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USAID/Quality Reading Project (QRP): Kyrgyzstan & Tajikistan

Annual Performance Monitoring and Evaluation Report
October 2013 – September 2014



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USAID/Quality Reading Project (QRP): Kyrgyzstan & Tajikistan

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October 2013 – September 2014**

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ACRONYMS

AIR	American Institutes for Research
AOE	Academy of Education (Tajikistan)
DED	District Education Department
DRS	District of Republican Subordination, a region in Tajikistan
EGRA	Early Grade Reading Assessment
IED	Institute for Educational Development (Tajikistan)
IRB	Institutional Review Board
IST	In-service training
ITTI	In-service Teacher Training Institute
PMEP	Project Monitoring and Evaluation Plan
M&E	Monitoring and evaluation
MOE	Ministry of Education
NTC	National Testing Center
QRP	Quality Reading Project
RCT	Randomized control trial
TBD	To be determined
USAID	United States Agency for International Development
USG	United States government

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EXECUTIVE SUMMARY

Introduction: This Annual Project Monitoring and Evaluation Plan Report (PMEP) provides a summary of our first-year monitoring and evaluation (M&E) activities for the United States Agency for International Development (USAID)/Quality Reading Project (QRP). Here we report on our baseline data collection and report results for the PMEP’s 23 indicators.

Approach and data collection: USAID/QRP’s monitoring and evaluation system is designed to both create a system of accountability for the program and measure its success. In order to reach this goal, baseline data collection focused on two major kinds of data collection: (1) student reading outcomes and (2) other classroom and background characteristics related to reading. M&E baseline data collection used a randomized sample of schools, parents, students, teachers, classes, and librarians in 130 schools in each country. Data collection took place in April 2014 in Kyrgyzstan and May 2014 in Tajikistan.

FINDINGS

For Kyrgyzstan, we present the following findings by indicator:

1	7.5 percent of students demonstrate reading proficiency according to national standards.
2	11.7 percent of grade two students can read and understand the meaning of grade-level text.
4	26 percent of teachers demonstrate reading instructional best practices in the classroom.
6	QRP has supported 478 schools in the first project year.
7	The Ministry of Education has approved 6 in-service training packages developed by QRP.
8, 9	100 educators attended and successfully completed in-service training with USG support.
10	QRP has distributed 5,836 in-service training materials.
11	QRP has distributed 0 mentoring guides.
12	28 percent of teachers use results of classroom-based reading assessment.
13	15 percent of communities have an adequate number of grade-level-appropriate supplementary reading materials.
14	QRP distributed 108 supplementary reading materials.
16	61 percent of students participate in out-of-school reading activities.
17	84 percent of parents are reading to their children at home.
18	90 percent of students read non-textbooks at home.
19	QRP held 18 out-of-school reading activities.
20	QRP trained 32 educators to implement out-of-school reading activities.
21	The USG supported 1 standardized reading assessment.
22	0 officials were trained on using reading assessment results.
23	The MOE approved 2 sets of primary-grade reading standards.

For Tajikistan, we present the following findings by indicator:

1	12 percent of students demonstrate reading proficiency according to national standards.
2	13.5 percent of grade two students can read and understand the meaning of grade level text.
4	19 percent of teachers demonstrate reading instructional best practices in the classroom.
6	QRP has supported 766 schools in the first project year.
7	The Ministry of Education has approved 0 in-service training packages developed by QRP.
8, 9	2,716 educators attended and successfully completed in-service training with USG support.
10	QRP has distributed 2,716 in-service training materials.

11	QRP has distributed 2,716 mentoring guides.
12	9 percent of teachers use results of classroom-based reading assessment.
13	10 percent of communities have an adequate number of grade-level-appropriate supplementary reading materials.
14	QRP distributed 0 supplementary reading materials.
16	34 percent of students participate in out-of-school reading activities.
17	73 percent of parents are reading to their children at home.
18	70 percent of students read non-textbooks at home.
19	QRP held 0 out-of-school reading activities.
20	QRP trained 0 educators to implement out-of-school reading activities.
21	The USG supported 1 standardized reading assessment.
22	0 officials were trained on using reading assessment results.
23	The MOE approved 0 sets of primary-grade reading standards.

Impact evaluation baseline: The baseline section of the impact evaluation examines the differences between the 65 treatment and 65 control schools in each country, using the data collected at baseline. The sample is balanced between treatment and control; we have no other concerns about the randomization. Using baseline data, we explore what factors are associated with higher performance on the Early Grade Reading Assessment (EGRA). Mother’s education is positively correlated with reading scores, meaning the higher the mother’s education level, the higher the student’s scores in comprehension. Students also score higher in schools that have non-textbooks in class. Other factors, such as books at home and teacher years of experience, are not correlated with student reading outcomes.

Limitations: We have two important caveats to apply to the baseline data presented in this report. The first is about the reliability of the survey data presented. The higher than expected responses on home factors and attitudes towards reading might be explained by social desirability bias. Secondly, the sample size was calculated for the power of the impact evaluation as well as ensuring the samples would be nationally representative. Therefore, results below the national level are not necessarily representative.

Conclusion: Results from the baseline data collection show a mixed picture of early grade reading in Kyrgyzstan and Tajikistan: While EGRA results are quite low, home reading culture seems to be strong. The USAID/Quality Reading Project will also carefully monitor the drop in proficiency with regard to national standards as students progress through school, the performance disparity between girls and boys, and the disparities in resources across regions. Overall, baseline data findings point to the need for a strong, practice-based teacher training program to boost early grade reading.

1. INTRODUCTION

This Annual Project Monitoring and Evaluation Plan Report (PMEP) provides a summary of the first-year monitoring and evaluation (M&E) activities for the United States Agency for International Development (USAID)/Quality Reading Project (QRP). We report on our baseline data collection and report results for the PMEP's 23 indicators and the baseline of the internal impact evaluation of the teacher training.

The PMEP is designed to provide accurate, valid, and timely information about key results of the project in order to track progress and make mid-course corrections ("monitoring"), assess and report on the impact of the project as a whole and the results of its major components ("evaluation"), and report on United States (U.S.) Foreign Assistance common indicators. This report does not provide detailed descriptions of project activities and interventions or present information about project accomplishments that are not captured by indicator-specific data. It therefore should be read in conjunction with the USAID/Quality Reading Project Annual Report.

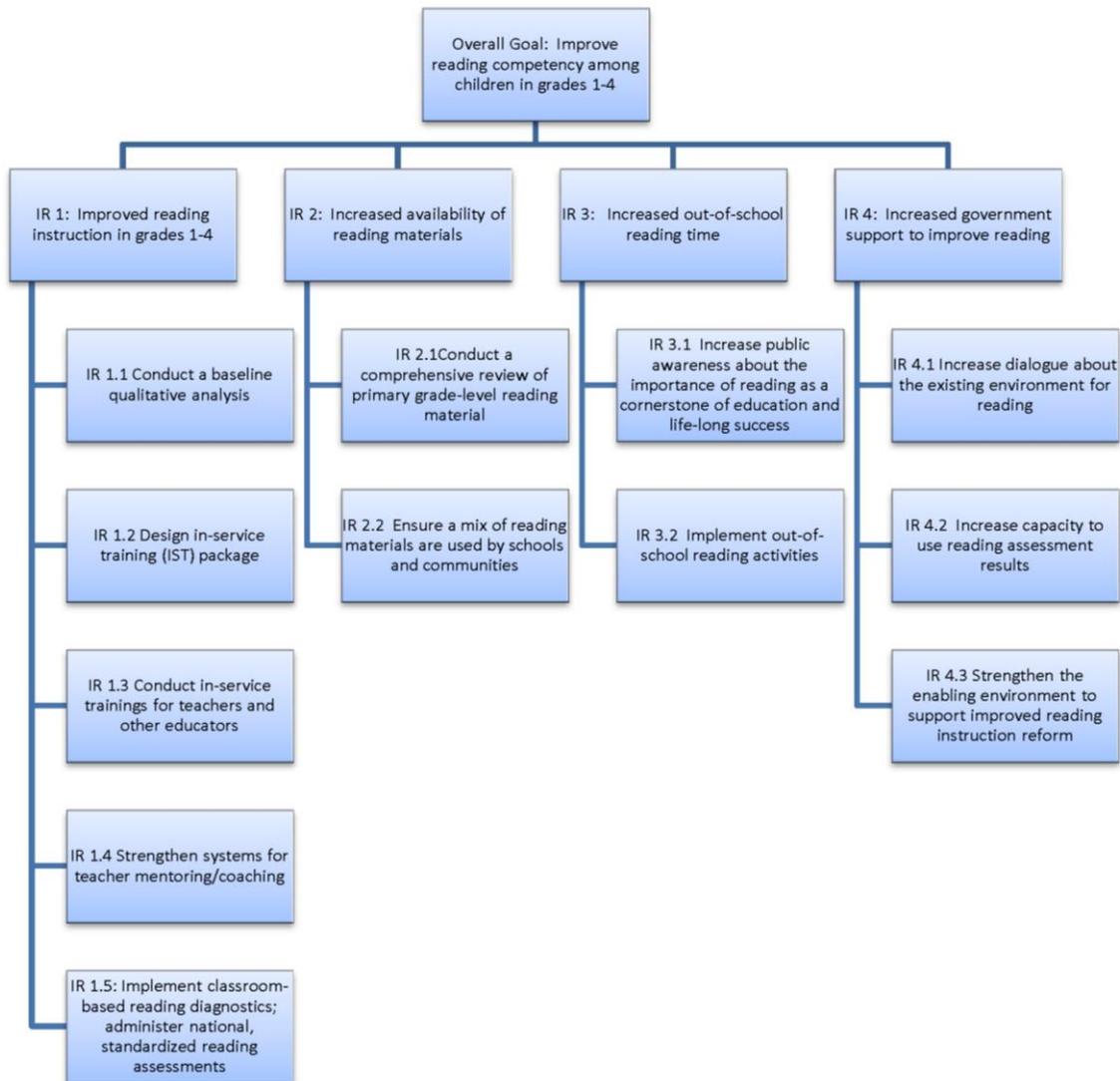
1.1 ORGANIZATION OF REPORT

The document is organized into seven sections. **Section 1** introduces the project, providing background and methodological information concerning the project's conception and implementation approach. **Section 2** presents the monitoring and evaluation (M&E) approach and describes the school selection process as well as methods and instruments used for data collection. **Section 3** focuses on the data collection process. **Sections 4 and 5** report findings, presented by intermediate result, for Kyrgyzstan and Tajikistan. Narrative and analysis accompanies each indicator for each country. **Section 5** presents the baseline results of the impact evaluation, by examining the balance in baseline characteristics across treatment and control schools, and explores correlations between reading outcomes and background characteristics. **Section 6** describes the report's limitations, and **Section 7** concludes the report. The appendix includes the PMEP table with baseline data summaries, copies of the coded instruments to show how the indicators were created, and extended balance tables.

1.2 SUMMARY DESCRIPTION OF PROJECT

The four-year USAID/Quality Reading Project focuses on improving reading skills among primary-grade students in Kyrgyzstan and Tajikistan. It is implemented by American Institutes for Research (AIR), in partnership with Save the Children International. By drawing on existing governmental structures in both countries, USAID/QRP is building capacity from the national level down to the classroom level to support the goal of improving student reading skills. USAID/QRP is working with the ministries of education in both countries to create a set of measurable, uniform goals as standards for students, teachers, and other education officials. Based on these standards, USAID/QRP's major activities in cooperation with the ministries of education include teacher training (with an emphasis on reading skills), reading material dissemination, community activities, and building government capacity regarding primary-grade reading education. The results-based framework outlines the major activities of the project in Figure 1.

FIGURE 1. RESULTS-BASED FRAMEWORK



2. MONITORING AND EVALUATION APPROACH

USAID/Quality Reading Project’s M&E system is designed to both create a system of accountability for the program and measure its success. The information gathered for the PMEP will serve both internal purposes, for programmatic adjustments, and external purposes, to demonstrate project results. The PMEP also includes a research component through a randomized control trial that allows USAID/QRP to measure the impact of the teacher training on student reading outcomes. The following section describes the research design, the instruments used for data collection, and the sampling procedures.

2.1 RESEARCH DESIGN

M&E baseline data collection used a random sample of schools, parents, students, teachers, classes, and librarians. Using a random selection process reduces overall bias in the data by cutting out the potential for selection bias. Because the schools and individuals from whom we collected data were chosen randomly and approved by the ministries of education, we can more confidently present the data as representative of the nation as a whole.

Because this research involves human subjects, AIR worked with its Institutional Review Board (IRB) to ensure adequate protection of research subjects and the data they provided. All data collection activities followed the project's IRB-approved protocol. Activities involved collecting informed consent from research participants (and assent from parents of first-grade students, from whom personally identifiable information was collected for longitudinal data collection throughout the project), strict data security procedures for both digital and paper data storage, and training sessions for data collectors on IRB protocol during the data collection period.

2.2 INSTRUMENTS

The overall goal of the M&E data collection is to capture the full, nuanced picture of early-grade reading levels in Kyrgyzstan and Tajikistan. In order to reach this goal, baseline data collection focused on two major kinds of data types: (1) student reading outcomes and (2) other classroom and background characteristics related to reading. Student reading outcomes are captured with the Early Grade Reading Assessment (EGRA). The EGRA instrument also includes a series of questions that ask students for background information about their home, family, and experience in school. A detailed description of the EGRA instrument and its findings is included in the EGRA report.

Other contextual data were collected through four instruments:

- **Classroom observation instrument**
- **Teacher survey**
- **Librarian survey**
- **Parent survey**

The **classroom observation instrument** captures data on teaching practices, classroom surroundings, and class make-up. The instrument has 91 questions, divided into nine sections. First, a section on background information documents the grade, demographics, and size of the class. The second section focuses on the physical environment of the classroom. The third section focuses on the basic practices of teaching. This includes, for example, how the teacher interacts with students, how student groups are formed if group work is included, and the types of questions asked of students. Language use in the class, both by the teacher and the students, is also recorded in the third section. The fourth section addresses activities relating to various reading skills (phonological/phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing). The fifth section focuses on how reading skills are assessed. The sixth section documents any supplementary reading materials that are used in the class. The final sections cover the assignment of homework and any other comments. Data collectors needed to be very familiar with this instrument because it is not designed to be used chronologically throughout the class. Instead, as the class is being observed, the data collector must record the data under the relevant section.

The **teacher survey** included 73 questions in six sections: interview background, teacher information, reading lesson plan, reading materials, teaching reading skills, and student assessment. Most questions were asked directly of the teacher. Exceptions include items such as "Please show me your [e.g., lesson plan for the day]," which document whether the teacher can produce the item under discussion.

The **librarian survey** included 19 questions designed to capture the availability; quantity; and accessibility, age, and language of non-textbook reading materials at the school. Librarians were also asked about reading events. In addition, data collectors recorded observations on the physical condition of the library.

The **parent survey** included 44 questions in two sections. The first section collected background information, including mother/primary caregiver and father/secondary caregiver education level, home language, and number of books in the home. The second section used Likert-scale items, where

respondents choose a response from a five-step scale, to capture parental attitudes towards reading and frequency of reading activities in the home.

2.3 SAMPLING

Baseline data were collected in a random sample of 130 schools throughout each country. Of the 130 sampled schools in each country, 65 were treatment schools (where the project is being implemented) and 65 were control schools. The sample size calculation was included in the PMEP submission in March 2014. Section 6 of this report tests the randomization of treatment assignment by statistically comparing treatment and control schools on observable characteristics from the data collection. For an explanation of eligibility criteria for project schools and a list of the number of project schools per region, please see the PMEP initial report submitted in March 2014. Details on the sampling procedure for selecting students within each school to take the EGRA are available in the EGRA report.

The classes for the classroom observation instrument were also randomly chosen within each grade. One class from each grade in Grades 1 through 4 was randomly selected and observed. Exceptions were made where schools did not have reading classes for the needed grade on the days of data collection. As a result, in some cases a school includes more than one observation of a single grade. The teachers interviewed for the teacher survey were, when possible, those whose classes were observed. When teachers were not at school, or refused to consent to the interview, other teachers were randomly selected. Parents were randomly selected from the list of students given the EGRA.

Within each school, the following sample sizes were planned for each instrument.

TABLE 1. SAMPLE SIZES FOR BASELINE INSTRUMENTS

Instrument	Planned Sample Size per School	Total Number of Observations per Country
EGRA, Grade 1	20 students in selected schools	720 in Kyrgyzstan 880 in Tajikistan
EGRA, Grade 2	20 students in all schools	2,600 students in each country
EGRA, Grade 4	20 students in all schools	2,600 students in each country
Classroom observation	4 classes	520 classes in each country
Teacher survey	4 teachers	520 teachers in each country
Librarian survey	1 per school*	120 librarians in each country
Parent survey	10 parents of students given EGRA	1,200 parents in each country

*In Tajikistan, data collectors were also asked to interview a second librarian from the community when possible. This was also the intention for Kyrgyzstan, but data collectors were unable to complete these interviews.

EGRA Note: It would have been adequate if the EGRA were administered to students in only Grades 2 and 4 to examine what students know and are able to do in reading after two years of schooling (Grade 2), and at the end of the primary school cycle (Grade 4). The QRP included Grade 1 in the baseline to track the same students over the life of the project to study their reading learning trajectories. Collecting reading performance data from Grade 3 students would not provide any additional information needed to make reading policy intervention decisions.

3. DATA COLLECTION

Collecting baseline data was a large task because the random sample of 130 schools per country was spread throughout each country. The M&E team and a small team of data collectors conducted a pilot in each country between March 31 and April 3, 2014. Based on the pilot, the tools were then refined. Data collection took place over a period of two weeks in each country (April 14–30 in Kyrgyzstan and

May 15–31 in Tajikistan). The data collection team included 164 data collectors and eight supervisors in Kyrgyzstan, and 157 data collectors and 14 supervisors in Tajikistan. The following section provides details on data collectors and training, checks on data quality, data entry procedures, and other data sources that are used for this report.

3.1 DATA COLLECTORS

Data collectors were chosen in collaboration with the Ministry of Education and Science (MOES) in each country. The main selection criteria for the master trainers (who assisted with data collector training) and test administrators in both countries were

- Knowledge of Kyrgyz/Tajik and Russian;
- Early-grade teaching experience;
- Teamwork, problem-solving, and decision-making abilities;
- Availability;
- Mobility and willingness to travel; and
- Knowledge of local educational structures and institutions.

Data collectors who had participated in the pilot and showed strong leadership and organization skills were hired as team supervisors. Supervisors did not collect data but rather managed regional teams of data collectors.

All data collectors were employed in the field of education. In both countries, approximately 60 percent were public school teachers, 20 percent worked in regional or district education departments and in-service teacher training institutes (ITTIs), and the remaining 20 percent were employed by universities or other education organizations. Supervisors came from the National Testing Center, the national Academy of Education, and regional education departments in both countries.

3.2 DATA COLLECTOR TRAINING AND COLLECTION PERIOD

Data collector training took place at two levels. First, M&E staff—including the M&E Specialist from AIR’s Washington, D.C. office—conducted a master training for supervisors. The master training consisted of one day in Bishkek and three days in Dushanbe. The master training focused on a review of the instruments; the policies and procedures governing respondent sampling and interviewing, including IRB protocol; and a discussion of logistics.

Supervisors from the first training led the second training, along with M&E staff and, in Kyrgyzstan, the National Testing Center. In Kyrgyzstan, the trainings were held in five locations throughout the country over five days. In Tajikistan, the trainings were held in four locations over four days. Data collector training followed a similar format to the supervisor training but included more in-depth work with the instruments, including practice with each instrument. Data collectors had to demonstrate mastery of each instrument, and in particular the process of using a timer for the timed sections on the EGRA. Those who did not initially demonstrate mastery were given further one-on-one training and practice.

Data collectors were divided into teams of four people, one of whom acted as the team leader. Teams spent approximately three days in each school and covered two schools per week. Data collectors were not sent to schools where they taught, and those who were district heads were not sent to schools in their district. Data collectors ranged in age from 24 to 66, with most in their mid-30s and 40s. Most data collectors were female.

3.3 DATA QUALITY

The M&E team implemented data quality checks throughout the data collection and data entry period. Team leaders reviewed instruments before they were submitted to the supervisors. Supervisors verified quantities and submitted forms to M&E staff in Bishkek and Dushanbe. EGRA forms were reviewed before they were scanned for digital grading. During data collection, various representatives from the education ministries, ITTIs, and other stakeholders conducted visits to data collection sites. M&E project staff were also active in monitoring data collection during this period.

A team of data entry specialists then organized and reviewed the non-EGRA instruments before entering the data. The team used double entry, with support from the M&E Specialist in Washington, D.C. in data cleaning.

3.4 OTHER DATA SOURCES

Several indicators in the PMEP were not covered by the data collection described above. These indicators measure input activities such as the number of teachers trained and books or materials distributed. Data were collected through routine project monitoring tools including trainee registration forms, activity rosters, and material distribution plans.

4. FINDINGS AND ANALYSIS: KYRGYZSTAN

4.1 GOAL-LEVEL INDICATORS: READING OUTCOMES OF STUDENTS IN GRADES 1–4

Indicators 1 and 2 measure student reading outcomes. The first indicator captures the change in student reading outcomes (defined by reading fluency) over the course of the project. The impact evaluation establishes the impact of the program on student reading. (The results of the baseline impact evaluation are reported in Section 6). Indicator 2 measures the percentage of students in Grade 2 who read proficiently (defined by fluency and comprehension).

INDICATOR 1: PERCENTAGE CHANGE IN THE PROPORTION OF STUDENTS IN PROGRAM SCHOOLS WHO READ PROFICIENTLY ACCORDING TO NATIONAL STANDARDS

At baseline, 7.5 percent of students demonstrate reading proficiency according to national standards.

Indicator calculation

This indicator measures grade-level student fluency and comprehension scores against national standards. At baseline, we present the percentage of students who show proficiency, but in future reports this indicator will measure the percent change in students who read proficiently. (See the EGRA report for details on national proficiency standards.)

TABLE 2. PERCENT OF STUDENTS WHO READ PROFICIENTLY ACCORDING TO NATIONAL STANDARDS, BY GRADE AND GENDER¹, KYRGYZSTAN

	Total (n)	Boys (n)	Girls (n)
Grade 1	13.8% (607)	11.7% (307)	16% (300)
Grade 2	12.2% (2,531)	8.5% (1,301)	16.1% (1,230)
Grade 4	1.2% (2,505)	0.7% (1,311)	1.8% (1,194)
Total	7.5% (5,643)	5.3% (2,919)	9.8% (2,724)

¹ Note that all indicator data is disaggregated according to the PMEP, but that regional or other subgroup disaggregation do not have sufficient sample sizes and may not be representative of the region. Data is representative at the national level and may not be representative for smaller groups.

