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BASA PILIPINAS IMPACT EVALUATION - BASELINE REPORT

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ACRONYMS

BEIS	Basic Education Information System
DepEd	Philippines Department of Education
EDC	Education Development Center
EGMA	Early Grade Math Assessment
EGRA	Early Grade Reading Assessment
ICC	Intra-Cluster Correlation
IE	Impact Evaluation
IRR	Inter-Rater Reliability
LAC	Learning Action Cells
MTBMLE	Mother Tongue-Based Multi-Lingual Education
NAT	National Achievement Test
ORF	Oral Reading Fluency
PSM	Propensity Score Matching
PTA	Parent Teacher Association
SI	Social Impact
TNS	Taylor Nelson Sofres
USAID	United States Agency for International Development
USG	United States Government

EXECUTIVE SUMMARY

While 97% of Filipinos have basic literacy, only 86% are functionally literate. One of the main challenges to achieving higher levels of literacy has been that the primary education system in the Philippines has previously focused on reading in English and Filipino; however, teaching children to read only in languages that they do not speak at home can pose a substantial barrier for children who already struggle to learn to read.

To address this, the Philippine Department of Education (DepEd) officially adopted the implementation of mother tongue-based multi-lingual education (MTBMLE). The 2014-2015 school year represents the first school year in which all public schools are implementing MTBMLE in grades K-3. USAID is assisting this effort through the Basa Pilipinas program, a four-year early grade reading intervention designed to support DepEd's MTBMLE initiative.

USAID/Philippines has commissioned Social Impact (SI) to conduct a rigorous impact evaluation (IE) of the Basa Pilipinas program to measure its impact and cost-effectiveness as an early grade reading intervention, in the context of MTBMLE. The IE sets out to answer the following two main evaluation questions:

- 1- What is the impact on reading proficiency and comprehension of early grade Basa supported reading interventions relative to non-Basa supported early grade reading interventions?
- 2- Do any positive impacts of Basa justify additional funding?

While previous studies have examined the effects of mother tongue multilingual education, this evaluation will focus on evaluating the incremental effect of USAID-led programming to support DepEd's MTBMLE program activities and cost analysis of the intervention. This research will serve as an accountability mechanism that will measure the extent to which USG investment has led to literacy gains, will contribute to the literature on effectiveness of reading programs supporting MTBMLE, and, combined with results of evaluations of other USAID-sponsored projects in Peru and Guatemala, will provide evidence from various contexts.

This IE uses a quasi-experimental design to isolate the effect of Basa-supported early grade reading relative to non-Basa supported reading interventions (henceforth referred to as 'standard' MTBMLE). Under this design, students in Basa (treatment) schools and similar students in 'standard' MTBMLE (comparison) schools are selected for participation in the evaluation using a two-step sampling and matching methodology. The first step involves identifying matched treatment and comparison schools, while the second step entails matching randomly sampled students within these treatment and comparison schools. All schools and students are sampled from Region 1 and Region 7.

Under a few established assumptions regarding intra-cluster correlation, power, significance level, correlation between baseline and outcome measures, and attrition, the study expects to be able to measure a 0.17 standard deviation difference in reading comprehension scores between Basa and non-Basa students across all grades combined at the end of the 2015-2016 and 2016-2017 school years.

Data are being collected longitudinally at three points in time from a panel of Basa and non-Basa students. Baseline data were collected in September-October of the 2015-2016 school year. Two follow-up rounds of data collection will take place at the end of the 2015-2016 school year and at the end of the 2016-2017 school year. Grade 1 students will be tested in the mother tongue, and Grade 2 and 3 students will be tested in Filipino and English.

School-based data collection includes student learning assessments, teacher surveys, teacher observations, and a school administrator survey. Social Impact also developed a household survey to capture socio-economic characteristics of student households at baseline. SI conducted training and pilot tests in each region with support from Taylor Nelson Sofres (TNS) Philippines in late August and early September of 2015 and adjusted these instruments based on pilot findings. Student learning assessments in Grades 1 through 3 are as follows:

- Grade 1 EGRA in mother-tongue
- Grade 2 EGRA in Filipino & English
- Grade 3 EGRA in Filipino & English
- Grade 1, 2, and 3 EGMA in mother-tongue

This IE has four main potential limitations:

1. The Basa evaluation sample may not be fully representative of Basa schools, since 11% of Basa schools had to be non-randomly excluded.
2. Baseline data were collected in September and October, two months into the school year. This may bias baseline outcome values to the extent that the program generates outcomes in the first two months of the school year.
3. Early implementation of the Basa program at some schools (as early as 2013) means that the baseline data does not represent pre-intervention outcomes at the school level.
4. At the time of this report, the evaluation team is missing household data for 4% of sampled students (159). As such, these students could not be included for analysis in the baseline report. Given the small portion of missing data, we do not anticipate that the missing data to alter the findings presented in this report.

Findings

In this report, findings are presented for the treatment group only. This is because the sampling strategy employed for this IE yields comparison schools that do not represent the average, either nationally or by region, and instead, have been selected to match as closely as possible to Basa schools. Balance statistics show that this selection was largely successful, as PSM succeeded in eliminating nearly all significant differences between treatment and control schools that existed prior to matching. The treatment group has been weighted to more accurately represent the entire population of Basa schools.

Characteristics of Basa Schools- Basa schools have an average enrollment of 216 students, with 104 students in grades 1 through 3. Each school has about 8 teachers on average, nearly all of which are plantilla. Nearly all (95%) of schools participate in Learning Action Cells. In terms of key resources and facilities, 50% of Basa schools have libraries, 80% have computers (although only 41% have internet access), 84% have reliable grid electricity, and 95% have their own water supply. As would be expected, the vast majority of Basa schools (94%) have a copy of the DepEd K-12 curricula for Mother Tongue, Filipino, and English. Moreover, nearly all schools reported having the appropriate textbooks and learners manuals in each language.

Students in Basa schools- Basa schools do not reach gender parity, with 46% of students in Basa schools being female. Students in Basa schools report highly positive attitudes toward school and reading, although 18% think that “they don’t learn much in school.” Many show behavior that is conducive to learning, with about 91% having attended kindergarten, 84% having someone at home who reads to them, 77% reading on their own at home, and 82% having someone at home who helps them with homework. These figures vary somewhat by gender and by region.

Households of students in Basa Schools- As should be expected, almost all students’ households primarily speak in the local mother tongue at home (98%). About 80% of households have reading materials for students. Households reported, on average, that students were a little less than five years old when someone began reading to them. A little over 80% of households are involved in school in some way or another, most frequently by helping with their child’s homework, encouraging their child to read, or regularly reading to their child. Other less frequent forms of school involvement included participation in the school PTA, communicating high expectations to their child, and buying or borrowing other reading materials for their child to read.

Teachers in Basa Schools- The vast majority of teachers in Basa schools (95%) are female, and nearly all (96%) have a Bachelor’s Degree or better. In terms of teaching resources and practices, 97% of teachers in Basa schools use mother tongue as the main language of instruction, despite it being the native tongue of only 92%. Between two thirds and three quarters have attended in-service training or professional development sessions for early grade reading or writing in the present or previous school year. Nearly all teachers reported regular use of lesson plans—only 3% do so less than most of the time. Based on observations of teacher behavior, 95% displayed more than three quarters of a list of best practices in general instruction, although fewer (55%) displayed more than three quarters of best practices in reading-specific instruction.

Principals of Basa Schools- Principals of Basa schools have 6.23 years of experience on average, with 81% having a Master’s degree or better. Most (70%) are female. Based on self-reported data, about two thirds of Basa school principals visit or observe their classrooms at least once every week, with about 20% visiting daily. Nearly all (97%) Basa principals check teachers’ lesson plans at least once a week, with the majority (75%) checking twice a week or more.

Student Assessments- While fewer girls than boys are enrolled in Basa schools, assessment data show that girls tend to outperform boys, as has been found in other education research

and evaluation work in the Philippines. For all grades and both regions, students score lowest in reading comprehension. The analysis of student assessment data found a substantial portion of zero scores across all grades, which is most pronounced for reading comprehension and subtraction level 2. As expected, zero scores were rather high for many subtests for Grade 1 students, and these decreased substantially among Grade 2 and Grade 3 students.

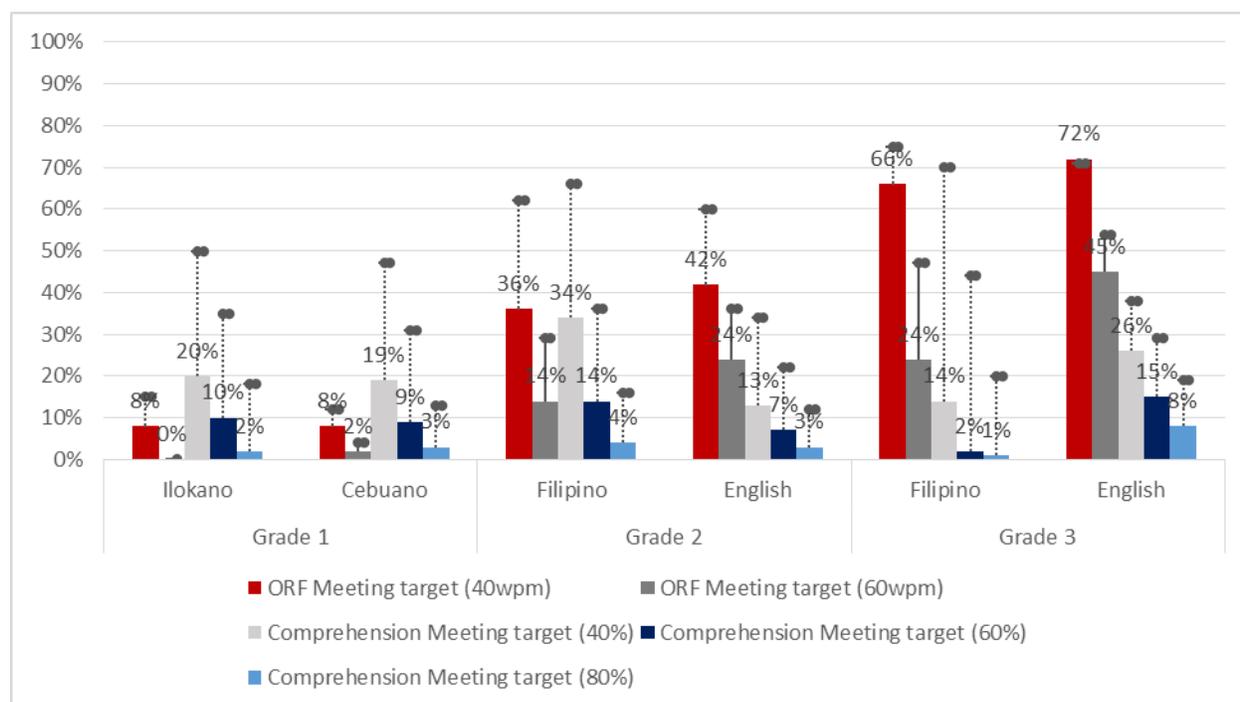
On average, Grade 1 Basa students tested in Ilokano read 16.18 letter sounds, 16.05 familiar words, and 13.18 unfamiliar words correctly in one minute. Students read fewer words correctly in one minute when these words were in an oral reading passage (12.05). On average, Grade 1 students tested in Ilokano correctly answered 13% of the five reading comprehension questions, indicating that many students were not able to correctly answer even one of the five questions.

Grade 1 students tested in Cebuano correctly read 18.35 letter sounds, 16.05 familiar words, and 13.18 unfamiliar words per minute at baseline. Students read 14.62 words correctly in the oral reading passage, and was the case for Ilokano, students scored quite low on the Cebuano reading comprehension, correctly answering just 16% of the five reading comprehension questions, which is less than one correct question, on average.

As can be expected, Grade 2 and Grade 3 students performed better in Filipino than in English, with the notable exception of letter sounds. Students in both grades were able to correctly say more letter sounds in English than in Filipino. Moreover, students in Grade 3 scored substantially higher than Grade 2 students on all subtests in Filipino and English, as would be expected, with the exception of Filipino reading comprehension, which was lower for Grade 3. However this does not indicate lower performance of Grade 3 students; rather, the Grade 3 oral reading passage and corresponding reading comprehension questions were more advanced than the Grade 2 version.

Across all grades and languages, students are not reaching benchmarks, however, Grade 3 students are meeting the DepEd target for the 40wpm benchmark in English and approach the 40wpm target for Filipino. Grade 3 students also approach the DepEd targets for the other English benchmarks (see Figure 1).

Figure 1: Progress toward Benchmarks and DepEd SY 2015/16 Targets



Grade I EGMA results show that girls consistently outperform boys on all EGMA subtests. The difference between male and female performance, while significant, is not as large in the EGMA subtests as it is in the EGRA subtests. Overall, Grade I students are able to correctly identify 13.74 numbers per minute and answer 50% of quantity discrimination questions and 22% of missing number questions. Addition, subtraction, and word problems proved difficult for many students.

Mean scores increased substantially for students in grades 2 and 3, with an average of 33.99 numbers correctly identified per minute across both grades and greatly improved scores across all other subtests. Girls also outperformed boys in Grades 2 and 3 EGMA. More advanced (level 2) addition and subtraction problems were included in the Grade 2 and Grade 3 assessments. The level 2 subtraction subtests proved challenging for Grade 2 and Grade 3 students, with a mean score of 25% correct meaning that on average, students correctly answered one of the five level 2 subtraction problems correctly.

Predictors of Reading Outcomes- Multivariate Tobit regression analysis was conducted to observe which independent variables were predictors of reading outcomes in Basa schools. When reading outcomes are measured by oral reading fluency (as measured by words correct per minute):

- (i) Females generally score higher than male counterparts by between 6.5 and 16.2 words per minute;
- (ii) Region 7 students score between 6.8 and 37.0 words per minute higher than Region I students;

- (iii) Having someone with a vocational degree or higher in the household increases scores by between 3.2 and 8.2 words per minute, with the exception of 2nd grade Filipino tests;
- (iv) Having a teacher who reports using a lesson plan at least most of the time increases scores by 9.7 to 23.2 points compared to those who report using a lesson plan some of the time or less (with the exception of first grade students); and
- (v) EGMA scores in addition and subtraction are significantly and positively related to ORF scores almost across the board, with one point increases in those tests being associated with between 0.7 and 2.2 word per minute increases in ORF scores.

Fewer independent variables were significant predictors of reading outcomes when reading comprehension is used as the dependent variable, although sex was still significantly related in all five tests and having a household member with vocational training or higher was significant in all but Grade 3 Filipino.

Conclusions

The baseline sampling and data collection succeeded in generating a viable comparison group. First, by achieving a sample size of more than 4,000 students, we expect to have sufficient power to measure the magnitude of changes anticipated by the project at each grade level. Second, although the Basa and non-Basa student samples are significantly different along numerous characteristics, the differences can be controlled for by matching, thereby yielding similar treatment and comparison groups and a viable estimate of the counterfactual.

Students are generally performing below the DepEd benchmark targets. In Grade 3, students already met the 40wpm ORF benchmark target for English and nearly achieve the same target for Filipino. However, performance is below the targets on for all other benchmarks, yet this is to be expected given that this is meant to serve as a baseline, with student performance expected to improve throughout the year.

There is significant variation in performance by sex and region. Girls outperform boys in every EGRA and EGMA assessment module and in all three grades, though we find that the differences seem to be shrinking in second and third grade and we find the differences to be smaller for the EGMA modules. We also identify a handful of other important predictors of reading levels, including household education levels, household assets, teacher's self-reported use of lesson plans, and student performance on EGMA modules.

I. INTRODUCTION

Early grade literacy acquisition is critically important to both individual and national development. Not only does learning to read facilitate educational development and broaden the range of economic and other learning possibilities; it empowers the learner and leads to positive externalities in health and civic participation.¹ While 97% of Filipinos have basic literacy, only 86% are functionally literate. One of the main challenges to achieving higher levels of literacy has been that the primary education system in the Philippines has previously focused on reading in English and Filipino; however, teaching children to read in languages that they do not speak at home can pose a substantial barrier for children who already struggle to learn to read.²

To address this, the Philippine Department of Education (DepEd) officially adopted the implementation of mother tongue-based multi-lingual education (MTBMLE) across the Philippines at all levels of education, through the 2009 DepEd order 74 and the 2010 Strategic Plan for implementation of MTBMLE.³ The Enhanced Basic Education Act of 2013 lent further support to these policies by setting the language of literacy and the primary language of instruction as the mother tongue⁴ nationwide. The 2014-2015 school year represents the first in which all public schools are implementing MTBMLE in grades K-3.⁵ The use of mother tongue language and introduction of Filipino and subsequently English is shown in the figure below.

Figure 2: National Curriculum Standards for Reading

Grade	Mother tongue	Filipino	English
Kindergarten	<ul style="list-style-type: none"> Oral fluency Pre-reading activities Medium of instruction 	-	-
Grade 1	<ul style="list-style-type: none"> Oral fluency Academic vocabulary Reading and writing Medium of instruction 	<ul style="list-style-type: none"> Oral (listening and speaking) in Q2 Reading (Q4) 	<ul style="list-style-type: none"> Oral (listening and speaking) in Q3
Grade 2	<ul style="list-style-type: none"> Oral fluency Literacy development Medium of instruction 	<ul style="list-style-type: none"> Oral (communicative competence) Literacy development 	<ul style="list-style-type: none"> Oral (communicative competence) Reading (Q2)
Grade 3	<ul style="list-style-type: none"> Oral fluency Literacy development Medium of instruction for most subjects 	<ul style="list-style-type: none"> Oral (communicative competence) Literacy development Medium of instruction for some subjects (Q1) 	<ul style="list-style-type: none"> Oral (communicative competence) Literacy development Medium of instruction for some subjects (Q3)

Hanushek, Erik and Woessmann, Ludger (2008). *The Role of Cognitive Skills in Economic Development*. *Journal of Economic Literature* 2008, 46(3). <<http://hanushek.stanford.edu/publications/role-cognitive-skills-economic-development>>.

² World Bank (June 2005). *In Their Own Language...Education for All*. <http://siteresources.worldbank.org/EDUCATION/Resources/Education-4.Notes/EdNotes_Lang_of_Instruct.pdf>

³ Lorente, Beatrice et al. (2011). *A new politics of language in the Philippines: Bilingual education and the new challenge of the mother tongues*. http://www.academia.edu/1456781/A_new_politics_of_language_in_the_Philippines_bilingual_education_and_the_new_challenge_of_the_mother_tongues#

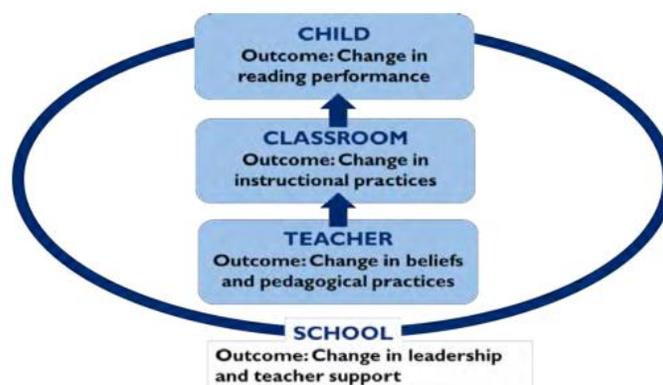
⁴ Santiago, Paul Julian (2013) *Current issues in the implementation of the Mother Tongue Based Multilingual Education in the Philippines*. <https://www.academia.edu/4761433/Current_Issues_in_the_Implementation_of_the_Mother-Tongue_Based_Multilingual_Education_Program_in_the_Philippines>

⁵ Ibid.

Development Intervention

USAID is building on its ongoing assistance to the education sector in the Philippines, with a special focus on early grade reading, currently collaborating with the DepEd to implement the Basa Pilipinas program. This four-year program is an early grade reading intervention designed to support DepEd's MTBMLE initiative, using a multifaceted education development approach. The Basa program is comprised of three main components: teacher training, improved instructional materials, and strengthening delivery systems. Within these components are various additional activities aimed to improve early grade reading ability, including: mentoring programs, development of a reading instruction training plan that defines which skills teachers should teach at each level and identification of appropriate grade level texts, and locally based activities such as a National Reading Month to promote reading across the country. As such, the intervention represents a blended strategy aiming to address directly the challenges to classroom-based MTBMLE reading instruction across grades 1 through 3.

Figure 3: Basa Pilipinas Theory of Change



The program began in January 2013 and will continue through December 2016, implementing in five provinces in the Philippines: Cebu, La Union, Ilocos Norte, Ilocos Sur, and Bohol.

Evaluation Purpose and Evaluation Questions

USAID/Philippines has commissioned a rigorous impact evaluation (IE) of the Basa program to measure its impact and cost-effectiveness as an early grade reading intervention, in the context of MTBMLE. The IE (and cost analysis) of Basa will be used by USAID, DepEd, and other key stakeholders in the Philippines as the basis for policy and programming decisions about how reading interventions in support of MTBMLE can best be structured and implemented to improve early grade learning outcomes and whether Basa Pilipinas should be modified, expanded or scaled back.

USAID/Philippines has articulated the following two main evaluation questions:

- 1- What is the impact on reading proficiency and comprehension of early grade Basa supported reading interventions relative to non-Basa supported early grade reading interventions?
- 2- Do any positive impacts of Basa justify additional funding?

While previous studies have examined the effects of mother tongue multilingual education, this evaluation will focus on evaluating the incremental effect of USAID-led programming to support DepEd's MTBMLE program activities (including USAID's teacher-trainings, reading materials, and delivery systems of MTBMLE) and cost analysis of the intervention. Moreover, this evaluation will rigorously explore the extent to which any reading gains generated by Basa are associated with improvements in math outcomes. Though the Basa program is a literary program and is not expected to generate changes in numeracy (and accordingly is not being evaluated according to numeracy outcomes), it has been theorized that improved literacy outcomes may lead to improved numeracy outcomes. Moreover, by including math assessments at baseline, the evaluation will be able to control for additional variance in reading outcomes, improving the evaluation power.

This research will serve as an accountability mechanism that will measure the extent to which USG investment has led to literacy gains, will contribute to the literature on effectiveness of reading programs supporting MTBMLE, and, combined with results of evaluations of other USAID-sponsored projects in Peru and Guatemala, will provide evidence from various contexts. Ultimately, the IE will yield important information to inform how mother tongue reading programs can be best implemented, providing data for USAID and the Philippines government to make evidence-based decisions about effective programming to improve learner reading achievement and access to education.

II. METHODOLOGY

This impact evaluation (IE) uses a quasi-experimental design to isolate the effect of Basa-supported early grade reading relative to non-Basa supported reading interventions (henceforth referred to as ‘standard’ MTBMLE). Under this design, students in Basa (treatment) schools and similar students in ‘standard’ MTBMLE (comparison) schools are selected for participation in the evaluation using a two-step sampling and matching methodology. The first step involves identifying matched treatment and comparison schools, while the second step entails matching randomly sampled students within these treatment and comparison schools.

