School has reading corner/library displaying reading or other materials	41.3%	56.0%	76.4%	45.9%	22.3%	30.9%
iv. The materials are appropriate for the reading/instructional level		25.0%	27.5%		10.9%	20.0%

Criterion 4: Check students' comprehension of what they are reading

During the baseline monitoring, relatively few teachers asked students to tell the story they were reading or asked students to create stories based on pictures presented to them. The second and third rounds of monitoring showed that there was a significant increase in percentages of teachers of partner schools who asked their students to do this (see Table 32).

Table 32: Teacher Checks Students' Understanding about Something (Book, Story, Picture)

	Partner Schools			Comparison Schools		
	2012	2013	2014	2012	2013	2014
i. Ask the students to tell the story they are reading	25.0%	45.1%	60.4%	23.8%	27.7%	45.7%
ii. Raise questions about the content of their reading	47.8%	66.3%	83.0%	49.7%	52.2%	69.1%
iii. Ask the students to create a story based on pictures presented to them	13.0%	44.6%	49.5%	14.4%	17.9%	30.3%
iv. Ask the students to gauge the continuation of a story		25.0%	27.5%		10.9%	20.0%

Criterion 5: Read aloud to students and ask students to read aloud using a range of materials to enhance their print and phonological awareness

Baseline data show that more than 40% of teachers implemented three activities for enhancing students' print and phonological awareness. These are among the "traditional" teaching activities of early grade teachers in Indonesia. The second and third rounds of monitoring found that these percentages increased significantly in partner schools.

The fourth activity (teachers and students read poems, song lyrics) was added during the second and third rounds of monitoring. More than 50% of teachers used poems and songs to enhance students' print and phonological awareness during the second round of monitoring. These percentages, however, decreased both in partner and in comparison schools during the third round of monitoring (Table 33).

Table 33: Teacher Enhances Students' Print and Phonological Awareness

	Partner Schools			Comparison Schools		
	2012	2013	2014	2012	2013	2014
i. While reading, teachers/students identify punctuation marks	51.6%	62.0%	74.7%	63.5%	53.8%	64.0%
ii. Teacher shows picture to help students understand what they are reading	44.0%	62.5%	68.7%	51.9%	56.5%	56.0%
iii. Teacher asks questions when they/students read	46.2%	69.6%	77.5%	58.6%	53.8%	67.4%
iv. Teachers/students read poems, song lyrics		53.3%	38.5%		41.3%	34.9%

Criterion 6: Conduct regular and purposeful monitoring of students' progress in reading

During the baseline, the percentages for this criterion in the comparison group were higher than those of the partner group. The second round of monitoring shows the opposite: more

partner schools conducted regular monitoring of students' progress in reading than did comparison schools (Table 34).

Table 34: Conduct Regular and Purposeful Monitoring of Students' Progress in Reading

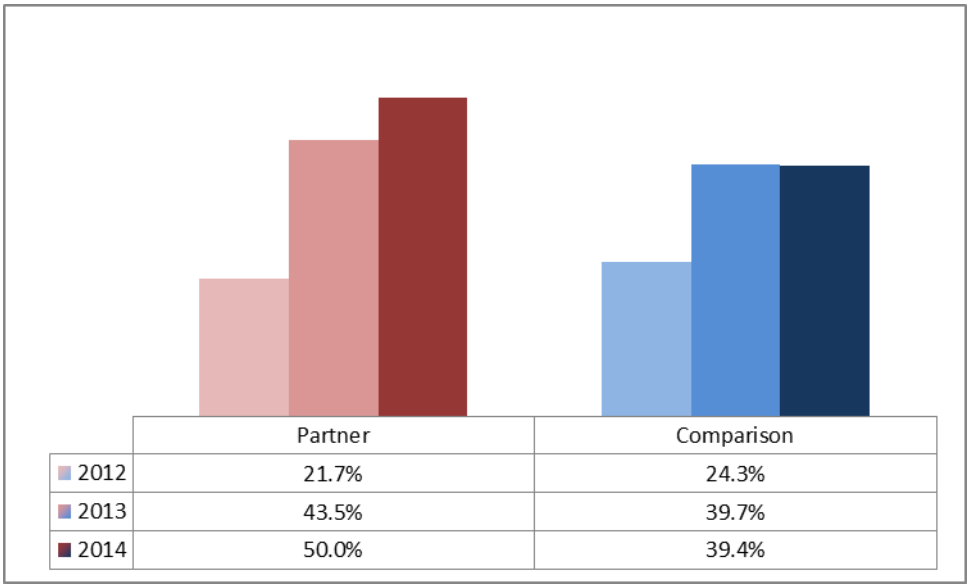
	Partner Schools			Comparison Schools		
	2012	2013	2014	2012	2013	2014
i. Teacher listens to the way students read and whether they follow the punctuation marks	55.4%	61.4%	72.0%	63.0%	53.3%	65.1%
ii. Teacher helps students who have difficulties in reading specific words	57.1%	70.7%	82.4%	72.4%	56.0%	66.3%
iii. Teacher takes notes when the students read	12.0%	19.0%	26.4%	12.7%	5.4%	16.0%
iv. Teacher keeps necessary progress records and observations of students' reading	0.0%	21.7%	28.0%	0.0%	7.6%	16.0%

4.3.2 Early Grade Reading Materials Are Regularly Used

This indicator is measured by the percentages of early grade classes in which there are both regular reading periods and books for students to take home to read.

Figure 13 shows that during the second round of monitoring, there were significant increases in the percentage of early grade classes in which early grade reading materials were regularly used. The increases were higher in partner schools (21.7% to 43.5%) than in comparison schools (24.3% to 39.7%). During the midline monitoring, the percentage in partner schools increased to 50.0%, while in comparison schools, the percentage slightly decreased.

Figure 13: Percentage of Classrooms in Which Early Grade Reading Materials Are Regularly Used



The following describes in detail each of the two criteria of early grade reading. As shown in Table 35, the second round of monitoring found that there was a very significant increase in the percentages of early grade classes that had regular reading periods, both in partner and

in comparison schools. In partner schools, the increase was by more than 100% (42.9% to 90.1%).

The frequency of reading periods varied from once a week to six times a week (daily). During the baseline, about 50% of teachers said that no specified length of time was allocated for students to read; it varied each time. During the second round of monitoring, about 50% of teachers stated that they had dedicated between 5 and 30 minutes for student reading: half of them gave the students less than 15 minutes. That length of time might not be sufficient for students to develop a good understanding of what they read, but the teachers seem to have started to plan for reading time for students.

Table 35: Early Grade Classes That Have Regular Reading Periods and Allow Students to Take Reading Books Home to Read

	Partner Schools			Comparison Schools		
	2012	2013	2014	2012	2013	2014
Have regular reading time	44.6%	90.2%	91.2%	40.3%	84.2%	86.9%
Allow students to take books home	40.8%	46.7%	53.3%	42.0%	44.0%	42.3%

Table 35 shows that, during the baseline, about 40% of teachers allowed their students to take reading books home to read. After one year, this percentage increased about 6% both in partner and in comparison schools. During the midline monitoring, the percentage in partner schools increased by about 7%, while in comparison schools, the percentage slightly decreased. When asked why the students were not allowed to take books home to read, most teachers said that they were afraid that the books would get lost or damaged.