TABLE 3. PERCENT OF STUDENTS WHO READ PROFICIENTLY ACCORDING TO NATIONAL STANDARDS, BY REGION, KYRGYZSTAN, (n)

Batken	6% (402)
Bishkek	8.9% (236)
Chui	11.6% (1,169)
Naryn	14% (371)
Issyk-Kul	5% (546)
Osh Region	4.2% (1,289)
Jalal-Abad	6.5% (1,102)
Talas	7.6% (408)
Osh City	6.7% (120)
Kyrgyzstan	7.5% (5,643)

TABLE 4. PERCENT OF STUDENTS WHO READ PROFICIENTLY ACCORDING TO NATIONAL STANDARDS, BY LANGUAGE OF INSTRUCTION, KYRGYZSTAN, (n)

Kyrgyz	7.4% (4,145)
Russian	7.7% (1,498)

TABLE 5. PERCENT OF STUDENTS WHO READ PROFICIENTLY ACCORDING TO NATIONAL STANDARDS, BY HOME LANGUAGE, KYRGYZSTAN, (n)

Russian	9.3% (398)
Kyrgyz	7.7% (4,680)
Uzbek	1.9% (259)

TABLE 6. PERCENT OF STUDENTS WHO READ PROFICIENTLY ACCORDING TO NATIONAL STANDARDS, BY SCHOOL LOCATION AND GENDER, KYRGYZSTAN

	Total (n)	Boys (n)	Girls (n)
Rural	7.1% (4,534)	5.0% (2,363)	9.4% (2,171)
Semiurban	8.8% (342)	6.3% (175)	11.4% (167)
Urban	9.7% (766)	7.4% (380)	11.9% (386)
Kyrgyzstan	7.5% (5,643)	5.3% (2,919)	9.8% (2,724)

Data analysis

The number of students who can read proficiently drops substantially as students get older, with 13.8 percent of students reading proficiently in Grade 1 compared to 1.2 percent in Grade 4. While this decline in proficiency is large, it is not surprising. Students are not gaining the foundation they need to become proficient readers, meaning that as they progress through school their reading ability falls further and further behind. Girls consistently outperform boys.

Results do not differ greatly by language of instruction. There are differences among the results based on the home language of the student: Russian-speaking students outperform Kyrgyz-speaking students, and Uzbek-speaking students have the lowest rate of proficiency. Data should be interpreted with caution, however, as results may not be representative of groups as a whole.

Students in urban or semiurban areas outperform students in rural areas. Across school locations, girls consistently have almost twice the rates of proficient reading compared to boys.

INDICATOR 2: THE PROPORTION OF STUDENTS IN INTERVENTION SCHOOLS WHO, BY THE END OF TWO GRADES OF PRIMARY SCHOOLING, DEMONSTRATE THAT THEY CAN READ AND UNDERSTAND THE MEANING OF GRADE-LEVEL TEXT

At baseline, 11.7 percent of students in Grade 2 can read and understand the meaning of grade-level text.

Indicator calculation

This indicator reports on the percentage of students in Grade 2 who can read and understand grade-level text. At baseline, control school data is included, though the language of the indicator specifies intervention schools.

TABLE 7. PERCENT OF GRADE 2 STUDENTS WHO CAN READ AND UNDERSTAND GRADE-LEVEL TEXT, BY GENDER, KYRGYZSTAN

	Total (n)	Boys (n)	Girls (n)
Grade 2	11.7% (2,531)	8.2% (1,301)	15.4% (1,230)

TABLE 8. PERCENT OF GRADE 2 STUDENTS WHO CAN READ AND UNDERSTAND GRADE-LEVEL TEXT, BY REGION², KYRGYZSTAN, (n)

Batken	8.7% (208)
Bishkek	7.4% (81)
Chui	17.2% (390)
Naryn	27.2% (180)
Issyk-Kul	8.3% (278)
Osh Region	6.9% (649)
Jalal-Abad	11.9% (545)
Talas	11.4% (140)
Osh City	10% (60)
Kyrgyzstan	11.7% (2,531)

TABLE 9. PERCENT OF GRADE 2 STUDENTS WHO CAN READ AND UNDERSTAND GRADE-LEVEL TEXT, BY LANGUAGE OF INSTRUCTION, KYRGYZSTAN (n)

Kyrgyz	12.3% (1,894)
Russian	9.9% (637)

TABLE 10. PERCENT OF GRADE 2 STUDENTS WHO CAN READ AND UNDERSTAND GRADE-LEVEL TEXT, BY HOME LANGUAGE, KYRGYZSTAN, (n)

Russian	10.7% (187)
Kyrgyz	12.6% (2,073)
Uzbek	2.7% (149)

TABLE 11. PERCENT OF GRADE 2 STUDENTS WHO CAN READ AND UNDERSTAND GRADE-LEVEL TEXT, BY SCHOOL LOCATION AND GENDER, KYRGYZSTAN

	Total (n)	Boys (n)	Girls (n)
Rural	11.0% (2,040)	7.8% (1,058)	14.5% (982)
Semiurban	14.4% (160)	8.5% (82)	20.5% (78)
Urban	14.2% (331)	9.9% (161)	18.2% (170)
Kyrgyzstan	11.7% (2,531)	8.2% (1,301)	15.4% (1,230)

² Note that all indicator data is disaggregated according to the PMEP but that regional or other subgroup disaggregation do not have sufficient sample sizes and may not be representative of the region. Data are representative at the national level and may not be representative for smaller groups.

Data analysis

The percentage of girls reading at grade level is almost twice the percentage for boys. Students in Chui and Naryn have the highest percentage of students who are proficient, though sample sizes in some other regions may not be high enough to be considered representative of the region as a whole.

Students who study in or speak Kyrgyz at home appear to have an advantage over students who study in Russian or speak Russian or Uzbek at home, as the percentage of proficient students is higher. It is not surprising that a much lower percentage of Uzbek-speaking students can read at grade level, given that they are learning to read in their non-native language. Students in urban or semiurban areas outperform students in rural areas. Across school locations, girls consistently demonstrate almost twice the rate of proficient reading compared to boys.

4.2 INTERMEDIATE RESULT 1: READING INSTRUCTION

The next group of indicators focuses on reading instruction. These indicators are meant to measure several inputs and outputs in the classroom, ranging from materials to teacher training. Overall, the situation at baseline captured by these indicators shows that the quality of teaching reading is low, but that it varies widely throughout the country. Many indicators in this group also measure project inputs and are therefore not informative at baseline.

INDICATOR 3: PERCENT OF TEACHERS/EDUCATORS GAINING KNOWLEDGE OF PRIMARY-GRADE READING INSTRUCTION FROM TRAINING

Change in teacher knowledge is captured by comparing the results of a pretest (given to teachers at the beginning of the training) with the results of a posttest (given at the end of the training). The indicator captures the percentage of teachers who show improvement (i.e., those who get more correct answers in the posttest than the pretest). We do not present data for this indicator as teachers have not yet completed the training. However, we have piloted the test and will have results for the mentors and advanced teachers who attend the district-level training in the near future. Data on teachers will be available in the next report.

INDICATOR 4: PERCENT OF TEACHERS DEMONSTRATING READING INSTRUCTIONAL BEST PRACTICES IN THE CLASSROOM

At baseline, 26 percent of teachers demonstrate reading instructional best practices in the classroom.

Indicator calculation

Reading instructional best practices are measured through classroom observation and teacher interviews. In order to categorize teachers as “demonstrating, in the classroom, reading instructional best practices,” we applied a two-step calculation process. The two steps are meant to separate essential teaching behaviors from those that are merely positive elements of best practices in teaching reading. We designated 10 essential practices (noted in Table 12). Though these are essential activities, we know measurement error can introduce bias. As a result, teachers who demonstrate 7 of 10 essential practices pass the first step. It is important to note that limitations of data collection influenced which items could be counted, and they are not meant to represent the most important elements of the IST.

TABLE 12. ESSENTIAL PRACTICES, KYRGYZSTAN AND TAJIKISTAN

1	Teacher has textbook applicable to class (Classroom Observation, Question 20)	2	Written educational materials on walls of classroom, prefabricated or handmade (Classroom Observation, Questions 22 and 23)
3	Display of printed materials was appropriate to grade level and reading subject (Classroom Observation, Question 24)	4	Encouraged students to identify supporting details of reading, and students did some of the following activities: <ul style="list-style-type: none"> • Writing on the blackboard • Copying from the blackboard • Completing individual assignments • Answering verbal questions • Answering written questions • Reciting and repeating • Reading aloud together • Reading independently • Role playing or performing a skit • Playing a game, singing a song, or using puppets • Debating or discussing (Classroom Observation, Questions 33 and 60)
5	Some of the following interactions occurred during class: <ul style="list-style-type: none"> • Students asked other students questions • Students engaged in discussion with each other • Students expressed their opinions • Students answered the teacher's questions • Students asked the teacher questions (Classroom Observation, Question 34)	6	Teacher performed some of the following activities: <ul style="list-style-type: none"> • Introduced lesson by explaining what students would learn • Read aloud to students • Answered students' questions • Gave classwork for students to practice reading • Gave reading homework • Gave differentiated work to students based on their reading ability • Encouraged discussion about the text/story • Gave small-group, reading-related work • Asked higher order questions • Encouraged predictions on the text (Classroom Observation, Question 35)
7	Teacher assessed reading achievement (Classroom Observation, Question 66)	8	Teacher produced a lesson plan when asked (Teacher Interview, Question 23)
9	Teacher had books in the classroom (Teacher Interview, Question 39)	10	Teacher produced personal notes on individual student progress (Teacher Interview, Question 68)

The second step uses a rating of a wider range of survey responses. A composite score was developed for every teacher based on behavior and responses that aligned with the best practices taught through the ISTs. The maximum possible score was 390 points. Because the classroom observation was a one-time observation, and because of expected measurement error, using a cut-off close to the maximum value would unfairly exclude too many teachers who may regularly demonstrate these behaviors. For this indicator, teachers who pass the first step and get a score of at least 150 points demonstrate reading instruction best practice. Construction of this indicator—and especially the cut-off point—is ultimately subjective. The indicator balances the strengths and limitations of the data with the IST definitions of instructional best practices. At baseline, composite scores in Kyrgyzstan range from 20 to 299, with a mean of 134. Thirty-nine percent of teachers demonstrate a minimum of 7 out of 10 essential behaviors.

TABLE 13. PERCENT OF TEACHERS DEMONSTRATING READING INSTRUCTIONAL BEST PRACTICES IN THE CLASSROOM, BY REGION, KYRGYZSTAN (n)

Batken	19% (42)
Bishkek	27% (15)
Chui	34% (80)
Naryn	25% (36)
Issyk-Kul	41% (54)
Osh Region	15% (125)
Jalal-Abad	31% (108)
Talas	21% (24)
Osh City	8% (12)
Kyrgyzstan	26% (496)

TABLE 14. PERCENT OF TEACHERS DEMONSTRATING READING INSTRUCTIONAL BEST PRACTICES IN THE CLASSROOM, BY LANGUAGE OF INSTRUCTION, KYRGYZSTAN (n)

Russian	18% (21)
Kyrgyz	29% (107)

Data analysis

We are not surprised that at baseline, just over a quarter of teachers demonstrate best practices in the classroom. The higher score among Kyrgyz-medium teachers is surprising as Russian-medium classes often have more materials available and teachers commonly use more modern teaching methods. Although there are no historical data available for comparison, it is assumed that the higher level of Russian-medium teachers has decreased significantly in recent years.

Regional variation among scores is expected. More than half of the Kyrgyz-medium teachers from Chui and Issyk-Kul regions demonstrate reading instructional best practices, which might be linked with successful implementation in those regions of previous USAID and other donor-supported education and reading projects. The USAID/Quality Learning Project took place in Chui, and the World Bank Rural Education Project (which focused on formative assessment) took place in Issyk-Kul. Teachers from Osh City and Osh region demonstrate the lowest level of reading instruction (8 percent and 15 percent, respectively). Teachers from Batken also have among the lowest scores, with only 20 percent demonstrating best practices. These regions are all in Cohort 2, meaning they will receive in-service training during the second round of training. Trainers must take into account the low baseline level of this indicator. Bishkek, Chui, Talas, and Jalal-Abad are in the first cohort and have similar levels. This can be an advantage for training activities, as trainers do not need to consider differentiated instruction. The third cohort, which includes teachers from Issyk-Kul and Naryn, can learn from the previous cohorts' trainings and adapt curriculum for the various levels of teachers from these regions.

Supporting data on teachers and classrooms

We examined the performance of teachers on other contextual factors using supporting data from the teacher survey and classroom observation instruments. The following discussion on reading instructional methods is based on self-reported data from the teacher interviews. Teachers most commonly teach letter knowledge through alphabet cards (a method used by 64 percent of teachers), followed by letter games (used by 48 percent of teachers). The classroom observation data show less frequent use of these activities, though the observation was a one-time, one-class snapshot of teacher work. We cannot exclude the possibility that teachers use these methods in their classes regularly but

did not do so on the day of observation. In 28 percent of the classes observed, enumerators saw teachers use letter cards.

Teachers use many methods to teach phonemic awareness, including naming the initial sound (used by 46 percent of teachers), having students identify whether pairs of sounds are the same or different (39 percent), and using clapping to separate word sounds (28 percent). Twenty-three percent of the classes observed included activities on sound difference and similarities, and 42 percent of classes included a teacher demonstration of individual sounds.

Teachers most commonly use guided oral reading to teach fluency (used by 70 percent of teachers). Teachers also commonly use choral reading (44 percent), model reading by the teacher (42 percent), and silent reading (41 percent). The classroom observation data support these numbers. In 64 percent of the classes observed, data collectors saw teachers' model oral reading fluency. In 84 percent of the classes observed, data collectors saw students read individually, in groups, or aloud to the whole class. All of these reading instruction methods are common teaching practices and part of pre-service training for primary-grade teachers.

Teachers most commonly teach vocabulary by explaining the meaning of new words (a strategy used by 67 percent of teachers), followed by playing charades with students (56 percent). Data collectors saw teachers explain new words in 56 percent of the classes observed.

Asking questions both before and after reading is the most commonly used strategy for teaching comprehension, used by 68 percent of teachers. Just over half of the teachers (57 percent) report asking "what and where" reading comprehension questions, whereas 46 percent ask opinion questions and 39 percent use "why" questions. In 85 percent of the observed classes, data collectors saw teachers asking students questions about details of the text, and in 66 percent of the classes, these were higher order questions, what is a very good baseline result. Because we conducted a one-time observation, we do not know if such behaviors happen regularly in class. However, the one-time classroom observation indicates that teachers do understand how to use reading comprehension questions.

Fifty-four percent of teachers report that they have received mentoring support in the last year. Of those receiving mentoring, 37 percent receive weekly or monthly training sessions at school; 27 percent receive reading materials; 59 percent have their lessons observed and have a follow-up discussion with their mentor; 37 percent receive help with lesson planning; and 38 percent receive teaching materials. Teachers report that mentors are Deputy Directors (38 percent), advanced teachers (37 percent), heads of methodological units (36 percent), or groups of primary teachers (25 percent). Most teachers (54 percent) report having more than one mentor, thus the percentages reported do not sum to 100.

Lesson planning was one of the "essential activities" included in the indicator calculation and it is also a focus point of the training. The teacher survey suggests that teachers are making lesson plans, and 96 percent of teachers could produce a lesson plan for their classes when asked. In 66 percent of the classes observed, the teachers had a lesson plan, which implies that though teachers create lesson plans at a higher rate (96 percent), they are not referenced during the lesson. Lesson plans most frequently include activities covering reading comprehension (73 percent) and vocabulary work (58 percent). Writing and phonemic awareness receive much less attention in lesson planning, appearing in 15 percent and 8 percent of lesson plans, respectively. However, this variation is partially explained by the different grade levels that were observed, given that not all grade levels are expected to focus on every reading skill in the same way.

Teachers overall have high levels of qualification. Seventy-nine percent of teachers have a bachelor's degree or higher. Nineteen percent have a vocational or technical college degree. The remaining 1 percent have a secondary education only. Teachers have an average of 21 years of teaching experience (with responses ranging from zero to 56 years). A quarter of teachers have been teaching for 10 years or fewer and a quarter have been teaching for 30 years or more. This wide range of experience has the potential to positively influence teacher practices as more experienced teachers may act as mentors or coaches for those with less experience. However, more experienced teachers may also be reluctant to change their teaching practices. Older teachers may not be as willing to adopt new practices that come from the training.

INDICATORS 5 THROUGH 11 are reported in Table 15. We do not include notes of calculation or analysis as these data report straight input counts.

TABLE 15. INDICATORS 5–11, KYRGYZSTAN

#	Indicator	2014 Target	2014 Actual	Notes
5	Number of primary grade students taught by teachers who have received reading training	77,650 students	-	Will be reported in project year 2 when cohort 1 teachers complete school-based training.
6	Number of schools getting support	387 schools	478 schools	Cohort 1 regions have changed, so by September 2014, primary grade teachers from 478 schools (out of 621 schools of Cohort 1) participated in the district-level training.
7	Number of in-service training packages developed and approved by MOE	2 packages	6 packages	3 training packages, differing by level and length of training were submitted for Kyrgyz reading standards, 3 for Russian reading standards. All 6 were approved by Academic Council of KAE, Protocol # 5 on May 30, 2014
8*	Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	2,274 educators	100 educators	Actual numbers include national trainers, who received level 1 training.
9	Number of teachers/ other educators receiving in-service training in reading: <ul style="list-style-type: none"> Trainers, MOE/ITTI/DED officials Mentors (Deputy principal, methodist, advanced teacher) Primary grade teachers (except mentors) 	2,299 educators 25 trainers 774 mentors 1,500 teachers	100 educators	Numbers reflect trainers and officials who completed the national level training. Mentors and teachers from target schools Cohort 1 will be reported after completing school based trainings in project year 2
10	Number of in-service training materials distributed to teachers/other educators.	TBD	5,836 materials	For Kyrgyzstan, the number includes training materials and the new reading standards.
11	Number of mentoring guides distributed to mentors	1,000 guides	0	In Kyrgyzstan, the mentoring guide will be distributed in November 2014 during the cohort 1 mentoring training.

* Standard USAID Indicator

INDICATOR 12: PERCENT OF TEACHERS USING RESULTS OF CLASSROOM-BASED READING ASSESSMENT

At baseline, 28 percent of teachers use the results from classroom-based reading assessments.

Indicator calculation

Teachers who use results from classroom-based reading assessments were counted using data from the teacher interviews. Teachers who responded that they use notes on student progress to assess their teaching methods are classified as using these results.

TABLE 16. PERCENT OF TEACHERS USING RESULTS OF CLASSROOM-BASED READING ASSESSMENT, BY REGION, KYRGYZSTAN, (n)

Batken	21% (42)
Bishkek	35% (17)
Chui	23% (77)
Naryn	36% (39)
Issyk-Kul	54% (57)
Osh Region	13% (129)
Jalal-Abad	36% (113)
Talas	25% (28)
Osh City	8% (13)
Kyrgyzstan	28% (515)

TABLE 17. PERCENT OF TEACHERS USING RESULTS OF CLASSROOM-BASED READING ASSESSMENT, BY SCHOOL LANGUAGE(S) OF INSTRUCTION, KYRGYZSTAN, (n)

Kyrgyz only	22% (284)
Kyrgyz and Russian	43% (158)
Kyrgyz, Russian, and Uzbek	30% (20)
Kyrgyz and Uzbek	25% (4)
Russian	13% (40)

Data analysis

Teachers from Issyk-Kul have the highest rate of using results from student assessments (used by 54 percent of teachers). Assessment was a focus of the World Bank Rural School Project that took place in Issyk-Kul. The regional ITTI also strongly supported this initiative. Bishkek, Naryn, and Jalal-Abad all have similar rates of teachers using assessment results (35 percent). Batken, Chui, and Talas have similar rates, just over 20 percent. Osh has the lowest rate of 8 percent.

Supporting data on teachers and classrooms

Most teachers (65 percent) report that comprehension is their main method of assessing student reading ability, with monitoring speed of reading reported as the second most common method of assessing students (used by 20 percent of teachers). Sixty-four percent of teachers report assessing students during every lesson, and 25 percent report assessing them weekly. Few teachers (35 percent) have a written reading assessment plan, and only slightly more (45 percent) have written notes on student progress. Of those with student progress notes, 43 percent use the notes to inform parents of their children's progress. Teachers were also asked about the other methods they use to assess student reading. Teachers most commonly use reading speed (75 percent of teachers) and oral questioning (71 percent) to assess student reading. Sixty-eight percent of teachers report that they work with students individually when they do not meet assessment criteria, and 5 percent say they give these students low marks. During the classroom observations, 15 percent of teachers were seen taking notes during class.

4.3 INTERMEDIATE RESULT 2: READING MATERIALS

The availability of reading materials in the home and in the classroom is critical for improved reading outcomes for youth. We investigated the availability of grade-level-appropriate supplemental reading materials for students to use in the classroom and at home. The PMEP uses two indicators to measure reading material availability: Indicator 13 focuses on the availability of reading materials at the community level and Indicator 14 looks at the number of reading materials added by the project.

INDICATOR 13: PERCENT OF SCHOOLS AND COMMUNITIES WITH AN ADEQUATE NUMBER OF GRADE-LEVEL-APPROPRIATE SUPPLEMENTARY READING MATERIALS

At baseline, 15 percent of communities have an adequate number of grade-level-appropriate supplementary reading materials.

Indicator calculation

This indicator was created using survey and observational data from parent interviews, teacher interviews, and classroom observations. Schools with an adequate number of available books fulfill at least **two** of the following **three** criteria:

- Data collectors observed that non-textbook books were available in the classroom during the classroom observation in half or more of the classes observed per school.
- Data collectors observed that non-textbook books were available in the classroom during the teacher interview in half or more of the interviews per school.
- Data collectors observed more than 100 children’s books available in the school library.

Homes with an adequate number of available children’s books have 10 or more children’s books at home, as self-reported by parents. This median of the binary variable (homes with five or more books and homes with fewer than five books) is reported per community.

TABLE 18. PERCENT OF SCHOOLS AND COMMUNITIES WITH AN ADEQUATE NUMBER OF GRADE-LEVEL-APPROPRIATE SUPPLEMENTARY READING MATERIALS, BY REGION, KYRGYZSTAN

	Books at School (n)	Books at Home (n)	Books at School and Home (n)
Batken	46% (13)	0% (12)	0% (13)
Bishkek	100% (11)	38% (8)	27% (11)
Chui	79% (28)	26% (23)	18% (28)
Naryn	81% (16)	6% (16)	6% (16)
Issyk-Kul	90% (21)	40% (20)	38% (21)
Osh Region	54% (39)	13% (39)	8% (39)
Jalal-Abad	78% (36)	13% (32)	11% (36)
Talas	70% (10)	33% (9)	20% (10)
Osh City	33% (3)	0% (3)	0% (3)
Kyrgyzstan	72% (177)	19% (162)	15% (177)

TABLE 19. PERCENT OF SCHOOLS AND COMMUNITIES WITH AN ADEQUATE NUMBER OF GRADE-LEVEL-APPROPRIATE SUPPLEMENTARY READING MATERIALS, BY SCHOOL LANGUAGE(S) OF INSTRUCTION, KYRGYZSTAN, (n)

Kyrgyz only	59% (71)
Kyrgyz and Russian	69% (42)
Kyrgyz, Russian, and Uzbek	33% (6)
Russian only	80% (10)

Data analysis

The percent of **schools** with an adequate number of books is quite high (72 percent). All Bishkek schools have adequate numbers of books. With regard to books in the **home**, the worst situations are in Osh City and Batken, where no homes have an adequate number of books. The supply of books at **home** appears to be a much bigger challenge than the supply of books at **school**.

In regions where the Russian language is used more often and where Russian books are available (Bishkek, Chui, Issykul, Talas), higher numbers of books are reported. Because of the wider availability of Russian-language children's books, schools that have Russian as a language of instruction can more easily supply an adequate number of books. The numbers reflect this, with Russian-medium schools having the highest percentage of schools with adequate numbers of books.