School Sampling and Matching

While comparing students from the same schools, or from schools in the same school division⁶, would be preferred, Basa is implemented in all classrooms in all schools in the selected divisions. Accordingly, to construct a comparison group, we identify students from similar schools using the same mother tongue from nearby divisions through the following two steps.

1. Restriction of eligible schools and sampling

Schools that have already been randomly selected by EDC for testing were excluded to avoid overburdening these schools. Excluding these schools should not affect the validity of the study in any way since these schools were randomly selected and represent only a small percentage of Basa schools. Additionally, however, two more groups of schools were excluded which will slightly reduce the external validity of the evaluation. First, the 100 lowest performing schools in each region must be excluded as Basa has been requested by DepEd to provide streamlined support to the schools⁷. Second, there are 15 additional schools where DepEd has requested that Basa conduct additional research. These schools were also be excluded to avoid overburdening students and teachers at these schools. Both of these changes are expected to slightly reduce the external validity of the evaluation. Finally, schools that do not use Ilocano or Cebuano as mother tongues were excluded (see Annex II for the list of sampled schools).

2. School Matching

After applying the restrictions above, propensity scores were calculated for all possible treatment and comparison schools using the following secondary data sources:

- National Achievement Test (NAT) data: student testing data from 2011-2015;
- Basic Education Information System (BEIS) data: data collected from schools annually by DepEd on items such as enrollment, teachers, and school facilities; and
- Census data: obtained at the municipality-level from the 2010 census.

⁶ DepEd organizes schools within a province into school divisions.

⁷ The full Basa program is not implemented in these schools. Moreover, the sample size is too small to attempt to identify the additional impact of this streamlined approach, particularly considering the strict targeting of these schools and the resultant selection bias.

Generating propensity scores for all schools in the evaluation sample frame models the Basa selection process, identifying which secondary data are associated with participation in the program. This process allows for efficient matching of schools along a wide range of variables related to program participation.

Next, all Basa schools were stratified by province, and 120 schools were selected with probability proportional to grade 1-3 enrollment and the number of schools sampled from each province also proportional to the Basa grade 1-3 enrolment in that province. Finally, to select comparison schools, each Basa school was matched by propensity score to its nearest comparison school (without replacement), yielding 120 comparison schools. Table 2 shows the final outcome of the school sampling.

Table 1: Sampled Schools

	Province	Treatment	Comparison	Total
Region 1	Ilocos Norte	8	10	18
	Ilocos Sur	10	3	13
	La Union	14	0	14
	Pangasinan	0	20	20
Region 7	Bohol	30	0	30
	Cebu	60	14	74
	Negros Oriental	0	44	44
	Siquijor	0	31	31
Total		122	122	244

Student Sampling and Matching

Six students per grade from grades 1-3 were randomly sampled from each treatment and comparison school for participation in the evaluation. The random student sampling procedure involves two steps. First, in schools where there are more than one classrooms per grade, one classroom per grade is randomly selected using a Kish grid.⁸ Second, using the enrollment records for the sampled classrooms, a random start and sampling interval are calculated and used to randomly sample 3 female and 3 male students per grade.⁹

To make the treatment and comparison groups as similar as possible, we match treatment and comparison students using Propensity Score Matching (PSM). PSM is being conducted using Stata's 'psmatch2' code. We conducted preliminary PSM for this report to demonstrate how the matching reduces bias. Variables used for PSM include EGMA scores and household, school,

⁸ A Kish grid is a table of random numbers with pre-assigned number selection used for random sampling. All elements in a population, classrooms in the case, are listed on the Kish grid. Following the number selection on the Kish grid, a classroom is selected.

⁹ Replacement students were also sampled for absences or refusals.

and teacher characteristics (see balance tables in Annex III for the complete list of variables used in PSM). Final PSM will be done once we have follow-up data.

Sample Size Calculation and Power Analysis

The following assumptions were used to determine the number of schools and students in the sample:

- Clustering: intra-cluster correlation (ICC)=0.1762 (the highest ICC reported by EDC from their most recent EGRA testing for the 2015 evaluation report)
- Power: 80%
- Significance Level: 95% (using a two-sided test)
- Correlation between baseline and outcome measures: 30% (a conservative estimate based on the findings of several reading assessment studies across developing countries that have examined the variables that impact student reading scores, including a recent EGRA study conducted by SI in Malawi which identified access to books at home, socioeconomic status, and absenteeism as having large impacts on student reading scores.¹⁰)
- Attrition: 16.67% (a very high estimate, which we expect to be much lower, likely less than 5% in practice, though maintaining a high estimate initially ensures we do not underpower the study due to larger than anticipated attrition). To keep attrition as low as possible, we are collecting household data, including various points of contact for each student, so that if students drop out or change schools, we should still be able to track them. For any students that migrate and are no longer reachable, we can perform analysis using baseline data to determine if there are any covariates that predict migration (including treatment), and control for these factors in future analyses.

Under these assumptions, the IE is sufficiently powered to measure a 0.17 SD difference¹¹ in reading comprehension scores between Basa and non-Basa students across all grades combined, at the end of the 2015-2016 and 2016-2017 school years. This MDES was benchmarked against the smallest effect size (0.17 SD) EDC measured in their 2015 evaluation report, indicating that the sample should be sufficient to measure EDC's anticipated changes for the grades taken together, with a high degree of confidence. For each individual grade cohort, we expect to be able to measure a change of at least 0.21 SD. Accordingly, the sampling

¹⁰ USAID Malawi. (2010). Early Grade Reading Assessment: National Baseline Report. <www.eddataglobal.org/reading/index.cfm/Malawi%20National%20Baseline%20EGRA%202010.pdf?fuseaction=thrupub&ID=354>.

¹¹ An MDES of 0.2 SD is generally considered small. Meaning that a study that can measure a 0.2 SD change is generally considered highly powered (as it can detect what is commonly considered to be relatively small changes between a treatment and control group).

approach and sample size is sufficient to allow the team to confidently measure the changes anticipated by the Basa program.

Baseline Data Collection

Data are being collected longitudinally at three points in time from a panel of Basa and non-Basa students. Baseline data were collected in September-October of the 2015-2016 school year. Two follow-up rounds of data collection will take place at the end of the 2015-2016 school year and at the end of the 2016-2017 school year according to the following plan:

- **2015-2016 School Year:** math and reading assessments, classroom and school observations, teacher interviews, and household surveys were collected at baseline from students in grades 1-3 at the beginning of the school year¹². We will then collect the same data, with the exception of the household data¹³, from the same students at the end of the school year.
- **2016-2017 School Year:** Following the same students now in grades 2-4 (and including those who do not pass on to the next grade), we will collect math and reading assessments, classroom and school observations, and teacher interviews at the end of the school year.

Testing across multiple grades allows the evaluation team to measure the effectiveness of Basa in improving reading (and math) outcomes at multiple stages of early grade reading. Grade 1 students will be tested in the mother tongue, and Grade 2 and 3 students will be tested in English and Filipino. This allows us to measure reading improvements in all three languages while following feedback from PhilEd Data and DepEd staff that Filipino or English testing in Grade 1 is not advisable.

School-based Data Collection

School-based data collection includes student learning assessments, teacher surveys, teacher observations, and a school administrator survey. Each of these data collection activities are presented below.

Table 2: Sample Sizes for School-based Baseline Data Collection

	Grade 1	Grade 2	Grade 3	Total
Students	1,440	1,440	1,440	4,320
Teachers	240	240	240	720
Administrators	-	-	-	240

¹² Data collection will begin immediately following approval of the evaluation design and is expected to occur in August.

¹³ Household data will only be collected at baseline as we expect it to be used for control variables, rather than as an outcome measurement.

Student Learning Assessments

Learning assessments are being used to measure changes in student learning outcomes. SI is using Early Grade Reading Assessments (EGRA) designed and tested by RTI in Cebuano, Ilokano, Filipino, and English, and Early Grade Math Assessments (EGMA) in mother tongue designed and tested by DepEd. Learning assessments are being administered electronically using tablets and the RTI-developed Tangerine software platform, following the standard EGRA and EMGA protocols. The following learning assessments are being administered for this impact evaluation:

- Student Grade 1 EGRA in mother-tongue
- Student Grade 2 EGRA in Filipino & English
- Student Grade 3 EGRA in Filipino & English
- Student Grade 1, 2, and 3 EGMA in mother-tongue

Since students are being tested multiple times in the same language, we utilized two equivalent versions of each EGRA and EGMA assessment at baseline. A third version of Filipino and English will be introduced at follow-up. RTI provided the equivalent mother tongue EGRA instruments and DepEd provided the equivalent EGMA instruments. SI developed alternate Filipino and English instruments, as these were not available from either RTI or DepEd. These alternate versions were developed following guidance from RTI to scramble items in the letters, familiar words, and unfamiliar words subtests, and swap in a similar oral reading passage and accompanying reading comprehension questions, which were constructed keeping sentence structure and length the same, only altering main nouns and verbs with nouns and verbs of equal syntactic and lexical complexity.

The two test versions for each instrument were compared to determine if students were scoring systematically higher on either version of any test. No systematic differences were found between the two test forms for any of the tests in the pilot sample. Analysis of the full sample data confirms that the versions were successfully assigned at random, though some discrepancies in difficulty were detected. See Annex V for equivalence data with the full sample at baseline. SI will conduct equating to address the differences found between the two test versions.

Rather than using a baseline version and an endline version as is done in many EGRA studies, we took an added precaution of randomizing both test versions at baseline. At follow-up, each student will take the alternate version that she/he did not receive at baseline. This method will allow us to identify and correct for any effects resulting from differences in test difficulty or comparability. Additionally, the order of administration of the tests was also randomized to avoid any biases resulting from test fatigue. For instance any student could take EGRA first followed by EGMA or vice versa. Moreover, for grade 2-3 students who are tested in Filipino and English, the order of these languages is also randomized. All possible randomized combinations were pre-programmed into the Tangerine software to eliminate possible human error in assignment of test versions.

Teacher Survey and Teacher Observation

Teachers from sampled classrooms were interviewed to gather information on teacher characteristics, experience, and exposure to training and Basa materials. A teacher observation protocol was also developed, based on tools used successfully by SI in other early grade reading evaluations, to complement the teacher survey. The observation tool includes generally recognized good teaching practices across all subjects as well as widely recognized practices that are considered beneficial specifically for reading instruction. Besides teaching practices, the observation tool also captures observations regarding equal treatment of learners, presence of classroom resources, and student behavior.

Each surveyed teacher's classroom was observed three times in the school day, with priority given to language classes, in twenty minute increments to capture teacher instructional practices and the literacy environment. The classroom observations were conducted by enumerators who were thoroughly and consistently trained on how to recognize each of the practices according to agreed-upon standards. See Annex IV for the teacher survey and teacher observation instrument.

Administrator Survey

SI administered surveys to the school administrator of sampled schools to gather data on a variety of school characteristics, including student enrollment and attendance and school facilities and resources. The administrator survey is included in Annex IV.

Household Data

SI developed a household survey to capture socio-economic characteristics of student households at baseline. The household survey was administered to the primary caregiver of the students in the sample. Household contact information were obtained from the school administrator and teachers. The data collection partner visited the households of participating students, obtained informed consent, and then interviewed the primary caregiver of the child. See Annex IV for the household survey instrument.

Training and Piloting

SI contracted Taylor Nelson Sofres (TNS) Philippines as our data collection partner for the Basa Pilipinas IE. TNS Philippines has extensive experience in social and market research, and is experienced in school-based data collection, having carried out data collection for both the PhilEd and Basa EDC projects. TNS and SI conducted two regionally-based trainings and pilot tests in Region 1 and Region 7. Training for Region 1 took place from August 29 to September 3 and consisted of review of all instruments, mock assessments and interviews, introduction of the study and obtaining informed consent, sampling, inter-rater reliability (IRR) tests, and two days of field practice in practice schools. This same training was replicated in Region 7 from September 7-12. An SI team member participated in both trainings. IRR results were analyzed by SI. The final IRR results for Region 1 are presented in Table 3. All fieldworkers met or

exceeded RTI's proposed benchmark of 90% agreement¹⁴ on all subtests. While these IRR exercises were also implemented in Region 7, due to challenges in syncing tablets with the Tangerine server, we were unable to retrieve and analyze IRR results for Region 7.

Table 3: EGRA IRR Results for Region 1

	Letter sounds	Familiar words	Invented words	Oral reading	Reading comprehension	Overall
Ilokano	92%	93%	93%	93%	100%	94%
Filipino	93%	97%	91%	99%	100%	96%
English	97%	97%	91%	97%	100%	96%

Training and field practice were followed by pilot testing on September 4 & 5 in Region 1 and September 14 & 15 in Region 7. One hundred students per grade in each region were sampled for the pilot test, for a total pilot sample size of 600 students divided amongst 8 pilot schools in Region 1 and 12 pilot schools in Region 7.¹⁵ The pilot student assessment data were analyzed to check for any floor or ceiling effects resulting from the test being either too easy or too challenging.

Based on the pilot results, the team found that the Grade 2/3 Filipino reading passage was too easy for Grade 3 students, resulting in ceiling effects. Ceiling effects would limit our ability to measure improvements for those Grade 3 students who scored very high. To mitigate this potential measurement threat, SI developed a more challenging Filipino reading passage to administer to Grade 3 students. SI's local linguist and education specialist developed three more advanced reading passages with greater syntactic and lexical complexity, which were subsequently piloted. Results were again analyzed for flooring and ceiling effects and for comparability. No ceiling or floor effects were observed in the second pilot sample and students scored statistically similarly on two of the three passages, thus, these passages were selected and incorporated into the Grade 3 instrument.

Limitations

There are four main potential limitations to this IE. First, and related to external validity, given that some treatment schools were excluded from the evaluation sample frame, the Basa evaluation sample may not be fully representative of the Basa intervention schools. However, given that the non-randomly excluded schools are a small percentage (11%) of Basa schools, we do not expect this to significantly affect generalizability. Moreover, we can test the similarity of the Basa IE sample with the random sample of Basa schools tested by EDC, as well as compare the evaluation sample (both Basa and non-Basa) against all schools nationally (using LAPG, historical NAT data, and BEIS data) to determine how representative the evaluation sample is of Basa schools and schools nationally.

¹⁴ RTI (March 2014), EGMA Toolkit, pp. 38-40.

¹⁵ The different number of schools per region is a result of the different team structure in each region. Thus, more students per school were surveyed in Region 1 than in Region 7.

Second, given the timing of the start of the evaluation contract, baseline data were collected in September and October, though the school year starts in June. We will explore with implementers and teachers in our qualitative data collection the extent of implementation and expected effects in these first few months of school. To the extent that Basa generates significant reading improvements in the first 1-2 months of schools (relative to the gains generated under the standard approach), the values reported here may be biased estimates of the true baseline values.

Third, since the Basa program has already begun implementation in target schools, including up to two years of implementation in some areas, the evaluation baseline data collection cannot be considered a pre-intervention measurement at the school level. However, at the student level, the design still allows for measurement of both the first and second year of participation in Basa. For Grade 1 students, this will serve as a baseline for the students at the start of their participation in the Basa program, and the outcome measurement will estimate the effect of the first year of Basa participation for Grade 1 students. Grade 2 and 3 students in treatment schools will already have participated in Basa for one year or two years. Accordingly, outcome measurement for this group will measure the incremental effect of the second (or third) year of participation in the program.

Finally, at the time of submission of this report, we have 159 students in the sample with unmatched household data, resulting in a partially incomplete household dataset and incomplete information to be used in our preliminary PSM and regression analysis. As these missing data constitute just 4% of our sample and the data are believed to be missing at random, we do not anticipate the missing data to alter the findings presented in this report. SI and TNS are working together to match these household surveys with their corresponding student surveys. Should we not be able to successfully match any of these, TNS will return to the household for a re-interview, so that these data can be incorporated into subsequent analyses and reports.

III. FINDINGS

Findings from the baseline data collection are presented in the subsequent sections. We first present the balance statistics to demonstrate the degree to which students and schools in our comparison group are similar to our treatment group. Thereafter, we present data for the treatment group only. We focus on the Basa students and schools as the comparison group has been specifically selected to match the Basa schools and therefore has little meaning as a group on its own. That is, the comparison schools do not represent the average, either nationally or by region, and instead, have been selected to match as closely as possible to Basa schools. During future reports on outcomes, we will present the changes in Basa and comparison students to assess the relative levels of change and program impacts. The treatment group has been weighted to more accurately represent the entire population of Basa schools.

Balance statistics

To assess whether Basa and comparison students are similar, we conducted statistical tests of equivalence of means for the two groups on a variety of background and outcome variables. We find that Grade 1-3 students in Basa schools performed statistically significantly better on EGRA than students in the comparison group. Moreover, there are a variety of other statistically significant differences between Basa and non-Basa students, households, schools, and teachers. Propensity score matching (PSM) succeeded in eliminating nearly all of these significant differences through a combination of weighting and dropping students outside of the area of common support, which is the distribution of propensity scores in the treatment and comparison groups that overlap and are thus considered to be statistically similar. Balance tables for EGRA scores for each grade before and after propensity score matching are shown below. Full balance tables that include EGMA and household, school, and teacher characteristics can be found in Annex III.

Grade 1

Table 4 shows mean scores for Basa and comparison students before and after PSM. Grade 1 treatment group students performed statistically significantly higher on all EGRA subtests. Significant differences were also found for a variety of other household and school factors such as household assets, school absence, receiving homework help at home, family involvement in school, level of school assets, and teacher practices, among others (see Annex III). After PSM, all of these differences became statistically insignificant, with the exception of the percentage of students who are able to bring books home from school.

Table 4: Mean Grade 1 EGRA Scores, Matched and Unmatched

Variable	Matched?	Treatment	Comparison	p-value	
Letters per minute	Unmatched	18.12	12.52	0.00	***
	Matched	17.89	18.21	0.75	
Familiar words per minute	Unmatched	13.64	9.75	0.00	***
	Matched	12.98	12.85	0.87	
Unfamiliar words per minute	Unmatched	11.02	7.45	0.00	***
	Matched	10.52	10.17	0.63	
Oral reading fluency words per minute	Unmatched	13.84	10.19	0.00	***
	Matched	13.05	13.37	0.71	
Reading comprehension	Unmatched	0.73	0.46	0.00	***
	Matched	0.68	0.70	0.84	

Grade 2

Grade 2 Basa students also performed better than comparison students on all Filipino subtests prior to PSM, with the exception of reading comprehension, which was statistically similar in the two groups. After PSM, Basa households still have statistically significantly higher household asset scores than comparison households, though all other differences became statistically insignificant.

Table 5: Mean Grade 2 EGRA Scores, Matched and Unmatched

Variable	Matched?	Treatment	Comparison	p-value	
Letters per minute (Filipino)	Unmatched	19.95	15.88	0.00	***
	Matched	19.81	18.71	0.26	
Familiar words per minute (Filipino)	Unmatched	30.12	27.50	0.01	***
	Matched	29.77	29.91	0.89	
Unfamiliar words per minute (Filipino)	Unmatched	19.67	17.50	0.00	***
	Matched	19.38	19.56	0.81	
Oral reading fluency words per minute (Filipino)	Unmatched	32.44	29.28	0.03	**
	Matched	31.61	31.41	0.89	
Reading comprehension (Filipino)	Unmatched	1.12	1.07	0.43	
	Matched	1.13	1.13	0.95	

Grade 3

Grade 3 Basa students also performed higher on all Filipino subtests. While most of these became insignificant after PSM, a slightly significant difference remains for unfamiliar words read per minute and oral reading fluency words read per minute. Some household and school-level characteristics also remain statistically significant—students receiving homework help at home, school assets, and number of Grade 1-3 classrooms. These can be found in the full balance tables in Annex III.

Table 6: Mean Grade 3 EGRA Scores, Matched and Unmatched

Variable	Matched?	Treatment	Comparison	p-value	
Letters per minute (Filipino)	Unmatched	23.80	17.39	0.00	***
	Matched	23.61	25.05	0.17	
Familiar words per minute (Filipino)	Unmatched	39.63	36.56	0.00	***
	Matched	39.64	41.37	0.03	
Unfamiliar words per minute (Filipino)	Unmatched	27.86	25.32	0.00	***
	Matched	27.86	29.38	0.06	*
Oral reading fluency words per minute (Filipino)	Unmatched	49.12	46.17	0.04	**
	Matched	49.21	52.62	0.02	**
Reading comprehension (Filipino)	Unmatched	0.79	0.69	0.03	**
	Matched	0.79	0.83	0.42	

Students

Though an equal number of boys and girls were sampled for this IE, weighted data reveal that Basa schools do not reach gender parity, with 46% of students in Basa schools being female. While fewer girls than boys are enrolled in Basa schools, assessment data show that girls tend to outperform boys, as has been found in other education research and evaluation work in the Philippines.

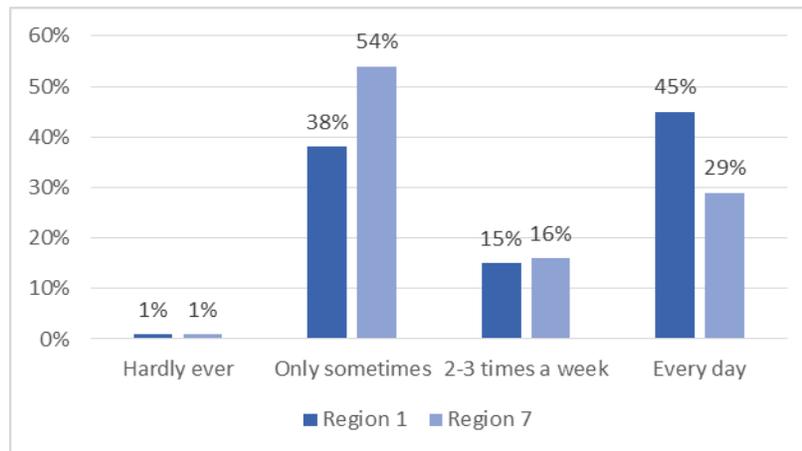
The vast majority of students in both Region I and Region 7 report primarily using the mother tongue at home (93%) and also report primarily using the mother tongue with friends (93% and 95%, respectively). Students in Basa schools report highly positive attitudes towards school and reading; 97% report being happy about school, 95% report being happy about reading, and 86% report that school is not boring (although there is a small gender discrepancy here—84% of boys do not find school boring compared with 89% of girls). However, an area of possible concern is that just 63% of boys and 72% of girls in Basa schools feel they learn a lot in school. In turn, 18% think that they do not learn much in school (20% of boys and 16% of girls).

Table 7 shows that nearly all students in Basa schools attended Kindergarten and report practices in the home that encourage reading, with slight regional variations. Generally, students in Region I engage in more reading at home, as shown in Table 7 and Figure 4, though students in Region 7 have more help at home with homework.

