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USAID Quality Reading Project (QRP): Kyrgyz Republic and Tajikistan

Annual Performance Monitoring and Evaluation Report
October 2014–September 2015



November 2015

A partnership with
American Institutes for Research and Save the Children International

Contract No.: AID-176-C-13-00001-00

USAID Quality Reading Project (QRP): Kyrgyz Republic and Tajikistan

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October 2014–September 2015**

Submitted by:
American Institutes for Research
30 November 2015

This report is made possible by the support of the American people through the United States Agency for International Development (USAID). The contents are the sole responsibility of American Institutes for Research and Save the Children International and do not necessarily reflect the views of USAID or the United States Government.

ACRONYMS

AIR	American Institutes for Research
DRS	District of Republican Subordination, a region in Tajikistan
EGRA	Early Grade Reading Assessment
IED	Institute for Educational Development (Tajikistan)
IRB	Institutional Review Board
IST	In-service teacher training
ITTI	In-service Teacher Training Institute
PMEP	Project Monitoring and Evaluation Plan
M&E	Monitoring and Evaluation
MOES	Ministry of Education and Science
NTC	National Testing Center
QRP	Quality Reading Project
USAID	United States Agency for International Development
USG	United States government

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EXECUTIVE SUMMARY

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

Approach and data collection: The USAID Quality Reading Project’s M&E system is designed to both create a system of accountability for the program and measure its success. In order to reach this goal, baseline data collection focused on two major kinds of data collection: (1) student reading outcomes and (2) other classroom and background characteristics related to reading. M&E baseline data collection used a randomized sample of schools, parents, students, teachers, classes, and librarians in 60 schools in the Kyrgyz Republic and 66 schools in Tajikistan. Data collection took place in April 2015 in the Kyrgyz Republic and April–May 2015 in Tajikistan.

FINDINGS

For the Kyrgyz Republic, we present the following findings for the second project year by indicator:

1	Students in program schools perform 20.3% better on reading proficiency (by fluency standards) in 2015 compared to 2014.
2	52.4% of Grade 2 students can read and understand the meaning of grade-level text.
3	76.9% of teachers gain knowledge of primary-grade reading instruction from training.
4	35.3% of teachers demonstrate reading instructional best practices in the classroom.
5	91,374 primary-grade students are taught by teachers who have received reading training.
6	QRP has supported 1,276 schools in the second project year.
7	The MOES has approved zero in-service training packages developed by QRP this year and six in the first project year.
8	3,610 educators attended and successfully completed in-service training with U.S. government (USG) support.
10	QRP has distributed 19,726 in-service training materials.
11	QRP has distributed 3,052 mentoring guides.
12	37% of teachers use results of classroom-based reading assessment.
13	16.7% of communities have an adequate number of grade-level-appropriate supplementary reading materials.
14	QRP distributed zero supplementary reading materials.
15	30.5% of parents have improved their attitudes toward reading.
16	6.4% of students participate in out-of-school reading activities.
17	89.8% of parents/other adults read to their children at home.
18	94% of students read materials that are not textbooks at home.
19	QRP held 732 out-of-school reading activities.
20	QRP trained 981 educators to implement out-of-school reading activities.
21	The USG supported one standardized reading assessment.
22	65 officials were trained on using reading assessment results.
23	No laws, policies, regulations, or guidelines were developed or modified to improve reading programs.

For Tajikistan, we present the following findings by indicator:

2	34.4% of Grade 2 students can read and understand the meaning of grade-level text (in 2014).
3	57.2% of teachers gain knowledge of primary-grade reading instruction from training.

4	19.8% of teachers demonstrate reading instructional best practices in the classroom.
5	257,883 primary-grade students are taught by teachers who have received reading training.
6	QRP has supported 1,678 schools in the second project year.
7	The MOES has approved one in-service training package developed by QRP.
8	6,121 educators attended and successfully completed in-service training with USG support.
10	QRP has distributed 14,342 in-service training materials.
11	QRP has distributed 15,109 mentoring guides.
12	24.6% of teachers use results of classroom-based reading assessment.
13	3% of communities have an adequate number of grade-level-appropriate supplementary reading materials.
14	QRP distributed 240 supplementary reading materials.
15	33% of parents have improved their attitude toward reading.
16	25% of students participate in out-of-school reading activities.
17	45.5% of parents are reading to their children at home.
18	95.8% of students read materials that are not textbooks at home.
19	QRP held 1,706 out-of-school reading activities.
20	QRP trained 1,510 educators to implement out-of-school reading activities.
21	The USG supported zero standardized reading assessments.
22	20 officials were trained on using reading assessment results.
23	The MOES approved one set of primary-grade reading standards.

Conclusion: Results from the midterm show a mixed picture of early grade reading in the Kyrgyz Republic and Tajikistan: Early Grade Reading Assessment (EGRA) results show some levels of achievement and home reading culture seems to be strong, despite low availability of reading materials. Teachers show a change in knowledge from the training, but struggle to translate that to changed behavior and practices in the classroom.

1. INTRODUCTION

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

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

1.1 ORGANIZATION OF REPORT

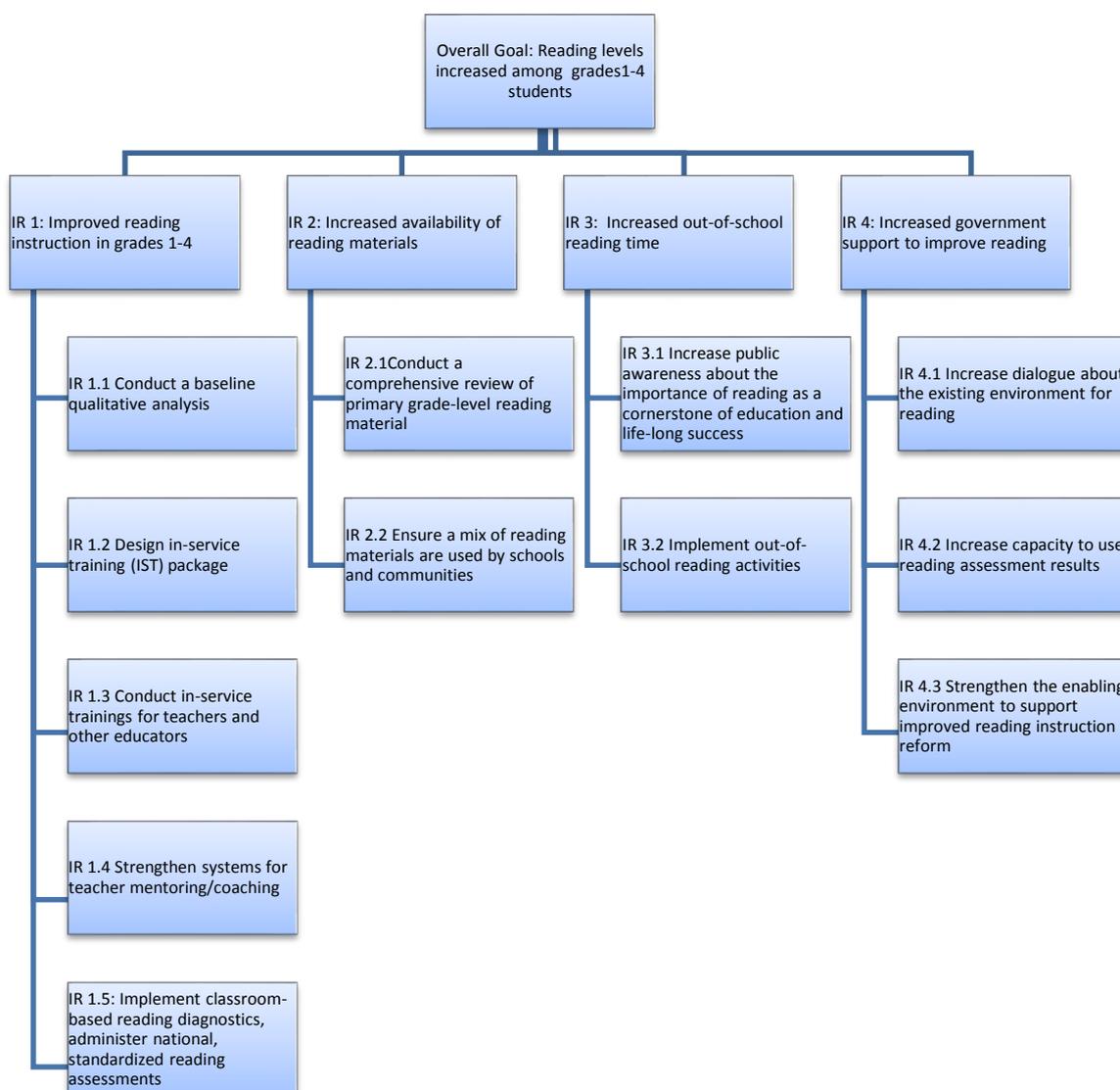
This document is organized into seven sections. **Section 1** introduces the project, providing background and methodological information concerning the project’s conception and implementation approach. **Section 2** presents the M&E approach and describes the school selection process as well as methods and instruments used for data collection. **Section 3** focuses on the data collection process. **Sections 4 and 5** report findings, presented by intermediate results, for the Kyrgyz Republic and Tajikistan. Narrative and analysis accompanies each indicator for each country. **Section 6** describes the report’s limitations, and **Section 7** concludes the report. The appendix includes the PMEP table data summaries for each country and copies of the instruments.

1.2 SUMMARY DESCRIPTION OF PROJECT

The 4-year USAID Quality Reading Project focuses on improving reading skills among primary-grade students in the Kyrgyz Republic and Tajikistan. It is implemented by American Institutes for Research (AIR) in partnership with Save the Children International. By drawing on existing governmental structures in both countries, the USAID Quality Reading Project is building capacity from the national level down to the classroom level to support the goal of improving student reading skills. The USAID Quality Reading Project is working with the ministries of education in both countries to create a set of measurable, uniform goals as standards for students, teachers, and other education officials. Based on these standards, The USAID Quality Reading Project’s major activities in cooperation with the Ministries of Education and Science (MOES) include teacher training (with an emphasis on reading skills), reading material dissemination, community activities, and building government capacity regarding primary-grade reading education. The results-based framework outlines the major activities of the project in Figure 1.

During the first 2 years of implementation, the USAID Quality Reading Project worked with the MOES in both countries to develop comprehensive in-service teacher training (IST) packages in Russian, Tajik, and Kyrgyz languages with a foundation in a competency-based standards approach. Both countries have completed the IST for Cohort 1 and are currently supporting Cohorts 2 and 3 at the school level. The project is working with teacher training institutes, district and regional education offices, the Tajik and Kyrgyz academies of education, and other education stakeholders on training and mentoring of teachers at the school level. The USAID Quality Reading Project has developed and begun rolling out—across both countries—out-of-school activities like reading camps and family programs to engage parents and communities in creating positive environments for reading outside of the classroom.

FIGURE 1. RESULTS-BASED FRAMEWORK



2. MONITORING AND EVALUATION APPROACH

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

2.1 RESEARCH DESIGN

M&E midline data collection was conducted in the same schools as the baseline and used a random sample of parents, students, teachers, classes, and librarians. Using a random selection process reduces overall bias in the data by eliminating the potential for selection bias. Because the schools and individuals from whom we collected data were chosen randomly and approved by the MOES, we can confidently present the data as representative of the nation as a whole. According to the schedule of intervention, midline was conducted in Cohort 1 regions only. In the Kyrgyz Republic, the regions

covered were Bishkek/Chui, Talas and Jalal-Abad; and in Tajikistan the regions covered were Dushanbe, Khatlon (Kulob/Kurgonteppa), and Sughd.

During April and May 2015, the Tajikistan 2015 midterm data collection was conducted without the Early Grade Reading Assessment (EGRA) instrument. The Tajikistan MOES had not approved the EGRA baseline report by the start of midterm data collection period. After discussions with USAID, the decision was made to skip EGRA this year with Grade 2 students and conduct it next year, April 2016, covering Grade 3—the students who were supposed to be assessed this year in Grade 2 from Cohort 1. Although this shift is not ideal, it will still provide the project with the three necessary data points for the longitudinal research. Tajikistan collected the student questionnaire portion of the EGRA to capture the necessary background information regarding their home, family, and school. As of October 2015, the MOES had accepted the baseline for publication but without the Grade 4 data. The project will use the baseline data for all grades for ongoing analysis.

As this research involves human subjects, AIR worked with its Institutional Review Board (IRB) to ensure adequate protection of research subjects and the data they provided. All data collection activities followed the project's IRB-approved protocol. Activities involved collecting informed consent from research participants, strict data security procedures for both digital and paper data storage, and training sessions for data collectors on IRB protocol during the data collection period.

2.2 INSTRUMENTS

The overall goal of the M&E data collection was to capture the full, nuanced picture of early-grade reading levels in the Kyrgyz Republic and Tajikistan. In order to reach this goal, baseline data collection focused on two major kinds of data: (1) student reading outcomes and (2) other classroom and background characteristics related to reading. Student reading outcomes were captured through the EGRA instrument, which also includes a series of questions that asks students for background information about their home, family, and experience in school. A detailed description of the EGRA instrument and its findings is included in the EGRA report. As mentioned above, the EGRA report will be based only on the Kyrgyz Republic data in 2015.

Other contextual data were collected through the following instruments

- classroom observation instrument,
- teacher survey,
- librarian survey,
- parent survey, and
- student survey (part of EGRA in the Kyrgyz Republic; a separate survey in Tajikistan because there was no administration of the EGRA).

The **classroom observation instrument** captures data on teaching practices, classroom surroundings, and class make-up. The instrument has 91 questions, divided into 9 sections. First, a section on background information documents the grade, demographics, and size of the class. The second section focuses on the physical environment of the classroom. The third section focuses on the basic practices of teaching. This includes, for example, how the teacher interacts with students, how student groups are formed if group work is included, and the types of questions asked of students. Language use in the class, both by the teacher and the students, is also recorded in the third section. The fourth section addresses activities relating to various reading skills (phonological/phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing). The fifth section focuses on how reading skills are assessed. The sixth section documents any supplementary reading materials that are used in the class. The final sections cover the assignment of homework and any other comments. Data collectors needed to be very familiar with this instrument because it is not designed to be used chronologically throughout

the class. Instead, as the class is being observed, the data collector must record the data under the relevant section.

The **teacher survey** included 73 questions in 6 sections: interview background, teacher information, reading lesson plan, reading materials, teaching reading skills, and student assessment. Most questions were asked directly of the teacher. Exceptions include items such as “Please show me your [e.g., lesson plan for the day],” which document whether the teacher can produce the item under discussion.

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

The **parent survey** included 44 questions in 2 sections. The first section collected background information, including mother/primary caregiver and father/secondary caregiver education level, home language, and number of books in the home. The second section used Likert-scale items—where respondents chose a response from a five-step scale—to capture parental attitudes toward reading and frequency of reading activities in the home.

The **student survey** included 35 questions in 1 section. For the Kyrgyz Republic, this was included in the EGRA instrument as section 10 – Student Background information. In Tajikistan, the student survey was a stand-alone instrument that collected information about student background and home reading practices.

2.3 SAMPLING

Midline data were collected in 60 schools in the Kyrgyz Republic (30 treatment and 30 control schools) and in 66 schools in Tajikistan (33 treatment and 33 control schools). All schools were randomly selected at the beginning of the project for use throughout the life of the project. In the Kyrgyz Republic, one baseline school was changed because the grade make up had shifted since last year. A replacement school was randomly selected. In Tajikistan, additional control and treatment schools were added. The original school sampling was balanced between treatment and control at the national level but not within each cohort. To rebalance the sample (meaning to have an equal number of treatment and control schools), 11 treatment and 3 control schools were added for the 2015 data collection in Cohort 1.

Details on the sampling procedure for selecting students within each school to take the EGRA are available in the EGRA report.

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

Within each school, the following sample sizes were planned for each instrument, see Table 1.

TABLE 1. SAMPLE SIZES FOR BASELINE INSTRUMENTS

Instrument	Planned Sample Size per School	Number of surveys in the Kyrgyz Republic	Number of surveys in Tajikistan
EGRA, Grade 2	20 students in all schools	1,200 students	-
EGRA, Grade 4	20 students in all schools	1,200 students	-
Classroom observation	4 classes	240 classes	264 classes
Teacher survey	4 teachers	240 teachers	258 teachers
Librarian survey	1 per school* and 1 from community library when possible	120 librarians	78 librarians
Parent survey	10 parents of students given EGRA	600 parents	664 parents
Student survey*		-	2,590 students

*Student survey is part of EGRA. However, in Tajikistan, because of no EGRA in 2015, the student survey was conducted as a separated tool. EGRA Note: It would have been adequate if the EGRA were administered to students in only Grades 2 and 4 to examine what students know and are able to do in reading after 2 years of schooling (Grade 2) and at the end of the primary school cycle (Grade 4).

3. DATA COLLECTION

Data collection took place over a period of 2 weeks in each country (April 13–28 in the Kyrgyz Republic and April 22–May 5 in Tajikistan). The data collection team included 68 data collectors and 8 supervisors in the Kyrgyz Republic and 57 data collectors and 7 supervisors in Tajikistan. The following section provides details on data collectors and training, checks on data quality, data entry procedures, and other data sources that are used for this report.

3.1 DATA COLLECTORS

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

- experience in EGRA baseline data collection;
- knowledge of Kyrgyz/Tajik and Russian languages;
- early-grade teaching experience;
- teamwork, problem solving, and decision-making abilities;
- availability;
- mobility and willingness to travel; and
- knowledge of local educational structures and institutions.

Data collectors who had participated in the baseline and showed strong leadership and organization skills were hired as team leaders or supervisors. Supervisors did not collect data but rather managed regional teams of data collectors. In the Kyrgyz Republic, one National Testing Center (NTC) supervisor was assigned to each of three regions for midterm data collection. In addition, the USAID Quality Reading Project M&E staff from other regions were involved in supervision and managing the data collection process to get experience and to provide support to the team.

All data collectors were employed in the field of education. Roughly, 80% of the midline data collectors participated in baseline data collection. In both countries, approximately 60% were public school teachers, 20% worked in regional or district education departments and in-service teacher training institutes (ITTIs), and the remaining 20% were employed by universities or other education

organizations. Supervisors came from the NTC, the national academies of education, and the regional education departments in both countries.

3.2 DATA COLLECTOR TRAINING AND COLLECTION PERIOD

Data collector training took place at two levels. First, M&E staff—including the M&E specialist from AIR’s Washington, D.C., office—conducted a master training for supervisors and trainers. The master training consisted of 5 days in Bishkek and 3 days in Dushanbe. The master training focused on a review of the instruments; the policies and procedures governing respondent sampling and interviewing, including IRB protocol; and a discussion of logistics. Learning from the baseline in 2014, the program of master training was changed to focus on practicing data collection.

Supervisors from the first training led the second training, along with M&E staff and the NTC in the Kyrgyz Republic, where the trainings were held in three locations over 5 days. In Tajikistan, the trainings were held in Dushanbe for all data collectors simultaneously. Bringing all data collectors together improved the quality of the training and enhanced information sharing among data collectors to share lessons learned from the baseline. Data collector training followed a similar format to the supervisor training but included more in-depth work with the instruments, including practice with each instrument. Each of the data collectors was provided a detailed data collection manual and was instructed to follow the guidelines therein. Data collectors had to demonstrate mastery of each instrument—particularly the process of using a timer for the timed sections on the EGRA in the Kyrgyz Republic. Data collectors who did not initially demonstrate mastery were given further one-on-one training and practice. In addition to the agenda implemented in the Kyrgyz Republic with the exception of the EGRA instrument, Tajikistan included a practical exercise conducted by the M&E specialist from AIR’s Washington, D.C., office to make sure all participants understood the coding system used in the instruments.

Data collectors were divided into teams of four people, one of whom acted as the team leader. New data collectors were combined with experienced USAID Quality Reading Project data collectors for each team. In the Kyrgyz Republic, teams spent 2.5 days in each school and covered two schools per week. In Tajikistan, teams spent 2 days per school and covered three schools per week. The difference in time spent is because Tajikistan did not implement the EGRA instrument. Data collectors were not sent to schools where they taught, and those who were district heads were not sent to schools in their district. Data collectors ranged in age from 24 to 66 years, with most in their mid-30s and 40s. Most data collectors in both countries were female.

3.3 DATA QUALITY

The M&E team implemented data quality checks throughout the data collection and data entry period. Team leaders reviewed instruments before they were submitted to the supervisors, who verified quantities as well as checked IDs and the quality of data and then submitted forms to regional M&E staff. After collection and checking all forms, M&E regional staff delivered the forms to Bishkek and Dushanbe. EGRA forms were reviewed before they were scanned for digital grading. During data collection, various representatives from the MOES, ITTIs, and other stakeholders conducted visits to data collection sites.

A team of data entry specialists was then organized and reviewed the non-EGRA instruments before entering the data. In the Kyrgyz Republic, four data entry personnel were hired, and five were hired in Tajikistan. One of the team members acted as a data entry administrator. In the Kyrgyz Republic, there were four non-EGRA tools to enter (classroom observation and teacher, parent, and librarian interviews) and in Tajikistan five (plus the last section of the EGRA tool – student background information). For this purpose, the project developed five data entry applications utilizing Census and

Survey Processing System (CSPro) software and the applications were used in both countries. The teams utilized a data entry process with verification (double entry), which took 1 month with another month spent on data cleaning.

3.4 OTHER DATA SOURCES

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

To report on trainee data, the USAID Quality Reading Project used a trainee database, where all detailed information about teachers\educators who participated in IST were entered by M&E staff. Trainee data were collected at every IST by trainers using a project-developed registration form. A separate form was used to register individuals participating in out-of-school activities. With the purpose of systematization and maintaining the project database, a new position of data coordinator was opened in the Tajikistan and the Kyrgyz Republic offices.