4.3.3 School Managers Initiate Activities to Create a School Reading Culture

The school community as a whole can play a role in developing positive attitudes towards reading. USAID PRIORITAS is working with leaders in partner schools to develop a whole-school approach to reading that will focus on how reading can be at the heart of school policy, and how schools can do the following:

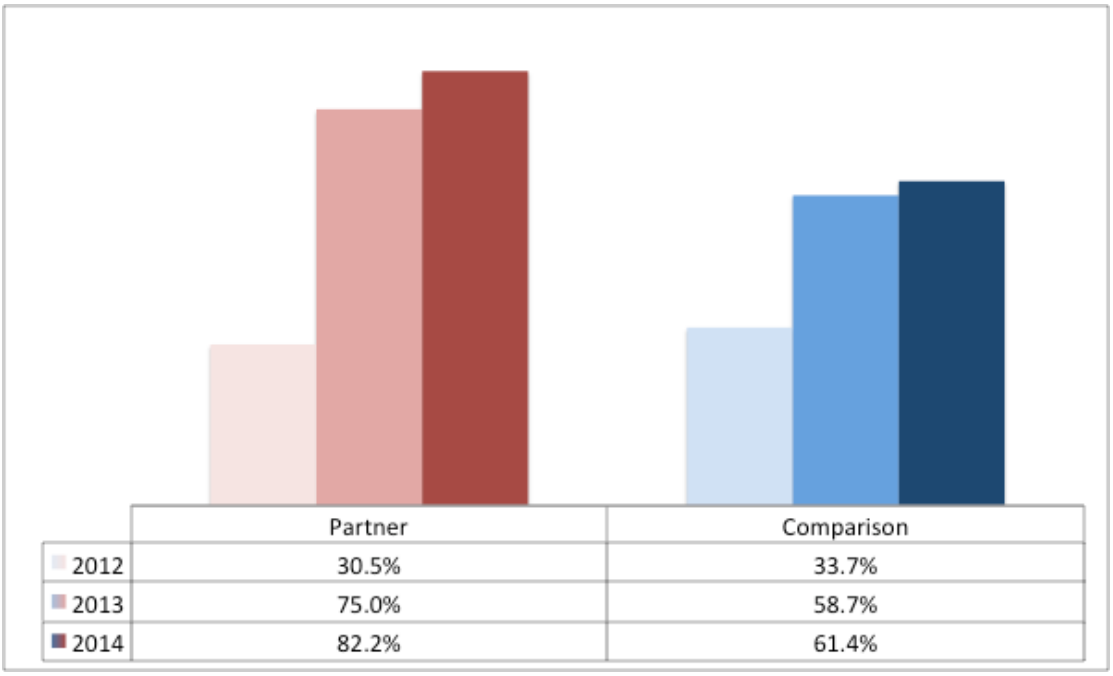
a. Include school reading policies in their improvement plans
b. Use funds to purchase age-appropriate reading materials (non-textbook)
c. Upgrade school libraries
d. Establish reading corners
e. Set aside specific reading times during school hours
f. Establish reading clubs
g. Involve parents in reading activities
h. Set up systems for home based reading.

Baseline data indicate that, overall, 25% of partner schools meet the criterion "School managers initiate activities to create reading culture."

The second round of monitoring shows big increases: 64.6% of partner schools met the criteria of the indicator. As shown in Figure 14, the highest increases were found in partner primary schools (30.4% to 75%). The percentages of comparison schools also increased, but not as much as those of partner schools.

The increases continued through the midline monitoring for partner schools, although they were not as great as during the second round of monitoring. The same increase in percentage also occurred in comparison primary schools.

Figure 14: Percentage of Schools in Which Managers Initiated Activities to Create a Reading Culture



	Partner	Comparison
2012	30.5%	33.7%
2013	75.0%	58.7%
2014	82.2%	61.4%

Table 36 presents the changes that have taken place in each of the eight criteria of the school reading culture indicator. The criteria involve two groups of activities: the first group involves activities in schools, where the managers have more control (criteria 1 to 5), and the second involves activities that could take place outside of the schools (criteria 6 to 8), where the community and parents are expected to be more active. Baseline data (2012) in Table 36 clearly indicate that a much higher percentage of schools were implementing the first group of activities rather than the second group. But the second round of monitoring data (2013) shows increases in percentages of schools fulfilling the criteria in both groups of activities.

Table 36: Percentage of Schools Implementing Activities to Promote a Reading Culture, by Sampled Group

	Primary Schools					
	Partner Schools			Comparison Schools		
	2012	2013	2014	2012	2013	2014
a. Include reading policies in school plan	19.6%	55.4%	55.6%	21.7%	40.2%	45.5%
b. Use funds to purchase age appropriate reading materials (non-textbook)	27.2%	65.2%	63.3%	32.6%	65.2%	58.0%
c. Upgrade school libraries	42.4%	65.2%	76.2%	42.4%	63.0%	70.5%
d. Establish reading corner	42.4%	68.5%	84.4%	45.7%	27.2%	35.2%
e. Set aside specific reading times during school hours	26.1%	46.7%	64.4%	25.0%	42.4%	47.7%
f. Establish reading clubs	10.9%	30.4%	44.4%	9.8%	20.7%	28.4%
g. Involve parents in reading activities	13.0%	33.7%	48.9%	13.0%	25.0%	48.9%
h. Set up system for home-based reading	9.8%	38.0%	42.2%	15.2%	27.2%	20.5%

4.4 Correlations between the Quality of Teaching and School Management and Students' EGRA Scores in Sampled Groups

The findings from early grade teacher class observations and school data in this section show that there were improvements in the way the early grade teachers were teaching. Improvements were also noted in the principals' management skills. In general, these improvements are greater in partner schools when compared to the improvements made in comparison schools. Some indicators even showed negative trends in comparison schools. However, it is difficult to make correlations between good teaching or good school management and positive student performance. This difficulty results from qualitative data being collected from observations of the early grade teachers in grade 1 and 2 classes, while the EGRA-assessed students were in grade 3. In addition, even if we assume that the grade 2 teacher being observed was the same teacher who had taught the grade 3 students now being assessed through EGRA, the correlation is hard to establish if the school had more than one grade 3 class. This is because the 24 students assessed through EGRA were selected randomly from all the grade 3 classes. In the case where a school had three grade 3 classes, the specific teacher's contribution, if any, may count for only 33.3% of the EGRA results for the selected grade 3 students.

Furthermore, while some indicators are easier to observe during monitoring, such as provision of a reading corner, others were harder to measure, such as whether reading materials are appropriate for the students' reading or instructional level. Finally, there were greater improvements made by the teachers and schools (including school principals) in the second round of monitoring compared to the third round of monitoring (midline monitoring) in the partner schools. One explanation could be that it is easier to measure

changes from nothing to something after the first round of teacher training in active teaching and learning as well as in school-based management. When midline monitoring was conducted, the teachers had just received the second round of training in which promotion of a reading culture is emphasized, and thus the impact would not yet be evident. The third round of training, which has a specific focus on early grade reading strategies using leveled readers, is planned to be implemented in quarter four of 2015.

Although the first round of training has had some improvement as shown by the above qualitative teacher and school data, it is too early and "difficult to measure the learning achievement from the active learning methodology," as noted by the Midterm Evaluation Team in their report.

5 How the Project Addresses the EGRA Findings

The results of the project's Cohort 1 and 2 EGRA have been used as a base to strengthen project activities in reading and to advocate for host government institutions, schools, communities, and parents to expand children's reading culture.

USAID PRIORITAS is working closely with national and local partners to improve the quality and relevance of teaching and learning in schools through pre- and in-service training; to develop better management and governance in schools and districts; and to support better coordination within and between schools, teacher training institutions (TTIs), and the government at all levels.

The activities described by project component below are relevant and contribute to the reading and literacy program.

5.1 Component 1: Improve the quality and relevance of teaching and learning in schools through pre- and in-service training.

5.1.1 Pre-service Teacher Training

Through the program with TTIs (pre-service institutions), the project is currently:

- Working with TTIs to develop new curricula and materials for pre-service training programs on good practices for teacher preparation courses on reading;
- Training TTI lecturers in teaching early grade reading;
- Ensuring that courses for all teachers have an emphasis on developing language and literacy; and
- Incorporating training in strategies that are known to be effective in enhancing literacy development in planned training programs for early grade teachers.

