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Supporting Assessment-Informed Instruction: New Evidence on the Implementation, Utilization and Validity of Classroom-based Assessments

February 2023

This study was authored by Christine Beggs, Vice President of Research and Evaluation at Room to Read. Data analysis assistance was provided by Pinaki Joddar and Peter Cooper. Funding was provided by the Bill and Melinda Gates Foundation through the Science of Teaching initiative managed by RTI International.

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ABOUT THIS REPORT

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INTRODUCTION AND BACKGROUND

The global learning crisis has been clearly documented over the past several decades, with more than 250 million children not meeting learning standards and with "nearly 6 out of every 10 ten year-olds in low- and middle-income countries suffering from learning poverty—meaning they were unable to read and understand a simple story".[i] Expansion of assessments that measure children's foundational literacy skills[1], as well as education systems' national assessments, have provided important insights into how extensive the crisis is and have highlighted that children in low income countries and low income communities have borne the lion's share of this crisis.[2]

The global community and governments have responded to this crisis with increased financial commitments and refocused policies and programs - all shepherded by Sustainable Development Goal 4 which aspires to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". SDG 4 is measured by indicator 4.1.1: proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex."[ii]

The depth and breadth of learning poverty has been exacerbated by multiple crises, including the COVID-19 pandemic, numerous protracted conflicts, and mass displacement of populations.[3] According to one set of models estimating the additional learning loss due to COVID-19, "the learning poverty rate is likely 13 percentage points higher, and an additional 1 out of every 8 children in low- and middle-income countries is now in learning poverty."[iii]

Strategies to address this learning crisis have converged around a set of policy and programmatic best practices to improve student learning. More specifically, for early grade reading, we have seen an emergence of policies and programs that focus on the "5 T's" (teaching, time, text, tongue, and test)[iv] and a comprehensive approach to improving early grade literacy outcomes - often referred to as "structured pedagogy."[4] Integral to these best practice policies and programs is the use of information to improve overall learning outcomes and ensure equality of learning for all students. Over the past decade, the expansion of data that explicitly measures foundational reading skills, through national assessments, global efforts to track progress toward SDG 4, and program evaluations, has created significant opportunities for use of student assessment data to improve early grade reading outcomes.

Additionally, there has been a strong tradition of encouraging teachers to conduct "formative assessments" during instruction. These are usually informal, on-going assessments that are intended to help teachers gather timely data about students' performance and use that information to inform their instruction and support of students. This process is typically referred to as "assessment- informed instruction" in the literature and frameworks for the grade reading.[v]

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[1] Such as the Early Grade Reading Assessment (EGRA), the Annual Status of Education Report Survey (ASER) http://www.asercentre.org/Keywords/p/412.html and its derivations.

[2] See the World Inequality Database on Education (WIDE) for disaggregated data on education outcomes. https://www.education-inequalities.org/

[3] According to UNHCR, as of 2022, over 100 million people have been forced to leave their homes, representing a dramatic rise in displacements in recent years. https://news.un.org/en/story/2022/06/1120542

[4] See the FLN Hub for additional discussion of structured pedagogy at https://www.flnhub.org/resources/structured-pedagogy

In its fully realized form, assessment-informed instruction is often summarized as:

> *Assessment [that] can help facilitate higher-quality instruction by providing time-sensitive information on student progress. When used constructively, assessment results may also help students, teachers, coaches, and head teachers hold one another accountable for achieving learning goals and can help teachers refine their remediation and instructional approaches. Assessment is useful for promoting improved instruction by informing lesson planning, materials use, and teaching strategies, as well as teacher training and ongoing support. It can also be used to promote equity when it is used to systematically identify, and address, students' individual- and group learning gaps."* [vi]
>
> *This process constitutes "data-based decision making," which is the use of valid, reliable assessment data to determine what and how to teach. Teachers gather and interpret data to intentionally plan and modify instruction, identifying students who need supplemental instructional support, determining the type of support they need, and identifying strategies to meet those needs."* [vii]

By its very nature, it is a complex learning and adaptation system that relies upon not just information about student skills, but also supportive attitudes, behaviors, knowledge, and skills. These factors are not enough, they also need to be couched in systems that prioritize student learning outcomes, are flexible, and are structured to support continuous learning and adaptation processes. The degree of coherence within classrooms and systems also has a material effect on the prospects for achieving assessment-informed instruction. [viii]

It is understandable why efforts to implement assessment-informed instruction in its fullest form have struggled across education systems globally. The conceptual - implementation gap is real and significant. [ix] Furthermore, given that assessment-informed instruction is a complex process, touching on many aspects of systems, the conceptual - implementation gap can vary across domains (e.g., skills required, data available, culture of change) within education systems and at different levels of the system. In one instance you might have effective, well-resourced policies at the national level, but at the district level or in the classrooms - the implementation falters. The evidence indicates that many teachers agree in principle to the goals of assessment-informed instruction, but a "significant majority lack the level of declarative knowledge required for the development of procedural efficiency"[x] required and the broader system is not sufficiently equipped to support implementation.

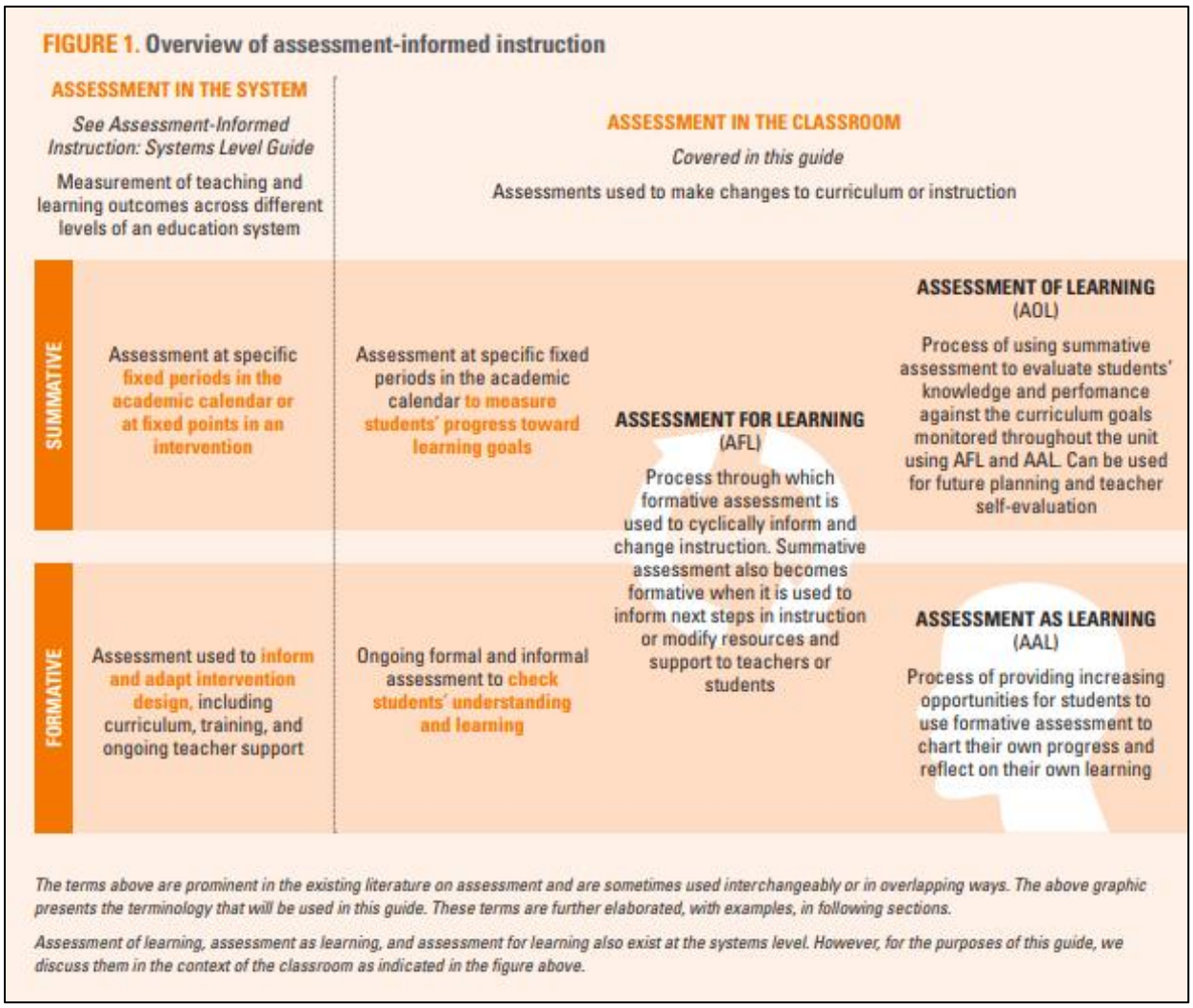
We even see a conceptual gap in much of the discourse on assessment-informed instruction between researchers and reality - especially for education systems in low-income communities and countries. The scope that researchers and practitioners have to frame, delineate, categorize, and theorize is far greater than the scope that teachers and school leaders have to determine how to engage with and implement this critical process. Much of the literature on assessment-informed instruction does not provide a useful starting point for reflection and improvement in systems that are grappling with a large conceptual - implementation gap.

Notably, through platforms like Science of Teaching, reflections on best practices and guidance are becoming more grounded. They stress the importance of teacher demand for the process, advocating for techniques that make sense to the teachers and are viewed as valuable by teachers.[xi]

There is a balance to be struck when we consider how to introduce clarity and action into such a complex system. There have been critiques of "reductionist methodologies" that "do not adequately address the study of complex, non-linear, spontaneous, and multi-dimensional social interactions upon which learning 'systems' are based."[xii] This is a fair point, but there is a well-reasoned need to impose frameworks, categories, and definitions on the topic at hand. This allows us to organize our thinking, communicate our policies, programs, findings and generally engage in complex topics while retaining a common touchpoint.

Within the context of assessment-informed instruction, the literature reflects a set of generally agreed upon categories and definitions that are utilized as we think about policy, assessment systems, and guidance on best practices – all of which is helpful. However, it sometimes feels like firm lines are being imposed onto blurred edges, and this is especially true as we delve into teacher practices that indicate teachers rely on a variety of assessments, including summative, interim, and formative, in a variety of ways, to understand how their students are doing. In practice, these different assessments, and the information they provided do not exist in isolation. We do see instances where the literature and guidance acknowledges this reality (see Figure 1).[xiii]

Figure 1: Overview of assessment-informed instruction



What policy makers, researchers and practitioners do agree upon is the importance of teachers having assessment data that is timely, reliable, trusted and at the right level of detail. Conceptually, teachers equipped with such data can adapt their instruction and their support for students to improve learning outcomes. The challenges to achieve effective implementation of assessment-informed instruction most commonly cited in the literature include:

- whether the nature of the assessment provides a teacher with timely, reliable, and valid data that is aligned with learning objectives,
- the limited time available for teachers to administer and reflect on assessments,
- teachers' capacity and decision-making autonomy to adapt lesson plans and instructional delivery,
- the tension between pressures to deliver ambitious curricula and the need to ensure students have mastered the content being taught, and
- the perils of assessment data being utilized to "teach to the test" or focus on students on the bubble to raise the performance of a classroom or school, other perverse incentives.

Despite this robust treatment of the challenges in the literature, we find scant generalizable or even context-specific evidence of proven strategies to achieve the promise of assessment-informed instruction. Additionally, most of the literature on the subject is based on research in OECD countries and predominantly focuses on interim and summative assessments, rather than formative assessments.

Given this gap in the evidence, we recognized an opportunity to learn from Room to Read's implementation of a student assessment model and coaching process that is intended to help teachers understand, in detail, the degree to which their students have mastered the skills reading taught and identify instructional strategies in response to that data. This model is referred to as Student Tracking[5] and has been implemented across eight countries for over seven years by Room to Read staff, engaging with thousands of schools and teachers across a range of education systems in Asia and Africa. The student tracking model is part of Room to Read's comprehensive literacy program which includes curriculum improvements, teacher professional development focused on instruction, and coaching for teachers and school leadership. Importantly, Room to Read's literacy program also includes establishment of school libraries with attendant systems and training for library management and reading activities during library period.

We do want to note that the scope of this study goes beyond reflections on Room to Read's Student Tracking model to include information on the broader landscape of classroom-based assessments, teachers' and school leaderships' knowledge about literacy instruction, and their use of data to adapt instruction and support students. We also explored Room to Read staff experiences supporting teachers in the context of Student Tracking and their recommendations about how Room to Read can improve this model. Additionally, we include extensive analyses of both Student Tracking and Early Grade Reading Assessment (EGRA) data across six countries to investigate the reliability and predictive validity of the Student Tracking data. It is our hope that this study contributes to the evidence on the use of assessment data by teachers in developing countries to improve instruction and increase student learning.

[5] See "Room to Read Student Tracking Assessments" under data group 1 and Annex 2.A for additional detail about the Student Tracking model and process.

Research Focus

The framing for this study was based in part on prevalent theories about what is required for successful assessment-informed instruction. We borrow from the criteria put forth by Kim and Davidson[xiv] that argues formative assessments must, at a minimum… "provide reliable and valid information…measure relevant reading skills…, [and] be based on information about learning progression and benchmarks." Additionally, they assert that "stakeholders in the assessment must have the knowledge and capacity to use formative assessment measures". We also considered the current evidence about the factors that facilitate and inhibit the use of student assessment data to inform instruction to identify our research areas. We took into consideration what could be learned from Room to Read's experience implementing an assessment-informed instruction model across eight countries over the past seven years to further focus our study design. The following are the core areas of inquiry for this study:

Knowledge and Beliefs about Literacy Instruction and Assessments:
We sought to understand teachers', school leaders', and Room to Read staff's beliefs and knowledge about literacy development in children, their own instructional and assessment capacities, and self-efficacies, and how they view the factors inhibiting or promoting student learning.

Implementation of Assessments in the Classroom: We investigated what assessments teachers are administering in the classroom. We sought to understand the nature of those assessments, and the time and resources required to implement them. The scope of this inquiry focused on all early grade literacy assessments being implemented by teachers, including government-required term-wise summative assessments, Room to Read's Student Tracking assessments and informal assessments teachers administer during instruction.

Utilization and Linkages within the Education System: We investigated how teachers, head teachers and coaches are utilizing student assessment data with respect to classroom instruction, supporting students and advocating for change regarding student readiness, curricula, and systems supports for students. Additionally, we probed teachers and head teachers about plans for sustaining the Student Tracking practices at schools currently supported by Room to Read and investigated how well Student Tracking practices have sustained in previously supported schools.

Robustness of Student Tracking Data: We explored whether Student Tracking data produced by teacher-led assessments are consistent and reliable indicators of student reading skills as measured by externally administered Early Grade Reading Assessments.

To address these areas of inquiry, we examine three groups of data:

Group 1: Primary data collection through in-person surveys of Grade 1 and Grade 2 teachers and head teachers in Nepal and heads of department in South Africa[6]
Group 2: Primary data collection through an on-line survey of Room to Read staff, and
Group 3: Existing Student Tracking and EGRA data sets

[6] In Nepal, head teachers are responsible for supporting foundation phase teachers and reading assessment process. This responsibility lies with heads of department in South Africa.

Given the nature of this study design, this report is organized into three separate sections, each addressing the design and detailed findings associated for each data group. Following those sections, there is an integrated findings discussion, highlighting the most important findings and including a discussion about how the findings across the three sections relate to one another. The recommendations section is organized by stakeholder group, with recommendations for policy makers and education officials, Room to Read, and researchers within the broader education sector.

GROUP 1: PRIMARY DATA COLLECTION THROUGH IN-PERSON SURVEYS OF GRADE 1 AND GRADE 2 TEACHERS AND SCHOOL LEADERSHIP IN NEPAL AND SOUTH AFRICA

Design

Learning directly from head teachers and teachers about their implementation and use of student assessments to adapt instruction and support students is critical to complement the theories currently underpinning the discourse on assessment-informed instruction. For the school-based data collection, two surveys were developed by the research team: a teacher survey and a head teacher/head of department (HOD) survey. Draft surveys were reviewed by members of the Room to Read global literacy program and RM&E teams as well as members of the Nepal and South Africa program and RM&E teams. The surveys were then coded in SurveyCTO (with initial support from Trestle, Inc., our SurveyCTO technical assistance partner) in English and underwent comprehensive testing by the Room to Read team to ensure skip patterns and response options were programmed correctly. The surveys for Nepal were translated into Nepali following the adjustments noted below. The surveys for South Africa were administered in English, with Sepedi translation assistance during administration as needed. See Annexes 4.A – 4.D for instruments. The following topic areas were included in the surveys:

Table 1: Head teacher and teacher survey domains

Focus Areas	Head Teacher/Head of Department	Gd 1 & Gd 2 Teachers
Background Information	x	x
Orientation toward student assessment	x	x
Student assessment practices general, government, Student Tracking and informal	x	x
Instruction adaptation practices	x	x
Analysis of and reaction to ST scores	x	x
Utilization of data for instruction	x	
Support to teachers		x
Catch-up/remedial support available	x	x
Self-efficacy	x	x
Rec.'s for improvement of student outcomes	x	x
Implementation of Student Tracking post-Room to Read support[7]	x	x

Instrument Pilot and Adaptation

The surveys were piloted in South Africa in eight schools over a period of two days in July 2022 by a team of eight Room to Read staff (2 GO RM&E, 2 CO RM&E and 4 Program Field staff). Prior to the pilot testing, the team reviewed the objectives of the study, conducted detailed walk throughs of the survey on the tablets, and discussed protocols and processes for pilot data collection. It was determined that the interviews would be led by RM&E team members, with support from program field staff as needed (e.g., Sepedi translations). The team had nightly de-brief sessions to adapt administration protocols and discuss potential changes to the survey.

[7] This domain was included for previously supported schools.

The piloting revealed several areas that required adjustments, including:

- Simplification/adaptation of some questions to increase comprehension and align with terminology being used in the context.
- Addition of questions to capture the full range of assessments (formal and informal) that teachers were administering to students, beyond the Room to Read student tracking assessments.
- Addition of questions to collect more nuanced data on how teachers perceive assessments, who they discuss assessment data with and the degree to which data inform their instruction or student support.
- Addition of questions about the curriculum, lesson plans, and learner materials being used in classrooms. This was important to give context to the assessment activities.
- Integration of a subset of items from the self-efficacy scale into the main survey to streamline the administration of the survey and to increase respondents' comprehension. The scale as originally designed was too theoretical and was perceived as redundant and not relevant to several respondents.
- Updates to response options based on the range of responses.
- Clarification on selection of teachers if the selected teacher was also an HOD. In these instances, we selected an alternate teacher so we could complete all three surveys in each school. In instances where there was only one Grade 1 or Grade 2 teacher who was also the foundation phase HOD, we administered the teacher survey and a small set of HOD questions to optimize the amount of information collected.

Following the pilot and team reflections, the survey was updated by Room to Read staff in SurveyCTO and thoroughly retested to ensure skip patterns and response options were coded correctly. The final version was translated from English into Nepali for administration in Nepal.

Analysis

Descriptive analysis, including frequencies, averages, and distributions, were conducted by country for each respondent group and by respondent group across countries. Given the limited sample size, we have not included findings of statistical tests that were conducted to check the significance of differences between countries. We have noted indications of relationships between respondent group responses within and across countries in some instances.

Sample

For main data collection, our planned sample was twenty schools, divided into ten currently supported and ten previously supported schools for each country (Nepal and South Africa). Within this stratum, schools were further stratified using the mean scores of the most recent administration of Grade 1 and Grade 2 student tracking assessments (as a proxy for school performance). In each sampled school, we planned to survey one Grade 1 and one Grade 2 teacher as well as one Head Teacher/Head of Department for a total respondent sample of sixty respondents in each country. The samples in each country are not representative of the population. See study limitations section for further discussion of the sample.

The following section outlines the specific selection processes and the final sample in each country.

Nepal Sample and Selection

To achieve our sample of ten currently and ten previously supported schools in Nepal, we focused on Syangia district. The sample frame included thirty-five previously support schools (period of intervention as 2018-2021) and twenty currently supported schools (where intervention started in 2019). Within that sample frame, we attempted to stratify the sample by student tracking assessment categories (using the passage reading subtask). Our intention was to allocate fifty percentage of the sample to schools that were categorized as "doing well" and the remaining 50% of the sample across schools that were categorized as "not doing well" and "struggling".[8] Student tracking data collected in February 2022 were referenced for currently supported schools and data collected in February 2021 were referenced for previously supported schools. We were able to stratify the sample as planned for currently supported schools, but the student tracking performance categories for previously supported schools were lower overall[9] and as such, the sample is skewed toward lower performing schools for the previously supported schools. Table 2 below shows the sample distribution of schools selected for the study according to their level of performance.

Table 2: Sample distribution of schools based on student tracking scores, Nepal

CURRENTLY SUPPORTED SCHOOLS				
STUDENT TRACKING CATEGORY	Doing Well	Not Doing Well	Struggling	Grand Total
GRADE 1 CLASSROOMS	5 (50%)	2 (20%)	3 (30%)	10
GRADE 2 CLASSROOMS	5 (50%)	3 (30%)	2 (20%)	10
TOTAL CLASSROOMS/TEACHERS	10	5	5	20
PREVIOUSLY SUPPORTED SCHOOLS				
STUDENT TRACKING CATEGORY	Doing Well	Not Doing Well	Struggling	Grand Total
GRADE 1 CLASSROOMS	7 (50%)	2 (30%)	1 (20%)	10
GRADE 2 CLASSROOMS	0 (0%)	3 (30%)	7 (70%)	10
TOTAL CLASSROOMS	7	5	8	20

The data collection team was led by the Room to Read Nepal Country Office RM&E Manager and comprised of two additional country office RM&E team members and four Literacy Program field staff. The team was briefed by the Global Office RM&E team on the objectives of the study and the surveys and received a full day of training on protocols and administration of the surveys. Schools were notified in advance of the visits. Data collection took place over the course of five days, with several early debriefs with the Global Office RM&E team and daily debriefs within the data collection team. The Nepal team achieved the intended sample as indicated in Table 3.

[8] These categories are calculated based on the percentage of students in a classroom whose scores exceed a certain threshold across the assessment items. Doing well is the highest score category (>=75% correct), followed by Not Doing Well (>=50%) and Struggling (<50%).

[9] These lower scores may have been a product of COVID-19 related school disruptions.

Table 3: Final sample, Nepal

Survey/Respondent	Final Sample
Grade 1 Teacher survey	20
Grade 2 Teacher survey	20
Head Teacher survey	20
Total	60

South Africa Sample and Selection

To achieve our sample of ten currently and ten previously supported schools in the same geographic area, we selected Limpopo province which had fifteen currently supported schools (where the intervention started in 2020) and seventy previously supported schools (period of intervention was 2016-2020) to select from. We reviewed student tracking assessment scores/categories at the classroom level to stratify the sample and capture a range of performance.[10] For Grade 1, the Familiar Word Reading subtask scores were used to select Grade 1 teachers and the Passage Reading subtask scores were used to select Grade 2 teachers. The classroom level data were then compared within schools to identify school that fit within each of the performance levels.[11] Our original intention was to allocate fifty percent of the sample to the middle performance level and distribute the remaining fifty percent evenly across the lowest and highest performance categories. However, we did not have enough schools with consistent performance levels across grades and as such we had to combine classroom performance levels within schools. We also had too few schools categorized as "doing well" to complete the sample as intended, so we oversampled the middle performance level. Table 4 below summarizes the initial school sample.

Table 4: Sample distribution of schools based on student tracking scores, South Africa

Currently Supported Schools				
Student Tracking Category	Doing Well	Not Doing Well	Struggling	Grand Total
Grade 1 classrooms	1 (10%)	5 (50%)	4 (40%)	10
Grade 2 classrooms	2 (20%)	4 (40%)	4 (40%)	10
Total classrooms/teachers	3	9	8	20
Previously Supported Schools				
Student Tracking Category	Doing Well	Not Doing Well	Struggling	Grand Total
Grade 1 classrooms	0 (0%)	5 (50%)	5 (50%)	10
Grade 2 classrooms	2 (20%)	5 (50%)	3 (30%)	10
Total classrooms/teachers	2	10	8	20

During instrument piloting the week preceding data collection, the team was informed that six of the selected currently supported schools in Sekhukhune district in Limpopo province were participating in a two-day training on Student Tracking. The study team determined that this would contaminate the sample and subsequently replaced the six schools who received the training with schools from Capricorn

[10] For currently supported schools, we utilized 2020 student tracking data and for previously supported schools we utilized 2019 student tracking data to select schools and teachers with a range of performance.

district in Limpopo province with the same student tracking classroom performance categories as the original sample.

Despite the advance arrangements made for the interviews, we found a number of Heads of Departments (HODs) were attending government workshops and were unavailable for interviews. Several teachers we had planned to interview were out due to illness or reading competitions. In several of these instances, we revisited the school the following day to complete the planned interviews. Additionally, we found in a number of schools that Grade 1 or Grade 2 teachers were acting as the HOD and there was only one Grade 1/Grade 2 teacher in the school. In these instances, we administered the teacher survey and added a reduced set of HOD questions. The South Africa final sample was 47 interviews across 20 schools, as outlined in Table 5:

Table 5: Group 3: South Africa Final Sample

Survey/Respondent	Final Sample
Grade 1 Teacher survey	16
Grade 2 Teacher survey	17
HOD survey	9
Grade 1 teacher with HOD short survey	3
Grade 2 teacher with HOD short survey	1
Multi-grade teacher with HOD short survey	1
Total	47

Study Limitations for Group 1 Data

Perspective and Scope

In the original conceptualization of this study, the focus for the school-based data collection was to understand the administration of the Room to Read Student Tracking assessment and the utilization of the results from the assessment. Additionally, we sought to understand teachers' and head teachers' knowledge and beliefs about literacy development and instruction. As noted in the instrument section, after piloting the survey, we expanded the school-based survey to capture a broader set of classroom-based assessment information given the importance of this context. This affords us a view of the system for early grade reading assessments from the teachers' perspective at the classroom level. This is an essential perspective, but we cannot have a full understanding of the system of early grade reading assessments in Nepal and South Africa without a fuller set of respondents and a more complete review of the policies, standards, and data systems, and data. Despite these limitations we do think the scope of the data collection offers an important lens to complement research with a more complete systems focus.

Sample and Interpretation

The sample of teachers and heads of departments/head teachers for this study is small and not representative of the overall population in either Nepal or South Africa. This is especially true of the head of department sample in South Africa given the final sample outlined above. The sample is more appropriately considered along the lines of qualitative sampling, where the sampling strategy's prevailing goal is "saturation" or sometimes otherwise framed as "information power". When we consider the range of responses from teachers and HODs/head teachers in both Nepal and South Africa, we see consistent patterns and a convergence on responses about certain aspects of assessments and

their use. This is not to say that we are confident we achieved saturation, but we believe we have a sufficiently nuanced understanding across the study domains in the geographies where the data collection took place. As noted in the original study design document, we have stronger reservations about some of the cross-respondent analyses (e.g., teacher and head teacher response associations).

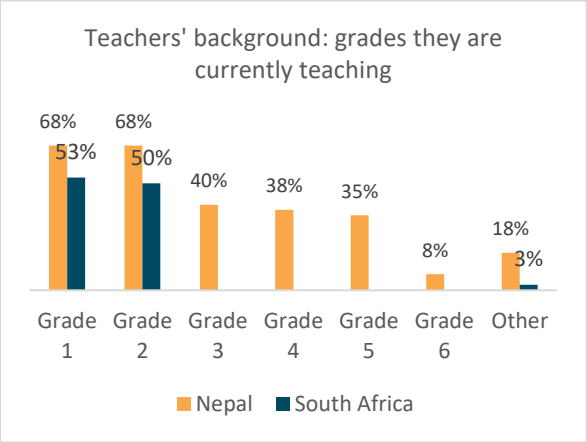
We present the findings for school-based data collection disaggregated by country and in many cases offer a side-by-side comparisons of teacher responses across Nepal and South Africa as a point of interest. We have limited these side-by-side comparisons across countries for Head of Department (South Africa) and Head Teachers (Nepal) given the fundamentally different role they have in each context.[12] These presentations are offered to reflect on how different systems are engaging with literacy instruction and assessment, rather than to present a judgement on the responses or findings.

Findings: Group One

Profile: Teachers Sample, Nepal and South Africa

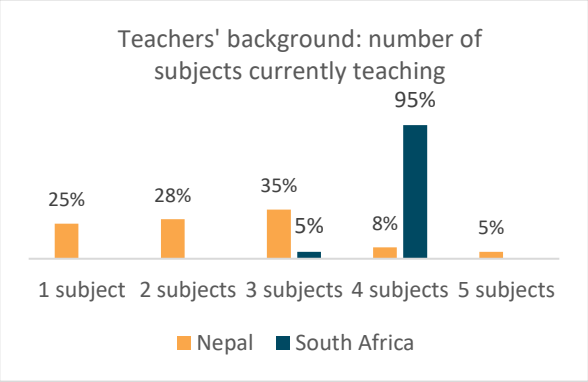
As noted above, our teacher survey sample includes 40 teachers from Nepal and 38 teachers from South Africa and in this section, we share some key characteristics of the sample. 98% of teachers in Nepal and 100% of teachers surveyed in South Africa have a teaching qualification. We see from the background data, that our sample teachers in Nepal are currently teaching more grades than those in South Africa- who exclusively teach Grade 1 or Grade 2 (the one exception being a teacher with a multi-grade foundational phase class, Figure 2). In Nepal, teachers teach fewer subjects, but a broader range of grades (Figure 3).[13]

Figure 2: Teachers, grades currently teaching



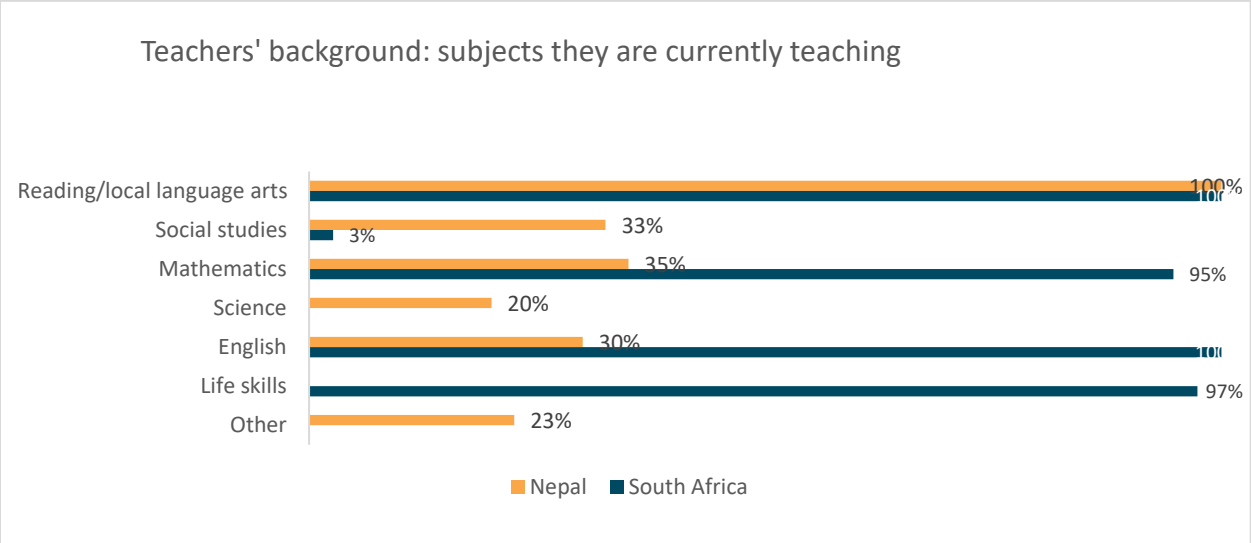
In terms of length of experience teaching, we see a more evenly distributed pattern in Nepal with fewer teachers on the ends of the distribution as compared to South Africa (Figure 4). This may be a function of teacher placement policies as 43% of teachers in Nepal stated they have taught literacy in Grade 1 or Grade 2 at a different school, as compared to 29% in South Africa. 90% of teachers surveyed in Nepal and 84% of those surveyed in South Africa have participated in Room to Read training on literacy instruction.

Figure 3: Teachers, number of subjects teaching



[12] See section the next section with summary descriptions of each role.
[13] The "other" category for "grades currently teaching" represents multi-grade teaching.

Figure 4: Teachers, subjects currently teaching



Profile: Head Teachers and Heads of Department Sample, Nepal and South Africa

Turning to head teachers and heads of department (HODs), both roles were identified by our country teams as the primary support person to teachers with respect to early grade reading. However, the scope of their positions varies substantially. Head teachers in Nepal have a broad set of responsibilities including to "maintain academic environment, academic quality and discipline school management responsibilities" and to "create an environment of mutual cooperation having coordinated with teachers, other employees, among teachers and other working staff, students and guardians". [14] Head teachers typically also have their own teaching responsibilities, usually in the higher primary grades and often subject-specific classes. HODs in South Africa are current foundation phase (Grades 1-3) teachers with a daily focus on home language literacy instruction in addition to the other core subjects in the foundation phase. While the Head of Department role[15] is not a new role from a policy perspective in South Africa, we did find that its implementation in our sample schools for the foundation phase was variable in terms of HODs integrating their HOD responsibilities into their expectations and actions. Both head teachers' and HODs' job descriptions include general references to quality of education and assessment of students, but no detailed references to using data to adapt and improve instruction.

In Nepal 60% of head teachers have been at their current school for five years or more and 65% have been head teachers for more than five years overall (in any school). In South Africa the HODs we

[14] See Annex 1.A for a summary of Head Teacher responsibilities in Nepal.

[15] According to South African Department of Basic Education policy documents, the aim of the HOD is "to engage in class teaching, be responsible for the effective functioning of the department, supervision of educators and to organize relevant/related extracurricular activities so as to ensure that the subject, learning area or phase and the education of the learners is promoted in a proper manner." With respect to assessment, the job responsibilities also require HODs to "co-ordinate evaluation/assessment, homework, written assignments, etc. of all the subjects in that department."

surveyed have far shorter tenure in their position, with 40% serving as HODs for less than one year in their current schools. This is in large part due to the nascency of the HOD role in the education system. It is important to recall that all HODs are also foundation phase teachers in their schools, so their years of teaching experience far exceeds that of their tenure as HODs. 90% of head teachers in Nepal and 100% of HODs in South Africa hold a teaching qualification.

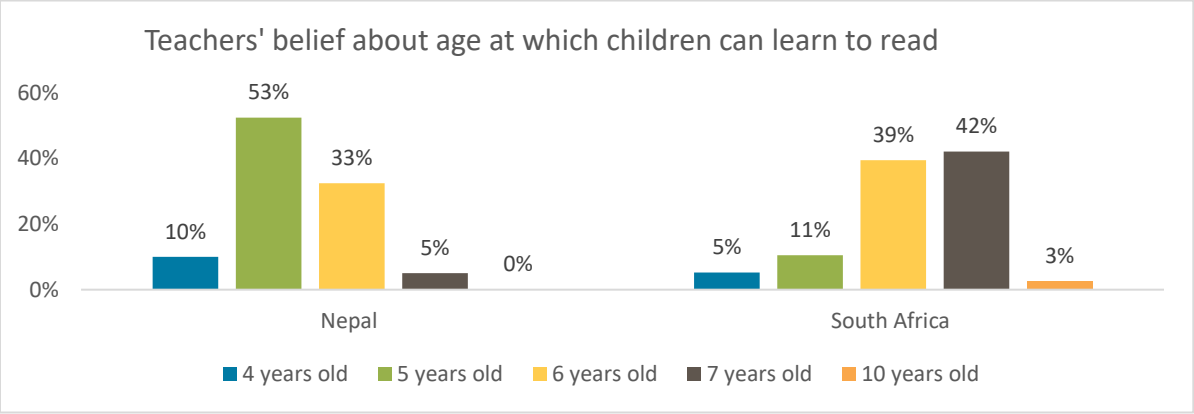
In both Nepal and South Africa, we see a wide range of subject teaching experience, with head teachers in Nepal having taught more upper primary subjects and HODs in South Africa focusing nearly exclusively on foundation phase subjects. This may have a bearing on head teachers' and HODs' ability to help foundation phase teachers improve their instructional practices for foundational literacy. Only 35% of head teachers in Nepal have participated in Room to Read literacy instruction training as compared to 80% of the HODs in South Africa. Again, this is reflective of the HODs concurrent role as classroom teachers.

Literacy Knowledge and Orientation

HEADLINE FINDING: Teachers have a solid understanding of the skills children need to learn how to read with fluency and comprehension. Both teachers and school leadership in Nepal and South Africa overwhelmingly cite student and family factors as the most important reason some students struggle to learn to read (as compared to teacher- or school-related reasons).

We included a set of questions in the teacher surveys to establish a frame of reference with respect to teachers' beliefs and knowledge about foundational literacy and instruction. We begin with understanding the age at which teachers believe children can learn to read. The highest frequency response from teachers in Nepal is five years of age (53% of teachers). In South Africa, the highest frequency response was seven years of age (42% of teachers). 71% of the teachers in South Africa believe that there is a difference in the age that boys and girls can learn to read, with 100% of South African teachers stating that girls can learn to read earlier than boys. In Nepal, 38% of teachers reported believing there was a difference, with 67% of those teachers stating girls could read at an earlier age.