4. FINDINGS AND ANALYSIS: KYRGYZ REPUBLIC

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

Indicators 1 and 2 measure student reading outcomes. The first indicator captures the change in student reading outcomes (defined by the number of correct words per minute of the reading passage measured according to national benchmarks of 40 words per minute in Grade 2 and 80 words in Grade 4) over the course of the project. Indicator 2 measures the percentage of students in Grade 2 who meet the national benchmark of 40 words per minute on the reading passage subtask. The impact evaluation will establish the impact of the program on student reading (forthcoming).

As described in the 2015 EGRA midterm report, the USAID Quality Reading Project has modified the way in which EGRA data are reported. 2014 reporting used a number of benchmarks and categories in combination for these two indicators. In 2015, the USAID Quality Reading Project decided to report EGRA data using a more simplified and straightforward approach, described below. This revised approach is more aligned with reports generated by other researchers and USAID implementers as well as by the MOES.

Performance-level categories (*below standard, standard, proficient, and advanced*) were co-developed by the project and the MOES in order to identify expected outcomes and define performance levels in reading for the Kyrgyz Republic/Tajikistan.¹ While these performance categories scales have utility for classifying pupil performance on future large-scale reading assessments, the EGRA subtasks do not allow for straightforward performance classification in the present EGRA format. The content domain of reading (as defined by the Kyrgyz Republic/Tajikistan content standards) is only partially sampled by the EGRA subtasks. Most of the subtasks also have a limited number of test items, which hinders our ability to make sound inferences according to specific performance classifications.

Note that the data presented in 2014 are recalculated according to 2015 definitions for indicators 1 and 2. There are no changes to the data from 2014, only the presentation.

¹ For further reference on the standard-setting methods employed by the USAID Quality Reading Project, see also Livingston & Zieky (1982), Loomis & Bourque (2001), and Cizek & Bunch (2007).

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

Comparing 2014 to 2015 fluency measures, there is a 20.3% gain in overall numbers of students reading at national standards, see Table 1.

Indicator calculation

This indicator measures grade-level student fluency against national standards. Note that indicator 1 measures *percent change*, and not percentage point change. For example, the 2014 score is 20% and the 2015 score is 40%. *Percentage point change* is 20 percentage points (40-20 = 20 percentage points). However, the *percent increase* would be 100%. $(40 - 20) / 20 = 1.1 \times 100 = 100\%$.

While the same type and format of the *Reading Passage* subtask was employed to determine fluency across years, the reading texts changed slightly from year to year, as they cannot be reused for security reasons. However, content and item parameters for these subtasks are comparable across the 2 years.

TABLE 2. PERCENT CHANGE IN PROPORTION OF STUDENTS WHO READ PROFICIENTLY ACCORDING TO NATIONAL STANDARDS, BY GRADE AND GENDER², AND REGION AND LANGUAGE, KYRGYZ REPUBLIC

	2014	2015	Percent change
Overall	34.52%	41.53%	20.28%
Grade 2	34.25%	52.36%	52.90%
Grade 4	34.79%	26.63%	-23.47%
Boys	25.82%	30.99%	20.04%
Girls	44.41%	52.46%	18.12%

	2014	2015	Percent change
Bishkek	59.06%	64.07%	8.48%
Chui	42.40%	44.09%	3.99%
Jalal-Abad	31.10%	31.81%	2.28%
Talas	30.77%	51.72%	68.08%
Kyrgyz	32.91%	40.13%	21.93%
Russian	41.67%	49.06%	17.73%

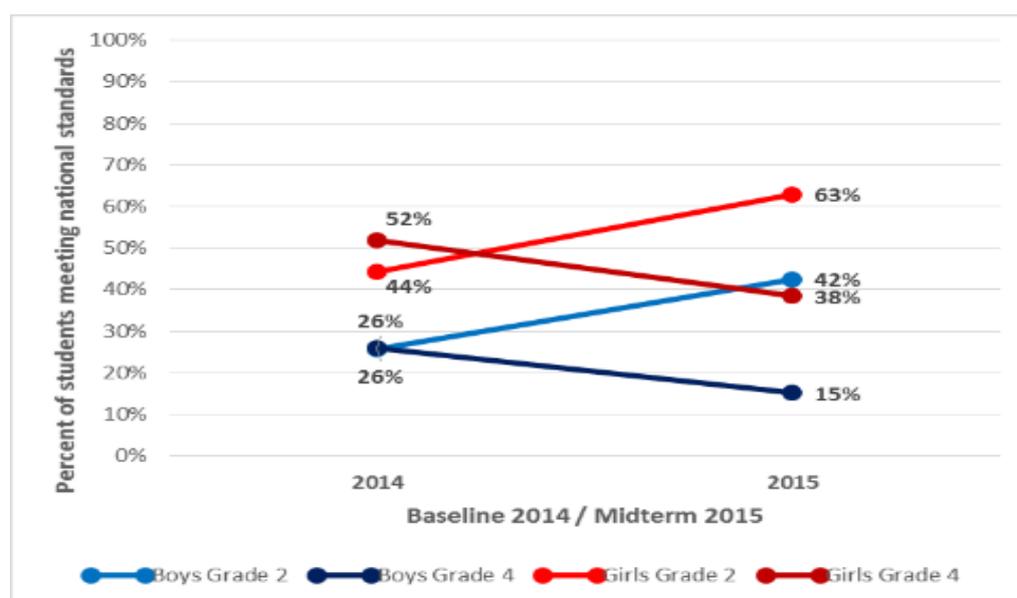
Data analysis

The number of students who can read proficiently increases overall—by 20%—and in almost all subgroups, ranging from gains of 2% in Jalal-Abad to 68% in Talas. Boys and girls have similar gains, of 20% and 18% respectively. However, it is worth noting that the percent of boys reading at national standards, 31% in 2015, is much lower than girls, 52% in 2015. The gains by language of instruction are slightly different by language: The 2015 score for Kyrgyz-language students is 22% higher in 2015 than 2014; for Russian-language students, the gain is 18%.

It is worth examining the movement between grades in further detail. The fourth grade students have a sizeable decrease in the percent who are reading at grade level, where 35% were reading at grade level in 2014 and 27% in 2015. There is a 24% decrease from year to year. The following Figure 2 shows the changes year to year by grade and gender.

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

FIGURE 2. PERCENT CHANGE OF STUDENTS MEETING NATIONAL STANDARDS



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

At baseline, 52.4% of students in Grade 2 can read and understand the meaning of grade-level text.

See explanation above in indicator 1 for reasoning behind the change in 2014 calculations from the baseline to 2015 midterm report.

Indicator calculation

This indicator reports on the percentage of students in Grade 2 who can read at the national standards for fluency, see Tables 3-7. Fluent reading serves as a proxy for reading and understanding. National standards are 40 words per minute in Grade 2 for both Kyrgyz and Russian. Data have been weighted according to the sampling design, which includes a student-level weight for language and school size.

TABLE 3. PERCENT OF GRADE 2 STUDENTS WHO CAN READ AND UNDERSTAND GRADE-LEVEL TEXT, BY GENDER, KYRGYZ REPUBLIC

	Total (n)	Boys (n)	Girls (n)
Grade 2	52.36% (481)	42.4% (244)	62.8% (237)

TABLE 4. PERCENT OF GRADE 2 STUDENTS WHO CAN READ AND UNDERSTAND GRADE-LEVEL TEXT, BY REGION³, KYRGYZ REPUBLIC

Region	Total (n)
Bishkek	77.6% (51)
Chui	52.2% (149)
Jalal-Abad	40.4% (209)
Talas	65.7% (72)
Kyrgyz Republic	52.36% (481)

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

TABLE 5. PERCENT OF GRADE 2 STUDENTS WHO CAN READ AND UNDERSTAND GRADE-LEVEL TEXT, BY LANGUAGE OF INSTRUCTION, KYRGYZ REPUBLIC

Language of instruction	Total (n)
Kyrgyz (n)	50.5% (346)
Russian (n)	61.0% (135)

TABLE 6. PERCENT OF GRADE 2 STUDENTS WHO CAN READ AND UNDERSTAND GRADE-LEVEL TEXT, BY HOME LANGUAGE, KYRGYZ REPUBLIC

Language spoken at home	Total (n)
Russian (n)	60.6% (134)
Kyrgyz (n)	50.5% (345)

TABLE 7. PERCENT OF GRADE 2 STUDENTS WHO CAN READ AND UNDERSTAND GRADE-LEVEL TEXT, BY SCHOOL LOCATION, KYRGYZ REPUBLIC

School location	Total (n)
Rural	47.8% (361)
Urban	63.2% (104)
Kyrgyz Republic	52.36% (481)*

*Note that the n values for rural and urban do not equal the Kyrgyz Republic n value. The missing 16 observations are semiurban but are not enough to estimate a weighted mean, so they have been left out of this table.

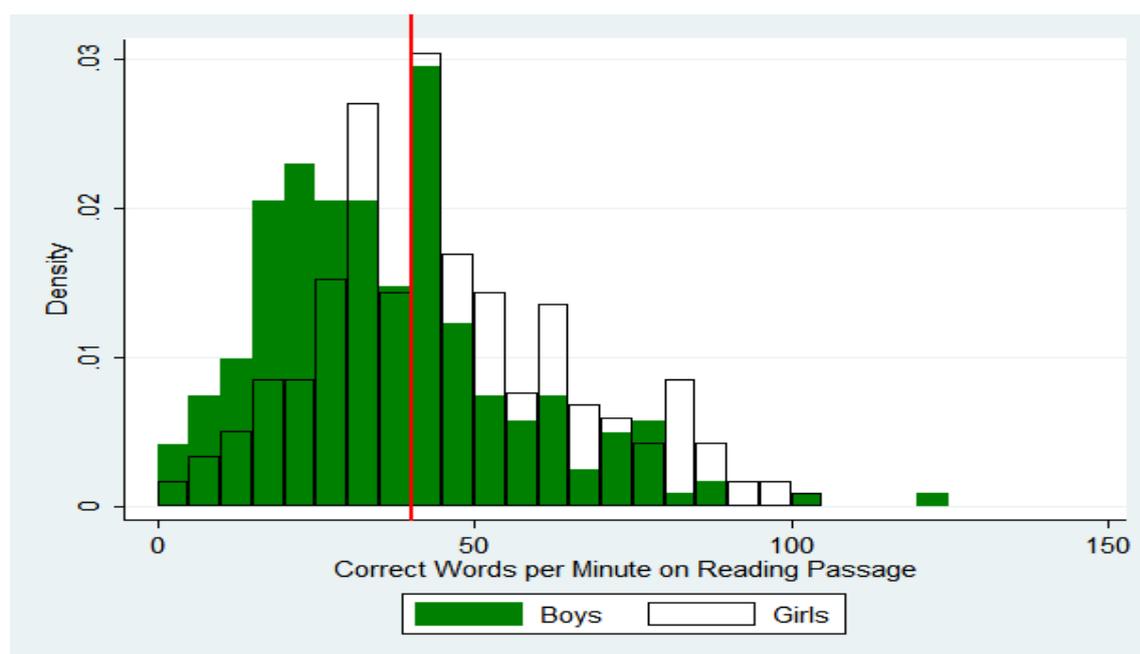
Data analysis

The percentage of girls reading at grade-level fluency, 63%, is significantly higher than the percent for boys, 42%. Students in Bishkek and Talas have the highest percentage who read at fluency standards, though sample sizes in regions may not be high enough to be considered representative of the region as a whole. Students who study in Russian or speak Russian at home appear to have an advantage over students who study in Kyrgyz or speak Kyrgyz at home, as the percentage of students' reading at fluency standards is higher. Students in urban areas outperform students in rural areas.

The achievement gap between boys and girls is important to consider in further detail. The histogram below (Figure 3) presents the reading fluency levels of Grade 2 students in treatment schools. Boys appear in green, and girls in the clear overlaying bars. Note that the histogram presents the number of correct words per minute for the reading passage, and the red line presents the fluency standard for this grade. Students to the right of the line (who read 40 or more correct words per minute) meet the standard, and to the left do not.

There is a higher concentration of boys at lower levels of fluency, as seen in the upper left part of the graph. The distribution of girls is a more normal shape, with a longer sloping tail toward the left or higher levels of proficiency. It is important for the intervention to consider gender-specific attention in the classroom.

FIGURE 3. READING FLUENCY LEVELS OF GRADE 2 STUDENTS BY GENDER



4.2 INTERMEDIATE RESULT 1: READING INSTRUCTION

The next group of indicators focuses on reading instruction. These indicators are meant to measure several inputs and outputs in the classroom, ranging from materials to teacher training. Improving teaching reading practice has been measured on two levels: knowledge from training and behavior change on reading lessons at school.

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

Change in teacher knowledge is captured by comparing the results of a pretest (given to teachers at the beginning of the training) with the results of a posttest (given at the end of the training). In the Kyrgyz Republic, the pretest was completed by teachers before 5 days of training (Level 2) and posttest was conducted in a random sample of 100 schools of Cohort 1 after completing the Levels 2 and 3 72-hour IST, which includes 32 hours of school-based training (Level 3). The school-based training is more practically oriented. Teachers participated in methodological sessions, developed and conducted lessons, and also observed lessons and provided feedback to other teachers. Results are weighted by sample design, except where noted.

The project staff conducted posttest so the process of test completion was controlled. The indicator captures the percentage of teachers who show improvement (i.e., those who get more answers that are correct in the posttest than the pretest).

For Cohort 1, 76.9% of teachers are gaining knowledge of primary-grade reading instruction from the IST (72 hours) as shown in Table 8.

TABLE 8. PERCENT OF TEACHERS/EDUCATORS GAINING KNOWLEDGE OF PRIMARY GRADE READING INSTRUCTION FROM TRAINING

Indicator	Target	Actual
Percent of teachers/educators gaining knowledge of primary-grade reading instruction from training	85%	76.9%

TABLE 9. PERCENT OF TEACHERS/EDUCATORS GAINING KNOWLEDGE OF PRIMARY GRADE READING INSTRUCTION FROM TRAINING BY REGIONS AND LANGUAGE

Region (n)	Kyrgyz language teachers	Russian language teachers	Overall
Bishkek (40)	51.5%	100.0%	83.0%
Chui (78)	92.6%	89.1%	90.8%
Jalal-Abad (unweighted, 98)	73.5%		73.5%
Talas (unweighted, 44)	67.7%		67.7%
Kyrgyz Republic, Cohort 1 (281)	70.4%	93.5%	76.9%

Even regions represented by a small sample of teachers (Table 9) shows a wide variance between 67.7% in Talas to 90.8% in Chui. Russian language teachers show better results than Kyrgyz language teachers. Russian language teachers are concentrated in Bishkek and Chui, regions with more resources in Russian for teacher professional development. As for the Kyrgyz language group, the variation by region cannot be linked with IST material, because the same IST package is implemented in all regions. Possible differences can be linked with trainers’ capacity (5 days’ training), school-based training quality in different regions, as well as with basic difference of participants’ level of education, and their level of interest and engagement with the training.

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

At baseline, 26% of teachers demonstrated reading instructional best practices in the classroom. For Cohort 1, at midline, 36.5% of teachers demonstrated reading instructional best practices in the classroom. There was a 10.5 percentage point improvement.

Indicator calculation

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

TABLE 10. ESSENTIAL PRACTICES, KYRGYZ REPUBLIC AND TAJIKISTAN

1	Teacher has textbook applicable to class, (Classroom Observation, Question 20)	2	Written educational materials on walls of classroom, prefabricated or handmade. (Classroom Observation, Questions 22 and 23)
3	Display of printed materials was appropriate to grade level and reading subject. (Classroom Observation, Question 24)	4	Encouraged students to identify supporting details of reading, and students did some of the following activities <ul style="list-style-type: none"> • writing on the blackboard; • copying from the blackboard; • completing individual assignments; • answering verbal questions; • answering written questions; • reciting and repeating; • reading aloud together; • reading independently; • role playing or performing a skit;

			<ul style="list-style-type: none"> • playing a game, singing a song, or using puppets; and • debating or discussing. (Classroom Observation, Questions 33 and 60)
5	Some of the following interactions occurred during class <ul style="list-style-type: none"> • students asked other students questions, • students engaged in discussion with each other, • students expressed their opinions, • students answered the teacher's questions, and • students asked the teacher questions. (Classroom Observation, Question 34)	6	Teacher performed some of the following activities <ul style="list-style-type: none"> • introduced lesson by explaining what students would learn; • read aloud to students; • answered students' questions; • gave classwork for students to practice reading; • gave reading homework; • gave differentiated work to students based on their reading ability; • encouraged discussion about the text/story; • gave small-group, reading-related work; • asked higher order questions; and • encouraged predictions on the text. (Classroom Observation, Question 35)
7	Teacher assessed reading achievement. (Classroom Observation, Question 66)	8	Teacher produced a lesson plan when asked. (Teacher Interview, Question 23)
9	Teacher had books in the classroom. (Teacher Interview, Question 39)	10	Teacher produced personal notes on individual student progress. (Teacher Interview, Question 68)

The second step uses a rating of a wider range of survey responses. A composite score was developed for every teacher based on behavior and responses that aligned with the best practices taught through the IST. The maximum possible score was 390 points. Because the classroom observation was one time only, and because of expected measurement error, using a cut-off close to the maximum value would unfairly exclude too many teachers who may regularly demonstrate these behaviors. For this indicator, teachers who pass the first step and get a score of at least 150 points demonstrate reading instruction best practice. Construction of this indicator—and especially the cut-off point—is ultimately subjective. The indicator balances the strengths and limitations of the data with the IST definitions of instructional best practices; 39% of teachers demonstrated a minimum of 7 out of 10 essential behaviors at baseline. In 2015, 69% of teachers demonstrated 7 or more of the above activities.

Because of a limited and nonrepresentational small sample at the regional level, we cannot compare regions' scores to each other. But it is interesting to find that the percent of teachers demonstrating effective reading instruction practices in Bishkek and Chui increased from 2014 to 2015, which did not happen in other Cohort 1 regions—thus the resulting high spread in data. Although the project provided intensive school-based trainings during 2014–2015 in Cohort 1 schools, this indicator shows that Cohort 1 teachers are underperforming against the project's PMEP target of 50%, as only 36.52% of teachers are demonstrating reading instructional best practices, see Table 11. To achieve the target in Cohort 1 schools and increase reading teaching practice, the project is focusing on mentoring support on school and district levels, particularly in Jalal-Abad and Talas regions.

TABLE 11. PERCENT OF TEACHERS DEMONSTRATING READING INSTRUCTIONAL BEST PRACTICES IN THE CLASSROOM, BY REGION, KYRGYZ REPUBLIC

Region	2014	2015
Bishkek	27%	63.6%
Chui	34%	62.5%
Jalal-Abad	31%	21.4%
Talas	21%	18.8%
Kyrgyz Republic	26%	36.52%

When comparing progress in teaching by language of instruction, we found that both language groups have made progress since baseline. Russian teachers demonstrated progress from 18% to 40% while Kyrgyz language teachers increased 29% to 35% (see Table 12).

TABLE 12. PERCENT OF TEACHERS DEMONSTRATING READING INSTRUCTIONAL BEST PRACTICES IN THE CLASSROOM, BY LANGUAGE OF INSTRUCTION, KYRGYZ REPUBLIC

Language of Instruction	2014 (n)	2015 (n)
Russian	18% (21)	40.0% (30)
Kyrgyz	29% (107)	35.3% (85)

According to Figures 4 and 5, the most problematic field of teaching activities are linked with student-centered teaching and reading pedagogy, while the more formal activities as a having reading materials, lesson plans, textbook, and even personal notes on student progress are more commonly demonstrated. It can be noted that the physical characteristics of reading class environments and teachers’ activities can be changed much more quickly than more value and attitude-oriented behaviors.