Supporting data on supplementary reading materials

Teachers also report that they use supplementary materials in class, with 89 percent reporting that they use non-textbook reading materials. Thirty percent of teachers report that they use non-textbook reading materials once or more per lesson, and 62 percent report that they use materials about once a week. However, 35 percent of those who report using these materials say they do not have any in their classroom. Conversely, 38 percent of those who do not use the materials say they do have them in the classroom. When asked to show these non-textbook materials to the data collector, 88 percent of teachers were able to do so. Most teachers have collections of fewer than 10 non-textbook materials (40 percent). Thirty-five percent have between 10 and 20 non-textbook materials. Based on their classroom observations, data collectors report that 52 percent of classes do not have any non-textbook reading materials available. While a much higher percentage of teachers were able to show materials, this discrepancy suggests that materials are not kept in the classroom or are not evenly distributed among reading classrooms. Materials are available for teachers' use during lessons but are not available to children for reading.

INDICATOR 14 is reported in Table 20. We do not include notes of calculation or analysis as these data report straight input counts.

TABLE 20. INDICATOR 14, KYRGYZSTAN

Indicator	Target PY 1	Actual PY 1	Comments
Number of supplementary reading materials for students in Grades 1–4 distributed to schools and communities/libraries	500,000	108	18 sets of six books distributed to schools that held summer camps in 2014 with USAID/Quality Reading Project training

4.4 INTERMEDIATE RESULT 3: OUT-OF-SCHOOL READING TIME

The following six indicators focus on out-of-school reading and community-level elements of the USAID/Quality Reading Project. They capture both attitudes towards and the prevalence of reading at home, as well as the various qualities of reading events.

INDICATOR 15: PERCENT OF PARENTS WHO HAVE CHANGED IN THEIR ATTITUDES TOWARDS READING

While this indicator cannot be reported until we have follow-up values and can calculate the change in attitudes, we present baseline values below to provide the basis for future reporting.

Indicator calculation

Data collectors interviewed parents to learn more about their attitudes towards reading. We expected response bias to be high because respondents are likely to respond with what is assumed to be the preferred answer, which may differ from their actual thoughts or preferences. Responses about

attitudes towards reading were generally positive. Because the indicator is designed to measure change, we do not report the percent of parents who have changed their attitudes but the baseline values only.

Attitudes towards reading are captured through a composite score of responses to questions from parent interviews. (See Appendix B for the instrument.) Questions 22, 23, 29, and 32 were included, with a score ranging from one point (“strongly disagree”) to five points (“strongly agree”). Questions 24 and 26 were included with the reverse point values, where one point was given for “strongly agree” and five points were given for “strongly disagree.” Points were summed for each respondent. Composite scores can range from 6 to 30. At baseline, scores range from 14 to 30, with a mean value of 24 in Kyrgyzstan.

TABLE 21. AVERAGE COMPOSITE READING ATTITUDE SCORE, BY REGION AND GENDER, KYRGYZSTAN

	Total (n)	Female Respondent (n)	Male Respondent (n)
Batken	24.4 (107)	24.4 (87)	24.3 (20)
Bishkek	24.2 (39)	24.1 (31)	24.5 (8)
Chui	23.9 (215)	24.1 (176)	23 (39)
Naryn	24.2 (97)	24.2 (92)	24.2 (5)
Issyk-Kul	24.2 (141)	24.3 (110)	23.6 (31)
Osh Region	24.2 (298)	23.8 (248)	24.0 (50)
Jalal-Abad	23.8 (268)	24.5 (214)	24.5 (53)
Talas	24.6 (68)	24.6 (57)	24.5 (11)
Osh City	24 (27)	24 (25)	23.5 (2)
Kyrgyzstan	24.2 (1,261)	24.2 (1,041)	24 (219)

Data analysis

The attitude scores are difficult to interpret without an opportunity to look at changes. However, given that scores can range from a possible minimum of 6 to a maximum of 30, it is worth noting that the baseline values are quite high. It is encouraging to see that parent attitudes towards reading are already at very positive. As a result, there is little room for improvement. The Project may consider additional data analysis in the future to explore the connection between attitudes towards reading and the amount of actual time spent reading. Current instruments do not have very detailed information on the amount of time-spent reading, which could change for future rounds of data collection.

INDICATOR 16: PERCENT OF PRIMARY-GRADE STUDENTS PARTICIPATING IN OUT-OF-SCHOOL READING ACTIVITIES

At baseline, 61 percent of students participate in out-of-school reading activities. However, this is based on a sample of students who were surveyed, whereas future reporting will be based on attendance rosters for USAID/Quality Reading Project-sponsored events.

Indicator calculation

The number of students participating in out-of-school reading activities was calculated using data from the student questionnaire section of the EGRA, which asked students “Have you been to a reading activity that was outside of your regular classes, or even outside of school?” Answers were calculated by gender, home language, and the language of instruction at school.

TABLE 22. PERCENT OF PRIMARY STUDENTS PARTICIPATING IN OUT-OF-SCHOOL READING ACTIVITIES, BY REGION AND GENDER, KYRGYZSTAN

	Total (n)	Boys (n)	Girls (n)
Batken	69% (383)	70% (216)	67% (167)
Bishkek	51% (223)	49% (112)	52% (111)
Chui	51% (1,111)	51% (574)	52% (537)
Naryn	73% (348)	73% (174)	74% (174)
Issyk-Kul	48% (509)	51% (257)	44% (252)
Osh Region	68% (1,243)	69% (650)	68% (593)
Jalal-Abad	65% (1,043)	67% (522)	62% (521)
Talas	54% (380)	51% (195)	56% (185)
Osh City	77% (115)	83% (63)	71% (52)
Kyrgyzstan	61% (5,355)	62% (2,763)	60% (2,592)

TABLE 23. PERCENT OF PRIMARY STUDENTS PARTICIPATING IN OUT-OF-SCHOOL READING ACTIVITIES, BY REGION AND HOME LANGUAGE, KYRGYZSTAN

	Russian Spoken at Home (n)	Kyrgyz Spoken at Home (n)	Uzbek Spoken at Home (n)
Batken	50% (4)	71% (351)	27% (15)
Bishkek	28% (46)	57% (168)	-
Chui	25% (175)	60% (836)	0 (3)
Naryn	-	74% (341)	-
Issyk-Kul	22% (64)	53% (401)	-
Osh Region	50% (26)	72% (1,001)	56% (149)
Jalal-Abad	15% (20)	68% (911)	41% (69)
Talas	37% (35)	56% (340)	-
Osh City	-	77% (113)	-
Kyrgyzstan	27% (370)	65% (4,462)	49% (236)

TABLE 24. PERCENT OF PRIMARY STUDENTS PARTICIPATING IN OUT-OF-SCHOOL READING ACTIVITIES, BY REGION AND LANGUAGE OF INSTRUCTION, KYRGYZSTAN

	Russian (n)	Kyrgyz (n)
Batken	44% (18)	71% (356)
Bishkek	19% (116)	85% (107)
Chui	15% (466)	78% (641)
Naryn	-	73% (344)
Issyk-Kul	19% (230)	71% (273)
Osh Region	16% (273)	83% (959)
Jalal-Abad	11% (142)	73% (891)
Talas	30% (158)	71% (221)
Osh City	-	77% (114)
Kyrgyzstan	18% (1,403)	76% (3,906)

Data analysis

Participation varies among region but rarely drops below 50 percent. There are no big differences in participation between boys and girls. Though the numbers are too small to be considered

representative, participation among Uzbek-speaking students is much lower compared to participation among Russian- and Kyrgyz-speaking students. Students who study in Kyrgyz attend events much more frequently than students who study in Russian. Nationwide, 76 percent of students studying in Kyrgyz have attended an activity, compared to only 18 percent of students studying in Russian.

Going forward, we will collect attendance data based on event rosters rather than surveys of students. This will provide us better data to understand which students attend which type of event. These data may explain the great discrepancy in attendance by language of instruction.

INDICATOR 17: PERCENT OF PARENTS/OTHER ADULTS READING NON-TEXTBOOK MATERIALS WITH STUDENTS AT HOME

At baseline, 84 percent of parents are reading to their children at home.

Indicator calculation

Survey data from parent and student interviews were used to calculate Indicator 17. Where parent and student answers about home reading activities differed, student responses were used. Parents who reported reading with their children every day, most days, or two to three times a week were classified as reading to their children at home.

TABLE 25. PERCENT OF PARENTS READING WITH CHILDREN AT HOME, BY REGION AND GENDER, KYRGYZSTAN

	Total (n)	Boys (n)	Girls (n)
Batken	84% (113)	84% (56)	88% (40)
Bishkek	77% (43)	92% (12)	83% (18)
Chui	84% (220)	83% (92)	95% (94)
Naryn	83% (111)	94% (33)	95% (43)
Issyk-Kul	81% (171)	91% (45)	93% (41)
Osh Region	82% (331)	82% (146)	91% (128)
Jalal-Abad	86% (293)	88% (110)	93% (132)
Talas	90% (71)	89% (28)	91% (23)
Osh City	87% (31)	94% (16)	92% (12)
Kyrgyzstan	84% (1,384)	86% (2,857)	92% (2,674)

* Note that because of missing information on student gender, the data presented in the right two columns are only for those for whom we know the gender. The table above presents the average in the left column, which includes those with missing gender information. There is an upward bias in the number of students who are read to at home when limiting the data to only those with known gender.

TABLE 26. PERCENT OF PARENTS READING WITH CHILDREN AT HOME, BY REGION AND DIFFERENCE BETWEEN HOME AND SCHOOL LANGUAGE, KYRGYZSTAN

	Percent of students whose language of instruction is the <i>same</i> as their primary home language who are read to at home (n)	Percent of students whose language of instruction <i>differs from</i> their primary home language who are read to at home (n)
Batken	84% (101)	83% (12)
Bishkek	81% (26)	71% (17)
Chui	82% (160)	90% (60)
Naryn	83% (109)	100% (2)
Issyk-Kul	82% (120)	80% (51)
Osh Region	80% (230)	88% (101)

Jalal-Abad	86% (229)	84% (64)
Talas	85% (41)	97% (30)
Osh City	86% (29)	100% (2)
Kyrgyzstan	83% (1,046)	86% (339)

Data analysis

Overall, rates of parents reading to children at home are very high. Girls are read to more commonly than boys, though not consistently across regions. Rates are also very high when looked at in the context of home and school language differences.

INDICATOR 18: PERCENT OF PRIMARY-GRADE STUDENTS PARTICIPATING IN AN AT-HOME READING PROGRAM

At baseline, 90 percent of students read non-textbooks at home.

Indicator calculation

Students were asked if they read non-textbook books at home. The question did not ask about specifics (such as when or how often); rather, it asked generally about reading non-textbook books at home in order to avoid unnecessary complication. Students' answers were tabulated according to gender, the language at spoken at home, and the language of instruction at school.

TABLE 27. PERCENT OF PRIMARY STUDENTS READING AT HOME, BY REGION AND GENDER, KYRGYZSTAN

	Total (n)	Boys (n)	Girls (n)
Batken	90% (391)	87% (217)	94% (174)
Bishkek	88% (234)	88% (114)	88% (120)
Chui	91% (1,138)	89% (585)	93% (553)
Naryn	93% (360)	94% (177)	92% (183)
Issyk-Kul	93% (516)	92% (262)	95% (254)
Osh Region	88% (1,265)	85% (662)	90% (603)
Jalal-Abad	88% (1,086)	87% (543)	90% (543)
Talas	90% (403)	86% (212)	94% (191)
Osh City	95% (118)	94% (66)	96% (52)
Kyrgyzstan	90% (5,511)	88% (2,838)	92% (2,673)

TABLE 28. PERCENT OF PRIMARY STUDENTS READING AT HOME, BY REGION AND HOME LANGUAGE, KYRGYZSTAN

	Russian Spoken at Home (n)	Kyrgyz Spoken at Home (n)	Uzbek Spoken at Home (n)
Batken	100% (4)	90% (357)	73% (15)
Bishkek	94% (48)	86% (177)	-
Chui	97% (187)	90% (849)	100% (3)
Naryn	-	93% (354)	-
Issyk-Kul	97% (64)	92% (408)	-
Osh Region	93% (27)	87% (1,003)	87% (169)
Jalal-Abad	100% (21)	89% (950)	68% (69)
Talas	95% (39)	89% (358)	-
Osh City	-	95% (116)	-
Kyrgyzstan	96% (390)	90% (4,572)	81% (256)

TABLE 29. PERCENT OF PRIMARY STUDENTS READING AT HOME, BY REGION AND LANGUAGE OF INSTRUCTION, KYRGYZSTAN

	Russian (n)	Kyrgyz (n)
Batken	85% (20)	91% (361)
Bishkek	84% (119)	91% (115)
Chui	96% (494)	87% (640)
Naryn	-	93% (356)
Issyk-Kul	97% (228)	90% (281)
Osh Region	94% (295)	86% (959)
Jalal-Abad	92% (150)	87% (926)
Talas	97% (176)	85% (226)
Osh City	-	95% (117)
Kyrgyzstan	94% (1,482)	88% (3,981)

Data analysis

Results on average are higher than expected, with 90 percent of students nationwide reporting that they read at home. Girls read at home more commonly than boys. Russian speakers also read at home more commonly than Kyrgyz speakers. This difference holds true for Russian-medium students compared to Kyrgyz-medium students. This may be because Russian language reading materials are more readily available.

INDICATORS 19 AND 20 are reported in Table 30. We do not include notes of calculation or analysis as these data report straight input counts. Below the table are estimates based on baseline data surveys.

TABLE 30. INDICATORS 19 AND 20, KYRGYZSTAN

	Indicator	Target PY 1	Actual PY 1	Comments
19	Number of out-of-school reading activities	774	18 (summer camps)	Summer camp activities as well as Jump Start program activities moved to year 2; year 1 was a pilot.
20	Number of teachers, other educators and community members (including parents) trained and equipped to implement out-of-school reading activities	11,610 educators	32 educators	Teachers were trained for the pilot summer camps.

Data analysis

Baseline data collection asked about participation in reading activities. Data sources included the librarian, parent, and student interviews. Librarians were asked how many reading activities were held in the school during the last year, with zero presented as one of the categorical response options. Parents were asked if their children ever participated in reading events in or out of school. Students were asked if they had ever been to a reading activity that was outside of regular classes, or even outside of school. Librarian data can be considered a proxy for events that were held, while parent and student responses can be considered proxies for attendance at such events. As such, we would expect the percentage of librarians responding that they have had one or more reading activities to be higher than the percentage of students or parents reporting on these activities. Availability of out-of-school reading activities does not guarantee participation in the provided activities by students or parents.

In Kyrgyzstan, 89 percent of librarians reported holding at least one reading activity, while 61 percent of students and 38 percent of parents indicated that they had participated in at least one out-of-school reading activity.

Indicator 20 will be reported based on the rosters of the trainings. However, to give an indication of baseline levels, we present the percentage of librarians who have received training on conducting out-of-school reading activities. This is based on a representative sample of librarians. Librarians were asked if they had ever received training.

TABLE 31. PERCENT OF LIBRARIANS WHO HAVE BEEN TRAINED ON CONDUCTING OUT-OF-SCHOOL READING ACTIVITIES, BY REGION, KYRGYZSTAN, (n)

Batken	72% (11)
Bishkek	100% (2)
Chui	36% (14)
Naryn	70% (10)
Issyk-Kul	64% (14)
Osh Region	34% (32)
Jalal-Abad	43% (28)
Talas	57% (7)
Osh City	67% (3)
Kyrgyzstan	50% (121)

4.5 INTERMEDIATE RESULT 4: INCREASED GOVERNMENT SUPPORT TO IMPROVE READING

The remaining three indicators focus on policy-level outcomes and capacity building.

TABLE 32. INDICATORS 21–23, KYRGYZSTAN

#	Indicator	Target PY 1	Actual PY 1	Comments
21*	Number of standardized reading assessments supported by USG	1	1	EGRA conducted in April 2014 in 130 schools nationwide
22	Number of administrators and officials successfully trained to use reading assessment results	50 officials	0 officials	Dissemination workshop for MOE officials moved from September to December 2014
23*	Number of laws, policies, regulations, or guidelines developed or modified to improve primary-grade reading programs or increase equitable access	TBD	2 standards	Primary-grade reading standards approved for Kyrgyz and Russian

* Standard USAID indicator

5. FINDINGS AND ANALYSIS: TAJIKISTAN

5.1 GOAL-LEVEL INDICATORS: READING OUTCOMES OF STUDENTS IN GRADES 1–4

Indicators 1 and 2 measure student reading outcomes. The first indicator captures the change in student reading outcomes (defined by reading fluency) over the course of the project. The impact

evaluation establishes the impact of the program on student reading. (The results of the baseline impact evaluation are reported in Section 6). Indicator 2 measures the percentage of students in Grade 2 who read proficiently (defined by fluency and comprehension).

INDICATOR 1: PERCENTAGE CHANGE IN THE PROPORTION OF STUDENTS IN PROGRAM SCHOOLS WHO READ PROFICIENTLY ACCORDING TO NATIONAL STANDARDS

At baseline, 12 percent of students demonstrate reading proficiency according to national standards.

Indicator calculation

This indicator measures grade student fluency and comprehension scores against national standards. At baseline we present the percent of students who show proficiency, but in future reports this indicator will measure the percent change in students who read proficiently. See EGRA report for details on national proficiency standards.

TABLE 33. PERCENT OF STUDENTS WHO READ PROFICIENTLY ACCORDING TO NATIONAL STANDARDS, BY GRADE AND GENDER³, TAJIKISTAN

	Total (n)	Boys (n)	Girls (n)
Grade 1	29.3% (1,111)	27.6% (579)	31.0% (532)
Grade 2	14.9% (376)	12.1% (1,283)	17.9% (1,235)
Grade 4	1.1% (2,421)	1.0% (1,277)	1.2% (1,144)
Total	12.0% (6,050)	10.5% (3,139)	13.7% (2,911)

TABLE 34. PERCENT OF STUDENTS WHO READ PROFICIENTLY ACCORDING TO NATIONAL STANDARDS, BY REGION, TAJIKISTAN, (n)

DRS	7.8% (1,609)
Dushanbe	20.7% (460)
Kulob	11.9% (941)
Kurgonteppa	16.3% (1,403)
Sugd	11.1% (1,293)
Zarafshon	7.3% (344)
Tajikistan	12.0% (6,050)

TABLE 35. PERCENT OF STUDENTS WHO READ PROFICIENTLY ACCORDING TO NATIONAL STANDARDS, BY LANGUAGE OF INSTRUCTION, TAJIKISTAN, (n)

Tajik	11.7% (5,074)
Russian	13.8% (973)

TABLE 36. PERCENT OF STUDENTS WHO READ PROFICIENTLY ACCORDING TO NATIONAL STANDARDS, BY HOME LANGUAGE, TAJIKISTAN, (n)

Tajik	11.7% (5,100)
Russian	18.0% (316)
Uzbek	10.9% (516)

³ Note that all indicator data is disaggregated according to the PMEP, but that regional or other subgroup disaggregation do not have sufficient sample sizes and may not be representative of the region. Data is representative at the national level, and may not be representative for smaller groups.

TABLE 37. PERCENT OF STUDENTS WHO READ PROFICIENTLY ACCORDING TO NATIONAL STANDARDS, BY SCHOOL LOCATION AND GENDER, TAJIKISTAN, (n)

	Total	Boys	Girls
Rural	9.9% (4,050)	8.4% (2,051)	11.4% (1,999)
Urban	16.4% (2,000)	14.3% (1,088)	18.9% (912)
Tajikistan	12.0% (6,050)	10.5% (3,139)	13.7% (2,911)

Data analysis

The number of students who can read proficiently drops substantially as students get older, with 29.3 percent of students reading proficiently in Grade 1 compared to 1.1 percent in Grade 4. While the drop is large, it is not surprising: students are not gaining the foundation that they need to be proficient readers, so as they progress through school their reading ability falls further and further behind. Girls consistently outperform boys, though the gap decreases as students get older. Students in Dushanbe have the highest rates of proficiency, which is not surprising for the better-resourced capital city. Interestingly, Dushanbe is the only region in which boys outperform girls. District of Republican Subordination (DRS) and Zarafshon lag significantly behind other regions.

Results do not differ greatly for language of instruction though Russian-medium students seem to perform slightly better. There are differences among the results based on the home language of the student, where Russian-speaking students outperform Tajik-speaking students, and Uzbek-speaking students have the lowest rate of proficiency. Data should be interpreted with caution, however, as results may not be representative of the group as a whole.

Students in urban areas outperform students in rural areas. Consistently across school location, girls have higher rates of proficient reading compared to boys.

INDICATOR 2: PROPORTION OF STUDENTS IN INTERVENTION SCHOOLS WHO, BY THE END OF TWO GRADES OF PRIMARY SCHOOLING, DEMONSTRATE THAT THEY CAN READ AND UNDERSTAND THE MEANING OF GRADE-LEVEL TEXT

At baseline, 13.5 percent of grade two students can read and understand the meaning of grade level text.

Indicator calculation

This indicator reports on grade two students who can read and understand grade level text. At baseline, control school data is included, though the language of the indicator specifies intervention schools.

TABLE 38. PERCENT OF GRADE 2 STUDENTS WHO CAN READ AND UNDERSTAND GRADE LEVEL TEXT, BY GENDER, TAJIKISTAN

	Total (n)	Boys (n)	Girls (n)
Grade 2	13.5% (2,518)	10.9% (1,283)	16.3% (1,235)

TABLE 39. PERCENT OF GRADE 2 STUDENTS WHO CAN READ AND UNDERSTAND GRADE LEVEL TEXT, BY REGION⁴, TAJIKISTAN, (n)

DRS	13.1% (794)
Dushanbe	23.0% (161)
Kulob	8.6% (315)

⁴ Note that all indicator data is disaggregated according to the PMP, but that regional or other subgroup disaggregation do not have sufficient sample sizes and may not be representative of the region. Data are representative at the national level, and may not be representative for smaller groups.

Kurgonteppa	13.3% (511)
Sugd	15.5% (561)
Zarafshon	10.2% (176)
Tajikistan	13.5% (2,518)

TABLE 40. PERCENT OF GRADE 2 STUDENTS WHO CAN READ AND UNDERSTAND GRADE LEVEL TEXT, BY LANGUAGE OF INSTRUCTION, TAJIKISTAN, (n)

Tajik	13.9% (2,129)
Russian	11.9% (388)

TABLE 41. PERCENT OF GRADE 2 STUDENTS WHO CAN READ AND UNDERSTAND GRADE LEVEL TEXT, BY HOME LANGUAGE, TAJIKISTAN, (n)

Tajik	13.2% (2,139)
Russian	11.8% (127)
Uzbek	15.4% (214)

TABLE 42. PERCENT OF GRADE 2 STUDENTS WHO CAN READ AND UNDERSTAND GRADE LEVEL TEXT, BY SCHOOL LOCATION AND GENDER, TAJIKISTAN

	Total (n)	Boys (n)	Girls (n)
Rural	11.7% (1,735)	9.2% (862)	14.2% (873)
Urban	17.6% (783)	14.5% (421)	21.3% (362)
Tajikistan	13.5% (2,518)	10.9% (1,283)	16.3% (1,235)

Data analysis

The percent of girls reading at grade level is 5.4 percentage points higher than the percent for boys. Students in Dushanbe significantly outperform students in other regions. Kulob lags behind the most, at 8.6 percent of grade two students reading proficiently compared to the national average of 13.5 percent.