Table 7: Student responses on behaviors outside of school

	Region I		Region 7		Total	
	Male	Female	Male	Female	Male	Female
Did you attend Kindergarten?	96%	97%	87%	91%	89%	93%
Does anyone at home read to you?	82%	88%	81%	85%	82%	86%
Do you read in your own home?	83%	85%	73%	74%	76%	77%
Do you do homework at home?	94%	94%	91%	95%	92%	95%
Does anyone at home help you with your homework?	74%	79%	84%	85%	81%	83%

Figure 4: How often does someone read to you at home?



Student Assessments

Weighted baseline EGRA and EGMA results for Basa schools are presented below, disaggregated by language. It should be noted that cross-language comparisons are not appropriate because language structure and rates of acquisition vary from language to language.¹⁶ For all grades and both regions, students score lowest in reading comprehension. This is to be expected when students read very little of the oral reading passage since students are asked reading comprehension questions related to the oral reading passage.

The analysis of student assessment data found a substantial portion of zero scores across all grades, which is most pronounced for reading comprehension and subtraction level 2. As expected, zero scores were rather high for many subtests for Grade 1 students, and these decreased substantially among Grade 2 and Grade 3 students, though zero scores in Grade 2 and 3 are still quite high, especially for English reading comprehension and subtraction level 2 in those grades. Summary statistics and zero scores are presented for each grade.

EGRA: Mother Tongue

Girls scored higher than boys on all Grade 1 EGRA subtests in both Ilokano and Cebuano. On average, Grade 1 Basa students tested in Ilokano read 16.18 letter sounds, 16.05 familiar words, and 13.18 unfamiliar words correctly in one minute. Students read fewer words correctly in one minute when these words were in an oral reading passage (12.05). On average, Grade 1 students tested in Ilokano correctly answered 13% of the five reading comprehension questions, indicating that many students were not able to correctly answer even one of the five questions.

Cebuano scores follow a similar pattern with fewer words read correctly in the oral reading passage (14.62) than as standalone familiar words, and low reading comprehension scores. Students tested in Cebuano read 18.35 letter sounds, 16.05 familiar words, and 13.18 unfamiliar

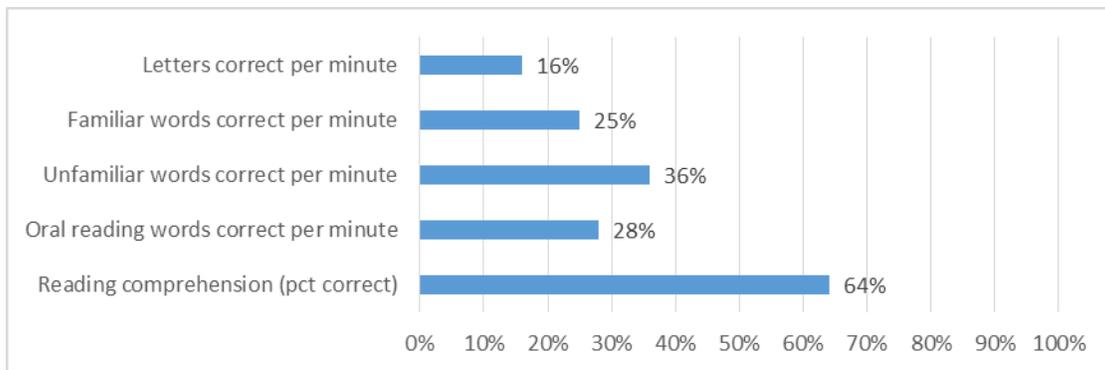
¹⁶ RTI (2009), EGRA Toolkit.

words per minute at baseline. Figure 5 shows Grade 1 zero scores at baseline, which provide further evidence of the difficulty with reading comprehension in particular at baseline. Substantial zero scores are to be expected early in the school year for Grade 1 students. This IE will be able to track student performance from baseline to the end of the school year, and then at the end of the subsequent school year.

Table 8: EGRA Grade 1 scores

	Ilokano		Cebuano	
	Mean	Boys : Girls	Mean	Boys : Girls
Letters correct per minute	16.18	0.59	18.35	0.68
Familiar words correct per minute	16.05	0.65	12.52	0.51
Unfamiliar words correct per minute	13.18	0.64	10.45	0.65
Oral reading words correct per minute	12.05	0.65	14.62	0.78
Reading comprehension (pct. correct)	13%	0.63	16%	0.60

Figure 5: Grade 1 EGRA Zero Scores, by Subtest



EGRA: Filipino and English

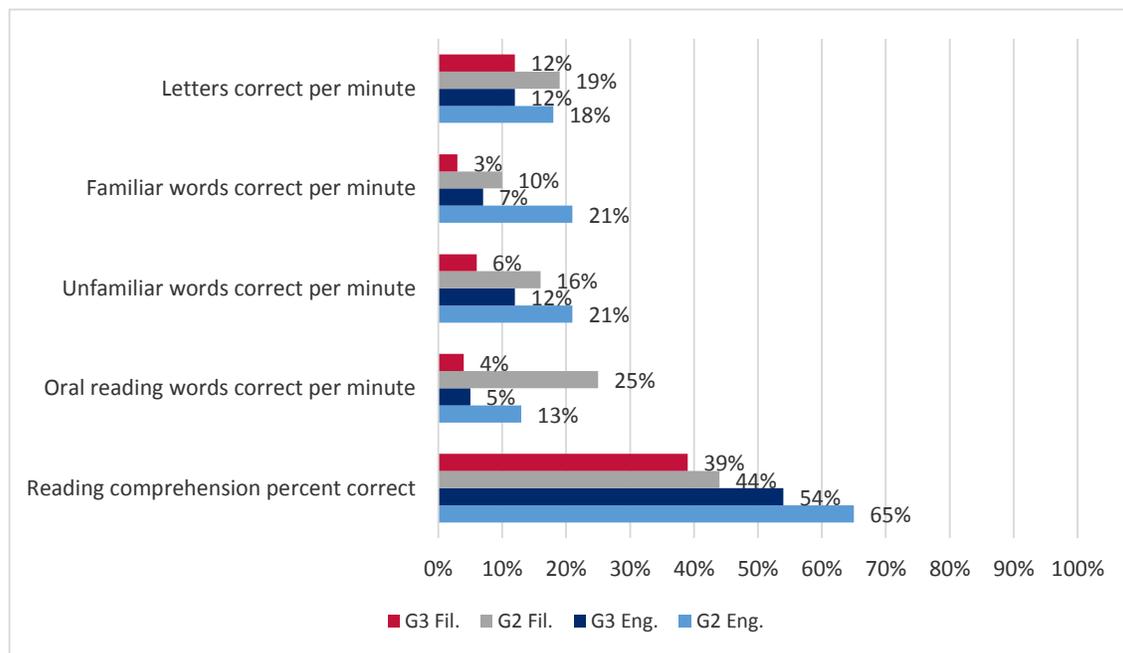
As can be expected, Grade 2 and Grade 3 students performed better in Filipino than in English, with the notable exception of letter sounds. Students in both grades were able to correctly say more letter sounds in English than in Filipino. This trend was also observed in the field during piloting and training and noted by fieldworkers. Moreover, students in Grade 3 scored substantially higher than Grade 2 students on all subtests in Filipino and English, as would be expected, with the exception of Filipino reading comprehension, which was lower for Grade 3. However this does not indicate lower performance of Grade 3 students; rather, the Grade 3 oral reading passage and corresponding reading comprehension questions were more advanced than the Grade 2 version.

As shown in Table 9, girls continue to score higher than boys in both Filipino and English in grades 2 and 3; however, the gender gap is lower on all subtests in grades 2 and 3, with the exception of English reading comprehension, where girls score nearly twice as high as boys.

Table 9: EGRA scores for Grade 2 and Grade 3

		Mean	Boys : Girls	G2 : G3	RI : R7
Filipino	Letters correct per minute	20.93	0.76	0.84	0.77
	Familiar words correct per minute	39.63	0.77	0.67	0.93
	Unfamiliar words correct per minute	23.41	0.77	0.70	0.92
	Oral reading words correct per minute	38.95	0.75	0.63	0.75
	Reading comprehension	18.62%	0.68	1.31	1.17
English	Letters correct per minute	24.71	0.77	0.92	0.80
	Familiar words correct per minute	35.53	0.69	0.58	0.94
	Unfamiliar words correct per minute	19.77	0.72	0.59	0.89
	Oral reading words correct per minute	47.39	0.70	0.62	0.98
	Reading comprehension	15.67%	0.55	0.58	0.81

Figure 6: Grades 2 & 3 EGRA Zero Scores, by Subtest



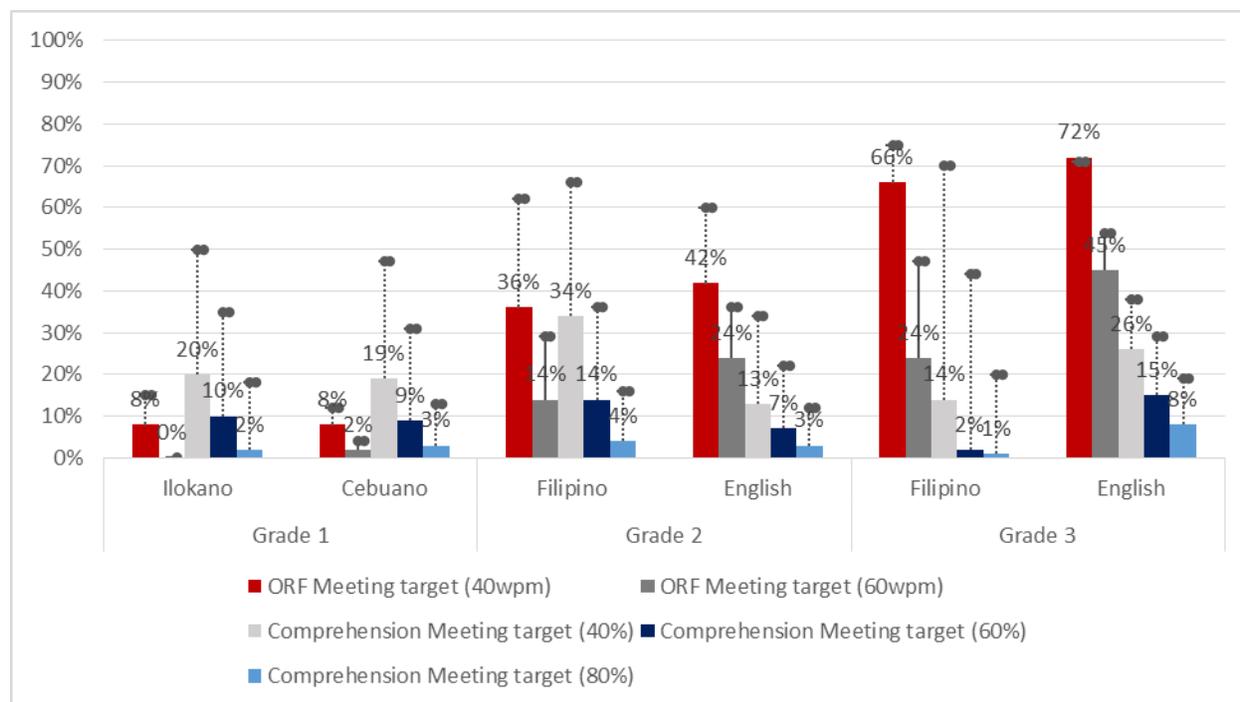
Progress towards Reading Fluency and Comprehension Benchmarks

Figure 7 (next page) shows progress towards meeting reading fluency and comprehension benchmarks and DepEd SY2015/16 targets for each grade and language.¹⁷ Across all grades and languages, students are not reaching benchmarks, however, Grade 3 students are meeting the

¹⁷ Some of the DepEd SY 2015/16 targets are ranges rather than a singular percentage. In these cases, the minimum value of the range is presented in the Figure.

DepEd target for the 40wpm benchmark in English and approach the 40wpm target for Filipino. Grade 3 students also approach the DepEd targets for the other English benchmarks.

Figure 7: Progress toward Benchmarks and DepEd SY 2015/16 Targets



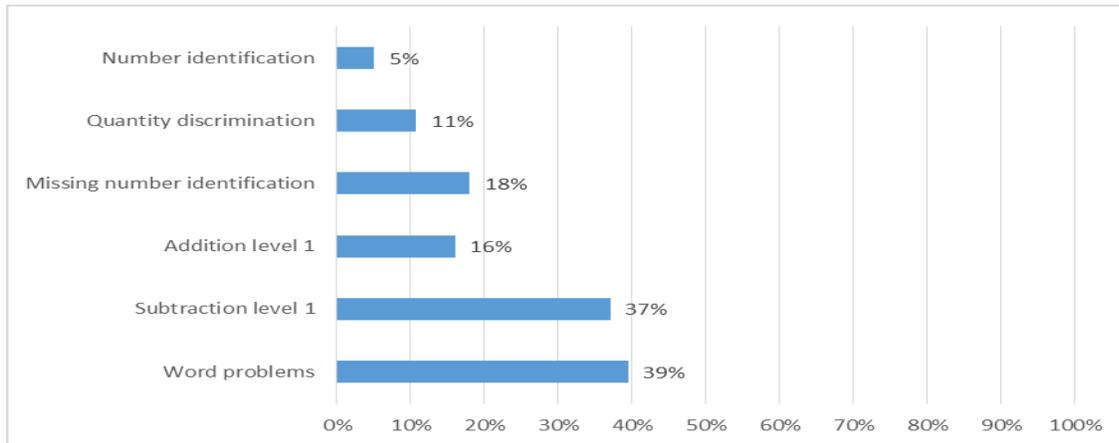
Math Assessment Scores (EGMA)

Grade 1 EGMA results are presented in Table 10. Results show that girls consistently outperform boys on all EGMA subtests, and students in Region I generally perform better than students in Region 7, with the exception of word problems. The difference between male and female performance, while significant, is not as large in the EGMA subtests as it is in the EGRA subtests. Overall, Grade 1 students are able to correctly identify 13.74 numbers per minute and answer 50% of quantity discrimination questions and 22% of missing number questions. Addition, subtraction, and word problems proved difficult for many students, as evidenced by a high portion of zero scores on these subtests (see Figure 8).

Table 10: EGMA scores for Grade 1

	Mean	Boys : Girls	RI : R7
Number identification correct per minute	13.74	0.84	1.25
Quantity discrimination (pct. correct)	50.0%	0.91	1.13
Missing number identification (pct. correct)	21.8%	0.92	1.27
Addition problems correct per minute	6.13	0.85	1.19
Subtraction problems correct per minute	3.64	0.72	1.05
Word problems (pct. correct)	18.5%	0.91	0.91

Figure 8: EGMA Zero scores, Grade 1

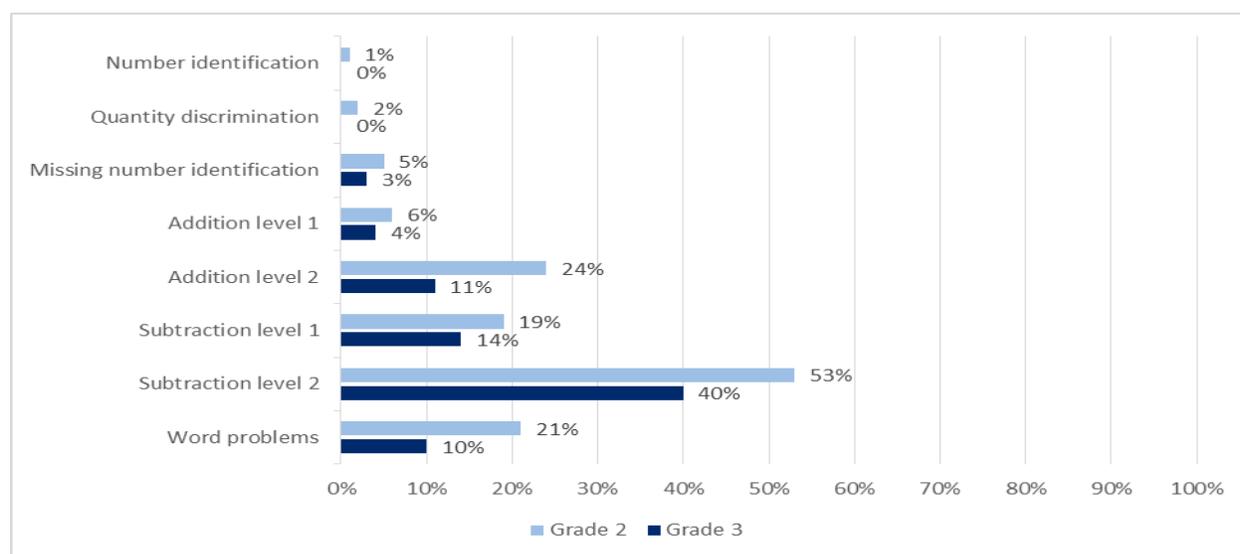


Mean scores increased substantially for students in grades 2 and 3, with an average of 33.99 numbers correctly identified per minute across both grades and greatly improved scores across all other subtests. Girls also outperformed boys in Grades 2 and 3 EGMA. More advanced (level 2) addition and subtraction problems were included in the Grade 2 and Grade 3 assessments. The level 2 subtraction subtests proved challenging for Grade 2 and Grade 3 students, with a mean score of 25% correct meaning that on average, students correctly answered one of the five level 2 subtraction problems correctly.

Table 11: EGMA scores for Grade 2 and Grade 3

	Mean	Boys : Girls	RI : R7	G2 : G3
Number identification correct per minute	33.99	0.94	1.01	0.72
Quantity discrimination (pct. correct)	84.0%	0.96	1.03	0.86
Missing number identification (pct. correct)	44.1%	0.95	1.12	0.76
Addition problems correct per minute	11.64	0.94	1.14	0.73
Addition level 2 (pct. correct)	47.4%	0.92	1.15	0.71
Subtraction problems correct per minute	8.03	0.95	1.02	0.75
Subtraction level 2 (pct. correct)	25.2%	0.89	0.40	0.69
Word problems (pct. correct)	31.85%	0.97	0.97	0.72

Figure 9: EGMA Zero scores, Grade 2 and Grade 3



Student Household Characteristics

Each student who took an assessment at baseline had a corresponding interview of their household to measure basic characteristics and gauge the environment that their home provided for learning. In terms of basic characteristics, a basic household asset index was constructed to identify how many of the following assets each household possessed: (i) walls made of strong¹⁸ material, (ii) roofing made of strong material, (iii) flush toilets, (iv) one or more radios, (v) one or more television sets, (vi) a gas stove or range, (vii) a sala set, (viii) a motorcycle or scooter, and (ix) a refrigerator. Region I households corresponding to Basa students possessed a little under 6 of these assets on average, while Region 7 households averaged slightly below 4. About a third (32%) of households with children in Basa schools in each region had members who were beneficiaries of some Conditional Cash Transfer Program (such as the Pantawid Pamilyan Pilipino Program).

Table 12: Student household assets

	Mean	Standard error
Television (yes)	74%	(0.01)
Toilet (yes)	66%	(0.02)
Roofing (strong)	64%	(0.02)
Radio (yes)	54%	(0.02)
Wall materials (strong)	49%	(0.02)
Sala set (yes)	40%	(0.02)
Motorcycle or scooter (yes)	29%	(0.01)
Gas stove (yes)	28%	(0.02)

¹⁸ “Strong” materials included iron, aluminum, tile, concrete, brick, stone wood, and asbestos while “weak” materials included cogon, nipa, sawali, bamboo, and anahaw.

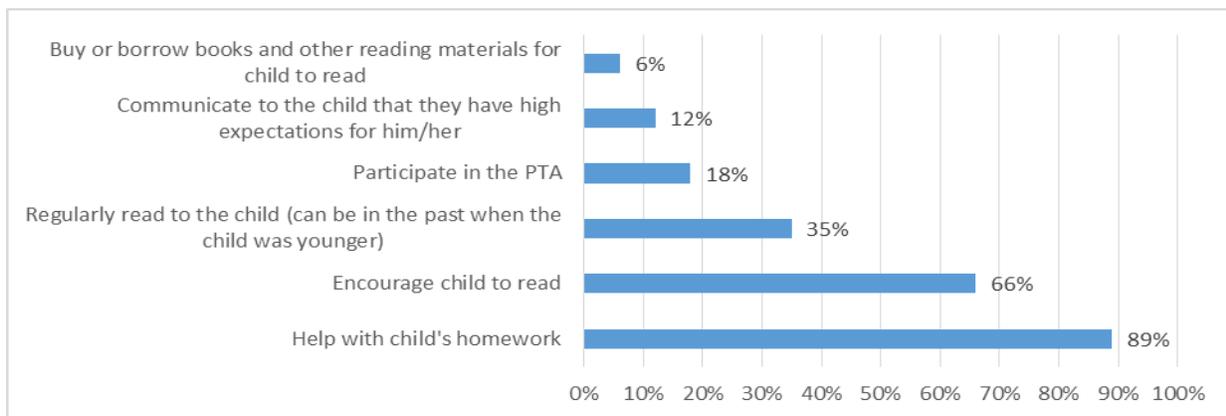
Table 13 summarizes figures that characterize aspects of the learning environment that were measured in the household survey. Of the households with reading materials for students, 92% had between 1 and 10 of these materials, while 99% had fewer than 20. There were minor regional differences in the age of students when they were first read to (about 4 years old in Region 1 compared to a little over 5 in Region 7) as well as the hours per week spent doing homework outside of school (about 3.2 in Region 1 and 2.3 in Region 7).

Table 13: Learning environment at home

	Value (Male)	Value (Female)
Percent of homes who primarily speak in mother tongue at home	97%	98%
Percent of homes with reading materials for students	78%	83%
Percent of students who have been read to by someone in household	82%	85%
Percent of students who bring books home from school	89%	91%
Age of student when someone began reading to them (years)	4.95	4.76
Hours per week spent doing homework outside of school	2.48	2.66
Percent of students with household members involved in school in any way	81%	82%

Figure 10 displays the percentage of households who engaged in various activities to help their students learn. There was never more than a two percentage point difference in these figures for households with female students compared to those with male students. Although 89% of households reported helping with their child’s homework, only 52% did so more than “rarely.” Less than 3% of households engaged in other supportive activities, including taking their child to a library or reading event, talking with their child’s teacher, or hiring a private tutor.

Figure 10: Activities household members have engaged in to help students learn



Households were also interviewed about certain aspects of their child’s education, which are highlighted in Table 14. Out of the children who attended kindergarten, 96% primarily spoke in their mother tongue while they were there. Although no schools only had a school committee (and not a PTA), 4% of Basa schools had both.

Table 14: Household-reported aspects of student’s education

	Value (Male)	Value (Female)
Percent of students who attended kindergarten	94%	96%
Percent of students who have repeated a grade	7%	3%
Percent of students who missed a day of school or more, past 4 weeks	47%	44%
Percent of students whose schools have a PTA Committee	99%	99%
Age of student when they first attended grade 1	6.04	5.98

Schools

School Environment

Basa schools have an average enrollment of 216 students, with 104 students in grades 1 through 3. Less than half of students enrolled in Basa schools are girls (47%). The vast majority of Basa schools (95%) instruct students from Kindergarten to sixth grade, with 23% of schools having one or more classes sharing a classroom.