5.1.2 In-service Teacher Training

Through the planned project in-service training program with partner schools, the project is currently:

- Providing additional and more comprehensive training for early grade teachers in the teaching of language and literacy, including developing student comprehension and catering to individual student needs; and
- Training teachers of all subjects and grades to use instructional strategies to develop language and literacy.

5.2 Component 2: Develop better management and governance in schools and districts.

5.2.1 Districts, Schools, and Community/Parents

Through the school management and community participation training, the project is currently:

- Working with schools to develop initiatives to improve reading, such as explicit school policies for reading, upgrading libraries, creating reading corners, setting up literacy working groups, and developing strategies for parents to support students' reading;
- Allocating a day of the planned school-based management training for local government staff, school principals, committees, and parents to train them in how to support improvements in early grade teaching of reading; and
- Providing a selection of reading books to partner schools to encourage and support their programs to improve reading.

5.3 Component 3: Support better coordination within and between schools, TTIs, and government at all levels.

5.3.1 Advocacy

The project has increased the focus of its work with MOEC and MORA and provincial and district governments on reviewing current practices and resources and developing policies and initiatives to support improved student reading, including increasing the amount of time and resources allocated to supporting reading development.

5.3.2 US-Indonesia TTI Partnership

The project has established a US-Indonesia TTI Partnership between Florida State University and the State University of Semarang to:

- Develop curricula and courses for pre- and in-service teacher training in developing reading and literacy, especially in the early grades;
- Develop and pilot supporting training and classroom materials; and
- Roll out these courses and materials to other TTIs.

5.3.3 Providing Leveled Readers to Schools and Training Teachers in Their Use

The project is currently working with Yayasan Literasi Anak Indonesia (YLAI) to:

- Review and revise, where necessary, leveled reading books that are suitable for use with children in the early grades to support their reading development;
- Supply the books to selected project partner schools; and
- Conduct workshops with schools receiving books, to pilot their use to support improving students' reading skills.

Annex 1: Early Grade Reading Assessment: Indonesian Language

Penilaian Membaca Kelas Awal
Petunjuk dan Tatacara bagi Pelaksana, Oktober 2014
(Versi Tablet)

BAHASA INDONESIA

Petunjuk Umum:

Hal utama yang harus diperhatikan dalam penilaian ini adalah menjalin hubungan yang akrab dan santai dengan siswa-siswa yang akan dinilai, misalnya melalui percakapan sederhana seputar topik yang mereka sukai (lihat contoh di bawah ini). Siswa harus merasa penilaian ini sebagai kegiatan yang dapat dinikmati, bukan sebagai tugas yang sulit. Penting diingat untuk membacakan **hanya** bagian yang terdapat dalam kotak dengan suara nyaring, pelan, dan jelas.

Selamat pagi/siang. Nama saya (Ibu/Bapak/Kakak) _____ . Saya (Ibu/Bapak/kakak) dari _____, dan saya (Bapak/Ibu/kakak) ke sini untuk bertemu dengan kamu dan berbincang-bincang sedikit.

Siapa namamu? Kamu tinggal dengan siapa di rumah? Kamu belajar apa pagi ini/kemarin? [Jika mereka tampak nyaman, lanjutkan ke bagian persetujuan verbal].

Persetujuan Verbal:

- **Saya (Ibu/Bapak/kakak) ke sini untuk melihat bagaimana anak-anak kelas tiga belajar membaca. Kebetulan kamu terpilih. Kamu bersedia kan?**
- **Kita akan menggunakan alat ini (tunjukkan tablet).**
- **Kamu akan diminta untuk membaca huruf-huruf, kata-kata, dan cerita pendek dengan suara nyaring.**
- **Ini <u>bukan</u> ujian, jadi kita santai saja.**
- **Nama kamu tidak ditulis di sini, jadi tidak ada yang tahu ini jawaban dari siapa.**
- **Jika kamu tidak menjawab, atau tidak tahu jabawannya, juga tidak apa-apa.**
- **Kamu bersedia kan ?**

Tandai kotak jika telah mendapatkan persetujuan verbal: ☐

Jika tidak didapatkan persetujuan verbal, ucapkan terima kasih pada anak dan lanjutkan dengan anak berikutnya, menggunakan lembar yang sama.
Jika sudah mendapatkan persetujuan verbal, lengkapi informasi di bawah ini.

Lokasi Sekolah

1. Provinsi:	
2. Kabupaten:	
3. Kode:	
4. Sekolah:	

Informasi Siswa

1. Masuk sekolah?	□ 0 = Pagi □ 1 = Siang □ 2 = Sepanjang hari
2. Kelas siswa?	□ 0 = Dua □ 1 = Tiga □ 2 = Empat
3. Apakah kamu belajar bersama kelas lain seperti kelas 1, kelas 2 atau kelas 4 dalam ruang kelas yang sama?	□ 1 = Ya □ 0 = Tidak
4. Usia Siswa:	□ 0 = Tujuh □ 1 = Delapan □ 2 = Sembilan □ 3 = Lebih dari sembilan
5. Jenis kelamin siswa:	□ 0 = Laki-laki □ 1 = Perempuan
6. Bahasa apa yang paling sering **kamu** gunakan di rumah?	□ 1 = Bahasa Indonesia □ 2 = Bahasa yang lain
7. Apakah ada bacaan sepeti buku cerita atau majalah di rumah ?	□ 1 = Ya □ 0 = Tidak
8. Apakah di rumah kamu membaca buku bersama-sama dengan orang lain? (Kalau jawabannya ya), dengan siapa?	□ 1 = Ya □ 0 = Tidak
9. Sebelum masuk ke SD/MI, apakah kamu pernah masuk TK atau PAUD ?	□ 1 = Ya □ 0 = Tidak

Bagian 1: Mengenal Huruf

Perlihatkan lembar huruf-huruf berikut ini. Katakan:

Di lembar ini terdapat huruf-huruf dalam bahasa Indonesia. Sebutkan nama huruf-huruf ini sebanyak-banyaknya.

Contoh: Nama huruf ini *[tunjuk huruf L]* **adalah "L"** *(baca: "el").*

Mari kita coba: sebutkan nama huruf ini *[tunjuk huruf A]:*

Jika siswa membaca dengan benar, katakan: **Bagus, nama huruf ini adalah "A".**

Jika siswa tidak membaca dengan benar, katakan: **Nama huruf ini adalah "A".**

Sekarang coba yang lainnya: Sebutkan nama huruf ini *[tunjuk huruf i].*

Jika siswa membaca dengan benar, katakan: **Bagus, nama huruf ini adalah "i".**

Jika siswa tidak membaca dengan benar, katakan: **Nama huruf ini adalah "i".**

Jika saya katakan mulai, sebutkan nama huruf-huruf ini dengan cepat dan benar, dari sini ke sini. *[Tunjuk huruf pertama pada baris pertama dan seterusnya hingga huruf kesepuluh pada baris pertama) dan lanjutkan ke baris berikut hingga akhir].* **Jika kamu tidak tahu nama hurufnya, lanjutkan dengan nama huruf berikutnya. Saya akan tetap diam dan mendengarmu. Siap? Mari kita mulai!**

Tekan tombol 'Start'. Setelah semua huruf muncul di layar, katakan pada siswa "Silakan mulai."
Ikuti huruf yang disebutkan oleh siswa pada layar. Tekan huruf yang dibaca salah. Huruf tersebut akan berubah warna menjadi biru. Jawaban yang dikoreksi siswa dan koreksiannya benar maka dianggap benar dan diperbaiki dengan menekan kembali huruf yang telah disalahkan. Sekarang hurufnya akan berubah menjadi abu-abu.
Tetaplah diam, kecuali jika siswa ragu atau terhenti selama 3 detik, tunjuk huruf berikut dan katakan "Silahkan lanjutkan". Huruf yang terlewati ditandai salah.