FIGURE 4. PERCENT OF TEACHERS WHO COMPLETE ESSENTIAL ACTIVITIES TO SUPPORT READING, PART 1

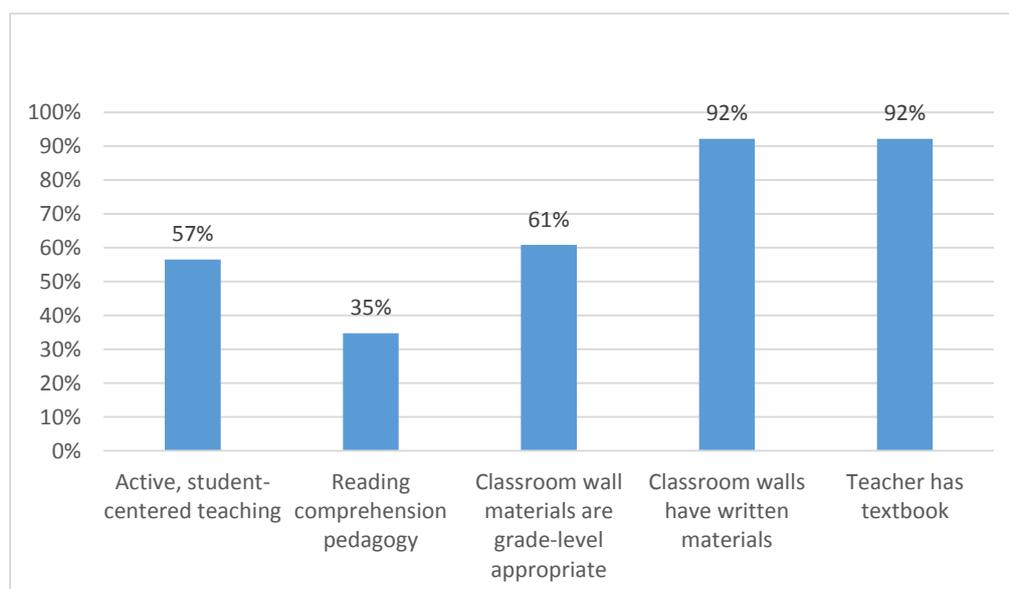
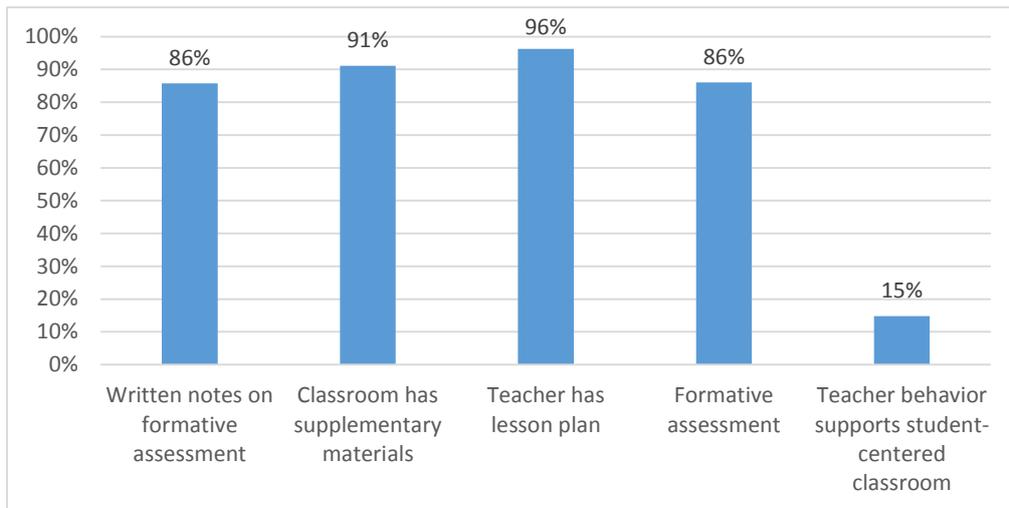


FIGURE 5. PERCENT OF TEACHERS WHO COMPLETE ESSENTIAL ACTIVITIES TO SUPPORT READING, PART 2



Supporting data on teachers and classrooms

We examined the performance of teachers on other contextual factors using supporting data from the teacher survey and classroom observation instruments. Figure 6 demonstrates that the teachers most commonly use reading aloud rather than reading independently (81% and 30%, respectively). Figure 7 shows that teachers are covering all main reading skills when teaching reading; in observed classrooms, 78% of lessons have activities for phonological awareness, and 97% and 99% on reading fluency and reading comprehension, respectively. The most commonly observed activity is the teachers’ modeling and encouraging students to make predictions about text content using pictures, background knowledge, and text features, which are effective techniques for teaching comprehension. Teachers were observed using the five components of reading. It is interesting to note that 30% of teachers tried to address all five components during the one lesson, while 46% of teachers tried to include four of the five components of reading. During the midline data collection (spring 2015), the teachers received intensive school-based trainings, and this may be one of the reasons they try to use all the activities during their lessons.

FIGURE 6. TEACHER ACTIVITIES ON TEACHING READING: PERCENT OF CLASSROOMS WHERE TEACHERS...

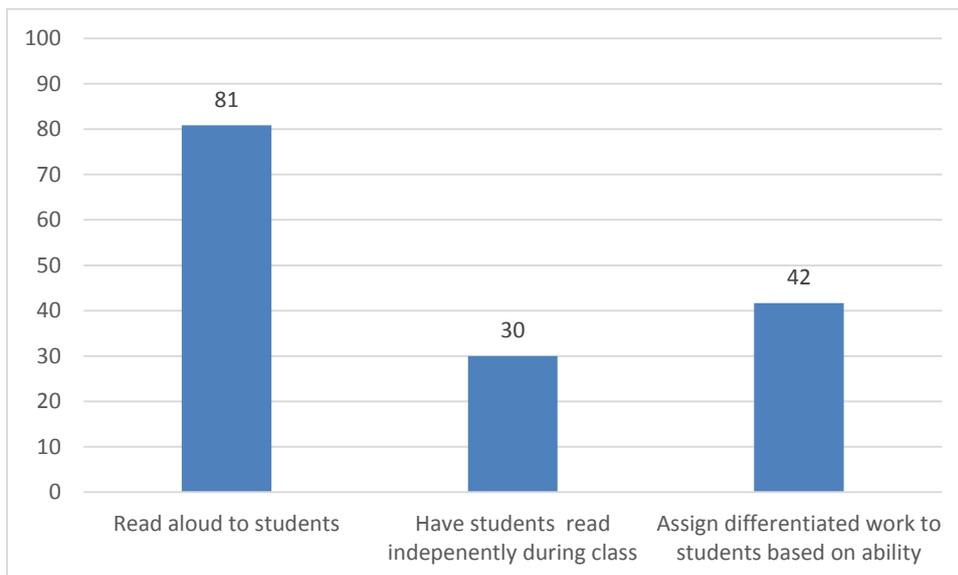


FIGURE 7. TEACHER ACTIVITIES ON TEACHING READING: PERCENT OF CLASSES WITH...

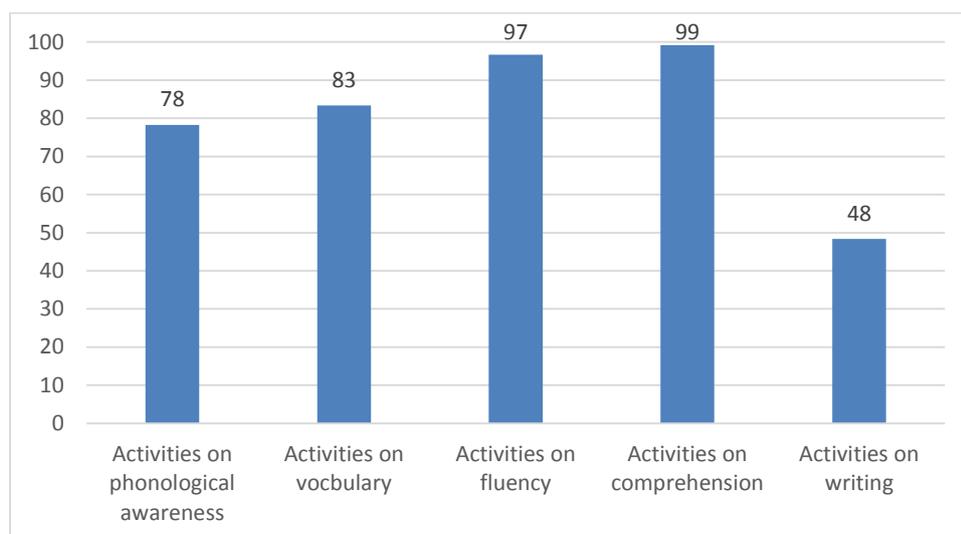
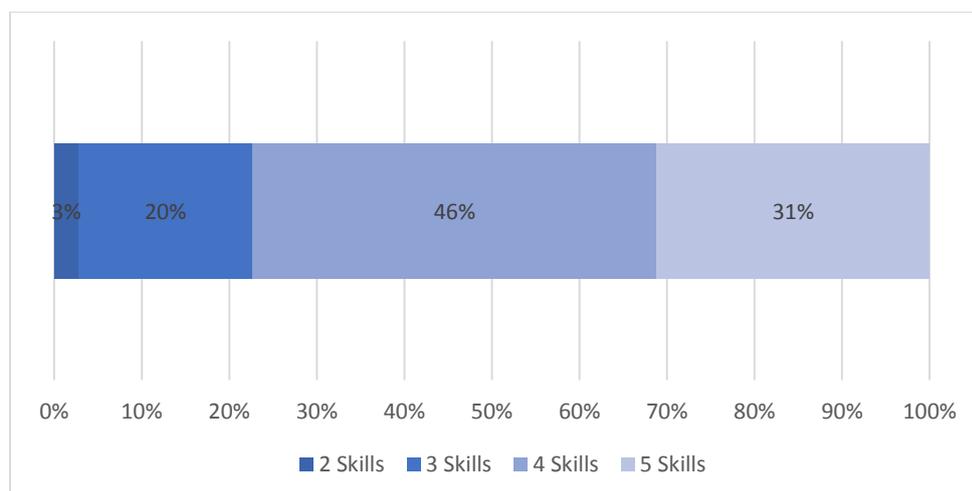


FIGURE 8. TEACHER ACTIVITIES ON TEACHING READING: PERCENT OF CLASSES BY NUMBER OF READING SKILLS ADDRESSED



INDICATORS 5 THROUGH 11 are reported in Table 13. All presented data are collected as a part of routine data collection processes.

TABLE 13. INDICATORS 5–11, KYRGYZ REPUBLIC

#	Indicator	2015 Target	2015 Actual	Notes
5	Number of primary grade students taught by teachers who have received reading training.	130,000 (Cohort 1 students)	91,374 Girls: 45,095 Boys: 46,279 (Cohort 1 students of certified teachers)	Reported only students of Cohort 1 teachers completed the 72 hours and certified by KAE. After certification, remaining teachers' data on Cohort 1 will be updated in PY3.
6	Number of schools getting support.	1,080 (Cohorts 1 and 2)	1,276 (Cohorts 1–3)	Includes Cohort 1–3 in actual; target includes schools planned for Cohorts 1 and 2 only (Cohort 3 not originally planned to be counted but because L2 included teachers and was completed, it is part of actual).

#	Indicator	2015 Target	2015 Actual	Notes
7	Number of in-service training packages developed and approved by MOES	N/A	0	Done in PY1.
8*	Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support.	4,696 (Cohort 1)	3,610 Bishkek and Chui: 1,587 (includes 333 mentors) Talas: 701 (includes 76 mentors) Jalal-Abad: 1,325 (includes 280 mentors) (some Cohort 1 teachers, not all)	Reported teachers completed 72 hours IST and certified by KAE. Because of late start of L3 trainings, some schools in Jalal-Abad and Chui regions will be certified with Cohort 2 schools in PY 3 (estimated 1000 teachers remaining).
9	This indicator was dropped in project Year 1. Because of the way the trainees are certified upon completion, it provides no new information.			
10	Number of in-service training materials distributed to teachers/other educators.	2,842 (Cohort 1 and 2)	19,726 (Cohorts 1–3)	IST materials divided based on level of training, so teachers can get IST material at L2 and L3 both; Cohort 3 not originally planned to be counted but teachers were then included in L2; now complete for Cohort 3, and are therefore included.
11	Number of mentoring guides distributed to mentors	2,000 (Cohort 1 and 2)	3,052 (Cohorts 1–3)	Includes Cohort 3 mentors; Cohort 3 not originally planned to be counted but because L2 included teachers and was completed; it is part of actual.

* Standard USAID Indicator

Three cohorts of schools received support from the project during Project Year (PY) 2015, totaling 1,276 schools, instead of the original plan to reach 1,080 schools in two cohorts. See Table 14 for schools supported by region. Twenty-four schools were excluded from the project after the IST began because they were found to not meet the criteria for inclusion. These schools were originally selected based on information from the MOES that was found to be out of date or inaccurate. For example, most of the excluded schools are Uzbek (6 schools) or do not have primary grades (11 schools). Some schools have a small number of teachers and could not participate in the trainings because they could not find substitute teachers or are working two shifts and do not have time to attend training sessions.

A total of 608 Cohort 1 schools (Chui, Bishkek, Talas and Jalal-Abad) received mentoring support and completed the school-based IST and started out-of-school activities; 449 Cohort 2 schools (Osh and Batken) received 40-hour master training with mentoring support for school-based training and training on out-of-school activities. Cohort 2 will complete IST in December 2015, and 219 Cohort 3 schools (Issyk-Kul and Naryn) received master training in August 2015 with school-based training to run through the current academic year.

TABLE 14. COHORTS 1, 2 AND 3 PROJECT SCHOOLS, BY REGION

Region	Number of project schools
Batken	122
Bishkek	47
Chui	199
Issyk-Kul	122
Jalal-Abad	285
Naryn	97
Osh City	11
Osh Region	316
Talas	77
Total	1,276

Cohort 1 teachers completed the 72-hour IST in May and June. After submitting all of the required documents to KAE, 3,610 teachers were certified as having completed the IST, which is 77% of the target. The remaining, teachers (roughly 1,000 trained teachers) will be allowed to submit their documentation and receive their certificates from the KAE together with Cohort 2 (January 2016) and will be reported in PY 3. Of the 3,610 teachers already certified, only 36 are male, while the majority, 3,565, is female. In addition, of the 3,610 teachers certified, 691 are mentors (Heads of Methodological Union, advanced teachers, or deputy directors), see Table 15.

TABLE 15. CERTIFIED TEACHERS AND MENTORS BY REGION AND GENDER

Region	Schools	Number of certified mentors			Number of certified teachers			Total		
		M	F	Total	M	F	Total	M	F	Total
Jalal-Abad	285	14	266	280	10	1,032	1,042	24	1,298	1,322
Talas	77	4	72	76	4	621	625	8	693	701
Chui\Bishkek	246	2	333	335	4	1,248	1,252	6	1,581	1,587
Cohort 1 Total	608	20	671	691	18	2,901	2,919	38	3,572	3,610

The total number of primary-grade students taught by teachers who have received reading training is 91,374, which is 70% of the target number of 130,000. The difference between target and actual is related to the reason stated above—that not all targeted teachers have completed 72-hour training and have been certified at the time of this report; 46,279 students are boys and 45,095 are girls. Regional distribution is presented in Table 16 below.

TABLE 16. NUMBER OF PRIMARY GRADE STUDENTS TAUGHT BY TEACHERS WHO RECEIVED TRAINING BY REGION AND GENDER

Region	Schools	Total # of students	Number of students of certified teachers		
			Boys	Girls	Total
Jalal-Abad	285	49,966	14,729	14,551	29,280
Talas	77	16,073	7,652	7,182	14,834
Chui\Bishkek	246	74,034	23,898	23,362	47,260
Cohort 1 Total	608	140,073	46,279	45,095	91,374

All teachers who participated in the IST were provided with training materials. Because of the different type of materials (for master training, for school-based training, and resource package for teachers), participants got two or three different modules. For this reason, the actual number distributed exceeds the target because most participants received multiple modules. The Mentor Guide, which was distributed during the Cohort 3 mentor training, was not included in the PY 2. Between the participants

receiving multiple types of modules and the early distribution of the Cohort 3 Mentor Guide, the project exceeded the PY 2 target for distribution of training materials. The targets and actuals will stabilize by the end of the project when all cohorts, trainings, and material distributions are complete. For example, PY 3 training material distribution may not achieve the target because of the materials distributed for Cohort 3 mentors in PY 2.

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

At baseline, 28% of teachers use the results from classroom-based reading assessments. At midterm assessment, 37% of teachers demonstrated using results from classroom-based reading assessments.

Indicator calculation

Because this indicator measures if and how teachers use classroom-based assessment, we capture it through the teacher interviews. We choose to rely only on the teacher response and not classroom observation because this kind of teacher decision making is more difficult to observe in a one-time classroom observation. Teachers are counted only when the teacher can show student assessment notes and affirms that the notes are used to assess students and assess their teaching.

Data analysis

Table 17 shows an increase in the percent of teachers using results of classroom-based reading assessments in Chui as well as in Talas. Chui shows the greatest overall improvement because assessment is a more familiar topic and skill for teachers. These teachers have participated in other assessment-focused trainings prior to the USAID Quality Reading Project. Table 18 shows the use of classroom-based reading assessment but language of instruction. The Russian language group of teachers again demonstrated a higher percent of using assessment results than Kyrgyz language group. The overall results for this target are not achieved for Cohort 1 at the level, as the target is 45% of teachers using classroom-based reading assessments.

TABLE 17. PERCENT OF TEACHERS USING RESULTS OF CLASSROOM-BASED READING ASSESSMENT, BY REGION, KYRGYZ REPUBLIC

Region	2014 (n)	2015 (n)
Bishkek	35% (17)	29.4% (11)
Chui	23% (77)	57.2% (33)
Jalal-Abad	36% (113)	38.1% (56)
Talas	25% (28)	34.4% (16)
Kyrgyz Republic	28% (515)	37.0% (116)

TABLE 18. PERCENT OF TEACHERS USING RESULTS OF CLASSROOM-BASED READING ASSESSMENT, BY CLASSROOM LANGUAGE OF INSTRUCTION, KYRGYZ REPUBLIC

Region (n)	Kyrgyz	Russian
Bishkek (11)	0.0%	57.1%
Chui (33)	45.5%	63.6%
Jalal-Abad (56)	21.2%	50.0%
Talas (16)	37.5%	12.5%
Kyrgyz Republic (116)	27.9%	46.7%

4.3 INTERMEDIATE RESULT 2: READING MATERIALS

The availability of reading materials in the home and in the classroom is critical for improved reading outcomes for youth. We investigated the availability of grade-level-appropriate supplemental reading materials for students to use in the classroom and at home. The PMEP uses two indicators to measure

reading material availability: Indicator 13 focuses on the availability of reading materials at the community level and Indicator 14 looks at the number of reading materials added by the project.

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

At baseline, 15% of communities had an adequate number of grade-level-appropriate supplementary reading materials. At the 2015 midterm, 16.7% of communities had an adequate number of grade-level-appropriate supplementary reading materials.

Indicator calculation

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

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

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

TABLE 19. PERCENT OF SCHOOLS AND COMMUNITIES WITH AN ADEQUATE NUMBER OF GRADE-LEVEL-APPROPRIATE SUPPLEMENTARY READING MATERIALS, BY REGION, KYRGYZ REPUBLIC

Region	2014			2015		
	Books at school (n)	Books at home (n)	Books at school and home (n)	Books at school (n)	Books at home (n)	Books at school and home (n)
Bishkek	100% (11)	38% (8)	27% (11)	66.7% (3)	66.7% (3)	66.7% (3)
Chui	79% (28)	26% (23)	18% (28)	100.0% (9)	11.1% (9)	11.1% (9)
Jalal-Abad	78% (36)	13% (32)	11% (36)	50.0% (14)	0.0% (14)	0.0% (14)
Talas	70% (10)	33% (9)	20% (10)	100.0% (4)	50.0% (4)	50.0% (4)
Kyrgyz Republic	72% (177)	19% (162)	15% (177)	73.3% (30)	16.7% (30)	16.7% (30)

TABLE 20. PERCENT OF SCHOOLS AND COMMUNITIES WITH AN ADEQUATE NUMBER OF GRADE-LEVEL-APPROPRIATE SUPPLEMENTARY READING MATERIALS, BY SCHOOL LANGUAGE(S) OF INSTRUCTION, KYRGYZ REPUBLIC

Language of instruction	2014	2015
Kyrgyz only	59%	0%
Kyrgyz and Russian	69%	25.0%
Kyrgyz, Russian, and Uzbek	33%	0%
Russian only	80%	66.7%

Data analysis

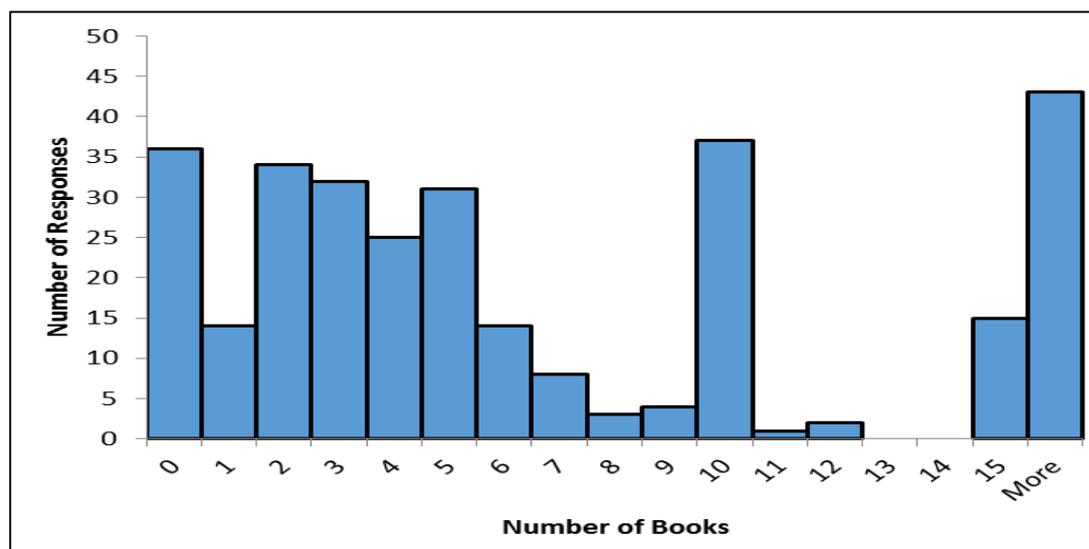
The percent of **schools** with an adequate number of books is quite high (73%). All Talas and Chui schools have adequate numbers of books. It is interesting that in Bishkek and Jalal-Abad, schools were found to have a fewer number of books than at baseline. Table 19 clearly indicates that the problem is with the lack of Kyrgyz language reading materials in schools. With regard to books in the **home**, the

worst situations are in Chui oblast' and Jalal-Abad oblast', particularly in Jalal-Abad, where no homes have an adequate number of books. The supply of books at **home** appears to be a much bigger challenge than the supply of books at **school**. Schools have not received reading materials (books) for libraries yet, but the primary-grade teachers were trained on how to enrich the reading environment in classrooms using handmade reading materials and involving parents to create a book bank.

Supporting data on supplementary reading materials

Figure 9 shows the number of children's books in the home according to parental responses. There are a high number of homes that have five or fewer books at home.

FIGURE 9. PARENT RESPONSE: NUMBER OF CHILDREN'S BOOKS PER HOME



INDICATOR 14 is reported in Table 21. We do not include notes of calculation or analysis, as these data report straight input counts.

TABLE 21. INDICATOR 14, KYRGYZ REPUBLIC

Indicator	Target PY 2	Actual PY 2	Comments
Number of supplementary reading materials for students in Grades 1–4 distributed to schools and communities/libraries	200,000	0	Postponed to PY 3 because of late approval of the budget modification. Purchase of books by GGPASS project was also postponed because of denunciation of government's agreement.