Basa schools have 8 teachers per school, on average, most of which are female (89%) and DepEd plantilla teachers, yielding an average of 27 students to each teacher. Nearly all principals in Basa schools report that their schools participate in Learning Action Cells (LAC); specifically, (94%) report that teachers participate in LACs and 91% report that they themselves participate in LACs either as the lead instructor (79%) an overseer/manager (1%), or observer (20%). Principals reported very low incidence of teacher absence and tardiness on the date of data collection, as shown in Table 15.

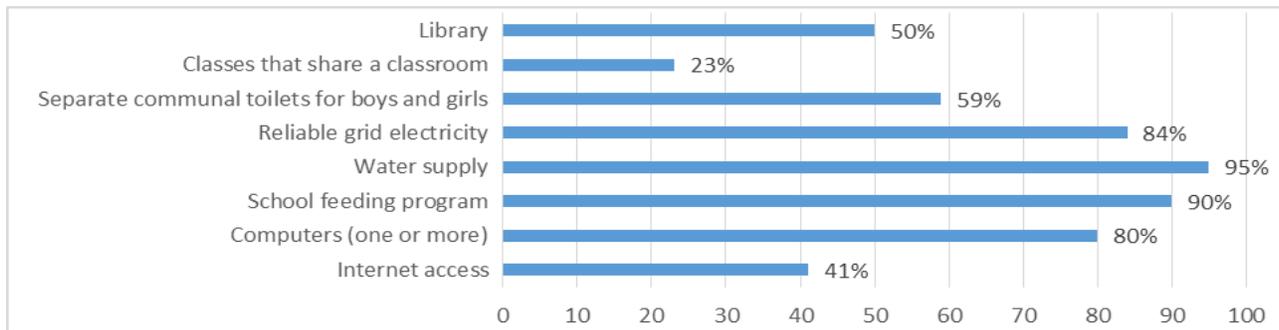
Table 15: School-level Teacher Characteristics

	Value	Standard Error
Average number of plantilla teachers per school	7.84	(0.42)
Average number of all teachers per school	8.02	(0.43)
Average number of plantilla teachers absent today G1-G3	0.05	(0.02)
Average number of plantilla teachers tardy today G1-G3	0.00	0.00
Percent of plantilla teachers who are female	90%	(0.02)
Percent of all teachers who are female	89%	(0.02)
Percent of schools with teachers participating in Learning Action Cells (LACs)	94%	(0.06)
Percent of schools with principals participating in Learning Action Cells (LACs)	91%	(0.06)

Figure 11 displays the percentage of Basa schools with select resources and facilities. Although half of the schools have libraries, this figure is dominated by Region I, in which 65% of schools have libraries, compared to only 19% of the schools in Region VII.

Nearly 60% of Basa schools have both classroom and communal toilets, while 36% have classroom toilets only and 4% have communal toilets only. Practically all Basa schools have electricity via electric grid supply (>99%). The 16% who do not report “reliable” electricity report that they usually have it. Although only 5% of Basa schools do not have a water supply, 9% of those who do report having access only to rainwater catchment or a natural source of water, which are considered a low-quality water source.

Figure 11: Percent of schools with access to select resources and facilities



Although, most Basa schools implement a school feeding program, the program is only available every day in 53% of Region I schools and 9% of Region VII schools where it exists. These meals are usually provided in the middle of the day, though 3% of Region I schools with a program have before-school feeding.

Of the Basa schools that have one or more computers, 74% have computers available to students. On average, schools in Region I have 3.9 computers and schools in Region 7 have 5.2 computers. The internet is available to students for use in about half (54%) of the schools with internet access.

A school assets index was constructed by compiling seven school asset survey items: school library (yes/no), one or more classes share a classroom (yes/no), electricity (yes/no), water supply (yes/no), school feeding program (yes/no), computer(s) (yes/no), internet (yes/no). Basa schools have a mean score of 4.8 out of 7 on this index, and is nearly equivalent for both regions.

As would be expected, the vast majority of Basa schools (94%) have a copy of the DepEd K-12 curricula for Mother Tongue, Filipino, and English. Moreover, nearly all schools reported having the appropriate textbooks and learners manuals in each language, though fewer schools reported having the appropriate number of books for all students in mother tongue (84%), Filipino (82%), and English (65%) at the beginning of the school year.

Principals

Table 16 lists basic characteristics of the principals of Basa schools. Although the average principal of a Basa school has a little over six years of experience, the experience of the group is widely distributed. A little less than half (46%) have under five years of experience, while 25% have eight years or more. The majority are female with a Master’s degree or better. There is little variation in these characteristics between Region I and Region 7.

Table 16: Basic Principal Characteristics¹⁹

Variable	Value	Standard Error
Average years of experience	6.23	(0.69)
Percent of principals who are female	70%	(0.07)
Percent with Master's degree as highest level of education	70%	(0.07)
Percent with Doctorate degree as highest level of education	11%	(0.05)
Days in past four weeks officially away or on personal/sick leave	2.15	(0.36)

Based on self-reported data, about two thirds of Basa school principals visit or observe their classrooms at least once every week, with about 20% visiting daily. Only 8% never visit or observe classrooms. Nearly all (97%) Basa principals check teachers' lesson plans at least once a week, with the majority (75%) checking twice a week or more. Although schools employ multiple strategies across instances where a teacher is absent, 61% have used the principal to fill in and take the class.

Teachers

The class teacher for each of the sampled students was interviewed about their qualifications, teaching practices, classroom resources, and general characteristics. Table 17 summarizes the general profile of these teachers. The population of Basa teachers is even more heavily female than the population of Basa principals. The group that was interviewed universally consisted of a DepEd regular/plantilla post. Teachers who do not have a Bachelor's or Master's degree generally have some other post-graduate diploma (2%). Many read for pleasure outside of the classroom, with 26% reporting doing so three times a week or more.

Table 17: Basic Teacher Characteristics

Variable	Percentage	Standard Error
Percent of teachers who are female	95%	(0.03)
Percent with Bachelor's Degree (highest education)	64%	(0.03)
Percent with Master's Degree (highest education)	32%	(0.03)
Percent who read outside class at least once per week	76%	(0.03)
Percent who speak Mother Tongue as native language	92%	(0.02)

Teachers were also asked to self-report on their teaching practices and resources available to them. Nearly all teachers in Basa schools (97%) use mother tongue as the main language of instruction, despite it being the native tongue of only 92%. Between two thirds and three quarters have attended in-service training or professional development sessions for early grade reading or writing in the present or previous school year, and greater than 95% have the required K-12 curricula in the main languages of instruction. Only 1% of Basa teachers never use lesson plans for instruction, with 97% using them at least most of the time.

¹⁹ Characteristics based on survey of individuals acting in a principal capacity for 245 schools. A little over two-thirds (69%) were principals, while fewer than one third (27%) were Teachers-in-Charge.

Table 18: Select teacher behaviors and resources

Variable	Yes (%)	Standard Error
Percent using mother tongue as main language of instruction	97%	(0.01)
Percent who attended reading/writing training or professional development sessions this or last school year (G1)	67%	(0.05)
Percent who attended reading/writing training or professional development sessions this or last school year (G2)	70%	(0.05)
Percent who attended reading/writing training or professional development sessions this or last school year (G3)	75%	(0.05)
Teacher has a copy of K-12 curricula in mother tongue	96%	(0.01)
Teacher has a copy of K-12 curricula in Filipino	97%	(0.01)
Teacher has a copy of K-12 curricula in English	95%	(0.01)
Teacher has a copy of the Department of Education Teacher’s Manual	90%	(0.02)
Teacher always uses lesson plans	92%	(0.02)

Although just 2% of Basa teachers are “not at all” familiar with grammar rules, alphabet sounds, spelling, and pronunciation, only 39% describe themselves as “very” comfortable. Despite the large proportion of teachers who use their respective mother tongue as a native language, only 41% report being “very comfortable” with providing instruction in mother tongue. About half feel “moderately comfortable,” with the rest describing themselves as “slightly comfortable.”

Teachers were also observed on three separate occasions and evaluated on their usage of 37 best practice teaching behaviors. The tables below illustrate the percentage of teachers who demonstrate these behaviors, either partially or consistently, based on these observations.

Table 19: Observed General Teacher Behavior

Category	Behavior	Consistently Displayed	Sometimes Displayed	Not Displayed
<i>Classroom Materials</i>	Makes effective use of different instructional resources and strategies	96%	4%	0%
	Uses appropriate learning materials besides textbooks	88%	6%	6%
<i>Opportunities for Reflection</i>	Connects to what learners have learned previously	57%	2%	41%
	Asks probing, open-ended questions	91%	3%	6%
	Provides learners with structured opportunities to apply their understanding and skills to everyday life and problems	94%	4%	2%
	Provides opportunities for learners to develop higher-order and critical thinking skills	89%	4%	7%
<i>Positive Learning Environment</i>	Demonstrates effective classroom management skills	98%	2%	0%
	Treats all students equally/fairly	98%	2%	0%
<i>Other</i>	Manages instructional time effectively	98%	2%	0%
	Assesses pupil learning	99%	1%	0%
	Engages learners in carefully planned cooperative learning strategies	89%	3%	9%

Generally speaking, teachers effectively demonstrated the majority of the above behaviors. Fewer than 5% demonstrated less than a quarter of the behaviors that were applicable to the subject that they teach. The least demonstrated of these more general behaviors had to do with providing learners with opportunities for reflection, although this category of behaviors was still rather widely observed.

Table 20 focuses on behaviors that are more specific to instructing reading. These more technical behaviors were less widely observed than their more general counterparts. Behaviors associated with providing opportunities for learning to decode and spelling words, in particular, were only observed in between 35% and 63% of Basa teachers.

Table 20: Observed Reading-Specific Teacher Behavior

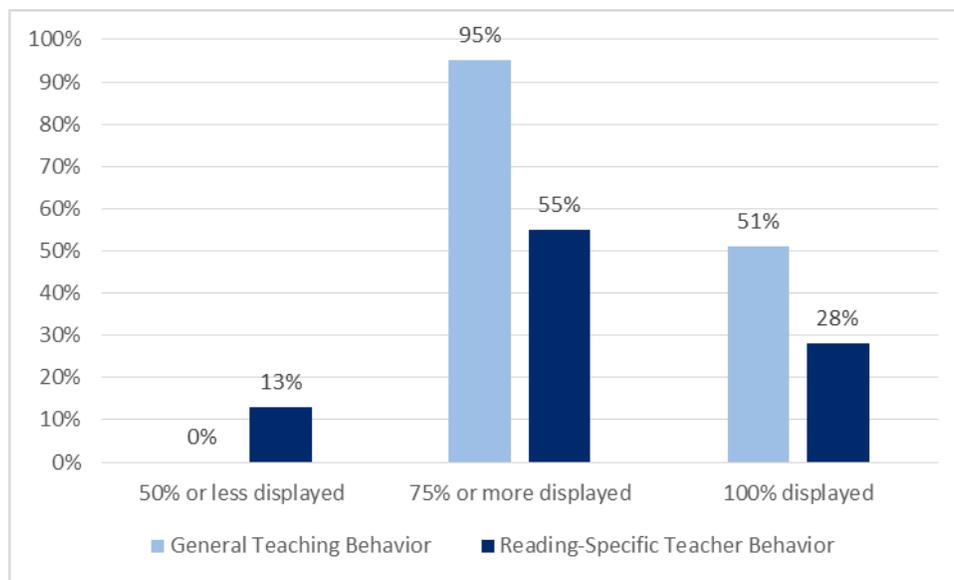
Category	Behavior	Consistently Displayed	Sometimes Displayed	Not Displayed
<i>Opportunities for Developing Comprehension</i>	Asks learners pre-reading questions when learners themselves or teacher reads a story.	67%	3%	30%
	Asks learners to make appropriate sounds or act something out after learners themselves or teacher read a story.	52%	2%	46%
	Applies multiple methods to support comprehension, including games, group work, etc.	90%	2%	7%
	Asks learners questions to assess their understanding of something the learner(s) or teacher have/has read	95%	1%	4%
	Asks learners questions to assess their understanding of stories they hear	92%	1%	7%
	Allows learners to retell the story they have read or read by their teacher.	56%	1%	43%
<i>Opportunities for Learning to Decode and Spell Words</i>	Encourages learners to “sound it out” when they don’t know a word	60%	4%	36%
	Provides instructions on how to decode syllables and words	52%	4%	44%
	Asks learners to recognize letters and say letter names and/or sound	60%	3%	37%
	Asks learners to recite the alphabet	35%	1%	64%
<i>Positive Learning Environment</i>	Avoids criticizing learners who don’t answer correctly or read poorly	99%	1%	0%
	Encourages learners to help each other	82%	4%	14%
<i>Other</i>	Asks individual learners to read aloud	76%	3%	21%
	Teaches learners meanings of new words	80%	3%	16%
	Engages learners in reading activities or games appropriate to their reading level	86%	2%	12%
	Assigns reading for learners to do on their own during school time	61%	6%	33%
	Provides a variety of methods for learners to establish good writing skills	77%	7%	16%

In addition to the behaviors illustrated in Tables 19 and 20, teachers were also evaluated for possible bias and mistreatment in the form of usage of gender-biased or abusive language, or

granting inequitable access to learning materials (especially girls). Teachers generally avoided these kinds of practices, with 100% being described as taking actions to avoid these behaviors.

Figure 12 illustrates how many teachers displayed less than half, more than three quarters, or all of the applicable best practice teaching behaviors in the general and reading-specific categories. Teachers almost universally displayed at least 75% of the applicable general teaching behaviors, with over half displaying all of them. In turn, fewer teachers displayed three quarters of the reading-specific teacher behaviors. Over a tenth of the teachers observed displayed less than half of the best practice reading-specific teacher behaviors. A reading-specific teacher behavior score of 75% or higher is statistically significantly associated with teacher education ($p=0.001$) and whether or not the teacher had attended any in-service training or professional development sessions this or last school year ($p=0.040$). Other teacher characteristics that were not correlated with positive reading-specific behavior were education, teacher reading outside of the classroom, whether or not the teacher reports use of lesson plans, or years of experience as a teacher. None of these characteristics were statistically significantly associated with a general teaching behavior score of 75% or higher.

Figure 12: Percentage of Applicable Best Practice Teaching Behaviors Displayed



Predictors of reading outcomes

Multivariate Tobit regression analysis was conducted to observe which student, household and school independent variables were predictors of reading outcomes in Basa schools²⁰. Tobit analysis was selected due to flooring effects of reading assessment results resulting from zero scores. The analysis censors the zero score results, since these do not accurately describe differences in aptitude among students who received that result. Regressions were run using

²⁰ Note that the regression analysis includes weighted results for Basa schools as well as their non-Basa matches.

oral reading fluency and reading comprehension scores, respectively, as dependent variables. The full results of these regressions can be found in Annex VI. Each regression includes the variables found in Table 21.

Although we do not find that all results are consistent by test or grade, we do find a few predictors are statistically significant across most languages and grade levels, particularly sex, region, highest household member education, reported teacher lesson plan usage, and math scores.

Table 21: Independent Variables used in Regressions

Student	Household	School
- Age	- Assets PCA (wealth proxy)	- School Resources PCA
- Sex	- Reading Materials at Home	- Teacher Sex
- Region	- Highest Household Education	- Teacher Age
- Attended Kindergarten		- Plantilla Teacher
- Repeated a Grade		- Months Teaching Experience
- Time Spent on Homework		- Has a Copy of DepEd Manuals
- Receives Help on Homework		- Uses a Lesson Plan
- Read to at Home		- Teacher Reads at Home
- Bring Books Home		- Sufficient Books in the Classroom
- EGMA Addition Score		- Divides Class by Reading Level
- EGMA Subtraction Score		- Teacher General Practices Index
		- Teacher Reading Practices Index

For those variables, we find that when looking at ORF, holding all else equal:

- (i) Females generally score higher than male counterparts by between 6.5 and 16.2 words per minute;
- (ii) Region 7 students score significantly higher in ORF than Region 1 students across languages;
- (iii) Having someone with a vocational degree or higher in the household increases scores by between 3.2 and 8.2 words per minute, with the exception of 2nd grade Filipino tests;
- (iv) Having a teacher who reports use of a lesson plan at least most of the time increases scores by 9.7 to 23.2 points compared to those who report using a lesson plan some of the time or less (with the exception of first grade students); and
- (v) EGMA scores in addition and subtraction are significantly and positively related to ORF scores almost across the board, with one point increases in those tests being associated with between 0.7 and 2.2 word per minute increases in ORF scores.

We see similar patterns when looking at reading comprehension, with females and students from households with higher education levels scoring higher. Households assets are a significant predictor of reading comprehension in both languages for Grade 3 and for English in Grade 2 (and positive but not significant on other assessments).

While some variables that one might expect to be statistically significantly correlated with reading outcomes are found not to be (at least at conventional levels of significance), such as

whether there are sufficient books in the classroom, this may be because the hypothesized link between sufficient books and reading outcomes is actually driven by other variables which are also included in the model, such as school resources or the experience of the teacher. If this is the case, when these other variables are included in the regression, as has been done here, we would not expect to see a significant relationship between sufficient books and reading outcomes.

IV. CONCLUSIONS

From the findings presented above, we develop the following three main conclusions:

The baseline sampling and data collection succeeded in generating a viable comparison group. First, by achieving a sample size of more than 4,000 students, we expect to have sufficient power to measure the magnitude of changes anticipated by the project at each grade level. Second, although the Basa and non-Basa student samples are significantly different along numerous characteristics, the differences can be controlled for by matching, thereby yielding similar treatment and comparison groups and a viable estimate of the counterfactual.

Students are generally performing below the DepEd benchmark targets. In Grade 3, students already met the 40wpm ORF benchmark target for English and nearly achieve the same target for Filipino. However, performance is below the targets on for all other benchmarks, yet this is to be expected given that this is meant to serve as a baseline, with student performance expected to improve throughout the year.

There is significant variation in performance by sex and region. Girls outperform boys in every EGRA and EGMA assessment module and in all three grades, though we find that the differences seem to be shrinking in second and third grade and we find the differences to be smaller for the EGMA modules. We also identify a handful of other important predictors of reading levels, including household education levels, household assets, teacher's self-reported use of a lesson plan, and student performance on EGMA modules.

ANNEX I-EVALUATION STATEMENT OF WORK

A. IMPACT EVALUATION PARAMETERS

A rigorous evaluation design must be used to the greatest extent possible in assessing the impact of Basa

Pilipinas and of mother-tongue reading instruction and for related cost analyses.

1. Methodological Options

The methodological options for conducting a rigorous impact evaluation include:

- a. Experimental designs in which the contractor establishes treatment and control groups for comparison from the beginning of program implementation with random assignment of eligible participants into treatment and control groups; and
- b. Quasi-experimental designs in which the contractor constructs comparison groups that resemble treatment groups, at least in observed characteristics, through some kind of matching method, such as propensity scoring or multivariate correlation. Difference-in-difference methodology can then be used to compare between treatment and comparison groups before and after program implementation. Other analytical options, such as instrumental variable and regression discontinuity designs, may be considered if appropriate and in consultation with USAID.

2. Qualitative Data

Qualitative data analysis must also be used to compliment quantitative data and enhance the depth of the evaluation study. This may include data from administrative records and secondary sources on the implementation of MTBMLE and Basa Pilipinas, observation of MTBMLE and Basa Pilipinas activities (teaching, training, etc.), as well as selected individual and/or group interviews (with administrators, teachers, trainers, material developers, students, and other stakeholders).

3. Cost Analysis

Several different aspects of cost analysis must be included such as cost-effectiveness, cost-benefit, cost utility and cost feasibility analyses. While it is expected that the bulk of the cost analysis under this contract will look at cost-effectiveness, cost-benefit, cost utility and cost feasibility analysis are also relevant. The overall goal of cost analysis in this evaluation is to provide timely data to USAID, the GPH, and other relevant stakeholders to support decision-making about rollout and scaling up of the reading interventions evaluated.

4. Measuring Outcomes

As noted previously, the Basa Pilipinas activity supports MTBMLE in six (6) provinces encompassing instruction in three (3) mother tongues (Ilocano, Cebuano and Maguindanaoan). It is anticipated that the Basa Pilipinas Impact Evaluation will collect data on reading performance from a statistically significant sample (at least a 95% confidence level) or higher of students receiving USAID assistance and those not receiving USAID assistance. Although the size of that sample will vary depending on the number of causal variables being examined in the proposed evaluation design, this has been estimated as approximately 1,000 students receiving USAID assistance and 1,000 not receiving USAID assistance each year.

Reading performance (in English and Filipino) must be used as the main outcome indicator in assessing Basa Pilipinas. Many established reading achievement tests exist to measure this indicator including the Early Grade Reading Assessment (EGRA) developed through funding support from USAID and the World Bank, government-sponsored reading achievement tests such as the Philippine Informal Reading Inventory (Phil-IRI), the National Achievement Test (NAT), and others. The Contractor must be able to use or modify existing reading performance instruments and/or existing reading performance data (from DepEd, administrative records, etc.). In all cases, the Contractor must select or create the best tool to measure reading achievement in this context in close consultation with USAID and DepEd. This may involve a combination of tools, such as EGRA to measure performance for control and comparisons groups and GPH surveys to provide baseline and national comparisons. The Contractor must also determine (in consultation with USAID and DepEd) how data on reading achievement can best be disaggregated (e.g., with regard to gender, location, indigenous affiliation, initial reading ability etc.). Gender disaggregation is of particular priority to help USAID and DepEd better understand gender differences in reading achievement and how performance gaps that exist between girls and boys in different sub-regions can best be addressed.

5. Coordination

Significant coordination is required to carry out this evaluation. The Contractor will work closely with the Basa Pilipinas implementer (Education Development Center), the implementer of USAID's PhilEd Data activity (RTI) that collects related educational statistics, USAID, and other important education program partners. The Contractor will also work closely with DepEd officials who are implementing the country-wide MTBMLE program and whose approval will be needed to collect data in the field. In addition, the Contractor will work closely with relevant USAID technical staff and technical staff of other bilateral and multilateral donors implementing related education programs in the Philippines.

a. Coordination with USAID's Basa Pilipinas Contractor

The Contractor is responsible for designing and implementing the Basa Pilipinas impact evaluation -- providing oversight, maintaining quality, and assuring independence. Under the Basa Pilipinas contract, the implementer (EDC) collected baseline data on outputs and outcomes for program participants (those receiving USAID assistance) that can be

aggregated at the classroom, school and division levels. To the extent possible, the Contractor must utilize this baseline and follow-up data collected by the Basa contractor, while also identifying or constructing comparison or control groups and collecting outcome data from these groups as necessary, appropriate and feasible to provide the basis for analyzing Basa Pilipinas' impacts and costs.