Students who study in Tajik perform better than students who study in Russian. Students who speak Uzbek at home outperform Tajik- and Russian-speakers. As with indicator 1, students in urban areas perform better than students in rural areas. With the exception of Dushanbe and Zarafshon, girls outperform boys. The difference between girls and boys is particularly large in in Kurgonteppa and in the national average of urban areas. Because boys outperform girls in Dushanbe, all of which is classified as urban, this difference is even more striking.

5.2 INTERMEDIATE RESULT 1: READING INSTRUCTION

The first group of indicators focuses on improved reading instruction. These indicators are meant to measure several inputs and outputs in the classroom, ranging from materials to teacher training. Overall, the situation at baseline captured by these indicators shows that levels of teaching reading are low, but that they vary widely throughout the country. Many indicators in this group also measure project inputs and so are not informative at baseline.

INDICATOR 3: PERCENT OF TEACHERS/EDUCATORS GAINING KNOWLEDGE OF PRIMARY-GRADE READING INSTRUCTION FROM TRAINING

Change in teacher knowledge is captured by comparing the results of a pretest (given to teachers at the beginning of the training) with the results of a posttest (given at the end of the training). The

indicator captures the percentage of teachers who show improvement (i.e., those who get more answers correct in the posttest than the pretest). We do not present data for this indicator, as teachers have not yet completed the training. However, we have piloted the test, will have results for the mentors, and advanced teachers who attend the district-level training in the near future. Data on teachers will be available in the next report.

INDICATOR 4: PERCENT OF TEACHERS DEMONSTRATING READING INSTRUCTIONAL BEST PRACTICES IN THE CLASSROOM

At baseline, 20 percent of teachers demonstrate reading instructional best practices in the classroom.

For notes on how instructional best practices are defined and how the indicator was constructed, see the previous section (Section 4.2) on Kyrgyzstan.

TABLE 43. PERCENT OF TEACHERS DEMONSTRATING READING INSTRUCTIONAL BEST PRACTICES IN THE CLASSROOM, BY REGION, TAJIKISTAN (n)

DRS	12% (152)
Dushanbe	50% (30)
Kulob	23% (61)
Kurgonteppa	12% (61)
Sugd	26% (106)
Zarafshon	19% (32)
Tajikistan	19% (484)

TABLE 44. PERCENT OF TEACHERS DEMONSTRATING READING INSTRUCTIONAL BEST PRACTICES IN THE CLASSROOM, BY LANGUAGE OF INSTRUCTION, TAJIKISTAN (n)

Tajik	17% (411)
Russian	32% (73)

Data analysis

Rates for the Russian-medium classes differ widely from the Tajik-medium classes, particularly for District of Republican Subordination (DRS) and Sugd, where we see a markedly higher use of reading instructional best practices in Russian. Teachers in Dushanbe have the overall highest levels of best practices of classroom reading instruction in both Tajik and Russian, in contrast to the extremely low levels in Kurgonteppa. Overall, more Russian-medium teachers demonstrate best practices than Kyrgyz-medium teachers, which is to be expected given the greater access to materials. Dushanbe has the highest levels of instructional best practices, with over half of the teachers in the city demonstrating these practices. Such high levels in the comparatively better-resourced capital city are not surprising.

Supporting data on teachers and classrooms

With supporting data from the teacher survey and classroom observation instruments, we can examine the performance of teachers using a number of other contextual factors. The following reading instructional methods data were self-reported during the teacher interviews. Teachers most commonly teach letter knowledge through letter games (64 percent of teachers), followed by letter songs (54 percent). The classroom observation data show slightly less frequent use of these activities, though the observation was a one-time, one-class snapshot of teacher work. We cannot exclude the possibility that teachers use these methods in their classes regularly but did not do so on the day of the observation. In 43 percent of the classes observed, data collectors saw teachers use oral activities to teach letters.

Teachers use many methods to teach phonemic awareness, including naming the initial sound (used by 57 percent of teachers), having students identify whether pairs of sounds are the same or different (52 percent), and using clapping to separate word sounds (32 percent). Fifty-four percent of the classes observed included activities on sound differences and similarities, and 73 percent of the classes included a teacher demonstration of individual sounds.

Teachers most commonly use guided oral reading to teach fluency (used by 92 percent of teachers). Teachers also commonly model fluent reading (59 percent) and use choral reading (49 percent) and echo reading (43 percent). The classroom observation data support these numbers. In 76 percent of the classes observed, data collectors saw teachers model oral reading fluency. In 83 percent of the classes observed, data collectors saw students read individually, in groups, or aloud to the whole class.

Teachers most commonly teach vocabulary by explaining the meaning of new words (a strategy used by 73 percent of teachers), followed by teaching new words before reading them in passages (45 percent). Data collectors saw teachers explain new words in 67 percent of the classes observed.

Asking different types of questions is the most commonly used strategy for teaching comprehension, used by 67 percent of teachers. Just over half of the teachers (58 percent) report asking students to retell the main points of a story. In 71 percent of the observed classes, data collectors saw teachers asking students questions about details in the text, and in 40 percent of the classes, these questions were higher order questions.

A contributing factor to teachers' low teaching performance is weak school-based mentoring support. Teachers report that they are getting some mentoring support on teaching reading, with 49 percent reporting that they have received such support in the last year. Of those receiving mentoring, 23 percent receive weekly or monthly training sessions at school; 54 percent receive reading materials; 40 percent have their lessons observed and have a follow-up discussion with their mentor; 45 percent receive help with lesson planning; and 40 percent receive teaching materials. Teachers report that mentors are Deputy Directors (60 percent), advanced teachers (49 percent), heads of methodological units (43 percent), methodist (23 percent), and groups of primary teachers (19 percent). Most teachers (62 percent) report having more than one mentor, thus the percentages reported above sum to over 100.

Lesson planning is another essential element that contributes to instructional best practices. Lesson planning was deemed an essential activity for this indicator and is a major focus of the training. The data show that teachers are making lesson plans—93 percent of teachers can produce a lesson plan for their classes when asked. In 55 percent of the classes observed, the teachers had a lesson plan, which implies that though 93 percent of teachers create lesson plans they are not referenced during the lesson. Lesson plans most frequently include activities covering reading fluency (72 percent) and comprehension (64 percent). Letter knowledge and phonemic awareness receive much less attention in lesson planning, appearing in 27 percent and 25 percent of lesson plans, respectively.

Teachers have mixed levels of qualifications. Almost half of the teachers (46 percent) have vocational or technical college as their highest level of education. Thirty-eight percent have a bachelor's degree and 12 percent have a master's degree. The remaining 4 percent have a secondary education only. Teachers have an average of 17 years of teaching experience (ranging from 1 to 51 years). A quarter of teachers have been teaching for nine years or fewer and a quarter have been teaching for 24 years or more.

INDICATORS 5 THROUGH 11 are reported in Table 45. We do not include notes of calculation or analysis as these data report straight input counts.

TABLE 45. INDICATORS 5–11, TAJIKISTAN

#	Indicator	2014 Target	2014 Actual	Notes
5	Number of primary-grade students taught by teachers who have received reading training	168,600 students	-	Will be reported in Project Year 2 when Cohort 1 teachers complete school-based training
6	Number of schools getting support	766 schools	766 schools	School-level activities will start in mid-October 2014
7	Number of in-service training packages developed and approved by MOE	2 packages	0 packages	Each IST set (in two languages) includes four training packages, differing by level and length of training, which were submitted to the MOE for approval. Approval is expected in October 2014.
8*	Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	5,056 educators	2,716 educators	
9	Number of teachers/other educators receiving in-service training in reading: Trainers, MOE/ITTI/DED officials Mentors (Deputy principal, methodist, advanced teacher) Primary grade teachers (except mentors)	5,106 educators (50 trainers; 774 mentors; 3,141 teachers)	2,716 educators (113 trainers; 2,603 mentors; 0 teachers)	Primary-grade teacher training will begin in November 2014.
10	Number of in-service training materials distributed to teachers/other educators	TBD	2,716 materials	
11	Number of mentoring guides distributed to mentors	1,700 guides	2,716 guides	

* Standard USAID Indicator

INDICATOR 12: PERCENT OF TEACHERS USING RESULTS OF CLASSROOM-BASED READING ASSESSMENT

At baseline, 9 percent of teachers use results from classroom-based reading assessments.

Indicator calculation

Teachers who use the results from classroom-based reading assessments were counted using data from the teacher interviews. Teachers who responded that they use notes on student progress to assess their teaching methods were classified as using these results.

TABLE 46. PERCENT OF TEACHERS USING RESULTS OF CLASSROOM-BASED READING ASSESSMENT, BY REGION, TAJIKISTAN, (n)

DRS	6% (166)
Dushanbe	14% (28)
Kulob	8% (65)
Kurgonteppa	8% (100)

Sugd	14% (112)
Zarafshon	6% (36)
Tajikistan	9% (507)

TABLE 47. PERCENT OF TEACHERS USING RESULTS OF CLASSROOM-BASED READING ASSESSMENT, BY SCHOOL LANGUAGE(S) OF INSTRUCTION, TAJIKISTAN, (n)

Tajik only	6% (351)
Tajik and Russian	25% (52)
Tajik and Uzbek	8% (72)
Tajik, Russian, and Uzbek	0% (19)

Data analysis

Overall, use of classroom-based reading assessments is low. Dushanbe and Sugd demonstrate slightly higher use than average, which may be related to the greater availability of resources mentioned previously. However, the low use of classroom-based reading assessments in DRS calls into the question the reliability of the distribution of resources as a causal factor, given that DRS has the highest level of best classroom instructional practices.

Supporting data on teachers and classrooms

Almost half of the teachers (49 percent) report that their main method of assessing student reading ability is monitoring the speed at which students read. Forty-three percent report that monitoring comprehension is their main method. Fifty-five percent of teachers report assessing students during every lesson, and 27 percent report assessing students weekly. Few teachers (27 percent) have a written reading assessment plan, and only slightly more (30 percent) have written notes on student progress. Of those with student progress notes, 51 percent use the notes to assign marks. Teachers were also asked about the other methods they use to assess student reading. Teachers most commonly use reading speed (81 percent of teachers) and homework (72 percent) to assess student reading. Fifty-two percent of teachers report that they involve parents when students do not meet assessment criteria, 43 percent report that they work with students individually, and 9 percent report that they change their teaching method. During the classroom observations, 28 percent of teachers were seen taking notes during class.

5.3 INTERMEDIATE RESULT 2: READING MATERIALS

The availability of reading materials in the home and in the classroom is critical for improved reading outcomes for youth. We investigated the availability of grade-level-appropriate supplemental reading materials for students to use in the classroom and at home. The PMEP uses two indicators to measure reading material availability: Indicator 13 focuses on availability at the community level and Indicator 14 looks at the number of reading materials added by the project.

INDICATOR 13: PERCENT OF SCHOOLS AND COMMUNITIES WITH AN ADEQUATE NUMBER OF GRADE-LEVEL-APPROPRIATE SUPPLEMENTARY READING MATERIALS

At baseline, 10 percent of communities have an adequate number of grade-level-appropriate supplementary reading materials.

For notes on how the indicator was constructed, see Section 4.3 on Kyrgyzstan.

TABLE 48. PERCENT OF SCHOOLS AND COMMUNITIES WITH AN ADEQUATE NUMBER OF GRADE-LEVEL-APPROPRIATE SUPPLEMENTARY READING MATERIALS, BY REGION, TAJIKISTAN

	Books at School (n)	Books at Home (n)	Books at School and Home (n)
DRS	46% (46)	2% (43)	2% (46)
Dushanbe	89% (9)	56% (9)	56% (9)
Kulob	30% (20)	5% (19)	5% (20)
Kurgonteppa	38% (31)	8% (26)	6% (31)
Sugd	61% (31)	13% (30)	13% (31)
Zarafshon	22% (9)	22% (9)	11% (9)
Tajikistan	47% (146)	11% (136)	10% (146)

TABLE 49. PERCENT OF SCHOOLS AND COMMUNITIES WITH AN ADEQUATE NUMBER OF GRADE-LEVEL-APPROPRIATE SUPPLEMENTARY READING MATERIALS, BY SCHOOL LANGUAGE(S) OF INSTRUCTION, TAJIKISTAN, (n)

Tajik only	30% (89)
Tajik and Russian	93% (15)
Tajik and Uzbek	33% (18)

Data analysis

Fewer than half of the schools have enough books at the national level. Dushanbe and Sugd are the only regions where more than half of the schools have an adequate supply of books. The situation in the home is much more serious, with only 11 percent of homes nationally having enough books. Dushanbe has a much higher than average percentage of homes with adequate books (56 percent). It is not surprising that schools and homes in the capital have greater access to children's books.

Almost all schools that teach in both Tajik and Russian have an adequate number of books. Because Russian books are much more widely available, it is easier for Russian-medium schools to stock children's books. Schools that teach in Uzbek are at a disadvantage because of the relative lack of availability of Uzbek-language children's books in Tajikistan.

Supporting data on supplementary reading materials

Teachers also report that they are using supplementary materials in class, with 79 percent saying they use non-textbook reading materials. Thirty-four percent of teachers report that they use non-textbook reading materials once or more per lesson and 55 percent report that they use materials about once a week. However, 40 percent of those who report using these materials say they do not have any in their classroom. Conversely, 16 percent of those who do not use the materials say they do have them in their classroom. When asked to show these non-textbook materials to the data collector, 84 percent were able to do so. Most teachers have collections of fewer than 10 non-textbook materials (62 percent). Twenty-four percent have between 10 and 20 non-textbook materials. Based on their classroom observations, data collectors report that 65 percent of classes do not have any non-textbook reading materials available. A much higher percentage of teachers were able to show materials and this discrepancy suggests that materials are not kept in the classroom or are not evenly distributed among reading classrooms.

INDICATOR 14 is reported in Table 50. We do not include notes of calculation or analysis as these data report straight input counts.

TABLE 50. INDICATOR 14, TAJIKISTAN

Indicator	Target PY 1	Actual PY 1	Comments
Number of supplementary reading materials for students in Grades 1–4 distributed to schools and communities/libraries	500,000	0	Materials distribution will begin in Project Year 2

5.4 INTERMEDIATE RESULT 3: OUT-OF-SCHOOL READING TIME

The following six indicators focus on out-of-school reading and community-level elements of the USAID/Quality Reading Project. They capture both attitudes towards and the prevalence of reading at home, as well as the various qualities of reading events.

INDICATOR 15: PERCENT OF PARENTS WHO HAVE CHANGED IN THEIR ATTITUDES TOWARDS READING

While this indicator cannot be reported until we have follow-up values and are able to calculate the change in attitudes, we present baseline values below to provide the basis for future reporting.

Indicator calculation

Data collectors interviewed parents to learn more about their attitudes towards reading. We expected response bias to be high because respondents are likely to respond with what is assumed to be the preferred answer, which may differ from their actual thoughts or preferences. Responses about attitudes towards reading were generally positive. Because the indicator is designed to measure change, we do not report the percent of parents who have changed their attitudes but the baseline values only.

Attitudes towards reading are captured using a composite score of responses to questions from parent interviews. (See Appendix B for the instrument.) Questions 22, 23, 29, and 32 were included, with response options ranging from one point (“strongly disagree”) to five points (“strongly agree”). Questions 24 and 26 were included with the reverse point values, where one point was given for “strongly agree” and five points were given for “strongly disagree.” Points were summed for each respondent. Composite scores can range from 6 to 30. At baseline, scores range from 13 to 30, with a mean value of 23.

TABLE 51. AVERAGE COMPOSITE READING ATTITUDE SCORE, BY REGION, TAJIKISTAN

Regions	Total (n)	Female Respondent (n)	Male Respondent(n)
DRS	22.6 (385)	22.6 (245)	22.7 (140)
Dushanbe	24.7 (77)	24.7 (68)	24.6 (9)
Kulob	23 (137)	22.8 (80)	23.1 (57)
Kurgonteppa	22.7 (227)	22.6 (169)	22.9 (58)
Sugd	22.7 (250)	22.6 (194)	23.1 (55)
Zarafshon	22.6 (82)	22.4 (42)	22.9 (40)
Tajikistan	22.8 (1158)	22.8 (798)	22.9 (359)

Data analysis

The attitude scores are difficult to interpret without an opportunity to look at changes. However, given that the scores can range from a possible minimum of six to a maximum of 30, it is worth noting that the baseline values are relatively high. It is encouraging to see that parent attitudes towards reading are already positive. As a result, there is little room for improvement. The Project may consider additional data analysis in the future to explore the connection between attitudes towards reading and

the actual amount of time spent reading. Current instruments do not have very detailed information on the amount of time spent reading, which could change for future rounds of data collection.

INDICATOR 16: PERCENT OF PRIMARY-GRADE STUDENTS PARTICIPATING IN OUT-OF-SCHOOL READING ACTIVITIES

At baseline, 34 percent of students participate in out-of-school reading activities. However, this is based on a sample of students who were surveyed, whereas future reporting will be based on attendance rosters for USAID/ Quality Reading Project-sponsored events.

Indicator calculation

The number of students participating in out-of-school reading activities was calculated using data from the student questionnaire section of the EGRA, which asked students “Have you been to a reading activity that was outside of your regular classes, or even outside of school?” Answers were calculated by gender, home language, and the language of instruction at school.

TABLE 52. PERCENT OF PRIMARY STUDENTS PARTICIPATING IN OUT-OF-SCHOOL READING ACTIVITIES, BY REGION AND GENDER, TAJIKISTAN

	Total (n)	Boys (n)	Girls (n)
DRS	42% (1,551)	38% (817)	47% (734)
Dushanbe	24% (447)	20% (246)	28% (201)
Kulob	28% (879)	24% (439)	32% (440)
Kurgonteppa	20% (1,249)	21% (660)	18% (589)
Sugd	48% (1,248)	44% (631)	52% (617)
Zarafshon	35% (341)	37% (155)	33% (186)
Tajikistan	34% (5,715)	32% (2,948)	37% (2,767)

TABLE 53. PERCENT OF PRIMARY STUDENTS PARTICIPATING IN OUT-OF-SCHOOL READING ACTIVITIES, BY REGION AND HOME LANGUAGE, TAJIKISTAN

	Russian Spoken at Home (n)	Tajik Spoken at Home (n)	Uzbek Spoken at Home (n)
DRS	78% (9)	41% (1,442)	56% (78)
Dushanbe	20% (79)	25% (334)	26% (27)
Kulob	-	28% (803)	30% (48)
Kurgonteppa	34% (68)	20% (1,054)	10% (114)
Sugd	48% (140)	51% (863)	34% (211)
Zarafshon	-	35% (324)	29% (14)
Tajikistan	38% (296)	34% (4,820)	31% (492)

TABLE 54. PERCENT OF PRIMARY STUDENTS PARTICIPATING IN OUT-OF-SCHOOL READING ACTIVITIES, BY REGION AND LANGUAGE OF INSTRUCTION, TAJIKISTAN

	Russian (n)	Tajik (n)
DRS	78% (77)	40% (1,469)
Dushanbe	16% (267)	35% (180)
Kulob	0% (2)	28% (866)
Kurgonteppa	27% (168)	19% (1,069)
Sugd	43% (396)	50% (852)
Zarafshon	-	35% (340)
Tajikistan	35% (910)	34% (4,776)

Participation varies slightly by region. Sugd has the highest rates of student participation (48 percent) and Kurgonteppa has the lowest rates of student participation (20 percent). Slightly more girls attend out-of-school reading activities than boys but the difference is not large. Differences in participation rates by home language vary from region to region. Nationwide, however, Russian-speakers more commonly attend reading events. Going forward, we will collect attendance data based on event rosters, rather than surveys of students. This will allow us better data to understand who attends which type of event.

INDICATOR 17: PERCENT OF PARENTS/OTHER ADULTS READING NON-TEXTBOOK MATERIALS WITH STUDENTS AT HOME

At baseline, 73 percent of parents are reading to their children at home.

Indicator calculation

Survey data from parent and student interviews were used to calculate Indicator 17. Where parent and student answers about home reading activities differed, student responses were used. Parents who reported reading with their children every day, most days, or two to three times a week were classified as reading to their children at home.

TABLE 55. PERCENT OF PARENTS READING WITH CHILDREN AT HOME, BY REGION AND GENDER, TAJIKISTAN

	Total (n)	Boys (n)	Girls (n)
DRS	79% (421)	82% (175)	83% (175)
Dushanbe	82% (83)	79% (24)	90% (30)
Kulob	74% (162)	79% (58)	64% (70)
Kurgonteppa	64% (259)	68% (111)	65% (92)
Sugd	69% (295)	76% (136)	73% (120)
Zarafshon	74% (90)	78% (32)	72% (50)
Tajikistan	73% (1,310)	77% (536)	75% (537)

* Note that because of missing information on student gender, the data presented in the right two columns are only for those for whom we know the gender. The table above presents the average in the left column, which includes those with missing gender information. There is an upward bias in the number of students who are read to at home when limiting the data to only those with known gender.

TABLE 56. PERCENT OF PARENTS READING WITH CHILDREN AT HOME, BY REGION AND DIFFERENCE BETWEEN HOME AND SCHOOL LANGUAGE, TAJIKISTAN

	Percent of students whose language of instruction is the <i>same</i> as their primary home language who are read to at home (n)	Percent of students whose language of instruction is <i>different than</i> their primary home language who are read to at home (n)
DRS	79% (378)	79% (43)
Dushanbe	85% (46)	78% (37)
Kulob	74% (149)	77% (13)
Kurgonteppa	63% (198)	69% (61)
Sugd	71% (185)	67% (110)
Zarafshon	75% (87)	67% (3)
Tajikistan	73% (1,043)	72% (267)

Data analysis

Overall, rates of parents reading to children at home are very high. Boys are read to more commonly than girls, though not consistently across regions. Rates are also very high when looked at in the context of home and school language differences.

INDICATOR 18: PERCENT OF PRIMARY-GRADE STUDENTS PARTICIPATING IN AN AT-HOME READING PROGRAM

At baseline, 70 percent of students read non-textbooks at home.

Indicator calculation

Students were asked if they read non-textbook books at home. The question did not ask for specifics (such as when or how often); rather, it asked generally about reading non-textbook books at home in order to avoid unnecessary complication. Students' answers were tabulated according to gender, the language at spoken at home, and the language of instruction at school.

TABLE 57. PERCENT OF PRIMARY STUDENTS READING AT HOME, BY REGION AND GENDER, TAJIKISTAN

	Total (n)	Boys (n)	Girls (n)
DRS	74% (1,581)	74% (834)	75% (747)
Dushanbe	89% (454)	89% (248)	90% (206)
Kulob	62% (856)	63% (425)	62% (431)
Kurgonteppa	57% (1,327)	58% (702)	56% (625)
Sugd	77% (1,249)	75% (633)	78% (616)
Zarafshon	63% (333)	62% (153)	63% (180)
Tajikistan	70% (5,800)	69% (2,995)	70% (2,805)

TABLE 58. PERCENT OF PRIMARY STUDENTS READING AT HOME, BY REGION AND HOME LANGUAGE, TAJIKISTAN

	Russian Spoken at Home (n)	Tajik Spoken at Home (n)	Uzbek Spoken at Home (n)
DRS	75% (8)	73% (1,473)	87% (78)
Dushanbe	83% (82)	91% (339)	88% (26)
Kulob	-	63% (791)	54% (41)
Kurgonteppa	69% (78)	57% (1,118)	55% (119)
Sugd	74% (139)	78% (859)	69% (216)
Zarafshon	-	62% (316)	64% (14)
Tajikistan	75% (307)	69% (4,896)	68% (494)

TABLE 59. PERCENT OF PRIMARY STUDENTS READING AT HOME, BY REGION AND LANGUAGE OF INSTRUCTION, TAJIKISTAN

	Russian (n)	Tajik (n)
DRS	80% (79)	74% (1,497)
Dushanbe	87% (272)	93% (182)
Kulob	50% (2)	62% (848)
Kurgonteppa	72% (187)	55% (1,127)
Sugd	73% (395)	78% (854)
Zarafshon	-	63% (332)
Tajikistan	78% (935)	68% (4,840)

Data analysis

Results on average are high, with 70 percent of students in project areas reporting that they read at home. Regional differences exist, however. Kurgonteppa has the lowest rate of students reading at home (57 percent) while Dushanbe has the highest rate (89 percent of students). There are not large gender differences in any region. Seventy-five percent of students who speak Russian at home read, compared to 69 percent of students who speak Tajik and 68 percent of students who speak Uzbek. A higher rate of reading at home among Russian speakers is to be expected because Russian-language books are more readily available. An even larger difference exists when looking at reading at home rates by language of instruction: Seventy-eight percent of those studying in Russian read at home, compared to 68 percent of those who study in Tajik.