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

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

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

This indicator is reported for the first time, as the project has now implemented activities that allow the midline to calculate the change in attitudes: **30.5% of parents have changed (improved) in their attitudes toward reading from baseline as shown in Table 22.**

Indicator calculation

Attitudes toward reading are captured through a composite score of responses to questions from the parent interviews. The questions ask parents the extent to which they agree or disagree with a set of perceptions and behaviors toward reading. Questions 22, 23, 29, and 32 are “positive questions,” that is, agreement is associated with a positive attitude toward reading. Conversely, questions 24 and 26 are “negative questions,” that is, agreement is associated with a negative attitude with respect to reading. For any given question, a score is given ranging from one point (“strongly disagree” for positive questions, and “strongly agree” for negative questions) to five points (strongly agree for positive questions, strongly disagree for negative questions). Points were summed for each respondent. Composite scores can range from 6 to 30. The questions and scoring system remain the same year to year. For 2015, scores range from 18 to 29, with a mean value of 24.

Because we were not able to talk to the same parents each year, the indicator calculation involves a paired matching statistic method similar to the USAID approach to calculating Goal 1. All parent scores are normalized. 2015 scores are normalized using the mean and standard deviation of 2014 data. Scores are then ranked within each school and paired across years by rank. When the 2015 data value is higher than the 2014 value from the same pair, the parent is counted as having an improved attitude. For example, a parent has a standardized score of 1.5 in 2014 and they have the highest score in that parent’s school. In 2015, the highest score in that school is 1.6 (standardized on a 2014 scale). Because 1.6 is higher than 2014, that parent counts as having an improved attitude toward reading.

TABLE 22. PERCENT OF PARENTS WHOSE ATTITUDES TOWARD READING HAVE IMPROVED, BY REGION, KYRGYZ REPUBLIC

Region	Total
Bishkek	63%
Chui	43%
Jalal-Abad	25%
Talas	50%
Kyrgyz Republic (n = 201)	30.5%

Data analysis

Although the baseline data were quite high in 2014, improving attitudes toward reading by one third of the sample of parents shows a real improvement for this year: percent of parents changing by 25% in Jalal-Abad and 63% in Bishkek; improvements in attitudes toward reading is happening in all regions.

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

Indicator calculation

The number of students participating in out-of-school reading activities was calculated using data from the attendance rosters for out-of-school reading activity events. According to the work plan, the USAID Quality Reading Project and target schools and communities have a range of out-of-school reading activities, but formal activities were selected for tracking. These include the following: Reading Camp, JumpStart (getting reading for school) program, and the Reading Buddies program. In the Kyrgyz Republic, only the Reading Camps were conducted during this year, and other out-of-school reading activities are starting later. The JumpStart program is starting this academic year (2015–2016) as a part of a 480-hours government preschool program supported by the World Bank – Global Partnership for Education program. The number of students who went through the school preparation program will be reported in the next year’s report as the program will run through the end of academic year, and those students will be enrolled in first grade in September 2016.

The total number of students who participated in Reading Camps is 13,196. This is 6.4% of the total number of primary-grade students in target schools of the same regions where the out-of-school activities have started.

When data are disaggregated by gender, we find no major differences between the participation of boys and girls in out-of-school activities in Table 23, with 6,248 boys and 6,948 girls participating. Only 14% of students from classes with Russian language instruction participated with the majority students coming from Kyrgyz-language schools. This tracks with the distribution of the language of mother-tongue instruction in this region, as the majority of schools are Kyrgyz in Table 24. According to the data, students in Grades 2 and 3 are more active in participating in Reading Camps (29% and 28%), whereas only 22% of students in Grades 1 and 4 participated. According to the Reading Camp guidelines, the groups in each Reading Camp should be mixed-age (different grades) to have variation of reading skills and creating effective learning environments. From the data, it is clear that schools follow this requirement and have mixed groups in Reading Camps. The majority of Reading Camps were held in the summer, often Grade 1 parents prefer to keep their children at home during the summer, and as Grade 4 students move to secondary school, they show limited interest in staying for primary school out-of-school activities. The greatest coverage was in Talas, where due to a fewer number of schools, the team was able to start the Summer Reading Camp program immediately after completing school-based IST; 18 Bishkek schools piloted the Reading Camp program during the last project year and will continue during the next project year. See Table 25.

TABLE 23: PERCENT OF PRIMARY STUDENTS PARTICIPATING IN OUT-OF-SCHOOL READING ACTIVITIES, BY REGION AND GENDER, KYRGYZ REPUBLIC

Region	Total of students participated in Reading Camp	% from total number of primary grade students	Boys	Girls
Batken	3,182	14.8%	1,384	1,798
Bishkek	0	0.0%	0	0
Chui	3,299	7.3%	1,492	1,807
Osh Region	4,049	7.3%	2,183	1,866
Jalal-Abad	128	0.3%	71	57
Talas	2,538	38.1%	1,118	1,420
Kyrgyz Republic	13,196	6.4%	6,248	6,948

TABLE 24. NUMBER OF PRIMARY STUDENTS PARTICIPATING IN OUT-OF-SCHOOL READING ACTIVITIES, BY REGION AND LANGUAGE OF INSTRUCTION, KYRGYZ REPUBLIC

Region	Total of students participated in Reading Camp	Kyrgyz language	Russian language
Batken	3,182	2,976	206
Bishkek	0	0	0
Chui	3,299	1,963	1,336
Osh Region	4,049	3,998	51
Jalal-Abad	128	128	0
Talas	2,538	2,283	255
Kyrgyz Republic	13,196	11,348	1,848

TABLE 25. NUMBER OF PRIMARY STUDENTS PARTICIPATING IN OUT-OF-SCHOOL READING ACTIVITIES, BY REGION AND GRADE, KYRGYZ REPUBLIC

Region	Total of students participated in Reading Camps	Grade 1	Grade 2	Grade 3	Grade 4
Batken	3,182	720	869	859	734
Bishkek	0	-	-	-	-
Chui	3,299	869	916	863	651
Osh Region	4,049	716	1,348	1,210	775
Jalal-Abad	128	0	11	57	60
Talas	2,538	577	682	649	630
Kyrgyz Republic	13,196	2,882	3,826	3,638	2,850

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

At baseline, 84% of parents/other adults are reading to their children at home. At midterm 2015, **90% of parents are reading to their children at home.**

Indicator calculation

Survey data from parent and student interviews were used to calculate Indicator 17, as shown in Tables 26 and 27. Where parent and student answers about home-reading activities differed, student responses were used. Parents who reported reading with their children every day, most days, or two to three times a week were classified as reading to their children at home. Note that national values (representing only Cohort 1 regions) are weighted to account for the sampling design. Subgroups are not weighted, as the same sizes are not large enough for weights to be accurately applied.

TABLE 26. PERCENT OF PARENTS READING WITH CHILDREN AT HOME, BY REGION AND GENDER, KYRGYZ REPUBLIC

Region	2014			2015		
	Total	Boys	Girls	Total	Boys	Girls
Bishkek	77%	92%	83%	91%	91%	91%
Chui	84%	83%	95%	98%	93%	96%
Jalal-Abad	86%	88%	93%	97%	94%	92%
Talas	90%	89%	91%	100%	100%	100%
Kyrgyz Republic	84%	86%	92%	90%	94%	94%

* Note that because of missing information on student gender, the data presented in the right two columns are only for those for whom we know the gender. Table 26 presents the average in the left column, which includes those with missing gender information. There is an upward bias in the number of students who are reading at home when limiting the data to only those with known gender.

TABLE 27. PERCENT OF PARENTS READING WITH CHILDREN AT HOME, BY REGION AND DIFFERENCE BETWEEN HOME AND SCHOOL LANGUAGE, KYRGYZ REPUBLIC

Region	2014		2015	
	Percent of students whose language of instruction is the same as their primary home language who are read to at home	Percent of students whose language of instruction differs from their primary home language who are read to at home	Percent of students whose language of instruction is the same as their primary home language who are read to at home	Percent of students whose language of instruction differs from their primary home language who are read to at home
Bishkek	81%	71%	93%	87%

Region	2014		2015	
	Percent of students whose language of instruction is the same as their primary home language who are read to at home	Percent of students whose language of instruction differs from their primary home language who are read to at home	Percent of students whose language of instruction is the same as their primary home language who are read to at home	Percent of students whose language of instruction differs from their primary home language who are read to at home
Chui	82%	90%	85%	92%
Jalal-Abad	86%	84%	93%	76%
Talas	85%	97%	100%	95%
Kyrgyz Republic	83%	86%	91%	86%

Data analysis

Overall, the rates of parents reading to children at home are very high and continue to grow as compared with baseline data. It is interesting that at baseline, girls were read to more commonly than boys, whereas in 2015 there is no difference. Given the known gender gap in reading outcomes, it is good to see that the gender gap in reading activities at home seems to be closing. Rates are also high when looking at the context of home and school language differences. Even though the special parent program planned in the project has not started in Cohort 1 communities, the increase of parents' numbers might be due to their better understanding of the importance of reading and their involvement in some of out-of-school activities like reading competitions and national book events that were started in target schools before data collection.

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

At midterm, 94% of students read non-textbook reading materials at home.

Indicator calculation

Students were asked if they read non-textbook books at home. The question did not address specifics (such as when or how often); rather, it asked generally about reading non-textbook books at home in order to avoid unnecessary complication. Students' answers were tabulated according to gender, the language spoken at home, and the language of instruction at school. Note that national values (representing only Cohort 1 regions) are weighted to account for the sampling design. Subgroups are not weighted, as the same sizes are not large enough for weights to be accurately applied as documented in Tables 28 through 30.

TABLE 28. PERCENT OF PRIMARY STUDENTS READING AT HOME, BY REGION AND GENDER, KYRGYZ REPUBLIC

Region	2014			2015		
	Total	Boys	Girls	Total	Boys	Girls
Bishkek	88%	88%	88%	96%	96%	94%
Chui	91%	89%	93%	95%	89%	92%
Jalal-Abad	88%	87%	90%	94%	93%	95%
Talas	90%	86%	94%	94%	94%	97%
Kyrgyz Republic	90%	88%	92%	94%	92%	94%

TABLE 29. PERCENT OF PRIMARY STUDENTS READING AT HOME, BY REGION AND HOME LANGUAGE, KYRGYZ REPUBLIC

Region	2014			2015	
	Russian Spoken at Home	Kyrgyz Spoken at Home	Uzbek Spoken at Home	Russian Spoken at Home	Kyrgyz Spoken at Home
Bishkek	94%	86%	-	94%	95%
Chui	97%	90%	100%	97%	90%
Jalal-Abad	100%	89%	68%	100%	93%
Talas	95%	89%	-	93%	96%
Kyrgyz Republic	96%	90%	81%	95%	93%

TABLE 30. PERCENT OF PRIMARY STUDENTS READING AT HOME, BY REGION AND LANGUAGE OF INSTRUCTION, KYRGYZ REPUBLIC

Region	2014		2015	
	Russian	Kyrgyz	Russian	Kyrgyz
Bishkek	84%	91%	94%	97%
Chui	96%	87%	98%	87%
Jalal-Abad	92%	87%	94%	94%
Talas	97%	85%	97%	94%
Kyrgyz Republic	94%	88%	96%	92%

Data analysis

Almost all students (94%) from Cohort 1 regions report that they read at home. An increase of four percentage points from baseline is not large, but it is important to maintain such a high level of reported reading at home to see how students understand the importance of reading. There are no major differences between girls' and boys' reports or between language groups.

INDICATORS 19 AND 20 are reported in Table 31. Data on out-of-school activities are collected through an activity roster. According to the project work plan, there are a range of out-of-school activities planned and conducted during the year. They included National Reading Day, Book Day, and different reading competitions. These types of events are mostly short term (1-day) and are aimed at increasing interest in reading and awareness of the importance of reading. Other types of out-of-school activities (longer term)—aimed at promoting reading and increasing reading skills among primary grade students—include Reading Camps, Reading Buddies, and the JumpStart program. All these activities are included in the IST and were planned from the beginning of the project, as they are an important part of the USAID Quality Reading Project intervention package. For Indicator 19, the USAID Quality Reading Project reported both type of events (short term and longer term), but for Indicator 16 above—on percent of students participating—only participants of the second type of events (longer term) are reported.

TABLE 31. INDICATORS 19 AND 20, KYRGYZ REPUBLIC

	Indicator	Target PY 2	Actual PY 2	Comments
19	Number of out-of-school reading activities	1,196	732	
20	Number of teachers, other educators, and community members (including parents) trained and equipped to implement out-of-school reading activities	2,990 educators	981 educators (966 – F; 15 – M)	Teachers trained on Reading Camps.

Data analysis

The total number of out-of-school activities for the reporting year is 732—33% of the target for this year. The target was set for Cohort 1 based on two out-of-school activities per school during the life of the project, so schools of Cohort 1 have time to reach the target before the end of the project. This year, Cohort 1 focused on IST and completing the 72-hour trainings; out-of-school activities started only in the summer. As for Cohort 2, the schools have already trained and the majority of out-of-school activities that began in June 2015, so they will move faster according to the project work plan. Table 32 shows the number of activities per region. Jalal-Abad, from Cohort 1, reported a smaller number of activities, while the Cohort 2 schools of Osh Oblast conducted more than 180 Reading Camps.

TABLE 32. OUT-OF-SCHOOL ACTIVITIES BY REGION, COHORT, AND TYPE

Region	Cohort	Reading Camp	Other (national book days, reading competitions, etc.)	Total
Chui\Bishkek	1	136	22	158
Batken	2	154	14	168
Jalal-Abad	1	5	44	49
Osh	2	181	10	191
Talas	1	113	47	160
Issyk-kul	3	0	6	6
Naryn	3	0	0	0
Total		589	143	732

To conduct out-of-school activities (Reading Camp) in May–June 2015, the USAID Quality Reading Project conducted trainings for teachers from Cohort 1 and Cohort 2 schools. A total of 981 teachers were trained on the Reading Camp program, 15 males and 966 females. Regional distribution is presented in Table 33. According to the target, five individuals from each school (teachers, parent, and community members) should be trained by the end of the project. Other trainings for parents, librarians, and community members are planned for PY 3 for all schools of Cohorts 1, 2, and 3.

TABLE 33: NUMBER OF TEACHERS, OTHER EDUCATORS AND COMMUNITY MEMBERS (INCLUDING PARENTS) TRAINED AND EQUIPPED TO IMPLEMENT OUT-OF-SCHOOL READING ACTIVITIES

Region	Total	Male	Female
Batken	126	5	121
Bishkek\Chui	171	1	170
Osh Region	315	2	313
Jalal-Abad	285	1	284
Talas	84	6	78
Kyrgyz Republic	981	15	966

4.5 INTERMEDIATE RESULT 4: INCREASED GOVERNMENT SUPPORT TO IMPROVE READING

The remaining three indicators, as shown in Table 34, focus on policy-level outcomes and capacity building activities.

TABLE 34. INDICATORS 21–23, KYRGYZ REPUBLIC

#	Indicator	Target PY 2	Actual PY 2	Comments
21*	Number of standardized reading assessments supported by USG	1	1	EGRA conducted in April 2015 in 60 schools in Chui\Bishkek, Jalal-Abad, and Talas regions.
22	Number of administrators and officials successfully trained to use reading assessment results	50 officials	65 officials	Dissemination workshop for MOES officials conducted in December 2014.
23*	Number of laws, policies, regulations, or guidelines developed or modified to improve primary-grade reading programs or increase equitable access	N/A		Primary-grade reading standards approved for Kyrgyz and Russian in PY 1.

* Standard USAID indicator

5. FINDINGS AND ANALYSIS: TAJIKISTAN

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

In Tajikistan, the 2015 midterm data collection did not include EGRA, thus goal-level indicators are not included in this reporting period; 2016 data collection will include EGRA in Grades 2, 3, and 4. Grade 3 students will be the same students from Grade 1 in 2014, those who constitute our longitudinal sample.

See the Kyrgyz Republic section for a description of these two indicators and changes to the calculations. A metric for establishing whether pupils met the minimum acceptable standard on the construct *Reading Fluency* was based on the Draft *National Standards for Reading* in the Republic of Tajikistan. Meeting the standard required a reading performance level of 40 words per minute at the second-grade level, and 80 words per minute at the fourth-grade level.

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

At baseline, 34.4% of Grade 2 students can read and understand the meaning of grade-level text, in Tables 35 - 38.

Indicator calculation

Note that the data presented in 2014 are recalculated and presented here according to 2015 definitions for Indicator 2. There are no changes to the data from 2014, only the presentation.

This indicator reports on the percentage of students in Grade 2 who can read at the national standards of fluency. Reading fluency serves as a proxy for reading and understanding. National standards are 40 words per minute in Grade 2 for both Tajik and Russian. Data are weighted according to the sampling design, which includes a student-level weight for language and school size.

TABLE 35. PERCENT OF GRADE 2 STUDENTS WHO CAN READ AND UNDERSTAND GRADE-LEVEL TEXT, BY GENDER, TAJIKISTAN

	Total (n)	Boys (n)	Girls (n)
Grade 2	34.4% (1,269)	28.7% (632)	40.0% (637)

TABLE 36. PERCENT OF GRADE 2 STUDENTS WHO CAN READ AND UNDERSTAND GRADE-LEVEL TEXT, BY REGION, TAJIKISTAN

Region	Total (n)
DRS	28.5% (378)
Dushanbe	67.4% (80)
Kulob	19.6% (152)
Kurghonteppa	41.3% (266)
Sughd	39.6% (297)
Zarafshon	39.8% (96)
Tajikistan	34.4% (1,269)

TABLE 37. PERCENT OF GRADE 2 STUDENTS WHO CAN RAD AND UNDERSTAND GRADE-LEVEL TEXT, BY LANGUAGE OF INSTRUCTION, TAJIKISTAN

Language	Total (n)
Tajik	33.3% (1,053)
Russian	61.0% (388)

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

Language	Total (n)
Tajik	33.2% (1,589)
Russian	44.1% (68)
Uzbek	40.7% (116)

Data analysis

Dushanbe Grade 2 students showed the highest results at 67%, followed by Kurgonteppa at 41% and Zarafshon at 40%. The lowest results are in the Kulob region at 20%. Girls performed better than boys: 40% versus 29%. Students from Russian-language instruction performed almost twice as well as students from Tajik language classes: 61% versus 33%.

When disaggregated by language spoken at home by students, the highest results are students speaking Russian at home with 44 % and the lowest for students speaking Tajik at home with 33%. A small number of Russian-language schools remain, primarily in cities and district centers. The majority of Tajik language schools across Tajikistan have challenges supporting teaching quality and standards ranging from lack of qualified staff to dilapidated buildings as well as the availability of quality materials written in Tajik. The availability and variety of reading materials in Russian coupled with the extensive history of Russian-language instruction influences Russian speaking, reading, and student instruction.

5.2 INTERMEDIATE RESULT 1: READING INSTRUCTION

The first group of indicators focuses on improved reading instruction. These indicators are meant to measure several inputs and outputs in the classroom, ranging from materials to teacher training. Overall, the situation at midterm captured by these indicators shows that levels of teaching remain low but that it varies widely throughout the country. Teachers of project treatment schools have improved knowledge and increased use of best practices in the teaching process. The project was successful in covering the planned number of school, teachers, and primary-grade students. The USAID Quality Reading Project in Tajikistan reached its targets in distribution of IST and mentoring materials.

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

The change in teacher knowledge is captured by comparing the results of a pretest (given to teachers at the beginning of the training) with the results of a posttest (given at the end of the training). The indicator captures the percentage of teachers who show improvement (i.e., those who get more answers correct in the posttest than the pretest). The project tests teachers and other educators on two levels—at Level 2, during master training and at Level 3, at school-level training. In Tables 39 and 40, the data for Cohort 1 shows that 57% of schools’ teachers improved their knowledge. Although this is below the target, the following could contribute to the teachers’ demonstrated change in knowledge: a) stationery and IST modules were printed and delivered late to schools causing the master trainers to start the IST in schools late and the possible loss of key messages and knowledge obtained during the Level 2 training. This assumption is supported by pretest and posttest for Level 2, where the percent of teachers gaining knowledge is relatively higher.

TABLE 39. PERCENT OF TEACHERS/EDUCATORS GAINING KNOWLEDGE OF PRIMARY-GRADE READING INSTRUCTION FROM TRAINING

Indicator	Target	Actual
Percent of teachers/educators gaining knowledge of primary-grade reading instruction from training	85%	57.2%

TABLE 40. PERCENT OF TEACHERS/EDUCATORS GAINING KNOWLEDGE OF PRIMARY-GRADE READING INSTRUCTION FROM TRAINING

Region (n)	Percent Teachers Gaining Knowledge
Dushanbe (25)	56.0%
Kulob (183)	60.7%
Kurgonteppa (340)	52.9%
Sughd (102)	65.7%
Tajikistan, Cohort 1 (650)	57.2%

Sughd and Kulob regions of Tajikistan show relatively better results of pretest and posttest data, but are still short of the 85% target. This shows that IST in Tajikistan at Level 3 (school level) was not as successful as expected. The project faced several obstacles throughout Cohort 1, including delays in approval from the MOES for the IST manual and the purchase and delivery of stationery. Overall, more than half of teachers (57.2%) and other educators improved their knowledge after completion of IST. The project expects future cohorts to have greater improvements as a result of lessons learned through Cohort 1 implementation. The project is also providing additional mentor training for Cohort 1 to improve the capacity and knowledge in Cohort 1 schools.

Detailed test results show that teachers lack knowledge on reading comprehension improvement techniques, developing vocabulary, and reading fluency skills. This may be caused by IST module structure, training plan, experience of national and master trainers, and background of teachers. There are several questions in the test that proved difficult for teachers—questions 4, 6, 10, 13, 17, 18, and 19 in pretest format. The questions are: The importance of differentiating small and capital letters, printed and handwritten letters, the varying usefulness and effectiveness of activities for developing the reading skills, reading comprehension, developing students’ vocabulary, reading fluency, and comprehension. Lessons learned from Cohort 1 indicated that the IST should focus on and strengthen these topics accordingly.