The Contractor will work closely with the Basa Pilipinas implementer (EDC) and USAID in finalizing the evaluation design, coordinating program implementation, and articulating their joint and separate responsibilities for data collection, analysis and reporting. To the greatest extent possible, the Contractor will utilize the same instruments and procedures for collecting output and outcome data as the Basa contractor and/or work closely with the Basa contractor to modify those instruments and data collection procedures as necessary and appropriate. The evaluation contractor will also work closely with the Basa contractor and USAID to modify program implementation (e.g., program roll out, phasing, site and participant selection, etc.) as possible and appropriate to ensure the most credible and powerful evaluation design and analysis.

b. Coordination with the USAID's PhilEd Data Contractor

The evaluation Contractor will also work closely with the implementer (RTI) of USAID's PhilEd Data activity to make the best possible use of the country-wide reading performance data being collected. To the greatest extent possible, the Contractor will use this data as a basis for controlled comparisons or, where appropriate, collect similar data itself

ANNEX II-SAMPLED SCHOOLS

Sampled Schools, Standard MTBMLE

	School (Standard MTBMLE)	Division	Municipality
1	anapao es	pangasinan i lingayen	burgos
2	aurelio ibero mes (jugno es)	negros oriental	amlan (ayuquitán)
3	ayusan-paoa elementary school	vigan city	city of vigan (capital)
4	b. durano es	danao city	danao city
5	b. enriquez es	danao city	danao city
6	baay es	ilocos norte	city of batac
7	badiang ps	negros oriental	valencia (luzurriaga)
8	bais city west es	bais city	bais city
9	balaas ps	negros oriental	jimalalud
10	baligat es	ilocos norte	city of batac
11	balili ps	negros oriental	valencia (luzurriaga)
12	bal-loy es	pangasinan ii binalonan	santa maria
13	balugo es	negros oriental	valencia (luzurriaga)
14	banawe e/s	negros oriental	pamplona
15	bangcal es	negros oriental	jimalalud
16	baoa east es	ilocos norte	city of batac
17	baoa es	ilocos norte	city of batac
18	basac elementary school	siquijor	larena
19	biningan es	ilocos norte	city of batac
20	bio-os es	negros oriental	amlan (ayuquitán)
21	bogo elementary school	siquijor	maria
22	bolos elementary school	siquijor	siquijor (capital)
23	bongalonan es	negros oriental	basay
24	buttong es	laoag city	laoag city (capital)
25	buyong es	lapu-lapu city	lapu-lapu city (opon)
26	caoacan es	laoag city	laoag city (capital)
27	cabang es	negros oriental	jimalalud
28	calabnugan es	negros oriental	sibulan
29	calango es	negros oriental	zamboanguita
30	calapugan es	pangasinan ii binalonan	natividad
31	camangaan es	vigan city	city of vigan (capital)
32	cambajao es	negros oriental	sibulan
33	can-asagan es	negros oriental	san juan
34	candanay elementary school	siquijor	siquijor (capital)
35	candaping elementary school	siquijor	maria
36	candigum elementary school	siquijor	larena

	School (Standard MTBMLE)	Division	Municipality
37	cangabo es	negros oriental	la libertad
38	cangclaran elementary school	siquijor	lazi
39	cangmunag elementary school	siquijor	san juan
40	canjulao es	lapu-lapu city	lapu-lapu city (opon)
41	cantaroc elementary school	siquijor	maria
42	cantugbas ps	siquijor	maria
43	capalasanan elementary school	siquijor	lazi
44	dapdap elementary school	siquijor	lazi
45	dariwdiw es	ilocos norte	city of batac
46	datagon es	negros oriental	pamplona
47	delfin dawe es	danao city	danao city
48	don pablo carmen blanco utzurum mes	negros oriental	basay
49	fatima es	negros oriental	pamplona
50	felix m. tio memorial e/s (bangcolotan es)	negros oriental	zamboanguita
51	gregorio elmaga mes (nasig-id es)	negros oriental	zamboanguita
52	guadalupe es	bogo city	city of bogo
53	hawanay es	talisay city	city of talisay
54	inmalog es	pangasinan ii binalonan	sison
55	jilabangan es	negros oriental	tayasan
56	jose r. remollo es (cambalocotot es)	negros oriental	san jose
57	lacaon es	negros oriental	jimalalud
58	langtad es	city of naga cebu	city of naga
59	lebueg es	pangasinan ii binalonan	laoac
60	libo elementary school	siquijor	enrique villanueva
61	lico-an elementary school	siquijor	maria
62	logucan elementary school	siquijor	maria
63	lo-oc es	negros oriental	sibulan
64	maayong tubig es	negros oriental	dauin
65	mabini es	pangasinan ii binalonan	balungao
66	magallanes es	pangasinan ii binalonan	tayug
67	mag-aso es	negros oriental	dauin
68	maglinao es	negros oriental	basay
69	magnuang es	ilocos norte	city of batac
70	magsaysay mes	negros oriental	sibulan
71	malabo ps	negros oriental	valencia (luzurriaga)

	School (Standard MTBMLE)	Division	Municipality
72	malaunay es	negros oriental	valencia (luzurriaga)
73	malongcay es	negros oriental	zamboanguita
74	mapalasan es	negros oriental	la libertad
75	maria central elementary school	siquijor	maria
76	martin benjamin mes (tambojangin es)	negros oriental	amlan (ayuquitan)
77	minabuntod ps	negros oriental	canlaon city
78	minalulan elementary school	siquijor	maria
79	nabago es	negros oriental	zamboanguita
80	naga central es	city of naga cebu	city of naga
81	naguirangan-capacuan es	ilocos norte	city of batac
82	napo elementary school	carcar city	city of carcar
83	nasuji ps	negros oriental	valencia (luzurriaga)
84	new bataan elementary school	siquijor	larena
85	new corregidor elementary school	siquijor	larena
86	palinpinon es	negros oriental	valencia (luzurriaga)
87	pangi elementary school	siquijor	siquijor (capital)
88	papallasen es	pangasinan i lingayen	burgos
89	pisong a elementary school	siquijor	maria
90	ponong elementary school	siquijor	larena
91	ponong elementary school	siquijor	siquijor (capital)
92	po-o elementary school	siquijor	lazi
93	portland es	danao city	danao city
94	puhagan es	negros oriental	valencia (luzurriaga)
95	pulangbato es	negros oriental	valencia (luzurriaga)
96	raois es	vigan city	city of vigan (capital)
97	roxas elementary school	siquijor	enrique villanueva
98	sa-ay elementary school	carcar city	city of carcar
99	sabang es	danao city	danao city
100	sacsac es	negros oriental	bacong
101	saleng es	pangasinan ii binalonan	tayug
102	salngan es	negros oriental	zamboanguita
103	salvacion es	pangasinan ii binalonan	santo tomas
104	san andres es	pangasinan iibinalonan	balungao
105	san antonio elementary school	siquijor	siquijor (capital)
106	san antonio west es	pangasinan ii binalonan	san nicolas
107	san isidro es	pangasinan ii binalonan	san nicolas

	School (Standard MTBMLE)	Division	Municipality
108	san joaquin es	pangasinan ii binalonan	balungao
109	san leon es	pangasinan ii binalonan	balungao
110	san miguel es	pangasinan i lingayen	burgos
111	san miguel es	negros oriental	bacong
112	san roque es	pangasinan ii binalonan	san manuel
113	sobol es	pangasinan ii binalonan	san nicolas
114	solangon es	siquijor	san juan
115	sra. ascion es	negros oriental	san jose
116	sta. cruz integrated school	pangasinan ii binalonan	santa maria
117	suba basbas es	lapu-lapu city	lapu-lapu city (opon)
118	tag-ibo elementary school	siquijor	san juan
119	tagmanocan elementary school	siquijor	lazi
120	tambisan elementary school	siquijor	san juan
121	vicente i. villa ms	negros oriental	valencia (luzurriaga)
122	villa jose es	pangasinan ii binalonan	san nicolas

Sampled Schools, Basa Participants

	School (Basa)	Division	Municipality
1	ablayan es	cebu	dalaguete
2	abucay es	bohol	sikatuna
3	alburquerque central es	bohol	alburquerque
4	alcoy central es	cebu	alcoy
5	alicia ces annex	bohol	alicia
6	altavista es	cebu	poro
7	argao i central es	cebu	argao
8	arpili es	cebu	balamban
9	bacay es	cebu	minglanilla
10	bacong es	bohol	anda
11	bangar ces	la union	bangar
12	basdio es	bohol	guindulman
13	batuan central es - annex	bohol	batuan
14	bauang north cs	la union	bauang
15	bayog es	bohol	pres. carlos p. garcia (pitogo)
16	bongoyan es	cebu	borbon
17	borbon central es	cebu	borbon

	School (Basa)	Division	Municipality
18	botigues es	cebu	bantayan
19	buenasuerte es	bohol	pilar
20	bugtong kawayan es	cebu	barili
21	burgos central school	ilocos sur	burgos
22	butubut norte es	la union	balaoan
23	buyog es	bohol	jetafe
24	cabancalan ii es	mandaue city	mandaue city
25	cabawan elementary school	tagbilaran city	tagbilaran city (capital)
26	caleriohan es	cebu	dalaguete
27	calioet es	ilocos norte	bacarra
28	canhaway es	bohol	guindulman
29	canlambong es	bohol	dimiao
30	can-olin es	bohol	candijay
31	cansaga elementary	cebu	consolacion
32	capariaan es	ilocos sur	santa cruz
33	carmen central es	cebu	carmen
34	catmon integrated school	cebu	catmon
35	city east elementary school	tagbilaran city	tagbilaran city (capital)
36	concepcion es	bohol	danao
37	cordova central es	cebu	cordoba
38	cubacub es	mandaue city	mandaue city
39	dait norte es	bohol	buenavista
40	dalid es	mandaue city	tabuelan
41	dalumpinas es	san fernando city	city of san fernando (capital)
42	day-as es	cebu	cordoba
43	don mariano marcos mem. sch.	ilocos norte	pinili
44	don tomas r. mendoza es	la union	naguilian
45	dumalan es	cebu	dalaguete
46	garcia park es	bohol	talibon
47	getafe central es	bohol	jetafe
48	gibitngil is	cebu	medellin
49	hanopol es	bohol	balilihan
50	ilocanos es	san fernando city	city of san fernando (capital)
51	jose chona jo es (cambuhawe)	cebu	balamban
52	kagsing es	cebu	ginatilan
53	kal-anan es	cebu	tabogon
54	kalangahan es	cebu	tuburan
55	kanlungcab ps	cebu	tabuelan
56	kinan-oan es	bohol	trinidad

	School (Basa)	Division	Municipality
57	labogon es	mandaue city	mandaue city
58	langtad es	cebu	argao
59	lantag es	ilocos sur	santa cruz
60	lila central es	bohol	lila
61	lipata central es	cebu	minglanilla
62	luna central school	la union	luna
63	madridejos central es	cebu	madridejos
64	magcalape es	cebu	asturias
65	maguikay es	mandaue city	mandaue city
66	malacorong ps	cebu	argao
67	mandaue city cs	mandaue city	mandaue city
68	mandaue city cs sped center	mandaue city	mandaue city
69	mandaug es	bohol	calape
70	mangga es	cebu	tuburan
71	maoasoas es	la union	pugo
72	mohon es	cebu	sogod
73	montana ps	bohol	baclayon
74	nalvo norte es	la union	luna
75	namoroc-mabanbanag es	ilocos norte	vintar
76	nocnocan es	bohol	talibon
77	olivo es	cebu	tabuelan
78	opao es	mandaue city	mandaue city
79	ora west es	ilocos sur	bantay
80	oya-oy es	la union	bacnotan
81	paculob es	cebu	dumanjug
82	pagangpang es	ilocos sur	galimuyod
83	pagudpud central elementary school	ilocos norte	pagudpud
84	paknaan elementary school	mandaue city	mandaue city
85	palanas es	cebu	ginatilan
86	pangada-cabaroan es	ilocos sur	santa catalina
87	pinipin es	ilocos sur	santa cruz
88	rizal es	bohol	talibon
89	ronda central es	cebu	ronda
90	sacsac es	cebu	dalaguete
91	sagayad es	san fernando city	city of san fernando (capital)
92	sagpatan es	ilocos norte	dingras
93	sal-ing es	bohol	balilihan
94	sambagon es	cebu	pinamungahan
95	san cornelio es	la union	caba

	School (Basa)	Division	Municipality
96	san francisco central es	cebu	san francisco
97	san juan north cs	ilocos sur	san juan (lapog)
98	san marcelino es	ilocos norte	dingras
99	san pedro es	bohol	talibon
100	san sebastian es	cebu	samboan
101	san vicente-san agustin es	la union	agoo
102	santa fe central es	cebu	santa fe
103	santiago south central school	ilocos sur	santiago
104	sibago es	cebu	pinamungahan
105	sillon es	cebu	bantayan
106	sta. cruz cs	ilocos sur	santa cruz
107	talugtog elementary school	ilocos norte	solsona
108	tampaan es	cebu	alaguinsan
109	tan-awan es	cebu	oslob
110	tanglag es	la union	rosario
111	tanibag es	cebu	pinamungahan
112	taytay es	bohol	jetafe
113	tingub es	mandaue city	mandaue city
114	tonoton es	ilocos norte	piddig
115	trinidad central es	bohol	trinidad
116	tubigagmanok es	cebu	asturias
117	tuble es	cebu	moalboal
118	union es	bohol	ubay
119	upper tunghaan es	cebu	minglanilla
120	vito es	cebu	minglanilla
121	yati es	cebu	liloan
122	zaragosa es	cebu	badian

ANNEX III-BALANCE TABLES

Grade I

Variable	Matched?	Treatment	Control	P-value	
Percent of students that speak mother tongue at home	Unmatched	0.98	0.96	0.05	**
	Matched	0.97	0.98	0.78	
Household assets Principal Component Analysis score	Unmatched	0.11	-0.15	0.01	***
	Matched	0.09	0.18	0.43	
Percent of students that attended kindergarten	Unmatched	0.97	0.96	0.17	
	Matched	0.98	0.98	0.58	
Percent of students that repeated a grade	Unmatched	0.03	0.02	0.57	
	Matched	0.03	0.03	0.61	
Percent of students missing school in past 4 weeks	Unmatched	0.46	0.52	0.02	**
	Matched	0.47	0.46	0.96	
Avg. weekly hours spent on homework	Unmatched	2.63	2.68	0.86	
	Matched	2.73	2.77	0.89	
Percent of students who receive help with homework more than rarely	Unmatched	0.52	0.61	0.00	***
	Matched	0.54	0.55	0.59	
Percent of students with reading materials at home	Unmatched	0.83	0.82	0.69	
	Matched	0.83	0.82	0.91	
Percent of students who have reading materials at home in mother tongue	Unmatched	0.55	0.56	0.75	
	Matched	0.54	0.55	0.66	
Percent of students that are read to at home	Unmatched	0.86	0.88	0.31	
	Matched	0.85	0.85	0.86	
Percent of students of students that bring books home from school	Unmatched	0.85	0.87	0.55	
	Matched	0.86	0.90	0.05	**
Percent of students of students whose family would like them to achieve a university education	Unmatched	0.97	0.93	0.01	***
	Matched	0.97	0.97	0.64	
Percent of students with household members involved in school	Unmatched	0.81	0.86	0.01	***
	Matched	0.82	0.83	0.85	
Percent of students who have a household member with vocational training or better	Unmatched	0.35	0.35	0.86	
	Matched	0.35	0.35	0.98	
Percent of students with literate head of household	Unmatched	0.89	0.87	0.16	
	Matched	0.89	0.90	0.59	
Percent of students with employed head of household	Unmatched	0.82	0.82	0.88	
	Matched	0.82	0.81	0.86	
School assets PCA	Unmatched	0.27	-0.33	0.00	***
	Matched	0.17	0.17	0.95	

Variable	Matched?	Treatment	Control	P-value	
Grade 1 classrooms at student's school	Unmatched	2.65	1.38	0.00	***
	Matched	1.93	2.04	0.25	
Grade 2 classrooms at student's school	Unmatched	2.56	1.34	0.00	***
	Matched	1.90	1.99	0.34	
Grade 3 classrooms at student's school	Unmatched	2.51	1.43	0.00	***
	Matched	1.92	2.04	0.23	
Days of non-holiday school closure in current school year	Unmatched	0.63	0.77	0.16	
	Matched	0.65	0.70	0.65	
Teacher sex	Unmatched	0.98	0.98	0.69	
	Matched	0.98	0.98	0.84	
Teacher age	Unmatched	38.14	39.47	0.01	***
	Matched	38.44	37.79	0.21	
Teacher has a post-graduate training	Unmatched	0.35	0.29	0.03	**
	Matched	0.32	0.33	0.72	
Plantilla teacher	Unmatched	1.00	1.00	.	
	Matched	1.00	1.00	.	
Teacher is native speaker of mother tongue	Unmatched	1.00	1.00	.	
	Matched	1.00	1.00	.	
Months of teaching experience	Unmatched	145.25	144.08	0.81	
	Matched	148.87	147.87	0.85	
Teacher has copy of DepEd teacher manual for grade instructed	Unmatched	0.93	0.85	0.00	***
	Matched	0.92	0.89	0.17	
Teacher uses lesson plan	Unmatched	0.93	0.98	0.00	***
	Matched	0.95	0.97	0.10	
Teacher reads outside of the classroom	Unmatched	0.77	0.71	0.04	**
	Matched	0.75	0.76	0.50	
Student has books at home	Unmatched	0.28	0.22	0.01	***
	Matched	0.28	0.27	0.91	
Teacher puts students into small reading groups	Unmatched	0.97	0.85	0.00	***
	Matched	0.97	0.98	0.09	*
General teaching practices index	Unmatched	0.94	0.94	0.21	
	Matched	0.94	0.94	0.95	
Reading-specific practices index	Unmatched	0.76	0.77	0.53	
	Matched	0.75	0.75	1.00	
Letters correct per minute	Unmatched	18.12	12.52	0.00	***
	Matched	18.21	18.41	0.84	
Familiar words correct per minute	Unmatched	13.64	9.75	0.00	***

Variable	Matched?	Treatment	Control	P-value	
	Matched	13.23	13.61	0.65	
Unfamiliar words correct per minute	Unmatched	11.02	7.45	0.00	***
	Matched	10.76	11.00	0.74	
Oral reading fluency words correct per minute	Unmatched	13.84	10.19	0.00	***
	Matched	13.29	13.96	0.43	
Reading comprehension (pct correct)	Unmatched	0.73	0.46	0.00	***
	Matched	0.69	0.71	0.82	
Numbers correctly identified per minute	Unmatched	11.00	9.90	0.00	***
	Matched	10.93	11.28	0.35	
Quantity discrimination (pct correct)	Unmatched	5.09	4.29	0.00	***
	Matched	5.03	5.07	0.83	
Missing number identification (pct correct)	Unmatched	2.23	1.78	0.00	***
	Matched	2.16	2.20	0.73	
Addition problems correct in one minute	Unmatched	6.14	5.20	0.00	***
	Matched	6.08	6.23	0.59	
Subtraction problems correct in one minute	Unmatched	3.52	2.56	0.00	***
	Matched	3.44	3.40	0.90	

Grade 2

Variable	Matched?	Treatment	Control	P-value	
Percent of students that speak mother tongue at home	Unmatched	0.98	0.96	0.19	
	Matched	0.97	0.98	0.67	
Household assets Principal Component Analysis score	Unmatched	0.17	-0.10	0.01	***
	Matched	0.16	0.37	0.06	*
Percent of students that attended kindergarten	Unmatched	0.96	0.96	0.46	
	Matched	0.96	0.97	0.29	
Percent of students that repeated a grade	Unmatched	0.06	0.03	0.02	**
	Matched	0.05	0.05	0.70	
Percent of students missing school in past 4 weeks	Unmatched	0.47	0.50	0.21	
	Matched	0.47	0.45	0.45	
Avg. weekly hours spent on homework	Unmatched	2.67	2.48	0.43	
	Matched	2.69	2.99	0.35	
Percent of students who receive help with homework more than rarely	Unmatched	0.53	0.55	0.36	
	Matched	0.54	0.55	0.56	
Percent of students with reading materials at home	Unmatched	0.81	0.80	0.57	
	Matched	0.80	0.79	0.58	
Percent of students who have reading materials at home	Unmatched	0.54	0.58	0.14	

Variable	Matched?	Treatment	Control	P-value	
in mother tongue	Matched	0.54	0.53	0.65	
Percent of students that are read to at home	Unmatched	0.83	0.86	0.14	
	Matched	0.82	0.79	0.28	
Percent of students of students that bring books home from school	Unmatched	0.92	0.94	0.24	
	Matched	0.92	0.94	0.35	
Percent of students of students whose family would like them to achieve a university education	Unmatched	0.96	0.93	0.00	***
	Matched	0.96	0.97	0.33	
Percent of students with household members involved in school	Unmatched	0.82	0.87	0.01	***
	Matched	0.82	0.85	0.27	
Percent of students who have a household member with vocational training or better	Unmatched	0.38	0.34	0.22	
	Matched	0.37	0.38	0.62	
Percent of students with literate head of household	Unmatched	0.87	0.88	0.54	
	Matched	0.87	0.89	0.19	
Percent of students with employed head of household	Unmatched	0.83	0.79	0.04	**
	Matched	0.82	0.81	0.49	
School assets PCA	Unmatched	0.28	-0.24	0.00	***
	Matched	0.22	0.30	0.30	
Grade 1 classrooms at student's school	Unmatched	2.49	1.38	0.00	***
	Matched	2.01	2.06	0.56	
Grade 2 classrooms at student's school	Unmatched	2.39	1.34	0.00	***
	Matched	1.94	1.98	0.69	
Grade 3 classrooms at student's school	Unmatched	2.35	1.43	0.00	***
	Matched	1.95	2.03	0.37	
Days of non-holiday school closure in current school year	Unmatched	0.62	0.75	0.15	
	Matched	0.64	0.80	0.08	*
Teacher sex	Unmatched	0.97	0.95	0.09	*
	Matched	0.97	0.98	0.31	
Teacher age	Unmatched	42.01	40.38	0.00	***
	Matched	42.02	40.62	0.01	***
Teacher has a post-graduate training	Unmatched	0.30	0.31	0.86	
	Matched	0.29	0.29	0.90	
Plantilla teacher	Unmatched	1.00	1.00	.	
	Matched	1.00	1.00	.	
Teacher is native speaker of mother tongue	Unmatched	0.93	0.98	0.00	***
	Matched	0.93	0.93	0.95	
Months of teaching experience	Unmatched	173.86	159.21	0.01	***
	Matched	175.17	166.69	0.14	