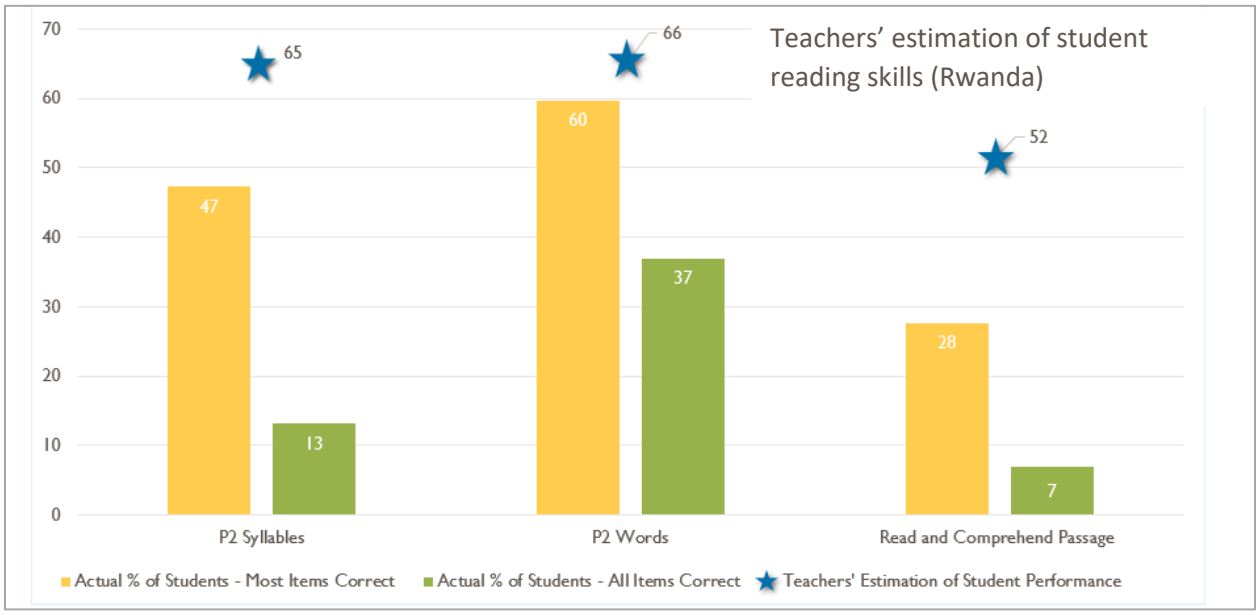
Figure 5: Teachers, belief about age children can learn to read



We reflect that teachers' beliefs about students' capacities are often tied to how they see students performing, and indeed, findings of several recent reading skills assessments from both Nepal and South Africa illustrate that girls consistently perform higher on reading assessments than boys in both control

and treatment schools.[xv] This aligns with the predominant findings in the literature that girls generally develop reading skills earlier than boys and retain that advantage through the foundational primary years on average.[xvi] Additionally, teachers often over-estimate the reading skills of their students as illustrated in the findings of one study from Rwanda[xvii] that found teachers over-estimated students' skills across three separate reading sub-tasks by significant margins.

Figure 6: Teachers' expectations of student reading skills, Rwanda



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Responses from HODs and head teachers follow the same overall trends as teachers across countries, with the majority of head teachers in Nepal stating that children can learn to read between four and six years old. For HODs in South Africa, similar to teachers, the most frequent response is six years old (40%) with 40% of HOD's responding seven years old or older. With respect to differences between boys and girls, we again see a similar pattern with 90% of HODs in South Africa stating there is a difference between boys and girls, in contrast to only 35% of head teachers in Nepal.

We asked teachers about the skills they believe students need to read fluently and with comprehension to gain a sense of how teachers are conceptualizing the reading development process and how this maps to their instructional and assessment focus and strategies. We were also trying to understand the range of teachers' knowledge about the building blocks of reading development, especially given the importance placed on this through Room to Read's support to teachers and schools.[17]

[16] Teachers were asked to estimate the percentage of their Grade 2 students that could: a) read most P2 syllables, b) read P2 words and c) read and comprehend a Grade 2 leveled passage. Students from those same classrooms were assessed on Grade 2 leveled syllables and words and a Grade 1 leveled passage and comprehension questions.

[17] The question was presented as an open-ended question and teachers were prompted to list all of the responses they could think of. They were not provided with a set of response options. Their responses were then coded against the established set of response options. Interestingly, teachers in Nepal had substantially more total responses on this multiple response question than teachers in South Africa (207 as compared to 116). We are

On average across the two countries, letter knowledge and sounding, word reading, reading comprehension, and writing were the most frequently mentioned skills children needed (Figures 7 and 8). South African teachers were more explicit or had more vocabulary around phonic-based reading development and most frequently (e.g., 68% cited letter/syllable sounding and 47% cited word reading) mentioned the specific building blocks of phonemic awareness, letter, and syllable sounding. Teachers in Nepal noted higher level competencies more frequently than other skills, with over one-half of teachers mentioning writing and reading comprehension. The responses of head teachers and HODs followed similar patterns with writing the most frequent response from head teachers in Nepal and letter/syllable sounding the most frequent response from HODs in South Africa.[18]

Figure 8: Nepal teachers, skills children need to learn to read

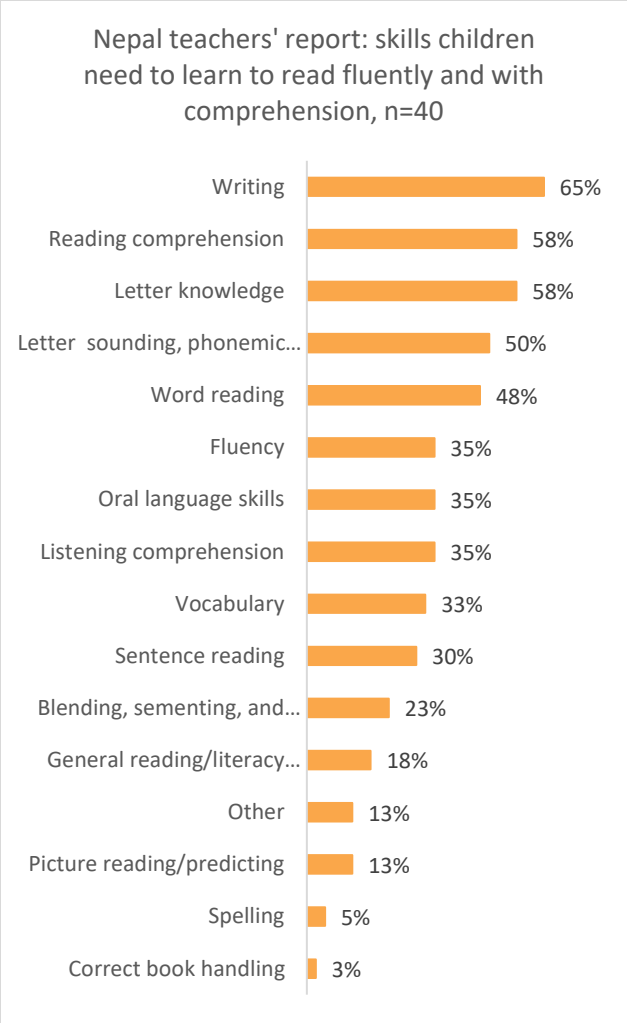
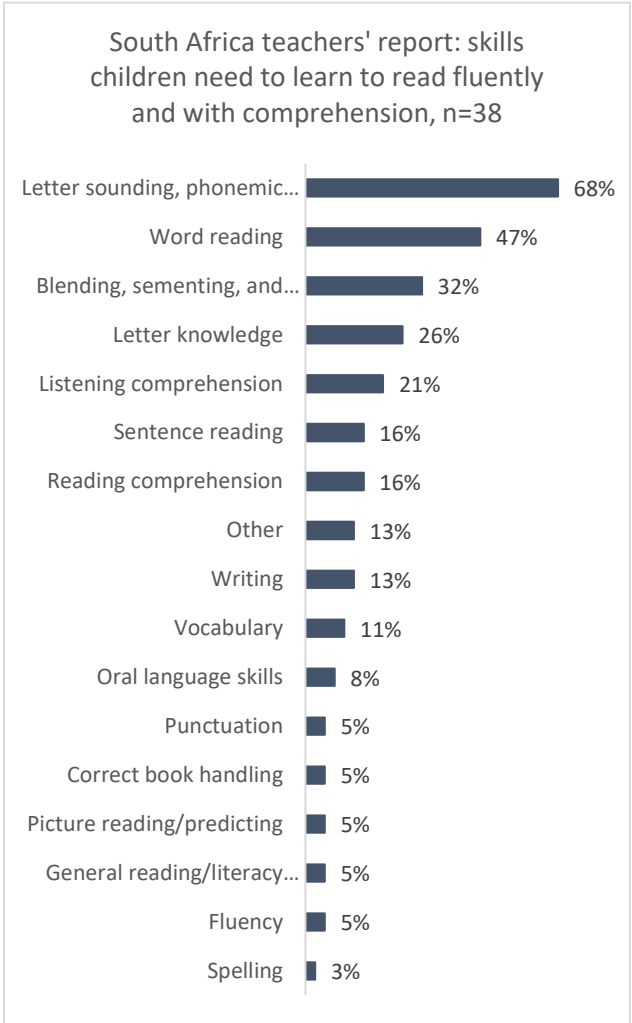


Figure 7: South Africa teachers, skills children need to learn to read



uncertain about why there is such a large difference, but teachers in Nepal seemed more comfortable with the survey process and that could have generated more expansive responses.

[18] The differences in the linguistic characteristics between Nepali and Sepedi may have some influence on the difference between observed response pattern across countries.

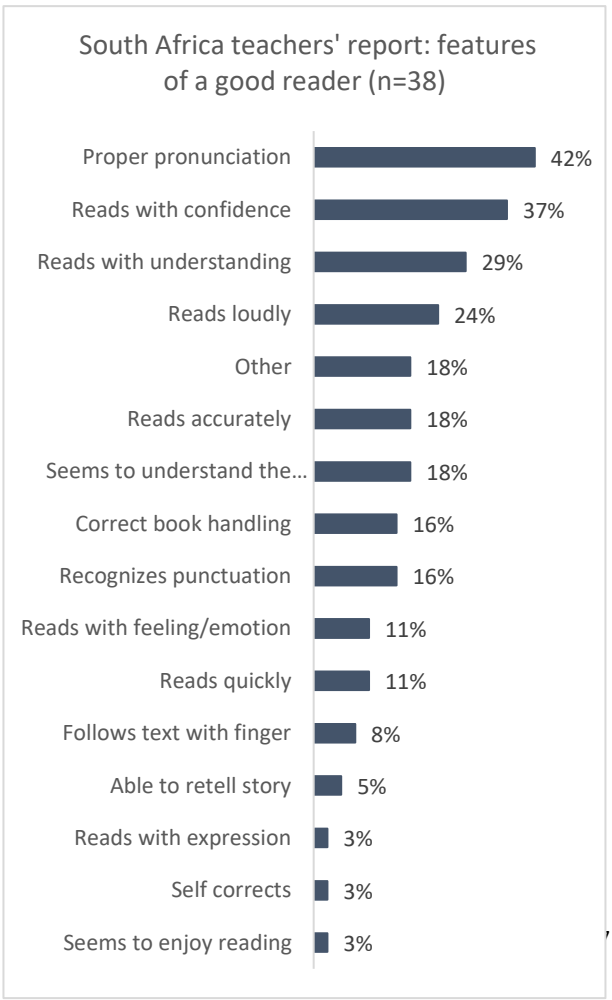
We also asked teachers about the student practice activities they feel is most important to help children become fluent readers inside and outside of the classroom. In Nepal, nearly two-thirds of teachers stated small-group practice is most important, with virtually all other teachers (33%) citing individual practice as most important. No teachers in Nepal listed whole class practice as most important. In South Africa, 42% of teachers in felt individual learner practice was most important and 39% felt small group practice was most important. Only in South Africa did teachers (16%) indicate whole class practice was most important to help children become fluent readers.

What makes a good reader?

We asked teachers about the features of a "good reader" using a range of response options. Some of the items are similar in meaning but phrased slightly differently to capture the context-specific use of terms to describe reading behaviors. In both Nepal and South Africa, we see the dominance of fluency in teachers' opinion about the features of a "good reader" (Figures 9 and 10). This is likely in part, driven by the prevalence of both Student Tracking and EGRA in these contexts given the emphasis on fluency in these assessment designs. In Nepal we see an emphasis on reading "quickly" (53% of teachers), whereas teachers in South Africa gave greater emphasis to reading "at an appropriate pace". Teachers in Nepal cited fluency, comprehension and reading with emotion the most frequently when describing the features of a good reader. Fluency, accuracy, and comprehension were top responses from South African teachers. Teachers in South Africa also valued the mechanics of reading such as "recognizing punctuation" and "correct book handling" in their assessment of a good reader. Head teachers' and HOD's responses to what makes a good reader generally align with the teachers' responses.

Figure 10: Nepal teachers, features of a good reader

Figure 9: South Africa teachers, features of a good reader



Teachers' views on why some students struggle with reading

When we look at teachers' views about WHY some students struggle to read, the highest frequency response in both countries (as a proportion of teachers) are either student- or family- focused. "No family support for education" was by far the most frequent response, with 80% of teachers in Nepal and 63% of teachers in South Africa citing this reason (Figures 11 and 12). Student intelligence, attention and motivation were among the top reasons cited in both countries. Interestingly, teacher- and school-related factors were not frequently mentioned, with only 10% of teachers in Nepal and 13% of teachers in South Africa citing teacher-related reasons for students' struggles to learn how to read. There were also mentions of learning loss due to COVID, lack of skills gained in earlier grades and teachers' inability to address learning difficulties, but the frequency of these responses was very low.[19]

Figure 12: Nepal teachers, why students struggle to read

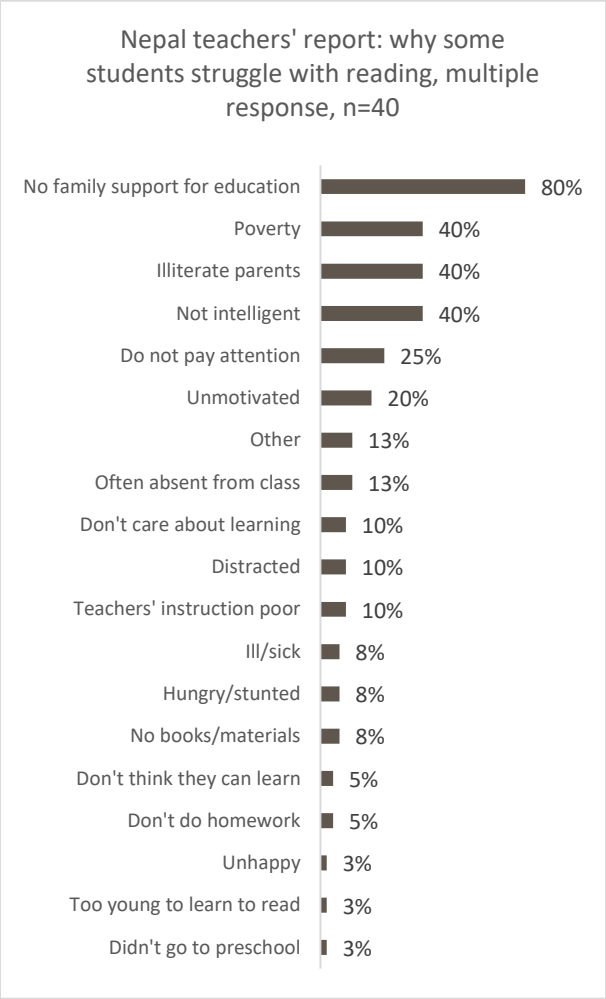
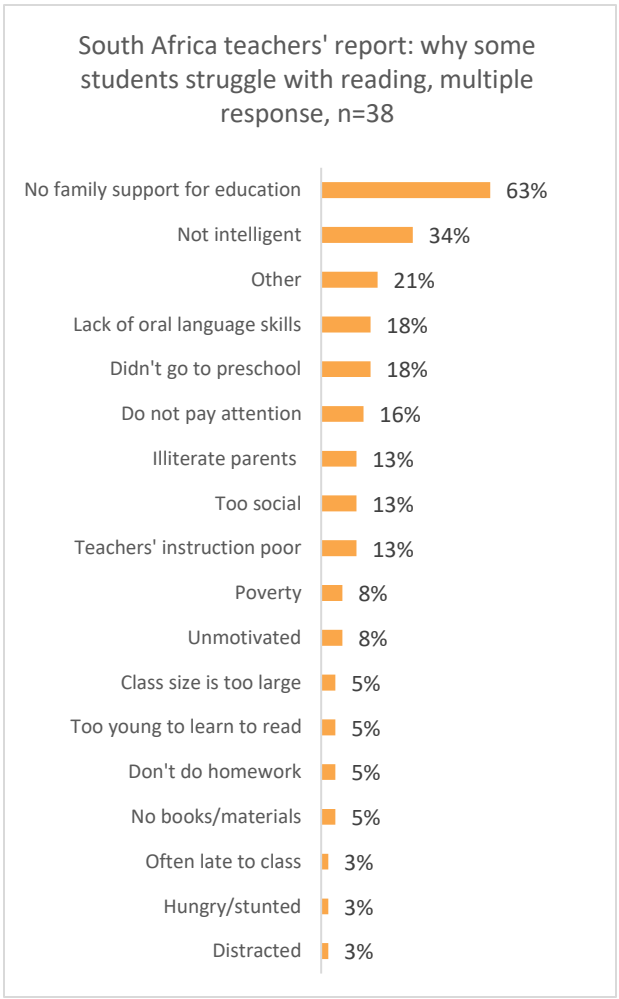


Figure 11: South Africa teachers, why students struggle to read



[19] As with other multiple-response option questions, teachers in Nepal had nearly twice as many responses as teachers in South Africa (128 responses as compared to 65 responses).

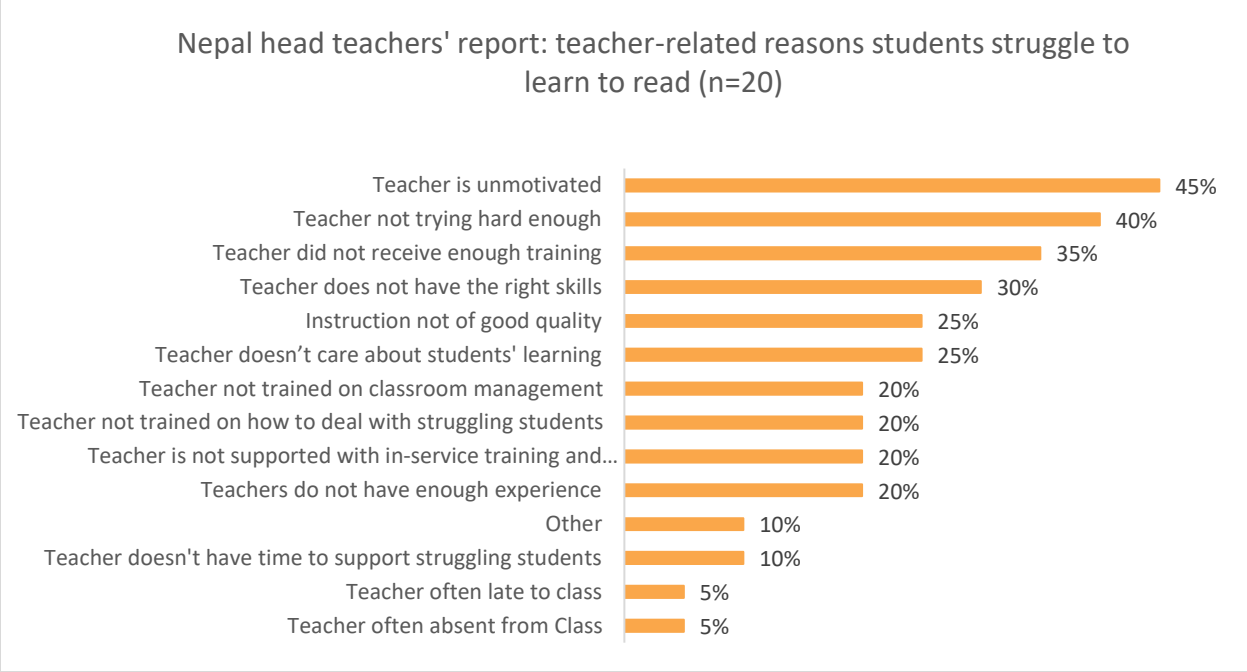
We followed-up this multiple-response option question by asking teachers to indicate the MOST important reason some students struggle to learn to read, and teachers overwhelmingly offered family and student-focused reasons for students' struggles.

Head teachers' and HODs views on why some students struggle with reading

We asked this same question about why students struggle to learn, delineated by student, teacher, and school-related reasons to head teachers and HODs. We show in Figures 13 and 14 their detailed responses on the *teacher-related reasons* students struggle to learn to read. In Nepal, head teachers had an emphasis on teacher motivation and orientation toward their job and their students. In discussions with local education officials and Room to Read staff in Nepal about these findings, both cited the prevalent use of contract teachers with low pay and low job status – negatively affecting those teachers' motivations and the perceptions of those teachers' value by school leadership and other actors in the system.[20] Head teachers in Nepal also frequently cited teachers not receiving the training and support that they need as the reason for low student learning levels.

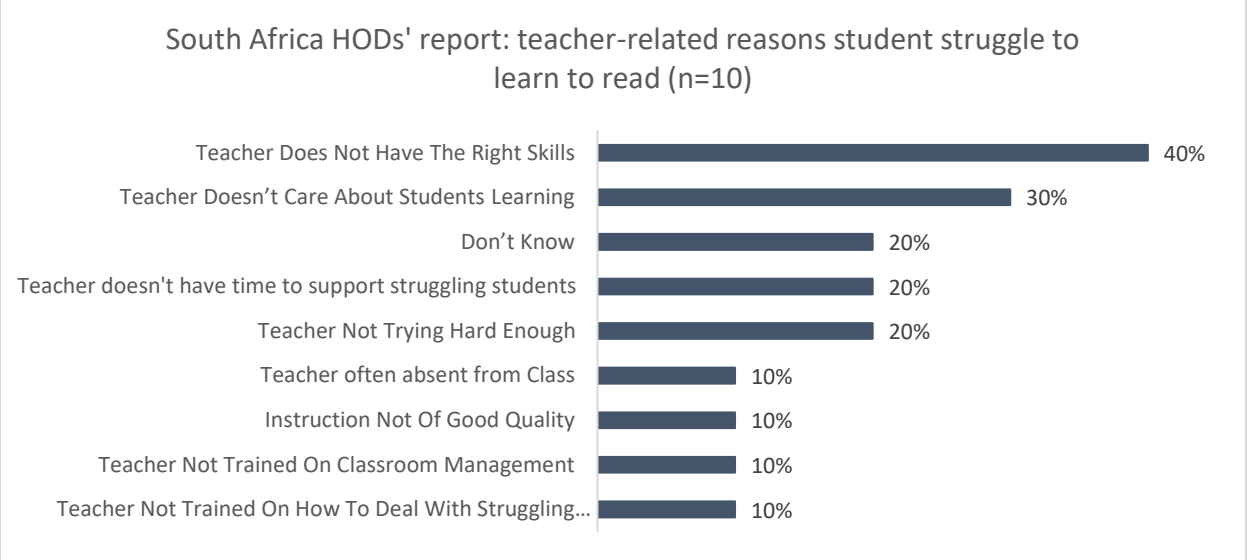
In South Africa, HODs presented a slightly different picture of the teacher-related reasons, with the addition of teachers not having the right skills to teachers' orientation as reasons why students are struggling to learn to read. Remembering in South Africa, that HODs seem to view their role as primarily classroom teachers, rather than school leadership (as compared to head teachers in Nepal), which could explain the differences in the reported teacher-related reasons that student struggle to learn to read.

Figure 13: Nepal head teachers, teacher-related reasons students struggle to learn



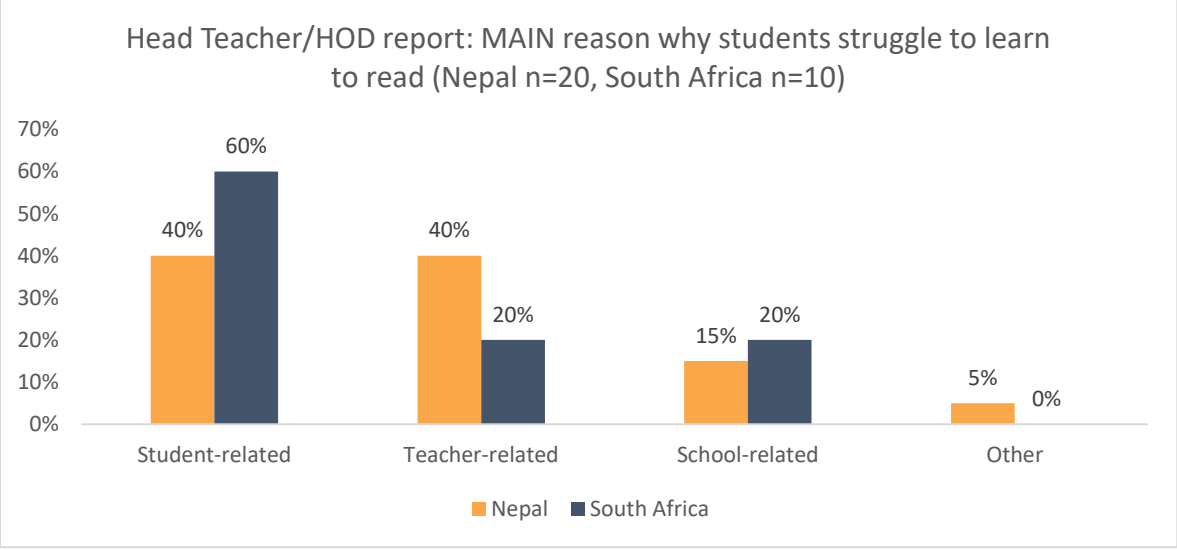
[20] There are also interesting dynamics surrounding the hiring and placement of head teachers in Nepal, with some instance of political parties influencing these placements to a greater degree than the local education officials in the Palika or district office.

Figure 14: South Africa HODs, teacher-related reasons students struggle to learn



We then asked head teachers and HODs to reflect on the MAIN reason students struggle to learn to read to get a sense of where they feel the core responsibility lies (Figure 15). We see in Nepal that there is an even split between student and teacher reasons, whereas in South Africa HODs placed more of the emphasis on student-related reasons (Figure 15). In both countries, school-related reasons were rarely identified as the primary reason for students' struggling to read. The general orientation toward student-related reasons to explain the reasons students struggle to learn to read across all respondent groups is notable and largely focuses on lack of family support. The top student-related reason cited by head teachers and HODs was "no parental support for education", followed by a range of student characteristics (e.g., unmotivated, distracted) and student behaviors (e.g., absence from class, doesn't' do homework).

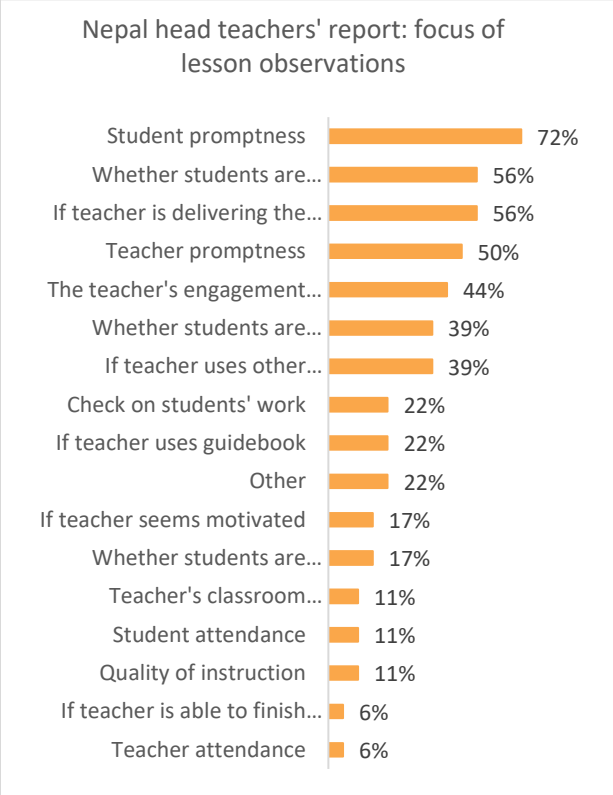
Figure 15: Nepal and South Africa HTs and HODs, main reason why students struggle to learn

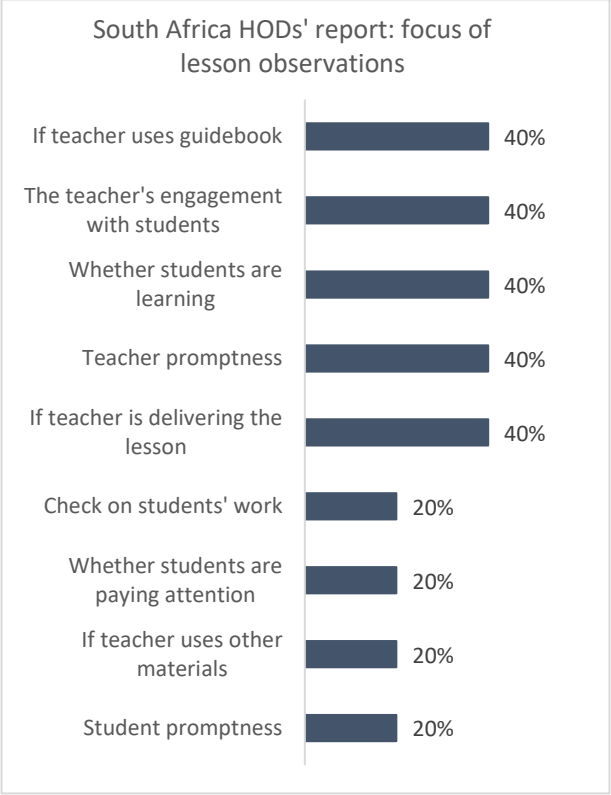


Head Teachers' and HODs' observation practices

To understand more about the exposure head teachers and HODs have to literacy instruction at their school and how they are supporting teachers, we asked about their instruction observation practices. In Nepal, 90% of head teachers reported they observe Grade 1 and Grade 2 literacy lessons, while only 50% of HODs in South Africa reported they observe lessons. There are several drivers for the low rate of HOD observations in South Africa. The teacher unions have called into question the appropriateness of classroom observations and have advocated for teachers to be supported through meetings rather than what they see as supervisory or accountability observation processes. As such, observations by actors within the system are controversial and not integrated into the teacher support systems writ large. Development partners working in context are often afforded access to observe classes as their observations are framed exclusively as support rather than supervision. The other driver in South Africa is the nascency of the HOD role and the degree to which HODs have been trained on and taken up the intended role of the HOD. HODs also have full class loads and do not have the available time to observe other teachers. Their support for teachers is more oriented toward discussing challenges during staff meetings and in informal one-on-one conversations.

Of those head teachers in Nepal that report observing lessons, most observe weekly to several times per month. In South Africa, the most common observation frequency is monthly. We were also interested in understanding what head teachers and HODs focus on in their observations. There were a broad range of responses in both countries (Figure 16 and 17). [21]





[21] Student promptness refers to students being seated in the classroom at the start of the observed class session.

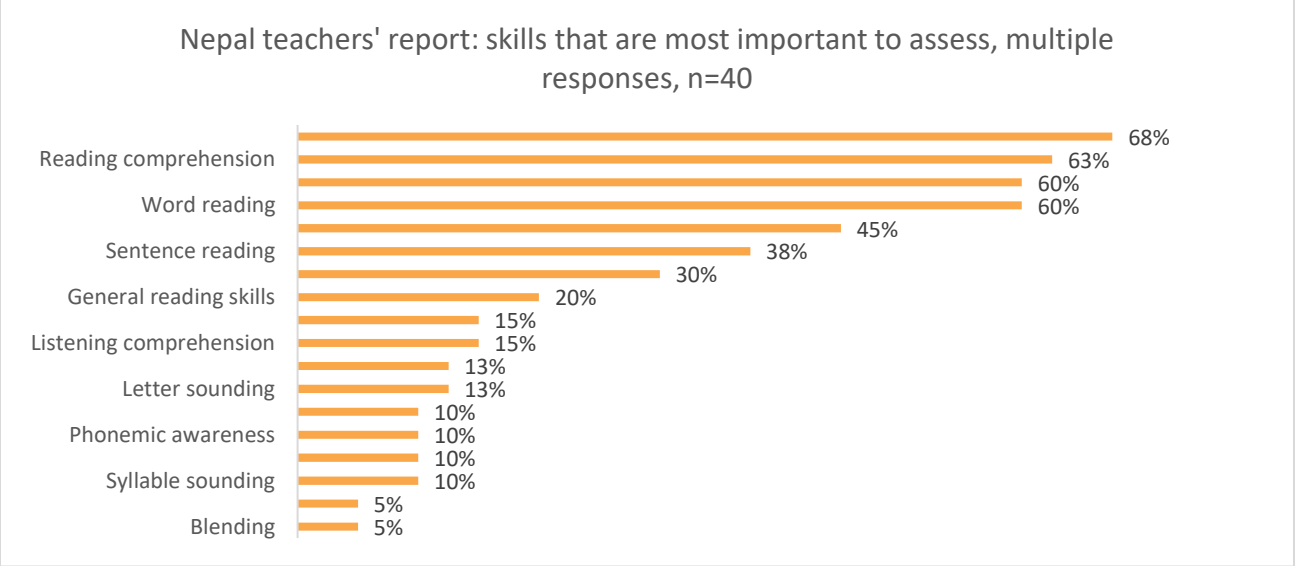
Figure 17: Nepal head teachers, focus of lesson observations *Figure 16: South Africa HODs, focus of lesson observations*

Assessment Strategies and Beliefs

HEADLINE FINDING: Teachers and school leadership express positive intentions to use assessment data to help students and there is a solid understanding of the skills that are important to assess. Despite these positive intentions and focus on core skills, assessment strategies remain quite generalized and both teachers and school leadership are more confident in their ability to identify students who are struggling as opposed to why students might be struggling.

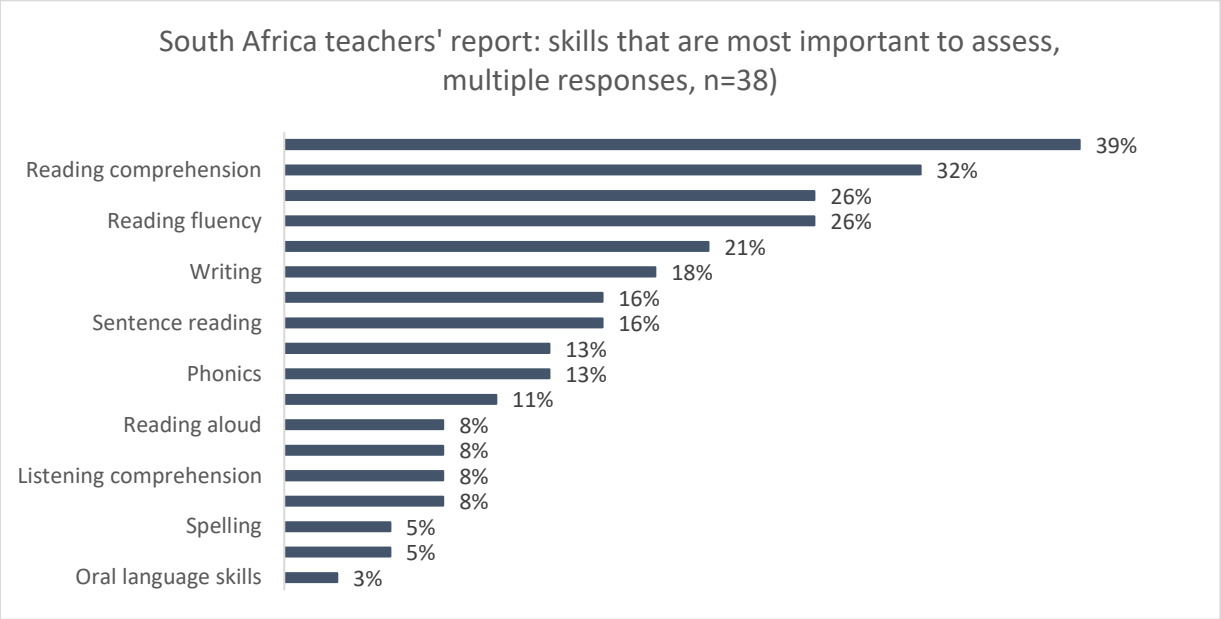
Having established an understanding about teachers', head teachers' and HODs' beliefs about literacy acquisition, we now turn to respondents' general orientation toward student reading assessments. To ground our understanding, we asked teachers what skills they think are most important to assess. In Nepal (Figure 18), teachers cited a range of basic skills like letter knowledge (68% of teachers) and also more complex skills like reading comprehension (63% of teachers). Writing features predominantly with 60% of teachers noting writing as one of the most important skills to assess. The skills teachers cite as important to assess generally align with the skills that they noted are important to learn to read.

Figure 18: Nepal teachers, skills most important to assess



Teachers in South Africa (Figure 19) focused on both the building blocks of reading and more complex reading skills in their responses to this question. Word reading was the skill most frequently mentioned (39% of teachers cited this skill), with reading comprehension a close second with 32% of teachers mentioning reading comprehension. Interestingly, when we look at the skills that teachers report assessing through informal assessments, "writing" tops the list in both Nepal (82%) and South Africa (58%). The next most prevalent skill teachers report assessing informally in Nepal is word reading and letter sounding (64% of teachers list both these skills) and in South Africa, word reading and reading comprehension (31% of teachers list both these skills) are the next most prevalent skills teachers report focusing on during informal assessments.

Figure 19: South Africa teachers, skills most important to assess



95% of head teachers in Nepal and 100% of HODs in South Africa report that Grade 1 and Grade 2 teachers assess their students' reading skills. The strategies are varied in Nepal (Figure 20) and emphasize both informal individual assessments during instruction as well as more formal termly assessments. We see that choral reading is a predominant strategy that HODs (50%) observe teachers using to assess students in South Africa (Figure 21).