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

At midterm, 19.8% of teachers demonstrated reading instructional best practices in the classroom. There is a one percentage point improvement over the baseline data. We can observe in Table 41 that the Sughd region has improved, but all other regions have decreased the demonstration of reading instructional best practices—but it should be noted that data are not representative on the regional level; they are representative only at the national level.

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

TABLE 41. PERCENT OF TEACHERS DEMONSTRATING READING INSTRUCTIONAL BEST PRACTICES IN THE CLASSROOM, BY REGION, TAJIKISTAN

Region	2014	2015
Dushanbe	50%	13.3%
Kulob	23%	18.8%
Kurgonteppa	12%	3.6%
Sughd	26%	62.5%
Tajikistan	19%	19.8%

TABLE 42. PERCENT OF TEACHERS DEMONSTRATING READING INSTRUCTIONAL BEST PRACTICES IN THE CLASSROOM, BY LANGUAGE OF INSTRUCTION, TAJIKISTAN

Language	Percent Teachers Demonstrating Best Practices (n)
Tajik	17% (411)
Russian	32% (73)

Data analysis

In Table 42, classes with Russian-language instruction show better results in demonstrating best practices—32% versus 17% in Tajik-language classes. This may be explained by the availability of instructional and other supportive materials in the Russian language for Russian teachers. Russian-language instruction teachers widely utilize the materials that are easily available on the Internet and are developed for Russian Federation schools. Sughd teachers have observable improvement in demonstrating best practices. Other regions have decreased demonstration of best practices.

A critical challenge in Tajikistan for teachers to implement instructional best practices in the classroom—particularly related to the support for student-centered classrooms and comprehension pedagogy—are requirements by the MOES. For example, the MOES requires that all desks must be in straight lines, that group work is to be limited, and that students should work quietly (not engage in interactive-dynamic discourse). These mandates from the MOES are manifested differently in different schools, districts, and regions based on the level of engagement and oversight that occurs from the MOES in Dushanbe. For example, MOES representatives rarely visit schools or engage with regional or district education officials in Sughd, thus allowing much greater autonomy in classroom practices. Whereas schools in Dushanbe and Kurgonteppa experience considerable oversight from the MOES. On several occasions, when MOES representatives observed midline data collection, they chastised the teachers for violating MOES guidance on classroom structure and student engagement. Many of these representatives had participated in the IST or in the development of the training materials, so their criticism was unexpected. The project is working with the Republican Teacher Training Institute to ensure that best practices for reading instruction in the classroom incorporated into future MOES policy.

As with the Kyrgyz Republic, the effectiveness of the IST can vary as a result of trainer capacity, pre-existing knowledge, and motivation of teachers and administrators to implement the new skills and activities. Because of a limited and nonrepresentational small sample at the regional level, we cannot compare regions' scores to each other.

FIGURE 10. PERCENT OF TEACHERS WHO COMPLETE ESSENTIAL ACTIVITIES TO SUPPORT READING, PART 1

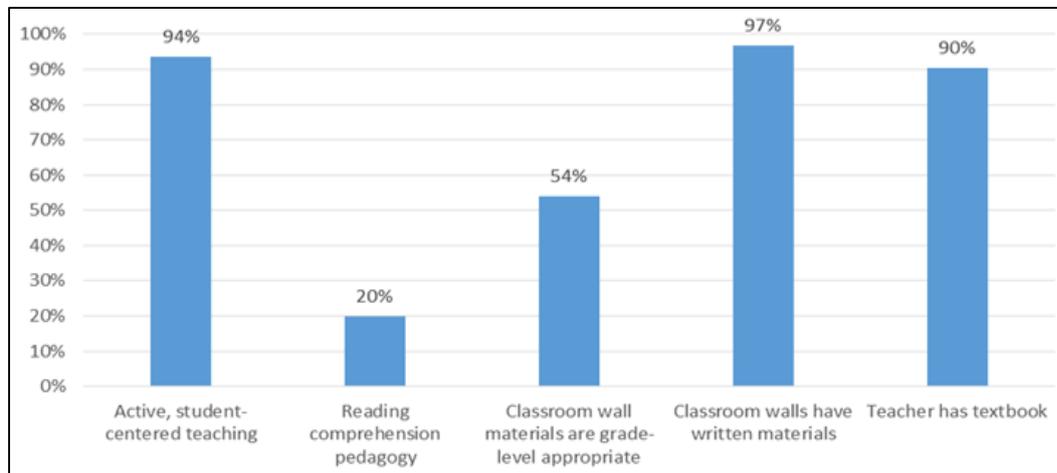
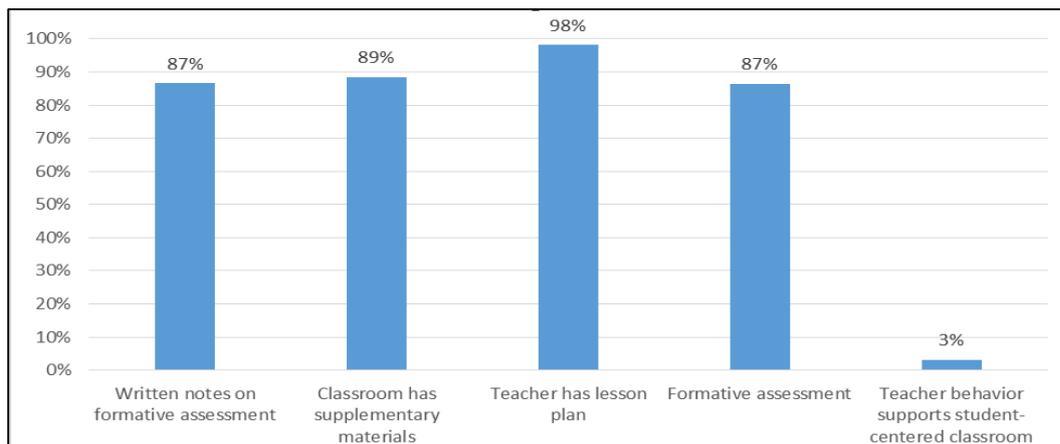


FIGURE 11. PERCENT OF TEACHERS WHO COMPLETE ESSENTIAL ACTIVITIES TO SUPPORT READING, PART 2



Figures 10 and 11 present the percent of teachers demonstrating each of the 10 essential activities. Commonly in Tajikistan, teachers have lesson plans (98%), classroom walls have written materials (97%), apply active, student-centered teaching (94%), and teachers have textbooks (90%). These are the most observed best practices used by teachers in the USAID Quality Reading Project target schools. The less observed best practices are: teacher's behavior to support student-centered classroom (3%), reading comprehension pedagogy (20%), and classroom wall materials are grade-level appropriate (54%). Teachers reported that the student-teacher ratio and number of activities (not just related to reading) limit the time they can spend on the different reading activities, particularly making time for students to read independently and assigning work based on student ability. As with the Kyrgyz Republic, the physical characteristics of reading class environment and teachers' activities can be changed much more quickly than more value- and attitude-oriented behaviors.

We examined the performance of teachers on other contextual factors using supporting data from the teacher survey and classroom observation instruments. Figure 12 demonstrates that the teachers most

commonly use reading aloud rather than reading independently (79% and 25%, respectively). Figure 13 shows that teachers are covering all main reading skills when teaching reading; in observed classrooms, 74% of lessons have activities for phonological awareness, and 90% and 77% on reading fluency and reading comprehension, respectively. In Figure 14, the most commonly observed activity is the teachers' modeling and encouraging students to make predictions about text content using pictures, background knowledge, and text features, which are effective techniques for teaching comprehension. Teachers were observed using the five components of reading. It is interesting to note that 31% of teachers tried to address all five components during the one lesson, while 35% of teachers tried to include four of the five components of reading.

FIGURE 12. TEACHER ACTIVITIES ON TEACHING READING: PERCENT OF CLASSES WHERE TEACHERS...

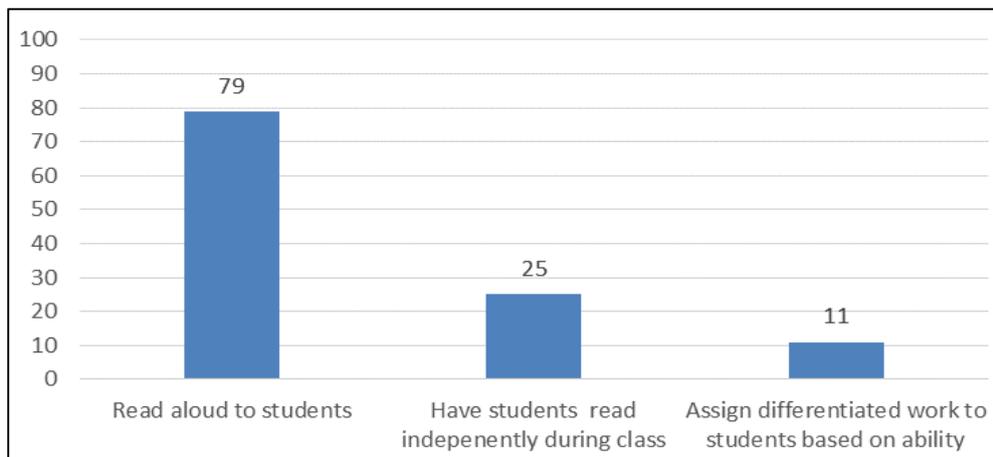


FIGURE 13. TEACHER ACTIVITIES ON TEACHING READING: PERCENT OF CLASSES WITH...

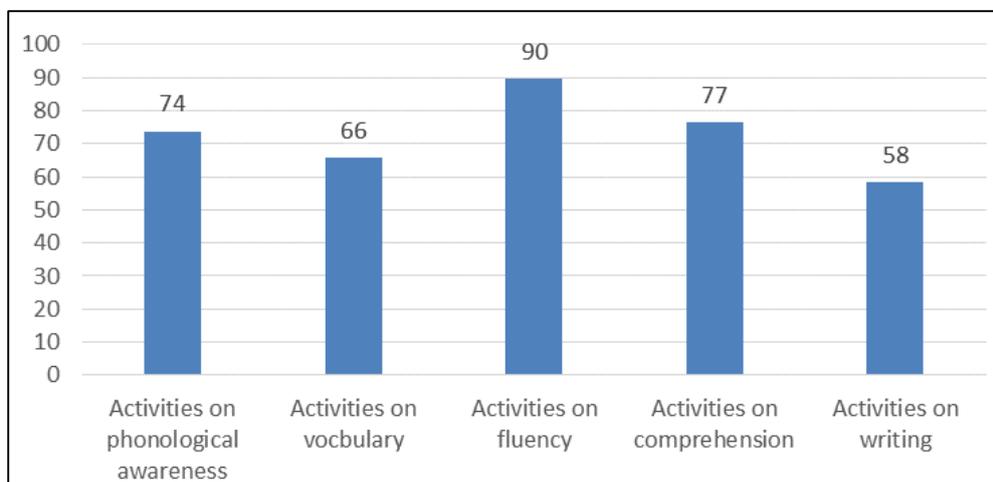
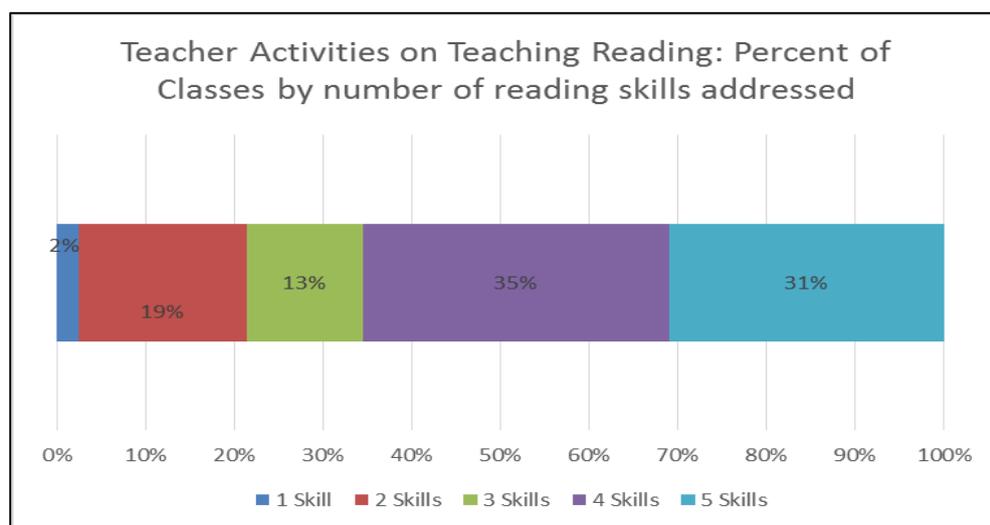


FIGURE 14. TEACHER ACTIVITIES ON TEACHING READING: PERCENT OF CLASSES BY NUMBER OF READING SKILLS ADDRESSED



INDICATORS 5 THROUGH 11 are reported in Table 43. We do not include notes of calculation or analysis as these data report straight input counts.

TABLE 43. INDICATORS 5–11, TAJIKISTAN

#	Indicator	2015 Target	2015 Actual	Notes
5	Number of primary-grade students taught by teachers who have received reading training	238,000 (Cohort 1)	257,883	Counted the number of students taught by teachers who completed IST trainings, Includes Cohorts 1 and 2 – Level 2
6	Number of schools getting support	1,229 (Cohorts 1 and 2)	1,678	
7	Number of in-service training packages developed and approved by the MOES	2	1	1 IST package in Tajik language
8*	Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support	8,570 (Cohort 1, 6,200 teachers; Cohorts 2 and 3, 2,370 mentors)	6,121	The result is for teachers completed 72 hours
9	This indicator was dropped in PY 1. Because of the way the trainees are certified upon completion, it provides no new information.			
10	Number of in-service training materials distributed to teachers/other educators.	8,570	14,342	In-service training materials for Cohort 1 Levels 2 and 3 were distributed in summer FY 2015 Q4
11	Number of mentoring guides distributed to mentors	2,500	15,109	The mentoring guide was included as a chapter in the in-service training material, thus distributed to all teachers/educators

* Standard USAID Indicator

The USAID Quality Reading Project was successful in covering the targeted number of schools, teachers, and—indirectly—primary-grade students. The project was able to reach a greater number of teachers than planned because the statistical data from the MOES for 2012 were incomplete. In Tajikistan, initially the project randomly selected 1,721 schools. During the implementation, some schools were identified as ineligible—for example, Uzbek-language of instruction, no primary-grade classes, and so on—reasons again that are related to incomplete or incorrect MOES-provided data. In addition, some schools did not send teachers to the Level 2 (master trainer) IST or missed the IST for different reasons. Every such case was documented and those schools were excluded from the list of project-treatment schools. By the completion of Cohort 3 IST trainings, the project had 1,678 treatment schools. Eligible schools from Cohorts 1, 2, and 3 that did not participate may be included in Cohort 4.

Cohort 1 targeted 872 schools (Dushanbe, Kulob, Kurgonteppa, and part of Sughd) and has been providing mentoring support, completed the school-level IST, and started the out-of-school activities. Cohort 2 schools were provided with an 11-day master training as well as with mentoring support of school-level trainings, which will complete by January 2016. Those schools also received trainings on out-of-school activities (Reading Camp) and started this activity with project support; 453 schools of Cohort 3 (DRS, Sughd, and Zarafshon) were provided with master training in August 2015.

The majority of Cohort 1 teachers completed the 72-hour IST at school level (Level 3) in May–June 2015 and are still submitting all required documentation to their respective regional M&E coordinators. The project awarded certificates to teachers who completed the Level 1 and Level 2 IST. The remaining trained Level 3 teachers will receive their certificates together with Cohort 2 and will be reported in PY 3. The actual number of teachers covered by the IST in schools will be higher than initially planned, as the process of verification of completion of the 72-hour IST is being finalized with the MOES.

The total number of primary-grade students taught by teachers who have received reading training is 257,883, which is 109% of the target of 238,000 and includes 131,520 boys and 126,363 girls. Population demographics in Tajikistan indicate an increase in the number of primary-school-age children; therefore, the project may cover more primary-grade students as indirect beneficiaries than initially was planned. The increase in primary-grade students is not yet related to an increase in teachers in the classroom; thus, the student-to-teacher ratio is growing and could influence classroom teaching practices.

All teachers participated in Level 1 and Level 2 IST, and the majority of Level 3 teachers were provided with the training materials. Because of the use of different types of materials (for master training, for school-based training, and resource packages for teachers), participants got two or three different modules. As a result, based on number of trainees, the project exceeded the target. As for the Mentor Guide, it was included as a chapter in IST material and was distributed to all teachers who received the manual, regardless of their classification as a school-level mentor. The full distribution of the Mentor Guide within the IST explains how the USAID Quality Reading Project exceed this target.

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

At midterm, 24.6% of teachers used results from classroom-based reading assessments.

Indicator calculation

Because this indicator measures if and how teachers use classroom-based assessment, we capture it through the teacher interviews. We chose to rely only on the teacher response and not classroom observation because this kind of teacher decision making is more difficult to observe in a one-time classroom observation. Teachers are counted only when the teacher can show student assessment notes and respond that the notes are used to assess students and assess their teaching.

TABLE 44. PERCENT OF TEACHERS USING RESULTS OF CLASSROOM-BASED READING ASSESSMENT, BY REGION, TAJIKISTAN

Region	2014 (n)	2015 (n)
Dushanbe	14% (28)	6.3% (16)
Kulob	8% (65)	28.1% (32)
Kurgonteppa	8% (100)	9.3% (54)
Sughd	14% (112)	66.7% (24)
Tajikistan	9% (507)	24.6% (100)

TABLE 45. PERCENT OF TEACHERS USING RESULTS OF CLASSROOM-BASED READING ASSESSMENT, BY TEACHER GENDER, TAJIKISTAN

Teacher Gender	Percent Teachers using Classroom-based Reading Assessment (n)
Male	7.7% (26)
Female	29.0% (100)

Data analysis

There are improvements in all regions of Tajikistan, excluding the capital city, Dushanbe. As shown in Table 44, the highest improvement is in the Sughd region, from 14% to 67%, followed by the Kulob region, from 8% to 28%. Again, it should be noted that data are representative at the national level only. Overall, use of classroom-based reading assessments is low. Kulob and Sughd demonstrate higher use than average, which may be related to the greater availability of the IST materials in Tajik language. Dushanbe, with a relative higher number of Russian schools, was provided with the Tajik IST manual only, while the Russian IST manual is pending approval from the MOES. In addition, assessment is covered on Day 1 of the IST and the attendance rate has been low on the first day. The program staff have reorganized the IST program agenda to cover critical topics when the attendance rate is high and stable. However, the low use of classroom-based reading assessments in Dushanbe calls into question the reliability of the distribution of resources as a causal factor, given that Sughd has the highest level of best classroom instructional practices.

Based on the classroom observation, in Table 45, female teachers are using classroom-based assessment and other new teaching practices from the IST.

5.3 INTERMEDIATE RESULT 2: READING MATERIALS

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

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

At midterm, 3% of homes have an adequate number of grade-level-appropriate supplementary reading materials.

The parent questionnaire is used to capture this information. The indicator counts the household as having an adequate number of books if they have more than 10. The student questionnaire (or section 10 of EGRA tool) asks the student if he/she has books in addition to textbooks at home. More than two-

thirds replied that they have reading materials in the home in addition to textbooks. Again, to count the number of supplementary reading materials as adequate, the number must be more than 10. The situation appears to have become worse regarding the availability of reading materials in homes. While the situation was not good during baseline (11%), at midterm it appears to have dropped to 3% in Table 46. Possible changes in reporting of this indicator by parents or students could be related to the increased understanding of non-textbook reading materials through project-related sensitization on reading—what students and parents previously considered reading materials may no longer be true. Table 46 also shows that no homes in the 2015 sample in Kulob, Kurgonteppa, and Sughd had an adequate number of grade-level-appropriate supplementary reading materials – more than 10 books. For Kulob, Kurgonteppa, and Sughd this is not a noticeable reduction from materials reported at baseline.

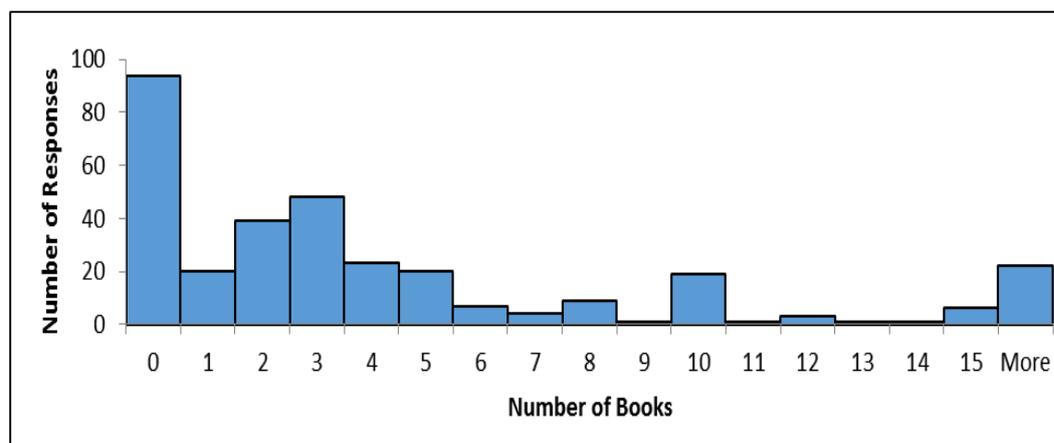
For notes on how the indicator was constructed, see Section 4.3 on the Kyrgyz Republic.

TABLE 46. PERCENT OF SCHOOLS AND COMMUNITIES WITH AN ADEQUATE NUMBER OF GRADE-LEVEL-APPROPRIATE SUPPLEMENTARY READING MATERIALS, BY REGION, TAJIKISTAN

Region	2014			2015		
	Books at school	Books at home	Books at school and home (n)	Books at school	Books at home	Books at school and home
Dushanbe	89%	56%	56%	60%	20%	20%
Kulob	30%	5%	5%	78%	0	0
Kurgonteppa	38%	8%	6%	21%	0	0
Sughd	61%	13%	13%	80%	0	0
Tajikistan	47%	11%	10%	52%	3%	3%

Figure 15 shows the number of children’s books in the home according to parental responses. A high number of homes have five or fewer books at home.