Variable	Matched?	Treatment	Control	P-value	
Teacher has copy of DepEd teacher manual for grade instructed	Unmatched	0.94	0.96	0.05	**
	Matched	0.94	0.95	0.52	
Teacher uses lesson plan	Unmatched	0.98	0.97	0.05	**
	Matched	0.98	0.99	0.10	
Teacher reads outside of the classroom	Unmatched	0.79	0.81	0.33	
	Matched	0.78	0.74	0.11	
Student has books at home	Unmatched	0.42	0.56	0.00	***
	Matched	0.43	0.39	0.27	
Teacher puts students into small reading groups	Unmatched	0.96	0.81	0.00	***
	Matched	0.96	0.96	0.78	
General teaching practices index	Unmatched	0.94	0.95	0.05	**
	Matched	0.94	0.92	0.01	***
Reading-specific practices index	Unmatched	0.78	0.75	0.04	**
	Matched	0.77	0.75	0.23	
Oral reading fluency words correct per minute (Filipino)	Unmatched	32.44	29.28	0.03	**
	Matched	31.53	31.14	0.78	
Letters correct per minute (Filipino)	Unmatched	19.95	15.88	0.00	***
	Matched	19.86	19.11	0.43	
Familiar words correct per minute (Filipino)	Unmatched	30.12	27.50	0.01	***
	Matched	29.71	30.39	0.49	
Unfamiliar words correct per minute (Filipino)	Unmatched	19.67	17.50	0.00	***
	Matched	19.34	20.07	0.34	
Reading comprehension (pct correct) (Filipino)	Unmatched	1.12	1.07	0.43	
	Matched	1.12	1.16	0.56	
Oral reading fluency words correct per minute (English)	Unmatched	37.26	34.43	0.10	
	Matched	36.51	39.08	0.14	
Letters correct per minute (English)	Unmatched	24.39	18.82	0.00	***
	Matched	24.02	23.61	0.71	
Familiar words correct per minute (English)	Unmatched	23.03	21.27	0.10	
	Matched	22.67	23.86	0.27	
Unfamiliar words correct per minute (English)	Unmatched	14.80	12.92	0.02	**
	Matched	14.46	15.63	0.15	
Reading comprehension (pct correct) (English)	Unmatched	0.60	0.54	0.35	
	Matched	0.59	0.65	0.26	
Numbers correctly identified per minute	Unmatched	16.59	15.91	0.02	**
	Matched	16.54	17.11	0.04	**
Quantity discrimination (pct correct)	Unmatched	7.78	7.29	0.00	***

Variable	Matched?	Treatment	Control	P-value	
	Matched	7.75	7.99	0.14	
Missing number identification (pct correct)	Unmatched	3.86	3.61	0.07	*
	Matched	3.83	4.04	0.12	
Addition problems correct in one minute	Unmatched	9.75	9.21	0.07	*
	Matched	9.74	10.41	0.02	**
Addition level 2 (pct correct)	Unmatched	1.97	1.78	0.03	**
	Matched	1.95	2.02	0.48	
Subtraction problems correct in one minute	Unmatched	6.99	6.20	0.01	***
	Matched	6.96	7.74	0.01	***
Subtraction level 2 (pct correct)	Unmatched	1.10	0.93	0.03	**
	Matched	1.07	1.07	0.96	
Word problems (pct correct)	Unmatched	1.62	1.38	0.00	***
	Matched	1.60	1.62	0.87	

Grade 3

Variable	Matched?	Treatment	Control	P-value	
Percent of students that speak mother tongue at home	Unmatched	0.96	0.96	0.66	
	Matched	0.96	0.96	0.75	
Household assets Principal Component Analysis score	Unmatched	0.25	-0.12	0.00	***
	Matched	0.23	0.27	0.74	
Percent of students that attended kindergarten	Unmatched	0.92	0.95	0.02	**
	Matched	0.92	0.91	0.43	
Percent of students that repeated a grade	Unmatched	0.06	0.06	0.91	
	Matched	0.06	0.07	0.33	
Percent of students missing school in past 4 weeks	Unmatched	0.44	0.49	0.05	**
	Matched	0.45	0.47	0.40	
Avg. weekly hours spent on homework	Unmatched	2.35	2.34	0.99	
	Matched	2.41	2.61	0.36	
Percent of students who receive help with homework more than rarely	Unmatched	0.49	0.52	0.36	
	Matched	0.49	0.46	0.18	
Percent of students with reading materials at home	Unmatched	0.78	0.81	0.15	
	Matched	0.78	0.76	0.60	
Percent of students who have reading materials at home in mother tongue	Unmatched	0.54	0.61	0.01	***
	Matched	0.55	0.52	0.29	
Percent of students that are read to at home	Unmatched	0.81	0.82	0.49	
	Matched	0.80	0.79	0.44	
Percent of students of students that bring books home	Unmatched	0.92	0.95	0.05	**

Variable	Matched?	Treatment	Control	P-value	
from school	Matched	0.93	0.91	0.14	
Percent of students of students whose family would like them to achieve a university education	Unmatched	0.96	0.93	0.01	***
	Matched	0.96	0.95	0.37	
Percent of students with household members involved in school	Unmatched	0.80	0.89	0.00	***
	Matched	0.82	0.83	0.52	
Percent of students who have a household member with vocational training or better	Unmatched	0.35	0.30	0.07	*
	Matched	0.35	0.34	0.59	
Percent of students with literate head of household	Unmatched	0.89	0.87	0.29	
	Matched	0.89	0.88	0.53	
Percent of students with employed head of household	Unmatched	0.82	0.76	0.01	***
	Matched	0.81	0.81	0.99	
School assets PCA	Unmatched	0.27	-0.28	0.00	***
	Matched	0.21	0.34	0.06	*
Grade 1 classrooms at student's school	Unmatched	2.54	1.37	0.00	***
	Matched	2.01	2.20	0.06	*
Grade 2 classrooms at student's school	Unmatched	2.44	1.33	0.00	***
	Matched	1.94	2.11	0.06	*
Grade 3 classrooms at student's school	Unmatched	2.41	1.43	0.00	****
	Matched	1.97	2.17	0.04	**
Days of non-holiday school closure in current school year	Unmatched	0.55	0.76	0.01	***
	Matched	0.57	0.60	0.69	
Teacher sex	Unmatched	0.97	0.89	0.00	***
	Matched	0.96	0.94	0.05	**
Teacher age	Unmatched	39.50	39.26	0.66	
	Matched	40.12	39.12	0.07	*
Teacher has a post-graduate training	Unmatched	0.34	0.32	0.42	
	Matched	0.33	0.33	0.88	
Plantilla teacher	Unmatched	0.99	0.99	0.76	
	Matched	0.99	0.99	0.71	
Teacher is native speaker of mother tongue	Unmatched	0.94	0.99	0.00	***
	Matched	0.95	0.97	0.12	
Months of teaching experience	Unmatched	164.38	148.57	0.01	***
	Matched	170.19	162.18	0.19	
Teacher has copy of DepEd teacher manual for grade instructed	Unmatched	0.79	0.73	0.02	**
	Matched	0.78	0.77	0.94	
Teacher uses lesson plan	Unmatched	0.97	0.99	0.04	**
	Matched	0.98	0.99	0.02	**

Variable	Matched?	Treatment	Control	P-value	
Teacher reads outside of the classroom	Unmatched	0.75	0.78	0.13	
	Matched	0.75	0.73	0.58	
Student has books at home	Unmatched	0.32	0.34	0.33	
	Matched	0.32	0.29	0.23	
Teacher puts students into small reading groups	Unmatched	0.98	0.85	0.00	***
	Matched	0.97	0.94	0.01	***
General teaching practices index	Unmatched	0.94	0.95	0.11	
	Matched	0.94	0.93	0.15	
Reading-specific practices index	Unmatched	0.76	0.75	0.15	
	Matched	0.77	0.74	0.03	**
Oral reading fluency words correct per minute (Filipino)	Unmatched	49.12	46.17	0.04	**
	Matched	49.16	50.84	0.24	
Letters correct per minute (Filipino)	Unmatched	23.80	17.39	0.00	***
	Matched	23.68	23.98	0.77	
Familiar words correct per minute (Filipino)	Unmatched	39.63	36.56	0.00	***
	Matched	39.52	40.46	0.25	
Unfamiliar words correct per minute (Filipino)	Unmatched	27.86	25.32	0.00	***
	Matched	27.76	28.59	0.30	
Reading comprehension (pct correct) (Filipino)	Unmatched	0.79	0.69	0.03	**
	Matched	0.79	0.79	0.91	
Oral reading fluency words correct per minute (English)	Unmatched	60.56	55.35	0.01	***
	Matched	60.52	62.43	0.36	
Letters correct per minute (English)	Unmatched	26.66	21.18	0.00	***
	Matched	26.60	26.64	0.97	
Familiar words correct per minute (English)	Unmatched	34.91	32.10	0.01	***
	Matched	34.71	35.67	0.34	
Unfamiliar words correct per minute (English)	Unmatched	24.18	21.13	0.00	***
	Matched	23.99	24.85	0.35	
Reading comprehension (pct correct) (English)	Unmatched	1.05	0.84	0.00	***
	Matched	1.04	1.07	0.72	
Numbers correctly identified per minute	Unmatched	18.71	18.16	0.00	***
	Matched	18.70	18.88	0.25	
Quantity discrimination (pct correct)	Unmatched	9.05	8.67	0.00	***
	Matched	9.02	9.13	0.27	
Missing number identification (pct correct)	Unmatched	5.00	4.86	0.35	
	Matched	4.98	4.99	0.92	
Addition problems correct in one minute	Unmatched	12.50	11.62	0.00	***

Variable	Matched?	Treatment	Control	P-value	
	Matched	12.48	12.87	0.20	
Addition level 2 (pct correct)	Unmatched	2.78	2.53	0.01	***
	Matched	2.77	2.84	0.51	
Subtraction problems correct in one minute	Unmatched	8.86	7.91	0.00	***
	Matched	8.85	9.07	0.50	
Subtraction level 2 (pct correct)	Unmatched	1.59	1.26	0.00	***
	Matched	1.57	1.52	0.56	
Word problems (pct correct)	Unmatched	2.23	2.00	0.00	***
	Matched	2.21	2.19	0.82	

ANNEX IV-INSTRUMENTS

STUDENT ITEMS²¹

STUDENT BACKGROUND

1. [Code student gender] Male Female

2. What is your age? _____

3. What language do you speak most at home? (*Don't read these options to the student. If the student is slow to respond, wait up to 8 seconds before prompting "what language do you speak when you talk to your mother, father, siblings, etc.?"*).
 - a. Ilokano
 - b. Cebuano
 - c. Filipino
 - d. English
 - e. Other, please specify _____
 - f. Refuse to respond

4. What language do you usually speak with your friends?
 - a. Ilokano
 - b. Cebuano
 - c. Filipino
 - d. English
 - e. Other, please specify _____
 - f. Refuse to respond

5. Did you attend Kindergarten?
 - a. No
 - b. Yes
 - c. Don't know
 - d. Refused

READING

6. Does anyone at home read to you?
 - a. No (***Skip to QUESTION 8***)
 - b. Yes
 - c. Don't know (***Skip to QUESTION 8***)
 - d. Refuse to answer (***Skip to QUESTION 8***)

 7. How often does someone at home read to you?
 - a. Hardly ever
 - b. Only sometimes
-

²¹ These items were requested of students alongside EGRA and EGMA instruments. The EGRA and EGMA tools are omitted, since they are too long to practically include. These tools are available upon request.

- c. 2-3 times a week
- d. Every day
- e. Don't know
- f. Refuse to answer

Do you read on your own at home?

- g. No
- h. Yes
- i. Don't know
- j. Refuse to answer

8. Do you do homework at home?
- a. No (***Skip to QUESTION 11***)
 - b. Yes
 - c. Don't know (***Skip to QUESTION 11***)
 - d. Refuse to answer (***Skip to QUESTION 11***)
9. Does anyone at home help you with your homework?
- a. No
 - b. Yes
 - c. Don't know
 - d. Refuse to answer
10. How do you feel about reading?
- a. Happy
 - b. Neutral
 - c. Unhappy
 - d. Don't know
 - e. Refuse to answer

FEELINGS ABOUT SCHOOL

11. Do you feel happy or sad about coming to school?
- a. Happy
 - b. Sad
 - c. Don't know
 - d. Refuse to answer
12. How much do you think you learn at school?
- a. Not anything
 - b. Not much
 - c. Some
 - d. A lot
 - e. Don't know
 - f. Refuse to answer
13. Do you think school is boring?
- a. No
 - b. Sometimes
 - c. Yes
 - d. Don't know
 - e. Refuse to answer

TEACHER SURVEY

Start Time/End Time: _____
 Region: Region I Region VII
 Division: _____
 District: _____
 Barangay: _____
 DepEd School ID: _____
 Survey Date: _____
 Enumerator ID: _____
 Grade: Grade 1 Grade 2 Grade 3
 This classroom is: Mixed Level High Performing Low Performing
 Note to administrator: =single choice allowed =Multiple choice allowed

STOP: ADMINISTER CONSENT DOCUMENT

Hi, my name is _____, and I am from TNS, an independent data collection firm working with USAID and the Department of Education (DepEd) in the Philippines. We are conducting a study to assess the impact of a project that supports teachers and schools in their efforts to teach children using the mother tongue. This school and your classroom has been selected through a process of statistical sampling to take part in this study. Your participation would involve an interview lasting approximately 30 minutes, followed by observation of your classroom throughout the day. The results of our analysis will be used by DepEd and USAID to help identify additional support that is needed to help ensure that all children in the Philippines become good readers.

If you choose to participate, your responses will be strictly confidential. Your responses will be combined with those from other schools in the study and presented in the form of summary tables. Neither you nor your school will be individually identified or named in the report. There are no anticipated risks or benefits to you personally for participating in this study, though information collected in this study may benefit others in the future by helping to identify areas where additional support is needed.

You do not have to participate if you do not wish to. Once we begin, if you don't want to answer a question, that's ok.

Do you have any questions? Do you agree to participate?

CONSENT STATEMENT: I understand and agree to participate in this reading research study.

SIGNATURE

 Please feel free to contact Yazmin Tolentino (63(2)5484577) or James Fremming from Social Impact (001703-465-1884 ext.208) at should you have questions about the study.

Was consent obtained? Yes No

1.	Teacher's Sex: <input type="radio"/> Male <input type="radio"/> Female
2.	Teacher Name: First _____ Middle _____ Last _____
3.	What is your age? _____ years

4.	<p>What is the highest academic degree you have received?</p> <p> <input type="radio"/> Diploma <input type="radio"/> Bachelor's Degree <input type="radio"/> Higher Diploma (Post-graduate) <input type="radio"/> Master's Degree <input type="radio"/> Doctorate Degree <input type="radio"/> Other (specify) : _____ <input type="radio"/> Don't know <input type="radio"/> Refuse </p>
5.	<p>What is your professional status?</p> <p> <input type="radio"/> Holder of DepEd regular/plantilla post <input type="radio"/> LGU-funded (MLGU, BLGU) <input type="radio"/> Community-recruited and paid teacher (PTA, other stakeholders) <input type="radio"/> Volunteer <input type="radio"/> Don't know <input type="radio"/> Refuse </p>
6.	<p>What is your native language? (<i>Native language is the one that has been used most since birth</i>).</p> <p> <input type="radio"/> [Ilokano/Cebuano] <input type="radio"/> Filipino/Tagalog <input type="radio"/> English <input type="radio"/> Other Please list: _____ <input type="radio"/> Don't know <input type="radio"/> Refuse </p>
7.	<p>Are you familiar with grammar rules, alphabet sounds, spelling, and pronunciation in [Ilokano/Cebuano]?</p> <p> <input type="radio"/> Very <input type="radio"/> Somewhat <input type="radio"/> Not at all <input type="radio"/> Don't know <input type="radio"/> Refuse </p>
8.	<p>How long have you been teaching? (<i>includes all types of schools</i>)</p> <p>_____ years _____ months</p>
9.	<p>How many years have you been teaching using [Ilokano/Cebuano] as the main medium of instruction?</p> <p> <input type="radio"/> This is the first year <input type="radio"/> 2 years (this year and last) <input type="radio"/> More than 2 years <input type="radio"/> Don't know <input type="radio"/> Refuse </p>
10.	<p>a. Have you attended any in-service training or professional development sessions on <u>early grade reading and writing</u> either this school year or last school year?</p> <p> <input type="radio"/> Yes <input type="radio"/> No [☞ to 11] <input type="radio"/> Don't know [☞ to 11] <input type="radio"/> Refuse </p> <p>b. About how many training days did you receive in total over the past school year?</p> <p>_____ days</p> <p>c. How many of these training days, if any, were for mother tongue reading instruction?</p> <p>_____ days</p> <p>d. Who facilitated the training(s)? (<i>Do not prompt, select all that respondent mentions</i>).</p> <p> <input type="checkbox"/> USAID Basa Pilipinas/EDC <input type="checkbox"/> DepED <input type="checkbox"/> NGO or community organization <input type="checkbox"/> Private sector/company <input type="checkbox"/> Church or religious institution <input type="checkbox"/> Other: Please list: _____ <input type="radio"/> Don't know <input type="radio"/> Refuse </p>
11.	<p>What is the main language of instruction (Medium of Instruction/MOI) used in your classroom?</p> <p> <input type="radio"/> [Ilokano/Cebuano] <input type="radio"/> Filipino/Tagalog <input type="radio"/> English </p>

	<input type="radio"/> Other Please list: _____
12.	<p>How much time each day is spent using the following languages?</p> <p>[Ilokano/Cebuano] hours _____ minutes _____</p> <p>Filipino/Tagalog hours _____ minutes _____</p> <p>English hours _____ minutes _____</p> <p>Other Please list: _____ hours _____ minutes _____</p>
13.	<p>Do you have a copy of each of the K to 12 curricula in Mother Tongue, Filipino and English that you can consult regularly?</p> <p>For Mother Tongue <input type="radio"/> Yes <input type="radio"/> No</p> <p>For Filipino <input type="radio"/> Yes <input type="radio"/> No</p> <p>For English <input type="radio"/> Yes <input type="radio"/> No</p>
14.	<p>Do you have a copy of the DepEd Teacher's Manual for [grade]?</p> <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/> Refused
15.	<p>How many reading learners' manuals in [mother tongue] do you have for your students at present?</p> <input type="radio"/> None <input type="radio"/> Enough so that each student has one <input type="radio"/> Enough so that 2 students share one book <input type="radio"/> Enough so that 3 students share one book <input type="radio"/> 4 or more students have to share a book
16.	<p>How many reading learners' manuals in Filipino do you have for your students at present?</p> <input type="radio"/> None <input type="radio"/> Enough so that each student has one <input type="radio"/> Enough so that 2 students share one book <input type="radio"/> Enough so that 3 students share one book <input type="radio"/> 4 or more students have to share a book
17.	<p>How many other reading materials, apart from learners' manuals (for instance, picture books, story cards, and so on) do you have for your students in [mother tongue]?</p> <input type="radio"/> None <input type="radio"/> Enough so that each student has one <input type="radio"/> Enough so that 2 students share one book <input type="radio"/> Enough so that 3 students share one book <input type="radio"/> 4 or more students have to share a book
18.	<p>How many other reading materials, apart from learners' manuals (for instance, picture books, story cards, and so on) do you have for your students in Filipino?</p> <input type="radio"/> None <input type="radio"/> Enough so that each student has one <input type="radio"/> Enough so that 2 students share one book

	<input type="radio"/> Enough so that 3 students share one book <input type="radio"/> 4 or more students have to share a book
19.	Do you ever use lesson plans? If so, how often? <input type="radio"/> No, never <input type="radio"/> Yes, sometimes <input type="radio"/> Yes, most of the time <input type="radio"/> Yes, always
20.	Please rate your level of comfort providing instruction in [Ilokano/Cebuano]: <input type="radio"/> Not at all comfortable <input type="radio"/> Slightly comfortable <input type="radio"/> Moderately comfortable <input type="radio"/> Very comfortable <input type="radio"/> Don't know <input type="radio"/> Refused
21.	Do you put students into smaller groups by their reading level? <input type="radio"/> Yes <input type="radio"/> No b. If YES, how often do you put them in groups: <input type="radio"/> Once a year <input type="radio"/> 1-3 times a year <input type="radio"/> Every month <input type="radio"/> Multiple times a month c. If YES, how much of the literacy instruction time is conducted in smaller groups? <input type="radio"/> All the time <input type="radio"/> Most of the time <input type="radio"/> Some of the time <input type="radio"/> Not very often
22.	Do you maintain written attendance records? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Refused  Observe student records and note whether they are: <input type="radio"/> Fully complete <input type="radio"/> Mostly complete <input type="radio"/> Partially complete <input type="radio"/> Records not available
23.	Do you read for pleasure outside the classroom? <input type="radio"/> Yes, 1 or 2 times a week <input type="radio"/> Yes, 3 times a week or more <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/> Refuse
24.	Regularly read any of the following? (select all that apply) <input type="checkbox"/> Newspapers or magazines <input type="checkbox"/> Websites <input type="checkbox"/> Bible, Koran, or other religious text <input type="checkbox"/> Email or text messages <input type="checkbox"/> Novels <input type="checkbox"/> Professional materials <input type="checkbox"/> Other (specify): _____ <input type="radio"/> Don't know <input type="radio"/> Refuse
25.	Is there a place in your community where you can borrow books to read (a library or reading center)? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/> Refuse
26.	In the last six months, have you borrowed books from a library or reading center? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Don't know <input type="radio"/> Refuse

I. Classroom literacy environment

27. There are reading materials in the classroom in these languages:
[Select all that apply]
- | | |
|-------------------------|---|
| [Ilokano/Cebuano] | 1 |
| English | 2 |
| Filipino/Tagalog | 3 |
| Other local..... | 4 |
28. If there are [Ilokano/Cebuano] materials around the classroom, how many are visible (displayed on walls):
- | | |
|-----------------------------|---|
| None | 0 |
| Few (1 -3)..... | 1 |
| Some (between 3 and 8)..... | 2 |
| Many (more than 8) | 3 |
29. Children have their own books corresponding to the subject to be observed
- | | |
|------------|---|
| None | 1 |
| Some..... | 2 |
| All..... | 3 |
30. If some or all children have subject-matter books, which language are they in?
- | | |
|-------------------------|---|
| [Ilokano/Cebuano] | 1 |
| English | 2 |
| Filipino/Tagalog | 3 |
| Other local..... | 4 |
31. If we would like to hear more from you or if a follow up is required, could we contact you again in the near future?
Contact information: _____

THANK YOU VERY MUCH FOR YOUR TIME!

TEACHER OBSERVATION FORM

NOTE: This instrument is omitted from the public report at the request of the Client.

PRINCIPAL SURVEY

Symbols used in this booklet:

 Silent reading: instructions for the assessor

 (Move on)

Note to administrator: =single choice allowed =Multiple choice allowed

Questions to fill out before beginning the survey

1.  Province Name: Bohol Cebu Ilocos Norte Ilokos Sur
 La Union Mandaue City
2.  School Name: _____
3.  DepED School ID _____
4.  Municipality Name _____
5.  Barangay Name _____
6.  Type of school Elementary Central Integrated
7.  Enumerator ID _____
8.  School GPS
Coordinates _____
9. Survey Date (mm/dd/yyyy): _____
10. Time survey started: _____

STOP: ADMINISTER CONSENT DOCUMENT

As previously mentioned, I am from [DATA COLLECTION FIRM], an independent data collection firm working with USAID and the Department of Education (DepEd) in the Philippines. We are conducting a study to assess the impact of a project that supports teachers and schools in their efforts to teach children using the mother tongue. This school has been selected through a process of statistical sampling to take part in this study, which will involve an interview with you. The results of our analysis will be used by DepEd and USAID to help identify additional support that is needed to help ensure that all children in the Philippines become good readers.