Figure 20: Nepal head teachers, strategies teachers use to assess students

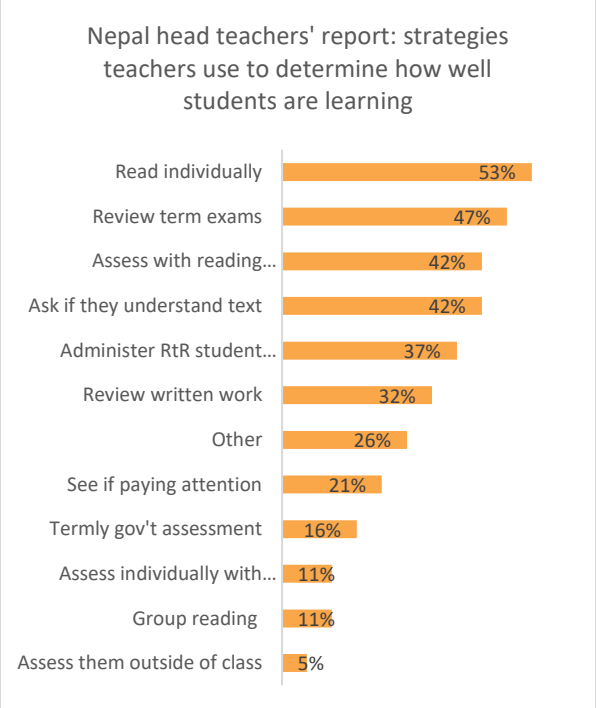
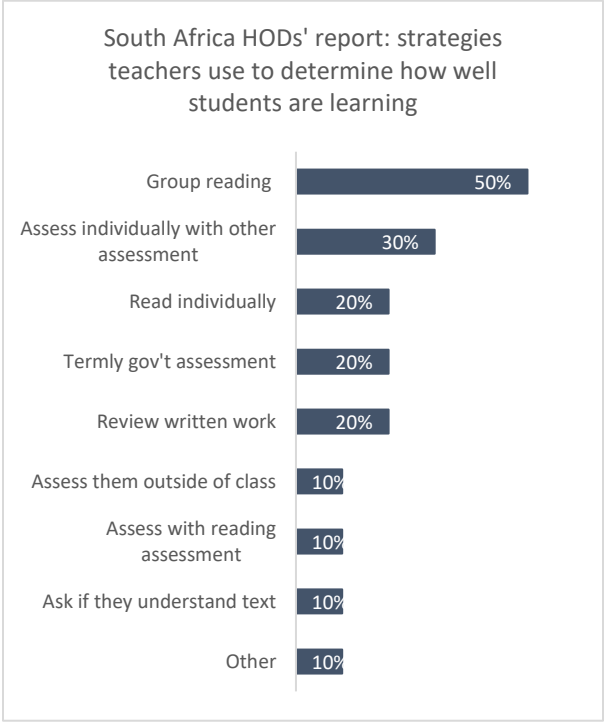
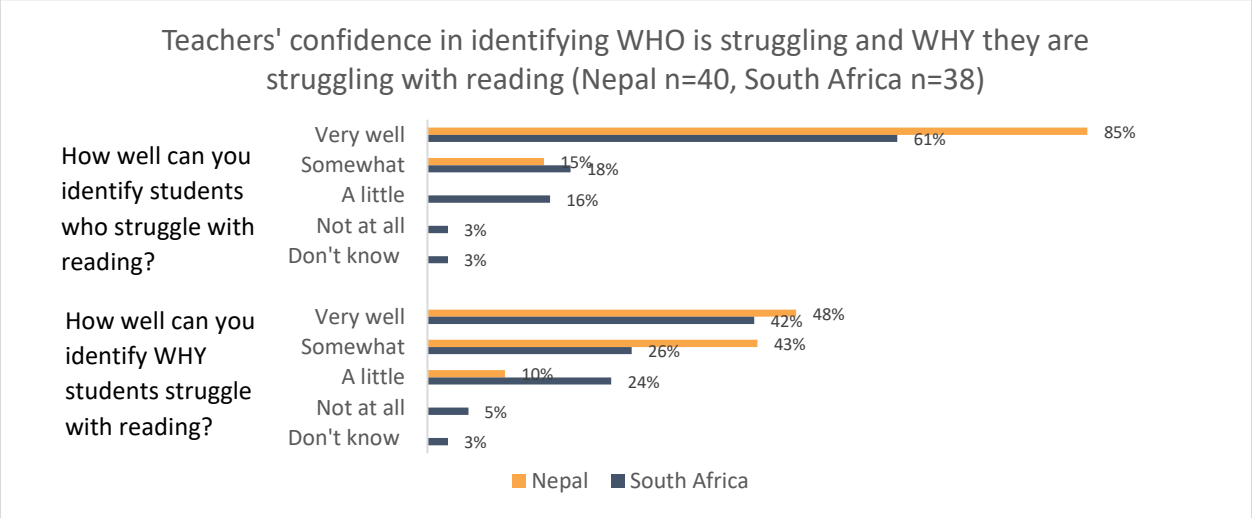


Figure 21: South Africa HODs, strategies teachers use to assess students



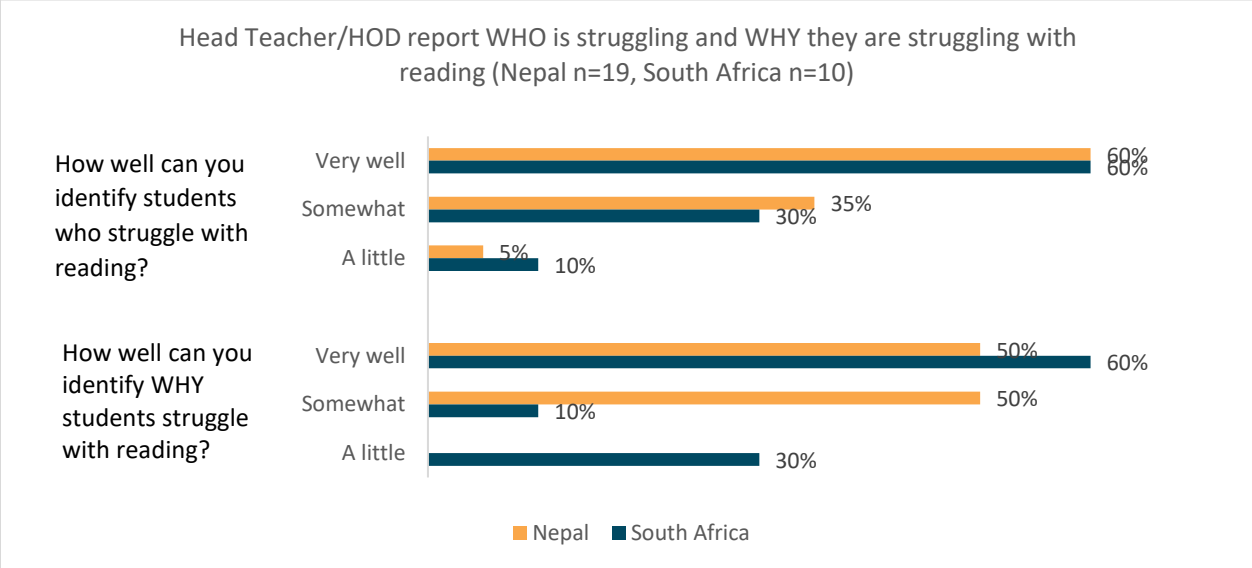
Teachers in Nepal feel quite confident in their ability to identify struggling students and why they are struggling (Figure 22). In South Africa, teachers are also quite confident in their ability to identify struggling students (Figure 23). Across both countries, an interesting difference in teachers' confidence to assess students emerged. Teachers felt far more confident in their ability to identify WHO is struggling with reading (85% of teachers in Nepal stated they could do this "very well", 61% of teachers in South Africa stated they could do this "very well") as compared to identifying WHY they are struggling (48% of teachers in Nepal stated they could do this very well, 42% of teachers in South Africa stated they could do this "very well").

Figure 22: Nepal and South Africa teachers, confidence to identify who is struggling and why



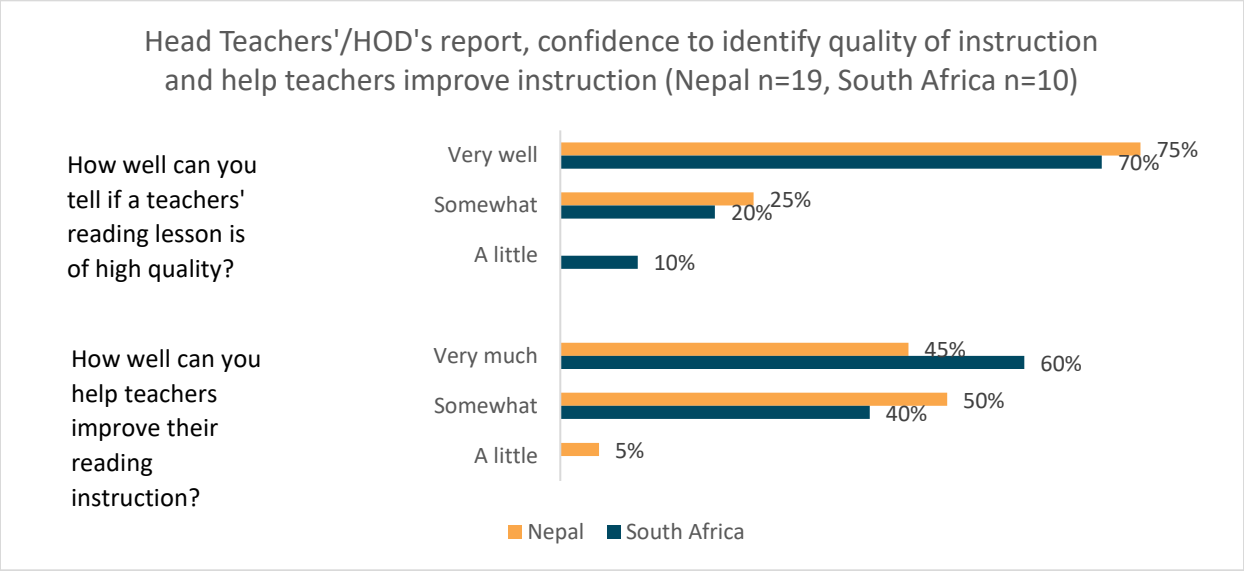
We also asked head teachers and HODs about their confidence to identify struggling students and also why students are struggling and found the response to be similar to the teachers in both countries.

Figure 23: Nepal and South Africa HT/HODs, confidence to identity who is struggling and why



For head teachers and HOD's, we followed up with a question about their confidence in determining if a reading lesson was of high quality and the degree to which they are able to help teachers improve their instruction. This line of inquiry is important to understand the support and coaching available to teachers to improve and adapt their instruction. We see higher levels of confidence on the first question, with over 70% of respondents in both countries stating they can identify if a teacher's lesson is of high quality "very well" (Figure 24). The confidence level is lower with respect to helping teachers improve, with only 45% of head teachers in Nepal stating they can do this "very well". HODs in South Africa are more confident about their ability to help teachers improve, with 60% stating "very well", which may be a function of their role as active foundation phase[22] literacy teachers in addition to their HOD role. Recalling that head teachers and HOD's most frequent response to the focus of their classroom observations was student attendance (with teacher attendance and whether teachers are delivering a lesson in general also ranking high), it is important to consider this in our interpretation of head teachers' and HODs' confidence in determining if a reading lesson is of high quality. The sense one gets from the data is that pedagogical approach and quality of instruction is not a primary reference point for head teachers and HOD's as they responded to these questions about their capacity to determine if a reading lesson is of high quality or their ability to help teachers improve instruction.

Figure 24: Nepal and South Africa HTs/HODs, confidence to identify high quality instruction and help teachers

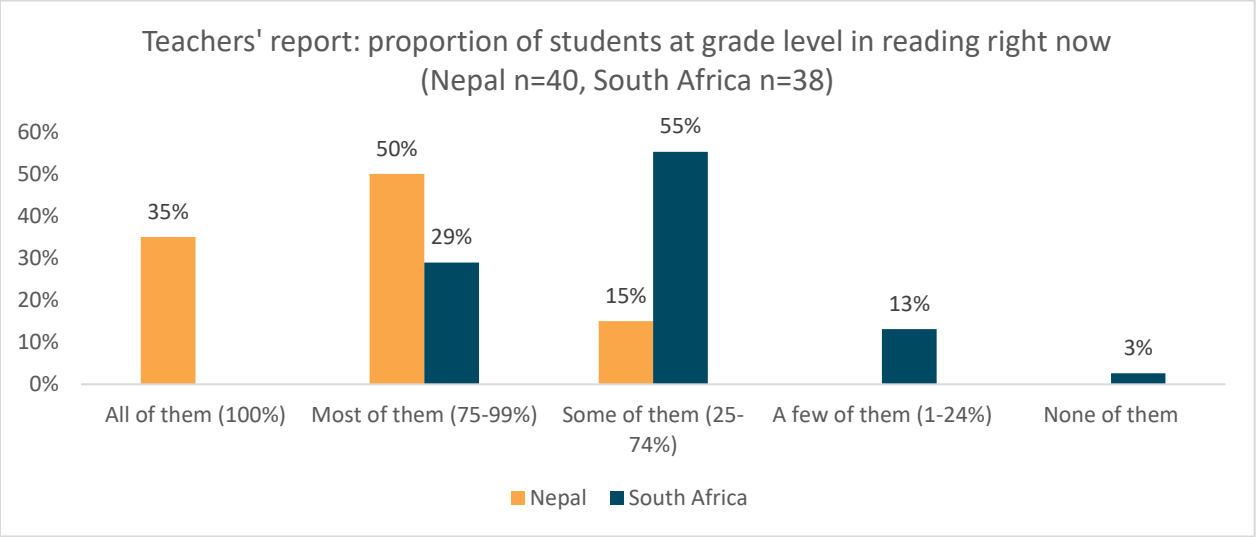


100% of teachers in Nepal and 68% in South Africa, stated they knew the reading skills of every student in their class. These results align with another question we asked about whether teachers would like to know more about their students' reading skills. The majority of teachers surveyed in South Africa (68%) stated they would like to know more about their students' reading skills than they presently know – in Nepal only 45% stated they would like more information about student reading skills. These responses could be in part driven by the differences in assessment strategies and implementation across countries. These ratios generally align with the teachers' report in Figure 25, with teachers in Nepal feeling more confident in their current ability to assess students.

[22] In South Africa, the foundation phase includes Grade R through Grade 3.

We asked teachers, using the knowledge they currently have, to estimate the proportion of students reading at grade level at the time of the survey. In Nepal, 85% of teachers stated all or most of their class was reading at grade level. In South Africa, no teachers estimated all students were at grade level and 29% estimated most students were at grade level.

Figure 25: Nepal and South Africa teachers, estimates of proportion of students reading at grade level



Reading Assessments in Classrooms: Design and Implementation

HEADLINE FINDINGS : There is strong general conceptual alignment between the focus of early grade reading curriculum and summative assessments in Nepal and South Africa. Encouragingly, the range of assessments being used in classrooms (government-required, Student Tracking and informal assessments) are well aligned with the curriculum and learning goals. This alignment provides a strong signal to teachers and school leadership about learning outcome priorities for early grade reading.

Both countries are aspiring to strike a balance between standardization of summative assessments at the national level and contextualization and assessment preparation at the local level. This seems to have introduced deeper engagement with reading assessments by local education officials and school staff but has also introduced variability in assessment items and leveling. This has important implications for how we should consider these data in terms of system and school performance if there is variability in leveling, administration, etc. across schools and comparability might be compromised.

The teachers in Nepal and South Africa that we surveyed are inundated with demands to assess students' reading skills but have little scope and support to translate the assessment data they are producing into improved instruction and support for students. This is especially the case in South Africa where classrooms are larger and there is less coherence between the curriculum, teachers' lessons plans and student materials.

Teachers in both Nepal and South Africa generally report valuing Room to Read's Student Tracking process and materials, but we found very little, if any, continuation of the process once Room to Read's active support ends.

Our initial research design included learning about the implementation and use of Room to Read's Student Tracking model exclusively. We discovered during piloting in South Africa that there were a variety of reading assessments taking place at the classroom level and that we needed to capture a wider set of information to investigate how assessments are interacting with instruction in our study classrooms and the role that Student Tracking plays within the broader reading assessment landscape. As such, we revised the survey to include similar questions for three assessment types taking place in classrooms: 1) formal government-required assessments, 2) Room to Read's Student Tracking assessment, and 3) informal assessments during instruction.

For each of these types of assessments we endeavored to capture the scope and focus of the assessments, the degree to which the assessment was implemented, the organization, time and resources required to implement the model, how assessment data were used, teachers' orientation towards the assessments and lessons learned/recommendations. We were able to touch on these areas but given the inclusion of three assessments in the survey, we captured only a general picture of the design, administration, and use of these assessments.

It is important to preface this section with an acknowledgement of the challenges of getting a clear, consistent picture of the reading assessment processes taking place in the classrooms. Often the terminology used to describe assessments varied by teacher and school. The data collection team made efforts to capture the full scope of terms used for the different types of assessments and captured open-ended statements from teachers about the content and timing of the assessments to further delineate the different types of assessments. In the section below we see a level of "noisiness" in the data on some questions (e.g., frequency of assessments) about the government-required and Room to Read assessments and we attribute this to lack of clarity of questions and response options. For these assessments, we include a summary of what we understand to be the design of the assessment, recognizing that there are variations in implementation at the school-level as indicated by the data.

Government-required assessments in Nepal and South Africa

In Nepal, the government has ambitions to move from termly summative assessments to a continuous assessment model for Grades 1-3. However, this transition is still more aspirational than real, and as such, formal assessments, covering a range of literacy related skills are still conducted on a termly basis (typically June, November and April/May)[23] for all students.[24] These assessment scores are recorded in the system and utilized for student report cards. There is national level guidance but given the devolution of responsibility for education to the district and municipal (Palika[25]) level over the past several years, Palikas now play an important role in the facilitation of assessments in the lower primary

[23] Some Palikas have started to implement termly assessments four times per year, in keeping with private school assessment cycles.

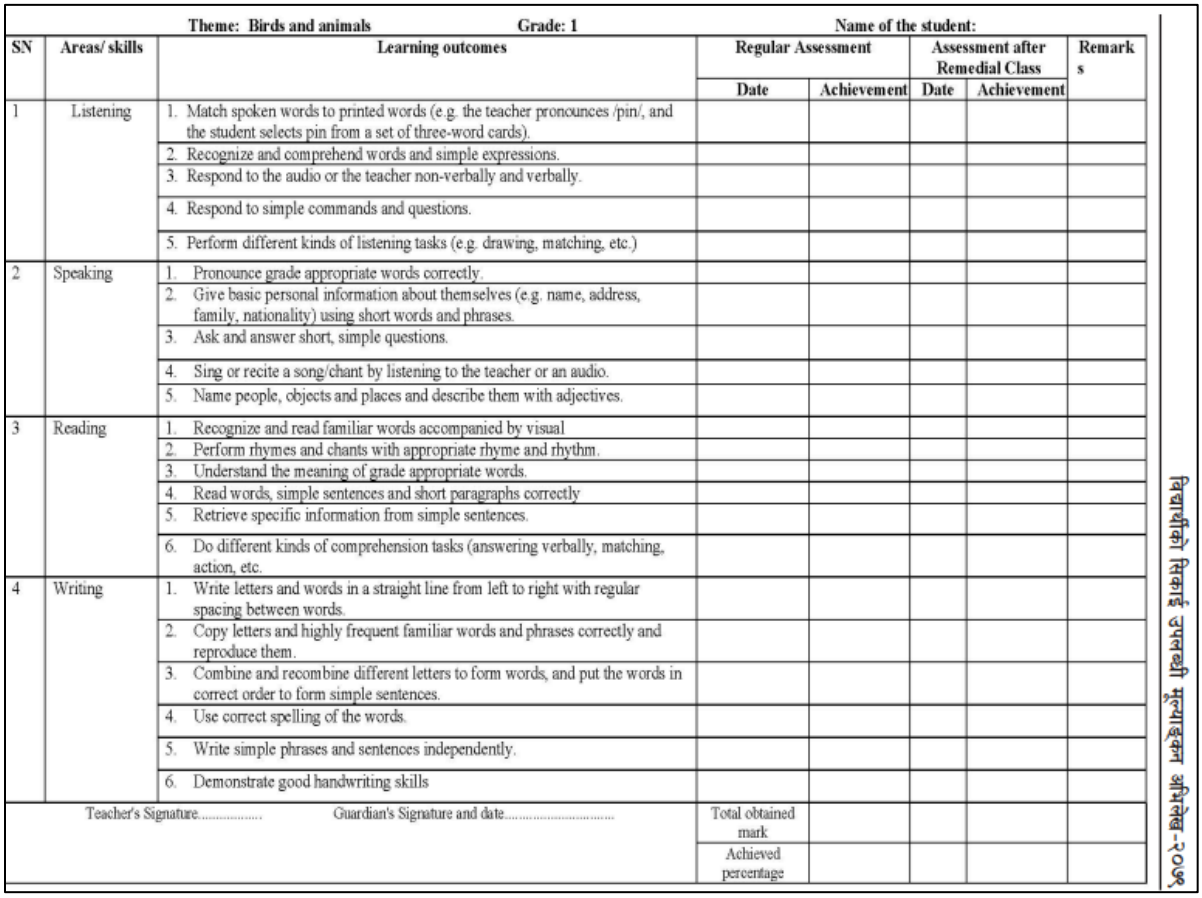
[24] Some schools in Nepal do implement the continuous assessment process (CAS), usually in combination with the traditional summative termly assessments.

Figure 26: Excerpt of continuous assessment tracking sheet from Nepal

[25] Administratively Nepal is divided into Provinces, Districts and Municipalities (termed Palika in Nepali). https://un.info.np/Net/NeoDocs/View/8225#:~:text=Administratively%20Nepal%20is%20divided%20into,called%20Gaun%20palika%20in%20Nepali.

grades. The Palika or school sets the "routine", or rubric, for the assessment (aligned with the competencies articulated at the national level) and then teachers prepare the assessment items to be administered.[26] The assessments are couched in "themes" that are part of the Nepali early grade reading curriculum (e.g., "hobbies and interests", "birds and animals") and are aligned with the competencies articulated in the Nepal National Framework for SDG 4 Education 2030 and outlined in the government's "integrated curriculum". The assessment uses a combination of administration protocols, depending on the item type. Some of the items are group administered and others are administered individually. See Figure 27 for an example from Grade 1 and Annex 1.B for additional excerpts from Grade 1 and Grade 2 government reading assessment provided to schools from Suryagadhi Palika in Nuwakot district. The handbook also contains suggestions organized by theme, that could be utilized effectively by teachers for more informal assessments during instruction (see discussion about assessment categorization in findings).

Figure 27: Grade 1 government student assessment tracking sheet, Nepal



Theme: Birds and animals		Grade: 1	Name of the student:				
SN	Areas/ skills	Learning outcomes	Regular Assessment		Assessment after Remedial Class		Remarks
			Date	Achievement	Date	Achievement	
1	Listening	1. Match spoken words to printed words (e.g. the teacher pronounces /pin/, and the student selects pin from a set of three-word cards).					
		2. Recognize and comprehend words and simple expressions.					
		3. Respond to the audio or the teacher non-verbally and verbally.					
		4. Respond to simple commands and questions.					
		5. Perform different kinds of listening tasks (e.g. drawing, matching, etc.)					
2	Speaking	1. Pronounce grade appropriate words correctly.					
		2. Give basic personal information about themselves (e.g. name, address, family, nationality) using short words and phrases.					
		3. Ask and answer short, simple questions.					
		4. Sing or recite a song/chant by listening to the teacher or an audio.					
		5. Name people, objects and places and describe them with adjectives.					
3	Reading	1. Recognize and read familiar words accompanied by visual					
		2. Perform rhymes and chants with appropriate rhyme and rhythm.					
		3. Understand the meaning of grade appropriate words.					
		4. Read words, simple sentences and short paragraphs correctly					
		5. Retrieve specific information from simple sentences.					
		6. Do different kinds of comprehension tasks (answering verbally, matching, action, etc.					
4	Writing	1. Write letters and words in a straight line from left to right with regular spacing between words.					
		2. Copy letters and highly frequent familiar words and phrases correctly and reproduce them.					
		3. Combine and recombine different letters to form words, and put the words in correct order to form simple sentences.					
		4. Use correct spelling of the words.					
		5. Write simple phrases and sentences independently.					
		6. Demonstrate good handwriting skills					
Teacher's Signature..... Guardian's Signature and date.....			Total obtained mark				
			Achieved percentage				

विद्यार्थीको सिकाई उपलब्धी मूल्याङ्कन अभिलेख २०७९

[26] The roll out of the "integrated curriculum" for early grade reading in Nepal is still in its nascent stages (complicated by COVID-related delays) with reports of just over half of Palikas having received orientation on the integrated curriculum. The virtual delivery of training has also compromised the quality of the training and resulted in Master Trainers at the district or Palika level not as equipped as needed to support teachers and school leadership.

In South Africa, teachers are expected to assess all of their students' home language skills referencing the government curriculum at the end of every term. The assessment includes a range of oral and written tasks and is usually administered in part in a group session (for written administered tasks) and individually (for orally administered tasks). The assessments are developed at either the district or the school level and in some cases, schools collaborate with each other on the assessment items. Once the assessments are administered (by the teacher), student scores are recorded (see example record sheet in Figure 28) and provided to the school administration to be entered into the School Administration and Management System (SAMS).[27]

Figure 28: Excerpt from government assessment score sheet, South Africa

TASKS	TASK 1: Listening and speaking	TASK 2: Phonics	TASK 3: Reading and comprehension	TASK 4: Writing	TASK 5: Handwriting				
Activities									
Weighting	20	20	25	25	10				
Total Mark	10	10	10	10	5				
Year Mark	Yes	Yes	Yes	Yes	Yes	TOTAL Weighted Mark	Term %	Level	Report Term
Term /Date	Term1 2022/03/08	Term1 2022/03/08	Term1 2022/03/08	Term1 2022/03/08	Term1 2022/03/08				
Gender	T1	T2	T3	T4	T5		100		
Male	9	10	9	10	3	91.50	91.50	7	92
Male	4	4	3	2	1	30.50	30.50	2	31
Male	4	10	7	7	4	71.00	71.00	6	71
Female	8	9	9	7	3	80.00	80.00	7	80
Female	9	10	10	10	5	98.00	98.00	7	98
Male	6	8	7	9	4	76.00	76.00	6	76
Female	6	8	3	7	5	63.00	63.00	5	63
Female	10	10	8	7	5	87.50	87.50	7	88
Female	9	10	9	8	5	90.50	90.50	7	91
Female	6	10	6	8	4	75.00	75.00	6	75
Female	10	10	7	8	3	83.50	83.50	7	84
Male	10	10	7	8	4	85.50	85.50	7	86
Female	8	10	7	9	5	86.00	86.00	7	86
Male	7	10	10	9	5	91.50	91.50	7	92
Male	9	6	4	5	2	56.50	56.50	4	57
Female	10	10	7	9	5	90.00	90.00	7	90
Male	9	4	4	3	4	51.50	51.50	4	52
Female	4	10	8	9	5	80.50	80.50	7	81
Male	8	2	10	10	5	80.00	80.00	7	80
Male	10	1	4	3	3	45.50	45.50	3	46
Male	9	3	2	3	2	40.50	40.50	3	41
Female	8	10	3	4	4	61.50	61.50	5	62
Male	6	2	2	2	1	28.00	28.00	1	28
Male	10	9	7	8	4	83.50	83.50	7	84
Female	9	8	7	9	4	82.00	82.00	7	82
Male	4	6	6	7	3	58.50	58.50	4	59
Female	10	10	10	10	5	100.00	100.00	7	100
Male	8	7	6	2	4	58.00	58.00	4	58
Female	4	10	10	10	5	88.00	88.00	7	88
Female	6	10	10	10	5	92.00	92.00	7	92
Male	8	2	3	1	2	34.00	34.00	2	34
Female	8	10	9	7	3	82.00	82.00	7	82
Average%	77	78	67	69	76			73	
Total	246	249	214	221	122				

[27] More information about the South African School Administration and Management System can be found at https://sasams.co.za/

When asked if they administered any formal, term-wise government-required assessments, 100% of the teachers in Nepal indicated they do and only 87% of teachers in South Africa indicated they administer regular formal government-required assessments.[28] According to teachers in Nepal, the government-required assessment focuses on writing (75% cited this skill) and a range of other reading skills and building blocks (Figure 30). Teachers in South Africa report a focus on similar skills (Figure 29).

Figure 30: Nepal teachers, skills assessed on government reading assessment

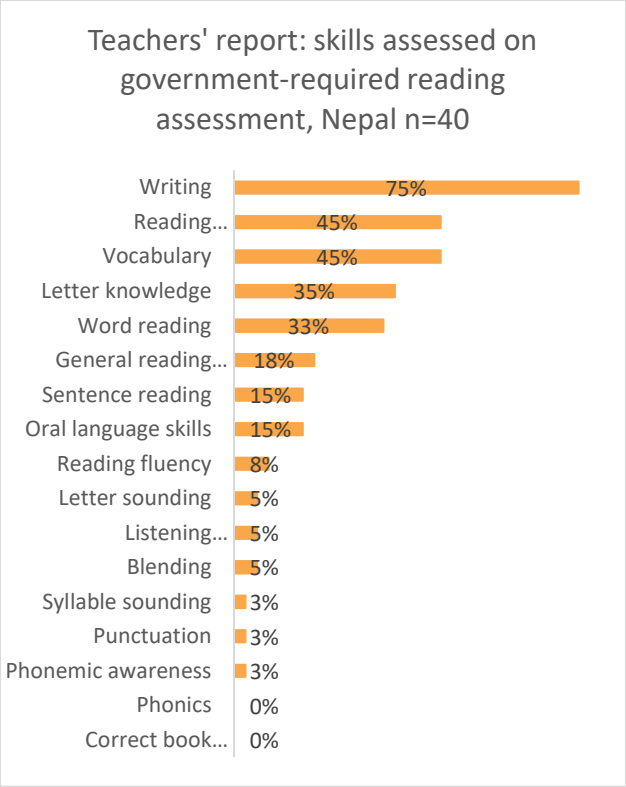
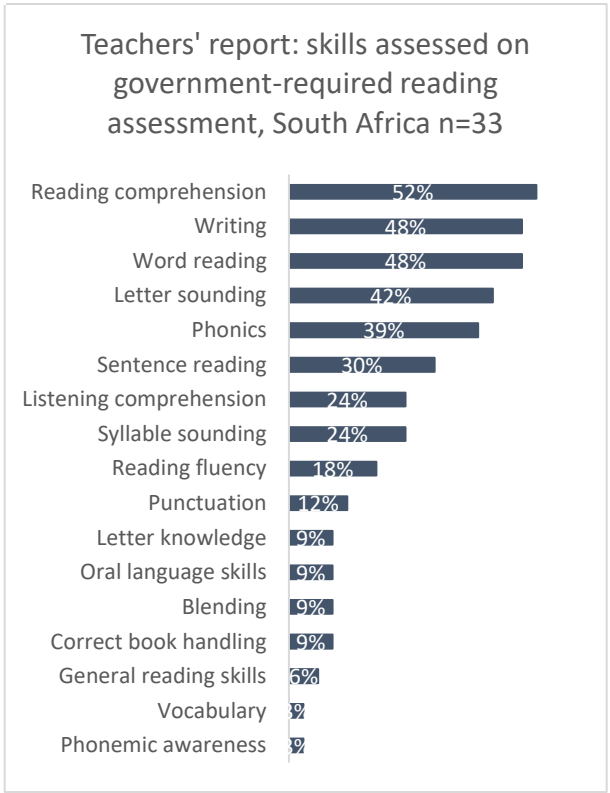


Figure 29: South Africa teachers, skills assessed on government reading assessment



We asked teachers how long it takes to administer the government-required assessment for an individual student. Most teachers in Nepal stated that they administer the assessment simultaneously to all students it takes one and a half to two hours to administer for each class (there is usually only one section/class per grade in schools we sampled). Several teachers responded that the assessment takes longer to administer as the academic year proceeds – beginning with 90 minutes in the first term, 120 minutes in the second term, and 180 minutes in the third term.

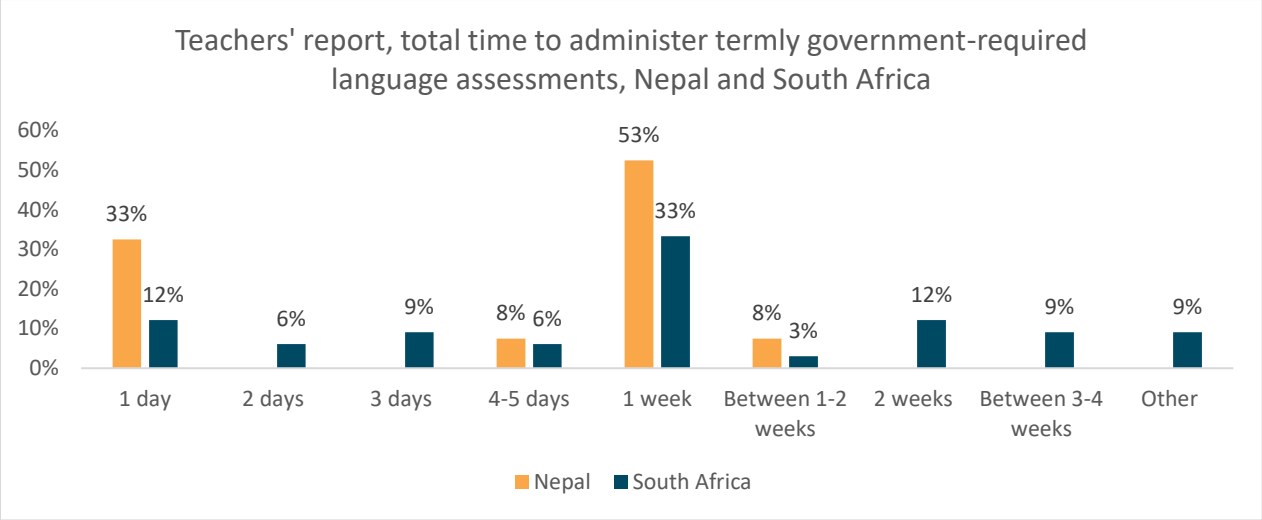
Teacher responses in South Africa about the time required to administer the assessment to an individual student had a large range - from 7 minutes to more than one hour. This is likely a by-product of not understanding the survey question and the different ways in which teachers administer the assessment. Many teachers administer the written component during class with the entire group and the oral section is administered one-by-one when there is an opportunity to do so over the course of time. In their

[28] This lower reported number from South Africa is likely at artifact of not understanding the question, as it is our understanding that all schools in South Africa administer termly reading assessments of their students.

responses to the question of individual administration time, teachers also varied the components of the assessment they included in their administration time estimate. The individual administration time also depends on the student's skill level, the pace of their responses and the proportion of the assessment they complete (e.g., in the instance of zero scores).

We also wanted to learn how much elapsed time it takes for teachers to *complete the assessments for their entire class*. We see a range of one day to three-four weeks across the two countries, with the most prevalent response of one week for both Nepal and South Africa (Figure 31).

Figure 31: Nepal and South Africa teachers, total time to administer government reading assessment



We inquired about what teachers do with the data once the assessments are completed. There was consistency in the responses within each country and a stark difference across countries. In Nepal, all teachers reference sharing the results with parents and the great majority mentioned sharing results with students as well. The results are shared through either report cards or parent teacher conferences or a combination of the two. In South Africa, the emphasis was on providing the data to the HOD and whomever was supporting entry into the government School Administration and Management System (SAMS). The teachers' approach generally aligns with what is expected in each context.

Across most schools in South Africa, teachers reported that if more than 50% of students failed to meet the threshold set by the government (a mark of four out of seven for Sepedi), the assessment items[29] are reviewed by the HOD and teachers, sometimes with support from subject advisors, and then items are revised (to make them easier) and the assessment is administered again to all or just the failing students. This process was presented as the standard response when students did not achieve a certain threshold and did not seem to be recognized as problematic in terms of collecting data about students' actual skills and performance in a reliable and consistent manner. It is the adjusted or second-round scores that are entered into the government SAMS system and used for schools and student performance tracking. We inquired as to whether there were concerns that this masked the actual skills of students, but the orientation seemed to be more toward a belief that the assessments were more

[29] As noted above, assessment items are either created by subject advisors in the provincial education office, school leadership, teachers or by collaboration among schools in the same geographic area.

difficult than appropriate when initially administered. Needless to say, this presents questions about the reliabilty of students' scores in the SAMS system.

We conducted some background discussions with the Department of Basic Education on this topic, and there is a sense that these adaptations might be driven in part by grade repetition policies in South Africa – whereby students are only allowed to repeat one grade per phase. This puts schools in a challenging position when they have students whose marks would preclude them from advancing to the next grade. There is also a culture in schools of bringing everyone along, and supporting all students, so the idea of "failing" specific students sits in opposition to the dominant school culture.