Jika siswa menyebutkan bunyi hurufnya dan bukan nama hurufnya, katakan ""'Coba sebutkan NAMA huruf ini".
Bantuan seperti ini hanya dapat diberikan satu kali dalam subtugas ini.
Jika waktunya habis sebelum siswa selesai membaca, layar akan berubah menjadi merah dan pengatur waktunya (Timer) akan berhenti. Minta siswa untuk berhenti membaca. tekan huruf terakhir yang dibaca, tanda kurung tutup berwarna akan muncul pada huruf yang ditandai. Untuk melanjutkan, tekan tombol "Next".

Jika siswa selesai membaca sebelum layarnya berubah menjadi merah, hentikan pengatur waktunya seketika siswa selesai menyebutkan huruf terakhir. Kurung tutup berwarna merah akan muncul di huruf terakhir. Tekan tombol "Next" untuk melanjutkan.
Aturan berhenti lebih awal Jika siswa tidak menyebutkan satupun huruf pada baris pertama dengan benar, layar akan berubah warna jadi merah. Katakan "terima kasih' kepada siswa, hentikan subtugas ini dan lanjutkan ke subtugas berikutnya.

1	2	3	4	5	6	7	8	9	10	
G	n	i	S	t	m	E	b	U	A	(10)
e	r	P	u	j	s	D	A	E	i	(20)
N	i	V	a	E	c	Y	U	W	d	(30)
M	k	t	J	n	V	i	h	N	S	(40)
e	F	u	N	a	L	s	T	K	p	(50)
T	a	e	H	f	b	L	u	O	C	(60)
k	N	d	P	u	C	R	n	A	g	(70)
r	H	A	S	k	i	n	L	U	M	(80)
A	r	Y	U	a	D	O	Z	A	i	(90)
m	a	K	t	R	B	e	N	g	d	t (100)

Bagian 2. Membaca Kata

Perlihatkan lembar kata pada anak. Katakan:

Berikut ini adalah daftar kata. Bacalah kata-kata ini sebanyak mungkin dengan teliti, jangan dieja. Contoh, kata ini adalah: "makan".

Mari kita coba: Bacalah kata berikut *[tunjuk kata "sakit"]:*

Jika siswa membaca dengan benar, katakan: **Bagus, kata ini adalah "sakit".**

Jika siswa tidak membaca dengan benar, katakan: **Kata ini adalah "sakit".**

Sekarang coba yang lainnya: Bacalah kata berikut *[tunjuk kata "kuda"]:*

Jika siswa membaca dengan benar, katakan: **Bagus, kata ini adalah "kuda".**

Jika siswa tidak membaca dengan benar, katakan: **Kata ini adalah "kuda".**

Ketika saya katakan <u>mulai</u>, bacalah kata-kata ini secepatnya mulai dari baris pertama dari kiri ke kanan, lalu baris berikutnya dari kiri ke kanan dan seterusnya. Saya akan tetap diam dan mendengarmu. Apakah kamu siap? Apakah sudah siap? Mari kita mulai!

Tekan tombol 'Start'. Setelah semua kata muncul di layar, katakan pada siswa "Silakan mulai."
Ikuti kata yang dibaca oleh siswa pada layar. Tekan kata yang dibaca salah. Kata tersebut akan berubah warna menjadi biru. Jawaban yang dikoreksi siswa dan koreksiannya benar maka dianggap benar dan diperbaiki dengan menekan kembali kata yang telah disalahkan. Sekarang katanya akan berubah menjadi abu-abu.

Tetaplah diam, kecuali jika siswa ragu atau terhenti selama 3 detik, tunjuk kata berikut dan katakan "Silahkan lanjutkan". Kata yang terlewati ditandai salah..
Jika waktunya habis sebelum siswa selesai membaca, layar akan berubah menjadi merah dan pengatur waktunya (Timer) akan berhenti. Minta siswa untuk berhenti membaca. tekan kata terakhir yang dibaca, tanda kurung tutup berwarna akan muncul pada kata yang ditandai. Untuk melanjutkan, tekan tombol "Next".
Jika siswa selesai membaca sebelum layarnya berubah menjadi merah, hentikan pengatur waktunya seketika siswa selesai menyebutkan kata terakhir. Kurung tutup berwarna merah akan muncul di kata terakhir. Tekan tombol "Next" untuk melanjutkan.
Aturan berhenti lebih awal Jika siswa tidak menyebutkan satupun kata pada baris pertama dengan benar, layar akan berubah warna jadi merah. Katakan "terima kasih' kepada siswa, hentikan subtugas ini dan lanjutkan ke subtugas berikutnya.

Contoh:	makan	sakit	kuda		
1	2	3	4	5	
rumah	bulan	rajin	terima	dengan	(5)
bisa	harus	anak	suka	hidup	(10)
sekali	kasih	ayam	teman	kita	(15)
ayah	hujan	agar	pagi	desa	(20)
ada	hanya	masuk	tidur	besar	(25)
sehat	hutan	akan	tiba	selalu	(30)
jika	merah	kamu	tidak	orang	(35)
telah	putih	ingin	emas	pulang	(40)
karena	baru	bunga	kelas	hari	(45)
ikan	sakit	senang	juga	kebun	(50)

Bagian 3. Membaca Kata yang Tidak Mempunyai Arti

Perlihatkan lembar kata-kata pada anak. Katakan:

Berikut ini adalah beberapa kata-kata yang tidak ada artinya. Bacalah sebanyak mungkin dengan benar. Jangan mengeja, tolong dibaca seperti yang tertulis. Contoh, kata ini adalah: "mab".

Mari kita coba: Bacalah kata berikut ini *[tunjuk kata "kadi"]:*

[Jika siswa membaca dengan benar, katakan]: **"Bagus sekali: "kadi".**

[Jika anak tidak membaca dengan benar, katakan]: **Kata ini dibaca "kadi."**

Sekarang coba yang lainnya: Bacalah kata berikut ini *[tunjuk kata berikutnya "ehit"].*

[Jika anak membaca dengan benar, katakan]: **Bagus sekali: "ehit".**

[Jika anak tidak membaca dengan benar, katakan]: **Kata ini dibaca "ehit".**

Ketika saya katakan mulai, bacalah kata-kata ini secepatnya mulai dari baris pertama, dari kiri ke kanan, dan lanjutkan ke baris berikutnya. Saya akan tetap diam dan mendengarmu. Apakah kamu siap? Mari kita mulai!

Tekan tombol 'Start'. Setelah semua kata muncul di layar, katakan pada siswa "Silakan mulai."

Ikuti kata yang dibaca oleh siswa pada layar. Tekan kata yang dibaca salah. Kata tersebut akan berubah warna menjadi biru. Jawaban yang dikoreksi siswa dan koreksiannya benar maka dianggap benar dan diperbaiki dengan menekan kembali kata yang telah disalahkan. Sekarang katanya akan berubah menjadi abu-abu.
Tetaplah diam, kecuali jika siswa ragu atau terhenti selama 3 detik, tunjuk kata berikut dan katakan "Silahkan lanjutkan". Kata yang terlewati ditandai salah..
Jika waktunya habis sebelum siswa selesai membaca, layar akan berubah menjadi merah dan pengatur waktunya (Timer) akan berhenti. Minta siswa untuk berhenti membaca. tekan kata terakhir yang dibaca, tanda kurung tutup berwarna akan muncul pada kata yang ditandai. Untuk melanjutkan, tekan tombol "Next".
Jika siswa selesai membaca sebelum layarnya berubah menjadi merah, hentikan pengatur waktunya seketika siswa selesai menyebutkan kata terakhir. Kurung tutup berwarna merah akan muncul di kata terakhir. Tekan tombol "Next" untuk melanjutkan.
Aturan berhenti lebih awal Jika siswa tidak menyebutkan satupun kata pada baris pertama dengan benar, layar akan berubah warna jadi merah. Katakan "terima kasih' kepada siswa, hentikan subtugas ini dan lanjutkan ke subtugas berikutnya.