INDICATORS 19 AND 20 are reported in Table 60. We do not include notes of calculation or analysis as these data report straight input counts. Below the table are estimates based on baseline data surveys.

TABLE 60. INDICATORS 19 AND 20, TAJIKISTAN

#	Indicator	Target PY 1	Actual PY 1	Comments
19	Number of out-of-school reading activities	1,532	0	Activities will start in Project Year 2.
20	Number of teachers, other educators, and community members (including parents) trained and equipped to implement out-of-school reading activities	22,980	0	Activities will start in Project Year 2.

Baseline data collection asked about participation in reading activities. Data sources included the librarian, parent, and student interviews. Librarians were asked how many reading activities were held in the school during the last year, with zero being one of the categorical response options. Parents were asked if their children ever participated in reading events in or out of school. Students were asked if they had ever been to a reading activity that was outside of regular classes, or even outside of school. Librarian data can be considered a proxy for events that were held, while parent and student responses can be considered proxies for attendance at such events. As such, we would expect the percentage of librarians reporting that they have had one or more reading activities to be higher than the percentages of students or parents reporting on these activities. Availability of out-of-school reading activities does not guarantee participation in the provided activities by students or parents.

In Tajikistan, 73 percent of librarians per school reported holding at least one reading activity, while 34 percent of students and 45 percent of parents indicated they had participated in at least one out-of-school reading activity.

Indicator 20 will be reported based on the rosters of the trainings. However, to give an indication of baseline levels, we present the percentage of librarians who have received training on conducting out-of-school reading activities. This is based on a representative sample of librarians. Librarians were asked if they had ever received training.

TABLE 61. PERCENT OF LIBRARIANS WHO HAVE BEEN TRAINED ON CONDUCTING OUT-OF-SCHOOL READING ACTIVITIES, BY REGION, TAJIKISTAN (n)

DRS	44% (39)
Dushanbe	86% (7)
Kulob	63% (16)
Kurgonteppa	37% (27)

Sugd	45% (29)
Zarafshon	56% (9)
Tajikistan	48% (127)

5.5 INTERMEDIATE RESULT 4: INCREASED GOVERNMENT SUPPORT TO IMPROVE READING

The remaining three indicators focus on policy-level outcomes and capacity building.

TABLE 62. INDICATORS 21–23, TAJIKISTAN

#	Indicator	Target PY 1	Actual PY 1	Comments
21*	Number of standardized reading assessments supported by USG	1	1	EGRA conducted in May 2014 in 130 schools nationwide
22	Number of administrators and officials successfully trained to use reading assessment results	50	0	Dissemination workshop for MOE officials moved from September to December 2014
23*	Number of laws, policies, regulations, or guidelines developed or modified to improve primary-grade reading programs or increase equitable access	TBD	0	Primary-grade reading standards submitted and awaiting approval for Tajik and Russian

* Standard USAID indicator

6. IMPACT EVALUATION BASELINE REPORT

6.1 INTRODUCTION

This section focuses on the baseline survey for the impact evaluation and has six subsections. First, we discuss the theory of change that underpins the teacher training component. Second, we present the impact evaluation methodology. Third, we examine whether the randomization has worked—i.e., whether the beneficiary or treatment schools (where teachers will benefit from the USAID/Quality Reading Project teacher training) are similar in observable characteristics to the control schools (where teachers will not benefit from the USAID/QRP teacher training). Fourth, we present an analysis that assesses the explanatory power of several variables in predicting reading outcomes using EGRA data in Kyrgyzstan and Tajikistan. Fifth, we discuss some of the challenges associated with the impact evaluation and the solutions we propose. The final subsection concludes Section 6 of this report.

6.2 THEORY OF CHANGE

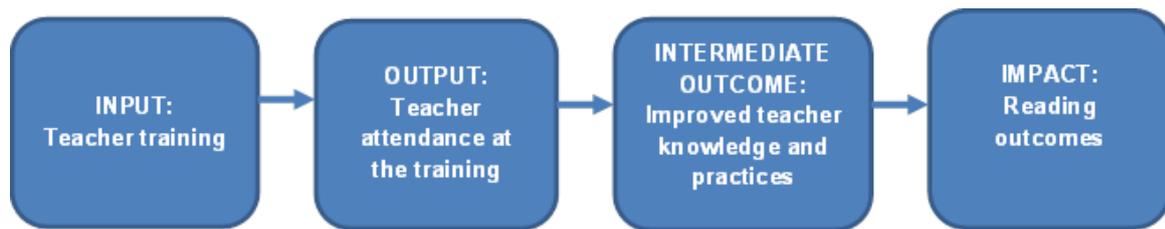
We believe that policy relevant research and evaluation should be built on a theory of change that maps out the causal chain among inputs, activities, outputs, outcomes, and impacts, as well as the underlying assumptions. Therefore, we begin this section with a description of the theory of change that underpins the teacher training program in order to ground our impact evaluation.

The theory of change we present is based on the design of the intervention, which focuses on training primary-grade teachers at level three of the training model in every cohort. The training focuses on changing the way reading is taught in the primary grades and has a strong practical emphasis on teaching technique, as well as the use of assessment. The curriculum is based on Save the Children's

Literacy Boost. In Kyrgyzstan, the aim is to train primary-grade teachers at level two of the training model in every cohort in addition to level three. In Tajikistan, primary grade teachers are trained at level three of the training model. The intervention is allocated at the school level so that each of the teachers in the beneficiary schools receives training within the context of USAID/QRP. Control schools are schools where none of the teachers receive any training in the context of USAID/QRP (either at level two or level three of the training model).

We hypothesize that the teacher training will have a significant impact on teacher knowledge, which in turn will significantly improve teacher practices in the classroom and student reading outcomes. Figure 2 presents the theory of change of the proposed innovation.

FIGURE 2. USAID/QUALITY READING PROJECT THEORY OF CHANGE



Several assumptions underpin the theory of change, each of which need to be fulfilled in order for the teacher training to have a positive effect on teacher knowledge and behavior and student outcomes. First, implementation fidelity requires that the teachers are able to take part in the training, and that teachers are motivated to apply what they learn during the training in the classroom. Second, knowledge about appropriate teaching practices—and how to apply these practices—needs to be effectively communicated to achieve positive effects on teacher knowledge. Third, teachers need to have the necessary inputs and incentives (such as good curriculums and a reasonable salary) to apply their gained knowledge in practice, thereby attaining positive impacts on teacher practices in the classroom. Fourth, students need to have the necessary inputs and incentives (such as textbooks and motivation to go to school) in order to achieve positive effects on students’ reading outcomes.

Our evaluation design will examine the validity of the theory of change by analyzing the impact of the intervention, along with the causal chain among inputs, outputs, intermediary, and final outcomes. Intermediary outcomes will be tracked in the context of the M&E system. The impact evaluation will emphasize the impact of the intervention on the reading outcomes of students in Grades 1 to 4.

6.3 RESEARCH DESIGN

We will measure impacts along the causal chain among inputs, activities, outputs, outcomes, and impacts. We rely on the tracking of progress in the M&E plan to assess the inputs and outputs of the intervention. In addition, we will use the randomized controlled trial design to determine the impact on teacher knowledge and behavior.

We will conduct both a cross-sectional and a longitudinal study to determine the impact of the program on student reading outcomes. First, we will use the EGRA to measure student reading outcomes three times each in Grades 2 and 4 (at baseline in 2014; once in either 2015 or 2016, depending on the training cohort as defined by the regions of each country; and at endline in 2017). These data will allow us to determine the impact of the program on student reading outcomes in Grade 2 and Grade 4. We refer to this study design as the cross-sectional study. Second, we will use the EGRA to measure student reading outcomes for Grade 1 students in Cohort 1 at baseline, for those same students in Grade 2 (one year later), and again in Grade 4 (endline). We will develop a vertical measurement scale in order to bring Grades 1, 2, and 4 onto the same measurement scale so that students’ progress from Grades 1 to 2 and from Grades 2 to 4 will be easily detectable. Tracking one

group of students across the program will allow us to learn about the longer term impacts of the program. We refer to this second study design as the longitudinal study.

FIGURE 3. USAID/QUALITY READING PROJECT RESEARCH DESIGN

Cohort	2014	2015	2016	2017
Cross-Sectional Design				
1	G2	G2		G2
	G4	G4		G4
2 and 3	G2		G2	G2
	G4		G4	G4
Longitudinal Design				
1	G1			
		G2		
2 and 3	G2			G4
			G4	

We will use a randomized control trial (RCT) to determine the additive causal effect of teacher training on teacher knowledge, teacher behavior, and student reading outcomes. The RCT will permit us to directly attribute any observed differences between the treatment and control groups to the teacher training component. If the trial was not randomized, other unobserved factors (such as motivation or travel time) could have influenced teachers to self-select into teacher training. Randomization helps ensure that both observed and unobserved characteristics that may affect the outcomes are similar for the sample’s treatment and control groups. In a randomized experiment, treatment and control groups are expected to be comparable (with possible chance variation between groups) so that the average differences in outcome between the two groups at the end of the study can be attributed to the intervention.

It is vital to have a sample size that is sufficient to detect small but relevant effects of the teacher training program on student reading outcomes. We determined the sample size for the randomized controlled trial based on a power calculation. For the RCT, we randomly selected 65 schools from the group receiving the teacher training and 65 schools from the control group not receiving the teacher training. In each of the schools, we will collect data for 20 students per grade. This should allow us to detect a small but relevant effect of the intervention of approximately 0.16 to 0.2 standard deviations. These effect sizes are well within the normal accepted range for education interventions.

6.4 BALANCE OF BASELINE CHARACTERISTICS

This section analyzes the differences in observable baseline characteristics between the beneficiary schools, teachers, and students and the control schools, teachers, and students. This comparison serves to determine whether the randomization has been successful. Randomization can be considered successful when there are only a few statistically significant differences in observable characteristics between the beneficiaries and the non-beneficiaries at baseline. The identification of a few statistically significant differences at baseline is expected because even in the presence of randomization, there are likely to be differences across the treatment and the control group by sheer chance. These significant differences will not threaten the validity of the RCT if they remain limited to a few. It is recommended to control for these significant differences in the impact evaluation analysis.

We have paid particular attention to differences in reading outcomes between beneficiary students and control students because the evaluation will use these outcome measures. Table 63 demonstrates the differences in the reading outcomes between the beneficiaries and non-beneficiaries of the intervention for Kyrgyzstan. Table 64 presents the same balance table for Tajikistan EGRA data. For

reasons of space, we only present outcome variables of interest. Additional balance tables can be found in Appendix C and a complete set of balance tables for all data collected is available upon request.

TABLE 63. EGRA READING OUTCOMES, KYRGYZSTAN

Variables	Control		Treatment		Mean	Diff	p-value
	Mean	N1	Mean	N2	Diff	SE	
Language comprehension	0.80	2,858	0.83	2,785	0.02	0.01	0.06**
Reading comprehension	0.52	2,858	0.55	2,785	0.03	0.03	0.20
Decoding	0.85	2,199	0.86	2,200	0.01	0.01	0.26
Grapho-phonemic awareness	1.85	1,586	1.85	1,552	0.00	0.02	0.96
Letter knowledge	56.22	1,585	59.45	1,552	3.23	2.40	0.18

Notes: Standard errors are clustered at the school level for those variables that are measured at the classroom level. Differences in the number of observations are caused by missing observations. ** indicates significance at the 10 percent level.

TABLE 64. EGRA READING OUTCOMES, TAJIKISTAN

Variables	Control		Treatment		Mean	Diff	p-value
	Mean	N1	Mean	N2	Diff	SE	
Language comprehension	0.72	2,926	0.72	3,124	-0.00	0.01	0.84
Reading comprehension	0.49	2,926	0.48	3,124	-0.02	0.03	0.52
Decoding	0.83	2,926	0.83	3,124	-0.00	0.01	0.79
Grapho-phonemic awareness	1.56	1,744	1.60	1,882	0.04	0.04	0.29
Letter knowledge	68.40	1,744	67.26	1,882	-1.13	1.68	0.50

Notes: Standard errors are clustered at the school level for those variables that are measured at the classroom level. Differences in the number of observations are caused by missing observations. ** indicates significance at the 10 percent level.

Although the difference in language comprehension between beneficiary and non-beneficiary students in Kyrgyzstan is statistically significant at the 10 percent level, in general the results suggest that there is balance in reading outcomes across the treatment and control students at baseline. This finding suggests that the randomization has worked. Significant differences will not threaten the validity of the RCT if they remain limited to a few.

The tables in Appendix C show that there are only a few significant differences for other observable characteristics, both in Kyrgyzstan and in Tajikistan. We find that there is a balance in observable characteristics for beneficiary and non-beneficiary schools, teachers, parents, librarians, and students. These findings indicate that the impact evaluation will allow us to determine unbiased impact estimates of the intervention on teacher knowledge and behavior and reading outcomes.

6.5 DESCRIPTIVE DATA ANALYSIS

White (2014) argues that simple factual analysis based on descriptive statistics is a valuable tool to increase the quality of an impact evaluation. This section serves to briefly describe some of the more interesting patterns in the descriptive statistics. We describe the results for Kyrgyzstan and Tajikistan jointly because we did not encounter major differences in the general data pattern that we perceive to be important for the impact evaluation. Furthermore, we only have access to EGRA data for Kyrgyzstan.

The descriptive statistics demonstrate that some conditions increase the likelihood of an effective intervention, while other opposing contextual characteristics might decrease the effectiveness of an intervention. First, the results demonstrate that the majority of students have textbooks. In addition, the data suggest that the majority of the students are taught in their mother tongue. These findings indicate that improvements in effective teaching practices could improve reading outcomes because the majority of the students have access to some of the most important inputs (textbooks and teachers who teach in the mother tongue) to improve reading outcomes. Second, however, only a minority of schools have books that are not textbooks, meaning that only a minority of students have access to books in their schools that they can read for pleasure. This has the potential to constrain the effectiveness of the teacher training program because improved teacher practices may not translate into improved reading outcomes in contexts that are not conducive to reading for pleasure. Third, the data on teacher reading skills show that only a minority of teachers in Kyrgyzstan currently adopt desirable teaching practices (such as appropriate methods for instructing letter knowledge, improving phonetic awareness, and improving reading fluency and students' vocabulary). These data suggest that there is a lot of scope to improve teacher practices through teacher training. Fourth, the data suggest there is a lot of scope to improve reading outcomes in both Kyrgyzstan and Tajikistan. The EGRA data demonstrate that the reading skills of students in Kyrgyzstan are generally not in line with the standards expected of students in Grades 1, 2, and 4, respectively.

6.6 ASSOCIATED FACTORS ANALYSIS

In this section, we explore the relationship between student EGRA scores and other background characteristics (or associated factors) that are often correlated with student reading ability. By using a multivariate regression, we are able to show the power of these characteristics to predict student reading scores. We include characteristics both from the students' homes and from schools as explanatory variables.

Household characteristics include the number of books at home, a variable that captures whether the mother has finalized post-secondary education or higher, and a home asset index. School factors include class size, the number of non-textbooks that are present in the class, the teacher's years of experience, and a dummy variable for whether the teacher has a university education.

We use separate analyses to determine the correlation between these explanatory variables and various reading outcomes. Reading outcomes (all derived from EGRA results) include language comprehension, reading comprehension, decoding, grapho-phonemic awareness, and letter knowledge. Language comprehension, reading comprehension, and decoding are all scores expressed as a percent correct out of 100. Grapho-phonemic awareness and letter knowledge results have both been normalized to have a mean of zero and a standard deviation of one. We present separate analyses for each of these outcome variables to capture the subtle but important differences between these constructs. It is recommended to present separate analyses for each of these outcome variables.

It is important to note that this is an associated factors analysis, which cannot make definitive statements about how these factors impact reading outcomes. For example, we can make statements about how a mother's education is related to student reading ability, but we cannot make statements about how a higher level of education for the mother would cause an increase in student reading ability.

Tables 65 and 66 present the results of this analysis for each country. Note that the change in sample size reflects missing values because not all test sections used in constructing the reading explanatory variables were given to all grades. Furthermore, some of the background characteristics were not available for every student if the data came from a parent survey (which included 10 parents per school, compared to the 40 to 60 students per school who took the EGRA). We explored the use of

school mean imputed values for missing data, but because of the high number of missing variables we did not consider it reliable. The data we present do not include imputed values.

For Kyrgyzstan, we find no significant association between the number of books at home and any of the outcome variables. In Tajikistan, the statistically significant values for number of books that are 0 or very close to zero are practically the same as no significant association. This indicates that the number of books might not be related to reading outcomes. Furthermore, we find that children with a mother who has post-secondary education or higher have scores in language comprehension that are 2.9 percentage points higher than those with a mother whose education level is secondary school or lower in Kyrgyzstan. Scores in reading comprehension are 5.2 percentage point higher than those with less education in Kyrgyzstan. Although we cannot interpret the results as causal estimates, this finding is consistent with the idea that mothers' education has positive effects on reading outcomes (Glewwe & Kremer, 2006). However, we find no significant association between mothers' education and the other outcome variables. We also find no significant association between the home asset index and any of the outcome variables in Kyrgyzstan. In Tajikistan, there is a 1.2 percentage point increase in decoding score and a 0.12 standard deviation increase in letter knowledge. The asset index is meant to be a proxy for family socio-economic status. It is interesting that it is so strongly correlated with better letter knowledge only in Tajikistan. Home assets may be associated with greater language exposure.

Class size is negatively correlated with four of the five outcome variables in Kyrgyzstan and significant in three of five. This indicates that larger class sizes might have adverse consequences for reading outcomes, as discussed in Angrist and Lavy (1999). In Tajikistan, very small increases in class size are associated with an increase in decoding and letter knowledge. Interestingly, we find strong significant associations between the numbers of non-textbooks in class and each of the outcome variables in Kyrgyzstan. In particular, there is a 0.5 standard deviation increase in letter knowledge scores for those classes that have books, which is quite large for an education assessment. In Tajikistan, the associations with having non-textbooks in class are much less strong. Only for reading comprehension and decoding are there significant relationships. Finally, we find no significant association between any of the outcome variables and teacher experience or teacher education in Kyrgyzstan. In Tajikistan, this is also true with the exception of a negative association between teacher experience and letter knowledge where an additional year of teacher experience is associated with a 0.02 standard deviation in test scores which is not practically a very large impact. Hanushek (2006) has written about the absence of a strong correlation between teacher experience and student performance.

TABLE 65. ASSOCIATED FACTORS, KYRGYZSTAN (OLS REGRESSION MODEL)

VARIABLES	Language Comprehension	Reading Comprehension	Decoding	Grapho-Phonemic Awareness	Letter Knowledge
Home factors					
Number of books at home	0.000 (0.168)	-0.001 (0.181)	0.000 (0.113)	-0.001 (0.759)	-0.002 (0.141)
Mother has post-secondary education or higher	0.029*** (0.004)	0.052** (0.034)	0.013 (0.325)	-0.102 (0.368)	-0.000 (1.000)
Home asset index	0.001 (0.807)	0.022** (0.028)	-0.000 (0.938)	0.029 (0.421)	-0.002 (0.973)
School factors					
Class size	-0.003* (0.051)	-0.008** (0.030)	0.000 (0.933)	-0.022* (0.058)	-0.004 (0.783)

Non-textbooks in class	0.081***	0.120**	0.064**	0.471***	0.416**
	(0.000)	(0.041)	(0.012)	(0.004)	(0.033)
Years of teacher experience	0.001	0.003	0.001	0.003	-0.001
	(0.434)	(0.194)	(0.424)	(0.691)	(0.934)
Teacher has university education	-0.042	0.054	0.034	0.003	0.308
	(0.146)	(0.456)	(0.279)	(0.990)	(0.270)
Constant	0.841***	0.557***	0.779***	0.333	-0.136
	(0.000)	(0.000)	(0.000)	(0.287)	(0.730)
Observations	1,003	1,003	781	532	532
R-squared	0.050	0.042	0.029	0.058	0.025

*indicates significance at the 10 percent level; ** indicates significance at the 5 percent level; *** indicates significance at the 1 percent level

TABLE 66. ASSOCIATED FACTORS, TAJIKISTAN (OLS REGRESSION MODEL)

VARIABLES	Language Comprehension	Reading Comprehension	Decoding	Grapho-Phonemic Awareness	Letter Knowledge
Home factors					
Number of books at home	0.000*	0.001**	0.000**	0.005***	0.004**
	(0.072)	(0.043)	(0.040)	(0.002)	(0.014)
Mother has post-secondary education or higher	-0.019	-0.041	0.004	-0.097	-0.017
	(0.266)	(0.206)	(0.666)	(0.443)	(0.884)
Home asset index	-0.004	0.012	0.012***	0.046	0.116***
	(0.549)	(0.408)	(0.008)	(0.329)	(0.008)
School factors					
Class size	0.002	-0.000	0.002**	0.008	0.017**
	(0.356)	(0.976)	(0.042)	(0.444)	(0.047)
Non-textbooks in class	0.042	0.081*	0.024*	0.104	0.070
	(0.119)	(0.094)	(0.051)	(0.497)	(0.561)
Years of teacher experience	0.000	-0.001	-0.000	-0.005	-0.016**
	(0.832)	(0.678)	(0.703)	(0.577)	(0.022)
Teacher has university education	0.013	0.051	0.008	0.234	0.047
	(0.676)	(0.312)	(0.560)	(0.145)	(0.723)
Constant	0.648***	0.442***	0.773***	-0.334	-0.110
	(0.000)	(0.000)	(0.000)	(0.186)	(0.611)
Observations	982	982	982	552	552
R-squared	0.016	0.016	0.060	0.032	0.061

*indicates significance at the 10 percent level; ** indicates significance at the 5 percent level; *** indicates significance at the 1 percent level

6.7 CHALLENGES OF THE IMPACT EVALUATION

There are several challenges that we need to mitigate to ensure that the findings of the impact evaluation will not be biased. Several potential biases (such as selection bias) have been addressed through the rigorous design of the RCT and there appears to be equivalence in observable characteristics across treatment and control groups in the sample for the impact evaluation.

Nonetheless, care must still be taken in the design of the intervention and the analysis of the data to ensure unbiased findings.

Most importantly, teachers in the control schools also receive teacher training and consultation from other sources within and outside the USAID/Quality Reading Project. This raises concerns about contamination of the control group because the teacher training curriculum in the control group has been influenced by the teacher training curriculum in the treatment group. (Those responsible for the development of the teacher training in the control group were also involved in discussions about the curriculum for the teacher training in the treatment group.) As a result, control group teachers will receive a different type of training than they would have received in the absence of the intervention. At this moment, it is not yet clear what the implications of this contamination will be for the impact evaluation because the precise changes in the teacher training curriculum in the control group are not yet known.