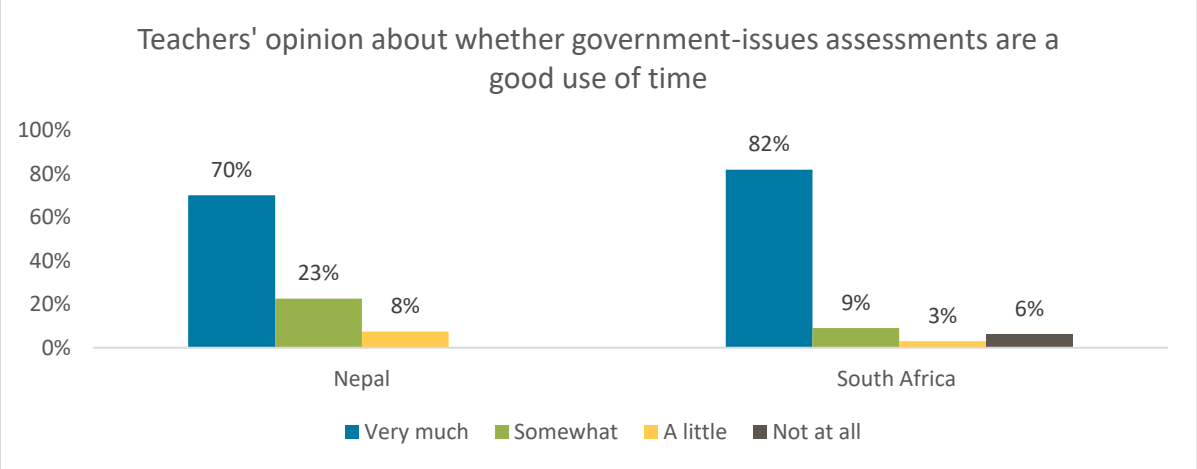
We also inquired about whether teachers have discussions about the scores with anyone. 98% of teachers in Nepal and 88% of teachers in South Africa reported that they have follow up discussions about the scores. As noted above, in Nepal, parents are a key recipient of the scores and target of discussions about how to improve scores. References to how to improve the home learning environment and more general references to helping students in school are reported as the primary focus of conversations about scores in Nepal.

In South Africa, several teachers mentioned school-based discussions with the Principal, HOD and other teachers about the results and identifying students who require extra support. There were no references to more specific responses such as changes in pedagogy, individualized instruction, etc. Only a few teachers in South Africa mentioned sharing results with parents.

When asked about the changes or decisions that come out of these discussions on the data from the government-required assessments, we see a pattern that in Nepal the reported actions are focused on the classroom (extra in-class support for studies, etc.) whereas in South Africa there is a greater emphasis on sending more work home, engaging parents and revision classes or extra lesson time.

The great majority of teachers (70% in Nepal, 82% in South Africa) indicated they felt the government-required assessments were a good use of time (Figure 32). There was a wider range of responses in South Africa, with 9% of the sample indicating the assessments were "a little" or "not at all" a good use of time.

Figure 32: Nepal and South Africa teachers, government reading assessments good use of time

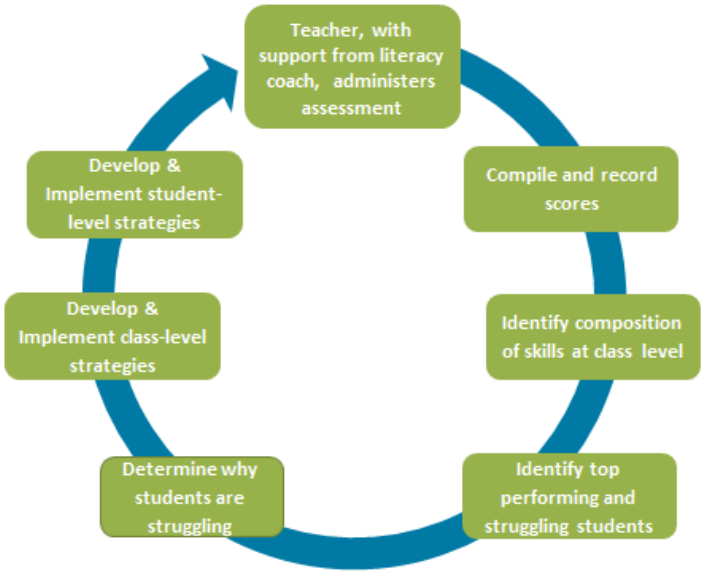


The information about the government-required assessments offers a context in which to discuss the next two types of reading assessments taking place in classrooms in Nepal and South Africa: Room to Read's Student Tracking and informal assessments during instruction. We discuss them in that order and then summarize key findings at the end of this section.

Room to Read Student Tracking Assessments

As discussed in the introduction of this report, Room to Read's literacy program includes a classroom-based assessment of Grade 1 and Grade 2 students' reading skills. There is a global design which is then adapted to each context so that the assessment progressively follows the materials covered in the curriculum and includes a range of tasks and assessment items, depending on the grade and cycle (see Annex 2.A for detailed and Figure 33). The assessment is intended to occur twice per academic year, one-third, and two-thirds through the school year. In the global design, the Room to Read literacy coach works with the classroom teachers they support to administer the assessment to all students (census based) in a classroom, record the results and then develop an action plan in response to individual student and classroom-level scores. This model has been contextualized across different countries depending on need, capabilities, and the preferences of education system actors. As such, in South Africa the Student Tracking assessment materials get delivered to schools for teachers to independently administer the assessment and then provide the scores to Room to Read via their HOD or head teacher. Alternately, in Nepal the Room to Read literacy coaches play a substantial role in supporting the administration of the assessment, with nearly all teachers in currently and previously supported schools reporting that Room to Read coaches lead the assessment administration.

Figure 33: Room to Read Student Tracking cycle



We included questions about Room to Read Student Tracking in the teacher and HOD/head teacher surveys that parallel those asked about government-required and informal assessments. As noted in the design section, our sample for school-based data collection is divided between teachers in currently and previously supported schools, specifically to understand how the administration and utilization of Student Tracking differed across these groups and the degree to which Student Tracking was still being

implemented by teachers in previously supported schools. As such, the school-based survey findings presented below are disaggregated by teachers in currently and previously supported schools.[30]

We began by asking teachers if they knew what Student Tracking was and find that across both currently and previously supported schools, teachers in Nepal were more familiar with the assessment than teachers in South Africa (Figure 35). Counterintuitively, teachers in currently supported schools in South Africa were less familiar (63%) with Student Tracking than teachers in previously supported schools (72% were aware). The pattern reverses when we look at the proportion of teachers who had administered Student Tracking in their classrooms - with 100% of teachers in South Africa who were aware of Student Tracking having administered the assessment and only 65% (previously supported) and 40% (currently supported) of teachers in Nepal (Figure 34).

Figure 35: Nepal and South Africa teachers, awareness of Student Tracking

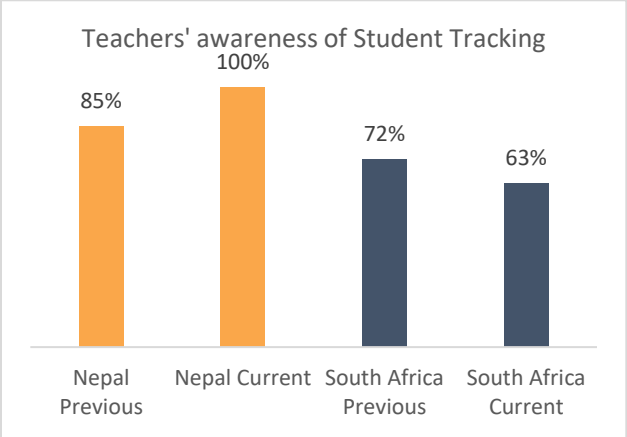
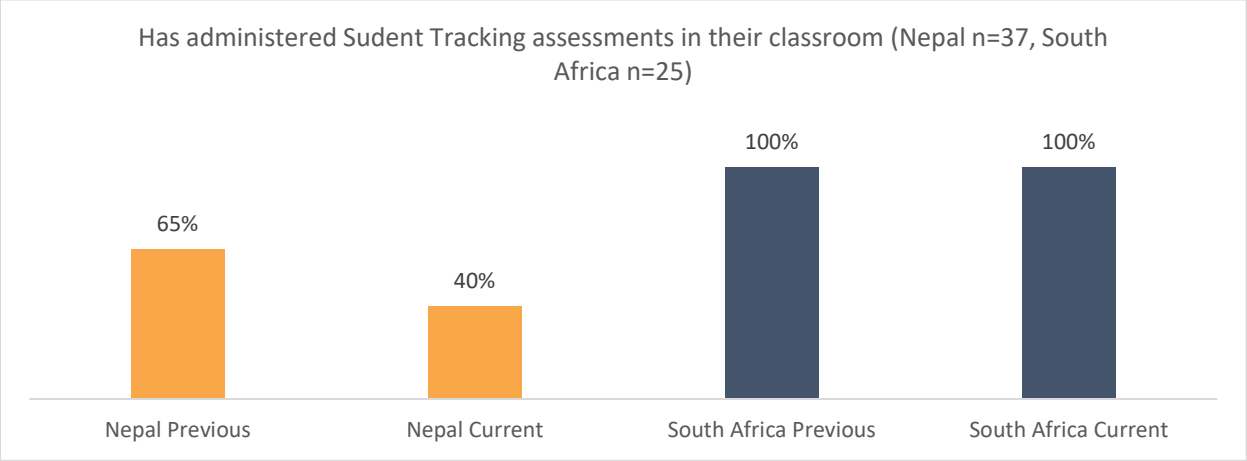


Figure 34: Nepal and South Africa, teachers experience with Student Tracking administration



Nearly 100% of teachers in Nepal reported administering the assessments to all students in one day while the most frequent response from teachers in South Africa was less than one week in currently supported schools and one week in previously supported schools (Table 6). There are likely several factors driving this. The Student Tracking administration in Nepal is supported directly by Room to Read literacy coaches and class sizes are smaller in Nepal.

[30] Note that we report this at the teacher level, teachers within schools may differ in their responses.

Table 6: South Africa, teachers' time to administer Student Tracking

Teachers' report: time taken to administer Student Tracking to all students, South Africa				
	Less than 1 week	1 week	2 weeks	3-4 weeks
Currently Supported Schools	66%	25%	8%	n/a
Previously Supported Schools	38%	38%	15%	8%

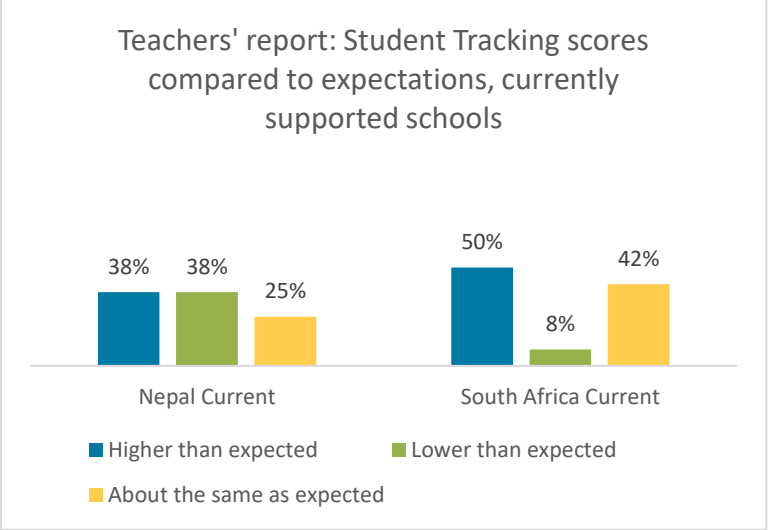
In both countries, teachers in currently and previously supported schools were able to list the skills included in the Student Tracking assessment. In South Africa, there was additional mention of handwriting and punctuation by some teachers – which are not skills assessed in Student Tracking. The skills assessed in Student Tracking largely mirror those assessed in the government-required assessments, so it may be that that there was not an explicit delineation of the skills assessed in Student Tracking, but rather a general statement about the reading skills being assessed in their classrooms.

In South Africa, across a number of topic area, teachers in previously supported schools seemed to have a deeper understanding of Student Tracking. We hypothesize this is due to the blended delivery of technical support to currently supported schools in response to COVID-19 related mobility restrictions. Since mid-2020, a good share of teacher training and support has been delivered via remote platforms such as Zoom and WhatsApp, with literacy coaches only resuming in-person visits and training since the second quarter of 2022.

Teachers in Nepal noted that Student Tracking has helped them to identify the sub-skills that students have acquired. Teachers' responses in South Africa about the value of Student Tracking were more general with the exception to note that the nonsense word reading task is often confusing for students and they are not sure of the value of that particular sub-task.

42% of teachers in Nepal and 46% of teachers in South Africa were surprised by the last round of Student Tracking scores. We asked teachers how the last student tracking scores aligned with their expectations and found mixed responses across countries and teachers. In Nepal an even proportion of teachers stated the scores were higher and lower than expected. In South Africa, the most frequent response was that the scores were higher than expected and a substantial proportion of teachers reported the scores were roughly as they expected (Figure 36).

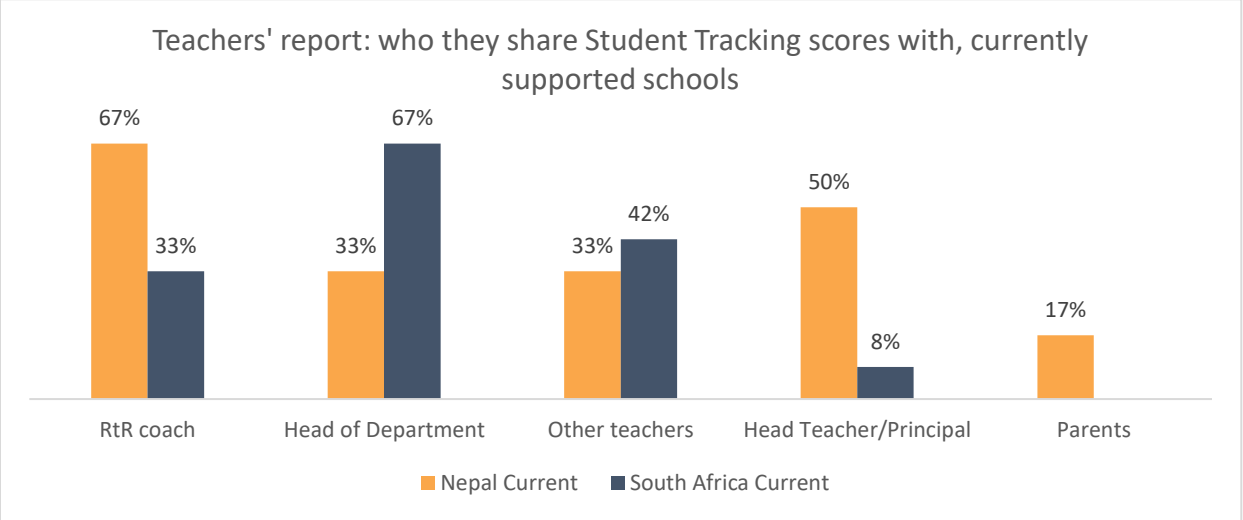
Figure 36: Nepal and South Africa, student tracking scores compared to expectations



We inquired about who teachers in currently supported schools share the Student Tracking results with. In Nepal, the majority of teachers (67%) reported sharing the results with the Room to Read coaches, followed closely by sharing the results with their head teacher (50%). There was also some mention (17% of teachers) of sharing Student Tracking results with parents, but they clearly saw the purpose of

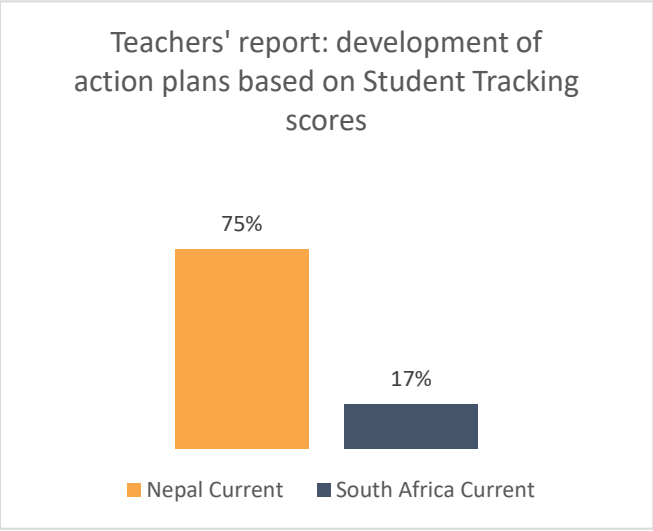
Student Tracking information differently than the termly assessments, which they consistently share with parents. In South Africa, the majority (67%) of teachers stated they share the results with their HOD, and 33% of teachers stated they share the results with the Room to Read coach (Figure 37). We know from records reviews that eventually the results do get shared with the Room to Read coach, but the sharing takes place through documentation via the HOD. We do see in both countries some reports of sharing the scores with other teachers, often in the format of their regular school-level staff meetings.

Figure 37: Nepal and South Africa teachers, who share student tracking scores with



The head teacher/HOD survey findings align with these data, in Nepal 60% of head teachers reported they received the Student Tracking data from Room to Read staff as compared to South Africa, where 67% of HODs stated they received the data directly from teachers.

Figure 38: Nepal and South Africa teachers, development of action plans

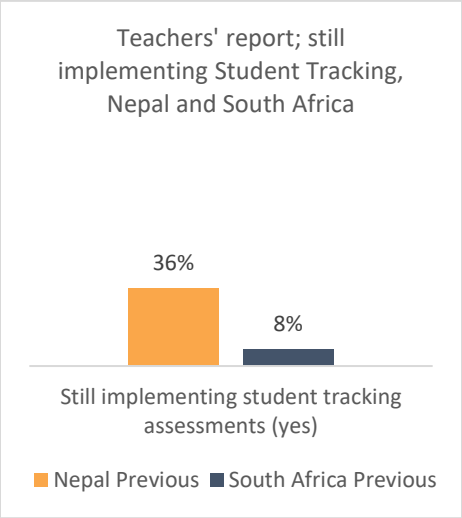


Room to Read's Student Tracking model includes the co-development of an "action plan" based on students' scores. These action plans can focus on strategies to support the whole class or individual students, depending on the data. We asked teachers about whether they develop action plans based on Student Tracking data and here we see a stark difference in the proportion of teachers reporting they develop action plans across Nepal and South Africa, with very few teachers in South Africa reporting they develop action plans in response to Student Tracking data (Figure38). We surmise that the action planning aspect of the model is under-developed in South Africa because Student Tracking only takes place once a year in South Africa, Room

to Read literacy coaches do not support the administration at the time of the assessment, and discussions about the scores between Coaches and teachers take place one-two months following the administration of the assessment. Looking at HOD responses in South Africa to this question makes the picture a little less clear, with 40% of HODs in currently supported schools stating that teachers do make action plans. This could be a function of the HODs referring as much to themselves as their colleagues and HODs may have taken on greater responsibilities with respect to Student Tracking action plans.

One of the lines of inquiry for this study was to understand if teachers were still implementing Student Tracking once active support to the school from Room to Read ended (previously supported schools).

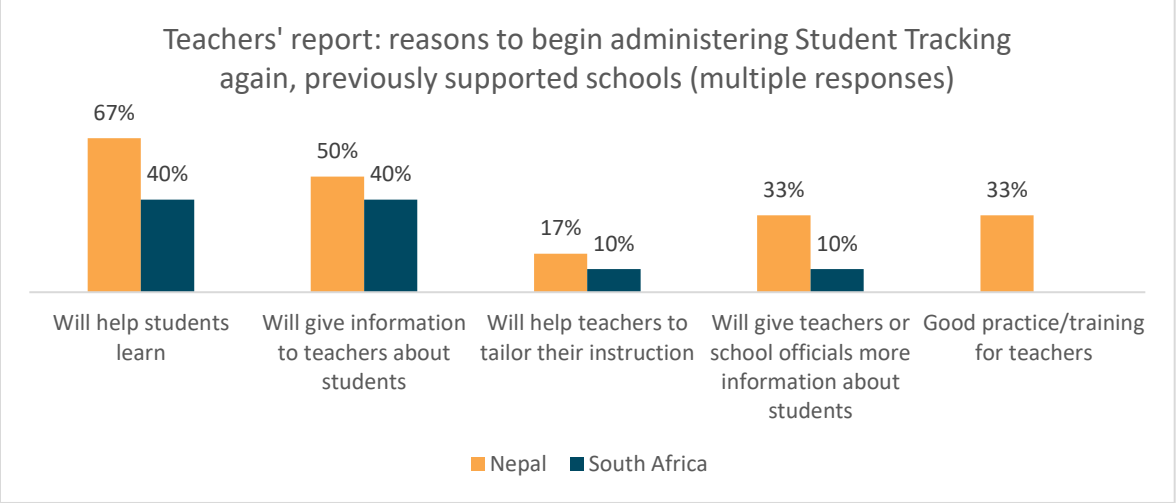
Figure 39: Nepal and South Africa previously support schools still implementing student tracking



We find only 36% of teachers in Nepal report continuing to administer Student Tracking and only one of the thirteen teachers[31] in previously supported schools in South Africa surveyed reported they still administer Student Tracking (Figure 39). The reasons in Nepal for not administering the Student Tracking after Room to Read support ended included: no training, their head teacher had not asked them to, and "not sure". In South Africa, no training was cited as the reason. 86% of teachers in Nepal and 83% of teachers in South Africa (previously supported schools not still implementing Student Tracking) stated they felt it would be important to begin administering Student Tracking again. The reasons they cite are in Figure 40 below. Teachers primarily cited "helping students to learn" as the reason to resume the assessments (Figure 40). Interestingly, very few teachers identified having information to tailor their instruction as a reason to resume the assessments. The emphasis is on providing information about students' skills more generally, rather than informing instruction or specific support to students.

[31] Thirteen is the number of teachers in previously supported schools who reported ever administering Student Tracking and used as the denominator here.

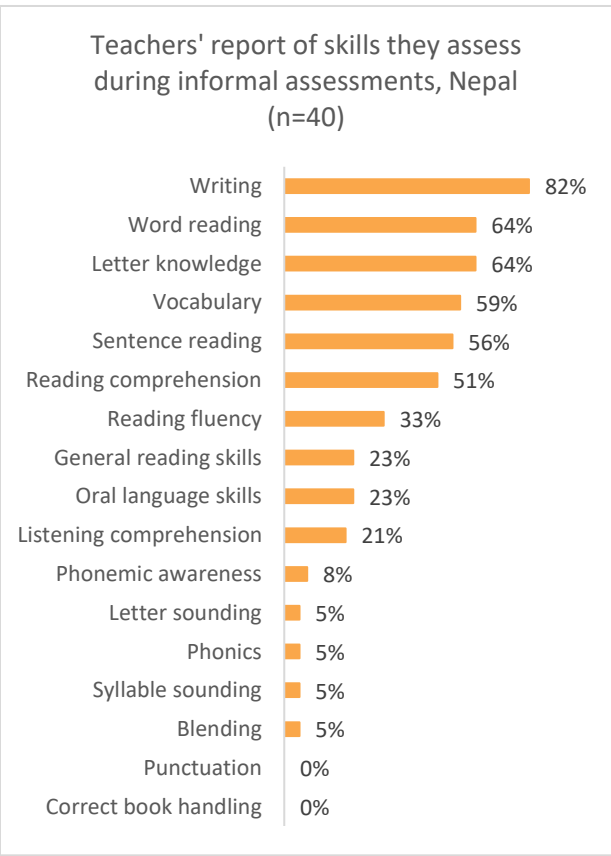
Figure 40: Nepal and South Africa teachers in previously supported schools, reasons to restart student tracking

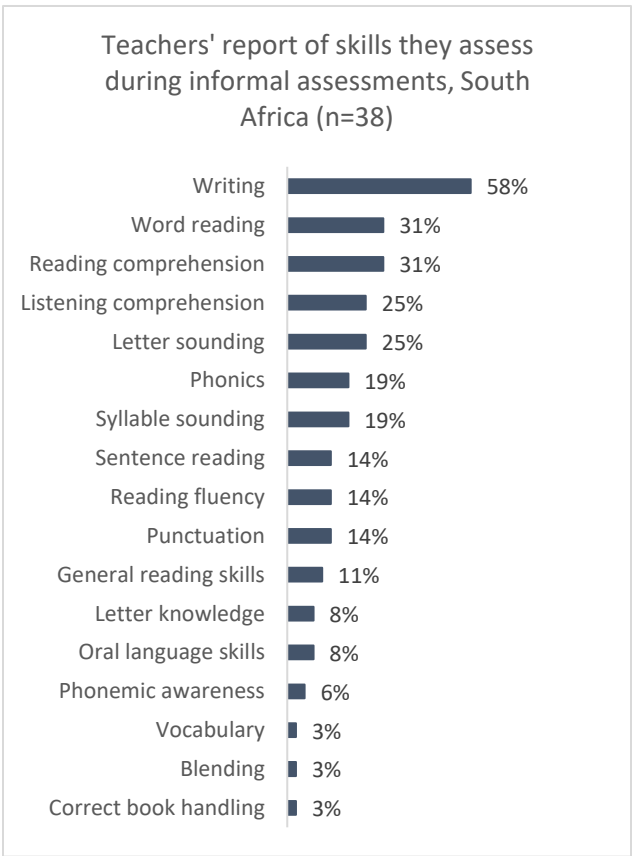


Informal Assessments during Instruction

98% of teachers in Nepal and 95% of teachers in South Africa report doing informal assessments during instruction. We defined informal assessments when asking the question as assessments teachers do during instruction. We clarified that these were not government-required assessments, but rather assessments that the teacher initiates during lessons to provide information they wanted. It may be that informal assessments were encouraged as part of their training or guidance from the government or partners.

We asked teachers to list the skills that they focus on when conducting informal assessments during instruction. Teachers reported a range of skills, with teachers in Nepal offering a greater number of





suggestions (197 to 105) overall. For both countries, the skill mentioned most frequently was writing, with 82% of teachers in Nepal and 58% of teacher in South Africa citing this skill as part of their informal assessments. In both countries word reading was the second most prevalent response (Figures 41 and 42).

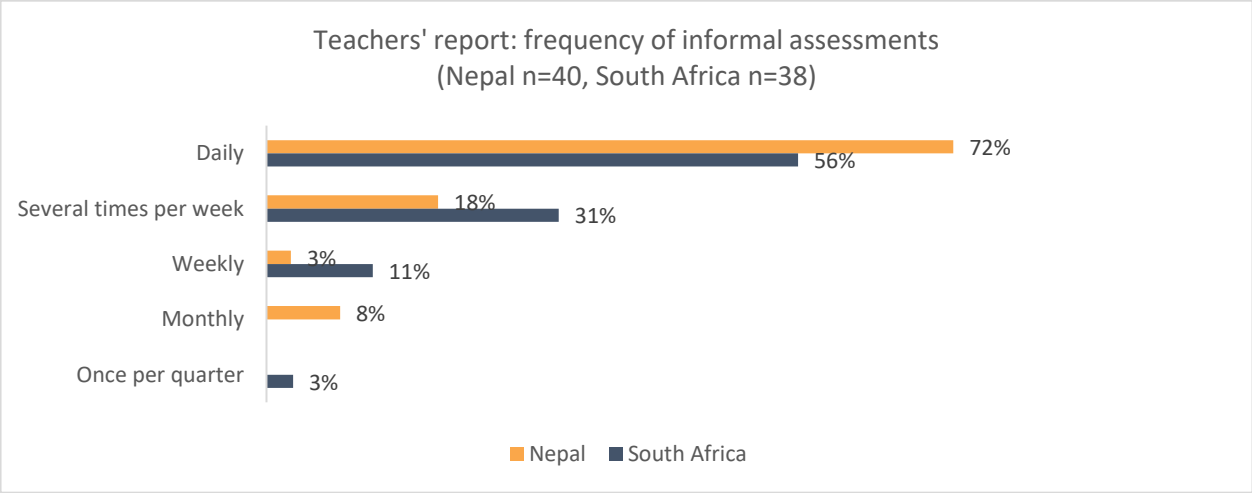
Figure 41: Nepal teachers, skills assessed during informal instruction

To get a sense of the methods teachers use to informally assess students' reading skills, we asked them to describe the assessment, including how they administer the assessment and how they record the scores. Teachers in Nepal cited a range of strategies including dictation, work or passage reading, identifying letters or words on a chart, and responding to comprehension questions. A number of teachers also cited administering an exam to students, including the termly exam – indicating either they did not understand how we were defining informal assessments, that they do not recognize how some of their teaching methods represents informal assessment, or they do not do informal assessments.

In South Africa, many teachers stated that checking work in the Department of Basic Education's (DBE) workbooks or other assignments was a key strategy used to informally assess students. This dovetails with teachers citing "writing" most frequently as the skill assessed during informal assessments noted above. Identification of letters, syllables, and words as well as reading connected text during class were also cited as informal assessment strategies. There was more of an emphasis on recording the marks given on the written work to inform official student grades in South Africa.

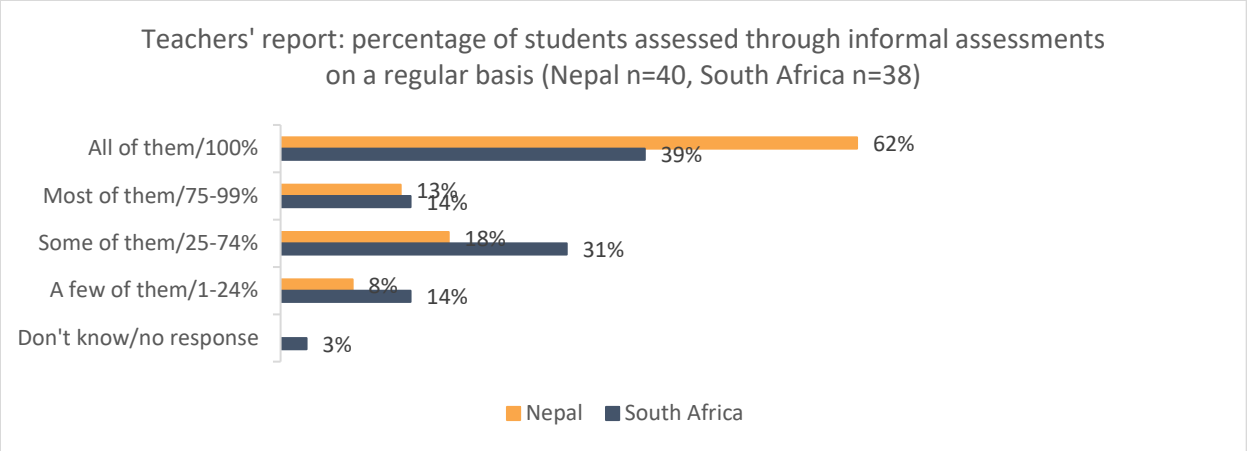
In Nepal just over 70% of teachers report informally assessing their students daily. In South Africa this number was 58% of teachers. A combined 42% of teachers in South Africa reported assessing their students several times or once per week. We see in South Africa reports of quarterly informal assessment (3% of teachers) – this likely represents a misunderstanding of the question (Figure 43).

Figure 41: Nepal and South Africa teachers, reported frequency of informal assessments



The percentage of students that teachers report assessing on a regular basis through informal assessments is shown in Figure 44 below. The majority of teachers (62%) in Nepal report informally assessing all their students on a regular basis. In South Africa, 39% of teachers report informally assessing all of their students on a regular basis.

Figure 42: Nepal and South Africa teachers, percentage of students assessed through informal assessments



In both Nepal and South Africa 72% of teachers indicated they discuss the results of informal assessments with others and an overwhelming proportion of teachers (90% in Nepal and 97% in South Africa) felt the assessments were a good use of time.

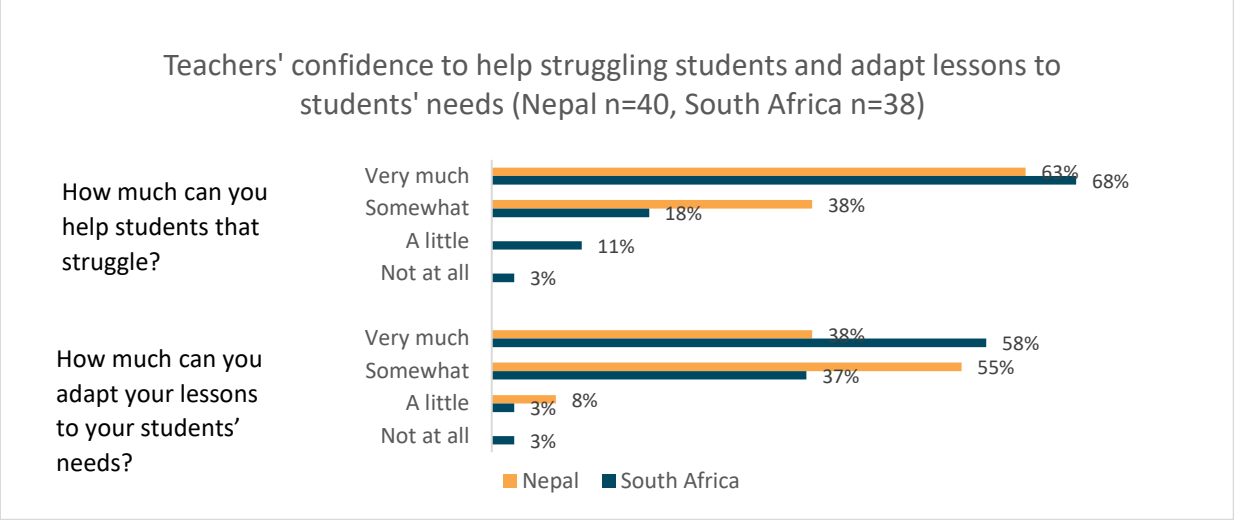
When asked if they had enough time to administer the reading assessments that they do (all three types), 88% of teachers in Nepal said yes. Only 32% of teachers in South Africa reported they had enough time for all the assessments they conduct. These data map to what we observed in terms of the higher level of effort and time required for classroom-based assessments in South Africa and differences in class size.

Utilization of data and adapting instruction

Given the importance of using data to inform instruction, we asked teachers in Nepal and South Africa about their confidence in their ability to help struggling students and adapt instruction to meet students' needs. We find that in both countries a majority (63% and 68% respectively) feel they can help struggling students "very much". No teachers in Nepal reported low confidence on this question, but a small share of teachers in South Africa did report feeling they were able to help struggling students only a little or not at all. One would expect this question to invoke some degree of desirability bias on the face of it and we would typically look at associations with other variables, but that analysis is not appropriate with our sample size.

Beyond the general question of whether teachers feel they can help struggling students, we asked teachers specifically about their ability to adapt lessons to students' needs (as opposed to helping students more generally which might include broader strategies than just instructional changes). We found teachers were less confident that they were able to adapt lessons in response to students' needs as compared to the more general question about whether they can help struggling students (Figure 45).

Figure 43: Nepal and South Africa teachers, confidence to help struggling students and adapt lessons



Turning to more focused questions about instructional changes in response to student assessment data, we asked several related questions. First, whether teachers take action if most of the class has not mastered a skill or content. 95% of teachers in Nepal and 97% of teachers in South Africa responded yes. Relatedly, we asked the same question in the event that individual students had not mastered a skill or content and found similar responses with 93% of teachers in Nepal and 97% of teachers in South Africa responding yes. When we asked a slightly more focused question on the use of assessment data (formal and informal) to adapt instruction, only 85% teachers in both countries responded yes. These differences, while minor, may indicate that teachers' overall intention to support struggling classes students is high, but their utilization of assessment data to tailor that support is more limited.

We asked teachers to tell us more about how they adapted instruction in two different scenarios: when *most of the class* had not mastered a skill or content and when *individual students* had not mastered a skill or content. We present the results side-by-side for Nepal and then South Africa. It is interesting to see in Nepal that the number one strategy is to repeat a lesson - regardless of whether most of the class or individuals are struggling (Figures 46 and 47). There are very slight differences in the other strategies mentioned by teachers in terms of frequency.