If you choose to participate, your responses will be strictly confidential. Your responses will be combined with those from other schools in the study and presented in the form of summary tables. Neither you nor your school will be individually identified or named in the report. There are no anticipated risks or benefits to you personally for participating in this study, though information collected in this study may benefit others in the future by helping to identify areas where additional support is needed. The interview will last approximately

45 minutes. We will return to this school at the end of this school year and the end of next school year to repeat the same procedures.

You do not have to participate if you do not wish to. Once we begin, if you don't want to answer a question, that's ok.

Do you have any questions? Do you agree to participate?

CONSENT STATEMENT: I understand and agree to participate in this reading research study.

SIGNATURE: _____

Please feel free to contact Yazmin Tolentino (63(2)5484577) or James Fremming from Social Impact (001-703-465-1884 ext.208) at should you have questions about the study.

11. Check box if consent is obtained: Yes No
12. What is the gender of the respondent? Male Female
13. What is your name? "Please be advised that all your responses will be kept confidential and will not be individually linked to your school, nor will it show up in our report. We will, however, request for your full name for the purpose of re-visiting the school later this school year and next school year."
- First Name _____
Middle Name _____
Last Name _____
14. What is your designation at this school?
- School Head/Principal
 Teacher-in-Charge
 Assistant Principal
 Other (specify) _____
15. How long have you been in your position as School Head/Principal/TIC or Assistant Principal (years and months)?
- Number of Years: Number of months:
16. May I know what is your highest level of qualification?
- Less than Bachelor's Bachelor's Degree Master's Degree Doctorate
17. Have you received special training or taken courses in school management?
- Yes No [[↔ to Q.19](#)] Don't know [[↔ to Q.19](#)]

18. If **yes**, how many training days in school management did you receive in total over the past school year?

Days: Don't know

19. In the last four weeks, how many days were you... (answer each option, for 0 enter 0)

Physically present at school
Officially away
Sick/personal leave
Public/Non-working holiday
Other _____

20. What was the first day of school this school year? Month _____ Day _____ Year 2015

21. Since the start of the current school year, was this school closed or were there days when classes were not being taught, during the regular school calendar (other than holidays)?

Yes No [↪ to Q.24] Don't Know [↪ to Q.24]

22. If **yes**, how many days was school closed or were classes not being taught?

Number of Days: Don't know

23. Why was the school closed?

Professional days Natural disaster
 Other _____

24. A: At what time does the school day start?

Hours **Minutes**

24. B: At what time does the school day end?

Hours **Minutes**

25. How many minutes are allocated for assembly, break and lunch each day? (enter 0, for 0 minutes)

Assembly (Minutes)
Breaks (Minutes)
Lunch (Minutes)

26. What is the highest grade instructed at this school? Grade: _____

27. What is the lowest grade instructed at this school? Grade: _____

Teachers at the School

28. How many of the following teachers are currently employed at your school?

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Plantilla (DepEd payroll) Teachers						
Volunteer Teachers						
Local Government Paid Teachers						
Other						
Total						

29. How many of the following teachers are female?

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Plantilla (DepEd payroll) Teachers						
Volunteer Teachers						
Local Government Paid Teachers						
Other						
Total						

30. How many plantilla teachers were absent today (or on the last day school was in session)? [Enter 0, for 0]

Grade 1:

Grade 2:

Grade 3:

31. How many plantilla teachers arrived after the start of classes (late) today? [Enter 0, for 0]

Grade 1:

Grade 2:

Grade 3:

32. What do you do with a class whose teacher is absent? [DO NOT READ OPTIONS! JUST MARK BASED ON ANSWER(S)]

Principal takes class

Let class proceed without the teachers

Join all the students in one class (under other teacher)

Assign a school volunteer

Other: _____

33. Does your school take teacher attendance?

Yes No Don't know

34. Who records teacher attendance information?

Principal
Assistant Principal
Other (please specify): _____

35. Could I please see your teacher attendance records for the previous month?

(How frequently was the attendance completed?)

Records not available
Attendance completed DAILY
Attendance completed WEEKLY
Attendance completed BI-WEEKLY
Attendance completed MONTHLY
Other (please specify): _____

36. Do you have a copy of each of the K to 12 (or applicable grades) curricula in Mother Tongue, Filipino and English that teachers can consult regularly?

For Mother Tongue Yes No
For Filipino Yes No
For English Yes No

37. How many Grade 1, Grade 2 and Grade 3 teachers have been trained in the current mother tongue-based DepEd curriculum?

Grade 1: _____ Grade 2: _____ Grade 3: _____

38. Who provided this training?

DepEd
 USAID Basa Pilipinas/EDC
 Other, specify: _____

39. Do you or one of your staff check teachers' lesson/log plans? If so, how frequently?

No, never
Yes, once a year
Yes, 2-3 times a year
Yes, 1-2 times every month
Yes, once every week
Yes, 2-3 times a week
Yes, daily

- Other
- Don't know

40. How often do you visit / observe classrooms?

- Never
- Once a year
- Yes, 2-3 times a year
- 1-2 times every month
- Once every week
- 2-3 times a week
- Daily
- Others: _____
- Don't know

School Resources and Facilities

41. At the beginning of this school year, did your school have textbooks or learners manuals for Grade 1, Grade 2 and Grade 3 students in the appropriate language of instruction, according to current DepEd MTB-MLE policy? [If yes to all ➡ to Q.43]

- Grade 1: Yes No
- Grade 2: Yes No
- Grade 3: Yes No

42. If NO, how long after the beginning of the school year did you receive the appropriate textbooks or learners manuals?

- Grade 1: Months: _____ Weeks: _____
- Grade 2: Months: _____ Weeks: _____
- Grade 3: Months: _____ Weeks: _____

43. At the beginning of this school year, did your school have the appropriate number of textbooks or learners manual for all your Grade 1, Grade 2, and Grade 3 students, according to current Department of Education (DepEd) policy? [If yes to all, ➡ to Q.45]

- Grade 1: Yes No
- Grade 2: Yes No
- Grade 3: Yes No

44. If **NO**, how long after the beginning of the school year did you receive the missing textbooks or learners manuals?

- Grade 1: Months: _____ Weeks: _____
- Grade 2: Months: _____ Weeks: _____
- Grade 3: Months: _____ Weeks: _____

45. Do you have a school library?

- Yes
- No [➡ to Q.47]
- Don't know [➡ to Q.47]

46. How frequently does a class visit a library?

_____ times per _____

47. Can the children read library books in the following locations? [READ OUT OPTIONS AND CHECK ALL THAT APPLY]

	Yes	No
In the school library	<input type="radio"/>	<input type="radio"/>
In the classroom	<input type="radio"/>	<input type="radio"/>
At home	<input type="radio"/>	<input type="radio"/>
In other school locations	<input type="radio"/>	<input type="radio"/>

48. How many Grade 1 and Grade 2 classrooms does this school have? (Refers to physical space, defining classroom as a space divided by walls on all sides and a door).

Grade 1: _____ Grade 2: _____ Grade 3: _____

49. Do any classes or grades share a classroom?

Yes No [➡ to Q.51]

50. If **yes**, please explain: _____

51. Do you have communal or classroom toilets? [CHECK ALL THAT APPLY]

Communal toilets [If unchecked, ➡ to Q.53]
Classroom toilets
Other: _____

52. Are your communal toilets separate for boys and girls?

Yes No Other(s) _____

53. Does this school have electricity?

Yes No [➡ to Q.55]

54. If **yes**, what type of electricity? [CHECK ALL THAT APPLY]

Grid supply Generator Solar power

55. How often does this school have electricity?

Reliable Usually Rarely

56. Does this school have water supply?

Yes No [➡ to Q.58]

57. If **yes**, what type of water supply does this school have? [CHECK ALL THAT APPLY]

Local Piped Water Well/Deep Well

Rainwater Catchment Natural Source

58. Is there a school feeding program?
 Yes No [➡ to Q.61]

59. If **yes**, is the feeding program offered every day?
 Yes No [➡ to Q.61]

60. What time of day does the feeding program occur?
 Before school Middle of the day After school

61. Does this school have one or more computers?
 Yes No [➡ to Q.64]

62. If **yes**, how many computers? _____

63. Who can use the computer(s)?
Principal Teachers Students

64. Does this school have internet?
 Yes No [➡ to Q.66]

65. If **yes**, who can use the internet?
Principal Teachers Students

66. Building materials:

	Steel	Concrete	Wood	Nipa
Flooring				
Roofing				
Walls				

Building condition:

	Excellent	Good	Fair	Poor
Flooring				
Roofing				
Walls				

Community Involvement in the School

67. Is there a Parent Teachers Association (PTA) at this school?
 Yes No [➡ to Q.73] Don't know [➡ to Q.73]

68. If **yes**, how many times did the PTA meet in this past school year?
 Number of Days

69. On average, what percent of the pupils' parents and guardians did you meet with during the school year?

- About less than 25% of parents
- About 26% to 50% of parents
- About 51% to 75%
- About 76% to 100%
- Don't know/remember

70. What are the roles of the PTA at your school? [DO NOT READ OUT OPTIONS AND CHECK ALL THAT APPLY]

- Discuss school management problems
- Discuss students' problems and solutions
- Manage partnerships with organizations
- Review progress of school improvement efforts
- Approve school policy
- Manage school infrastructure and equipment
- Discuss school curriculum
- Raise funds (for materials, construction, etc.)
- Manage procurement or distribution of textbooks
- Implement/build PTA infrastructure projects
- Other (specify): _____
- Don't know

71. How satisfied are you with the level of support the PTA provides to the school?

- Very Satisfied
- Satisfied
- Somewhat Satisfied
- Not satisfied
- Don't know

72. How satisfied are you with parents' (PTA or non-PTA) involvement in their children's school work?

- Very Satisfied
- Satisfied
- Somewhat Satisfied
- Not satisfied
- Don't know

73. What types of DepEd officials (roles) visited your school in the last school year (July 2013-March 2014)? [CHECK ALL THAT APPLY-CROSS CHECK WITH LOG BOOK]

- District Supervisors
- Other Supervisors
- Medical staff
- Engineers
- Other _____

74. What activities have DepEd officials undertaken during his or her visits? [DO NOT READ RESPONSES – CHECK ALL THAT APPLY]

- No visit
- Check the school's financial records and lesson plans
- Check the infrastructure (water, toilets, etc.)
- Sit in the class and observe a class in session
- Check recent student assessment tests and evaluation processes
- Provide information on curriculum innovations
- Provide information on professional development opportunities
- Give advice on school health and sanitary practices
- Give advice to principals
- Other _____

75. Do teachers in your school participate in LAC (Learning Action Cells)?
 Yes No [➡ to Q.78] Don't know [➡ to Q.79]

76. If **yes**, what role do you play in convening the Learning Action Cell at your school?

- Lead Instructor
- Overseer or Manager
- Observer
- Other(s): _____

77. If **yes**, how often do the teachers convene for the Learning Action Cell?

- Never
- Once a year
- Yes, 2-3 times a year
- 1-2 times every month
- Once every week
- 2-3 times a week
- Daily
- Don't know
- Others: _____

78. If **no**, why not? [DO NOT READ RESPONSES – CHECK ALL THAT APPLY]

- School does not have one
- Teachers do not have time
- Teachers do not like the notion of a LAC
- Not enough teachers in school to engage in a LAC
- Other(s) _____

79. Has your school ever undergone an Early Grade Reading Assessment (EGRA) test in the past?

- Yes No [➡ to Q.81] Don't know [➡ to Q.81]

80. If **yes**, when did your school undergo an Early Grade Reading Assessment (EGRA) in the past?

Year _____ Month _____

81. Is this school receiving support from any organizations, programs, or businesses other than DepEd or Local Government?

Yes No [➡ to Q.83] Don't know [➡ to Q.83]

82. If **yes**, who is providing support? _____

Now we would like to review your enrollment and attendance records.

Student Enrollment, Attendance and Dropout

83. Enrollment (observe in records):

	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6	
	M	F	M	M	M	M	M	F	M	F	M	F
Section 1												
Section 2												
Section 3												
Section 4												
Section 5												

84. How are Grade 1 students assigned to sections? (*Applies only if the school has more than one Grade 1 section*)

- Randomly assigned to a section
- Assigned to section based on ability/level
- Assigned to section based on some other criteria.

Specify: _____

85. How are Grade 2 students assigned to sections? (*Applies only if the school has more than one Grade 1 section*)

- Randomly assigned to a section
- Assigned to section based on ability/level
- Assigned to section based on some other criteria.

Specify: _____

86. How are Grade 3 students assigned to sections? (*Applies only if the school has more than one Grade 1 section*)

- Randomly assigned to a section
- Assigned to section based on ability/level
- Assigned to section based on some other criteria.

Specify: _____

87. If we would like to hear more from you or if a follow up is required, could we contact you again in the near future?

Yes No [➡ to Q.89]

88. If **yes**, contact number: _____

89. Was there a class / section excluded in the sampling for Grade 1? [DO NOT ASK PRINCIPAL. JUST ANSWER BASED ON HOW SAMPLING WAS DONE EARLIER IN THE DAY, CONSULT TEAM LEADER IF DON'T KNOW ANSWER.]

Yes No [➡ to Q.92]

90. If **yes**, how many? _____

91. If **yes**, why? _____

92. Was there a class / section excluded in the sampling for Grade 2? [DO NOT ASK PRINCIPAL. JUST ANSWER BASED ON HOW SAMPLING WAS DONE EARLIER IN THE DAY, CONSULT TEAM LEADER IF DON'T KNOW ANSWER.]

Yes No [➡ to Q.95]

93. If **yes**, how many? _____

94. If **yes**, why? _____

95. Was there a class / section excluded in the sampling for Grade 3? [DO NOT ASK PRINCIPAL. JUST ANSWER BASED ON HOW SAMPLING WAS DONE EARLIER IN THE DAY, CONSULT TEAM LEADER IF DON'T KNOW ANSWER.]

Yes No [➡ to end]

96. If **yes**, how many? _____

97. If **yes**, why? _____

Thank you very much!

Time Interview ended: _____

Move on to student sampling.



Basa Pilipinas Household Survey

The following information should be pre-coded into the survey, with as much information as possible auto-populating (only 1-6 must appear to the enumerator; 7-13 can be hidden, if preferred):

1. Division: _____
2. District: _____
3. Barangay: _____
4. Name of Student: _____
5. Grade of Student: _____
6. Student ID number: _____
7. School ID Number: _____
8. Enumerator ID: _____
9. Household ID: _____
10. Date: _____
11. Time Start: _____
12. Time End: _____
13. GPS Coordinates: _____

Section A. Approaching the Household

Hi, <smile and greet the respondent>. My name is _____, and I am from TNS, an independent data collection firm working with USAID and the Department of Education (DepEd) in the Philippines. We are conducting a study to assess the impact a project that supports teachers and schools in their efforts to teach children using the language spoken at home. The first part of our study involved testing student reading abilities at randomly selected schools in or near areas where the new education project is being implemented. [STUDENT'S NAME] was randomly selected to take part in this study. We visited his/her school recently to assess his/her reading ability. But, now we want to understand more about the various factors that may be affecting [STUDENT'S NAME]'s ability to read.

We would like to speak with the person who would be most knowledgeable about [STUDENT'S NAME]'s schooling.

14. Is the most knowledgeable person about [STUDENT'S NAME] schooling available?
- a. No - **(SCHEDULE A TIME TO RETURN TO THE HOUSEHOLD)**
 - b. Yes - **(SKIP TO SECTION B. CONSENT)**

15. **Visits:**

Visit 1 Date: _____ Time: _____ Result: _____

Visit 2 Date: _____ Time: _____ Result: _____

Visit 3 Date: _____ Time: _____ Result: _____

Final Visit Date: _____ Time: _____ Result: _____

Total Number of Visits: _____

RESULT CODES

- a. Primary Caregiver Available
- b. Nobody at home or no one who is capable of responding.
- c. Respondent asked to postpone the visit.
- d. Respondent refused to participate.
- e. Dwelling vacant or location not a dwelling.
- f. Dwelling destroyed.
- g. Dwelling not found.

Section B. Consent of Respondent

Hi, *<smile and greet the respondent>*. My name is _____, and I am from TNS, an independent data collection firm working with USAID and the Department of Education (DepEd) in the Philippines. We are conducting a study to assess the impact of a project that supports teachers and schools in their efforts to teach children using the language spoken at home. The first part of our study involved testing student reading abilities at randomly selected schools in or near areas where the new education project is being implemented. [STUDENT'S NAME] was randomly selected to take part in this study as one of 4,320 students in the study. We visited his/her school recently to assess his/her reading ability. But, now we want to understand more about the various factors that may be affecting [STUDENT'S NAME]'s ability to read by visiting the households of each of these 4,320 students. We will ask you questions about the people who live in your household, your student's education, and your experiences with his/her school.

We would like your help in this. But you do not have to take part if you do not want to, and you are free to opt out of any questions you do not feel comfortable answering. You may also end your participation in the study at any time without consequence. If you decide to take part, your responses will be confidential. Your name will not be mentioned anywhere in the survey data or report, and it will not be reported to DepEd or USAID. There are no anticipated risks to you or your student for participating in this study. Although your participation will not benefit you personally, the results of our analysis will be used by DepEd to help identify additional support that is needed to help ensure that all children in the Philippines become good readers. However, your student's name will not be included in this or any report and will be kept confidential.

If you agree to help with this study, I will read you a consent statement and ask for your oral consent to participate in the interview. This interview will take approximately 30 minutes to complete. Do you have any questions? Do you provide your consent to begin?

CONSENT STATEMENT: I understand and agree to participate in this reading research study.

Please feel free to contact Yazmin Tolentino(63(2)5484577) or James Fremming from Social Impact (001-706-465-1884 ext. 208) should you have questions about the study.

1. **Household Roster:** Please list each of the members who live in your household – including all the infants, children, adults, and elderly. Please start with yourself.

	1	2	3	4	5	6	7	8	9	10	11	12 If yes to 11	13
	Name (given name and surname)	What is [NAME's] relationship to the head of household? SEE CODES	What is [NAME's] relationship to [STUDENT'S NAME]? SEE CODES	What is [NAME'S] sex? (Only ask if not obvious) 0: Male 1: Female	How old is [NAME]? GO TO NEXT PERSON ON ROSTER if person is under the age of 2	Did [NAME] attend school this year? (Only ask this question is the person is older than 2) 0-No (SKIP TO COLUMN 9) 1-Yes	What level of school did he or she attend this year? SEE CODES	Did he or she repeat this year? 0 – No 1 – Yes	If column 6 is coded with a "0", ask what is the highest level of education completed by [NAME]? SEE CODES	If the answer in column 9 is coded as less than 1 AND column 6 is coded as "0" ask "why didn't he/she attend school this year?" If column 9 is coded as 1-11 AND column 6 is coded as "0", ask "why did he or she drop out of school?" SEE CODES	Can [NAME] read? 0 – No 1 – A little (e.g. can read signs but not books) 2 - Yes	If yes for Col. 11, then, ask: Can [NAME] read a one page letter in any language 0 – Not at all 1 –Yes, with some difficulty 2- Yes, fluently	Is [NAME] employed? 0-No, unemployed 1-No, retired 2-No, too young to work 3-Yes, employed 4-Yes, self-employed
A													
B													
C													
D													
E													
F													
G													
H													
I													
J													

A. CODES FOR (Q1.2) RELATIONSHIP TO HEAD
1=HEAD OF HOUSEHOLD
2=SPOUSE OF HEAD OF HOUSE
3=CHILD OF HEAD
4=GRANDCHILD OF HEAD OF HOUSE
5=NIECE/NEPHEW OF HEAD OF HOUSE
6=PARENT OF HEAD OF HOUSE
7=SIBLING OF HEAD OF HOUSE
8=UNCLE/AUNT-IN-LAW OF HEAD
9=SON/DAUGHTER-IN-LAW OF HEAD
10=BROTHER/SISTER-IN-LAW OF HEAD
11=GRANDFATHER/GRD.MOTHER OF HEAD
12=AUNT/UNCLE OF HEAD
13=STEPFATHER/STEPMOTHER OF HEAD
14=STEPBROTHER/STEPSISTER OF HEAD
15=OTHER RELATIVE
16=NON-RELATIVE

B. CODES FOR (Q1.3) RELATIONSHIP TO THE STUDENT
1=FATHER OF STUDENT
2=MOTHER OF STUDENT
3=SIBLING OF STUDENT
4=GRANDFATHER OR GRANDMOTHER OF STUDENT
5=COUSIN OF STUDENT
6=UNCLE OF STUDENT
7=AUNT OF STUDENT
8=SISTER-IN-LAW OF STUDENT
9=BROTHER-IN-LAW OF STUDENT
10=GREAT GRANDFATHER OR GREAT GRANDMOTHER
11=STEPFATHER/STEPMOTHER OF STUDENT
12=NIECE/NEPHEW OF STUDENT
13=FAMILY FRIEND
14=STUDENT
97=OTHER

C. CODES FOR LEVEL OF SCHOOL ATTENDED THIS YEAR and HIGHEST LEVEL OF EDUCATION COMPLETED (Questions 1.7 & 1.9)
0 = NONE
1 = KINDERGARTEN
2 = GRADE 1
3 = GRADE 2
4 = GRADE 3
5 = GRADE 4
6 = GRADE 5
7 = GRADE 6
8 = GRADE 7
9 = GRADE 8
10 = GRADE 9
11 = GRADE 10
12 =VOCATIONAL TRAINING
13 =UNIVERSITY OR HIGHER
-97 =OTHER

D. REASON PERSON DIDN'T ATTEND SCHOOL OR DROPPED OUT (Q1.10)
1 = LIMITED AVAILABILITY OF TEACHERS
2 = EMPLOYMENT/HELPING FAMILY WITH WORK
3 = TAKING CARE OF SIBLINGS OR OTHER RELATIVES
4 = FEES/COST/COULDN'T AFFORD
5 = DISTANCE (THE CLOSEST SCHOOL WAS TOO FAR AWAY)
6 = MARRIAGE
7 = POOR SCHOOL FACILITIES
8 = PREGNANCY
9 = SICKNESS
10 = CONCERN OVER VIOLENCE/BULLYING/TEASING
11 = NOT MOTIVATED/DIDN'T VALUE EDUCATION
12 = CURRICULUM TOO DIFFICULT OR NOT PERFORMING WELL
97 = OTHER

BACKGROUND ON HOUSEHOLD – I would like to ask you some general background questions about your household.