Contoh: mab kadi ehit

1	2	3	4	5	
tasang	asib	lukad	sakel	ganu	(5)
tecap	urgu	tohi	numo	sabi	(10)
irad	madal	hetal	lauka	akum	(15)
mahur	ipat	kaketi	malad	tagi	(20)
duhas	iar	taka	rehu	tukun	(25)
halada	abija	tiu	nukut	umak	(30)
weba	napum	nabol	naki	lusela	(35)
sema	tadap	wijab	satang	ulal	(40)
kaluh	saib	kidat	riha	halet	(45)
manum	nabol	atak	osed	kareme	(50)

Bagian 4a: Kelancaran Membaca Nyaring

Perlihatkan bacaan berikut pada anak. Katakan:

Ini adalah sebuah cerita pendek. Tolong dibaca dengan suara nyaring, cepat dan teliti. Ketika kamu selesai, saya akan bertanya mengenai apa yang sudah kamu baca. Ketika saya katakan mulai, bacalah cerita ini sebaik-baiknya. Saya akan tetap diam dan mendengarmu. Apakah kamu siap? Mari kita mulai!

Minta siswa untuk memulai setelah menekan tombol "Start"

- Ikuti kata yang dibaca pada Tablet dan tandai kata-kata yang salah.
- Koreksi diri/pengulangan yang benar dari siswa dianggap benar.
- **Tetap diam**. Jika siswa terlihat ragu selama 3 detik, tunjuk kata berikutnya dan katakan "**Silahkan lanjutkan**." Tandai salah pada kata yang terlewati.

Setelah 60 detik berlalu, katakan "Stop." Tandai kata terakhir yang dibaca dengan menekan kata tersebut.

Berhenti: Jika siswa tidak membaca dengan benar satu kata pun pada baris pertama, katakan **"Terima Kasih!"**hentikan kegiatan ini, lanjutkan kegiatan berikutnya.

Dani mempunyai seekor kucing	4
Dani sangat menyayangi kucingnya. Dia selalu mengajaknya bermain.	12
Suatu pagi kucing itu mengeong terus. Dani memeriksanya dengan hati-hati. Dani sangat terkejut karena ada luka di kaki kucingnya. Dani sangat terkejut karena ada luka di kaki kucingnya.	31
Dani bersedih, lalu memberitahu ibunya. Ibu Dani segera mengobatinya.	40
Ibu Dani seorang dokter hewan. Kucing Dani sekarang lincah dan dapat bermain lagi. Sekarang Dani kembali riang.	57

Bagian 4b: Pemahaman Bacaan

Ketika waktu 60 detik telah habis atau apabila siswa dapat menyelesaikan bahan bacaan kurang dari 60 detik, ambil cerita tersebut dari anak, dan ajukan pertanyaan di bawah ini.

Berikan waktu maksimal **15 detik** pada anak untuk menjawab setiap pertanyaan. Tandai jawaban anak, dan lanjutan pada pertanyaan berikutnya.

Sekarang saya akan memberikan beberapa pertanyaan tentang cerita yang baru saja kamu baca. Cobalah menjawab pertanyaannya sebaik-baiknya.

Ajukan pertanyaan yang berkaitan dengan kata-kata yang dibaca anak.	Benar	Salah	Tidak ada jawaban
Hewan apa yang dimiliki Dani? (kucing)			
Apa yang selalu dilakukan Dani bersama kucingnya? (bermain)			
Mengapa kucing mengeong terus? (sakit/kucingnya sakit/ada luka di kakinya/kakinya berdarah)			
Siapa yang mengobati kucing Dani? (ibu Dani/sinonim 'ibu')			
Mengapa Dani kembali riang? (kucingnya sembuh/kucingnya tidak sakit lagi/ kucingnya bisa bermain kembali/diobati ibunya/jawaban lain yang dapat disimpulkan dari bacaan)			

Bagian 5: Menyimak

Ini bukan kegiatan yang dihitung waktunya dan tidak ada lembar bacaan siswa. Bacalah dengan nyaring cerita di bawah ini hanya **satu kali** secara perlahan, kira-kira 1 kata per detik. Katakan:

Saya akan membacakan sebuah cerita lalu memberikan beberapa pertanyaan padamu.

Dengarkan baik-baik dan jawablah pertanyaannya. Siap? Mari mulai.

Bacakanlah cerita berikut ini:

Lina berjalan kaki ke sekolah. Dia harus berangkat pagi-pagi karena sekolahnya jauh. Lina membutuhkan sepeda. Dia menabung untuk membeli sepeda. Sekarang Lina ke sekolah bersama teman-temannya naik sepeda.

*Berikan waktu **maksimal 15 detik** pada siswa untuk menjawab pertanyaannya. Tandai jawaban anak, dan lanjutkan pada pertanyaan berikutnya.*

Tanyakanlah pertanyaan-pertanyaan berikut ini:

Pertanyaan	Jawaban	Tanggapan		
		Benar	Salah	Tidak ada jawaban
Ke mana Lina berjalan kaki?	Ke sekolah			
Untuk apa Lina menabung?	Sepeda/beli sepeda/untuk membeli sepeda			
Mengapa Lina membutuhkan sepeda?	Karena tidak mau berangkat pagi-pagi/tidak mau bangun pagi/mau berangkat bersama teman-temannya/teman-temannya punya sepeda/sekolahnya jauh/mau hemat waktu/lebih cepat naik sepeda/jawaban lain yang dapat disimpulkan dari bacaan.			

Annex 2: Early Grade Reading Assessment Schools

No.	Province	District	Sampled Group	School Name	Type	Status
1	Aceh	Aceh Jaya	Partner	MIN Dayah Baro	MI	Public
2	Aceh	Aceh Jaya	Partner	MIN Teunom	MI	Public
3	Aceh	Aceh Jaya	Partner	SDN 2 Calang	SD	Public
4	Aceh	Aceh Jaya	Partner	SDN 2 Teunom	SD	Public
5	Aceh	Aceh Jaya	Comparison	SDN 3 Teunom	SD	Public
6	Aceh	Aceh Jaya	Comparison	SDN 2 Krueng Sabe	SD	Public
7	Aceh	Aceh Jaya	Comparison	MIN Kampung Baro	MI	Public
8	Aceh	Bener Meriah	Partner	SDN Pondok Gajah	SD	Public
9	Aceh	Bener Meriah	Partner	SDN2 Lampahan	SD	Public
10	Aceh	Bener Meriah	Partner	MIN Lawe Jadi	MI	Public
11	Aceh	Bener Meriah	Partner	MIN Sukadamai	MI	Public
12	Aceh	Bener Meriah	Comparison	SDN Bahgie Bertona	SD	Public
13	Aceh	Bener Meriah	Comparison	SDN Blok C	SD	Public
14	Aceh	Bener Meriah	Comparison	SDN Karang Jadi	SD	Public
15	Aceh	Bener Meriah	Comparison	MIN Janarata	MI	Public
16	N. Sumatra	Labuhan Batu	Partner	MIN Padang Bulan	MI	State
17	N. Sumatra	Labuhan Batu	Partner	SDN 112134 Rantau Utara	SD	State
18	N. Sumatra	Labuhan Batu	Comparison	SDN 112147 Rantau Selatan	SD	State
19	N. Sumatra	Labuhan Batu	Comparison	MIS Pardamean	MI	Private
20	N. Sumatra	Labuhan Batu	Partner	SDN 114377 Bilah Hulu	SD	State
21	N. Sumatra	Labuhan Batu	Partner	SDN 118252 Bilah Hulu	SD	State
22	N. Sumatra	Labuhan Batu	Comparison	SDN 114381 Bilah Barat	SD	State
23	N. Sumatra	Labuhan Batu	Comparison	SDN 112145 Bilah Barat	SD	State
24	N. Sumatra	Kota Medan	Partner	SDN 060843	SD	State
25	N. Sumatra	Kota Medan	Partner	SDN 060849	SD	State
26	N. Sumatra	Kota Medan	Partner	SDN 067240	SD	State
27	N. Sumatra	Kota Medan	Partner	MIN Medan Tembung	MI	State
28	N. Sumatra	Kota Medan	Comparison	SDN 064999	SD	State
29	N. Sumatra	Kota Medan	Comparison	MIS Al Hasanah	MI	Private
30	N. Sumatra	Kota Medan	Comparison	SDN 066045	SD	State
31	N. Sumatra	Kota Medan	Comparison	SDN 064983	SD	State
32	N. Sumatra	Nias Selatan	Partner	SDN 078356 Hilitobara	SD	State
33	N. Sumatra	Nias Selatan	Partner	MIN Teluk Dalam	MI	State
34	N. Sumatra	Nias Selatan	Comparison	SDN 071105 Hilimaenamolo	SD	State
35	N. Sumatra	Nias Selatan	Comparison	SDN 071099 Hilisimaetano	SD	State
36	N. Sumatra	Nias Selatan	Partner	SDN 071212 Sifaoroasi Gomo	SD	State
37	N. Sumatra	Nias Selatan	Partner	SDN 071223 Orahili Gomo	SD	State
38	N. Sumatra	Nias Selatan	Comparison	SDN 071202 Helezalulu	SD	State
39	N. Sumatra	Nias Selatan	Comparison	SDN 071211 Helezalulu	SD	State
40	Banten	Pandeglang	Partner	SDN Bojong 4	SD	State
41	Banten	Pandeglang	Partner	MI MA Dahu Mekar Sari Bojong	MI	Private