Figure 46: Nepal teachers, strategies when most students have not mastered a skill

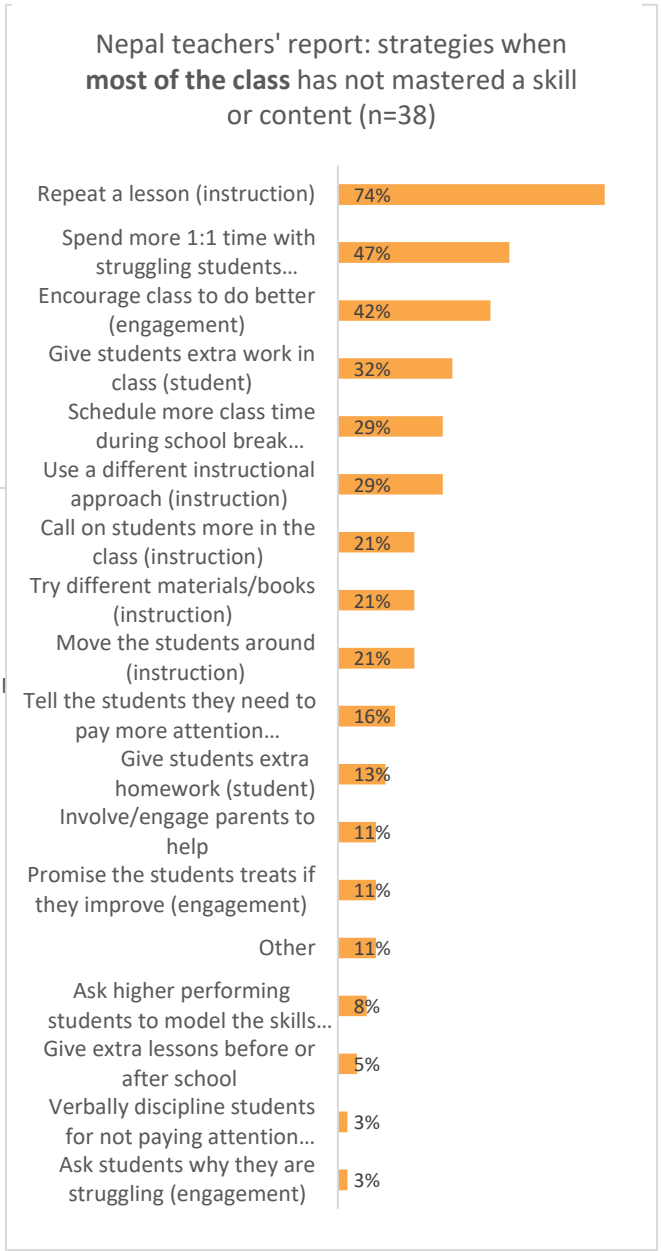
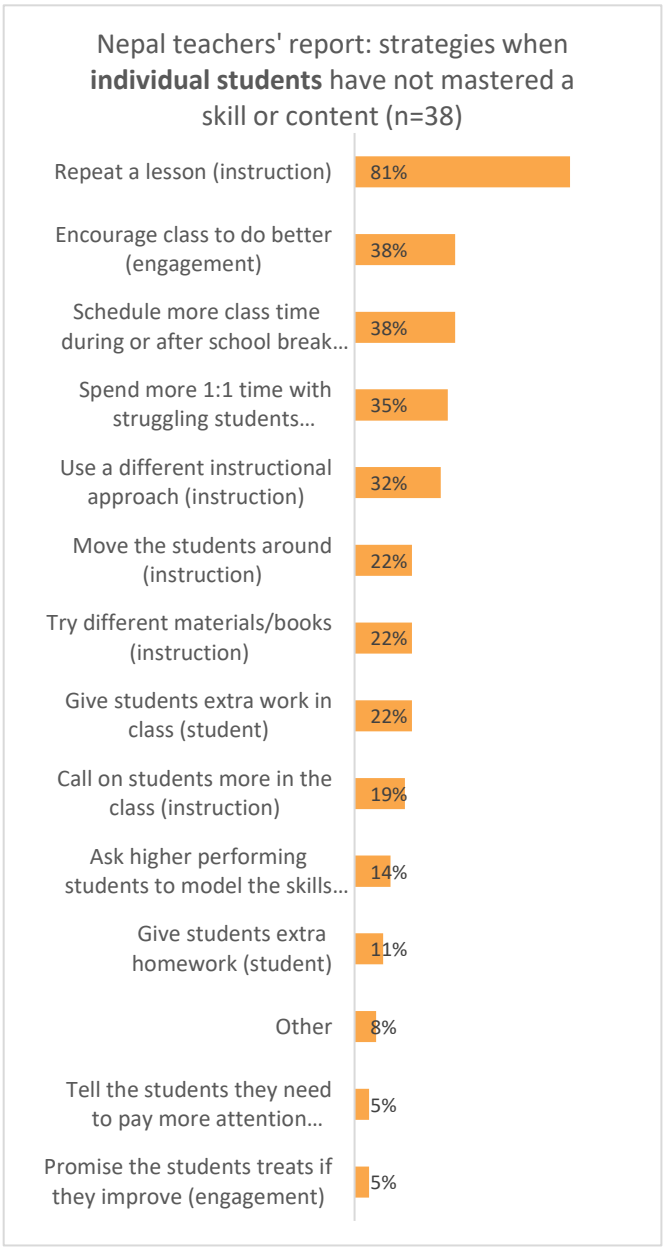


Figure 47: Nepal teachers, strategies when individual students have not mastered a skill

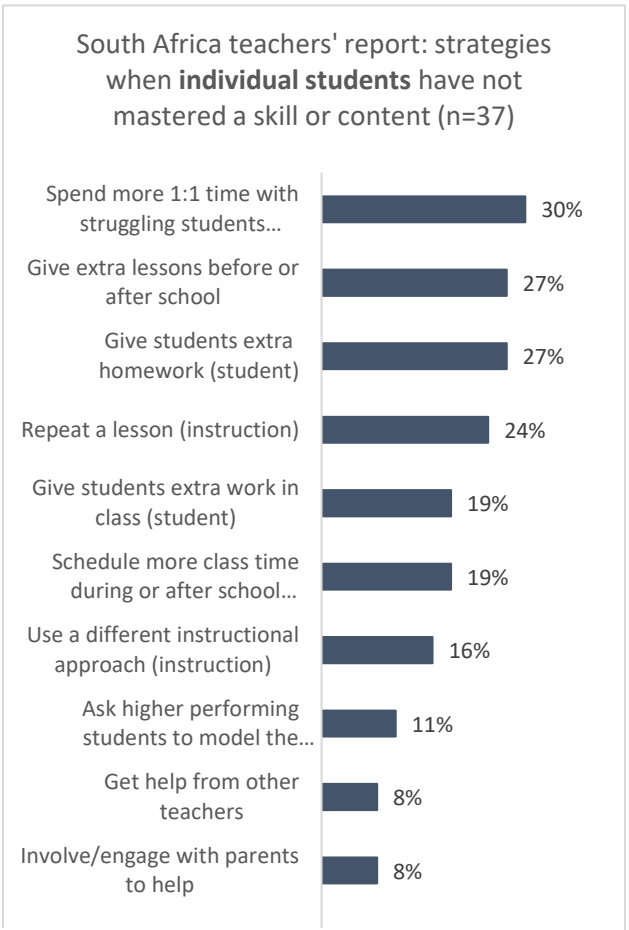


There were fewer total responses from teachers in South Africa but notably, teachers in South Africa had a greater distinction in their strategies

Figure 44: South Africa teachers, strategies when individual students have not mastered a skill

between most of the class and individual students struggling. 51% of teachers cited repeating a lesson as a strategy when most of the class had not mastered a skill as compared to only 24% of teachers when stating their strategies to help individual students (Figure 48 and 49).

Figure 45: South Africa teachers, strategies when most students have not mastered a skill

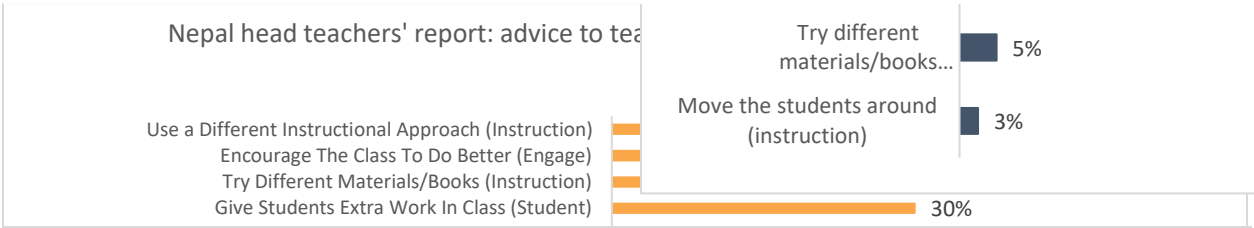


We coded each of the response options into three categories (instruction, engagement and discipline) to get a sense of how teachers' strategies fit within these focal areas. Looking across categories of responses, we see in Nepal a 2:1 (instruction: engagement) ratio in the top three responses when both most of the class and individual students have not mastered a skill. In South Africa, all three top responses for both scenarios fall into the instruction category. Teachers in South Africa also mentioned engaging with parents to support students as a key strategy when students had not mastered a skill or content.

Overall, teachers in both countries felt generally satisfied that the strategies they are using are helping students, but across countries teachers are slightly more satisfied with their strategies to support the entire class as compared to individual students. This may speak to the challenges teachers face to implement differentiated instruction.

Head teachers and HODs' shared the types of advice they offer teachers when the whole class is struggling with reading skills (Figure 50). HOD's advice was high level and not specific to any

Figure 47: Nepal head teachers, advice to improve whole class skills



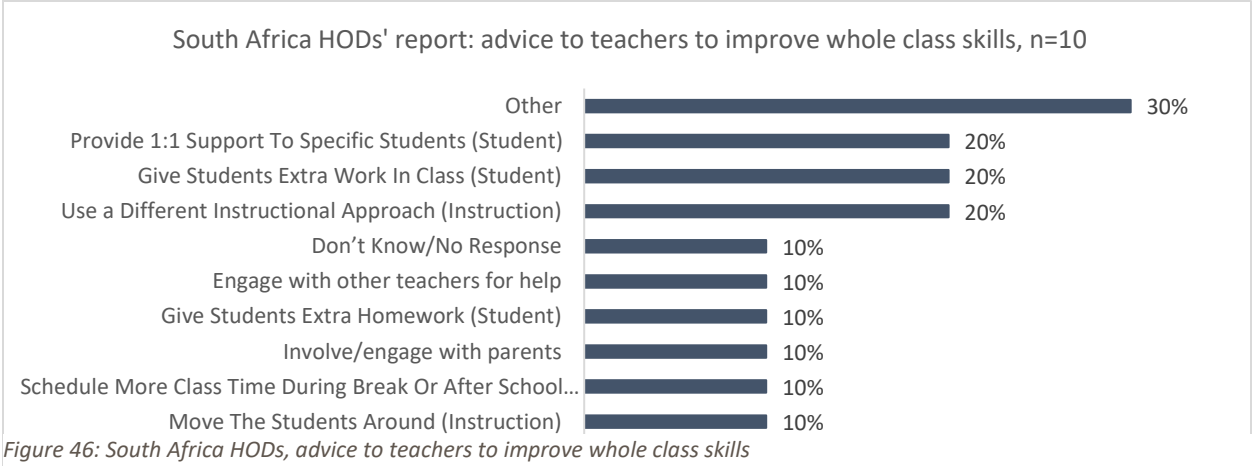


Figure 46: South Africa HODs, advice to teachers to improve whole class skills

pedagogical approach or content area. In South Africa, HODs tailor their advice to individual student support (Figure 51). The "other" responses by HODs in South Africa included ensuring teachers are using lesson plans. and grouping student by ability.

Assessments and the Broader System

HEADLINE FINDINGS: Teachers, head teachers and HODs have mixed feelings about whether they will be acknowledged if student scores are good or judged negatively if student scores are not good. Generally, there does not seem to be a punitive orientation toward teachers and school leadership based on student reading assessment scores.

Teachers and school leadership report moderate levels of confidence about their ability to engage families and school administration or education officials to support struggling students. All groups had moderately stronger confidence in their ability to directly motivate students with low interest in learning.

We wanted to explore more about how teachers and their assessment processes interact with the broader system – and the degree to which teachers and head teachers/HODs feel supported and empowered to support students.

First, we consider how teachers and head teachers/HODs feel they are acknowledged or judged depending on their students' assessment scores. This is important to get a sense of teachers' orientation toward sharing and engaging with assessment scores with their school leadership. Teachers in Nepal overwhelmingly feel they are very much acknowledged as a good teacher if student assessment scores are good (83% responded 'very much', Figure 52). Head teachers also anticipate being acknowledged when scores are good, but to a more moderate degree (Figure 53). This may be because they are not directly responsible for student outcomes, or their reporting structure is outside of the school and perhaps less engaged with student scores. We see similar proportions of head teachers in Nepal reporting they will be judged negatively if scores are bad, with 56% of teachers responding very much or somewhat (Figure 52) and 60% of head teachers responding very much or somewhat (Figure 53).

Figure 48: Nepal teachers, acknowledgment and judgement based on student scores

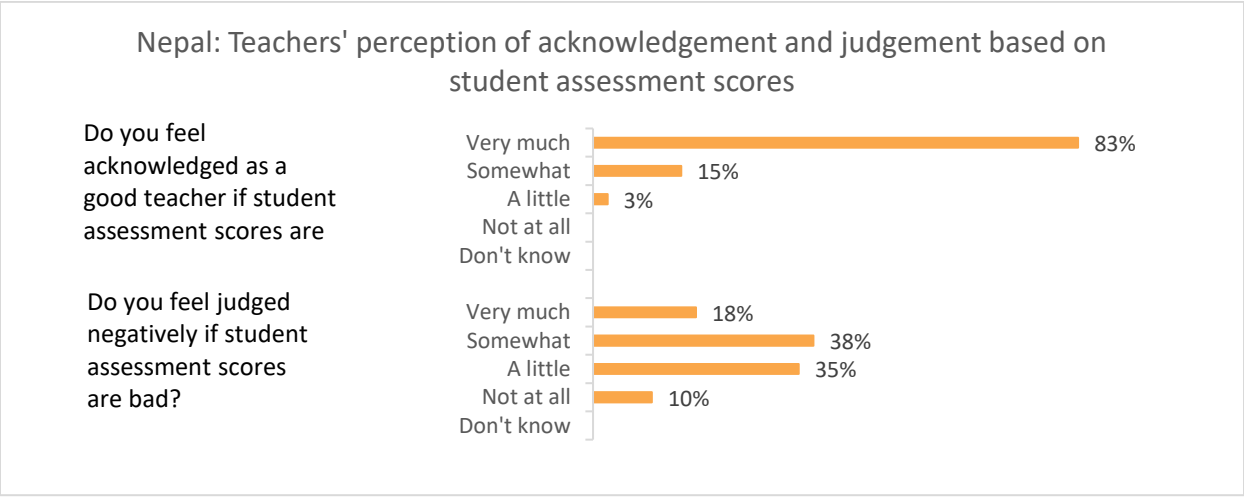
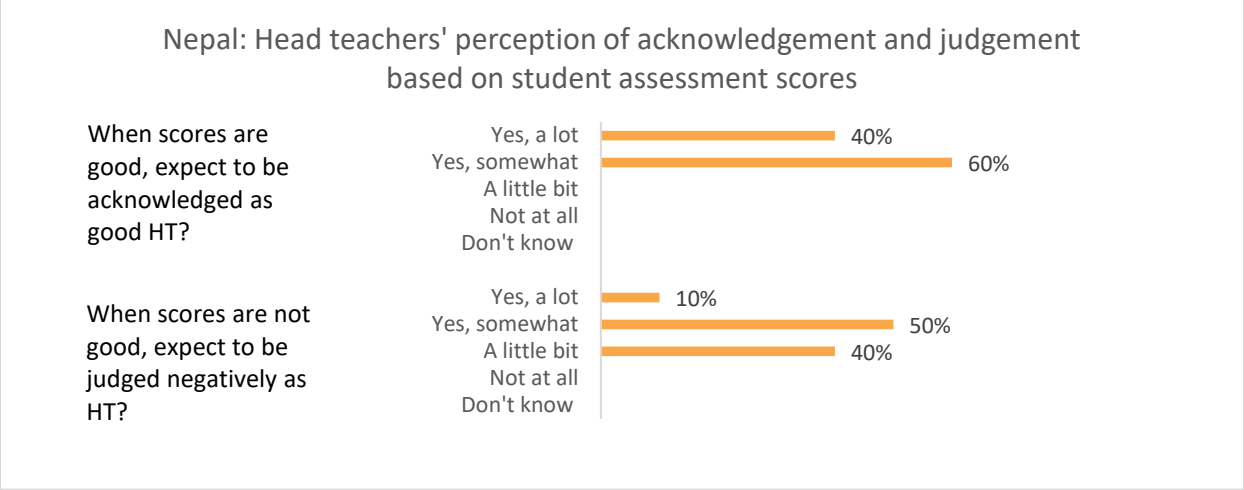


Figure 49: Nepal head teachers, acknowledgment and judgement based on student scores



In South Africa, teachers report a broader range of opinions about whether they are acknowledged or judged (Figure 54). HODs in South Africa have the clearest responses on this question, with 67% feeling both acknowledged and judged in response to student scores (Figure 55). Again, this may be because the HODs are in the classroom as teachers and could be bringing their more direct engagement with students into their response to this question. It may also be because they have an expanded sense of accountability in their role as HODs rather than classroom teachers.

Figure 50: South Africa teachers, acknowledgement and judgement based on student scores

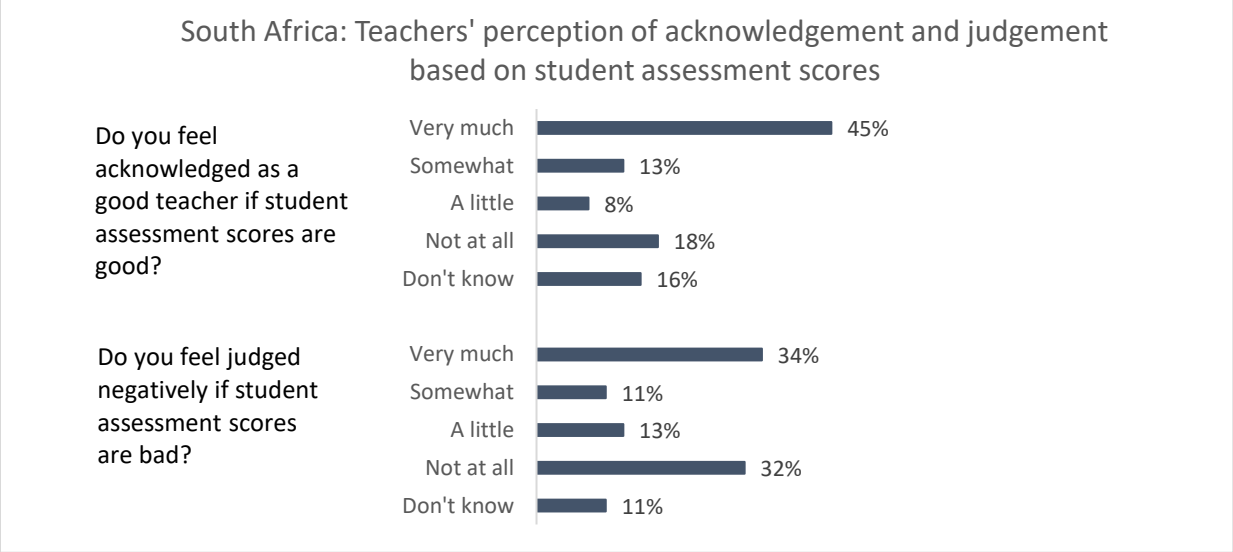
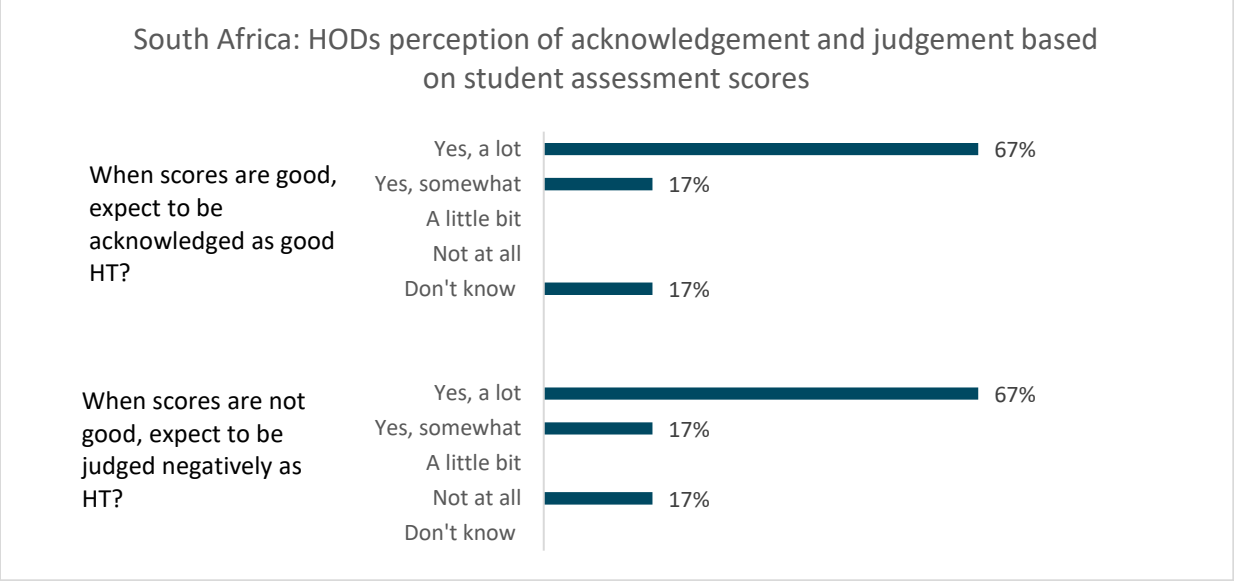


Figure 51: South Africa HODs, acknowledgement and judgement based on student scores



We queried teachers about their confidence in getting parents and school administration/officials to support students' learning. In Nepal, teachers have more confidence than Head Teacher (Figure 56 and 57) that they can get families to support students than school administration or officials. We also queried head teachers in Nepal along these same lines and found less confidence among Head Teachers in Nepal that they could get families to support students and more confidence that they could get administration or other officials to support struggling students. This may be a product of desirability bias given the head teachers' position in the school administration

Figure 56: Nepal teachers, confidence to get support for students from parents and school administration

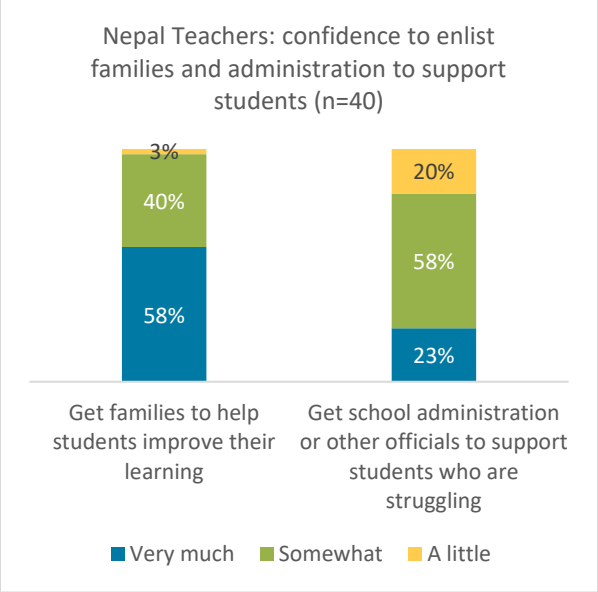
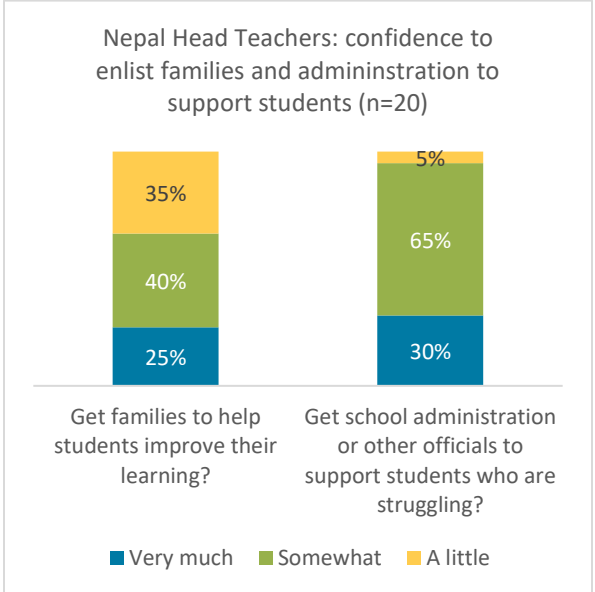
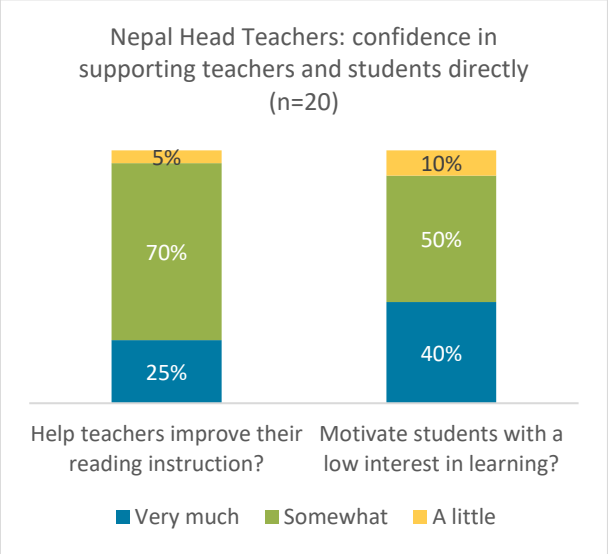


Figure 57: Nepal head teachers, confidence to get support for students from parents and school administration



We also queried head teachers about their confidence in identifying teachers who need support and found 45% of head teachers in Nepal felt "very much" confident, with an additional 60% feeling "somewhat" confident. Following this questions, we inquired about head teachers' confidence in helping teachers improve instruction and motivating students. Interestingly head teachers are less confident in their ability to help teachers improve instruction as compared to their confidence in motivating students and getting families to support students (Figure 58). This may speak to Head Teachers' role as a manager (rather than a coach) and their status as the primary representative of the school to the community. Teachers in Nepal are a bit more confident than head teachers in their ability to motivate students, with 58% of teachers responding "very much" and 40% of teachers responding "somewhat" to this question.

Figure 52: Nepal head teachers, confidence to support students directly



In South Africa, teachers are about equally confident in their ability to get families and schools administration to support struggling students (53% and 55% respectively responded "very much"). In both instances this still leaves nearly half of the teachers stating that they were only somewhat or a little confident they could get families and school administration to support students (Figure 59). HODs in South Africa are more confident than teachers in their ability to get families to support students and about equally confident as teachers about getting school administrators to support students (Figure 60).

Figure 59: South Africa teachers, confidence to get families and school administration to support students

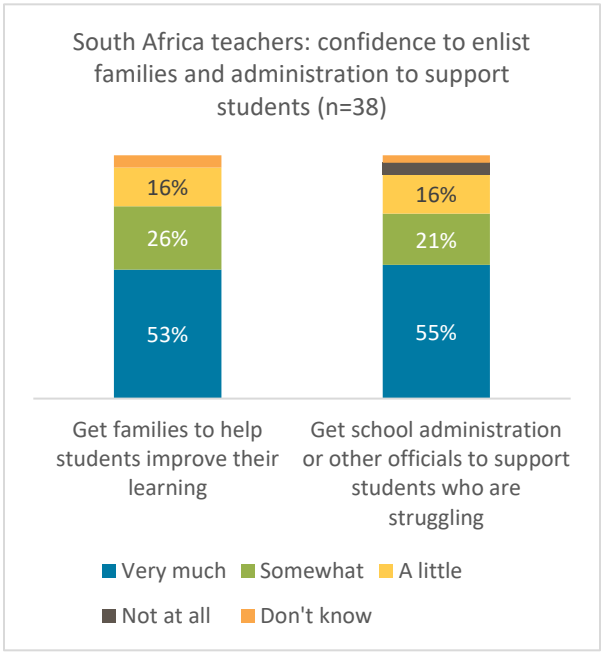
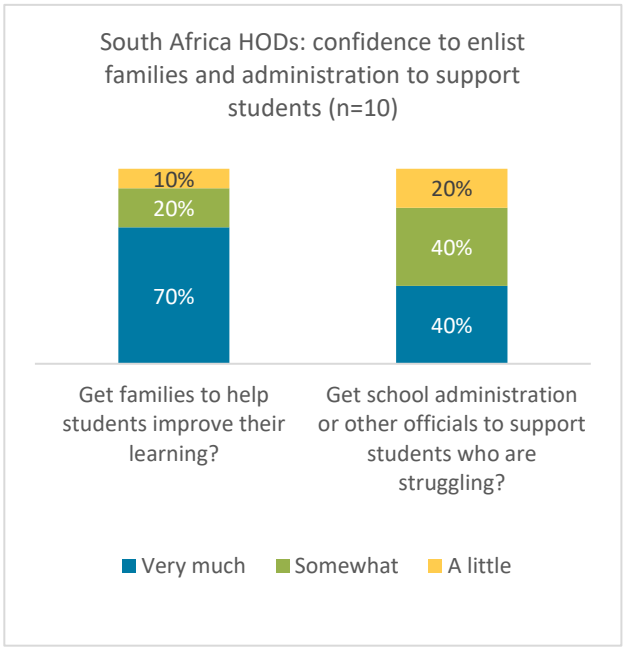


Figure 60: South African HODs, confidence to get families and school administration to support students



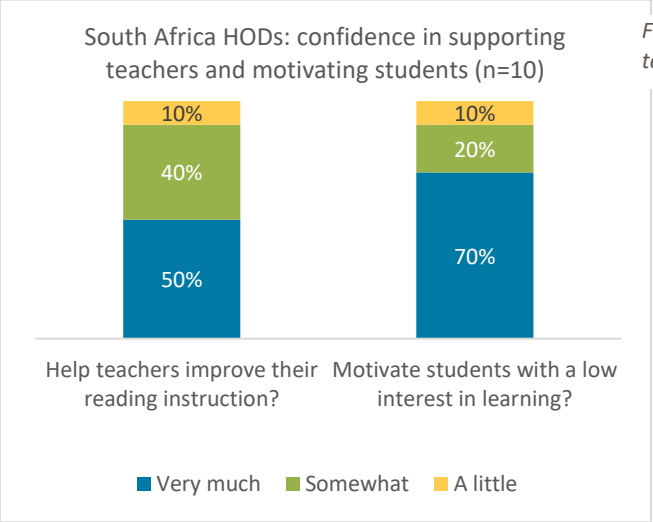


Figure 53: South African HODs, confidence supporting teachers and motivating students

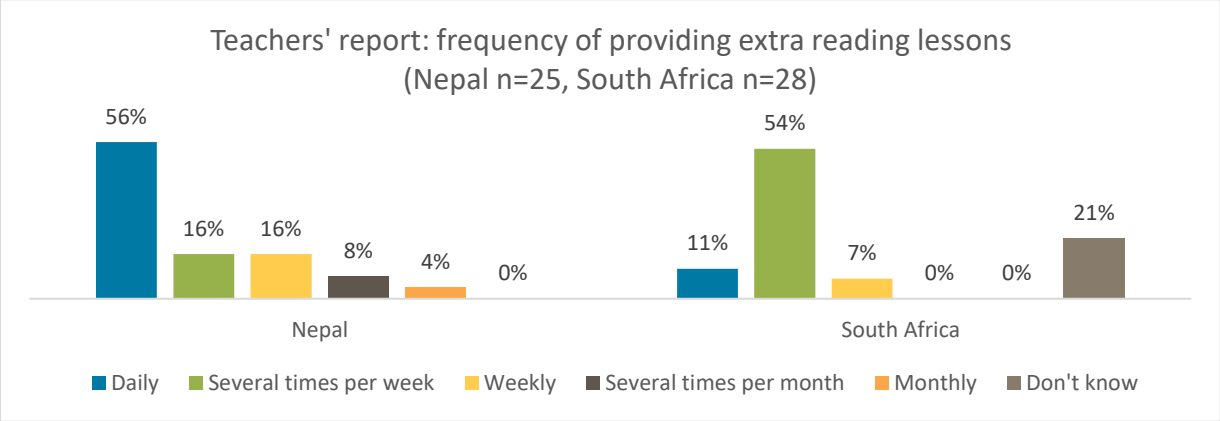
HODs in South Africa report being quite confident about motivating students (70% stated "very much") and more confident than teachers (53% of whom stating "very much").[32] HODs are confident in identifying teachers who need support, with 60% stating they are "very much" confident in this regard. HODs are slightly less confident about helping teachers improve their instruction (50% stated "very much").[33] This is an interesting finding given the role of HODs as early grade literacy teachers (Figure 61).

System Support for Struggling Students

HEADLINE FINDINGS: In both Nepal and South Africa, most teachers report providing additional instruction time in the form of afterschool reviews or revision lessons, but there's very little targeting of specific content that students have not mastered, or students who particularly need extra support. The majority of teachers in both countries felt the additional instruction time helped students improve.

Given the importance of additional support for struggling students, we inquired about what additional instructional time or other resources were available to students. 63% of teachers in Nepal and 74% of teachers in South Africa offer some sort of extra reading lessons to their students (Figure 62). In South Africa's case, they fit these classes in at the end of the day given their contracts require them to work about an hour beyond the formal timetable. Of the teachers who report providing extra reading lessons in Nepal, 56% report offering the lessons every day. In South Africa, 54% of teachers surveyed report offering the reading lessons several times a week, but it is our understanding that they provide extra lesson time every day, but they rotate the subjects.

Figure 54: Nepal and South Africa, teachers' frequency of providing extra lessons

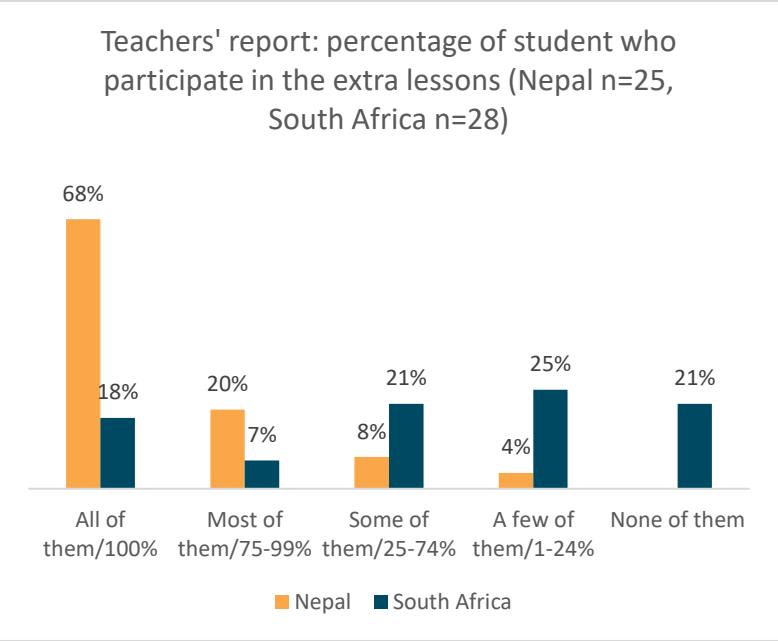


[32] Graph not shown.
[33] Ibid.

According to teachers in Nepal, the majority of students attend the extra lessons that they offer. Teachers in South Africa report far fewer students attending these extra lessons, with a fairly even distribution between all and none of the students (Figure 63). Teachers indicated that younger students are sometimes dependent upon older siblings to escort them after school and as such cannot always attend. They also noted varying levels of interest in the extra lessons.

100% of teachers in Nepal report that the students who need the extra lessons the most attend the lessons. In South Africa, 64% of teachers report that attendance is need-based.

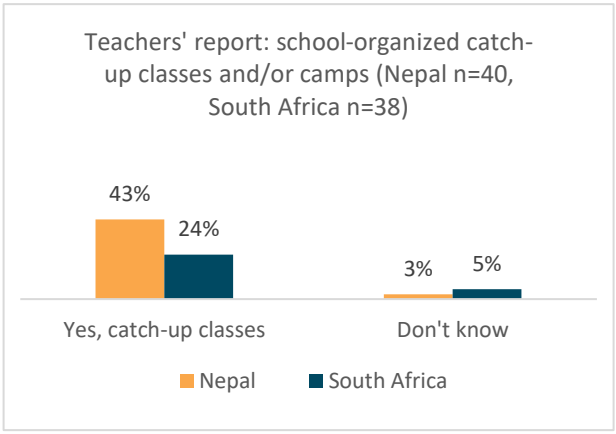
Figure 55: Nepal and South Africa, percentage of students who participate in extra lessons



We also inquired as to whether the school organizes catch-up classes or camps, beyond those organized by the teachers themselves (Figure 64). We found that less than 50% of school in Nepal and less than 25% of schools in South Africa have catch-up classes and no schools in either country organize catch-up camps during breaks.[34]

Only 53% of teachers in Nepal reported these catch-up classes help students “very much”. Teachers in South Africa felt more confident in the value of these catch-up classes help students (78% reported they help “very much”). In both countries teachers reported that it was the teachers who determined which students should attend school-organized catch-up classes.

Figure 56: Nepal and South Africa, school-organized catch-up classes/camps



[34] During data collection in South Africa, there was a sense that teachers were not able to distinguish between the classes they organized themselves and classes organized by their school (if any). This may have a bearing on the teacher reported data.

GROUP 2: PRIMARY DATA COLLECTION THROUGH AN ON-LINE SURVEY OF ROOM TO READ STAFF

Design

To complement the school-based surveys in Nepal and South Africa, we surveyed Room to Read staff across five countries.[35] These data allow Room to Read to reflect on its Student Tracking model and implementation and improve the same. We administered four variations of a core survey, depending on staff position and varying levels of exposure to Student Tracking administration in schools.

The surveys were adapted to each staff position, but also included common items so we could analyze response patterns across different staff positions, varying levels of exposure to Student Tracking and background characteristics.[36] Additionally, there are common items across Room to Read staff and the Head Teacher and Teacher surveys (discussed in the next section). The instruments can be found in Annex 4.A – 4.D.

Table 7: Survey Domains for Room to Read staff

Focus Areas	Literacy Dir	Literacy Mgr	Program Officer/Assoc	Literacy Coach[37]
Background Information	x	x	x	x
Exposure to ST at school level	x	x	x	x
Resources and time for ST	x	x	x	x
Implementation fidelity of ST model			x	x
Knowledge and capacity re: ST	x	x	x	x
Analysis of and reaction to ST scores	x	x	x	x
Instruction adaptations/strategies			x	x
Catch-up/remedial support available			x	x
Head Teacher orientation			x	x
Rec.'s for improvement of ST and student outcomes	x	x	x	x
Uptake of ST data for RtR and Ed officials	x	x		

In this section of the report, we focus primarily on the data collected from Room to Read's literacy coaches as they are the closest to the implementation of our Student Tracking model. Where findings from other roles converges or diverges from the literacy coach reports, we note that.

[35] For reference, literacy directors and managers are usually based in the central country office and direct the literacy program strategy and design for their country office. Program officers are the supervisors for literacy coaches and the coaches are the front-line workers to provide support to teachers and schools.
[36] There are some variations in titles and staff structure across country offices.
[37] For all countries, Literacy Coach surveys was administered in the local language and in some countries, the LPO/LPA survey was also administered in the local language.