FIGURE 15. PARENT RESPONSE: NUMBER OF CHILDREN’S BOOKS PER HOME



Data analysis

Schools have improved availability and provision of books compared to the baseline. Slightly more than half of the schools have enough books at the national level. Sughd, Kulob and Dushanbe are the only regions where more than half of the schools have an adequate supply of books. Dushanbe is the only region that has any communities with adequate books at home (20%). It is not surprising that schools and homes in the capital have greater access to children’s books. Students indicated that they have reading materials in their homes, but the number is fewer than 10 units and is not considered adequate through this indicator.

The project will strengthen the delivery of supplementary reading materials to schools in PY 3 and PY 4. The children’s books will be distributed to the treatment project schools.

INDICATOR 14 is reported in Table 47. We do not include notes of calculation or analysis as these data report straight input counts.

TABLE 47. INDICATOR 14, TAJIKISTAN

Indicator	Target PY 2	Actual PY 2	Comments
Number of supplementary reading materials for students in Grades 1–4 distributed to schools and communities/libraries	500,000	240	Materials distribution will continue in PY 3

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

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

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

At midterm, we have observed a positive change in parents’ attitudes toward reading in Table 48. It is critical when parents support and create a favorable environment for reading for their children at home. Overall, there are considerable improvements in parents’ attitude, especially among female family members.

Indicator calculation

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

TABLE 48. PERCENT OF PARENTS WHOSE ATTITUDES TOWARD READING HAVE IMPROVED, BY REGION AND GENDER, TAJIKISTAN

Region	Percentage of parents who changed their composite reading attitude score	Female respondent	Male respondent
Dushanbe	20%	25%	17%
Kulob	33%	38%	26%
Kurghonteppa	35%	36%	35%
Sughd	33%	36%	0%
Tajikistan	33%	36%	29%

Data analysis

A third of parents improved their attitudes toward reading. Female respondents, in comparison with male respondents, showed improved attitudes toward reading by 36% and 29%, respectively. Even considering the fact that project activities toward increasing awareness of community members regarding importance of reading was started later than the IST, the indicators show successful delivery of out-of-school activity messages and teacher engagement with parents around reading. There is no significant difference among regions beside Dushanbe City, where the average composite reading-attitude score was initially higher.

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

At midterm, 34% of students participate in out-of-school reading activities. Prior to the beginning of the 2015–2016 academic year, all Grade 1 students participated in JumpStart activities jointly organized by the MOES, the USAID Quality Reading Project, and other international agencies.

Indicator calculation

For the indicator definition, please refer to section 4.4 in the Kyrgyz Republic Section of the report. All students in project schools Grade 1 participated in JumpStart. The project estimates that Grade 1 students make up 25% of all primary-grade students, a statistic that has been verified by the MOES. The gender breakdown is also estimated based on the proportion of boys to girls in primary grades at 51:49, per MOES statistics.

During the reporting period, all 1,678 USAID Quality Reading Project treatment schools delivered JumpStart, 26 schools organized summer schools, 1 school hosted a National Book Day event, and another school hosted a Reading Competition for schools across the district. The project started additional out-of-school activities like Reading Camp in summer 2015 and the percent is expected to increase in the coming years.

TABLE 49. PERCENT OF PRIMARY STUDENTS PARTICIPATING IN OUT-OF-SCHOOL READING ACTIVITIES, BY REGION AND GENDER, TAJIKISTAN

Region	Total	Boys	Girls
DRS	25%	13%	12%
Dushanbe	25%	13%	12%
Kulob	25%	13%	12%
Kurgonteppa	25%	13%	12%
Sughd	25%	13%	12%
Zarafshon	25%	13%	12%
Tajikistan	25%	13%	12%

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

At PY 2 midterm data collection, 46% of parents and other adults reading to children at home.

Indicator calculation

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

TABLE 50. PERCENT OF PARENTS READING WITH CHILDREN AT HOME, BY REGION AND GENDER, TAJIKISTAN 2014 AND 2015

Region	2014			2015		
	Total	Boys	Girls	Total	Female	Male
DRS	79%	82%	83%	63.27%	66.07%	59.52%
Dushanbe	82%	79%	90%	36.97%	37.50%	36.36%
Kulob	74%	79%	64%	48.54%	48.97%	48.06%
Kurghonteppa	64%	68%	65%	34.38%	38.10%	31.48%
Sughd	69%	76%	73%	45.50%	45.26%	45.74%
Zarafshon	74%	78%	72%	63.27%	66.07%	59.52%
Tajikistan	73%	77%	75%	36.97%	37.50%	36.36%

* Note that because of missing information on student gender, the data presented in the right two columns are only for those for whom we know the gender. Table 50 presents the average in the left column, which includes

those with missing gender information. There is an upward bias in the number of students who are read to at home when limiting the data to only those with known gender.

Because of the late start of the out-of-school activities, the project expects to see the effect of the trainings and activities in PY3 and PY4. This midterm shows that about half of parents/other adults read non-textbook materials to students at home. As expected, the highest percent of parents reading the books with children is the capital city of Dushanbe (63%), in Table 50. Slightly more female parents than male parents were reading with children. The percent of students whose language of instruction is the same as their primary home language who are read to at home (53%) is higher than the percent of students whose language of instruction is different from their primary home language (45%).

It is unclear at this time, why there appears to be a considerable reduction in the percent of parents reading with children at home from the baseline in 2014 to the 2015 midterm. The project will explore the possible reasons for this reduction including those research related – quality of the instrument, the indicator definitions, data collector training, and program implementation related – parent understanding and perceptions related to reading and how they define reading.

TABLE 51. PERCENT OF PARENTS READING WITH CHILDREN AT HOME, BY REGION AND DIFFERENCE BETWEEN HOME AND SCHOOL LANGUAGE, TAJIKISTAN

Region	Percent of students whose language of instruction is the same as their primary home language in region who are read to at home	Percent of students whose language of instruction is different than their primary home language in region who are read to at home
Dushanbe	40%	64%
Kulob	75%	37%
Kurghonteppa	64%	48%
Sughd	40%	33%
Tajikistan	53%	45%

Data analysis

Because of late start of out-of-school activities, the project expects to see the effect of trainings in subsequent years. This midterm shows that about half of parents/other adults read non-textbook materials to students at home. As expected, the highest percent of parents/other adults reading the books with children is the capital city of Dushanbe (63%). To a small degree, female parents/caregivers are reading more than males with children at home.

The percent of students whose language of instruction is the same as their primary home language who are read to at home (53%) is higher than the percent of students whose language of instruction is different than their primary home language who are read to at home (45%), as noted in Table 51. This can be described by the availability and a spread of reading materials in Tajik and Russian in comparison to other languages.

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

At the 2015 midterm data collection, 96% of students report that they read non-textbook books at home.

Indicator calculation

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

TABLE 52. PERCENT OF PRIMARY-GRADE STUDENTS READING AT HOME, BY REGION AND GENDER, TAJIKISTAN 2014 AND 2015

Region	2014			2015		
	Total	Boys	Girls	Total	Boys	Girls
Dushanbe	89%	89%	90%	98%	98%	97%
Kulob	62%	63%	62%	94%	95%	94%
Kurgonteppa	57%	58%	56%	96%	95%	97%
Sughd	77%	75%	78%	96%	95%	97%
Tajikistan	70%	69%	70%	95.78%	95%	96%

After one year of project activities, Cohort 1 primary-grade students are already showing considerable increases in reading non-textbook materials at home in all regions, as shown in Table 52.

TABLE 53. PERCENT OF PRIMARY-GRADE STUDENTS READING AT HOME, BY REGION AND HOME LANGUAGE, TAJIKISTAN 2014 AND 2015

Region	2014			2015		
	Russian Spoken at Home	Tajik Spoken at Home	Uzbek Spoken at Home	Russian spoken at home	Tajik spoken at home	Uzbek spoken at home
Dushanbe	83%	91%	88%	100%	97.55%	100%
Kulob	-	63%	54%	0%	93.90%	100%
Kurgonteppa	69%	57%	55%	96.30%	96.18%	94.12%
Sughd	74%	78%	69%	94.12	96%	100%
Tajikistan	75%	69%	68%	96.05%	95.72%	96.53%

TABLE 54. 2015 PERCENT OF PRIMARY STUDENTS READING AT HOME, BY LANGUAGE OF INSTRUCTION

Region	Russian	Tajik
Dushanbe	98%	98%
Kulob	0%	94%
Kurghonteppa	82%	97%
Sughd	94%	97%
Tajikistan	90%	96%

TABLE 55. PERCENT OF PRIMARY STUDENTS READING AT HOME, BY GRADE

Region	Grade 2	Grade 4
Dushanbe	97%	98%
Kulob	94%	94.35%
Kurghonteppa	94.7%	97.39%
Sughd	96%	96.50%
Tajikistan	95%	96.51%

Data analysis

Tables 53 through 55 show that all regions have comparable and relatively high figures ranging from 94% to 98%. There is no significant difference among boys and girls.

Russian- and Uzbek-speaking students reading at home have comparable figures (96% and 97%) with Tajik students (96%). By language of instruction, Tajik students have higher figures (96% versus 90%) of students with Russian-language instruction classes. Disaggregated by grade, the percent of Grade 2 and Grade 4 students reading at home is also comparable, 95% and 97% respectively.

INDICATORS 19 AND 20 are reported in Table 56. We do not include notes of calculation or analysis, as these data report straight input counts. Below the table are estimates based on baseline data surveys.

TABLE 56. INDICATORS 19 AND 20, TAJIKISTAN

#	Indicator	Target PY 2	Actual PY 2	Comments
19	Number of out-of-school reading activities	1,862	1,706	26 summer Reading Camps plus JumpStart activities in all treatment schools during FY 15
20	Number of teachers, other educators, and community members (including parents) trained and equipped to implement out-of-school reading activities	4,655	1,510	Started in June 2015, training in Dushanbe for national trainers and three trainings in Dushanbe, Kurgonteppa, and Kulob

Data analysis

The total number of out-of-school activities for the reporting year was 1,706, which is 92% of target for the year. The target for Cohort 1 is based on two out-of-school activities per school during the life of the project, so schools in Cohort 1 have time to reach the target the next year. This year, Cohort 1 focused on IST and completing the 72-hour training, out-of-school activities started during summer, 2015. As for Cohort 2, the schools have already trained and started out-of-school activities, so they will move faster according to the plans. Table 57 presents the number of activities per region.

TABLE 57. NUMBER OF OUT-OF-SCHOOL ACTIVITIES BY REGION, COHORT AND TYPE

Region	Cohort	JumpStart	Reading Camp	Other (National Book Days, reading competitions, etc.)	Total
Dushanbe	1,2	76	6	0	82
Kulob	1	321	10	1	332
Kurgonteppa	1	450	10	1	461
Sughd	1, 2,3	392	0	0	392
DRS	2,3	312	0	0	312
Zarafshon	3	127	0	0	127
Total		1,678	26	2	1,706

To conduct out-of-school activities (Reading Camp) in May–June 2015, the USAID Quality Reading Project conducted trainings for teachers from Cohorts 1 and 2 schools. In total, 1,510 teachers were trained on Reading Camp, 485 male and 1,025 female. According to the target, five individuals from each school (teachers, parents, and community members) should be trained by the end of project. Additional trainings for parents, librarians, and community members are planned for PY 3 for all schools in Cohorts 1, 2 and 3.

5.5 INTERMEDIATE RESULT 4: INCREASED GOVERNMENT SUPPORT TO IMPROVE READING

The remaining three indicators, in Table 58, focus on policy-level outcomes and capacity building.

TABLE 58. INDICATORS 21–23, TAJIKISTAN

#	Indicator	Target PY 2	Actual PY 2	Comments
21*	Number of standardized reading assessments supported by USG	1	0	The MOES had not approved the EGRA baseline report by the start of the midterm data collection period for April/May 2015 and after discussions with USAID, it was determined that the MOES would likely not approve and support the 2015 EGRA. The decision was made to skip EGRA this year with Grade 2 students and conduct it next year, April 2016, covering Grade 3—the students who were supposed to be assessed this year in Grade 2 from Cohort 1.
22	Number of administrators and officials successfully trained to use reading assessment results	50	20	Dissemination workshop for MOES officials was conducted in December 2014.
23*	Number of laws, policies, regulations, or guidelines developed or modified to improve primary-grade reading programs or increase equitable access	1	1	Reading standards reviewed and approved by MOES for piloting through the Global Partnership for Education 4 process

* Standard USAID indicator

6. LIMITATIONS OF DATA

We have two important caveats with respect to the baseline data presented in this report. The first, it should be reiterated that this midterm data cannot be used to draw inferences about national levels. The data are not nationally representative and present a much smaller sample size than the 2014 baseline data collection. The 2015 data was collected only from the Cohort 1 regions of the Kyrgyz Republic, Bishkek, Chui, Talas, and Jalal-Abad, and portions of Dushanbe, Khatlon, and Sughd in Tajikistan, where the intervention rollout began and school-level teacher training was almost complete at the time of data collection. The results may represent the Cohort 1 subgroup accurately, but we cannot guarantee that results are nationally representative. As a basic rule of thumb, when there are fewer than 100 respondents, data cannot necessarily be considered representative. Note that the sample sizes in the tables represent the number of respondents for the given percent value rather than the overall sample size.

Second, the data in this report cannot be used to attribute change to the USAID Quality Reading Project intervention. The forthcoming impact evaluation midterm report will provide a thorough analysis of the data that compares treatment schools to control schools. By making use of the randomized controlled trial design, we will be able to determine whether there is change in scores attributable to the effect of the intervention.

Despite these limitations, we do not have reservations about the data we present. Because of the random sample, there is no selection bias (which can sometimes represent a major issue in research that involves a close partnership with the host government). Data collection took place at the end of the school year in both countries, and future rounds of data collection will be at the same time in the calendar year. This ensures that other outside factors that may vary throughout the year will not bias results.

7. CONCLUSION

According to the input indicators, we can report that the coverage of schools, teachers, students, as well as the number of IST materials distributed are close to what was targeted or even exceeded the target. At the same time, this midterm shows a mixed picture of results in the Kyrgyz Republic and Tajikistan: Early Grade Reading Assessment (EGRA) results show some levels of achievement and home reading culture seems to be strong, despite low availability of reading materials. Teachers show a change in knowledge from the training, but still struggle to translate that to changed behavior and practices in the classroom. Out-of-school activities and community involvement have just started in both countries, so this complimentary project activity will be monitored and reported on in future reports. One of the reasons for such varied findings in this report can be the intervention timeline of the second year, when interventions are not happening at the same time: teachers training, reading materials availability improving, out-of-school activities and community involvement planned mostly as consecutive rather than concurrent activities to better allocate project resources. As all activities come into alignment, the project expects their coordinated implementation will improve project results.

Appendix A: Performance Monitoring and Evaluation Reporting Table – Kyrgyz Republic

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY2015	Actual Q1 FY2015	Actual Q2 FY2015	Actual Q3 FY2015	Actual Q4 FY2015	Total PY2	% of achievement	Comments
1	Percent change in proportion of students in program schools who read proficiently according to national standards	reading skill, performance level, grade, gender, language	sample-based EGRA	yearly	34.52%	20% percent increase	n/a	n/a	n/a	n/a	20.28% percent change (41.53%) Cohort 1	100%	Assessment data April'15 (Cohort 1) Note: Indicator 1 measures <i>percent change</i> , and not percentage point change.
2*	Proportion of students in intervention schools who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	reading skill, performance level, grade, gender, language	sample-based EGRA	yearly	34.25%	50%	n/a	n/a	n/a	n/a	52.36% C1	104%	Assessment data April'2015 (Cohort 1)
Intermediate Result 1: Improved reading instruction in grades 1-4													
3	Percent of teachers/educators gaining knowledge of primary grade reading instruction from training	gender, language, cohort, region	sample-based knowledge pre and post-test	at the beginning and end of each training	-	85%	80% (Post-test C1, L2)	n/a	n/a	76.9% (Post-test C1, L3)	76.9%	90,5%	Reported on test results of Cohort 1 teachers after completing 72 hours IST
4	Percent of teachers demonstrating in the classroom instructional best practices in reading	gender, region, language	sample-based classroom observation tool	yearly	26%	50%	n/a	n/a	n/a	n/a	Russ: 40% Kyrgyz: 35%	73%	Assessment data April'15

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY2015	Actual Q1 FY2015	Actual Q2 FY2015	Actual Q3 FY2015	Actual Q4 FY2015	Total PY2	% of achievement	Comments
5	Number of primary grade students taught by teachers who have received reading training	gender, grade	training roster, school database	annually	0	130,000	130,000 (in process)	n/a	129,300 (in process)	91,374 Talas: 14,834 (7182 F; 7652 M) Chui\B: 47,260 (23,362; 23,898 M) JA: 29,280 (14,551 F; 14,729 M)	91,374 F: 45,095 M: 46,279	70%	Reported only students of C1 teachers completed the 72 hours and certified by KAE. After certification remaining teachers data on C1 will be updated in PY3
6	Number of schools getting support	region, type of support (training, material)	activity roster, school database	according to training schedule	0	1,080 (C1&2 schools)	616 (C1)	1,065	1,059 (C1&2)	1,276 (C1&2 training, mentoring support; C3 training)	1,276 (C1-608; C2-449; C3 -219)	118 %	24 schools excluded from the list of target schools, C3 schools completed L2 training has been added
7	Number of in-service training packages developed and approved by MOES	type	training package, approval document	annually	n/a		approved in PY 1						Achieved in PY 1
8*	Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support <ul style="list-style-type: none"> Trainers, MOE/ITTI/DED officials 	gender, region, cohort, level of training	training rosters	according to training schedule	n/a	4,696 (1,196 mentors; 3,500 teachers – C1)	1,904* 66 trainers (C2) Mentors: 1,219 (C1) Talas: 144 JA: 521 Chui\B: 473 Teachers: 1,534	3,421 (C2, L2 only) Mentors: 770 (C2) Batken: 198 Osh: 572 Teachers: 2,651	TBD	1,690 (C3, L2 only) Mentors: 429 IK: 265 Naryn:164	C1 – 3610 Chui\B: 1587 (333 mentors) Talas: 701 (76 mentors) JA: 1325	77%	Annually reported teachers completed 72 hours IST and certified by KAE. Because of late start of L3 trainings some of schools in Jalalabad and Chui regions will be certified with

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY2015	Actual Q1 FY2015	Actual Q2 FY2015	Actual Q3 FY2015	Actual Q4 FY2015	Total PY2	% of achievement	Comments
	<ul style="list-style-type: none"> Mentors (DD, methodologist, advanced teacher) Primary grade teachers (except mentors) 						Talas: 57 JA: 842 Chui\B: 635 *In August – 2,918 C1	Batken: 719 Osh: 1855 Chui: 77					C2 schools in PY3
9	Number of teachers/other educators receiving in-service training in reading.	Note: We propose eliminating this indicator moving forward. It is duplicative of indicator 8. Our original thinking was the capture those who get a certificate and can demonstrate successful completion through a final test with indicator 8, where indicator 9 would just mark full attendance. Because the certification system differs by country, and the test is captured in a separate indicator, indicator 9 does not add any new information. The following indicators will keep their original numbering for consistency in reporting.											
10	Number of in-service training materials distributed to teachers/other educators	type, # of copies	part of training roster	according to training schedule	0	2,842	2,819	11,906 5,199 L3 IST (C1) 3,311 L2 IST (C2) 3,396 L3 IST (C2)	0	5,001 2811 L3 IST (C3) 2190 L2 IST (C3)	19,726	682%	IST materials divided based on level of training, so teachers can get IST material of 2 and 3 level both, includes Cohort 3
11	Number of mentoring guides distributed to mentors	type, # of copies	material distribution records	according to training schedule	0	2,000	1,219 (C1)	1,033 (C2)	0	800 (C3)	3,052	152%	Cohorts 1, 2 and 3
12	Percent of teachers using results of classroom-based reading assessment	gender, school language	sample-based teacher and student questionnaire	baseline midterm C1, midterm C 2&3, endline	28%	45%	n/a	n/a	n/a	n/a	37% Kyrgyz: 28% Russ: 46.7%	82%	Assessment data April'15
Intermediate Result 2: Increased availability of reading materials													

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY2015	Actual Q1 FY2015	Actual Q2 FY2015	Actual Q3 FY2015	Actual Q4 FY2015	Total PY2	% of achievement	Comments	
13	Percentage of schools and communities with adequate number of grade-level-appropriate supplementary reading materials	region, school, communities, language	Sample-based teacher, librarian and parent questionnaire	baseline midterm C1, midterm C 2&3, endline	15%	25%	n/a	n/a	n/a	n/a	17%	68%	Assessment data April '15	
14	Number of supplementary reading materials for grade 1-4 students distributed to schools and communities \ libraries	Type, # of copies	material distribution roster	annually	0	200,000	0	0	0	0	0	0	0	Postponed, book procurement delayed as a result of bilateral agreement issue
Intermediate Result 3: Increased out-of-school reading time														
15	Percent of parents whose attitudes towards reading have changed	region, gender, language	sample-based parent questionnaire, KAP section	baseline midterm C1, midterm C2&3, endline	-	6%	n/a	n/a	n/a	n/a	30.5% (C1 only) F: 38% M: 37%	500%	Assessment data April '15	
16	Percent of primary grade students participating in QRP out-of-school reading activities	region, gender	activity roster	by schedule of activities	0	50%	0	n/a	KG: 6, 323 Osh: 78 Talas: 1,555 Batken: 1,756 JA: 0 Chui/B: 2,934	KG:6,873 Osh: 3,971 Talas: 983 Batken: 1,426 JA: 128 Chui/B: 365	6.4% 13,196 (6,948 F; 6,248 M) Osh: 4,049 Talas: 2,538 Batken: 3,182 JA: 128 Chui/B: 3,299	13%	% from total number of primary grade students in C1&2 (206,075). Out-of-school activity in all schools will be continued by the end of 2016. Participants of Reading camp only	