Although contamination of the control group is an important concern, our impact evaluation will still address the critical research question because the teachers in the treatment group will still receive greater amounts of more intensive teacher training, delivered with greater frequency, as well as a stronger focus on improving reading skills for students. If anything, the impact evaluation should lead to an underestimate of the impact of the teacher training on reading outcomes because the control group may also benefit from the change in the teacher training curriculum. As a result, the control group may make gains in terms of reading outcomes, even if the focus on reading outcomes is not as strong as it is in the treatment group. This means that the estimated impact of the intervention on reading outcomes could be biased downward as a result of the control group experiencing benefits. If the impact evaluation finds impacts on reading outcomes, these can therefore be considered an underestimate of the “real impact” of the intervention, both in Kyrgyzstan and in Tajikistan.

7. LIMITATIONS OF DATA

We have two important caveats with respect to the baseline data presented in this report. The first caveat relates to the reliability of the survey data presented. The high responses on home factors and attitudes towards reading might be explained by what is known as “social desirability bias,” where respondents report answers that they believe will be viewed as “right,” regardless of whether they deviate from the true response. There is a strong culture around literacy in Kyrgyzstan and Tajikistan, where national heroes are poets, which began during the Soviet era and continues to this day. While this likely contributes to a stronger practice of reading at home, it also establishes reading as a socially desirable activity. This may make respondents more likely to talk about valuing reading, even if they do not read much themselves or have books in the home. While this may make the data less reliable, it does reflect that there are positive attitudes towards reading, even if social desirability bias is creating an upward trend in data.

The second caveat regards the representativeness of any subgroup below the national level. The sample size was calculated for the power of the impact evaluation and to ensure that the samples would be nationally representative. Therefore, results looked at below the national level are not necessarily representative. Results are not necessarily invalid and they may still represent the subgroup accurately, but we cannot guarantee that results are nationally representative. As a basic rule of thumb, when there are fewer than 100 respondents, data cannot necessarily be considered representative. Note that the sample sizes in the tables represent the number of respondents for the given percent value rather than the overall sample size.

Despite these limitations, we do not have major reservations about the data we present. Because of the random sample, there is no selection bias (which can sometimes represent a major issue in research

that involves a close partnership with the host government). Data collection took place at the end of the school year in both countries, and future rounds of data collection will be at the same time in the calendar year. This ensures that other outside factors that may vary throughout the year will not bias results.

8. CONCLUSION

Results from the baseline data collection show a mixed picture of early-grade reading in Kyrgyzstan and Tajikistan. While EGRA results are quite low, the culture of home reading appears to be strong. However, few homes have an adequate number of level- and age-appropriate children's books, meaning that despite positive attitudes towards reading, parents and students are limited in their ability read at home. Compared to their Kyrgyz- and Russian-speaking classmates, students who speak Uzbek at home have significantly lower scores for Indicators 1 and 2. USAID/Quality Reading Project will carefully monitor the drop in proficiency (in accordance with the national standards) as students' progress through school, the performance disparity between girls and boys, and the disparities in resources across regions.

While data from the teacher surveys imply that teachers are familiar with the essential elements of teaching reading, classroom observations show that teachers are not consistently applying this knowledge in the classroom. The inconsistency between teacher knowledge and teacher practice was also apparent in the baseline qualitative study conducted at the beginning of the project. Overall, baseline data findings point to the need for a strong, practice-based teacher training program to boost early-grade reading. Looking forward, M&E findings that might anchor good investments include a high percentage of teachers using lesson plans that include assessment to re-evaluate teaching methods, high participation rates for children in out-of-school reading activities, and library-based reading events.

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APPENDIX A: PERFORMANCE DATA TABLE

USAID/QRP PMEP SUMMARY

#	Indicator	Baseline Value (2014)	2014 Target	2014 Actual	EOP Target	Notes
Goal: Increase in reading levels of grade 1–4 students						
1	Percent change in proportion of students in program schools who read proficiently according to national standards	KG: 7.5% TJ: -			TBD per baseline	Percent change can be reported after mid-term EGRA is administered. KG: Reports the percent of students who meet proficiency standards for fluency. TJ: Data will be reported when available.
2*	Proportion of students in intervention schools who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text	KG: 11.7% TJ: -			TBD per baseline	Tajikistan data will be reported when available.
Intermediate Result 1: Improved reading instruction in grades 1-4						
3	Percent of teachers/educators gaining knowledge of primary-grade reading instruction from training	-	85%	-	85%	Will be reported in year 2 when teachers complete school-based training.
4	Percent of teachers demonstrating reading instructional best practices in the classroom	KG: 26% TJ: 19%	85%	-	85%	
5	Number of primary grade students taught by teachers who have received reading training	-	KG: 77,650 TJ: 168,600 Total:246,250	-	KG: 257,500 TJ: 411,240 Total:668,740	Will be reported in year 2 when cohort 1 teachers complete school-based training.

#	Indicator	Baseline Value (2014)	2014 Target	2014 Actual	EOP Target	Notes
Intermediate Result 1: Improved reading instruction in grades 1-4 (continued)						
6	Number of schools getting support	0	KG: 387 TJ: 766 Total: 1,153	KG: 478 TJ: 0 Total: 478	KG: 1,283 TJ: 1,978 Total: 3,261	KG: Cohort 1 regions have changed, so by September 2014, primary grade teachers from 478 schools (out of 621 schools of cohort 1) participated in the district-level training. TJ: School-level activities will start in mid-October 2014.
7	Number of in-service training packages developed and approved by MOE	0	KG: 2 TJ: 2	KG: 6 TJ: 0	KG: 2 TJ: 2	KG: 3 training packages, differing by level and length of training, were submitted for Kyrgyz reading standards, 3 for Russian reading standards. All 6 were approved by Academic Council of KAE, Protocol #5, on May 30, 2014. TJ: Each IST set (in 2 languages) includes 4 training packages, differing by level and length of training. All were submitted to the MOE for approval; approval is expected in October 2014.

#	Indicator	Baseline Value (2014)	2014 Target	2014 Actual	EOP Target	Notes
Intermediate Result 1: Improved reading instruction in grades 1-4 (continued)						
8*	Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	0	KG: 2,274 teachers TJ: 5,056 teachers Total: 7,330 teachers	KG: 100 teachers TJ: 2,716 teachers Total: 2,816 teachers	KG: 7,538 teachers TJ: 12,334 teachers Total: 19,872 teachers	<p>KG: Actual numbers include national trainers, who received level 1 training.</p> <p>TJ: Reported number of mentors trained as well. Teachers from cohort 1 will be reported after completing school-based trainings in year 2.</p> <p>Note that targets have been consolidated to include teachers or mentees as a combined figure, as they are often the same.</p>
9	Number of teachers/other educators receiving in-service training in reading Includes: <ul style="list-style-type: none"> • Trainers, MOE/ITTI/DED officials • Mentors (Deputy principal, methodist, advanced teacher) • Primary grade teachers (except mentors) 	0	KG: 2,299 <i>25 trainers; 774 mentors; 1,500 teachers</i> TJ: 5,106 <i>50 trainers; 1,915 mentors; 3,141 teachers</i> Total: 7,405	KG: 100 <i>100 trainers</i> TJ: 2,716 <i>113 trainers; 0 mentors; 2,603 teachers</i> Total: 2,816	KG: 7,613 TJ: 12,484 Total: 20,097	<p>In both countries, numbers reflect those who completed the national-level training.</p> <p>Kyrgyzstan: Mentors and teachers from target schools in cohort 1 will be reported after completing school based trainings in project year 2</p>
10	Number of in-service training materials distributed to teachers/other educators	0	KG: TBD TJ: TBD Total: TBD	KG: 5,836 TJ: 2,716 Total: 8,552	KG: TBD TJ: TBD Total: TBD	<p>For Kyrgyzstan, the number includes training materials and the new reading standards.</p> <p>Note that this indicator was changed to record the total number of materials including, rather than the number of discrete materials (excluding copies).</p>

#	Indicator	Baseline Value (2014)	2014 Target	2014 Actual	EOP Target	Notes
11	Number of mentoring guides distributed to mentors	0	KG: 1,000 TJ: 1,700 Total: 2,700	KG: 0 TJ: 2,716 Total: 2,716	KG: 3,000 TJ: 5,000 Total: 8,000	In Kyrgyzstan, the mentoring guide will be distributed in November 2014 during the cohort 1 mentoring training.
12	Percent of teachers using results of classroom-based reading assessment	KG: 28% TJ: 9%	-	-	65% (will be updated per baseline)	
Intermediate Result 2: Increased availability of reading materials						
13	Percentage of schools and communities with adequate number of grade-level-appropriate supplementary reading materials	KG: 15% TJ: 10%	-	-	KG: TBD TJ: TBD	
14	Number of supplementary reading materials for students in Grades 1–4 distributed to schools and communities/libraries	0	KG: 500,000 TJ: 500,000	KG: 108 TJ: 0	KG: 500,000 TJ: 500,000	In Kyrgyzstan, this number is the number of materials distributed during 2014 summer camps.
Intermediate Result 3: Increased out-of-school reading time						
15	Percent of parents who have changed in their attitudes towards reading	-	-	-	KG: 15% TJ: 15%	
Intermediate Result 3: Increased out-of-school reading time (continued)						
16	Percent of primary-grade students participating in out-of-school reading activities	0	KG: 50% TJ: 50%	-	KG: 50% TJ: 50%	Note that at baseline, 61% of students reported participating in events in Kyrgyzstan, and 34% in Tajikistan.
17	Percent of parents/other adults reading non-textbook materials with students at home	KG: 84% TJ: 73%	-		TBD per baseline	

#	Indicator	Baseline Value (2014)	2014 Target	2014 Actual	EOP Target	Notes
18	Percent of primary grade students participating in an at-home reading program	KG: 90% TJ: 70%	-		85%	Reading at home is defined by students who say that they read at home, without an indication of frequency
19	Number of out-of school reading activities	0	KG: 774 TJ: 1532 Total: 2,306	KG: 18 TJ: 0 Total: 18	KG: 2,566 TJ: 3,956 Total: 6,522	Kyrgyzstan numbers include piloted summer camps.
20	Number of teachers, other educators, and community members (including parents) trained and equipped to implement out-of-school reading activities	0	KG: 11,610 TJ: 22,980 Total: 34,590	KG: 32 TJ: 0 Total: 32	KG: 38,490 TJ: 59,340 Total: 97,830	Activities will start in year 2. Note that at baseline, 50% of librarians in Kyrgyzstan and 48% in Tajikistan report that they have received training in implementing reading activities.
Intermediate Result 4: Increased government support to improve reading						
21*	Number of standardized reading assessments supported by USG	0	KG: 1 TJ: 1	KG: 1 TJ: 1	KG: 4 TJ: 4 Total: 8	EGRA baseline conducted in both countries in April–May 2014.
22	Number of administrators and officials successfully trained on using reading assessment results	0	KG: 50 TJ: 50 Total: 100	KG: 0 TJ: 0 Total: 0	KG: 120 TJ: 120 Total: 240	Assessment result dissemination workshops postponed to December 2014 in both countries.

#	Indicator	Baseline Value (2014)	2014 Target	2014 Actual	EOP Target	Notes
Intermediate Result 4: Increased government support to improve reading (continued)						
23*	Number of laws, policies, regulations, or guidelines developed or modified improve to primary grade reading programs or increase equitable access	0	TBD	KG: 2 TJ: 0	TBD	KG: Primary grade reading standards (“Minimal requirements to reading in Elementary school”) developed and approved for Kyrgyz and Russian by KAE Academic Council (Protocol #5, May 30, 2014) TJ: Reading standards were submitted for approval.

* Standard USAID indicator

Teacher code _____

Interview Information			
4. Interviewer Name: last _____ /first _____ /middle _____ code _____		5. Date of Observation _____ (day) _____ (month) _____ (year)	
6. School Name: _____	7. School code: _____	8. Oblast: _____	9. Rayon _____
10. Country _____			
Teacher Information			
11. ¹² Gender: a. <input type="checkbox"/> Male b. <input type="checkbox"/> Female		12. Total years as a teacher. _____ yrs	
13. What grades do you currently teach? a. <input type="checkbox"/> 1 b. <input type="checkbox"/> 2 c. <input type="checkbox"/> 3 d. <input type="checkbox"/> 4 f. <input type="checkbox"/> 0 (preschool) (mark all what apply)			
14. What is the highest level of education you have completed? a. <input type="checkbox"/> secondary school b. <input type="checkbox"/> vocational/technical college c. <input type="checkbox"/> higher ed/bachelor's program d. <input type="checkbox"/> master 's program e. <input type="checkbox"/> other _____			
15. Have you attended a state official ITTI in the last 5 years? a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No			
16. Have you participated in any other in-service training for primary grade teachers focused on reading skills? a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No (If NO, skip to Q. 19)			
17. When? a. <input type="checkbox"/> 2013 b. <input type="checkbox"/> 2014 c. <input type="checkbox"/> 2015 d. <input type="checkbox"/> 2016 e. <input type="checkbox"/> earlier			
18. How many hours did the training last ? a. <input type="checkbox"/> less than 24 hours b. <input type="checkbox"/> 24 hours - 36 hours b. <input type="checkbox"/> 72 hours c. <input type="checkbox"/> more than 72 hours d. Other <input type="checkbox"/> _____			
19. From within your school, did you get any methodological or mentoring support on teaching reading this academic year? a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No (If NO, skip to Q.22)			
20. If yes, what type of methodological support did you receive? (mark all what apply) a. <input type="checkbox"/> weekly, monthly training sessions on school level b. <input type="checkbox"/> reading materials c. <input type="checkbox"/> reading lesson observations and discussion d. <input type="checkbox"/> help with reading lesson planning e. <input type="checkbox"/> teaching/learning materials f. <input type="checkbox"/> other _____			
21. Who in school gives mentoring or methodological support to you?(mark all what apply) a. <input type="checkbox"/> deputy director b. <input type="checkbox"/> head of methodological unit c. <input type="checkbox"/> Methodist d. <input type="checkbox"/> advance teacher e. <input type="checkbox"/> group of primary teachers (Methodological unit) f. <input type="checkbox"/> other _____ g. <input type="checkbox"/> nobody			
Reading Lesson Plan			
22. Do you have any notebook or folder with lessons plans for this reading lesson? a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No (If NO skip to the question # 30)			
ASK: May I see your lesson plan book or folder for this class?			
23. Teacher can produce lessons plans for this class. a. <input type="checkbox"/> Yes ^{4*} b. <input type="checkbox"/> No (If NO skip to the question #30)			
ASK: Looking at today's or the latest available lesson plan for this class, please show me where the lesson plan...			
24... includes lesson objective (s) on reading a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No			
25. ... describes reading materials required for the lesson. a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No			
26. ... includes a planned reading activities. a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No			
27. ... includes Reading aloud activity (Drop everything and read activity) a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No			
28.4 The lesson plan includes activities on a. <input type="checkbox"/> letter knowledge/alphabetic principle skills b. <input type="checkbox"/> phonemic awareness c. <input type="checkbox"/> reading fluency d. <input type="checkbox"/> vocabulary work e. <input type="checkbox"/> comprehension f. <input type="checkbox"/> writing tasks			
29. The lesson plan shows how the teacher will assess reading achievement of students a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No (if YES or NO, skip to question			

4: Used in the construction of Indicator 4

4*: Used in the construction of Indicator 4 Essential Practices

12: Used in the construction of Indicator 12

#31)
30. What is the <u>main</u> reason that you don't have any lesson plans or up-to-date lesson plans for this class? (Mark one only) a. <input type="checkbox"/> no materials b. <input type="checkbox"/> don't know how to prepare a lesson plan c. <input type="checkbox"/> takes too much time d. <input type="checkbox"/> not effective/useful e. <input type="checkbox"/> Other _____
Reading Materials (Print - rich environment)⁶
31.4 Do you use supplementary (non-textbook) reading materials in your lessons? a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No (if NO skip to question 34)
32. How often do you use supplementary (non-textbook) reading materials in your lessons, on average? (Mark one only) a. <input type="checkbox"/> once or more per lesson b. <input type="checkbox"/> once a week c. <input type="checkbox"/> once a month d. <input type="checkbox"/> less than once a month e. <input type="checkbox"/> never
33.4 What types of non-textbook reading materials do you use? a. <input type="checkbox"/> stories b. <input type="checkbox"/> poems, fairytales c. <input type="checkbox"/> cards d. <input type="checkbox"/> teacher hand-made books e. <input type="checkbox"/> posters/charts/pictures f. <input type="checkbox"/> reference books/dictionary g. <input type="checkbox"/> letter or syllable cards h. <input type="checkbox"/> manipulative i. <input type="checkbox"/> student-created texts j. <input type="checkbox"/> other _____
34. In your classroom, do you have any non-textbook reading materials? a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No (if NO skip to question #46)
35. How many non- textbook reading materials do you have there? a. <input type="checkbox"/> less than 10 b. <input type="checkbox"/> 10 – 20 c. <input type="checkbox"/> 21 - 30 d. <input type="checkbox"/> 31 – 50 e. <input type="checkbox"/> more than 50
36. Can your student borrow the books to take home? a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No (in NO skip to question #39)
37. How often do students borrow books? a. <input type="checkbox"/> daily b. <input type="checkbox"/> weekly c. <input type="checkbox"/> every two week d. <input type="checkbox"/> monthly e. <input type="checkbox"/> other _____
38. How do you track if students read the book? a. <input type="checkbox"/> give them questions b. <input type="checkbox"/> give homework c. <input type="checkbox"/> ask parents d. <input type="checkbox"/> ask to tell about book to other students e. <input type="checkbox"/> do not track
Ask: May I see the books?
39. Teacher can demonstrate. a. <input type="checkbox"/> Yes ^{4*} b. <input type="checkbox"/> No (If No skip to Q 46)
Write your notes there:
40. Where are the books? a. <input type="checkbox"/> on book shelves b. <input type="checkbox"/> in box c. <input type="checkbox"/> in basket d. <input type="checkbox"/> in cupboard e. <input type="checkbox"/> in reading corner f. <input type="checkbox"/> other _____
41. Can students easily access these materials? a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
42 ¹³ . How many books are there? a. <input type="checkbox"/> less than 10 b. <input type="checkbox"/> 11 – 20 c. <input type="checkbox"/> 21 - 30 d. <input type="checkbox"/> 31 – 50 e. <input type="checkbox"/> more than 50
43. What types of books are there?(mark all what apply) a. <input type="checkbox"/> stories b. <input type="checkbox"/> poems c. <input type="checkbox"/> encyclopedia d. <input type="checkbox"/> scientific books for children (historical, geo, biological ect); e.. <input type="checkbox"/> coloring books f. <input type="checkbox"/> kids magazines g. <input type="checkbox"/> printed copies of texts h. <input type="checkbox"/> hand-made books i. <input type="checkbox"/> other _____
44. Outside of textbooks, how many books did the average student read last month from this collection? a. <input type="checkbox"/> 0 b. <input type="checkbox"/> 1-2 c. <input type="checkbox"/> 3-4 d. <input type="checkbox"/> 5 or more
Ask: May I see book registration journal for these books, if you have one? Teacher can show journal. a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No (if No skip to Q.46)
45. How many books did the average student borrow in the past month? a. <input type="checkbox"/> 0 b. <input type="checkbox"/> 1-5 c. <input type="checkbox"/> 6-10 d. <input type="checkbox"/> 11 and more
46.4 Have you ever fabricated any of reading materials by yourself? a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
ASK: May I see a supplementary reading materials you fabricated?
47. Teacher can produce example. a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
48.4 Have your students produced and reading materials by themselves? a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No (If NO skip to Q.50)
ASK: May I see the supplementary reading materials they produced?
49. Teacher can produce example. a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
Teaching Reading Skills
50. Do you have students with different mother tongue than instruction language in your class? a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No (If NO skip to Q.52)
51.4. What you usually do to support those students in reading improvement? a. <input type="checkbox"/> provide instruction that draws on children's experiences b. <input type="checkbox"/> provide relevant background knowledge. c. <input type="checkbox"/> make use of context or visual cues d. <input type="checkbox"/> provide frequent opportunities for students to express their ideas. e. <input type="checkbox"/> use a consistent language pace, neither too slow nor too fast. f. <input type="checkbox"/> other _____

4. Used in the Construction of Indicator 4

4*: Used in the construction of Indicator 4 Essential Practices

13: Used in the construction of Indicator 13

52. What do you usually use during your reading lessons to instruct letter knowledge? (Mark all that apply) a. <input type="checkbox"/> use letter games b. <input type="checkbox"/> teach letters through songs c. <input type="checkbox"/> use alphabet cards d. <input type="checkbox"/> post letters on classroom walls e. <input type="checkbox"/> teach a letter of the day f. <input type="checkbox"/> present lists of letters and ask students to identify them g. <input type="checkbox"/> other _____ h. <input type="checkbox"/> could not answer/ does not teach letter knowledge
53. What do you usually use to improve Phonemic awareness? (Mark all that apply) a. <input type="checkbox"/> Identifying words and sounds that are the same or different b. <input type="checkbox"/> Identifying whether words rhyme c. <input type="checkbox"/> Clapping words or syllables d. <input type="checkbox"/> Identifying which word in a set is different e. <input type="checkbox"/> Producing a word that rhymes f. <input type="checkbox"/> Identifying the first sound in words g. <input type="checkbox"/> h. <input type="checkbox"/> could not answer
54. What Reading fluency strategies do you usually use? (Mark all that apply) a. <input type="checkbox"/> guided oral reading b. <input type="checkbox"/> silent reading c. <input type="checkbox"/> vocabulary instruction targeting words d. <input type="checkbox"/> choral reading e. <input type="checkbox"/> echo reading f. <input type="checkbox"/> reader's theater g. <input type="checkbox"/> modeling reading by teacher h. <input type="checkbox"/> other _____ i. <input type="checkbox"/> could not answer
55. What do you usually do to improve student's vocabulary? (Mark all that apply) a. <input type="checkbox"/> teach specific words before reading b. <input type="checkbox"/> repeat vocabulary in many contexts c. <input type="checkbox"/> use dictionaries and other reference aid d. <input type="checkbox"/> explain meanings e. <input type="checkbox"/> play vocabulary charades f. <input type="checkbox"/> write a definitions on the wall or board g. <input type="checkbox"/> give synonyms h. <input type="checkbox"/> other _____ i. <input type="checkbox"/> could not answer
56. What reading comprehension strategies do you usually use (Mark all that apply) a. <input type="checkbox"/> predictions b. <input type="checkbox"/> asking questions before, during and after reading c. <input type="checkbox"/> ask students to summarize what they read d. <input type="checkbox"/> give completion tasks e. <input type="checkbox"/> use or draw visual/graphic representation of text f. <input type="checkbox"/> ask different type of questions g. <input type="checkbox"/> ask students to retell the main points of a text h. <input type="checkbox"/> getting children to write a reaction or response to a text just read i. <input type="checkbox"/> other _____ j. <input type="checkbox"/> could not answer
57. What type of questions do you ask students more frequently during the lesson to encourage reading comprehension? (Mark one only) a. <input type="checkbox"/> What, where, who, when questions b. <input type="checkbox"/> open-ended (why) questions c. <input type="checkbox"/> asks students their opinions d. <input type="checkbox"/> could not answer
Read the text to teacher: Руслану на день рождения подарили аквариум с рыбками. В нем жили сомики, золотые рыбки и маленький карасик. Первое время мальчик заботился о рыбках. Кормил их, менял в аквариуме воду, любил наблюдать за своими питомцами. Прошло время, и мальчик стал забывать ухаживать за рыбками.
Ask: Could you please give an example of comprehension question to this text.
58. Teacher can produce example. a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No (if No skip to Q.59)
Ask: What type of comprehension (<i>literal comprehension, inferential comprehension, evaluative comprehension</i>) this question is?
59. Teacher identified the type of comprehension a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
60. On an average day, for how many minutes do your students individually read during reading lessons? a. <input type="checkbox"/> less than 5 min b. <input type="checkbox"/> 5-9 min c. <input type="checkbox"/> 10-14 min d. <input type="checkbox"/> 15 min e. <input type="checkbox"/> more than 15 min. f. <input type="checkbox"/> never
Student Reading Assessment
61. What is the <u>main</u> criteria for reading assessment do you usually use? (mark one only) : a. <input type="checkbox"/> speed of reading b. <input type="checkbox"/> comprehension d. <input type="checkbox"/> if student can use information from the text i. <input type="checkbox"/> other _____
62. How often do you <u>usually</u> assess reading progress of your students? (mark one only) a. <input type="checkbox"/> every lesson b. <input type="checkbox"/> weekly c. <input type="checkbox"/> monthly d. <input type="checkbox"/> quarterly e. <input type="checkbox"/> once per half-year f. <input type="checkbox"/> other _____
63. Do you have reading assessment plan? a <input type="checkbox"/> Yes b. <input type="checkbox"/> No (if NO skip to Q 67)
Ask: May I see the plan?
64. The plan based on reading speed assessment a <input type="checkbox"/> Yes b. <input type="checkbox"/> No
65. The plan included tracking <u>different</u> key reading skills a <input type="checkbox"/> Yes b. <input type="checkbox"/> No
66. The plan created for a. <input type="checkbox"/> lesson b. <input type="checkbox"/> week c. <input type="checkbox"/> month d. <input type="checkbox"/> quarter e. <input type="checkbox"/> half-year f. <input type="checkbox"/> academic year
67. Do you make notes on your students' reading progress? a <input type="checkbox"/> Yes b. <input type="checkbox"/> No (If NO, skip to question #72)
ASK: May I see your personal notes on student progress? (NOT the official grade book) Mark question 69 and 70 based on these notes.
68. Teacher can produce personal notes on student progress: a. <input type="checkbox"/> Yes ⁴ * b. <input type="checkbox"/> No (If NO, skip to the Q72.)
69. The date of the last note on student progress is: a <input type="checkbox"/> this month b. <input type="checkbox"/> last month c. <input type="checkbox"/> this quarter d. <input type="checkbox"/> last quarter e. <input type="checkbox"/> earlier f. <input type="checkbox"/> no date
70. The notes about student progress include: Mark all that apply.) a <input type="checkbox"/> notes on every student b. <input type="checkbox"/> notes on some of students c. <input type="checkbox"/> notes on the class as a whole d. <input type="checkbox"/> other _____