Sample

The staff survey sample is designed to prioritize learning from a range of staff with different levels of experience with ST and to align with the geographic areas covered by the ST and EGRA data being analyzed. In some instances, country offices requested that all staff with ST experience be surveyed to optimize organizational learning. We surveyed four different roles within our focus country offices, including literacy directors, literacy managers, literacy program officers and literacy coaches. For the literacy directors, we requested survey responses across all nine country offices and received responses from eight country offices.

The balance of the staff surveys are focused on Bangladesh, India, Laos, and Nepal (see final sample in Table 9). In Nepal, for literacy program officers and literacy coaches, we selected staff that are working in geographies aligned with the school-based data collection with teachers and head teachers. Given that Student Tracking implementation is handled entirely independently by teachers in South Africa, we have not included literacy managers, program officers, or literacy coaches from the South Africa country office in the staff survey.[38] Staff with no Student Tracking experience[39] were excluded from the survey. In summary, the final staff sample is as follows:

Table 8: Final sample for Room to Read staff surveys

	Literacy Coach	Literacy Program Officer	Literacy Manager
Bangladesh	13	2	2
India	26	5	1
Laos	14	0	2
Nepal	23	11	1
	76	18	6

Analysis

The sample sizes for Group 2 are very small and as such we restricted the analysis to primarily descriptive analyses, including frequencies, averages, and distributions. Beyond descriptive analyses, we did conduct the following additional analyses, including: country-by-country comparisons for statistically significant differences (coach and program officer surveys), associations between time to administer surveys and both average class size and reports on who administers the assessments, associations between head teacher role in supporting assessments and teacher reactions to and engagement with Student Tracking assessments, and coding of top and bottom three rankings on recommendations for how to improve Student Tracking. For the respondents with larger sample sizes, we explored the use of t-tests, chi-square tests and regression analyses. As appropriate, control variables were included.

[38] Literacy coaches and program officers in South Africa are not included in these findings as they do not work directly with teachers to administer the Student Tracking assessments. Room to Read trains teachers and HODs on the assessment purpose and process and then sends the materials to the schools for the teachers to administer the assessments. The schools send the scores in and Room to Read and Room to Read coaches discuss the scores on their next visit with teachers. Room to Read RM&E staff aggregate the scores and publish a dashboard for country-level discussions.

[39] The staff sampling approach has been reviewed with each country office in detail and is somewhat complicated by school closures during COVID when student tracking did not occur. We have made efforts to identify staff who have engaged in ST prior to COVID school closures or in some instances since schools have reopened. Given this variance across countries, we expect some potential recency or recall bias in responses and as such, the analysis and reporting will take into account the recency of ST activities in each country.

Limitations for Group Two Data

Sample

The domains included in the staff surveys were tailored to each role based on the expected focus of the position and scope of their direct knowledge. There are variations in the exposure that staff have had to the Student Tracking process given recent COVID-19 disruptions[40] and length of tenure in the organization. The proportion of staff sampled as compared to the total number of staff in each role is not equal across countries.

As noted above in the sample section, we did not survey literacy program officers and literacy coaches in South Africa given that the Student Tracking implementation is not supported directly by Room to Read field staff (teachers administer the assessment independently, after receiving the materials from Room to Read). The nature of the literacy program officers, and literacy coach survey questions requires direct experience with administering the assessment.

Analysis and Interpretation

We expect that there is some social desirability bias in staff survey responses across countries. We have included an equal emphasis on staff recommendations for improvement to counter the consistently positive responses to a number of the questions.

Findings: Group Two

Profile of Room to Read Staff Surveyed

Literacy Coaches and Literacy Program Officers

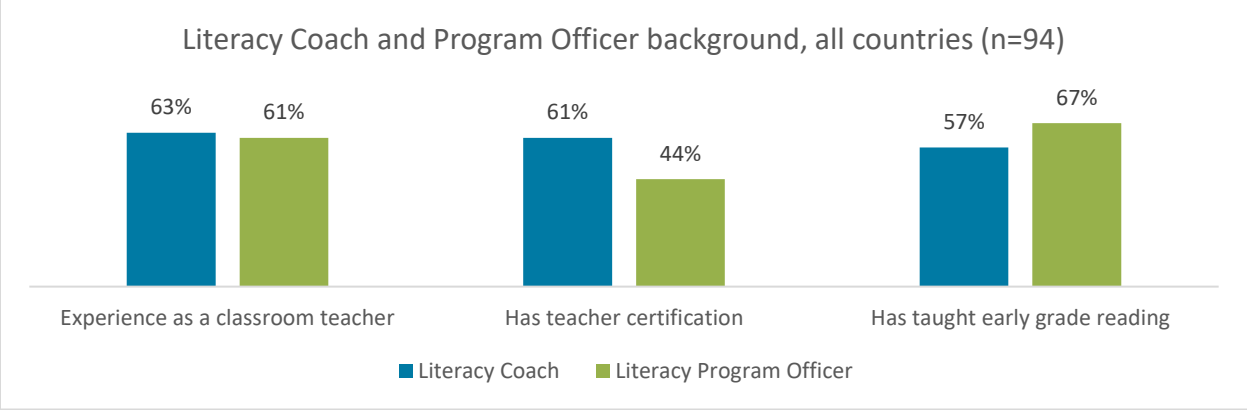
Thirty-four percent of literacy coaches across countries are female and sixty-six are male. Across all countries, 88% of coaches have been working for Room to Read for three or more years, with 45% working for Room to Read for more than five years. 84% of coaches have been in their current position for more than three years, with 34% having served as a coach for more than five years.

89% of program officers are male and the majority (56%) have been working at Room to Read for more than five years (with 44% of the surveyed sample working as program officers for more than five years). Only 29% of the program officers surveyed served as coaches prior to becoming program officers.

Across countries, 61% of coaches have a teaching certification and 63% have a been classroom teachers. Of those coaches with classroom teaching experience, 57% of them have taught early grade reading. Our literacy program officers have a similar profile to our coaches, but with slightly fewer (61% vs 44%) holding a teaching certificate as compared to the coaches surveyed.

[40] Across countries, Student Tracking administrations were affected by either school closures or limitations on Room to Read in-person school visits.

Figure 57: Literacy coach and program officer, background



Literacy Managers and Literacy Directors

Eight of our nine literacy directors responded to the survey and Student Tracking has taken place during the tenure of four of the eight (COVID-related disruptions paused Student Tracking in a number of countries or literacy directors have short tenures). Among the literacy directors who have been at Room to Read during a Student Tracking cycle, 75% have had the opportunity to be part of the process at the classroom level. Literacy directors played varying roles, depending on the administration including observation, providing guidance, and training and administering the assessment themselves. All of the literacy managers who responded to the survey (n=6) have been involved in a Student Tracking administration either by providing technical assistance or observing the process. Due to the limited sample sizes for these two roles, we only include notations of their reflections on particular questions if they seem to add an additional perspective.

Literacy Coaches Support to Schools

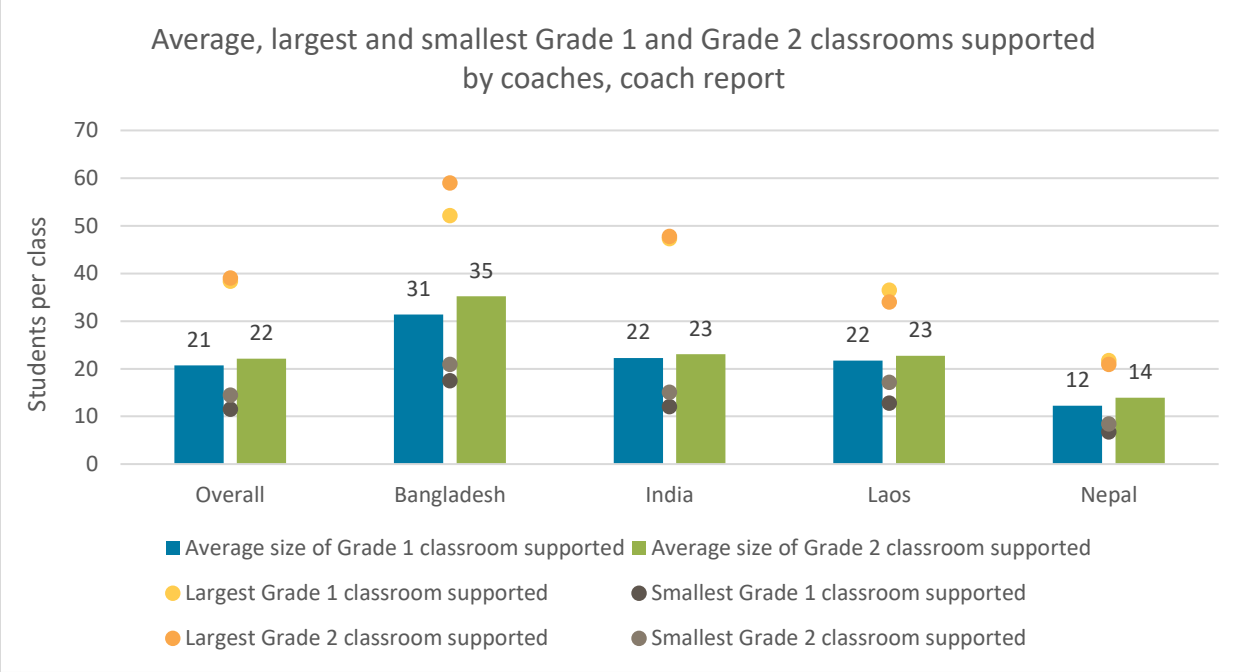
Turning to the coaches' support to schools and how their work is structured, 58% of the coaches surveyed support 6-10 schools, with another 26% supporting 11 or more schools. Breaking this out by country, coaches in Laos support the fewest number of schools (57% support less than 5 schools each), while coaches in India support the most (50% support more than 10 schools each). The coach: school ratio is in part driven by logistics and geography, as well as the level of support required for the phase of implementation.[41]

Grade 1 class sizes supported by coaches were highest in Bangladesh, with an average of 31 and the largest Grade 1 class reported as 52. The largest class sizes for Grade 2 were also found in Bangladesh with an average of 35 students and a maximum of 59 students for Grade 2 classes supported by the Room to Read coaches surveyed.

Nepal has the lowest average grade 1 class size with 12 students per class and a low of 7. Nepal also had the smallest class size for Grade 2, with an average of 14 students per class, and the smallest reported class size of 8 students (Figure 66).

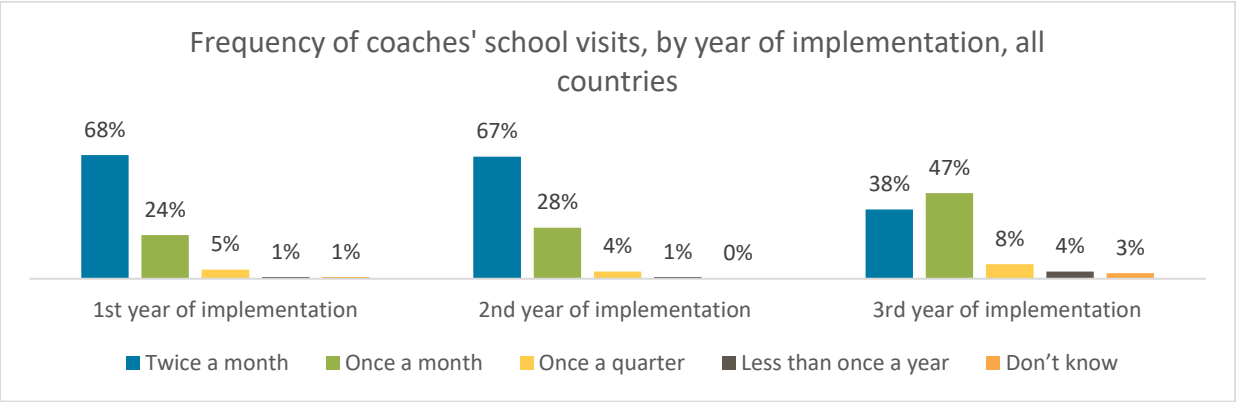
Note that a portion of the portfolio in India uses a partnership model, where the government is supporting the implementation and as such, the Room to Read coach: school ratio is higher.

Figure 58: Literacy coach, size of classrooms supported



On average across countries, coaches report a reduction in frequency of visits between the 2nd and 3rd year of implementation (Figure 67) – generally in keeping with our global program design recommendations.[42]

Figure 59: Coaches' frequency of school visits by year of implementation



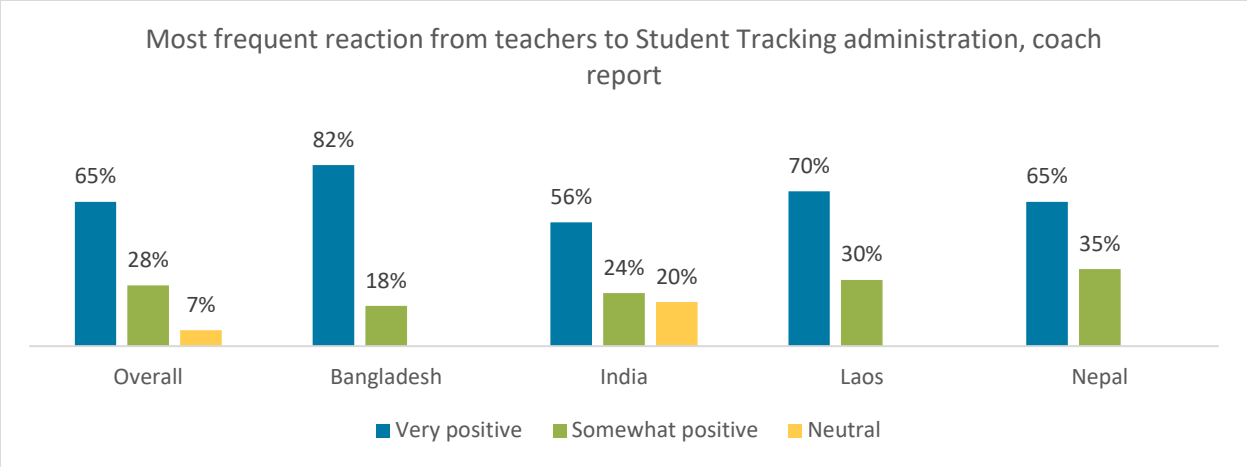
[42] Our global literacy program model design calls for more intensive support (training and coaching) in the initial two years of implementation. The implementation strategy tapers off the amount of training and direct coaching support as teachers consolidate their capacities and instructional practice and school leadership is able to support on-going coaching and quality assurance. Guidance: 1st year – G1: 2 visits/ month. 2nd year – G1 & G2: 2 visits/ month for each grade. 3rd year – G1 & G2: 1 visit/ month for each grade. 4th year – G2: 1 visit/ month

We do see some variation across countries, which might be reflective of local adaptations due to logistics and staffing considerations, the maturity of the program in context and the phase of implementation (direct or partnership). For instance, in Bangladesh, 92% of coaches report they visit schools once a month for all three years of implementation – in contrast to India where we note 73% of coaches reporting twice monthly visits in years one and two and only 38% of coaches reporting twice monthly visits in year three. Coaches in Nepal and Laos report a similar pattern to that of India and in line with the global program design.

Coaches' Report: Teachers' Reactions to Student Tracking Administration Process

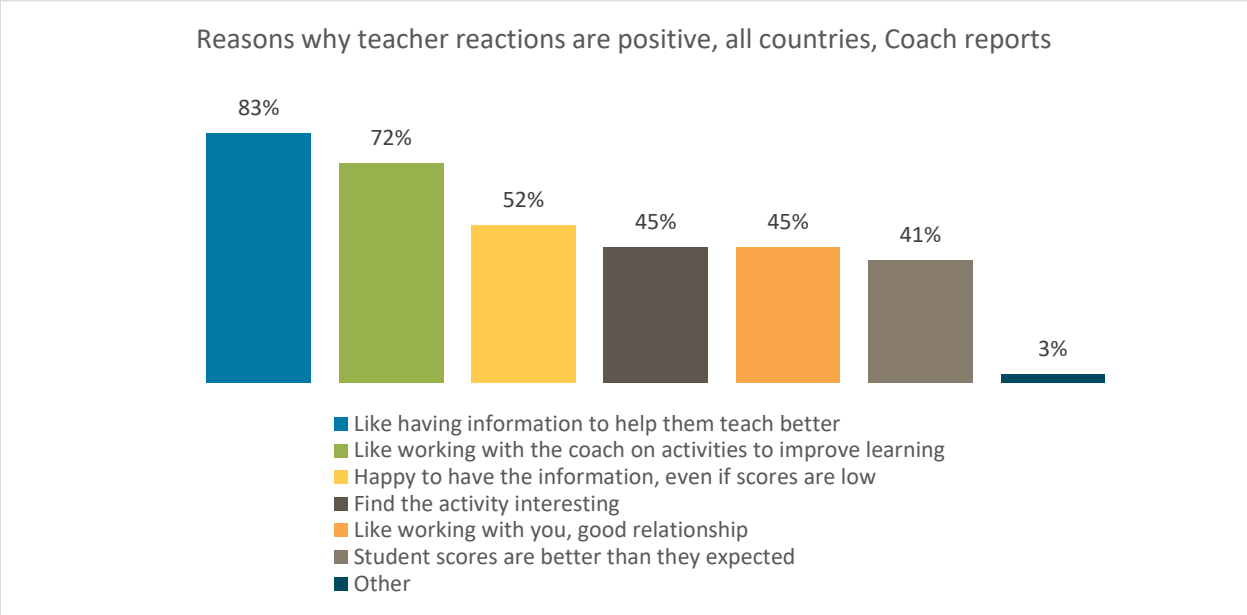
HEADING FINDING: Room to Read coaches report generally positive reactions from teachers (Figure 68) about the Student Tracking process, with the importance of knowing their students' skill levels and helping their students learn as top reasons cited by teachers. There is some concern by teachers about being judged if the scores do not meet expectations, but this does not appear to be a dominant theme.

Figure 60: Coach report, teachers' reactions to student tracking administration



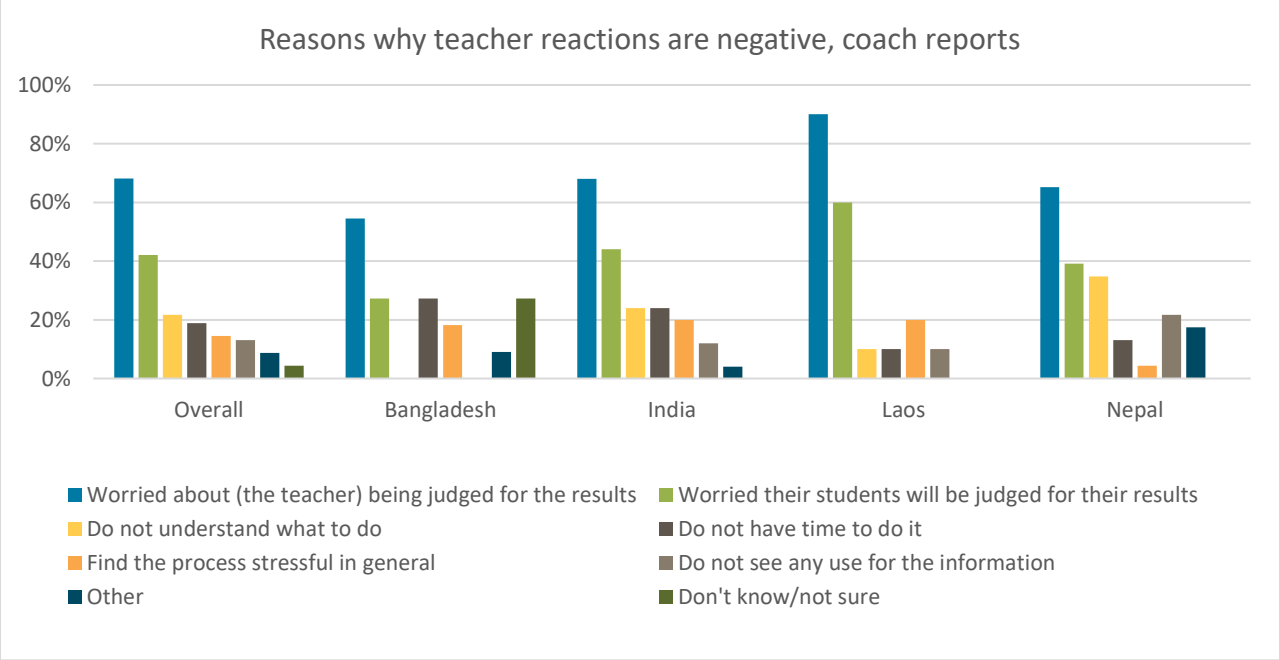
For those teachers who have positive reactions to the process of administering Student Tracking, coaches report the following reasons, with teachers liking to have information to help them teach better and enjoying working with the coach as the most frequently cited reasons across countries (Figure 69). Also, coaches who reported that a high percentage of head teachers actively identify support for struggling students based on Student Tracking results were more likely to report that teachers had a positive reaction to Student Tracking administration.

Figure 61: Coach report, positive teacher reactions



Coaches report that when teachers do have negative reactions to the Student Tracking, it is because they are worried about being judged negatively if the scores are not good, followed closely be a concern that their students will be judged (Figure 70).

Figure 62: Coach report, negative teacher reactions



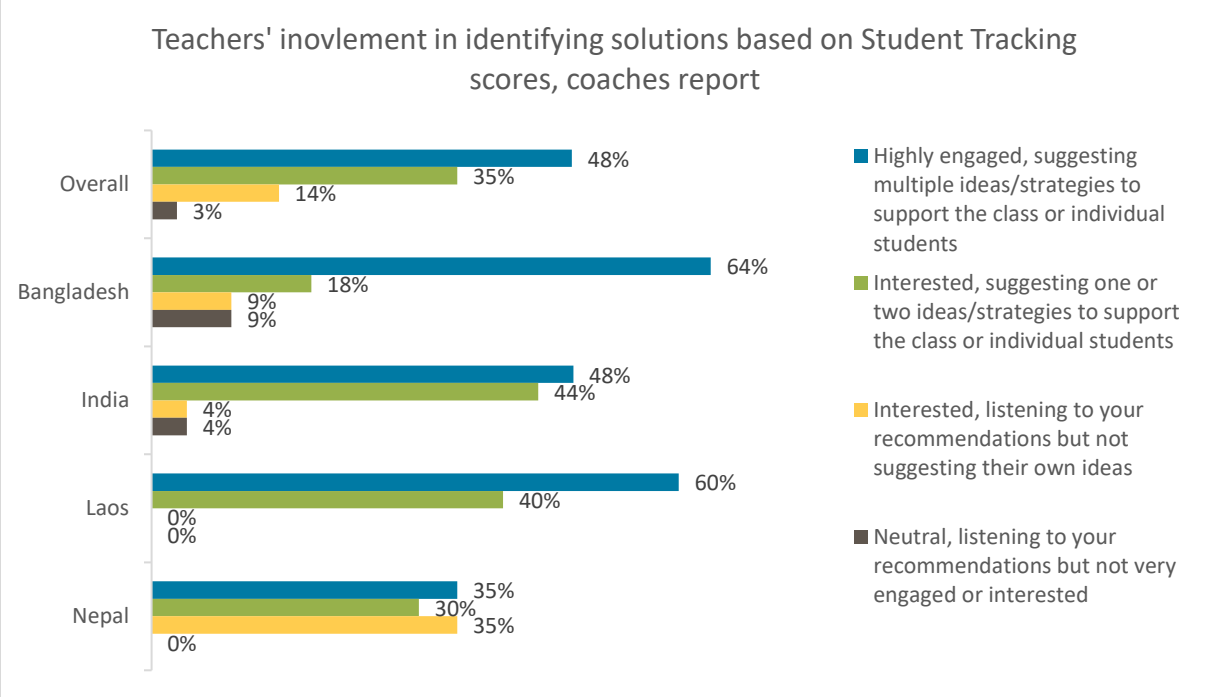
Coaches' Report: Utilization of Student Tracking Data and Linkages to the Education System

HEADLINE FINDINGS: Room to Read coaches report feeling confident in their ability to identify strategies to support students based on Student Tracking data. Coaches also report moderate engagement by teachers in the identification of strategies to improve instruction. Coaches' suggested strategies seem to be dominated by more general classroom management and student engagement strategies than specific pedagogical or content strategies.

There seems to be some positive synergy between teachers' and head teacher' orientation toward Student Tracking and when head teachers show interest and leadership in the process, teachers are more likely to do the same.

A central part of Room to Read's Student Tracking model is the engagement between the Room to Read coach and the teacher to identify strategies for action based on students' scores. We surveyed our coaches and 98% stated they felt they were able to identify strategies all or most of the time. We saw very high confidence in this in Bangladesh and Laos (90%+ all of the time) and slightly more modest statements about this in India and Nepal. We also asked our coaches to describe the level of engagement by teachers in identifying strategies in response to the scores. Across countries coaches reported just under 50% of teachers are "highly engaged" and suggesting multiple ideas or strategies, which may speak to the gap between intention to adapt instruction and the skills required to identify appropriate strategies (Figure 71).[43]

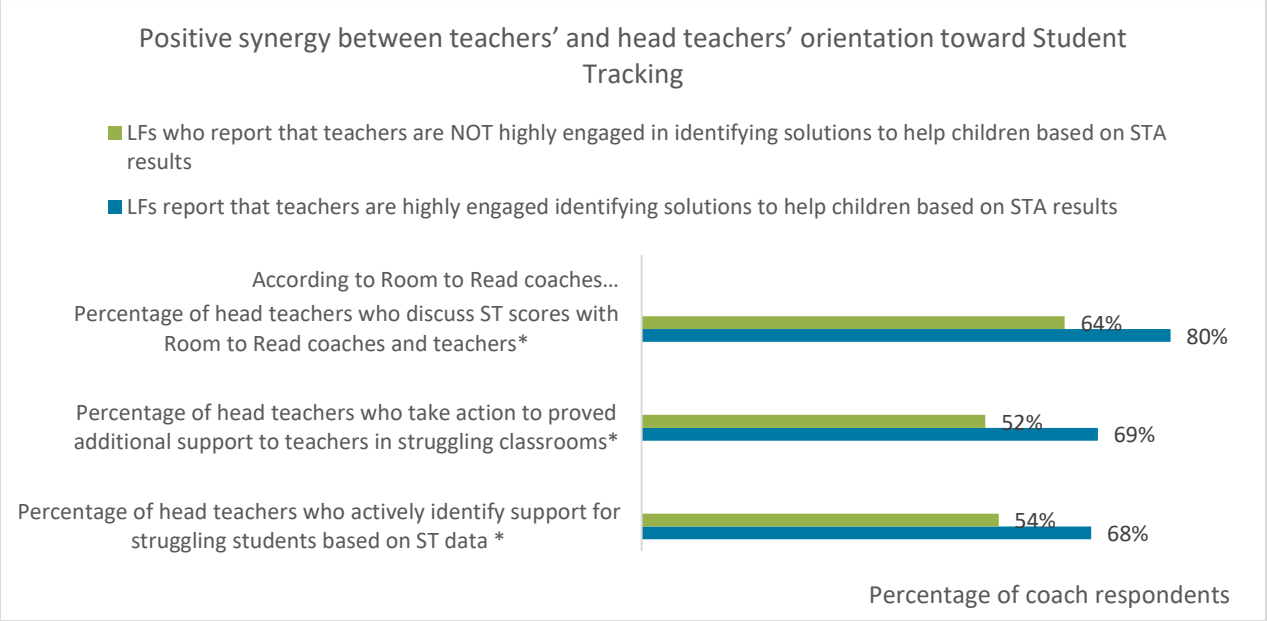
Figure 63: Coach report, teachers' involvement in action planning



[43] There was a response option of "not engaged at all", which no respondents selected.

We also found that coaches who reported that a high percentage of teachers were highly engaged in identifying solutions to help struggling students based on Student Tracking results were also more likely to report that (a) a high percentage of head teachers discuss scores with coaches and teachers, (b) a high percentage of head teachers take action to provide additional support to teachers with struggling classrooms, and (c) a high percentage of head teachers actively identify support for struggling students based on the student tracking data. There seems to be some positive synergy between teachers' and head teacher' orientation toward Student Tracking and when head teachers show interest and leadership in the process, teachers are more likely to do the same (Figure 72).[44]

Figure 64: Coach report, relationship between teachers' and head teachers' attitudes



These findings align with other studies that found "school principals and teacher leaders are key players in facilitating data use among teachers".[xviii]

We asked our coaches about the strategies they suggest to teachers to improve student outcomes (Figure 73). We also asked coaches which of these same strategies they see teachers using and with what frequency (Figure 74). Coaches' recommendations to provide students with more reading practice/materials in class and to call on the students more were higher than what coaches report in actual practice. Notably, there seems to be more scope for a stronger preference for teachers to provide students with extra work to take home in both Laos and Nepal. We see consistency across countries in the low frequency of asking head teachers for support or referrals to remedial/catch-up programs and also very low frequency of punishing students.

[44] * Indicates significant differences ($p < .05$) between the two groups being compared (facilitators who report teachers as highly engaged vs. facilitators who report teachers as not highly engaged).

Figure 65: Coach report, strategies suggested to teachers

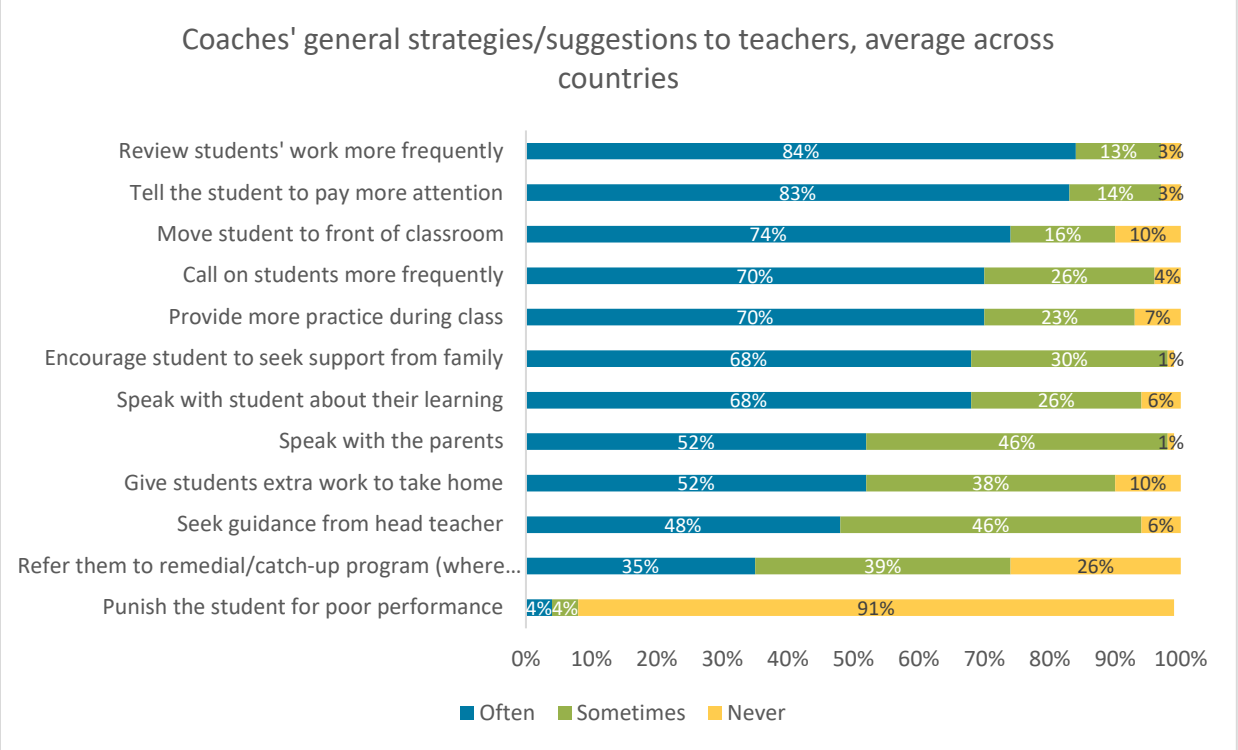
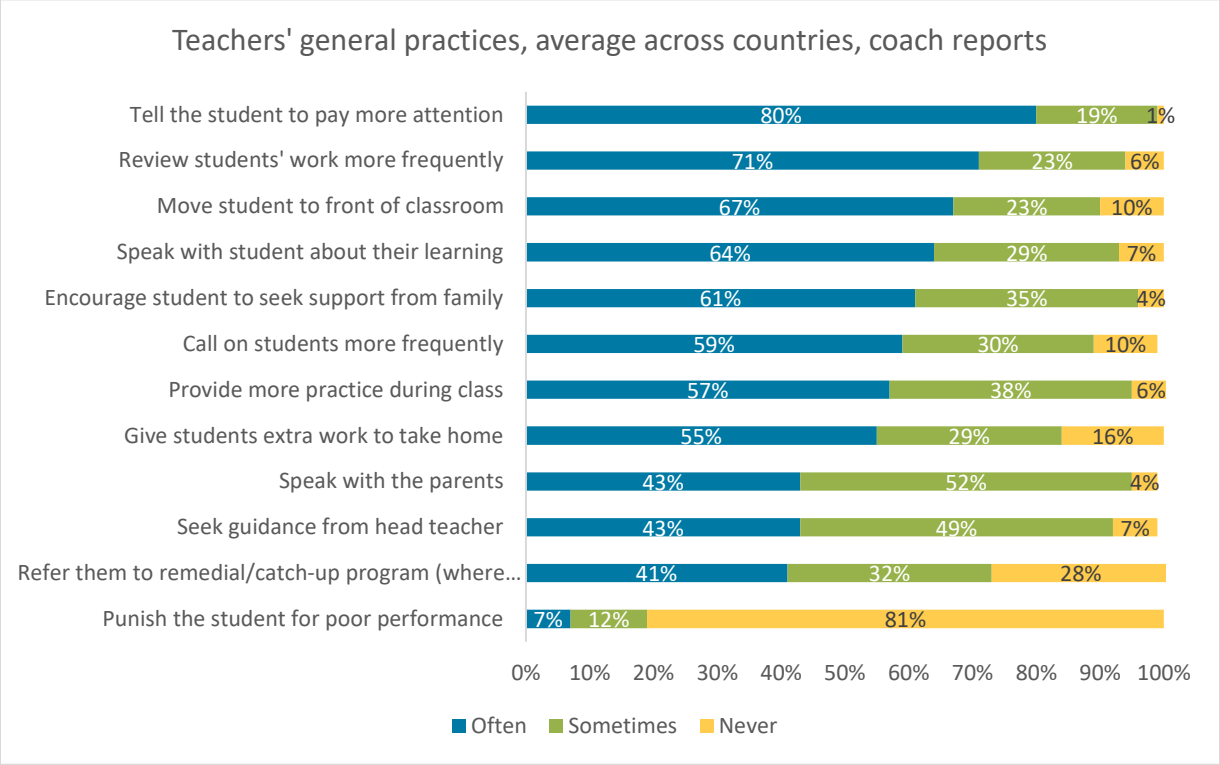
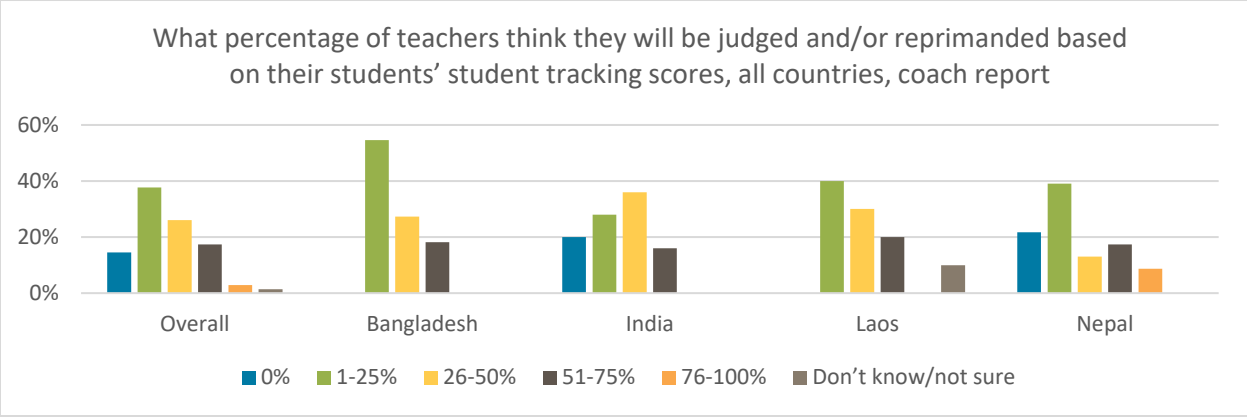


Figure 66: Coach report, practices used by teachers



Coaches report that the majority of teachers are not concerned about being judged or reprimanded if their students' performance on Student Tracking is not good (Figure 75). This somewhat aligns with reports from teachers in Nepal and South Africa about being judged if student scores are not good. Recalling from Group 1 data that only 18% of teachers in Nepal felt they are "very much" judged negatively for poor student performance, and 38% stated they are judged "somewhat" negatively for poor student performance. In South Africa, 34% of teachers stated they would feel "very much" judged negatively for students' poor performance and 11% reported feeling "somewhat" judged negatively. We add these data from Group 1 to this conversation with caution because of the difference in sample and the indirect reporting by coaches of how they perceive teachers will feel, rather than the direct reporting from teachers in Group 1.

Figure 67: Coach report, teachers' perception of judgement



Coaches across countries report, on average, that 62% of teachers are surprised by their students' Student Tracking scores. Most coaches report that teachers are surprised in a positive way, that students performed better than they expected (Figure 76). This generally tracks to the next graph offering more specifics about coaches' perceptions of teachers' reactions, with the highest frequency response across countries being "happy" or "excited" (Figure 77). We do see a higher proportion of coaches reporting that teachers in Laos are sad or worried about the scores which does align with other data reported above indicating a high sense of accountability in Laos.