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY2015	Actual Q1 FY2015	Actual Q2 FY2015	Actual Q3 FY2015	Actual Q4 FY2015	Total PY2	% of achievement	Comments
17	Percent of parents/other adults reading non-textbook materials to students at home	region, gender	sample-based parent questionnaire	baseline midterm C1, midterm C 2&3, endline	84%	84%	n/a	n/a	n/a	n/a	89.8%	107%	Assessment data April'15
18	Percent of primary grade students participating in at-home reading program	region, gender, language, grade	sample-based parent questionnaire	baseline midterm C1, midterm C 2&3, endline	90%	90%	n/a	n/a	n/a	n/a	94%	104%	Assessment data April'15
19	Number of out-of school reading activities	Region, region, school	activity roster	by schedule of activities	0	1,196 (2 per school\ community)	0	34 Talas:13 Chui\B:11 JA: -10	351 Talas: 95 (67 RC) Chui\B: 124 (121 RC) JA: 22 Batken: 99 (88 RC) Osh: 11 (4 RC)	345 Talas: 52 (46 RC) Chui\B: 23 (15 RC) JA: 17 (5 RC) Batken: 69 (66 RC) Osh: 178 (177 RC) IK - 6	732 Talas:160 (113 RC) Chui\B: 158 (136 RC) JA: 49 (5 RC) Batken: 168 (154 RC) Osh: 191 (181 RC) IK - 6	61%	Report on reading camps as well as other school \ community reading promotion activities (Reading competitions (RC), Book days etc.)
20	Number of teachers, other educators and community members (including parents) trained and equipped to implement out-of-school reading activities	Region, gender, language	training activity roster	by schedule of activities / trainings	0	2,990 (5 per school\ community)	0	0	958 (15 M; 940 F) Talas: 84 (78 F, 6 M) JA : 274 (1M, 243F) Chui\B: 171 (1M, 170F)	23 (F-23) JA:11 Osh :12	981 (15 M; 966 F) Batken: 126 Chui/B: 171 Talas :84 Osh: 315 JA: 285	33%	Trained on 1-day Reading camp training. Because of focus on IST out of school activities trainings have been started late

#	Indicator	Disaggregation	Data source	Frequency of collection	Baseline (2014)	Target FY2015	Actual Q1 FY2015	Actual Q2 FY2015	Actual Q3 FY2015	Actual Q4 FY2015	Total PY2	% of achievement	Comments
									Batken: 126 (5 M, 121 F) Osh: 303 (2 M, 201 F)				
Intermediate Result 4: Increased government support to improve reading													
21*	Number of standardized reading assessments supported by USG	Cohort, Project Year	EGRA	yearly	0	1	Not this quarter		1		1	100%	April 2015
22	Number of administrators and officials successfully trained on using reading assessment results	gender, institutions	EGRA dissemination workshop roster	by workshop schedule	0	50	65	0	0	0	65	125%	1 day Conference conducted in December'14
23*	Number of laws, policies, regulations or guidelines developed or modified to improve primary grade reading programs or increase equitable access	n/a	Gov't. docs	Annually	0	0							Reading Standard updated according the new regulation in Q4, will be re-approved in PY3

PERFORMANCE MONITORING AND EVALUATION REPORTING TABLE – TAJIKISTAN

#	Indicator	Disaggregation	Data Source	Frequency of collection	Baseline (2014)	Target FY 2015	Actual Q1 FY 2015	Actual Q2 FY 2015	Actual Q3 FY 2015	Actual Q4 FY 2015	Total FY15	% of achievement	Comments
1	Percentage change in proportion of students in program schools who read proficiently according to national standards	reading skill, performance level, grade, gender, language	sample-based EGRA	yearly	29.9%	3 percentage point increase	n/a	n/a	n/a	No EGRA this year	No EGRA this year	n/a	These indicators won't be reported for FY2015 as EGRA wasn't conducted in TJ
2*	Proportion of students in intervention schools who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	reading skill, performance level, grade, gender, language	sample-based EGRA	yearly	35.6%	15%	n/a	n/a	n/a	No EGRA this year	No EGRA this year	n/a	
3	Percent of teachers/educators gaining knowledge of primary grade reading instruction from training	gender, cohort, region	sample-based knowledge pre and post test	at the beginning and end of each training	-	85%	n/a	n/a	57.2% C1 Dushanbe: 56% Kulob: 60.7% KT: 52.9% Sughd: 65.7%	n/a	57.2% C1 Dushanbe: 56 Kulob: 60.7% KT: 52.9% Sughd: 65.7%	67%	Reported on test results of Cohort 1 teachers after completing 72 hours IST

#	Indicator	Disaggregation	Data Source	Frequency of collection	Baseline (2014)	Target FY 2015	Actual Q1 FY 2015	Actual Q2 FY 2015	Actual Q3 FY 2015	Actual Q4 FY 2015	Total FY15	% of achievement	Comments
4	Percent of teachers demonstrating in the classroom instructional best practices in reading	gender, region, language	sample-based classroom observation tool	yearly	20%	50%	n/a	n/a	n/a	n/a	19.8% C1 Dushanbe: 13.3% Kulob: 18.8% KT: 3.6% Sughd: 62.5%	99% Tajik	Assessment data April' 15 (Cohort 1) No Russian schools in Cohort 1
5	Number of primary grade students taught by teachers who have received reading training	gender, grade	training roster, school database	annually	0	237,000 (C1)	229,870 (C1)	257,883 C1: 229,870; C2 L2:28,013	257,883 C1: 229,870; C2 L2: 28,013	257,883 C1: 229,870; C2 L2: 28,013	257,883	109%	Counted the number of students taught by teachers who completed IST trainings
6	Number of schools getting support	region, type of support (training, material)	activity roster, school database	according to training schedule	0	1,229 (C1&C2 schools)	893 (C1)	1,227 C1: 893; C2: 334	1,227 C1: 893; C2: 334	1,678 C1: 938; C2: 387; C3: 455	1,678	137%	
7	Number of in-service training packages developed and approved by MOE	Type	training package, approval document	annually	n/a	2	1 IST package in Tajik language				1	50%	Approved by MOES council's resolution #25 from 27/12/2014; Russian IST still under review
8*	Number of teachers/ educators/ teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support • Trainers, MOE / TTI /	gender, region, cohort, level of training	training rosters	according to training schedule	n/a	8,570 C1 6,200 teachers; C2&3 2,370 mentors	0	1,133 C2L1: 62; C2L2: 1,071	3,568 C1L3 (C1 L3 verification pending for 2,900 teachers) Est. total – 6150	1,420 C3L1: 92; C3L2: 1,328	6,121	71%	The result is for teachers completed 72 hours (C1 L3 verification pending for 2,900 teachers) Est. total – 6,150

#	Indicator	Disaggregation	Data Source	Frequency of collection	Baseline (2014)	Target FY 2015	Actual Q1 FY 2015	Actual Q2 FY 2015	Actual Q3 FY 2015	Actual Q4 FY 2015	Total FY15	% of achievement	Comments
	DED officials • Mentors (DD, methodologist, advanced teacher) • Primary grade teachers (except mentors)												Expected – 9,021 FY15 106.4%
9	Number of teachers/other educators receiving in-service training in reading.	Note: We propose eliminating this indicator moving forward. It is duplicative of indicator 8. Our original thinking was the capture those who get a certificate and can demonstrate successful completion through a final test with indicator 8, where indicator 9 would just mark full attendance. Because the certification system differs by country, and the test is captured in a separate indicator, indicator 9 does not add any new information. The following indicators will keep their original numbering for consistency in reporting.											
10	Number of in-service training materials distributed to teachers/other educators.	type, # of copies	part of training roster	according to training schedule	0	8,570	0	1,133 C2 L1&2	0	13,209 C1&2: 11,789 C3: 1,420	14,342	167%	IST materials for C1 Level 2 and 3 were distributed in summer this FY2015 Q4. Materials distributed to C2&3
11	Number of mentoring guides distributed to mentors	type, # of copies	material distribution records	according to training schedule	0	2,500	0	1,350 Russian: 150; Tajik 1,200	0	13,759 C1&2: 11,789 C3: 1,420 Reading Camp Guide: 182 Flipbook: 92 Reading Buddies: 92 Reading Corner: 92 Kids Module: 92	15,109	458%	Mentoring Guide was included as a chapter in the IST material, & distributed to all teachers/educators, not only mentors

#	Indicator	Disaggregation	Data Source	Frequency of collection	Baseline (2014)	Target FY 2015	Actual Q1 FY 2015	Actual Q2 FY 2015	Actual Q3 FY 2015	Actual Q4 FY 2015	Total FY15	% of achievement	Comments
12	Percent of teachers using results of classroom-based reading assessment	gender, school language	sample-based teacher and student questionnaire	baseline midterms, endline	9%	30%	n/a	n/a	n/a	n/a	C1: 24.6% Dushanbe: 6.3% Kulob: 28.1% KT: 9.3% Sughd - 66.7%	82%	Assessment data April' 15 (Cohort 1)
Intermediate Result 2: Increased availability of reading materials													
13	Percentage of schools and communities with adequate number of grade-level-appropriate supplementary reading materials	region, school, communities, language	Sample-based teacher, librarian and parent questionnaire	Baseline, midterms, endline	10%	20%	n/a	n/a	n/a	n/a	3% Dushanbe: 20% Kulob: 0% KT: 0% Sughd: 0%	15%	Assessment data April' 15 (Cohort 1)
14	Number of supplementary reading materials for grade 1-4 students distributed to schools and communities / libraries	Type,# of copies	material distribution roster	annually	0	200,000	0	0	0	240	240	0.1%	Postponed, starts in PY 3 because of recent modification of budget
Intermediate Result 3: Increased out-of-school reading time													
15	Percent of parents whose attitudes towards reading have changed	region, gender, language	sample-based parent questionnaire, KAP section	Baseline, midterms, endline	-	6%	n/a	n/a	n/a	n/a	37% Dushanbe: 50% Kulob: 25% KT: 46% Sughd: 26%	617%	Assessment data April' 15 (Cohort 1)

#	Indicator	Disaggregation	Data Source	Frequency of collection	Baseline (2014)	Target FY 2015	Actual Q1 FY 2015	Actual Q2 FY 2015	Actual Q3 FY 2015	Actual Q4 FY 2015	Total FY15	% of achievement	Comments
16	Percent of primary grade students participating in QRP out-of-school reading activities	gender, language, grade	activity roster	by schedule of activities	0	50%	0	0	0	25% of primary grade students (Actual - 111,725 Grade 1 students)	25% of primary grade students (Actual - 111,725 Grade 1 students)	50%	All schools in TJ started Jump Start in August 2015 for only entry to Grade 1. This consist of 25% of all primary grade students in project schools
17	Percent of parents/other adults reading non-textbook materials to students at home	region, gender	sample-based parent questionnaire	Baseline, midterms, endline	73%	73%	n/a	n/a	n/a	n/a	45.5% Dushanbe: 63.3% Kulob: 37% KT: 48.5% Sughd: 34.4%	62%	Assessment data April 15 (Cohort 1)
18	Percent of primary grade students participating in at-home reading program	region, gender, language, grade	sample-based parent questionnaire	Baseline, midterms, endline	70%	85%	n/a	n/a	n/a	n/a	96% Dushanbe: 98% Kulob: 94% KT: 96% Sughd: 96%	113%	Assessment data April 15 (Cohort 1)
19	Number of out-of school reading activities	Region, region, school	activity roster	by schedule of activities	0	1,862	0	0	26	1,679	1,707	92%	26 summer camps plus JumpStart activities in all 1678 treatment schools; 1 national book day; 2 reading competition during FY15

#	Indicator	Disaggregation	Data Source	Frequency of collection	Baseline (2014)	Target FY 2015	Actual Q1 FY 2015	Actual Q2 FY 2015	Actual Q3 FY 2015	Actual Q4 FY 2015	Total FY15	% of achievement	Comments
20	Number of teachers, other educators and community members (including parents) trained and equipped to implement out-of-school reading activities	Region, gender, language	training activity roster	by schedule of activities/trainings	0	4,655	0	0	0	1,510	1,510	32%	Started in June 2015, training in Dushanbe for National Trainers and 3 trainings in Dushanbe, KT, and Kulob
Intermediate Result 4: Increased government support to improve reading													
21*	Number of standardized reading assessments supported by USG	Cohort, project year	EGRA	yearly	0	0	n/a	n/a	n/a	n/a	n/a	n/a	EGRA was cancelled in 2015 at MOES request
22	Number of administrators and officials successfully trained on using reading assessment results	Gender, institutions	EGRA dissemination workshop roster	by workshop schedule	0	50	20	0	0	0	20	40%	1 day Conference conducted in December '14
23*	Number of laws, policies, regulations or guidelines developed or modified to improve primary grade reading programs or increase equitable access	n/a	Gov't Docs	Annually	0	1	0	1 (under review)	0	1	1	100%	Reading standards reviewed and approved by MOES for piloting through GPE-4 process

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

Class Start-up (tick off as they happen)
28. Observation of lesson starts: ____:____ (hr:min)
Language Use
29. Oral Language Usage: What percentage (approximately) of what the teacher says is in Russian, in Tajik/Kyrgyz or in a mix of both languages? _____%_Russian _____%Tajik/Kyrgyz _____%Mix _____ (numbers should total 100)
30. Oral Language Usage: What percentage (approximately) of what the children say is in Russian, in Tajik/Kyrgyz or in a mix of both languages? _____%_Russian _____%Tajik/Kyrgyz _____%Mix _____ (numbers should total 100)
31. Written Language: What percentage (approximately) of written materials in the classroom (text on the board, materials on the walls, books, etc.) is in Russian, in Tajik/Kyrgyz or in a mix of both languages? _____%Russian _____%Tajik/Kyrgyz _____%Mix _____ Other (numbers should total 100)
Teaching reading
32. Mark each kind of grouping methods does the teacher use during the lesson: <i>(Mark all that apply)</i> a. <input type="checkbox"/> whole class b. <input type="checkbox"/> small group c. <input type="checkbox"/> paired learning d. <input type="checkbox"/> individual desk/blackboard work
33. Mark each kind of activity that teacher has the students do: ... <i>(Mark all that apply)</i> a. <input type="checkbox"/> write on blackboard b. <input type="checkbox"/> copying from the blackboard c. <input type="checkbox"/> do assignment individually d. <input type="checkbox"/> answer verbal questions e. <input type="checkbox"/> answer written questions f. <input type="checkbox"/> recite and repeat g. <input type="checkbox"/> read aloud together (choral reading) h. <input type="checkbox"/> Listen to teacher read out loud i. <input type="checkbox"/> Read out loud to another student (paired reading) j. <input type="checkbox"/> Read out loud in order (one by one) k. <input type="checkbox"/> Read independently (by him/herself) l. <input type="checkbox"/> Work in group m. <input type="checkbox"/> copy materials or notes in notebooks n. <input type="checkbox"/> role play/skits o. <input type="checkbox"/> games, songs or puppets p. <input type="checkbox"/> debate/discussions q. <input type="checkbox"/> other _____
34. Mark each type of interaction that occurs during class: <i>(Mark all that apply)</i> a. <input type="checkbox"/> Students ask other students questions b. <input type="checkbox"/> Students answer other students' questions c. <input type="checkbox"/> Students engage in discussion with each other d. <input type="checkbox"/> Students express their opinions e. <input type="checkbox"/> Student answer teachers questions f. <input type="checkbox"/> Students ask teacher questions
35. Mark each kind of teacher activity during the lesson: <i>(Mark all that apply)</i> a. <input type="checkbox"/> Introduces lesson by explaining what students will learn b. <input type="checkbox"/> Reads aloud to students c. <input type="checkbox"/> Asks students literal recall questions about lesson d. <input type="checkbox"/> Answers students' questions e. <input type="checkbox"/> Gives classwork for students to practice in reading f. <input type="checkbox"/> Gives reading homework g. <input type="checkbox"/> Gives differentiated work for students based on their reading ability h. <input type="checkbox"/> Encourages discussion about the text/story i. <input type="checkbox"/> Gives small group reading related work j. <input type="checkbox"/> Asks higher-order questions k. <input type="checkbox"/> Encourage predictions on text l. <input type="checkbox"/> other _____
36. Teacher gives different types of questions and tasks to students on text: <i>(Mark all that apply)</i> a. <input type="checkbox"/> On reciting and memorization b. <input type="checkbox"/> comprehension c. <input type="checkbox"/> application d. <input type="checkbox"/> analysis (why questions) e. <input type="checkbox"/> composition, creating something new f. <input type="checkbox"/> evaluation
37. Give example on comprehension task or question (if observed) _____ _____ _____
38. During the class what type of text do you see students or teacher reading : <i>(Mark all that apply)</i> a. <input type="checkbox"/> story b. <input type="checkbox"/> poems c. <input type="checkbox"/> nonfiction d. <input type="checkbox"/> unclear e. <input type="checkbox"/> not used
39. Teacher positions during class..... <i>(Mark all that apply)</i> a. <input type="checkbox"/> at his/her desk b. <input type="checkbox"/> at the blackboard c. <input type="checkbox"/> at front of room/space d. <input type="checkbox"/> throughout the room/space e. <input type="checkbox"/> out of classroom

Phonological/Phonemic Awareness				
		a. Yes	b. No	c. Not applicable
40	Teacher clearly and accurately pronounces individual sounds that are the focus of the lesson with enough volume for students to hear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	Teacher guides students to identify differences and similarities of sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42	Teacher uses oral activities that include manipulating sounds in words (For example: Breaking down a word into its smaller parts or starting with individual sounds and combining them to form a word).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43	Teacher uses engaging activities and materials to support instruction (e.g., hand motions, clapping, flash cards, other manipulatives to represent sounds) If yes, please describe materials _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		a. Yes	b. No	c. Not applicable
44	Teacher uses manipulative, such as letter tiles or flash cards, to help make the connection between phonemes (sounds) and graphemes (letters).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45	Students are applying letter/sound knowledge in reading and writing activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46	Teacher uses textbook information (schemas and examples) to explain connection between sounds and letters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary				
		a. Yes	b. No	c. Not applicable
47	Teacher puts unfamiliar words into context by using student-friendly explanations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48	Explicit vocabulary instruction is purposeful and ongoing as evidenced by lists of vocabulary words, graphic organizers, word walls, word sorts, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49	Teacher relates new vocabulary to prior knowledge through questioning and other instructional activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50	Students are actively involved with thinking about and using words in multiple contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51	Students use dictionaries or other reference book to find out the meaning of new words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52	Teacher explicitly teaches word parts (e.g. past tense, plural markers etc.)			
Fluency				
		a. Yes	b. No	c. Not applicable
53	Teacher models fluent reading (i.e., with speed, accuracy which includes correctness of words and pronunciation, and correct rhythm and intonation) during read-aloud and shared readings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

54	Teacher and students are academically engaged in shared reading activities (e.g., big books, choral reading, charts, poems, songs).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55	Oral reading takes place in whole and small groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56	Students are reading orally (e.g., one-by-one reading, partner reading, individual reading, repeated reading).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comprehension

		a. Yes	b. No	c. Not applicable
57.	Teacher models and encourages students to make predictions about text content using pictures, background knowledge, and text features (e.g., title, subheading, captions, illustrations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58.	Teacher models and encourages students to use prior knowledge and supporting details from text to make connections with the reading selection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59.	Teacher models and encourages students to retell the main idea of a story or text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60.	Teacher models and encourages students to identify supporting details (e.g., who, what, when, where, why, how), of a story or text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61.	Students and teacher discuss answers to higher-level questions (not factual questions from the text but questions that require the student to make inferences and think critically) about shared readings and selections read.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Writing

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

Assessment of reading skills (tick off as they happen)

65. Teacher explains to students the reading task assessment criteria. *MARK ONE*
a. before task beginning b. after task competed c. not introduced
66. Teacher assesses reading achievement through....*(Mark all that apply)*
a. speed reading b. dictation c. observation
d. test e. giving questions to students f. oral presentations, answers
g. student discussion h. individual reading tasks i. group projects j. written responses
k. using Balanced Scorecard l. using Reading Ability Checklist m. cloze procedure n. other
_____ o. no assessment
66. Teacher and students participate in assessment. *(Mark all that apply)*
a. Student assess each other b. Student assess himself c. Teacher assess students d. no assessment
67. Teacher uses Reading Ability Checklist during the lesson a. yes b. no
68. Teacher uses Classroom Profile of Reading Abilities a. yes b. no
69. Teacher uses Balanced Scorecard a. yes b. no
70. Teacher take notes in class journal / notebook (other than marks) a. yes b. no

Use of supplementary reading Materials (tick off as they happen)

Mark the different reading aids and materials the teacher actively uses during the lesson and whether they are appropriate to lesson and grade level: *(Mark all that apply)*

Reading Supplementary Materials	Used in Lesson	Appropriate (if yes)	Reading Supplementary Materials	Used in Lesson	Appropriate (if yes)
71. Non-text books	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	78. Letters card	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
72. Posters	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	79. Syllable-cards	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
73. Student created texts	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	80. Word -cards	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
74. Teacher created written texts	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	81. Pictures	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
75. Magazines	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	82. _____	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
76. Newspaper	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	83. _____	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Home task

84. Teacher gives reading home task to students a. yes b. no c. N/A

85. Teacher gives writing home task to students a. yes b. no c. N/A

Other comments (Part 3)

86. Teacher calls on girls and boys equally. (Mark one) a. Yes b. Calls on boys more c. Calls on girls more d. Not applicable (single sex class)

87¹. The teacher focused attention on: (Mark one) a. All students b. More than half of the students c. Less than half of the students d. One or two students e. None of the students

88. The percentage of time the teacher lectured during the lesson was... (Mark one) a. 75-100% b. 50-74% c. 25-49% d. 1-24% e. 0%

89. Students were generally engaged in the lesson and class activities. a. Yes b. No

90. The interactions between teacher and students were generally positive. a. Yes b. No

¹ Used in the construction of Indicator 4

Interview Information- Fill out before interview

4. Interviewer Name: last _____ /first _____ /middle _____ code <table border="1" style="display: inline-table; border-collapse: collapse; width: 40px; height: 20px; vertical-align: middle;"> <tr><td style="width: 10px; height: 15px;"></td><td style="width: 10px; height: 15px;"></td><td style="width: 10px; height: 15px;"></td><td style="width: 10px; height: 15px;"></td></tr> </table>					5. Date of Observation _____(day) _____(month) _____(year)
6. School Name/Number: _____	7. Country _____				

Now I am going to ask some basic information about you and your background.