No.	Province	District	Sampled Group	School Name	Type	Status
42	Banten	Pandeglang	Partner	SDN Gunungsari I Mandalawangi	SD	State
43	Banten	Pandeglang	Partner	SDN Gunungsari 2 Mandalawangi	SD	State
44	Banten	Pandeglang	Comparison	MI MA Langensari Saketi	MI	State
45	Banten	Pandeglang	Comparison	SDN Talagasari 2 Saketi	SD	State
46	Banten	Pandeglang	Comparison	SDN Kaduhejo Pulosari	SD	State
47	Banten	Pandeglang	Comparison	SDN Koranji I Pulosari	SD	State
48	Banten	Serang	Partner	MI Nurul Falah Kubang	MI	Private
49	Banten	Serang	Partner	SDN Cilengsir Petir	SD	State
50	Banten	Serang	Partner	SDN Ciruas 2	SD	State
51	Banten	Serang	Partner	SDN Kadikaran	SD	State
52	Banten	Serang	Comparison	MI Jamiyatul Husbu'iyah Baros	MI	Private
53	Banten	Serang	Comparison	SDN Pontang 2	SD	State
54	Banten	Serang	Comparison	SDN Singarajan Pontang	SD	State
55	Banten	Serang	Comparison	SDN Sukacai 2 Baros	SD	State
56	West Java	Cimahi	Comparison	SDN Sosial I	SD	State
57	West Java	Cimahi	Comparison	SDN Setiamanah Mandiri I	SD	State
58	West Java	Cimahi	Comparison	SDN Karang Mekar Mandiri 2	SD	State
59	West Java	Cimahi	Partner	SDN Harapan 2	SD	State
60	West Java	Cimahi	Partner	SDN Cibabat Mandiri 2	SD	State
61	West Java	Cimahi	Comparison	SDN Utama Mandiri I	SD	State
62	West Java	Cimahi	Partner	MIS Sadarmanah	MI	Private
63	West Java	Cimahi	Partner	MIS Asih Putra	MI	Private
64	West Java	Ciamis	Partner	SDN I Sindangsari	SD	State
65	West Java	Ciamis	Comparison	SDN 2 Sukasari	SD	State
66	West Java	Ciamis	Comparison	SDN5 Kertahayu	SD	State
67	West Java	Ciamis	Partner	SDN1 Pamarican	SD	State
68	West Java	Ciamis	Partner	SDN 3 Sukamanah	SD	State
69	West Java	Ciamis	Comparison	MIS Gunungcupu	MI	Private
70	West Java	Ciamis	Comparison	SDN2 Pamokolan	SD	State
71	West Java	Ciamis	Partner	MIS Sumber Jaya	MI	Private
72	West Java	Bandung Barat	Partner	MI Syamsudin	MI	Private
73	West Java	Bandung Barat	Comparison	SDN2 Rajamandala	SD	State
74	West Java	Bandung Barat	Comparison	SD Kartika X-3	SD	State
75	West Java	Bandung Barat	Partner	MIS Cisasawi	MI	Private
76	West Java	Bandung Barat	Partner	SDN Mekarasih	SD	State
77	West Java	Bandung Barat	Comparison	SDN Maroko	SD	State
78	West Java	Bandung Barat	Comparison	SDN Cicangkang Girang	SD	State
79	West Java	Bandung Barat	Comparison	SDN Sukamanah	SD	State
80	Central Java	Semarang	Partner	SDN1 Tengaran	SD	State
81	Central Java	Semarang	Comparison	SDN Kenteng I	SD	State
82	Central Java	Semarang	Comparison	SDN3 Tuntang	SD	State
83	Central Java	Semarang	Partner	MI Klero		Private
84	Central Java	Semarang	Comparison	SDN Bandungan	SD	State

No.	Province	District	Sampled Group	School Name	Type	Status
85	Central Java	Semarang	Comparison	MI Darul Hikmah Cukilan I		Private
86	Central Java	Semarang	Partner	SDN2 Sumowono	SD	State
87	Central Java	Semarang	Partner	SDN1 Jubelan	SD	State
88	Central Java	Sragen	Partner	SDN Tangkil 3	SD	State
89	Central Java	Sragen	Partner	MI Muhammadiyah Karangangyar	MI	Private
90	Central Java	Sragen	Partner	SDN Gringging 3	SD	State
91	Central Java	Sragen	Partner	SDN Karangtengah 3	SD	State
92	Central Java	Sragen	Comparison	SDN Purwosuman I	SD	State
93	Central Java	Sragen	Comparison	MIM Pilang	MI	Private
94	Central Java	Sragen	Comparison	SDN Patihan 2	SD	State
95	Central Java	Banjarnegara	Partner	SDN1 Kutabanjar	SD	State
96	Central Java	Banjarnegara	Partner	SDN3 Kutabanjar	SD	State
97	Central Java	Banjarnegara	Partner	MI Al Ma'arif I Kertayasa	MI	Private
98	Central Java	Banjarnegara	Partner	SDN1 Kertayasa	SD	State
99	Central Java	Banjarnegara	Comparison	SDN I Sigaluh	SD	State
100	Central Java	Banjarnegara	Comparison	SDN1 Kutayasa Mandukara	SD	State
101	Central Java	Banjarnegara	Comparison	MIN Mandukara	MI	State
102	Central Java	Banjarnegara	Comparison	SDN1 Kendaga Banjarmangu	SD	State
103	Central Java	Purbalingga	Partner	SDN Bakulan	SD	State
104	Central Java	Purbalingga	Partner	SDN1 Cipaku	SD	State
105	Central Java	Purbalingga	Partner	MI Muhammadiyah Toyareka		Private
106	Central Java	Purbalingga	Partner	SDN1 Mangkunegara	SD	State
107	Central Java	Purbalingga	Comparison	SDN1 Padamara	SD	State
108	Central Java	Purbalingga	Comparison	SDN Prigi	SD	State
109	Central Java	Purbalingga	Comparison	SDN1 Kejobong	SD	State
110	Central Java	Purbalingga	Comparison	MI Muhammadiyah Gumiwang		Private
111	Central Java	Batang	Partner	SDN Sojomerto I	SD	State
112	Central Java	Batang	Comparison	MI Rifaiyah Limpung	MI	Private
113	Central Java	Batang	Partner	MI Islamiyah Sojomerto	MI	Private
114	Central Java	Batang	Comparison	SDN Limpung I	SD	State
115	Central Java	Batang	Comparison	SDN Kaliboyo	SD	State
116	Central Java	Batang	Partner	SDN Karangsem 7	SD	State
117	Central Java	Batang	Partner	SDN Karangsem 12	SD	State
118	Central Java	Batang	Comparison	SDN Tulis 2	SD	State
119	East Java	Situbondo	Partner	SDN 3 Kilensari	SD	State
120	East Java	Situbondo	Comparison	SDN 4 Sumber Kolak	SD	State
121	East Java	Situbondo	Comparison	Mi Miftahul Huda	MI	Private
122	East Java	Situbondo	Comparison	SDN I Mimbaan	SD	State
123	East Java	Situbondo	Partner	SDN 7 Besuki	SD	State
124	East Java	Situbondo	Partner	MI Al-Hikmatul Islamiyah	MI	Private
125	East Java	Situbondo	Comparison	SDN 2 Pasir Putih	SD	State
126	East Java	Situbondo	Partner	SDN 8 Kilensari	SD	State
127	East Java	Mojokerto	Partner	MI Miftahul Ulum Mojokarang	MI	Private