4: Used in the construction of Indicator 4

4*: Used in the construction of Indicator 4 Essential Practices

<p>71 ¹². How do you use the student progress notes? <i>Mark all that apply.</i>)</p> <p>a. <input type="checkbox"/> assigning marks b <input type="checkbox"/> assessing teaching method c <input type="checkbox"/> assessment of student's progress in reading d. <input type="checkbox"/> analyze for improving teaching reading e. <input type="checkbox"/> inform parents d. <input type="checkbox"/> other _____</p>
<p>72⁴. How do you assess reading achievements of your students? <i>(Mark all that apply)</i> Through...</p> <p>a. <input type="checkbox"/> speed reading b. <input type="checkbox"/> dictation c. <input type="checkbox"/> observation d. <input type="checkbox"/> tests e. <input type="checkbox"/> oral questioning f. <input type="checkbox"/> student oral presentations g. <input type="checkbox"/> student discussions h. <input type="checkbox"/> homework i. <input type="checkbox"/> student projects j. <input type="checkbox"/> answer written comprehension questions k. <input type="checkbox"/> use Balanced Scorecard. l. <input type="checkbox"/> use reading ability checklist m. <input type="checkbox"/> cloze procedure n. <input type="checkbox"/> other</p>
<p>73⁴. If your students do not meet the reading assessment criteria what do you <u>generally do</u>? <i>(Mark one only)</i></p> <p>a. <input type="checkbox"/> involve parents b. <input type="checkbox"/> work with student individually c. <input type="checkbox"/> give more time to the task d. <input type="checkbox"/> change teaching methods e. <input type="checkbox"/> give low mark f. <input type="checkbox"/> tell them no time, move to next topic g. <input type="checkbox"/> other _____ h. <input type="checkbox"/> nothing/not my job</p>

¹²: Used in the construction of Indicator 12
⁴: Used in the construction of Indicator 4

Classroom Observation Form: Part 1 (Basic Information)

Background Information <i>(complete this before class begins with information from the school and teacher list, the principal and the teacher)</i>			
1. Observer Name: last _____ /first _____ /middle _____ code _____			
2. School Name: _____			
3. School Code: _____	4. Oblast: _____	5. Rayon _____ _____	6. Country _____ _____
7. Name of Teacher Observed: last _____ /first _____ /middle _____ _____			
8. Teacher's date of birth ____(day)____(mth)____(yr)	9. Teacher Code#: <div style="border: 1px solid black; height: 20px; width: 100%; background-color: #ccccff;"></div>		
10. Grade level of class observed: a. <input type="checkbox"/> Grade1 b. <input type="checkbox"/> Grade 2 c. <input type="checkbox"/> Grade 3 d. <input type="checkbox"/> Grade4	11. Subject of class observed: a. <input type="checkbox"/> Language/ writing b. <input type="checkbox"/> Reading	12. Language of instruction: a. <input type="checkbox"/> Russ b. <input type="checkbox"/> Kyrg c. <input type="checkbox"/> Tajik	
13. # of students registered in Class: a. Total _____ b. boys _____ c. girls _____ (the number of boys and girls should equal the total in a)	14. Mother tongue of most students: a. <input type="checkbox"/> Russ b. <input type="checkbox"/> Kyrg c. <input type="checkbox"/> Tajik d. <input type="checkbox"/> Uzbek e. <input type="checkbox"/> _____	15. Ethnicity of most students: a. <input type="checkbox"/> Russ b. <input type="checkbox"/> Kyrg c. <input type="checkbox"/> Tajik d. <input type="checkbox"/> Uzbek e. <input type="checkbox"/> _____	
Classroom reading environment <i>(complete this section based on your own observation before teacher begins class; do not ask teacher)</i>			
16. Number of students attending class: a. total _____ b. boys _____ c. girls _____ (the number of boys and girls should equal the total in a)			
17. What do the seating arrangements look like? <input type="checkbox"/> Fixed seats in rows <input type="checkbox"/> Moveable seats in rows <input type="checkbox"/> Moveable seats in alternative arrangements			
18. There is space in the classroom for potential children's' activities and group work. a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No			
19. How many students have textbooks for the lesson? a. <input type="checkbox"/> All b. <input type="checkbox"/> Half or more than half, but not all c. <input type="checkbox"/> Less than half d. <input type="checkbox"/> None e. <input type="checkbox"/> NA			
20. Teacher has his/her own textbook applicable to this class. a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No c. <input type="checkbox"/> NA			
21. Teacher has teacher guide applicable to this class. a. <input type="checkbox"/> Yes ₄ * b. <input type="checkbox"/> No c. <input type="checkbox"/> NA			
22. There are informal written materials (e.g., teacher made records or "word walls") present in the classroom. a. <input type="checkbox"/> None b. <input type="checkbox"/> Some (1-3) ₄ * c. <input type="checkbox"/> 4-5 ₄ * d. <input type="checkbox"/> more than 5 ₄ *			
23. There are preprinted educational posters, charts, and other written language present in the classroom (on the walls, etc.) a. <input type="checkbox"/> None b. <input type="checkbox"/> Some (1-3) ₄ * c. <input type="checkbox"/> 4-5 ₄ * d. <input type="checkbox"/> more than 5 ₄ *			
24. Displayed printed materials are appropriate to grade level and reading subject. a. <input type="checkbox"/> Yes ₄ * b. <input type="checkbox"/> Partly c. <input type="checkbox"/> No			
25. Displayed printed or written materials are in language of instruction only a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No			

26 _{4,13} . There are non-textbook books available in the classroom. a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No (skip to question 28)
27. The (majority of the) books are located in/on : a. <input type="checkbox"/> book shelves b. <input type="checkbox"/> box c. <input type="checkbox"/> basket d. <input type="checkbox"/> the cupboard e. <input type="checkbox"/> reading corner f. <input type="checkbox"/> other _____
28 ₄ . Student work (written, group work, drawings etc.) is displayed in the room/space. a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No c. <input type="checkbox"/> Not applicable

4: Used in the Construction of Indicator 4

4*: Considered as part of an essential activity within Indicator 4

13: Used in the construction of Indicator 13

Classroom Observation Form: Part 2 (Real-Time Class Instruction)

Class Start-up (tick off as they happen)
Observation of lesson starts: ____:____ (hr:min)
Language Use
29. Oral Language Usage: What percentage (approximately) of what the teacher says is in Russian, in Tajik/Kyrgyz or in a mix of both languages? _____%_Russian _____%Tajik/Kyrgyz _____%Mix _____ (numbers should total 100)
30. Oral Language Usage: What percentage (approximately) of what the children say is in Russian, in Tajik/Kyrgyz or in a mix of both languages? _____%_Russian _____%Tajik/Kyrgyz _____%Mix _____ (numbers should total 100)
31. Written Language: What percentage (approximately) of written materials in the classroom (text on the board, materials on the walls, books, etc.) is in Russian, in Tajik/Kyrgyz or in a mix of both languages? _____%Russian _____%Tajik/Kyrgyz _____%Mix _____ Other (numbers should total 100)
Teaching reading
32. Mark each kind of grouping methods does the teacher use during the lesson: <i>(Mark all that apply)</i> a. <input type="checkbox"/> whole class b. <input type="checkbox"/> small group c. <input type="checkbox"/> paired learning d. <input type="checkbox"/> individual desk/blackboard work
33 ₄ . Mark each kind of activity that teacher has the students do: ... <i>(Mark all that apply)</i> a. <input type="checkbox"/> write on blackboard _{4*} b. <input type="checkbox"/> copying from the blackboard _{4*} c. <input type="checkbox"/> do assignment individually _{4*} d. <input type="checkbox"/> answer verbal questions _{4*} e. <input type="checkbox"/> answer written questions _{4*} f. <input type="checkbox"/> recite and repeat _{4*} g. <input type="checkbox"/> read aloud together (choral reading) _{4*} h. <input type="checkbox"/> Listen to teacher read out loud i. <input type="checkbox"/> Read out loud to another student (paired reading) j. <input type="checkbox"/> Read out loud in order (one by one) k. <input type="checkbox"/> Read independently (by him/herself) _{4*} l. <input type="checkbox"/> Work in group m. <input type="checkbox"/> copy materials or notes in notebooks n. <input type="checkbox"/> role play/skits _{4*} o. <input type="checkbox"/> games, songs or puppets _{4*} p. <input type="checkbox"/> debate/discussions _{4*} q. <input type="checkbox"/> other _____
34. Mark each type of interaction that occurs during class: <i>(Mark all that apply)</i> a. <input type="checkbox"/> Students ask other students questions _{4*} b. <input type="checkbox"/> Students answer other students' questions c. <input type="checkbox"/> Students engage in discussion with each other _{4*} d. <input type="checkbox"/> Students express their opinions _{4*} e. <input type="checkbox"/> Student answer teachers questions _{4*} f. <input type="checkbox"/> Students ask teacher questions _{4*}
35 ₄ . Mark each kind of teacher activity during the lesson: <i>(Mark all that apply)</i> a. <input type="checkbox"/> Introduces lesson by explaining what students will learn _{4*} b. <input type="checkbox"/> Reads aloud to students _{4*} c. <input type="checkbox"/> Asks students literal recall questions about lesson d. <input type="checkbox"/> Answers students' questions _{4*} e. <input type="checkbox"/> Gives classwork for students to practice in reading _{4*} f. <input type="checkbox"/> Gives reading homework _{4*} g. <input type="checkbox"/> Gives differentiated work for students based on their reading ability _{4*} h. <input type="checkbox"/> Encourages discussion about the text/story _{4*} i. <input type="checkbox"/> Gives small group reading related work _{4*} j. <input type="checkbox"/> Asks higher-order questions _{4*} k. <input type="checkbox"/> Encourage predictions on text _{4*} l. <input type="checkbox"/> other _____
36 ₄ . Teacher gives different types of questions and tasks to students on text: <i>(Mark all that apply)</i> a. <input type="checkbox"/> . On reciting and memorization b. <input type="checkbox"/> comprehension c. <input type="checkbox"/> application d. <input type="checkbox"/> analysis (why questions) e. <input type="checkbox"/> composition, creating something new f. <input type="checkbox"/> evaluation
37. Give example on comprehension task or question (if observed) _____ _____
38 ₄ . During the class what type of text do you see students or teacher reading : <i>(Mark all that apply)</i> a. <input type="checkbox"/> . descriptive b. <input type="checkbox"/> narrative c. <input type="checkbox"/> informational d. <input type="checkbox"/> scientific e. <input type="checkbox"/> expository f. <input type="checkbox"/> fiction
39 ₄ . Teacher positions during class..... <i>(Mark all that apply)</i> a. <input type="checkbox"/> at his/her desk b. <input type="checkbox"/> at the blackboard c. <input type="checkbox"/> at front of room/space d. <input type="checkbox"/> throughout the room/space e. <input type="checkbox"/> out of classroom
Phonological/Phonemic Awareness

₄: Used in the Construction of Indicator No. 4

_{4*}: Considered as part of an essential activity within Indicator No. 4

		a.Yes	b.No	c.Unable to determine
40 ₄	Teacher clearly and accurately pronounces individual sounds that are the focus of the lesson with enough volume for students to hear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41 ₄	Teacher guides students to identify differences and similarities of sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42 ₄	Teacher uses oral activities that include manipulating sounds in words (For example: Breaking down a word into its smaller parts or starting with individual sounds and combining them to form a word).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43 ₄	Teacher uses engaging activities and materials to support instruction (e.g., hand motions, clapping, flash cards, other manipulatives to represent sounds) If yes, please describe materials _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Phonics

		a.Yes	b.No	c.Unable to determine
44 ₄	Teacher uses manipulative, such as letter tiles or flash cards, to help make the connection between phonemes (sounds) and graphemes (letters).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45 ₄	Students are applying letter/sound knowledge in reading and writing activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46 ₄	Teacher uses textbook information (schemas and examples) to explain connection between sounds and letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Vocabulary

		a.Yes	b.No	c.Unable to determine
47 ₄	Teacher puts unfamiliar words into context by using student-friendly explanations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48 ₄	Explicit vocabulary instruction is purposeful and ongoing as evidenced by lists of vocabulary words, graphic organizers, word walls, word sorts, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49 ₄	Teacher relates new vocabulary to prior knowledge through questioning and other instructional activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50 ₄	Students are actively involved with thinking about and using words in multiple contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51 ₄	Students use dictionaries or other reference book to find out the meaning of new words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52 ₄	Teacher explicitly teaches word parts (e.g. past tense, plural markers etc.)			

Fluency

		a. Yes	b.No	c.Unable to determine
53 ₄	Teacher models fluent reading (i.e., with speed, accuracy which includes correctness of words and pronunciation, and correct rhythm and intonation) during read-aloud and shared readings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54 ₄	Teacher and students are academically engaged in shared reading activities (e.g., big books, choral reading, charts, poems, songs).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55 ₄	Oral reading takes place in whole and small groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56 ₄	Students are reading orally (e.g., one-by-one reading, partner reading, individual reading, repeated reading).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comprehension

		a.Yes	b.No	c.Unable to determine
57 ₄	Teacher models and encourages students to make predictions about text content using pictures, background knowledge, and text features (e.g., title, subheading, captions, illustrations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58 ₄	Teacher models and encourages students to use prior knowledge and supporting details from text to make connections with the reading selection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59 ₄	Teacher models and encourages students to retell the main idea of a story or text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Used in the Construction of Indicator No. 4

60 ₄	Teacher models and encourages students to identify supporting details (e.g., who, what, when, where, why, how), of a story or text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
61 ₄	Students and teacher discuss answers to higher-level questions (not factual questions from the text but questions that require the student to make inferences and think critically) about shared readings and selections read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Writing

62 ₄ .Teacher asks students to create or write their own texts.	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No c. <input type="checkbox"/> Unable to determine
63. Teacher asks students to write words or sentences as dictated.	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No c. <input type="checkbox"/> Unable to determine
64. Teacher checks students' spelling or asks them to spell words	a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No c. <input type="checkbox"/> Unable to determine

Assessment of reading skills (<i>tick off as they happen</i>)					
65. Teacher explains to students the reading task assessment criteria a. <input type="checkbox"/> before task beginning b. <input type="checkbox"/> after task completed c. <input type="checkbox"/> not introduced					
66 ₄ . Teacher assesses reading achievement through....(<i>Mark all that apply</i>) a. <input type="checkbox"/> speed reading _{4*} b. <input type="checkbox"/> dictation _{4*} c. <input type="checkbox"/> observation _{4*} d. <input type="checkbox"/> test _{4*} e. <input type="checkbox"/> giving questions to students _{4*} f. <input type="checkbox"/> oral presentations, answers _{4*} g. <input type="checkbox"/> student discussion _{4*} h. <input type="checkbox"/> individual reading tasks _{4*} i. <input type="checkbox"/> group projects _{4*} j. <input type="checkbox"/> written responses _{4*} k. <input type="checkbox"/> using Balanced Scorecard _{4*} l. <input type="checkbox"/> using Reading Ability Checklist _{4*} m. <input type="checkbox"/> cloze procedure _{4*} n. <input type="checkbox"/> other _____ o. <input type="checkbox"/> no assessment					
67 ₄ . Teacher and students participate in assessment.(<i>Mark all that apply</i>) a. <input type="checkbox"/> Student assess each other b. <input type="checkbox"/> Student assess himself c. <input type="checkbox"/> Teacher assess students d. <input type="checkbox"/> no assessment					
68. ₄ Teacher uses Reading Ability Checklist during the lesson a. <input type="checkbox"/> yes b. <input type="checkbox"/> no					
69. ₄ Teacher uses Classroom Profile of Reading Abilities a. <input type="checkbox"/> yes b. <input type="checkbox"/> no					
70 ₄ . Teacher uses Balanced Scorecard a. <input type="checkbox"/> yes b. <input type="checkbox"/> no					
71. Teacher take notes in class journal / notebook (other than marks) a. <input type="checkbox"/> yes b. <input type="checkbox"/> no					
Use of supplementary reading Materials (<i>tick off as they happen</i>)					
Mark the different reading aids and materials the teacher actively uses during the lesson and whether they are appropriate to lesson and grade level: (<i>Mark all that apply</i>)					
Reading Supplementary Materials	Used in Lesson	Appropriate	Reading Supplementary Materials	Used in Lesson	Appropriate
72 ₄ . Non-text books	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	78. ₄ Letters card	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
73. ₄ Posters	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	79. ₄ Syllable-cards	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
74 ₄ Student created texts	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	80. ₄ Word -cards	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
75. ₄ Teacher created written texts	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	81. ₄ Pictures	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
76. ₄ Magazines	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	82. ₄ _____	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
77. ₄ Newspaper	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	83 ₄ . _____	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Home task					

₄: Used in the Construction of Indicator No. 4

_{4*}: Considered as part of an essential activity within Indicator No. 4

₄: Used in the Construction of Indicator No. 4

	84. The lesson ended at _____: _____ (hh:mm)
	85. Teacher gives reading home task to students a. <input type="checkbox"/> yes b. <input type="checkbox"/> no c. <input type="checkbox"/> N/A
	86. Teacher gives writing home task to students a. <input type="checkbox"/> yes b. <input type="checkbox"/> no c. <input type="checkbox"/> N/A

Other comments (Part 3)	
87. Teacher calls on girls and boys equally. a. <input type="checkbox"/> Yes b. <input type="checkbox"/> Calls on boys more c. <input type="checkbox"/> Calls on girls more d. <input type="checkbox"/> Not applicable (single sex class)	
88. The teacher focused attention on: a. <input type="checkbox"/> All students b. <input type="checkbox"/> More than half of the students c. <input type="checkbox"/> Less than half of the students d. <input type="checkbox"/> One or two students e. <input type="checkbox"/> None of the students	
89. The percentage of time the teacher lectured during the lesson was... a. <input type="checkbox"/> 75-100% b. <input type="checkbox"/> 50-74% c. <input type="checkbox"/> 25-49% d. <input type="checkbox"/> 1-24% e. <input type="checkbox"/> 0%	
90. Students were generally engaged in the lesson and class activities. a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No	
91. The interactions between teacher and students were generally positive. a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No	

18. ²⁰ Have you ever received training on having a reading campaign or activity?			a. yes	b. c. don't know/ no answer
19. Interviewer, please observe if there is: (Mark all that apply)				
a. a place for reading, which includes chairs		b. non-textbook books visible to students (on shelves, so children can see from their eye level)		

QRP Parent Questionnaire

Student ID:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Respondent ID:

																			P
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	---

|____ Student ID _____|

2014—*Baseline*

Read out loud to respondent:

We are giving parents this survey to learn about your attitudes about reading. The survey is part of a USAID-sponsored project called [*insert local name of project*] that is trying to improve reading skills for first through fourth graders in [*insert name of country*]. The survey is conducted by the American Institutes for Research. You are being asked to participate in this research.

Participation is voluntary, meaning that you do not have to do it if you do not want to. You may skip any question that you do not want to answer or do not know how to answer. There are no right or wrong answers to any question here. We just want to know your honest opinion.

All of your responses on this survey will be private. This means that no one at your school or in your community will know how you answered any of the questions. It should take about 15 minutes to complete this survey. I will read you all of the questions and mark your answers.

This survey will help us learn more about how to help your child become better readers, so we are very happy to learn from you! If you have any questions or concerns about this study, please contact our [*insert title here*], [*insert name here*], at [*insert phone number here*].

Do you agree to participate? Yes No (end interview)

Thank you for taking this survey!

Respondent first name _____ **last name** _____

Middle name _____ **birthday DDMYY** _____

BACKGROUND INFORMATION respondent ID _____

For the following questions, please mark only one option.

20. What grade does <name of child tested by EGRA> attend?

1

2

3

4

21. Gender of respondent:

Male₁

Female₂

22. ¹⁷What is the primary language you speak at home? (choose one)

Kyrgyz₁

Tajik₂

Russian₃

Uzbek₄

Other₅

(specify) _____₆

23. ¹⁷Is the instruction language at your school use the same as the language you use at home?

Yes₁

No₂

24. Does the child's mother or primary caregiver (which could be you, or someone else in your home) have the ability read a newspaper, or something like it?

Yes₁

No₂

25. Does the child's father or secondary caregiver, if your child has one (which could be you, or someone else in your home) have the ability to read a newspaper, or something like it?

Yes₁

No₂

26. What is the highest level of education of the child's mother or primary caregiver (which could be you, or someone else in your home)?