2. Which languages are spoken in your household? (*Select all that apply; multiple responses possible*)
 - a. Ilokano
 - b. Cebuano
 - c. Filipino
 - d. English
 - e. Other, please specify _____
 - f. Refuse to respond

3. Which is the primary (ie. extensively and most frequently used) language spoken in your home?
 - a. Ilokano
 - b. Cebuano
 - c. Filipino
 - d. English
 - e. Other, please specify _____
 - f. Refuse to respond

4. What language does [STUDENT'S NAME] most commonly use with his/her friends?
 - a. Ilokano
 - b. Cebuano
 - c. Filipino
 - d. English
 - e. Other, please specify _____
 - f. Refuse to respond

5. How long have you been living in your current barangay?
 - a. < 1 year
 - b. 1-2 years
 - c. 2-3 years
 - d. more than 3 years (**SKIP TO QUESTION 7**)
 - e. Don't know = 98
 - f. Refuse to respond = 99

6. Where did you live before? (*If the respondent does not know the zone, write down the other information and add the zone in later*)
 - a. Province: _____
 - b. _____
 - c. Barangay: _____
 - d. School name that [STUDENT'S NAME] attended previously, if relevant: _____

HOUSING CONDITION AND HOUSEHOLD ASSETS – Now, I would like to ask about some assets you may have at your house.

7. What type of construction materials are the house's walls made of? (*Observe, don't ask, if possible*)
 - a. Light (cogon, nipa, sawali, bamboo, anahaw)
 - b. Strong (iron, aluminum, tile. Concrete, brick, stone, wood, asbestos)

8. What type of construction materials is the house's roof made of? (*Observe, don't ask, if possible*)
 - a. Light (cogon, nipa, or anahaw), salvaged/makeshift materials, mixed but predominantly light materials or salvaged materials
 - b. Strong (galvanized iron, aluminum, tile, concrete, brick, stone, asbestos, mixed but predominantly strong materials)
9. What kind of toilet facility does the family use?
 - a. None, open pit, closed pit or other
 - b. Flush toilet (water sealed)
10. How many radios does the family own?
 - a. Zero
 - b. One
 - c. Two or more
11. How many television sets does the family own?
 - a. Zero
 - b. One
 - c. Two or more
12. Does the family own a gas stove or a gas range?
 - a. No
 - b. Yes
13. Does the family own a sala set?
 - a. No
 - b. Yes
14. Does the family own a motorcycle or scooter?
 - a. No
 - b. Yes
15. Is this household (or any member) a beneficiary of Pantawid Pamilyan Pilipino Program (4Ps) or a recipient of Conditional Cash Transfer?
 - a. No
 - b. Yes
16. Does this household have a refrigerator (note: must be functioning)?
 - a. No
 - b. Yes

STUDENT SCHOOLING – Now I would like to talk about [STUDENT'S NAME]'s schooling.

17. Did [STUDENT'S NAME] attend a kindergarten?
 - a. Yes
 - b. No
 - c. Don't know
 - d. Refuse to respond
18. If yes, what type of kindergarten?
 - a. Play group
 - b. Day Care
 - c. Nursery
 - d. Other, specify

19. If yes, How long did [STUDENT'S NAME] attend kindergarten?
- 4 months or less
 - More than 4 months but less than a school year
 - One school year
 - Two school years
 - Three or more school years
 - Don't know
 - Refuse to respond
20. What was the primary language spoken in [STUDENT'S NAME]'s kindergarten?
- Ilokano
 - Cebuano
 - Filipino
 - English
 - Other, please specify _____
 - Refuse to respond
21. A: Do you know [STUDENT NAME'S] age when he/she first attended Grade 1?
- Yes
 - Don't know
 - Refuse to respond
21. B: How old was [STUDENT'S NAME] (in years)? _____
22. Has [STUDENT'S NAME'S] repeated a grade?
- No = 0 (**SKIP TO QUESTION 24**)
 - Yes = 1
 - Don't know (**SKIP TO QUESTION 2**)
 - Refuse to respond
23. Which grade(s) was it/ were they and why?

Standard	1 - Repeated (No = 0, Yes = 1)	2 – Number of years repeated (including current year, if applicable)	3 – Reason for repeating (see codes below; multiple selections possible)
A – Kindergarten			
B - Grade 1			
C - Grade 2			

CODES

Too many absences = 1
Poor quality teaching = 2
Classroom was too crowded = 3
No/not enough textbooks = 4
Child isn't smart = 5
Child didn't study/pay attention = 6
I didn't know how to help him/her = 7
I didn't have time to help him/her = 8
He/she was too hungry to learn = 9
Teacher didn't like him/her = 10
Child didn't sit for the exam = 11
Lack of money to send the child to school = 12
Family crisis = 13
Natural disaster = 14
Family or child relocated or moved = 15
Student did not master the material = 16
Student did not learn to read = 17
Student did not want to go to school = 18
Don't know = 98
Refuse to answer = 99

24. Did [STUDENT'S NAME] miss one or more days of school in the past four weeks?
- No (**SKIP TO QUESTION 26**)
 - Yes
 - Don't know (**SKIP TO QUESTION 26**)
 - Refuse to respond (**SKIP TO QUESTION 26**)
25. Why did [STUDENT'S NAME] miss some school in the past four weeks? (*Select all that apply; multiple responses possible*)
- He/she needed to stay home to complete domestic chores such as helping to care for younger children or elderly or sick relatives, cooking, cleaning, fetching water or wood, etc.
 - He/she needed to tend animals or work on the family farm or in the family business.
 - He/she did not want to go to school.
 - He/she was ill/sick.
 - He/she needed to attend a funeral.
 - He/she was too hungry to go to school.
 - He/she did not have any clothes to wear or his/her clothes were dirty.
 - He/she missed school for another reason, please specify:

 - Don't know
 - Refuse to respond
26. What are the things you (or someone in your household) do or have done to help [STUDENT'S NAME] learn? (*Don't read the options but check all options the respondent offers; multiple responses possible*)
- Help with their homework
 - Buy or borrow books and other reading materials for them to read

- c. Take them to the library
- d. Take them to a reading event
- e. Talk with their teacher or head teacher about the child's learning progress
- f. Participate in the PTA
- g. Participate in the School Committee
- h. Regularly read to the child (*can be in the past when the child was younger*)
- i. Encourage child to read
- j. Communicate to your child that you have high expectations for him/her
- k. Hire a private tutor

27. Does [STUDENT'S NAME] ever do homework outside of school?

- a. No **(SKIP TO QUESTION 30)**
- b. Yes
- c. Don't know **(SKIP TO QUESTION 30)**
- d. Refuse to respond **(SKIP TO QUESTION 30)**

28. About how many hours per week does [STUDENT'S NAME] spend doing homework outside of school? _____

29. Do you or anyone else in the ever help [STUDENT'S NAME] with his/her homework? If so, how often?

- a. No
- b. Yes, rarely
- c. Yes, sometimes
- d. Yes, frequently
- e. Don't know
- f. Refuse to respond

30. Are there any books or other reading materials that [STUDENT'S NAME] can read at home?

- a. No **(SKIP TO QUESTION 34)**
- b. Yes
- c. Don't know **(SKIP TO QUESTION 34)**
- d. Refuse to respond **(SKIP TO QUESTION 34)**

31. If yes, how many books or other reading materials are available in your household?

- a. Between 1 - 10
- b. Between 11- 20
- c. Between 21-50
- d. Between 51 - 100
- e. More than 100

32. If yes, how does your family obtain the following reading materials?

	Buy	From Library/ School/ Community Center	Gift	From family/ friends	From Gov. / NGO	Other
Newspaper						
Magazines						
Books						

33. If yes, are any of these books in [MOTHER TONGUE]?

- a. No
- b. Yes
- c. Don't know
- d. Refuse to respond

34. Has anyone in your household ever read to [STUDENT'S NAME]? *(Including family members who no longer live in the household)*

- a. No **(SKIP TO QUESTION 37)**
- b. Yes
- c. Don't know **(SKIP TO QUESTION 37)**
- d. Refuse to respond **(SKIP TO QUESTION 37)**

35. How often does someone usually read to [STUDENT'S NAME]?

- a. Nobody reads to him/her anymore
- b. Once a month
- c. A few times a week
- d. Once a week
- e. More than once a week
- f. Don't know
- g. Refuse to respond

36. A: Do you know [STUDENT NAME'S] age when someone in this household began to read to him/her?

- a. _____age
- b. Don't know
- c. Refuse to respond

36. B: How old was [STUDENT'S NAME] (in years)? _____

37. Does [STUDENT'S NAME] ever bring any books home from school?

- a. No
- b. Yes
- c. Don't know

- d. Refuse to respond
38. A: What is the highest level of education you would like [STUDENT'S NAME] to achieve?
- a. Grade School
 - b. Vocational **[SKIP TO NUMBER 39]**
 - c. University higher **[SKIP TO NUMBER 39]**
38. B: Please specify what Grade in Grade School: _____
39. A: What is the highest level of education you expect [STUDENT'S NAME] to achieve?
- a. Grade School
 - b. Vocational
 - c. University or higher
39. B: Please specify what Grade in Grade School: _____

COMMUNITY-SCHOOL INVOLVEMENT IN EDUCATION

40. Does [STUDENT'S NAME'S] school have a PTA or School Committee?
- a. No **(SKIP TO QUESTION 43)**
 - b. Yes, a PTA **(PROCEED TO 41 BUT THEN SKIP TO QUESTION 43)**
 - c. Yes, a School Committee **(SKIP TO QUESTION 42)**
 - d. Yes, both
 - e. Don't know **(SKIP TO QUESTION 43)**
 - f. Refuse to respond **(SKIP TO QUESTION 43)**
41. Please describe the types of things the PTA at [STUDENT'S NAME'S] school does? *(Read the response options to the respondent. Select all that apply; multiple responses possible)*
- a. Monitors teacher absences
 - b. Buys, or raises money to buy learning materials (other than books) for the school
 - c. Buys books for the classrooms or raises money to buy books
 - d. Reads to students
 - e. Provides tutoring for students who are having difficulty learning to read
 - f. Tries to motivate the community to get involved in supporting the school
 - g. Raises money and/or encourages parents and/or community members to repair/maintain the school and/or build new classrooms or teacher housing
 - h. Helps organize book fairs
 - i. Hosts after-school book clubs
 - j. Works with the school staff to find ways to improve the school and the teaching-learning process
 - k. Helps set policy
 - l. Other, please specify _____
 - m. Don't know
 - n. Refuse to respond
42. What types of things does the School Committee at (STUDENT'S NAME) do? *(Let them respond on their own for about 20-30 seconds and then ask about the items below for those they haven't already given. Report all that apply; multiple responses possible)*
- a. Monitors teacher absences
 - b. Buys, or raises money to buy learning materials (other than books) for the school
 - c. Buys books for the classrooms or raises money to buy books
 - d. Reads to students

- e. Provides tutoring for students who are having difficulty learning to read
 - f. Tries to motivate the community to get involved in supporting the school
 - g. Raises money and/or encourages parents and/or community members to repair/maintain the school and/or build new classrooms or teacher housing
 - h. Helps organize book fairs
 - i. Hosts after-school book clubs
 - j. Works with the school staff to find ways to improve the school and the teaching-learning process
 - k. Helps set policy
 - l. Other, please specify _____
 - m. Don't know
 - n. Refuse to respond
43. Do you or others in the household feel welcome in (STUDENT'S NAME) school?
- a. No
 - b. Yes (**SKIP TO QUESTION 45**)
 - c. I/We have never gone to his/her school (**SKIP TO QUESTION 45**)
 - d. Don't know (**SKIP TO QUESTION 45**)
 - e. Refuse to answer (**SKIP TO QUESTION 45**)
44. Why do you or they not feel welcome in (STUDENT'S NAME) school? (*Don't read options, but record all options they give; multiple responses possible*)
- a. Because I/we can't read
 - b. Because I/we don't know anything about schools – or I never went to school
 - c. Because the teachers and head teachers at the school don't want me/us there
 - d. Because education is best left to the educators
 - e. Because I don't have time
 - f. I can't think of any way I can be helpful or make a difference
 - g. I'd be involved if someone told me how I could be helpful
 - h. Other, please list _____
 - i. Don't know
 - j. Refuse to respond
45. Have you and/or any member of your family ever been invited to or asked to be involved in [STUDENT'S NAME'S] school in any way?
- a. No (**SKIP TO QUESTION 47**)
 - b. Yes
 - c. Don't know (**SKIP TO QUESTION 47**)
 - d. Refuse to respond (**SKIP TO QUESTION 47**)
46. Who invited you/them to be involved? (*Multiple responses possible; select all that apply*)
- a. Headteacher
 - b. Teacher
 - c. PTA Member
 - d. School Committee Member
 - e. Letter from school
 - f. Neighbor
 - g. Friend
 - h. Relative
 - i. [STUDENT'S NAME]
 - j. The EGRA Project

- k. The TIANA Project
 - l. The Literacy Boost Project
 - m. The ASPIRE Project
 - n. Other, please list _____
 - o. Don't know or don't remember
 - p. Refuse to respond
47. Are you (and/or any member of the household) involved in the school in any way?
- a. No (**SKIP TO END**)
 - b. Yes
 - c. Don't know (**SKIP TO END**)
 - d. Refuse to respond (**SKIP TO END**)
48. How are you (and/or someone in your household) involved? (*Multiple responses possible; select all that apply*)
- a. Help in [STUDENT'S NAME's] classroom
 - b. Participate in PTA
 - c. Participate on School Committee
 - d. In a group helping to increase support for reading
 - e. Host after-school book club
 - f. Donate books, magazines, and other reading materials
 - g. Donate food for school meals
 - h. Encourage families to send their girls to school or to let them stay in school
 - i. Encourage families to send disabled child(ren) to school or to let them stay in school
 - j. Provide financial support to families who can't afford to children to school
 - k. Provide (buy and/or make) learning materials for use in the classroom
 - l. Helped to construct, maintain and/or refurbish a building (e.g., classroom, teacher housing, latrine)
 - m. Help in school garden
 - n. Other, please specify _____
 - o. Don't know = -98
 - p. Refuse to respond = -99
49. Approximately how much time do you spend on these activities?
- a. Number of hours: _____
 - b. Per: _____
50. Language of Interview:
- a. Ilokano
 - b. Cebuano
 - c. Filipino
 - d. English
 - e. Other, please specify _____
51. In case we need to get in touch with you, would it be possible to call you?
- a. Yes
 - b. No
 - c. Specify: _____

Thank you for your participation! You have been very helpful

ANNEX V-FORM COMPARISON

EGRA Grade 1		Form A		Form B		t-test	
		Mean	Standard deviation	Mean	Standard deviation	p-value	Level of significance
Ilokano	Letters correct per minute	12.17	13.04	12.71	12.81	0.697	
	Familiar words correct per minute	12.32	13.76	13.64	15.49	0.398	
	Unfamiliar words correct per minute	8.93	12.78	11.44	14.84	0.087	*
	Oral reading words correct per minute	8.26	10.98	11.48	13.53	0.013	**
	Reading comprehension (pct correct)	7%	0.18	10%	0.19	0.096	*
Cebuano	Letters correct per minute	15.82	15.47	17.20	16.87	0.178	
	Familiar words correct per minute	11.15	12.88	11.22	13.25	0.930	
	Unfamiliar words correct per minute	9.13	10.55	8.44	10.13	0.293	
	Oral reading words correct per minute	11.65	13.97	14.06	14.68	0.008	***
	Reading comprehension (pct correct)	10%	0.19	16%	0.24	0.000	***

EGRA Grade 2		Form A		Form B		t-test	
		Mean	Standard deviation	Mean	Standard deviation	p-value	Level of significance
Filipino	Letters correct per minute	17.80	16.67	17.98	16.42	0.841	
	Familiar words correct per minute	31.23	23.49	32.22	21.93	0.428	
	Unfamiliar words correct per minute	18.94	14.47	18.38	13.44	0.459	
	Oral reading words correct per minute	34.92	23.83	27.12	26.38	0.000	***
	Reading comprehension (pct correct)	24%	0.23	20%	0.26	0.002	***
English	Letters correct per minute	19.97	18.38	22.97	18.31	0.003	***
	Familiar words correct per minute	25.74	25.52	26.19	26.28	0.753	
	Unfamiliar words correct per minute	14.19	14.51	14.27	15.76	0.925	
	Oral reading words correct per minute	33.42	28.80	37.57	32.02	0.013	**
	Reading comprehension (pct correct)	12%	0.22	10%	0.18	0.038	**

EGRA Grade 3		Form A		Form B		t-test	
		Mean	Standard deviation	Mean	Standard deviation	p-value	Level of significance
Filipino	Letters correct per minute	21.35	17.74	19.33	17.17	0.035	**
	Familiar words correct per minute	48.07	25.36	45.63	25.87	0.083	*
	Unfamiliar words correct per minute	28.34	15.64	25.89	15.62	0.004	***
	Oral reading words correct per minute	48.35	25.69	46.79	25.53	0.268	
	Reading comprehension (pct correct)	14%	0.15	16%	0.19	0.134	

EGRA Grade 3		Form A		Form B		t-test	
		Mean	Standard deviation	Mean	Standard deviation	p-value	Level of significance
English	Letters correct per minute	22.81	17.99	25.06	17.79	0.022	**
	Familiar words correct per minute	43.81	30.00	44.95	30.90	0.495	
	Unfamiliar words correct per minute	23.99	18.76	24.45	18.72	0.657	
	Oral reading words correct per minute	53.80	34.76	61.59	37.74	0.000	***
	Reading comprehension (pct correct)	23%	0.29	15%	0.22	0.000	***

EGMA Grade 1		Form A		Form B		t-test	
		Mean	Standard deviation	Mean	Standard deviation	p-value	Level of significance
	Number identification correct per minute	13.93	10.52	12.76	10.62	0.043	**
	Quantity discrimination (pct correct)	47%	0.31	46%	0.34	0.480	
	Missing number identification (pct correct)	21%	0.18	19%	0.17	0.113	
	Addition problems correct per minute	5.75	5.04	5.73	4.65	0.936	
	Subtraction problems correct per minute	3.33	5.72	3.37	5.44	0.885	
	Word problems (pct correct)	17%	0.18	15%	0.18	0.071	*

EGMA Grades 2 and 3		Form A		Form B		t-test	
		Mean	Standard deviation	Mean	Standard deviation	p-value	Level of significance
	Number identification correct per minute	34.45	17.19	32.65	16.37	0.006	***
	Quantity discrimination (pct correct)	81%	0.27	83%	0.27	0.279	
	Missing number identification (pct correct)	46%	0.26	40%	0.24	0.000	***
	Addition problems correct per minute	11.17	6.44	11.28	6.72	0.666	
	Addition level 2 (pct correct)	46%	0.34	44%	0.34	0.056	*
	Subtraction problems correct per minute	7.73	5.92	7.47	5.97	0.256	
	Subtraction level 2 (pct correct)	22%	0.29	27%	0.30	0.000	***
	Word problems (pct correct)	33%	0.23	27%	0.23	0.000	***

ANNEX VI-REGRESSION TABLES

Oral Reading Fluency

Variable	Grade 1	Grade 2		Grade 3	
	MT	Filipino	English	Filipino	English
Age	-1.63*	-0.62	-0.07	0.11	1.10
Sex	6.54***	10.09	13.74***	10.44***	16.15***
Region	7.76***	37.01	11.51**	6.86**	9.22*
HH PCA	0.52	0.95	1.25*	-0.56	0.26
Attend Kindergarten	1.25	-1.69	6.35	-0.32	0.84
Repeated a Grade	3.23	-3.35	-8.9*	-	-11.95*
Time Spent on HW	0.23*	-0.36	-0.18	0.43*	0.75**
Receives Help on HW	0.68	-1.26	-3.32	-0.48	-2.79
Reading Materials at Home	4.6**	6.02	4.94	-1.35	-0.28
Read to at Home	-1.73	-3.14	-3.59	-4.09	-7.67*
Brings Books Home	1.07	-0.22	2.60	2.64	4.54
Highest HH Education	3.24**	2.50	6.04**	4.04*	8.22***
School PCA	0.40	1.54	3.38***	1.29	2.21
Teacher Sex	-	-4.02	-8.29	-6.98	-
Teacher Age	10.15**	0.00	-0.23	0.69***	0.79**
Plantilla Teacher	0.41**	-13.28	3.45	-	-
Months Teaching	4.67	0.01	0.04*	13.23***	12.47***
Copy of DepEd Manual	0.04**	-1.32	-2.53	-	-
Uses Lesson Plan	-1.70	23.24	14.74**	0.05***	-0.05**
Teacher Reads at Home	2.73	0.96	3.07	-1.59	-2.93
Sufficient Books in Class	2.63	2.53	4.29	9.7***	9.88*
Divides by Reading Level	-0.94	-7.53	-19.34*	1.55	3.51
Behavior Index	-0.70	29.92	10.48	1.64	0.08
Practice Index	-3.08	-1.27	-1.33	-8.73*	-9.76
	-0.53	29.92	10.48	-19.07*	-23.81
				5.52	11.82*
Add	1.46***	1.92	2.15***	1.56***	2.15***
Sub	0.65***	0.28	1.61***	0.84***	1.47***

Reading Comprehension

Variable	Grade 1	Grade 2		Grade 3	
	MT	Filipino	English	Filipino	English
Age	0.04	0.01	0.02	-0.01	0.03
Sex	0.2***	0.13***	0.21***	0.08***	0.16***
Region	0.14	-0.02	0.24***	0.03	0.21**
HH PCA	0.02	0.00	0.03*	0.02**	0.03
Attend Kindergarten	-0.02	0.14	-0.04	0.05	0.06
Repeated a Grade	-0.37**	-0.04	-0.08	-0.06	-0.13
Time Spent on HW	0.00	0.00	0.00	0.00	0.01
Receives Help on HW	0.04	0.01	0.03	0.00	-0.08
Reading Materials at Home	0.12	0.04	0.03	0.04	0.03
Read to at Home	0.05	-0.1**	-0.02	-0.02	-0.08
Brings Books Home	0.08	-0.03	-0.01	-0.01	0.08
Highest HH Education	0.16***	0.13***	0.22***	0.01	0.16***
School PCA	0.02	0.01	0.02	0.02	0.03
Teacher Sex	-0.27	-0.09	-0.03	-0.11***	-0.33**
Teacher Age	-0.02**	0.00	-0.01**	0.00	0.01
Plantilla Teacher	0.19	-0.12*	-0.05	-0.1**	-0.11
Months Teaching	0.00**	0.00	0.00	0.00	0.00
Copy of DepEd Manual	0.10	-0.05	-0.01	0.00	0.09
Uses Lesson Plan	-0.01	0.22	-0.04	0.01	-0.07
Teacher Reads at Home	-0.10	-0.03	0.08	0.02	0.03
Sufficient Books in Class	-0.02	0.01	0.07	0.00	-0.05
Divides by Reading Level	-0.16	-0.10	-0.26***	0.09**	0.09
Behavior Index	-0.39	-0.10	0.07	-0.15	-0.08
Practice Index	0.20	0.03	-0.15	0.11*	0.24*

ANNEX VII-DISCLOSURE OF CONFLICTS OF INTEREST

The evaluation team members disclosed that they had no potential conflicts of interest to conduct this evaluation. Their Conflict of Interest forms are available upon request.

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