No.	Province	District	Sampled Group	School Name	Type	Status
128	East Java	Mojokerto	Partner	SDN Mojowono	SD	State
129	East Java	Mojokerto	Partner	SDN Mojodowo	SD	State
130	East Java	Mojokerto	Comparison	SDN Trowulan I	SD	State
131	East Java	Mojokerto	Partner	SDN Segunung I	SD	State
132	East Java	Mojokerto	Comparison	SDN Lebaksono	SD	State
133	East Java	Mojokerto	Comparison	SDN Kembangringgit II	SD	State
134	East Java	Mojokerto	Comparison	MI Nailul Ulum Bangun	MI	Private
135	East Java	Pamekasan	Partner	SDN Konang 2	SD	State
136	East Java	Pamekasan	Partner	MIN Konang		State
137	East Java	Pamekasan	Partner	SDN Pandemawu Timur 2	SD	State
138	East Java	Pamekasan	Partner	SDN Pademawu Barat 2	SD	State
139	East Java	Pamekasan	Comparison	SDN Kangenan I	SD	State
140	East Java	Pamekasan	Comparison	SDN Jalmak I	SD	State
141	East Java	Pamekasan	Comparison	MI Nurul Ulum 2	MI	Private
142	East Java	Madiun	Partner	SDN Purworejo 03	SD	State
143	East Java	Madiun	Partner	MI Sailul Ulum Pagotan	MI	Private
144	East Java	Madiun	Comparison	MI Salafiah Barek Pucanganom	MI	Private
145	East Java	Madiun	Comparison	SDN Balerejo I	SD	State
146	East Java	Madiun	Partner	SDN Krajan 02	SD	State
147	East Java	Madiun	Partner	SDN Ngampel 01	SD	State
148	East Java	Madiun	Comparison	SDN Sugihwaras I	SD	State
149	East Java	Madiun	Comparison	SDN Sugihwaras 6	SD	State
150	East Java	Blitar	Comparison	MI JOUHAROTUT THOLIBIN	MI	Private
151	East Java	Blitar	Comparison	SDN Tuliskriyo 02	SD	State
152	East Java	Blitar	Partner	SDN Kalipang 03	SD	State
153	East Java	Blitar	Partner	MI Mitahul Huda Kd.Bunder	MI	State
154	East Java	Blitar	Partner	SDN Kebonduren 01	SD	State
155	East Java	Blitar	Partner	SDN Kebonduren 03	SD	State
156	East Java	Blitar	Comparison	SDN Bagelenan 02	SD	State
157	East Java	Blitar	Comparison	SDN Bagelanan 03	SD	State
158	South Sulawesi	Maros	Partner	MIN Maros Baru	MI	State
159	South Sulawesi	Maros	Comparison	SDN 233 Bonto Maero	SD	State
160	South Sulawesi	Maros	Comparison	SDN 103 Hasanuddin	SD	State
161	South Sulawesi	Maros	Comparison	SDN 48 Bonto Kapetta	SD	State
162	South Sulawesi	Maros	Partner	SDN 12 Pakalli I	SD	State
163	South Sulawesi	Maros	Partner	SDN I Pakalu I	SD	State
164	South Sulawesi	Maros	Partner	SDN 39 Kassi	SD	State
165	South Sulawesi	Maros	Comparison	MIS DDI Campalagi	MI	Private
166	South Sulawesi	Wajo	Partner	SDN 213 Lapongkoda	SD	State
167	South Sulawesi	Wajo	Comparison	SDN 265 Assorajang	SD	State
168	South Sulawesi	Wajo	Comparison	SDN 266 Pakkanna	SD	State
169	South Sulawesi	Wajo	Partner	MIS As'Adiyah 3 Sengkang	MI	Private
170	South Sulawesi	Wajo	Partner	SDN 234 Inrello	SD	State

No.	Province	District	Sampled Group	School Name	Type	Status
171	South Sulawesi	Wajo	Partner	SDN 190 Ballere	SD	State
172	South Sulawesi	Wajo	Comparison	SDN 168 Rumpia	SD	State
173	South Sulawesi	Wajo	Comparison	MIN Lauwa	MI	State
174	South Sulawesi	Bantaeng	Partner	SDN 7 Letta	SD	State
175	South Sulawesi	Bantaeng	Partner	SDN 9 Lembang	SD	State
176	South Sulawesi	Bantaeng	Comparison	SDN 22 Beloparang	SD	State
177	South Sulawesi	Bantaeng	Comparison	SD Inpres Kaili	SD	State
178	South Sulawesi	Bantaeng	Partner	MIS Nurul Azma	MI	Private
179	South Sulawesi	Bantaeng	Partner	SD Inpres Pullauweng	SD	State
180	South Sulawesi	Bantaeng	Comparison	SDN 26 Tino Toa	SD	State
181	South Sulawesi	Bantaeng	Comparison	MIS Ma'Arif Cedo	MI	Private