Fill in one code from below:

--	--

→ (*only for code 01, 02 or 03*) Number of years completed:

--	--

00= No formal education

01= Early education (specify number of years completed)

02= Primary education (specify number of years completed)

03= Secondary education (specify number of years completed)

04= Post-secondary education (extension, short courses)

05= Incomplete non-university higher education/ technical (non-official, pedagogical or artistic)

06= Complete non-university higher education (technical, non-official, pedagogical or artistic)

07= Incomplete university education

08= Complete university education

09= Incomplete postgraduate university education (Masters, Ph.D.)

10= Complete postgraduate university education (Masters, Ph.D.)

77= Do not know

27. What is the highest level of education of the child's father or secondary caregiver, if your child has one (which could be you, or someone else in your home)?

Fill in one code from below:

--	--

→ (*only for code 01, 02 or 03*) Number of years completed:

--	--

00= No formal education

01= Early education (specify number of years completed)

02= Primary education (specify number of years completed)

03= Secondary education (specify number of years completed)

04= Post-secondary education (extension, short courses)

05= Incomplete non-university higher education (technical, non-official, pedagogical or artistic)

06= Complete non-university higher education (technical, non-official, pedagogical or artistic)

07= Incomplete university education

08= Complete university education

09= Incomplete postgraduate university education (Masters, Ph.D.)

10= Complete postgraduate university education (Masters, Ph.D.)

77= Do not know

28. On an average day, how many hours do you have electricity? [Interviewer note that answer needs to be between 0 and 24.]

--	--

29. About how much time do you usually spend reading for enjoyment?

- I do not read for enjoyment ₁
- 30 minutes or less a day ₂
- More than 30 minutes to less than 60 minutes a day ₃
- 1 to 2 hours a day ₄
- More than 2 hours a day ₅

30. ¹³ How many books are there in your home? There are usually about 40 books per meter of shelving. Do not include magazines, newspapers, or schoolbooks.

- 0-5 books₁
- 6-10 books₂
- 11-25 books₃
- 26-100 books₄
- More than 100 books₅

31. ¹³ How many of these books are specifically for children?

--	--

32. In an average week, how many of these books are from the school or community library?

--	--

33. Do you have a library available that can be used by <name of child>?

- Yes₁
- No₂

34. ¹⁵ Has your child ever participated in any reading events in or out of school? Yes
No₂

35. Have you ever participated in any reading events in or out of school with your child?

- Yes₁ No₂→skip to question 19

36. Who organized the event?

- School teachers₁ Librarian₂ Don't know₃ Other₄_____

37. When was the most recent event? (MMYY)

--	--	--	--

38. Does your child's teacher give you any instructions about how to read at home with children?

- Yes₁ No₂→skip to question 22

39. What are the instructions? (mark all that apply)

- Read with your child₁ Discuss what you read with your child₂
- Make sure the child reads everyday₃ Other₄_____

40. Do you follow these recommendations?

- Yes₁ No₂

		Not important	Somewhat important	Very important	Essential
41. ¹⁵	In general, reading is....	○	○	○	○

¹⁵: Used in the construction of Indicator 13

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't know
	How much do you agree or disagree with these statements about reading?						
42. ¹⁵	Reading is one of my favorite hobbies	<input type="radio"/>					
43. ¹⁵	For me, reading is a waste of time	<input type="radio"/>					
44.	I enjoy going to a bookstore or a library	<input type="radio"/>					
45. ¹⁵	Prior to when children attend school, it is not important to read to children.	<input type="radio"/>					
46.	Reading is a key activity at school.	<input type="radio"/>					
47.	Reading is a more important skill for boys than girls.	<input type="radio"/>					
48. ¹⁵	It is important to have reading materials at home.	<input type="radio"/>					
49.	My child has access to appropriate non-textbook reading materials at school or in the community.	<input type="radio"/>					
50.	I would prefer to give my kid a toy rather than a book for his/her birthday.	<input type="radio"/>					
51. ¹⁵	If my child is good at reading, he/she will be more successful in other school subjects ¹⁷	<input type="radio"/>					
52.	I can't spend money on kid's books, because have other priorities.	<input type="radio"/>					
	Now, I'd like to ask about your attitudes towards school:						
53.	My child's school provides regular and useful information on my child's progress	<input type="radio"/>					

¹⁷: Used in the construction of Indicator 17

54.	My child's school does a good job in educating students	<input type="radio"/>					
55.	It is the school's responsibility to teach my child to read.	<input type="radio"/>					
56.	School should be the only place to supply reading material to students.	<input type="radio"/>					
57.	Teachers should spend more time on reading in school.	<input type="radio"/>					

		Never or hardly ever	Once or twice a month	Once or twice a week	Every day	Almost every day
	On average, how often do you or someone else in your home do the following things with your child?					
58.	Discuss books, poetry, or folktales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59.	Discuss what your child is learning at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60.	Go to a bookstore or library with your child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61.	Talk with your child about what he/she is reading on his/her own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62.	Help your child with his/her homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		Never or hardly ever	Once a week	Two-three times a week	Most days	Every day
63. ¹⁷	You or does someone else in your household read (out loud to or reads alongside) with your child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 10: Student Background Questions

Present the following questions following the sequence as they appear in the table. Read the questions or their options to the student slowly and wait for her/his response. Then circle or write the response as provided in the table.

Read to student: We would now like to ask you some questions about your family in general, and your experience with reading in school and at home. These questions should take 10 minutes to complete. This information will help us learn about students and how we can help them with being better readers, which is the goal of our project. You can choose to stop the interview at any time, or skip any question you don't want to answer. Also, know that your answers will be kept private and without your name attached to them. No one, including anyone at school or in your community, will know your answers. There are no right or wrong answers to any of these questions. We just want to your about your experience. I will read you the questions and mark your answers.

1.	Do you agree to participate?[if no, end interview] yes/ no				
2. 16,18	In what language do you study at school?				
	a. <input type="radio"/> Russian	b. <input type="radio"/> Kyrgyz	c. <input type="radio"/> Tajik	d. <input type="radio"/> Uzbek	e. <input type="radio"/> Other _____
3.	What language do you speak at home the majority of the time?				
	a. Russian	b. Kyrgyz	c. Tajik	d. Uzbek	e. Other _____
4.	Do you have a school language/reading textbook for your grade?				
	a. Yes, for the right grade	b. No, but I have a textbook for the wrong grade	c. No- I don't have a book	b. no answer/ don't know	
5.	Besides school textbooks, do you have any other reading materials in your house? (e.g., newspaper, magazines, religious books, other kinds of books?) [if no to ALL, skip to q8]		Newspapers yes/no	Magazines yes/no	Religious books yes/no
	Books yes/no		Other yes/no		
6.	If the answer is yes, in what language are the majority of the reading materials?				
	a. Russian	b. Kyrgyz	c. Tajik	d. Uzbek	e. Other _____
7.	How many books do you have in your house? [Show pictures from manual for each option.]		a. 1-10	b. 11-40	c. 41 or more
8.	Of the books you have at home, are any of them children's books that are yours?		a. yes	b. no	c. no answer/ don't know
9.	Do your parents or other(s) in the family read?		a. yes	b. no	c. no answer/ don't know

10. 17	Do your parents or others in the family read with you?	a. yes	b. no	c. no answer/ don't know
11. 18	Do you ever read books that are not textbooks at home by yourself?	a. yes	b. no	c. no answer/ don't know
12.	Does your family own.....?			
13.	Radio	a. yes	b. no	c. no answer/ don't know
14.	Home telephone	a. yes	b. no	c. no answer/ don't know
15.	Mobile phone	a. yes	b. no	c. no answer/ don't know
16.	Television	a. yes	b. no	c. no answer/ don't know
17.	Refrigerator	a. yes	b. no	c. no answer/ don't know
18.	Bicycle	a. yes	b. no	c. no answer/ don't know
19.	Motor cycle	a. yes	b. no	c. no answer/ don't know
20.	Computer	a. yes	b. no	c. no answer/ don't know
21.	Computer with Internet connection	a. yes	b. no	c. no answer/ don't know
22.	Automobile	a. yes	b. no	c. no answer/ don't know
23.	Tractor	a. yes	b. no	c. no answer/ don't know
24.	Truck	a. yes	b. no	c. no answer/ don't know
25.	How many people live in your household?	Options are 1 through 10 or more.		
26.	How many brothers and sisters do you have who live with you?	Options are 0 through 7 or more.		
27.	How many rooms are used exclusively for sleeping?	Options are 0 through 5 or more.		
28.	Do you get reading homework? [if no, skip to q28]	a. yes	b. no	c. no answer/ don't know
29.	If yes, how often do you get reading homework?	<input type="radio"/> after every reading class <input type="radio"/> after most reading classes <input type="radio"/> after half reading classes <input type="radio"/> rarely <input type="radio"/> Don't know/No response provided		
30.	Does anyone in your family help you with your homework? [if no or don't know/ no response, skip to q28]	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> Don't know/No response provided		

31.	If yes, who helps you? [Mark all that apply.]	<input type="radio"/> mother <input type="radio"/> father <input type="radio"/> brother/sister <input type="radio"/> Other(s) <input type="radio"/> Don't know/No response provided
32.	Did your teacher check your reading skills (including letter knowledge) in the past month?	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> Don't know/No response provided
33.	Before you were enrolled in grade 1, did you attend Kindergarten/ preschool/religious school?	<input type="radio"/> kindergarten yes/no <input type="radio"/> preschool yes/no <input type="radio"/> Religious school yes/no <input type="radio"/> Other yes/no <input type="radio"/> Don't know/No response provided
34.	Which grade did you attend during the last academic year?	<input type="radio"/> kindergarten/preschool/ other school <input type="radio"/> 1 st grade <input type="radio"/> 2 nd grade <input type="radio"/> 3 rd grade <input type="radio"/> 4 th grade <input type="radio"/> Did not attend school last year <input type="radio"/> Don't know/No response provided
35. 19	Have you been to a reading activity that was outside of your regular classes, or even outside of school?	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> Don't know/No response provided

DO NOT FORGET

After thanking the student by shaking his/her hand, make sure that you have collected all information to be collected.

16 Used in Indicator 16

17 Used in Indicator 17

18 Used in Indicator 18

19 Used in Indicator 19

¹⁹: Used in the construction of Indicator 19

²⁰: Used in the construction of Indicator 20

APPENDIX C: BALANCE TABLES

TABLE C-1: STUDENT SURVEY, KYRGYZSTAN

Variables	Control		Treatment		Mean Diff	Diff SE	p-value
	Mean	N1	Mean	N2			
Male	0.52	2,858	0.52	2,785	0.00	0.01	0.71
Studies in Kyrgyz	0.71	2,858	0.74	2,785	0.02	0.08	0.75
Speaks Kyrgyz at home	0.79	2,858	0.87	2,785	0.08	0.04	0.08
Been to reading activity	0.60	2,858	0.58	2,785	-0.02	0.05	0.68
Reads at home	0.88	2,858	0.87	2,785	-0.00	0.01	0.73

Notes: Standard errors clustered at the school level for those variables that are measured at the classroom level. Difference in number of observations caused by missing observations.

TABLE C-2: STUDENT SURVEY, TAJIKISTAN

Variables	Control		Treatment		Mean Diff	Diff SE	p-value
	Mean	N1	Mean	N2			
Male	0.52	2,926	0.52	3,124	0.00	0.01	0.92
Studies in Tajik	0.84	2,926	0.83	3,124	-0.01	0.07	0.87
Speaks Tajik at home	0.85	2,926	0.83	3,124	-0.02	0.04	0.59
Been to reading activity	0.33	2,926	0.34	3,124	0.01	0.04	0.79
Reads at home	0.67	2,926	0.67	3,124	0.00	0.03	0.98

Notes: Standard errors clustered at the school level for those variables that are measured at the classroom level. Difference in number of observations caused by missing observations.

TABLE C-3: PARENT SURVEY, KYRGYZSTAN

Variables	Control		Treatment		Mean Diff	Diff SE	p-value
	Mean	N1	Mean	N2			
Background							
Grade attended by child	2.84	667	2.83	659	-0.01	0.06	0.83
Gender of respondent: Female	0.81	668	0.84	659	0.03	0.02	0.22
Home language: Kyrgyz	0.84	668	0.92	657	0.08	0.04	0.04**
School language of instruction same as home language	0.81	667	0.81	655	0.00	0.05	0.96
Mother or primary caregiver has ability to read newspaper	0.81	669	0.85	659	0.04	0.03	0.14
Mother or primary caregiver education: Post-secondary or higher	0.40	596	0.46	613	0.06	0.05	0.22
Reading attitudes and behaviors							
Reading is essential, agrees	0.28	666	0.30	655	0.02	0.03	0.58
Reads 30 to 60 minutes a day	0.33	657	0.33	657	0.01	0.03	0.85
Parent reads with child	0.42	669	0.44	659	0.02	0.04	0.61
Home							

Variables	Control		Treatment		Mean	Diff	p-value
	Mean	N1	Mean	N2	Diff	SE	
Number of books specifically for children	9.46	652	7.84	647	-1.62	1.22	0.19
Hours of electricity on an average day	15.30	667	15.33	653	0.03	1.17	0.98

Notes: Standard errors clustered at the school level for those variables that are measured at the classroom level. Difference in number of observations caused by missing observations. ** significant at the 5-percent level

TABLE C-4: PARENT SURVEY, TAJIKISTAN

Variables	Control		Treatment		Mean	Diff	p-value
	Mean	N1	Mean	N2	Diff	SE	
Background							
Grade attended by child	2.76	632	2.75	650	-0.01	0.06	0.84
Gender of respondent: Female	0.69	637	0.70	650	0.01	0.05	0.84
Home language: Tajik	0.87	637	0.83	649	-0.04	0.04	0.40
School language of instruction same as home language	0.87	636	0.83	650	-0.04	0.04	0.28
Mother or primary caregiver has ability to read newspaper	0.95	634	0.94	648	-0.01	0.01	0.64
Mother or primary caregiver education: Post-secondary or higher	0.18	637	0.16	650	-0.03	0.04	0.44
Reading attitudes and behaviors							
Reading is essential, agrees	0.16	635	0.18	650	0.02	0.03	0.38
Reads 30 to 60 minutes a day	0.16	637	0.15	650	-0.00	0.03	0.90
Parent reads with child	0.65	637	0.63	651	-0.01	0.04	0.75
Home							
Number of books specifically for children	7.43	631	6.29	642	-1.15	1.10	0.30
Hours of electricity on an average day	23.69	635	23.70	647	0.01	0.42	0.98

Notes: Standard errors clustered at the school level for those variables that are measured at the classroom level. Difference in number of observations caused by missing observations.

TABLE C-5: TEACHER SURVEY, KYRGYZSTAN

Variables	Control		Treatment		Mean	Diff	p-value
	Mean	N1	Mean	N2	Diff	SE	
Background							
Total years as a teacher	20.55	242	20.95	244	0.40	1.20	0.74
Teacher has university degree or higher	0.80	251	0.78	254	-0.02	0.04	0.67

Variables	Control		Treatment		Mean Diff	Diff SE	p-value
	Mean	N1	Mean	N2			
Support							
Teacher receives methodological or mentoring support	0.54	244	0.54	246	0.00	0.06	0.66
Teacher attended a state official ITTI in the last 5 years	0.69	246	0.67	251	-0.02	0.05	0.95
Materials							
Teacher can produce lesson plans	0.90	250	0.88	251	-0.02	0.02	0.44
Teacher uses supplementary reading materials	0.96	234	0.95	244	-0.01	0.03	0.55
Teacher has any non-textbook reading materials	0.61	246	0.63	251	0.01	0.06	0.84
Instruction							
Reports teaching letter knowledge through cards	0.66	251	0.64	254	-0.02	0.05	0.67
Reports teaching phonetic awareness through rhymes	0.24	251	0.22	254	-0.02	0.04	0.59
Reports teaching fluency through choral reading	0.43	251	0.47	254	0.04	0.05	0.43
Reports teaching vocabulary by writing definition on the board	0.23	251	0.22	254	-0.00	0.04	0.95
Reports teaching comprehension through why questions	0.36	251	0.41	254	0.05	0.05	0.32
Assessment							
Main criterion is speed of reading	0.25	250	0.16	250	-0.09	0.04	0.01**
Conducts assessment every lesson	0.67	247	0.63	251	-0.04	0.05	0.45
Teacher has reading assessment plan	0.35	245	0.34	248	-0.01	0.06	0.88
Teacher makes notes on students' progress	0.52	240	0.40	254	-0.12	0.06	0.04**
Progress notes used for improving own teaching	0.20	251	0.22	244	0.03	0.05	0.58

Notes: Standard errors clustered at the school level for those variables that are measured at the classroom level. Difference in number of observations caused by missing observations. ** significant at the 5-percent level

TABLE C-6: TEACHER SURVEY, TAJIKISTAN

Variables	Control		Treatment		Mean Diff	Diff SE	p-value
	Mean	N1	Mean	N2			
Background							
Total years as a teacher	18.68	225	16.82	240	-1.86	1.18	0.12
Teacher has university degree or higher	0.52	244	0.46	254	-0.07	0.05	0.22
Support							

Variables	Control		Treatment		Mean Diff	Diff SE	p-value
	Mean	N1	Mean	N2			
Teacher receives methodological or mentoring support	0.52	239	0.45	253	-0.07	0.06	0.22
Teacher attended a state official ITTI in the last 5 years	2.40	242	2.34	251	-0.06	0.10	0.53
Materials							
Teacher can produce lesson plans	0.72	245	0.73	255	0.01	0.05	0.83
Teacher uses supplementary reading materials	0.79	241	0.80	252	0.01	0.05	0.85
Teacher has any non-textbook reading materials	0.52	242	0.49	251	-0.03	0.06	0.64
Instruction							
Reports teaching letter knowledge through cards	0.54	245	0.53	255	-0.01	0.05	0.86
Reports teaching phonetic awareness through rhymes	0.32	245	0.28	255	-0.04	0.05	0.39
Reports teaching fluency through choral reading	0.47	245	0.49	255	0.03	0.05	0.60
Reports teaching vocabulary by writing definition on the board	0.28	245	0.26	255	-0.02	0.05	0.69
Reports teaching comprehension through why questions	0.06	245	0.04	255	-0.01	0.03	0.61
Assessment							
Main criterion is speed of reading	0.45	240	0.48	252	0.03	0.05	0.54
Conducts assessment every lesson	0.59	243	0.51	252	-0.08	0.06	0.15
Teacher has reading assessment plan	0.28	239	0.27	249	-0.01	0.05	0.83
Teacher makes notes on students' progress	0.31	243	0.26	247	-0.05	0.05	0.40
Progress notes used for improving own teaching	0.04	245	0.04	255	-0.00	0.02	0.94

Notes: Standard errors clustered at the school level for those variables that are measured at the classroom level. Difference in number of observations caused by missing observations.

TABLE C-7: CLASSROOM OBSERVATION, KYRGYZSTAN

Variables	Control		Treatment		Mean Diff	Diff SE	p-value
	Mean	N1	Mean	N2			
Demographics							
Mother tongue of most students: Kyrgyz	0.89	250	0.98	254	0.08	0.04	0.02**
Ethnicity of most students: Kyrgyz	0.90	249	0.98	253	0.08	0.04	0.03**

Variables	Control		Treatment		Mean Diff	Diff SE	p-value
	Mean	N1	Mean	N2			
Number of students attending class	22.23	255	22.88	256	0.64	0.92	0.48
Materials							
All students have textbooks	0.77	247	0.82	256	0.05	0.04	0.17
Teacher has lesson plan	0.66	239	0.67	248	0.00	0.05	0.94
Non-textbook books available	0.46	247	0.47	255	0.01	0.06	0.82
Instruction							
Students read independently	0.32	255	0.32	259	0.00	0.04	0.94
Read out loud in order	0.51	255	0.44	259	-0.07	0.05	0.23
Teacher gives reading homework	0.53	255	0.56	259	0.03	0.05	0.54
Teaches phonemic awareness through pronouncing sounds	0.43	195	0.41	204	-0.01	0.06	0.82
Teaches vocab through dictionaries	0.13	240	0.11	247	-0.02	0.03	0.59
Teaches fluency through teacher-modeled reading	0.59	249	0.69	253	0.11	0.05	0.03**
Teaches comprehension through higher order questions	0.64	246	0.68	248	0.04	0.05	0.48
Teacher asks students to write words as dictated	0.18	244	0.25	252	0.07	0.04	0.12
Teacher uses non-textbook books	0.21	255	0.26	259	0.05	0.04	0.30
Assessment							
Teacher assesses students	0.79	255	0.77	259	-0.02	0.04	0.64

Notes: Standard errors clustered at the school level for those variables that are measured at the classroom level. Difference in number of observations caused by missing observations. ** significant at the 5-percent level

TABLE C-8: CLASSROOM OBSERVATION, TAJIKISTAN

Variables	Control		Treatment		Mean Diff	Diff SE	p-value
	Mean	N1	Mean	N2			
Demographics							
Mother tongue of most students: Tajik	0.94	253	0.93	254	-0.01	0.04	0.84
Ethnicity of most students: Tajik	0.94	253	0.92	254	-0.02	0.04	0.63
Number of students attending class	21.72	253	21.55	254	-0.16	0.87	0.85
Materials							
All students have textbooks	0.81	253	0.73	254	-0.07	0.05	0.12
Teacher has lesson plan	0.56	252	0.53	254	-0.04	0.06	0.52
Non-textbook books available	0.39	252	0.31	254	-0.08	0.06	0.20
Instruction							
Students read independently	0.57	253	0.60	254	0.03	0.05	0.52
Read out loud in order	0.27	253	0.22	254	-0.04	0.05	0.40

Variables	Control		Treatment		Mean Diff	Diff SE	p-value
	Mean	N1	Mean	N2			
Teacher gives reading homework	0.57	253	0.56	254	-0.00	0.05	0.96
Teaches phonemic awareness through pronouncing sounds	0.75	253	0.72	254	-0.03	0.05	0.54
Teaches vocab through dictionaries	0.23	253	0.23	254	0.00	0.04	0.94
Teaches fluency through teacher-modeled reading	0.78	253	0.74	254	-0.04	0.04	0.38
Teaches comprehension through higher order questions	0.41	253	0.39	254	-0.02	0.05	0.66
Teacher asks students to write words as dictated	0.54	253	0.54	254	-0.00	0.05	0.97
Teacher uses non-textbook books	0.20	253	0.19	254	-0.01	0.04	0.84
Assessment							
Teacher assesses students	0.78	253	0.78	254	0.00	0.04	0.98

Notes: Standard errors clustered at the school level for those variables that are measured at the classroom level. Difference in number of observations caused by missing observations.

TABLE C-9: LIBRARIAN SURVEY, KYRGYZSTAN

Variables	Control		Treatment		Mean Diff	Diff SE	p-value
	Mean	N1	Mean	N2			
99 or fewer books for primary grade pupils	0.62	63	0.57	63	-0.05	0.09	0.59
Percent of books in Kyrgyz	54.65	63	51.17	63	-3.48	5.86	0.55
3 or more reading campaigns or activities in school during last year	0.51	63	0.67	63	0.16	0.09	0.07

Notes: Standard errors clustered at the school level.

TABLE C-10: LIBRARIAN SURVEY, TAJIKISTAN

Variables	Control		Treatment		Mean Diff	Diff SE	p-value
	Mean	N1	Mean	N2			
99 or fewer books for primary grade pupils	0.31	77	0.37	75	0.06	0.08	0.44
Percent of books in Tajik	64.01	77	60.16	75	-3.85	5.90	0.51
3 or more reading campaigns or activities in school during last year	0.55	77	0.48	75	-0.07	0.09	0.45

Notes: Standard errors clustered at the school level.

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