8. Gender: a. <input type="checkbox"/> Male b. <input type="checkbox"/> Female	9. For how many years have you been teaching? _____ yrs
10. What grades do you currently teach? <i>MARK ALL THAT APPLY</i> a. <input type="checkbox"/> 1 b. <input type="checkbox"/> 2 c. <input type="checkbox"/> 3 d. <input type="checkbox"/> 4	
11. What is the highest level of education you have completed? <i>MARK ONE</i> a. <input type="checkbox"/> secondary school b. <input type="checkbox"/> vocational/technical college c. <input type="checkbox"/> higher ed/bachelor's program d. <input type="checkbox"/> master 's program e. <input type="checkbox"/> other _____	
12. Have you attended a state official ITTI in the last 5 years? a. <input type="checkbox"/> Yes → <i>CONTINUE</i> to Q13 b. <input type="checkbox"/> No → <i>SKIP</i> to Q16	
13. Have you participated in an ITTI in-service training for primary grade teachers focused on reading skills? a. <input type="checkbox"/> Yes → <i>CONTINUE</i> to Q14 b. <input type="checkbox"/> No → <i>SKIP</i> to Q16	
14. When? <i>MARK ONE</i> a. <input type="checkbox"/> 2013 b. <input type="checkbox"/> 2014 c. <input type="checkbox"/> 2015 d. <input type="checkbox"/> 2016 e. <input type="checkbox"/> earlier	
15. How many hours did the training last? <i>MARK ONE</i> a. <input type="checkbox"/> less than 24 hours b. <input type="checkbox"/> 24 hours - 36 hours c. <input type="checkbox"/> 72 hours d. <input type="checkbox"/> more than 72 hours e. <input type="checkbox"/> Other <input type="checkbox"/> _____ e. <input type="checkbox"/> don't know/ don't remember	
16. Are you participating in QRP trainings on reading? <i>MARK ALL THAT APPLY</i> a. <input type="checkbox"/> Yes- only at my school b. <input type="checkbox"/> Yes- at the district-level b. <input type="checkbox"/> No	
17. From within your school, did you get any methodological or mentoring support on teaching reading this academic year? a. <input type="checkbox"/> Yes → <i>CONTINUE</i> to Q18 b. <input type="checkbox"/> No → <i>SKIP</i> to Q20	
18. What type of methodological support did you receive? <i>MARK ALL THAT APPLY</i> a. <input type="checkbox"/> weekly, monthly training sessions on school level b. <input type="checkbox"/> reading materials c. <input type="checkbox"/> reading lesson observations and discussion d. <input type="checkbox"/> help with reading lesson planning e. <input type="checkbox"/> teaching/learning materials f. <input type="checkbox"/> other _____	
19. Who in your school gives you mentoring or methodological support, if anyone? <i>MARK ALL THAT APPLY</i> a. <input type="checkbox"/> deputy director b. <input type="checkbox"/> head of methodological unit at school c. <input type="checkbox"/> Methodist d. <input type="checkbox"/> advance teacher e. <input type="checkbox"/> group of primary teachers (Methodological unit) f. <input type="checkbox"/> other _____ g. <input type="checkbox"/> nobody	

Now I am going to ask about your lesson planning.

20. Do you have any notebook or folder with lessons plans for this reading lesson? a. <input type="checkbox"/> Yes → <i>CONTINUE</i> to Q21 b. <input type="checkbox"/> No → <i>SKIP</i> to Q28
ASK: May I see your lesson plan book or folder for this class? 21. Teacher can produce lessons plans for this class. a. <input type="checkbox"/> Yes → <i>CONTINUE</i> to Q22 b. <input type="checkbox"/> No → <i>SKIP</i> to Q28
ASK: Looking at today's or the latest available lesson plan for this class, please show me where the lesson plan... 22. ... includes lesson objective (s) on reading. a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
23. ... describes reading materials required for the lesson. a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
24. ... includes a planned reading activities. a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
25. ... includes Reading aloud activity. (Drop everything and read activity) a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No

Based on your own observation of the lesson plan, please answer questions 26 and 27.

26. The lesson plan includes activities on **MARK ALL THAT APPLY**

- a. letter knowledge/alphabetic principle skills b. phonemic awareness c. reading fluency
d. vocabulary work e. comprehension f. writing tasks

27. Does lesson plan show how the teacher will assess reading achievement of students?

- a. Yes → *SKIP to Q29* b. No → *SKIP to Q29*

28. What is the main reason that you don't have any lesson plans or up-to-date lesson plans for this class? **MARK ONE**

- a. no materials b. don't know how to prepare a lesson plan c. takes too much time d. not effective/useful e. Other _____

Now I am going to ask about the reading materials you have in your classroom.

29. Do you use supplementary (non-textbook) reading materials in your lessons?

- a. Yes → *CONTINUE to Q30* b. No → *SKIP to Q32*

30. How often do you use supplementary (non-textbook) reading materials in your lessons, on average? **MARK ONE**

- a. once or more per lesson b. once a week c. once a month d. less than once a month e. never

31. What types of non-textbook reading materials do you use? **MARK ALL THAT APPLY**

- a. stories b. poems, fairytales c. cards d. teacher hand-made books e. posters/charts/pictures f. reference books/dictionary
g. letter or syllable cards h. manipulative i. student-created texts j. other _____

32. In your classroom, do you have any non-textbook reading materials?

- a. Yes → *CONTINUE to Q33* b. No → *SKIP to Q45*

33. How many non- textbook reading materials do you have there? **MARK ONE**

- a. less than 10 b. 10 – 20 c. 21 - 30 d. 31 – 50 e. more than 50

34. Can your student borrow the books to take home?

- a. Yes → *CONTINUE to Q35* b. No → *SKIP to Q37*

35. How often do students borrow books? **MARK ONE**

- a. daily b. weekly c. every two week d. monthly e. other _____

36. What is the main method you use to track if students read the book, if you track this at all? **MARK ONE**

- a. give them questions b. give homework c. ask parents d. ask to tell about book to other students e. do not track

Ask: May I see the books?

From your own observation, please answer questions 37-41.

37. Do you see non-textbook books in the classroom?

- a. Yes → *CONTINUE to Q38* b. No → *SKIP to Q45*

Please describe the books. Write your notes here:

38. Where are the books? **MARK ONE**

- a. on book shelves b. in box c. in basket d. in cupboard e. in reading corner f. other _____

39. Can students easily access these materials? a. Yes b. No

40. How many books are there? **MARK ONE**

- a. fewer than 10 b. 11 – 20 c. 21 - 30 d. 31 – 50 e. more than 50

41. What types of books are there? **MARK ALL THAT APPLY**

- a. stories b. poems c. encyclopedia d. scientific books for children (historical, geo, biological etc); e. coloring books f. kids magazines
g. printed copies of texts h. hand-made books i. other _____

42. How many books did the average student read last month from this collection? **MARK ONE**

- a. 0 b. 1-2 c. 3-4 d. 5 or more

ASK: May I see book registration journal for these books, if you have one?

43. Do you see a registration journal for the books?

- a. Yes → *CONTINUE to Q44* b. No → *SKIP to Q45*

44. How many books did the average student borrow in the past month? **MARK ONE**

- a. 0 b. 1-5 c. 6-10 d. 11 or more

45. Have you ever fabricated any of reading materials by yourself?

- a. Yes → *CONTINUE to Q46* b. No → *SKIP to Q47*

ASK: May I see a supplementary reading materials you fabricated?

46. Do you see reading materials made by the teacher? a. Yes b. No

60. What is the <u>main</u> criteria for reading assessment do you usually use? <i>MARK ONE</i> a. <input type="checkbox"/> speed of reading b. <input type="checkbox"/> comprehension c. <input type="checkbox"/> if student can use information from the text d. <input type="checkbox"/> other _____
61. How often do you <u>usually</u> assess reading progress of your students? <i>MARK ONE</i> a. <input type="checkbox"/> every lesson b. <input type="checkbox"/> weekly c. <input type="checkbox"/> monthly d. <input type="checkbox"/> quarterly e. <input type="checkbox"/> once per half-year f. <input type="checkbox"/> other _____
62. Do you have reading assessment plan? a. <input type="checkbox"/> Yes → <i>CONTINUE</i> to Q63 b. <input type="checkbox"/> No → <i>SKIP</i> to Q66
Ask: May I see the plan? <i>From your own observation, please answer questions 63-65.</i>
63. <i>The plan is based on reading speed assessment.</i> a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
64. <i>The plan includes tracking <u>multiple</u> reading skills.</i> a. <input type="checkbox"/> Yes b. <input type="checkbox"/> No
65. <i>The plan is created for...</i> <i>MARK ONE</i> a. <input type="checkbox"/> lesson b. <input type="checkbox"/> week c. <input type="checkbox"/> month d. <input type="checkbox"/> quarter e. <input type="checkbox"/> half-year f. <input type="checkbox"/> academic year
66. Do you make notes on your students' reading progress? a. <input type="checkbox"/> Yes → <i>CONTINUE</i> to Q67 b. <input type="checkbox"/> No → <i>SKIP</i> to Q71
ASK: May I see your personal notes on student progress? (<i>NOT the official grade book</i>) <i>From your own observation of these notes, please answer questions 67-69.</i>
67. <i>Teacher can produce personal notes on student progress:</i> a. <input type="checkbox"/> Yes → <i>CONTINUE</i> to Q68 b. <input type="checkbox"/> No → <i>SKIP</i> to Q71
68. <i>The date of the last note on student progress is:</i> <i>MARK ONE</i> a. <input type="checkbox"/> this month b. <input type="checkbox"/> last month c. <input type="checkbox"/> this quarter d. <input type="checkbox"/> last quarter e. <input type="checkbox"/> before last quarter f. <input type="checkbox"/> no date
69. <i>The notes about student progress include:</i> <i>MARK ONE</i> a. <input type="checkbox"/> notes on every student b. <input type="checkbox"/> notes on some of students c. <input type="checkbox"/> notes on the class as a whole d. <input type="checkbox"/> other _____
70. How do you use the student progress notes? <i>MARK ALL THAT APPLY</i> a. <input type="checkbox"/> assigning marks b. <input type="checkbox"/> assessing teaching method c. <input type="checkbox"/> assessment of student's progress in reading d. <input type="checkbox"/> analyze for improving teaching reading e. <input type="checkbox"/> inform parents d. <input type="checkbox"/> other _____ e. <input type="checkbox"/> don't use/ don't know
71. How do you assess reading achievements of your students? <i>MARK ALL THAT APPLY</i> a. <input type="checkbox"/> speed reading b. <input type="checkbox"/> dictation c. <input type="checkbox"/> observation d. <input type="checkbox"/> tests e. <input type="checkbox"/> oral questioning f. <input type="checkbox"/> student oral presentations g. <input type="checkbox"/> student discussions h. <input type="checkbox"/> homework i. <input type="checkbox"/> student projects j. <input type="checkbox"/> answer written comprehension questions k. <input type="checkbox"/> use Balanced Scorecard l. <input type="checkbox"/> use reading ability checklist m. <input type="checkbox"/> cloze procedure n. <input type="checkbox"/> other
72. If your students do not meet the reading assessment criteria what do you <u>generally</u> do? <i>MARK ALL THAT APPLY</i> a. <input type="checkbox"/> involve parents b. <input type="checkbox"/> work with student individually c. <input type="checkbox"/> give more time to the task d. <input type="checkbox"/> change teaching methods e. <input type="checkbox"/> give low mark f. <input type="checkbox"/> tell them no time, move to next topic g. <input type="checkbox"/> other _____ h. <input type="checkbox"/> nothing/not my job

QRP Parent Questionnaire

Student ID:

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

Respondent ID:

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

_____ Student ID _____

2015—midterm

Read aloud to respondent:

We are giving parents this survey to learn about your attitudes about reading. The survey is part of a USAID-sponsored project called [*insert local name of project*] that is trying to improve reading skills for first through fourth graders in [*insert name of country*]. The survey is conducted by the American Institutes for Research. You are being asked to participate in this research. Participation is voluntary, meaning that you do not have to do it if you do not want to. You may skip any question that you do not want to answer or do not know how to answer. There are no right or wrong answers to any question here. We just want to know your honest opinion. All of your responses on this survey will be private. This means that no one at your school or in your community will know how you answered any of the questions. It should take about 15 minutes to complete this survey. I will read you all of the questions and mark your answers.

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

Do you agree to participate?

- Yes-Continue interview
- No (end interview)

Thank you for taking this survey!

Respondent first name: _____ last name: _____

Middle name: _____

Signature/date

BACKGROUND INFORMATION

For the following questions, please mark only one option.

1. What grade does <name of child tested by EGRA> attend?
 1
 2
 3
 4
2. Gender of respondent:
 Male₁ Female₂
3. What is the primary language you speak at home? (choose one)
 Kyrgyz₁ Tajik₂ Russian₃ Uzbek₄ Other₅ (specify) _____₆
4. Is the instruction language at your school use the same as the language you use at home?
 Yes₁ No₂
5. Does the child's mother or primary caregiver (which could be you, or someone else in your home) have the ability read a newspaper, or something like it?
 Yes₁ No₂
6. Does the child's father or secondary caregiver, if your child has one (which could be you, or someone else in your home) have the ability to read a newspaper, or something like it?
 Yes₁ No₂
7. What is the highest level of education of the child's mother or primary caregiver (which could be you, or someone else in your home)?

Fill in one code from below:

--	--

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

--	--

completed:

00= No formal education

01= Early education (specify number of years completed)

02= Primary education (specify number of years completed)

03= Secondary education (specify number of years completed)

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

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

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

07= Incomplete university education

08= Complete university education

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

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

77= Do not know

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

Fill in one code from below:

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

completed:

00= No formal education

01= Early education (specify number of years completed)

02= Primary education (specify number of years completed)

03= Secondary education (specify number of years completed)

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

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

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

07= Incomplete university education

08= Complete university education

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

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

77= Do not know

9. On an average day (consider the full year), how many hours do you have electricity? [Interviewer note that answer needs to be between 0 and 24.]

10. About how much time do you usually spend reading for enjoyment? MARK ONE

I do not read for enjoyment ₁

30 minutes or less a day ₂

More than 30 minutes to less than 60 minutes a day ₃

1 to 2 hours a day ₄

More than 2 hours a day ₅

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

0-5 books₁

6-10 books₂

11-25 books₃

26-100 books₄

More than 100 books₅

12. How many of these books are specifically for children?

--	--

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

--	--

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

Yes₁ No₂

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

Yes₁ No₂

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

Yes₁ *CONTINUE to Q17* No₂ → skip to question 19

17. Who organized the event?

School teachers₁ Librarian₂ Don't know₃ Other₄ _____

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

--	--	--	--

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

Yes₁ *CONTINUE to Q20* No₂ → skip to question 22

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

Read with your child₁ Discuss what you read with your child₂
 Make sure the child reads everyday₃ Other₄ _____

21. Do you follow these recommendations?

Yes₁ No₂

	Instructions for filling out: Use a pen or a pencil of the dark color. Shadow entirely the suitable answer. Shadow only one option of answer.	Not important	Somewhat important	Very important	Essential		
22.	In general, reading is....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
	Instructions for filling out: Use a pen or a pencil of the dark color. Shadow entirely the suitable answer. Shadow only one option of answer.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't know
How much do you agree or disagree with these statements about reading?							
23.	Reading is one of my favorite hobbies	<input type="radio"/>					
24.	For me, reading is a waste of time	<input type="radio"/>					
25.	I enjoy going to a bookstore or a library	<input type="radio"/>					
26.	Prior to when children attend school, it is not important to read to children.	<input type="radio"/>					
27.	Reading is a key activity at school.	<input type="radio"/>					
28.	Reading is a more important skill for boys than girls.	<input type="radio"/>					
29.	It is important to have reading materials at home.	<input type="radio"/>					
30.	My child has access to appropriate non-textbook reading materials at school or in the community.	<input type="radio"/>					
31.	I would prefer to give my kid a toy rather than a book for his/her birthday.	<input type="radio"/>					
32.	If my child is good at reading, he/she will be more successful in other school subjects	<input type="radio"/>					
33.	I can't spend money on kid's books, because have other priorities.	<input type="radio"/>					
Now, I'd like to ask about your attitudes towards school:							
34.	My child's school provides regular and useful information on my child's progress	<input type="radio"/>					
35.	My child's school does a good job in educating students	<input type="radio"/>					
36.	It is the school's responsibility to teach my child to read.	<input type="radio"/>					
37.	School should be the only place to supply reading material to students.	<input type="radio"/>					
38.	Teachers should spend more time on reading in school.	<input type="radio"/>					

	<p>Instructions for filling out:</p> <p>Use a pen or a pencil of the dark color.</p> <p>Shadow entirely the suitable answer.</p> <p>Shadow only one option of answer.</p>	Never or hardly ever	Once or twice a month	Once or twice a week	Every day	Almost every day
On average, how often do you or someone else in your home do the following things with your child?						
39.	Discuss books, poetry, or folktales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40.	Discuss what your child is learning at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41.	Go to a bookstore or library with your child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42.	Talk with your child about what he/she is reading on his/her own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43.	Help your child with his/her reading homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<p>Instructions for filling out:</p> <p>Use a pen or a pencil of the dark color.</p> <p>Shadow entirely the suitable answer.</p> <p>Shadow only one option of answer.</p>	Never or hardly ever	Once a week	Two-three times a week	Most days	Every day
44.	<p>You or does someone else in your household read (out loud to or reads alongside) with your child?</p> <p><i>Interviewer note: This refers to any book.</i></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45.	You or does someone else in your household read books that are not textbooks from school (out loud to or reads alongside) with your child?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. How many primary grade pupils use your library books, over the average week?				
a. fewer than 20	b. between 20 and 49	c. between 50 and 99	d. more than 100	e. none
9. How many of your books are currently with the primary grade pupils?				
a. fewer than 20	b. 20 to 49	c. 50 to 99	d. more than 100	e. none\don't know
10. How old are the existing reading materials? (percents should total 100)				
a. Percent printed before 2000 _____	b. Percent printed after 2000 _____	c. Unknown _____		
11. How many out-of-school reading activities were organized for your school during the last school year?				
a. 1	b. 2	c. 3	d. 4 or more	e. None → skip to question 14
12. Who organized the events?		_____		
13. What kind of events were there?		_____		
14. Have you ever received training on having a reading campaign or activity?				
		a. yes	b. no	c. don't know/ no answer
15. Interviewer, please observe if there is: (Mark all that apply)				
a. a place for reading, which includes chairs Yes_____ No_____		b. non-textbook books visible to students (on shelves, so children can see from their eye level) c. Yes_____ No_____		

Other comments

Section 10: Student Background Questions

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

Read to student: We would now like to ask you some questions about your family in general, and your experience with reading in school and at home. These questions should take 15 minutes to complete. This information will help us learn about students and how we can help them with being better readers, which is the goal of our project. You can choose to stop the interview at any time, or skip any question you do not want to answer. Also, know that your answers will be kept private and without your name attached to them. No one, including anyone at school or in your community, will know your answers. There are no right or wrong answers to any of these questions. We just want to you about your experience. I will read you the questions and mark your answers.

1. Student ID

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2. Gender boy girl

3. Grade 1 2 3 4

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

12.	Does your family own.....?			
13.	Radio	a. yes	b. no	c. no answer/ don't know
14.	Home telephone	a. yes	b. no	c. no answer/ don't know
15.	Mobile phone	a. yes	b. no	c. no answer/ don't know
16.	Television	a. yes	b. no	c. no answer/ don't know
17.	Refrigerator	a. yes	b. no	c. no answer/ don't know
18.	Bicycle	a. yes	b. no	c. no answer/ don't know
19.	Motor cycle	a. yes	b. no	c. no answer/ don't know
20.	Computer	a. yes	b. no	c. no answer/ don't know
21.	Computer with Internet connection	a. yes	b. no	c. no answer/ don't know
22.	Automobile	a. yes	b. no	c. no answer/ don't know
23.	Tractor	a. yes	b. no	c. no answer/ don't know
24.	Truck	a. yes	b. no	c. no answer/ don't know
25.	How many people live in your household?	Options are 1 through 10 or more.		
26.	How many brothers and sisters do you have who live with you?	Options are 0 through 7 or more.		
27.	How many rooms are used exclusively for sleeping?	Options are 0 through 5 or more.		
28.	Do you get reading homework? [if no, skip to q32]	a. yes	b. no	c. no answer/ don't know
29.	If Yes, How Often Do You Get Reading Homework?	<input type="radio"/> after every reading class <input type="radio"/> after most reading classes <input type="radio"/> after half reading classes <input type="radio"/> rarely <input type="radio"/> Don't know/No response provided		
30.	Does anyone in your family help you with your reading homework? [if no or don't know/ no response, skip to q32]	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> Don't know/No response provided		
31.	If yes, who helps you? [Mark all that apply.]	<input type="radio"/> mother <input type="radio"/> father <input type="radio"/> brother/sister <input type="radio"/> Other(s)		

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

DO NOT FORGET

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

U.S. Agency for International Development

1300 Pennsylvania Avenue, NW

Washington, DC 20523

Tel: (202) 712-0000

Fax: (202) 216-3524

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