Annex 3: List of Assessors

No.	Province	Name	Position	Institution
1	Aceh	Jaya Murni	Teacher	SDN Kajhu Aceh Besar
2	Aceh	Sarniyati Yusmanita	Teacher	SDN 46 Banda Aceh
3	Aceh	Khairat	Student Teacher	PGSD Unsyiah
4	Aceh	Thomas Elfiyadi	Teacher	SDN Tunas Abdya
5	Aceh	Mujiana	School principal	MIN Lampupok Raya A.Besar
6	Aceh	Siti Khasinah	Lecturer	PGMI FTK UIN Ar-Raniry
7	Aceh	Nilawati	Teacher	SDN 3 Kota Jantho A.Besar
8	Aceh	Yulia Rahmi	Teacher	SDN 22 B.Aceh
9	Aceh	Nikmatusy Syatta	Student Teacher	BK UIN Ar-Raniry
10	Aceh	Adnan	Lecturer	PGSD Unsyiah
11	Aceh	Sofiyana	Teacher	MIN Rukoh B. Aceh
12	Aceh	Anina	Teacher	MIN Durung A. Besar
13	North Sumatra	M Alvin Syahrin	Student Teacher	UINSU
14	North Sumatra	Syafiq Anshari M Solin	Student Teacher	UNIMED
15	North Sumatra	Rilly Andika	Student Teacher	UNIMED
16	North Sumatra	Muhammad Iqbal	Lecturer	UINSU
17	North Sumatra	Mizanina Adlini	Student Teacher	UNIMED
18	North Sumatra	Sri Hayuni	Student Teacher	UNIMED
19	North Sumatra	Yanti Rambe	Student Teacher	UNIMED
20	North Sumatra	Tiurmaida Situmeang	Student Teacher	UNIMED
21	North Sumatra	Siti Aminah Nababan	Student Teacher	UNIMED
22	North Sumatra	Suci Dahlya Narpila	Student Teacher	UNIMED
23	North Sumatra	Salimah Angreyni	Student Teacher	UINSU
24	North Sumatra	Hairani Sabrina	Student Teacher	UINSU
25	North Sumatra	Hariyani	Student Teacher	UINSU
26	Banten	Deden Mashudi	Teacher	MAK Al Madani/MTs Al Ihsan
27	Banten	Hasan Basri	Teacher	SMA Cahaya Madani
28	Banten	Nur Arlina	Teacher	SD Al Islam
29	Banten	Meirina Shabarina	Student Teacher	UNTIRTA
30	Banten	Widha Kurnia Sari	Teacher	Ganesha Operation
31	Banten	Nurul Hayat	Teacher	Ganesha Operation
32	Banten	Evy Septiany	Teacher	SMK Cendekia Bhakti Muri
33	Banten	Ferny Irawati	Teacher	BBC English Course
34	West Java	Iin Setiyaningsih	Teacher	SD Nugraha Kota Bandung
35	West Java	Mela Darmayanti	Teacher Assistant	UPI
36	West Java	Kamaludin Gumilar	Teacher	SDN Sukapura Cianjur
37	West Java	Mariah Ulfah	Teacher Assistant	UPI
38	West Java	Dici Rizka Anditia	Teacher Assistant	UPI
39	West Java	Mashudi	Teacher Assistant	UPI
40	West Java	Rahmat Sutedi	Teacher Assistant	UPI
41	West Java	Titi Setiawati	Teacher	SD Al-Irham
42	West Java	Novia Deviyanti	Ex-Student Teacher	UIN SGD Bandung
43	Central Java	Desi Wulandari, M.Pd	Teacher	PGSD UNNES

No.	Province	Name	Position	Institution
44	Central Java	Trimurtini, M.Pd	Teacher	PGSD UNNES
45	Central Java	Nugraheti Sismulyasih, M.Pd	Teacher	PGSD UNNES
46	Central Java	Andang Setiawan, S.Pd	Student Teacher	Peogram S2 FKIP UNNES
47	Central Java	Arief Juang, S.Pd	Student Teacher	SD N I Panjang Kudus
48	Central Java	M. Shofyan Al Nashr, M.Pd.I	Teacher	Jur. Tarbiyah Prodi PGMI STAIN Salatiga
49	Central Java	M. Syakur, S.Pd.I	Staf FITK	FITK IAIN Walisongo Semarang
50	Central Java	Abdullah Hadziq, S.Pd.I	Teacher	Fak. Tarbiyah STAIN Pekalongan
51	Central Java	Silviana Nur Faizah, S.Pd.I	Student Teacher	Program S2 Pendidikan UIN Malang
52	Central Java	Fina Saadah, M.Pd.I	Teacher	PGMI FITK IAIN Walisongo
53	Central Java	Akhmad Yusuf Isnan Setiawan, M.A.	Teacher	PGMI FITK IAIN Walisongo
54	Central Java	Agung Hastomo, M.Pd	Teacher	PGSD UNY
55	Central Java	Banu Setyo Adi, M.Pd	Teacher	PGSD UNY
56	Central Java	Ahmad Farisko Irvan	Student Teacher	PGSD UNNES
57	East Java	Muhammad Ali Dlofir	Teacher	MI Hayatul Wathon Gresik
58	East Java	Mardiyanti	Teacher	SDN Panangungan Malang
59	East Java	Erika Mei Budiarti	Students – Education Administration	Universitas Negeri Malang
60	East Java	Vivi Fitriana	Students – Education Administration	Universitas Negeri Malang
61	East Java	M. Ghulaman Zakia	Students – Education Administration	Universitas Negeri Malang
62	East Java	Hamam Faridatsuh Shofianti	Student Teacher	Universitas Negeri Malang
63	East Java	Khusnul Khotimah	Student Teacher	Universitas Negeri Malang
64	East Java	Kardiani Izza Ell Milla	Student Teacher	Universitas Negeri Malang
65	East Java	Ayu Hartini	Student Teacher	Universitas Negeri Surabaya
66	East Java	Alik Nadziroh	Student Teacher	Universitas Negeri Surabaya
67	East Java	Alief Jhanghiz Ahmada	Student Teacher	Universitas Negeri Surabaya
68	East Java	Agirl Subarkah	Student Teacher	Universitas Negeri Surabaya
69	East Java	Silicha Sofiyatul Ulfa	Student Teacher	Universitas Islam Negeri Sunan Ampel
70	East Java	Yuli Musrifatus S	Student Teacher	Universitas Islam Negeri Sunan Ampel
71	East Java	Nurmala Sahidah	Student Teacher	Universitas Islam Negeri Sunan Ampel
72	East Java	Muchamad Nanang S	Student Teacher	Universitas Islam Negeri Sunan Ampel
73	East Java	Rahmat Afif Maulana	Student Teacher	Universitas Islam Negeri Sunan Ampel
74	East Java	Siti Miftachul Khasanah	Student Teacher	Universitas Islam Negeri Sunan Ampel
75	East Java	Nur Latifah	Student Teacher	Universitas Islam Negeri Sunan Ampel
76	South Sulawesi	Ridwan Idris	Lecturer	UIN Alauddin
77	South Sulawesi	Baharman	Lecturer	UNM
78	South Sulawesi	Anita Candera Dewi	Lecturer	UNM
79	South Sulawesi	Misbahuddin	School principal	MIS Darul Hikmah Makassar

No.	Province	Name	Position	Institution
80	South Sulawesi	Sri Eny Marlina	Teacher	MIS Al Abrar Makassar
81	South Sulawesi	Muhammad Risal	Ex-Student Teacher	PGMI UIN Alauddin
82	South Sulawesi	Hadrawi	Ex-Student Teacher	PGMI UIN Alauddin
83	South Sulawesi	Aris Armianto	Ex-Student Teacher	PGSD UNM
84	South Sulawesi	Ilham Jafar	Ex-Student Teacher	PGSD UNM

Annex 4: Cohort 1 EGRA Implementation Schedule

No.	Province	District	Date of Collection
1	Aceh	Aceh Jaya	November 4–6, 2014
2	Aceh	Bener Meriah	November 11–12, 2014
3	North Sumatra	Labuhan Batu	November 3–6, 2014
4	North Sumatra	Kota Medan	November 17–20, 2014
5	North Sumatra	Nias Selatan	November 25–28, 2014
6	Banten	Pandeglang	November 10–12, 2014
7	Banten	Serang	November 13–14, 2014
8	West Java	Cimahi	October 21–23, 2014
9	West Java	Ciamis	October 29–30, 2014
10	West Java	Bandung Barat	November 7–8, 2014
11	Central Java	Semarang	November 4–6, 2014
12	Central Java	Sragen	November 7–8, 2014
13	Central Java	Banjarnegara	November 10–11, 2014
14	Central Java	Purbalingga	November 12–13, 2014
15	Central Java	Batang	November 14–15, 2014
16	East Java	Situbondo	November 14–15, 2014
17	East Java	Mojokerto	November 18–19, 2014
18	East Java	Pamekasan	November 21–22, 2014
19	East Java	Madiun	November 25–26, 2014
20	East Java	Blitar	November 27–28, 2014
21	South Sulawesi	Maros	November 7–8, 2014
22	South Sulawesi	Wajo	November 21–22, 2014
23	South Sulawesi	Bantaeng	November 28–29, 2014