Figure 68: Coach report, teachers' reaction to scores

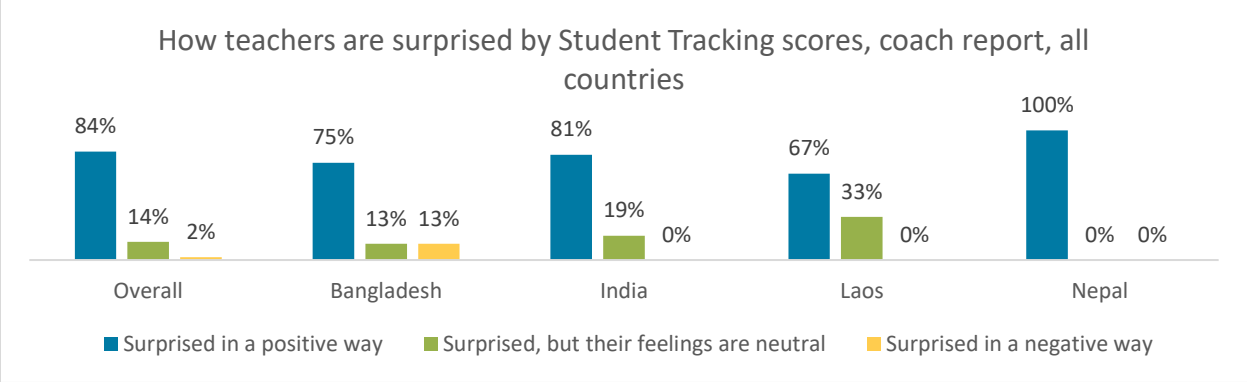
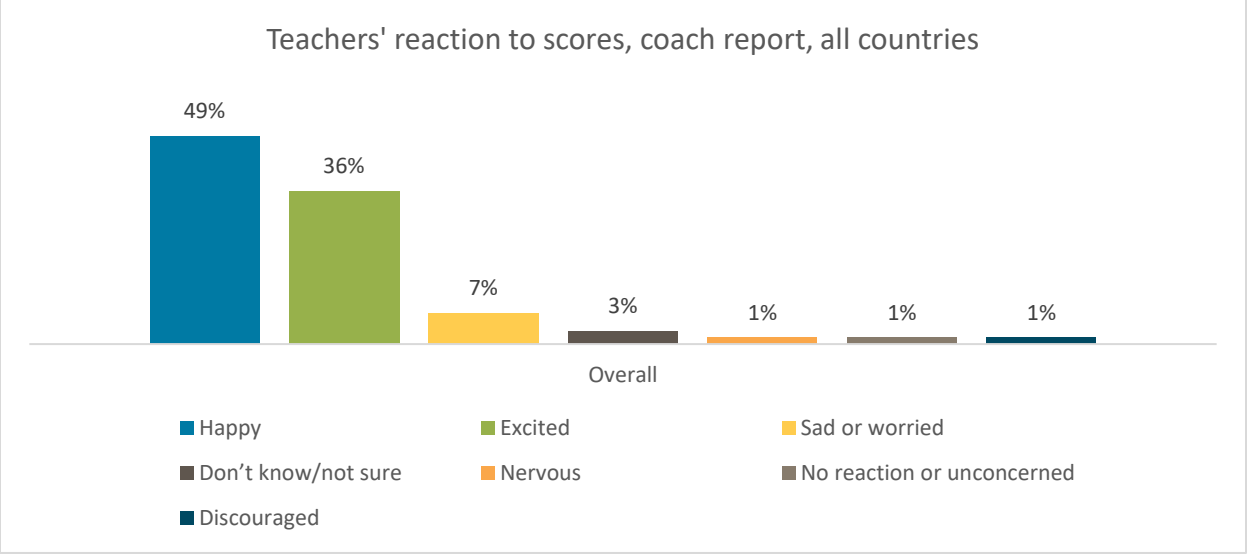


Figure 69: Coach report, teachers' reaction to scores

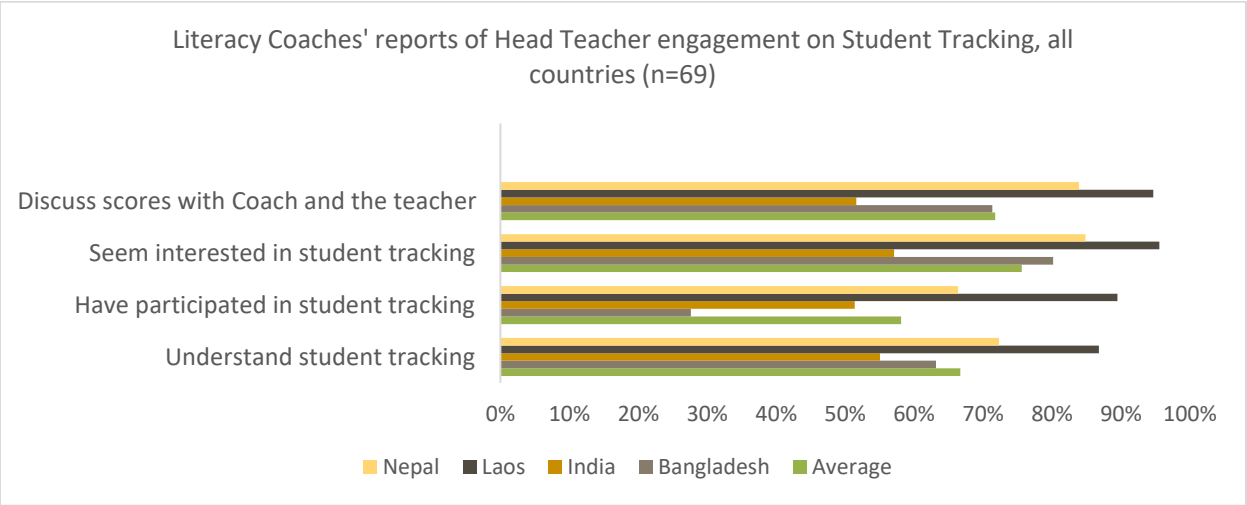


Coaches' Report: Head Teachers' Knowledge and Attitudes

HEADLINE FINDINGS: The engagement and interest level of head teachers varies across countries and seems to be highest in the Southeast Asian countries included in the study. When head teachers have participated in administration of Student Tracking, they tend to engage more in the discussions about outcomes and strategies.

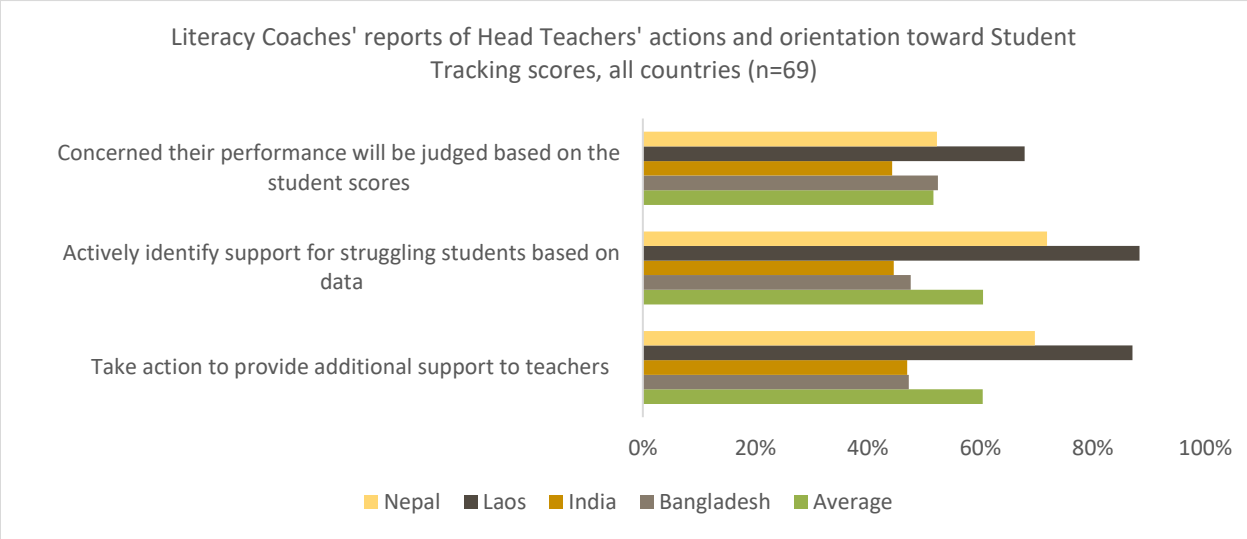
We asked literacy coaches about their reflections on head teachers' engagement with different aspects of Student Tracking across the four countries where coaches were surveyed. We see the greatest amount of reported engagement by head teachers in Laos, with 96% of head teachers being interested in Student Tracking and 95% discussing scores with teachers and Room to Read staff. Coaches in both India and Bangladesh report lower levels of engagement by head teachers in the Student Tracking process (Figure 78).

Figure 70: Coach report, head teachers' engagement on student tracking



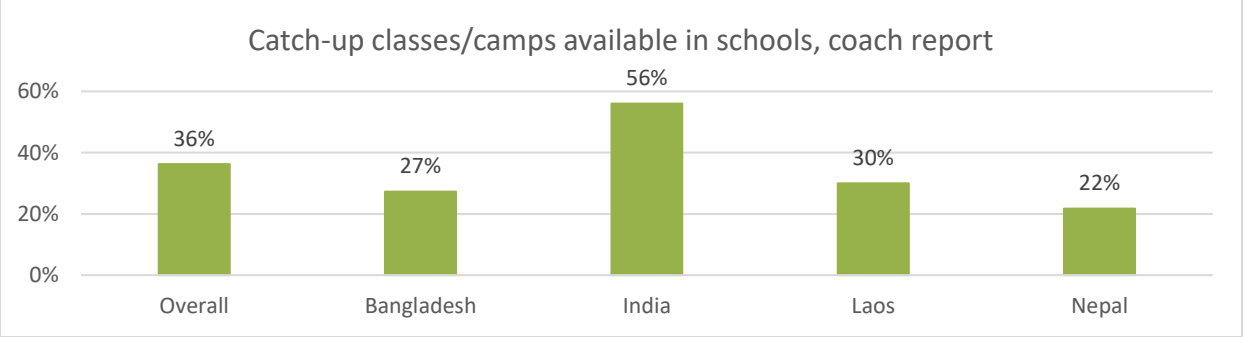
The figure below summarizes literacy coaches' reports of head teachers' actions in response to Student Tracking scores and their own sense of accountability. We see in Laos that both action and accountability are reported as being higher than other countries, tracking with the higher level of overall engagement with Student Tracking in Laos shown in the figure above. In general, and as reported by coaches, head teachers seem to feel more judged based on Student Tracking scores than teachers do (Figure 79).

Figure 71: Coach report, head teachers' reaction to student tracking scores



We also asked coaches their understanding of whether catch-up classes or camps are available in the schools they support. As indicated in Figure 80 below, Room to Read schools in India have the highest reported frequency of catch-up classes/camps with 56% of schools (per coaches' report). Interestingly, coaches in Nepal had a low level of reporting there were catch-up classes/camps available in the schools they support in comparison to teacher reports of the same question (Group 1 data). This may be a product of different understanding of the question and coaches' expectation of what constitutes catch-up classes (as opposed to revision lessons).

Figure 72: Coach report, catch-up classes, and camps available



For the coaches reporting there are catch-up classes or camps in the schools they support, most occur daily or several times a week (Figure 81). Coaches overwhelming felt that the classes helped students improve their reading skills (Figure 82).

Figure 73: Coach report, frequency of catch-up classes or camps

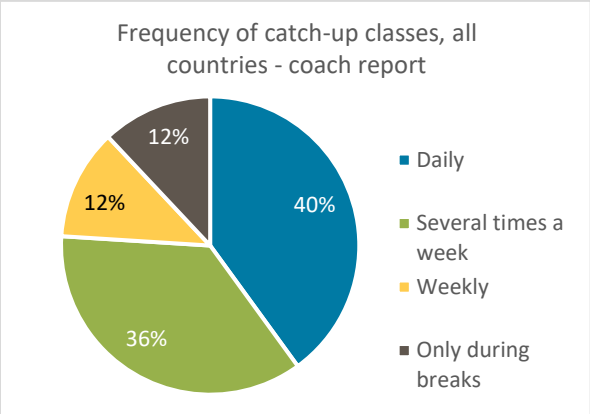
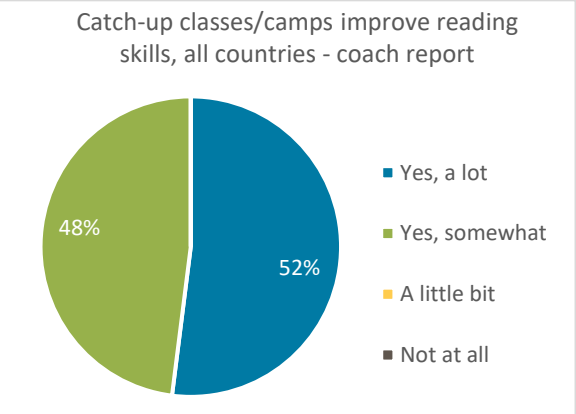


Figure 74: Coach report, effectiveness of catch-up classes or camps

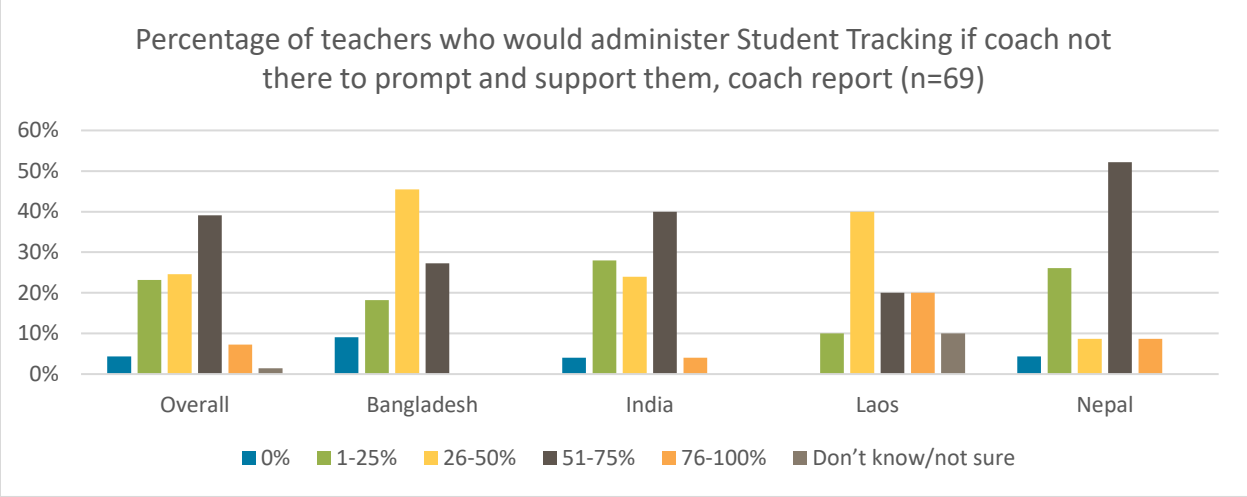


Sustaining Student Tracking implementation

HEADLINE FINDING: Room to Read coaches are moderately optimistic about whether schools continue Student Tracking after Room to Read support ends. Triangulating our coaches' expectations with data collected from teachers in Nepal and South Africa, we observe that coaches overestimate the sustainability of Student Tracking in schools once Room to Read support ends.

Coaches were split on whether teachers would continue to administer Student Tracking without support from Room to Read (Figure 83). Across all countries, 52% of coaches felt that half or fewer teachers would continue to administer student tracking if not prompted or supported by the coach. 46% of coaches felt that more than half of teachers would continue to do so. Coaches in Nepal had the highest expectations, with 61% of coaches anticipating that half or more of the teachers would continue to administer Student Tracking without their support or prompting. In contrast 27% of coaches in Bangladesh felt that half or more of the teachers would continue without their support or prompting. If we use the survey responses from teachers in previously supported schools in Nepal and South Africa (very few reported continuing the practice) as an indication of teachers' likelihood to continue Student Tracking, coaches' estimations of continuation are significantly overestimated.

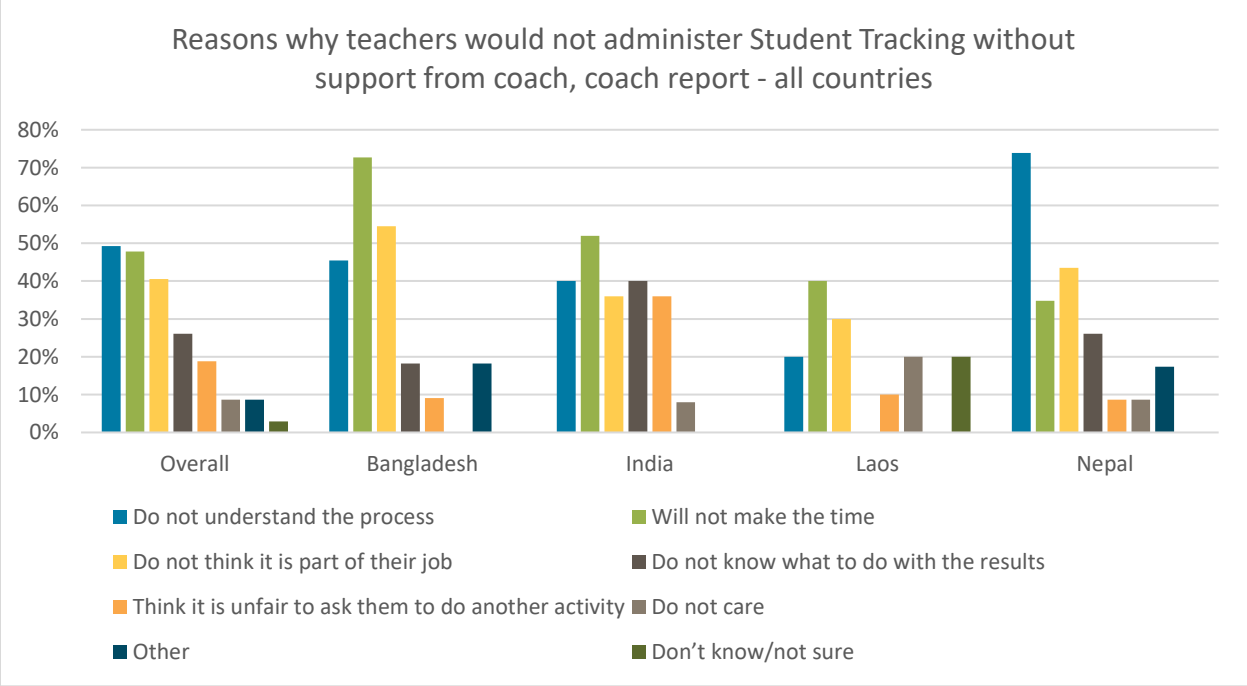
Figure 75: Coach report, expected sustainability of student tracking



We also surveyed other Room to Read staff on this question, and in general, literacy directors had higher expectations that teachers would continue the Student Tracking process, literacy managers has the lowest expectations, and literacy program officer's expectations generally aligned with those of the literacy coaches.

Coaches' reports about the reasons teachers would not continue Student Tracking without their support vary greatly across country. We see in Figure 84 that not understanding the process and not having/making the time (this is especially true in Bangladesh where class sizes are larger) and not considering the process as part of their job as the primary drivers as understood by coaches.

Figure 76: Coach report, expected reasons teachers would not sustain student tracking

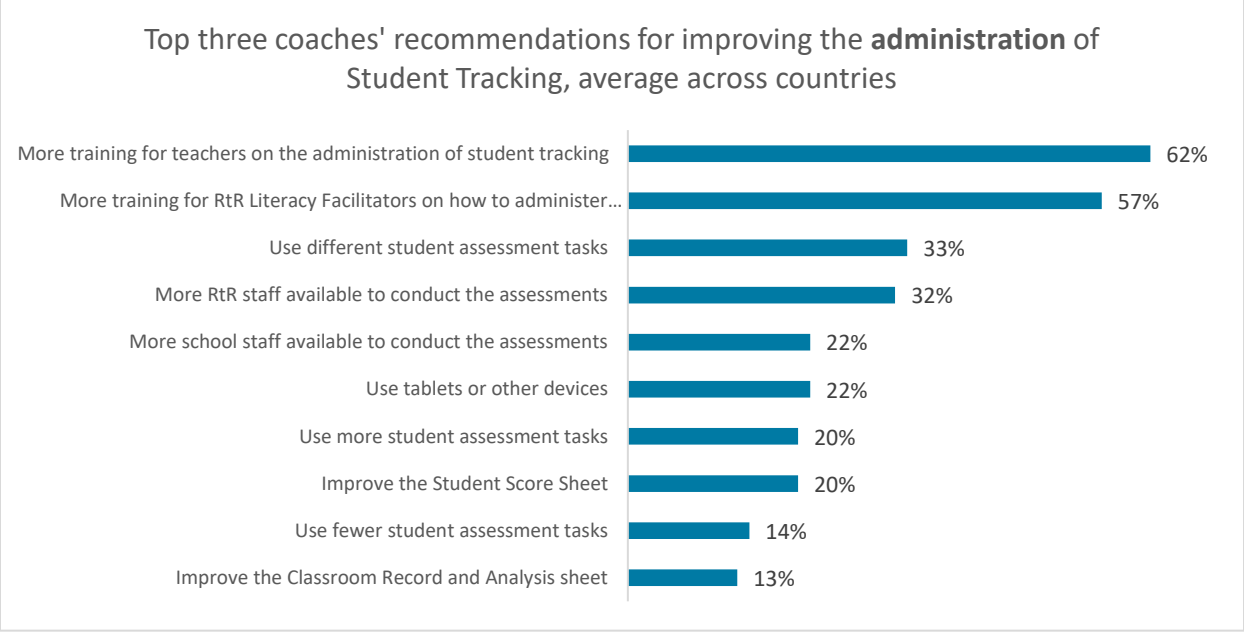


Room to Read Staff Recommendations to Improve Student Tracking

HEADLINE FINDINGS: Room to Read staff largely recommended additional training for coaches and teachers when asked their recommendations to improve Student Tracking (both its implementation and use of the data). There are other important recommendations focused on assessment items and administration efficiencies.

We asked coaches for their recommendations to improve both the administration of Student Tracking and the utilization of the data. This was a multiple response question. What we present here are the top three recommendations by coaches overall, with the proportion of coaches who selected each option (Figure 85). Training for both teachers and coaches led the top three recommendations by coaches to improve the administration of Student Tracking.

Figure 77: Coach report, top recommendations to improve the administration of student tracking



There were some differences by country, with coaches in Bangladesh and India strongly advocating for "improvement of the student score sheet" and coaches in India recommending "fewer assessment tasks". Coaches in Laos strongly recommended using "more student assessment tasks". This difference in recommendations about the number of assessment items could be a function of class size (pressure/lack of pressure around administration time) and expectations about the use of the assessment findings (e.g., the degree to which governments expect Student Tracking assessments to fully align with their formal assessments).[45] On average, Room to Read coaches ranked improvement to

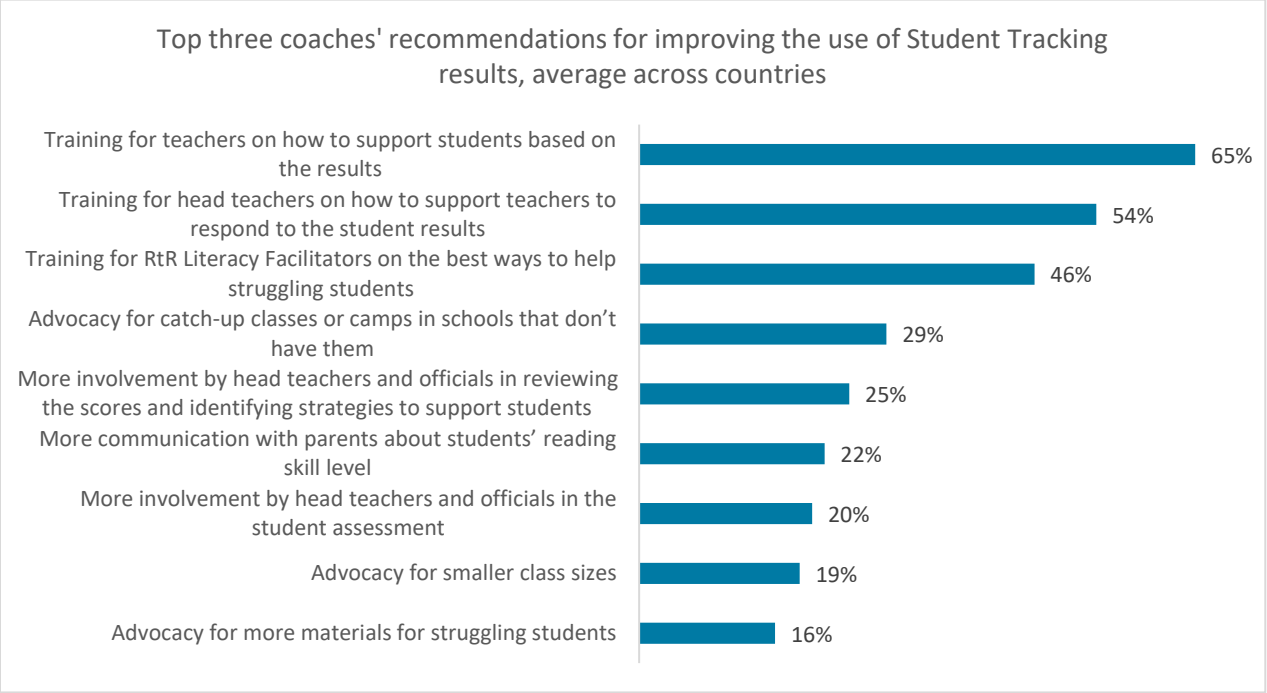
[45] The differences in coach recommendations across countries could also be explained by the differences between the linguistic characteristics across countries. In South Asian languages like Hindi or Bengali literacy skills acquisition process are slightly different as compared to the same for Southeast Asian languages. Southeast Asian languages would require a few more basic types of assessments. RTR's summative evaluation G2-levelled EGRA

the assessment, student score sheets and classroom record and analysis sheet in the bottom three. See Annex 2.D for country-level data on coaches' recommendations.

In terms of coaches' recommendations to improve the *use* of Student Tracking results, we see again a call for additional training of teachers, head teachers, and coaches. Somewhat surprisingly, we see fewer coaches with top recommendations for system and parental engagement. Only 25% of coaches included "more involvement by head teachers and officials to identify strategies" in their top three recommendations. On average across countries, only 29% of coaches included "advocating for catch up classes/camps in their top three recommendations". 36% of coaches in India listed the recommendations to advocate for more catch-up classes/camps in their top three. India also reported the highest proportion of existing catch-up classes/camps, possibly indicating they see that strategy as effective in its implementation or noting there should be additional time/classes provided. Coaches overwhelmingly believe that catch-up classes/camps when implemented help students learn, so this low frequency of recommendation for catch-up classes/camps would seem to be driven by feasibility considerations or perhaps an interpretation of Room to Read's scope of influence within the education system. [46]

Notably, "more communication with parents about students' reading skill level" was the bottom ranked item when you average across countries, possibly indicating that coaches feel the most feasible or effective pathway for improvement is through the school-based personnel and activities in the classroom.

Figure 78: Coach report, top recommendations to improve the use of student tracking



tool does not provide much of flexibility in terms of number and types of tasks because of some valid reasons. But RTR's guidelines on the same for the formative assessment ST tool do provide this flexibility.

[46] Room to Read does not provide material or technical assistance support for remedial instruction or camps within its global literacy model. During and after COVID-related school closures, we did integrate supplemental instructional materials and strategies, but we do not implement catch-up classes or camps directly.

GROUP 3: ANALYZING STUDENT TRACKING AND EGRA DATA

Group 3 data helps us assess the robustness of Student Tracking data, a key question for Room to Read and other organizations with concerns about how well classroom-based, teacher-administered assessments map to more formal independently administered assessments like the Early Grade Reading Assessment (EGRA).[47] Given the emphasis on teachers having timely data that they own and understand, and education systems' need for lower-cost and more responsive assessment systems, validating the quality of classroom-based assessment data is critical.

This section of the report takes us through a series of progressive analyses, checking our assumptions about how the usefulness of our Student Tracking model, including the categorization of classrooms/schools, the progression of students' reading scores over time and the degree to which Student Tracking data are a strong and consistent predictor of EGRA scores.

We begin our analysis with descriptive data on Grade 1 and Grade 2 Student Tracking and Grade 2 EGRA data sets[48], calculating the mean scores, standard deviation, and min/max for each distinct data set (see sample description for details). Following that we look at our Student Tracking performance categories by converting our school-level Student Tracking performance indicators into performance categories at the school level. We then explore how the school categories that we created map to EGRA scores to reflect on the usefulness of our categorization vis-à-vis ultimate performance of end of Grade 2 EGRA. This offers us a signal about how well our Student Tracking data aligns with EGRA data. We wanted to further strengthen this analysis by looking at the associations between end of Grade 2 EGRA scores (considered as outcome indicators in the analysis), for both Oral Reading Fluency and Reading Comprehension, and Student Tracking-based school performance indicators for Grade 1 and Grade 2 separately through regression analyses. Our final step in this exploratory analysis included estimating the predicted probability of children achieving benchmarks and zero scores on the oral reading fluency and reading comprehension tests in Grade 2 EGRA across categories of schools as determined by Student Tracking scores. The full scope of these analyses allows us to address the central question noted above – do our classroom-based Student Tracking assessment data consistently provide reliable signals of student performance on EGRA.

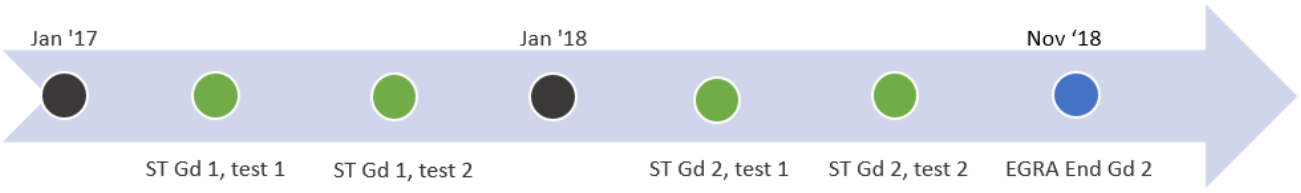
This section is organized as follows:

- Background data on the Grade 1 and Grade 2 Student Tracking and Grade 2 EGRA sample, with more details included in Annexes,
- Summary level information on the scores for each of these assessments,
- Mapping of the Student Tracking scores/categories to EGRA mean scores,
- Findings of regression analyses exploring the association between Student Tracking scores and EGRA scores, and
- Findings of predicted probability analyses utilizing Grade 1 and Grade 2 Student Tracking scores and end of Grade 2 EGRA scores

[47] See additional information about EGRA at https://earlygradereadingbarometer.org/resources/toolkits
[48] As noted in the sample discussion, these data sets are aligned to follow the same student cohorts.

For the Student Tracking/EGRA analyses, we utilized the end of Grade 2 EGRA samples collected during 2018 and 2019 as our sample frame for Student Tracking data across 6 countries, which included Bangladesh, Cambodia, India, Laos, Nepal, and South Africa. We included round 2 Student Tracking data for Grade 2 for all schools in the EGRA sample across countries except for South Africa.[49] For Grade 1, our school sample included 4 countries.[50] We estimate that there is a very high level of overlap between the students included in the EGRA sample and the students included in the Student Tracking sample given that the schools are the same and the Student Tracking assessments are administered on a census basis in all of the schools included in the sample.

Figure 79: ST and EGRA data sequence (example)



This sampling approach allows us to assess the progression of ST scores over time, estimate the association between different ST tests and the EGRA assessment and estimate the predictive validity of ST data with respect to EGRA scores.

Annexes 3.A – 3.C provide details of the school and student sample characteristics for Grade 1 and Grade 2 Student Tracking and for the end of Grade 2 EGRA sample. The analyses in this report focus on the oral reading and reading comprehension sub-tasks for both Student Tracking and EGRA data sets.

Findings: Group Three

HEADLINE FINDING: Using data across six countries and several academic years, we see a consistently positive and statistically significant association between school performance based on Student Tracking data from Grade 1 and Grade 2 and end of Grade 2 EGRA scores. This tells us that our school performance categories based on Student Tracking data are useful and well-aligned to the more formal, independently administered EGRA results, even with consideration for the context-specific assessment adaptations and more informal classroom-based administration. This also imparts a more generalizable finding that classroom-based, teacher-administered assessments can produce reliable data.

Profile of Group 3 Sample Details

The Student Tracking sample varies between Grade 1 and Grade 2 due to differences in administration across grades and countries. For Grade 1 Student Tracking data we have utilized round 2 data in 102 schools across four countries (Bangladesh, Cambodia, Laos, and Nepal).[51] The student sample for Grade

[49] In South Africa, only one round of Grade 2 Student Tracking data was available that corresponds to the end of Grade 2 EGRA school sample.
[50] For grade 1 analyses between Student Tracking and EGRA, we have excluded India and South Africa due to unavailability of Student Tracking data.
[51] Please note for conciseness, going forward we will reference Grade 1 and Grade 2 Student Tracking and not indicate Round 2.

1 Student Tracking varies slightly between the oral reading and comprehension tasks, with a total of 3,039 students for Grade 1 Student Tracking oral reading and a total of 3,064 students for the Grade 1 Student Tracking reading comprehension sample. The total sample for Grade 2 Student Tracking is also slightly different between the two assessment tasks, with 5,071 for oral reading and 5,053 for reading comprehension. Please see Table 10 below.

Table 9: Final sample for student tracking and EGRA data

	Grade 1 ST		Grade 2 ST		End of Grade 2 EGRA	
	Oral Reading	Reading Comp.	Oral Reading	Reading Comp.	Oral Reading	Reading Comp.
School Sample (all countries)	102	102	162	162	162	162
Student Sample (all countries)	3,039	3,064	5,071	5,053	2,591	2,591

School Performance on Student Tracking Assessments

Next, we move to a summary of school-level performances during Grade 1 and Grade 2 Student Tracking on two skills, oral reading and reading comprehension. Remembering that Student Tracking scores are analyzed and discussed at the school level and scores shown below are the proportion of students performing at certain levels with the schools.[52] As noted in the table below, we find the proportion of Grade 1 students in schools across countries reading 75% or more correct words ranging from 25.7% (out of 1,039 students assessed in 20 schools in Banteay Meanchey, Cambodia) to 75.8% (out of 277 students assessed in 17 schools in Tanahun, Nepal).

In Grade 1, for reading comprehension, we also see a large range, 17.5% (out of 150 students assessed in 6 schools in Palpa, Nepal) to 58.4% (out of 811 students assessed in 27 school in Champasak, Laos), of children answering both of the two questions correctly (Table 11 and 12). For most countries the oral reading and comprehension scores track together, but for Nepal we see less alignment, with comprehension performance lagging behind oral reading performance during Grade 1 Student Tracking. We see stronger alignment[53] between the two tasks when setting a threshold of only one of two comprehension questions needing to be answered correctly. See Annexes 3.D – 3.F for full details.

[52] During a Student Tracking, a child was assigned with one of the 5 following groups based on the number of words correctly read by her/him on the oral reading test, such as, (i) range 1 i.e., correctly read 90% or more words, (ii) range 2 i.e., correctly read 75-89% of the words, (iii) range 3 i.e., correctly read 51-74% of the words, (iv) range 4 i.e., correctly read 1-50% of the word, and (v) range 5 i.e., did not read any word correctly. Number of students across these 5 groups from the school-wise Student Tracking data, either from Grade 1 or Grade 2, included in this analysis were available with us. Using these data, we calculated the share (%) of students who read 75% or more words correctly (i.e., aggregate of the number of students falling under ranges 1 and 2) during the oral reading test across schools and presented the same here. During the Student Tracking reading comprehension test, a child was asked with up to 2 questions for Grade 1 and up to 3 questions for Grade 2 respectively. Here we have presented share (%) of students in the schools who correctly answered all comprehension questions during the Grade 1 and Grade 2 Student Tracking respectively.

[53] Using the thresholds of 75% correct words in oral reading and 2 correct questions for reading comprehension.

Table 10: Student tracking, Grade 1 oral reading scores

Student Tracking, Grade 1 oral reading performances						
% Students correctly read 75% or more words in the schools						
Country	**Location**	**Schools (Students)**	**Mean**	**SD**	**Min.**	**Max.**
Bangladesh	Dhaka	13 (391)	50.6	26.1	0.0	82.2
	Natore	12 (306)	45.1	31.0	4.3	100.0
	Overall	25 (697)	48.0	28.1	0.0	100.0
Cambodia	Banteay Meanchey	20 (1,039)	25.7	17.5	0.0	68.2
Laos	Champasak	27 (802)	65.6	22.8	18.8	100.0
Nepal	Nuwakot	7 (74)	52.7	32.6	14.3	100.0
	Palpa	6 (150)	59.1	18.0	44.8	92.3
	Tanahun	17 (277)	75.8	19.6	33.3	100.0
	Overall	30 (501)	67.1	24.4	14.3	100.0

Table 11: Student tracking, Grade 1 reading comprehension scores

Student Tracking, Grade 1 reading comprehension performances						
% Share of students correctly answered all 2 questions in the schools						
Country	**Location**	**Schools (Students)**	**Mean**	**SD**	**Min.**	**Max.**
Bangladesh	Dhaka	13 (391)	33.4	20.7	0.0	76.9
	Natore	12 (306)	43.9	29.8	4.3	100.0
	Overall	25 (697)	38.4	25.5	0.0	100.0
Cambodia	Banteay Meanchey	20 (1,049)	24.3	15.1	0.0	55.0
Laos	Champasak	27 (811)	58.4	21.1	19.2	86.4
Nepal	Nuwakot	7 (80)	41.0	30.8	0.0	80.0
	Palpa	6 (150)	17.5	16.0	0.0	46.2
	Tanahun	17 (277)	30.7	24.1	0.0	81.8
	Overall	30 (507)	30.5	25.0	0.0	81.8

Looking at the same analysis for Grade 2 Student Tracking, which adds India and South Africa to the sample we see less of a variance across contexts (Table 13 and 14). In our analysis we noted the unexpectedly high scores in South Africa as compared to historic EGRA scores (see next section) and hypothesize that these higher-than-expected scores might be driven by the timing of the Student Tracking assessment in South Africa which takes place closer to the end of the school year and students will have had more time to master the grade-level content.

Table 12: Student tracking, Grade 2 students oral reading scores

Student Tracking, Grade 2 oral reading performance						
% Students correctly read 75% or more words in the schools						
Country	**Location**	**Schools (Students)**	**Mean**	**SD**	**Min.**	**Max.**
Bangladesh	Dhaka	13 (424)	67.4	19.0	30.0	95.0
	Natore	12 (294)	62.4	27.2	20.0	100.0
	Overall	25 (718)	65.0	22.9	20.0	100.0
India	Madhya Pradesh	15 (139)	45.8	26.2	0.0	83.3
	Uttar Pradesh	25 (510)	52.4	22.3	13.3	86.7
	Overall	40 (649)	50.0	23.7	0.0	86.7
Cambodia	Banteay Meanchey	20 (1,061)	49.7	20.4	13.9	86.2
Laos	Champasak	27 (881)	67.7	19.9	31.8	100.0
Nepal	Nuwakot	7 (97)	49.9	18.6	23.1	76.9
	Palpa	6 (107)	34.0	28.1	0.0	72.7
	Tanahun	17 (236)	62.6	24.8	16.7	100.0
	Overall	30 (440)	53.9	26.0	0.0	100.0
South Africa	Limpopo	20 (1,322)	63.8	20.4	31.7	100.0

Table 13: Student Tracking, Grade 2 student reading comprehension scores

Student Tracking, Grade 2 reading comprehension performances						
% Share of students correctly answered all 3 questions in the schools						
Country	**Location**	**Schools (Students)**	**Mean**	**SD**	**Min.**	**Max.**
Bangladesh	Dhaka	13 (425)	49.7	20.9	15.0	90.0
	Natore	12 (294)	48.7	25.4	10.0	96.0
	Overall	25 (718)	49.2	22.7	10.0	96.0
India	Madhya Pradesh	15 (139)	21.5	22.9	0.0	66.7
	Uttar Pradesh	25 (510)	42.1	21.8	0.0	83.3
	Overall	40 (649)	34.3	24.1	0.0	83.3
Cambodia	Banteay Meanchey	20 (1,061)	35.9	18.7	5.6	69.2
Laos	Champasak	27 (881)	49.4	18.6	15.5	91.3
Nepal	Nuwakot	7 (97)	63.1	18.2	37.5	80.0
	Palpa	6 (107)	45.7	34.2	0.0	90.9
	Tanahun	17 (236)	51.4	27.2	16.7	100.0
	Overall	30 (440)	53.0	26.7	0.0	100.0
South Africa	Limpopo	20 (1,303)	42.4	20.2	14.3	82.1

Student Performance on Early Grade Reading Assessments

Next, we present student-level performances on the end of Grade 2 EGRA (Table 15). The end of Grade 2 EGRA scores for oral reading fluency and comprehension outlined in the table below show the average scores across the sample included in each evaluation. Each evaluation is indicated by a separate row with the geographic region within each country included.

Table 14: EGRA end of Grade 2 student scores, oral reading and reading comprehension

EGRA Scores, End of Grade 2						
Oral reading fluency (correct words per minute)						
Country	**Location**	**Students**	**Mean**	**SD**	**Min.**	**Max.**
Bangladesh	Dhaka	234	54.2	32.6	0.0	174.0
	Natore	212	61.2	30.6	8.0	160.9
	Overall	*446*	*57.5*	*31.8*	*0.0*	*174.0*
India	Madhya Pradesh	95	25.8	30.2	0.0	136.2
	Uttar Pradesh	241	46.1	29.9	0.0	116.1
	Overall	*336*	*40.4*	*31.3*	*0.0*	*136.2*
Cambodia	Banteay Meanchey	404	36.7	29.3	0.0	112.5
Laos	Champasak	676	31.5	20.4	0.0	115.0
Nepal	Nuwakot	79	20.5	16.4	0.0	62.1
	Palpa	80	26.8	13.4	0.0	61.0
	Tanahun	184	33.7	19.7	0.0	97.3
	Overall	*343*	*29.1*	*18.5*	*0.0*	*97.3*
South Africa	Limpopo	395	28.5	25.9	0.0	107.7
Reading comprehension (# of questions answered correctly out of 5)						
Bangladesh	Dhaka	234	3.7	1.3	0	5
	Natore	212	3.8	1.4	0	5
	Overall	*446*	*3.7*	*1.3*	*0*	*5*
India	Madhya Pradesh	95	1.6	1.6	0	5
	Uttar Pradesh	241	2.7	1.6	0	5
	Overall	*336*	*2.4*	*1.7*	*0*	*5*
Cambodia	Banteay Meanchey	404	3.2	1.8	0	5
Laos	Champasak	676	2.5	1.5	0	5
Nepal	Nuwakot	79	2.2	1.6	0	5
	Palpa	80	3.0	1.4	0	5
	Tanahun	184	3.2	1.5	0	5
	Overall	*343*	*2.9*	*1.5*	*0*	*5*
South Africa	Limpopo	395	1.9	1.9	0	5

Student Tracking Performance Categories

As noted in an earlier section, we convert our school-level Student Tracking performance indicator into performance categories. Similar type of categories are also used to populate dashboards to identify schools and teachers that need additional support.[54] Across all countries, we categorize schools as outlined in Table 16.

Table 15: Student tracking performance categories

CATEGORY	ORAL READING	READING COMP. GRADE 1[55]	READING COMP. GRADE 2
Doing well	75%-100% of students reading 75% or more words correctly	75%-100% of students answered at least one question correctly	75%-100% of students answered at least two questions correctly
Needs Improvement	50%-74% of students reading 75% or more words correctly	50%-74% of students answered at least one question correctly	50%-74% of students answered at least two questions correctly
Struggling	Less than 50% of students reading 75% or more words correctly	Less than 50% of students answered one question correctly	Less than 50% of students answered two questions correctly

For the analysis in this report, we also wanted to explore how the school categories that we create map to EGRA scores to reflect on the usefulness of our categorization vis-à-vis ultimate performance of end of Grade 2 EGRA.

First, we summarize the distribution of schools in the Student Tracking performance categories for Grade 1 and Grade 2. In Table 17 below, we see the categorization of schools based on Grade 1 Student Tracking data. What is perhaps unexpected is the higher proportion of schools in the "doing well' category for reading comprehension as compared to oral reading across nearly all countries. [56]

[54] ST categorization of the school used by Room to Read for dashboard is slightly different as follows: Green: If the total % of share of students in a school in range 1 (answered 90%+ item correctly) and range 2 (answered 75-89% items correctly) together is >=75%. Yellow: If the total % of share of students in a school in range 1 (answered 90%+ item correctly) and range 2 (answered 75-89% items correctly) together is >=50%
Red: If the total % of share of students in a school in range 1 (answered 90%+ item correctly) and range 2 (answered 75-89% items correctly) together is < 50%. We are not utilizing the exact same 3 ST categorizations in this analysis. Here we are using a simpler categorization. For example, in oral reading, (i) first, we calculated % share of students for each school correctly answering 75% or more words during ST, and (ii) then schools were categorized in 3 groups, such as, doing well (75-100% students correctly answered 75%+ word), needs improvement (50-74% students correctly answered 75%+ words), and struggling (<50% students correctly answered 75%+ words). Both Room to Read ST school categorization and our Aii school categorization, use the same indicator, i.e., % share of students in a school answering correctly 75% or words. But the final categorization of the school using the same indicator are slightly different if one compares "doing well" and "needs improvement" categories.

[55] There are a total of two reading comprehension questions for Grade 1 Student Tracking assessments and three questions for Grade 2.

[56] We typically do not see a 100% proportional relationship between the distribution of the oral reading and reading comprehension scores for any language. Empirically we've found the relationship is generally proportional. This is linked with several attributes of the function of assessments for the 2 indicators, oral reading (assessed objectively), reading comprehension (assessed subjectively) as well the cognitive development process of the children.

Table 16: Grade 1 student tracking school categorization

Grade 1 Student Tracking School Categorization							
Country	**Location**	**Oral reading**			**Reading comprehension**		
		Doing well	Needs improvement	Struggling	Doing well	Needs improvement	Struggling
Bangladesh	Dhaka	23%	38%	38%	38%	31%	31%
	Natore	17%	25%	58%	58%	33%	8%
	Overall	*20%*	*32%*	*48%*	*48%*	*32%*	*20%*
Cambodia	Banteay Meanchey	0%	10%	90%	20%	45%	35%
Laos	Champasak	44%	30%	26%	56%	37%	7%
Nepal	Nuwakot	29%	14%	57%	43%	29%	29%
	Palpa	17%	33%	50%	17%	17%	67%
	Tanahun	59%	29%	12%	59%	24%	18%
	Overall	*43%*	*27%*	*30%*	*47%*	*23%*	*30%*

Table 17: Grade 2 student tracking school categorization

Grade 2 Student Tracking School Categorization							
Country	**Location**	**Oral reading**			**Reading comprehension**		
		Doing well	Needs improvement	Struggling	Doing well	Needs improvement	Struggling
Bangladesh	Dhaka	46%	38%	15%	77%	23%	0%
	Natore	33%	33%	33%	50%	42%	8%
	Overall	*40%*	*36%*	*24%*	*64%*	*32%*	*4%*
India	Madhya Pradesh	13%	40%	47%	7%	33%	60%
	Uttar Pradesh	16%	48%	36%	36%	36%	28%
	Overall	*15%*	*45%*	*40%*	*25%*	*35%*	*40%*
Cambodia	Banteay Meanchey	15%	25%	60%	30%	45%	25%
Laos	Champasak	33%	48%	19%	67%	26%	7%
Nepal	Nuwakot	14%	43%	43%	100%	0%	0%
	Palpa	0%	33%	67%	50%	33%	17%
	Tanahun	29%	41%	29%	76%	24%	0%
	Overall	*20%*	*40%*	*40%*	*25%*	*45%*	*30%*
South Africa	Limpopo	35%	40%	25%	25%	45%	30%

Mean EGRA scores by School Performance Category

Using these Student Tracking school performance categories, we looked at the EGRA scores for the students included in the three different performance categories. This was a preliminary and exploratory step in assessing how good of a signal our student tracking data is with respect to end of Grade 2 EGRA scores.[57] Additionally, this analysis helps us assess whether the school categorization based on Student Tracking scores generally provide a meaningful differentiation between school performance with respect to eventual EGRA scores. This analysis is likely more robust when comparing Grade 2 Student Tracking scores with EGRA rather than Grade 1 Student Tracking scores given the time between the assessments.

First, we present the mean ORF EGRA scores[58] by Student Tracking school performance for each geography for both Grades 1 and 2. Based on the theory that the better performing schools would have higher mean EGRA ORF scores, we would expect to see EGRA mean scores highest in "doing well" schools and lowest in "struggling" schools. When we look at the data for EGRA ORF in Table 19 below, we see that some data aligning with our theory and others not – but overall, the data show that our theory that the formative assessments (Student Tracking) will map to the summative assessment (Grade 2 EGRA) is sound. We see this especially among the higher performing schools. For instance, with only two exceptions, the "doing well' schools have the highest mean ORF scores in their grouping. The alignment gets less clear and more varied as we look at the "needs improvement" and "struggling" categories, with some mean scores higher in the "struggling" category than the "needs improvement" category. Presence of very high performing students during the end of Grade 2 EGRA under across Student Tracking school performance categories is one of the reasons that could explain this (Please refer to the detailed tables in Annex 3.D – 3.F.[59] Nevertheless, this also signals to us that we may need to assess the criteria for these two lower categories so that they offer a more consistent and stronger delineation between school performance with respect to end of Grade 2 EGRA scores.

Importantly, we are able to see the distribution of performance categories shift over time between Grade 1 and Grade 2 – with the proportion of schools in the "struggling" category decreasing in Grade 2 across all geographies with the exception of two districts in Nepal. The Nepal data warrant further exploration, including analysis of the difficulty level between Grade 1 and Grade 2 Student Tracking assessments.

There are also distributions within school categories that warrant discussion.[60] Let's take the case of Bangladesh (Dhaka) to explore the different dynamics we see in these data. First, we have a mixed scenario with respect to the mean EGRA scores aligning with our school performance scores. Grade 1 is not fully aligned given that the "needs improvement" schools hold the highest mean EGRA ORF score of 64.2 cwpm, followed by the "doing well" schools with 60 cwpm mean EGRA ORF score. Notwithstanding this, we do see the expected progression of mean scores in Grade 2 with the "doing well'' schools holding the highest mean EGRA score of 60.9. Yet for Grade 2, the "needs improvement" and

[57] Reference regression analyses in next section.
[58] Full data including SD, Min and Max can be found in Annex 3.F
[59] While calculating the summary statistics, we did not exclude the score of the very high performing students (i.e., outlier EGRA scores) across any of the 3 Student Tracking school performance categories as we wanted to represent the full spectrum of the results here.
[60] See the full data tables in Annex 3.D and 3.E.

“struggling” schools do not have a meaningful difference in mean EGRA ORF scores. Another interesting aspect of the Bangladesh data (shown in Annex 3.F) is that we see EGRA mean scores ranging from 6 cwpm to 163 cwpm in “struggling schools”– indicating there are some students acquiring strong reading skills in these underperforming schools. Likewise, the students achieving 6 cwpm can be considered “internally excluded” in these schools.

We also see in Bangladesh (Natore) a substantially higher EGRA ORF cwpm scores at the bottom of the distribution, indicating a higher floor in terms of learning outcomes is being established in those schools. In Natore district, in the Grade 2 analysis, the lowest EGRA ORF score was 8 cwpm in the “struggling schools”, 18.8 cwpm in the “needs improvement” schools and 31.1 cwpm in the “doing well” schools. Every other geography included in this analysis has zero scores as the minimum EGRA ORF score in each school performance category.

The full tables, including similar analyses with mean EGRA Reading Comprehension scores by school performance category can be found in Annex 3.C.

Table 18: Mean EGRA ORF scores by school category, by geography

Mean ORF (EGRA) score by school category, by geography				
	Grade 1		Grade 2	
Categories	**N**	**Mean**	**N**	**Mean**
Dhaka (BD)				
Doing well	51	60.0	117	60.9
Needs improvement	96	64.2	81	47.4
Struggling	87	39.9	36	48.0
Natore (BD)				
Doing well	40	78.1	72	73.4
Needs improvement	52	66.3	72	58.3
Struggling	120	53.3	68	51.2
Madhya Pradesh (IN)				
Doing well			14	31.1
Needs improvement			44	25.0
Struggling			37	24.8
Uttar Pradesh (IN)				
Doing well			37	57.6
Needs improvement			117	45.8
Struggling			87	41.6
Banteay Meanchey (KH)				
Doing well	-	-	61	37.0
Needs improvement	33	46.8	104	41.6
Struggling	371	35.8	239	34.4
Champasak (LA)				
Doing well	286	38.3	210	39.4
Needs improvement	213	29.7	326	30.3
Struggling	177	22.7	140	22.3
Nuwakot (NP)				
Doing well	23	29.7	12	30.6
Needs improvement	14	12.7	42	16.0
Struggling	42	18.1	25	23.2
Palpa (NP)				
Doing well	13	29.7	-	-
Needs improvement	26	26.3	24	30.7
Struggling	41	26.2	56	25.1
Tanahun (NP)				
Doing well	102	38.6	44	42.1
Needs improvement	60	28.5	87	35.0
Struggling	22	25.3	53	24.8
Limpopo (ZA)				
Doing well			140	34.7
Needs improvement			163	28.3
Struggling			92	19.3

Associations between Student Tracking Performance and EGRA

Next, we look at the associations between end of Grade 2 EGRA scores (considered as outcome indicators in the analysis), for both Oral Reading Fluency and Reading Comprehension, and Student Tracking-based school performance indicators for Grade 1 and Grade 2 separately through regression analyses. For each outcome indicator, we have used three types of variables as dependent variable in the regression analyses, as indicated in Table 20:

Table 19: Summary of regression analyses

Outcome indicator (Dependent Variable)	Nature of the Outcome Indicator	Regression Method
Oral Reading Test (in End of Grade 2 EGRA)		
Oral Reading Fluency (correct words per minute)	Continuous	Least-squares
Whether ORF score >= 45 cwpm	Categorical	Logit
Whether oral reading score was zero	Categorical	Logit
Reading Comprehension Test (in End of Grade 2 EGRA)		
Reading comprehension score (number of comprehension questions answered correctly	Continuous	Least-squares
Whether Reading Comprehension score >=80%	Categorical	Logit
Whether reading comprehension score was zero	Categorical	Logit

For the regressions analysis on each of the three types of outcome indicator, either for oral reading or reading comprehension tests, we have used the four alternative types of school-performance indicators from Student Tracking as covariates (Table 21)[61]

Table 20: Regression analysis models

School Performance Indicator from Student Tracking included as Covariates in the Regression Analyses		
Model	**Oral Reading**	**Reading Comprehension**
Model 1	Share (%) of students in the school who correctly read 90% or more words during Grade 1 or Grade 2 Student Tracking (Continuous variable)	Share (%) of students in the school who correctly answered all 2 RCQs during Grade 1 Student Tracking or all 3 RCQs during Grade 2 Student Tracking (Continuous variable)
Model 2	Share (%) of student in the school who correctly read 75% or more words during Grade 1 or Grade 2 Student Tracking (Continuous variable)	Share (%) of students in the school who correctly answered one or more RCQs during Grade 1 Student Tracking or 2 or more RCQ during Grade 2 Student Tracking Qs (Continuous variable)

[61] (i) Each regression analysis was defined as a model depending on type of school-performance indicator from Student Tracking used in the analysis. Full regression results with for each model are presented in Annex 3.G. (ii) Each model included the following covariates as additional controls, such as, country, attendance rate in the school on the day of end of Grade 2 EGRA, age, gender, pre-school attendance, and whether child has collection of books at home. (iii) Extreme values (1st and 99th percentile) of the dependent variables i.e., oral reading fluency and reading comprehension scores from end of Grade 2 EGRA, were excluded from the regression analyses to subdue the effect of outliers.

School Performance Indicator from Student Tracking included as Covariates in the Regression Analyses		
Model	**Oral Reading**	**Reading Comprehension**
Model 3	Share (%) of student in the school who could not read any word correctly during Grade 1 or Grade 2 Student Tracking (Continuous variable)	Share (%) of students in the school who did not answer any RCQ correctly during Grade 1 or Grade 2 Student Tracking (Continuous variable)
Model 4	School categories as determined based on the 2nd oral reading-based school-level performance indicator from the Grade 1 or Grade 2 Student Tracking, such as, doing well, needs improvement, and struggling (Categorical variable)	School categories as determined based on the 2nd reading comprehension-based school-level performance indicator from the Grade 1 or Grade 2 Student Tracking, such as, doing well, needs improvement, and struggling (Categorical variable)

In Table 21 and 22 below, we see a consistent and clear pattern of statistically (highly) significant and positive associations between each of the four types of Grade 1 and Grade 2 Student Tracking school performance indicators and students' oral reading fluencies during the end of Grade 2 EGRA in those schools. For example, referencing Table 21 (Grade 1 ST data), keeping all other predictors constant, Grade 2 EGRA mean ORF in "doing well" schools is 15.61 cwpm higher (with a CI of 13.06 to 18.16 cwpm) than the Grade 2 EGRA mean ORF in "struggling" schools. Also, in Table 22 (Grade 2 ST data), we see that holding all other predictors constant, Grade 2 EGRA mean ORF in "doing well" schools is 13.19 cwpm higher (with a CI of 10.63 to 15.76 cwpm) than the Grade 2 EGRA mean ORF in "struggling" schools. We also see a positive and statistically (highly) significant association between each of the four school performance indicators based on Student Tracking data and proportion of students achieving 45+cwpm on the end of Grade 2 EGRA. As expected, we see a negative and statistically significant association between school performance based on Student Tracking data and proportion of students scoring zero on the end of Grade 2 EGRA.

Table 21: Regression analysis findings, Grade 1 ORF

Outcome Indicator (dependent variable): Oral reading fluency (cwpm) from the end of Grade 2 EGRA Evaluation				
School Performance Indicators (*Source: Grade 1 ST*)	**Model 1**	**Model 2**	**Model 3**	**Model 4**
% Students correctly read 90% or more words: Oral reading	0.276*** [0.0217]			
% Students correctly read 75% or more words: Oral reading		0.291*** [0.0227]		
% Students did not read any words correctly: Oral reading			-0.168*** [0.0386]	
School group by ST oral reading: Doing well (reference group: Struggling)				0.264*** [1.301]
School group by ST oral reading: Needs improvement (reference group: Struggling)				0.142*** [1.418]
Observations	1,835	1,835	1,835	1,835
Adjusted R-squared	0.275	0.280	0.245	0.27
Note: (i) Standardized beta coefficient is reported for each model. (ii) * p <0.05, ** p <0.01, *** p <0.001.				

Table 22: Regression analysis findings, Grade 2 ORF

Outcome Indicator (dependent variable): Oral reading fluency (cwpm) from the end of Grade 2 EGRA Evaluation				
School Performance Indicators (*Source: Grade 2 ST*)	**Model 1**	**Model 2**	**Model 3**	**Model 4**
% Students correctly read 90% or more words: Oral reading	0.258*** [0.0217]			
% Students correctly read 75% or more words: Oral reading		0.222*** [0.0220]		
% Students did not read any words correctly: Oral reading			-0.146*** [0.0540]	
School group by ST oral reading: Doing well (reference group: Struggling)				0.217*** [1.309]
School group by ST oral reading: Needs improvement (reference group: Struggling)				0.111*** [1.135]
Observations	2,555	2,555	2,555	2,555
Adjusted R-squared	0.243	0.230	0.205	0.217
Note: (i) Standardized beta coefficient is reported for each model. (ii) * p <0.05, ** p <0.01, *** p <0.001.				

We ran the same regressions using reading comprehension scores from the end of Grade 2 EGRA as our outcome indicator and found similar patterns. For example, in Table 23 (Grade 1 ST data), keeping all other predictors constant, Grade 2 EGRA mean number of questions answered correctly in "doing well" schools is 19% higher (with a CI of 15% to 23%) than the Grade 2 EGRA mean number of questions answered correctly in "struggling" schools. In Table 24 (Grade 2 ST data), keeping all other predictors constant, Grade 2 EGRA mean number of questions answered correctly in "doing well" schools is 19% higher (with a CI of 15% to 23%) than the Grade 2 EGRA mean number of questions answered correctly in "struggling" schools. The value, sign and level of significance all align to indicate a consistent and strong association between school performance level using Grades 1 or 2 Student Tracking data and end of Grade 2 EGRA data for reading comprehension. 62

Table 23: Regression analysis findings, Grade 1 Reading Comprehension

Outcome Indicator (dependent variable): Reading comprehension score from the end of Grade 2 EGRA Evaluation				
School Performance Indicators (*Source: Grade 1 ST*)	**Model 1**	**Model 2**	**Model 3**	**Model 4**
% Students correctly answered all 2 Qs: Reading comprehension	0.185*** [0.00154]			
% Students correctly answered at least 1 Q: Reading comprehension		0.199*** [0.00163]		
% Students did not answer any Q correctly: Reading comprehension			-0.199*** [0.00163]	
School group by ST comprehension: Doing well (reference group: Struggling)				0.289*** [0.103]

[62] Please see Annex 3.I for unstandardized beta coefficients for Tables 22-25.

Outcome Indicator (dependent variable): Reading comprehension score from the end of Grade 2 EGRA Evaluation				
School Performance Indicators (*Source: Grade 1 ST*)	**Model 1**	**Model 2**	**Model 3**	**Model 4**
School group by ST comprehension: Needs improvement (reference group: Struggling)				0.142*** [0.109]
Observations	1,835	1,835	1,835	1,853
Adjusted R-squared	0.133	0.145	0.145	0.151
Note: (i) Standardized beta coefficient is reported for each model. (ii) * p <0.05, ** p <0.01, *** p <0.001.				

Table 24: Regression analysis findings

Outcome Indicator (dependent variable): Reading comprehension score from the end of Grade 2 EGRA Evaluation				
School Performance Indicator (*Source: Grade 2 ST*)	**Model 1**	**Model 2**	**Model 3**	**Model 4**
% Students correctly answered all 3 Qs: Reading comprehension	0.168*** [0.00149]			
% Students correctly answered 2 or more Qs: Reading comprehension		0.170*** [0.00171]		
% Students did not answer any Q correctly: Reading comprehension			-0.151*** [0.00232]	
School group by ST comprehension: Doing well (reference group: Struggling)				0.186*** [0.107]
School group by ST comprehension: Needs improvement (reference group: Struggling)				0.105*** [0.106]
Observations	2,555	2,555	2,555	2,555
Adjusted R-squared	0.166	0.163	0.159	0.154
Note: (i) Standardized beta coefficient is reported for each model. (ii) * p <0.05, ** p <0.01, *** p <0.001.				

In sum, using data across six countries and several academic years, we see a consistently positive and statistically significant association between school performance based on Student Tracking data from Grade 1 and Grade 2 and end of Grade 2 EGRA scores. This tells us that our school performance categories based on Student Tracking data are useful and well-aligned to the more formal EGRA scores, even with consideration for the context-specific assessment adaptations and more informal classroom-based administration. This also imparts a more generalizable finding that classroom-based, teacher-administered assessments can produce reliable data.

Predicted Probability Analyses

To complement the regression analyses, we have presented below the estimated probability of children scoring 45 cwpm or more on the oral reading test, and 80% or more on the reading comprehension test in end of Grade 2 EGRA evaluation across three school categories (doing well, needs improvement, and struggling) as determined by Grade 1 and Grade 2 Student Tracking respectively (Table 25). These probabilities were estimated based on the 4th model of the analyses where children crossing a benchmark or scoring zero (either for the oral reading or for the reading comprehension test) during the Grade 2 EGRA evaluation was used the outcome indicator and school categories as determined by the Student Tracking were used as the covariates.

Table 25: Predicted probability findings

Predicted Probability of Children Achieving Benchmarks and Zero Score on the Oral Reading Fluency and Reading Comprehension Tests in Grade 2 EGRA across Categories of Schools as Determined by Student Tracking				
School Categories	Oral Reading (Source: Grade 2 EGRA)		Reading Comprehension (Source: Grade 2 EGRA)	
	ORF >= 45+ cwpm	Zero Score	Comprehension >=80%	Zero Score
Categories based on Grade 1 Student Tracking				
Doing well	42%	2%	50%	6%
Needs improvement	38%	7%	41%	12%
Struggling	30%	15%	35%	21%
Categories based on Grade 2 Student Tracking				
Doing well	48%	8%	44%	11%
Needs improvement	35%	11%	39%	21%
Struggling	26%	16%	28%	31%

We found that if a school is performing well in Student Tracking, there are higher chance for students in those schools to meet benchmarks for oral reading fluency (=>45 cwpm) and reading comprehension (=>80% correct questions) on the Grade 2 EGRA. The opposite is true for students in schools where Student Tracking scores are lower.[63]

Grade 1, Oral Reading Fluency. For a student in a school categorized as "doing well" by Grade 1 Student Tracking data, there is a 42% chance that student would achieve the oral reading benchmark in the Grade 2 EGRA. A student in schools categorized as "struggling" by Grade 1 Student Tracking data is 12% less likely than students in "doing well" schools to achieve the same benchmark in the Grade 2 EGRA.

Grade 2, Oral Reading Fluency. For a student in a school categorized as "doing well" by Grade 2 Student Tracking data, there is a 48% chance that student would achieve the oral reading benchmark in the Grade 2 EGRA. A student in a "struggling" school as per Grade 2 Student Tracking data is 21% less likely to achieve the same benchmark in the Grade 2 EGRA.

Grade 1, Reading Comprehension. For a student in a school categorized as "doing well" by Grade 1 Student Tracking data, there is a 50% chance that student would cross the =>80% correct questions benchmark in the Grade 2 EGRA. A student in a school categorized as "struggling" by Grade 1 Student Tracking data is 15% less likely to achieve that benchmark.

Grade 2, Reading Comprehension. For a student in a school categorized as "doing well" by Grade 2 Student Tracking data, this is a 44% chance that child would cross the =>80% correct questions benchmark in Grade 2 EGRA. A student in a school categorized as "struggling" by Grade 2 Student Tracking data is 16% less likely to achieve that benchmark.

[63] For the location-wise variations in predicted probabilities for the outcome indicators presented here, please refer to Annex 3.H.

SUMMARY FINDINGS

Detailed findings are organized in the sections above by data group. What we present in this section are key findings, including several findings that look across the different data groups to reflect on the study's overarching lines of inquiry. The detailed findings matter greatly and underpin these integrated findings - yet it is the "meaning making"[64] that often brings the greatest value to consumers of research, particularly policy makers. With that framing, we offer these summary findings:

Instruction and Assessment in Surveyed Schools in Nepal and South Africa

The past ten plus years of an intensive focus on improving foundational literacy is evident in classrooms in Nepal and South Africa. We see this in the curriculum updates by governments whereby they have adopted the best practices of different partners and their own models and brought them into a single curriculum that is intended to be the primary reference for teachers in the classroom.[65] In both these contexts, the government has harmonized its curricular goals at a national level. In support of more localized ownership of education processes and outcomes, they have devolved responsibility for lesson planning to local education authorities or schools. This has important implications for the quality and consistency of the implementation of early grade literacy instruction, especially given the variations in planning and execution at the sub-national levels and the need for local levels to provide robust technical support and materials to ensure a strong implementation of the curriculum.

Both the Nepali and South African education systems have committed to expanding early grade reading assessment data in the classroom with the aim to improve instruction and student outcomes. However, the gap between policies and implementation is significant. The teachers that we surveyed are inundated with demands to assess students' reading skills but have little scope to translate the assessment data they are producing into improved instruction and support for students. Teachers and school leadership express positive intentions to use assessment data to help students, but there is little evidence of action as an array of barriers overwhelm these intentions.

Classroom instruction and student outcomes can be improved in the absence of assessment-informed instruction. Even with minimal evidence of adapted instruction based on student data, students in Room to Read-supported schools are learning to read. With high quality and cohesive teaching and learning materials, training and coaching – education systems can deliver results for most children.

There is strong general conceptual alignment between the focus of early grade reading curriculum and term-wise summative assessments in Nepal and South Africa. Encouragingly, the range of assessments being used in classrooms are well aligned with the curriculum and learning goals. Both countries are

[64] One useful definition of "meaning making" is a process by which people interpret situations, events, objects, or discourses, in the light of their previous knowledge and experience. "Learning as meaning making" is an expression emphasizing the fact that in any situation of learning, people are actively engaged in making sense of the situation – the frame, objects, relationships – drawing on their history of similar situations and on available cultural resources. It also emphasizes the fact that learning involves identities and emotions." Bruner, J. S. (1990). *Acts of meaning*. Cambridge: Harvard University Press.

[65] These strategies largely follow a structured pedagogical approach that is focused on phonics-based reading instruction.

aspiring to strike a balance between summative assessment standardization at the national level and contextualization and assessment preparation at the local level. This seems to have introduced deeper engagement with reading assessments by local education officials and school staff but has also introduced variability in assessment items and leveling, which has important implications for how we should consider these data in terms of monitoring system and school performance.

Relatedly, we also see a level of convergence across the different types of assessments being used in the classroom, be they government-required summative assessments or interim/formative assessments intended to support adapted instruction and student support. This convergence has helped to establish a steady focus on specific foundational reading skills and teachers seem to be getting consistent messages about what is important in terms of student reading outcomes. This good news is tempered by the reality that teachers are navigating increasing demands for assessment of their students' reading skills without the attendant additional time or support. In both South Africa and Nepal, we found teachers navigating at least three different assessment types, all of which aimed to understand students' mastery of reading and associated processes such as oral language skills, writing, etc. There is a need to take stock of these different assessments, identify opportunities for streamlining and make more explicit - through training, resources and coaching – the value and use of each assessment for teachers, school leadership and students.

The notion of continuous informal assessments during instruction is familiar to teachers and school leadership. It is routinely addressed in teacher professional development frameworks, instructional guidance, and assessment policies. Informal assessments sit center stage in the discussion about strategies teachers should use for continuous assessment of students. Within this context, we consider the approaches used for informal assessments in our two case study countries, Nepal and South Africa. The reported focus of informal assessments is primarily checking written work. In some instances, teachers report informally assessing students orally by asking them to read aloud for answer comprehension questions – and we see these strategies also recommended in guidance notes and training – usually suggested as the core data to be used to adapt instruction and provide tailored support to students. In reality, the number of children that teachers can cover on a regular basis using these informal assessments is quite limited and the amount of information these assessments provide to teachers is also limited. Based on the data in this study, informal assessments did not seem to provide insights into student learning beyond what teachers already knew and their use of informal assessment data to discuss challenges with school leadership was much more limited than use of summative assessments. This is not to say that informal assessments do not have value, but rather the informal assessment strategies commonly used do not seem to be providing strong supports for the teachers in our study.

The data collected in the course of this study, and the evidence available more broadly, points to limited use of student assessment data to adapt instruction to meet the learning needs of students. Despite the growing availability of student assessment data in their classrooms, the teachers in Nepal and South Africa included in our study have very little scope to make changes in their lessons plans and provide differentiated instruction to students. As is typical, the dominant focus in research on assessment-informed instruction has been on the teachers - which of course is appropriate, to a point. True, we do know that increasing teacher demand for data, building teachers' skills to interpret and respond to student data, as well as having a positive orientation toward behavior change and adaptation are required to implement assessment-informed instruction. But we also know that successful implementation of assessment informed instruction depends on many parts of the broader education ecosystem – including the scope and sequence and pacing of curricula, autonomy of teachers' decision

making, school timetables, class sizes, and system provision of remedial or advanced instruction for students. Additionally, teachers need to be in a context that fosters collaboration with knowledgeable colleagues to improve their practice.

Teachers and School Leadership Orientation, Knowledge, and Practices in Surveyed Schools

Teachers in both Nepal and South Africa that we surveyed were able to articulate the skills that students need to read fluently and with comprehension. South African teachers were more explicit or had more vocabulary around phonic-based reading development and most frequently mentioned the specific building blocks of phonemic awareness, letter, and syllable sounding. Teachers in Nepal noted that students needed higher level competencies (e.g., comprehension) more frequently than more basic skills. The responses of head teachers and HODs followed similar patterns with writing the most frequent response from head teachers in Nepal and letter/syllable sounding the most frequent response from HODs in South Africa. In both Nepal and South Africa, we see the dominance of "fluency" in teachers' reports about the features of a "good reader". This is likely driven by the inclusion of oral reading fluency measures in both government-required and Room to Read Student Tracking assessments.

Teachers in both Nepal and South Africa felt broadly comfortable in the ability to identify which students were struggling, but less comfortable to identify the reasons why certain students struggle. We see this same pattern with head teachers and HODs having more confidence in determining if a teacher's reading lesson is of high quality as compared to actually helping teachers improve their instruction.

The teachers surveyed in Nepal and South Africa focused primarily on either student or family reasons for why some students struggle to read. More specifically "no family support for education" was by far the most frequent reason listed, with student intelligence, attention, and motivation also among the top reasons cited in both countries. Interestingly, teacher-and school-related factors were not frequently mentioned as reasons for students struggling to learn to read. This may be a product of response bias or a genuine belief that student and family factors overwhelm schools' and teachers' efforts with students.

The HOD's in South Africa that we surveyed do not seem to have fully embodied their role as part of the school leadership and coaches for other foundation phase teachers. They reported very low frequency of observing other teachers' classrooms and did not provide many specific instruction-focused examples of the advice that they provide to teachers to improve literacy outcomes.[66] This seems in part driven by the implementation of the HOD role in the schools that we visited and in part by the HODs' own orientation toward the HOD role and their ability to articulate how to improve instructional practices, whether other teachers' or their own.

Teachers have limited opportunities to reflect on data and collaborate to develop specific strategies. There are general structures at schools for reflection on student performance, including periodic staff

[66] It is important to note that discussions, rather than observations, were cited by HODs as the vehicle by which they provided feedback to teachers. There are also sensitivities within the broader system about observations being conducted as part of supervision, rather than coaching or support. These factors inhibit the routine use of lesson observations by actors within the system.

meetings, but these settings do not offer sufficient time, focus and literacy-specific expertise to generate new and diverse ideas about how to respond to both whole class and individual student progress. [67] Coaching processes, like the one Room to Read implements do offer greater opportunities for collaboration, but they can fall short of identifying specific recommendations for teachers to implement.[68]

In both Nepal and South Africa, most teachers report providing additional instruction time in the form of afterschool reviews or revision lessons, but there's very little targeting of specific content that students have not mastered, or students who particularly need extra support.

Student Tracking Key Findings (globally and in surveyed schools in Nepal and South Africa)

Using data across six countries and several academic years, we see a consistently positive and statistically significant association between school performance based on Student Tracking data from Grade 1 and Grade 2 and end of Grade 2 Early Grade Reading Assessment (EGRA) scores. This tells us that our school performance categories based on Student Tracking data are useful and well-aligned to the more formal EGRA scores, even with consideration for the context-specific assessment adaptations and more informal classroom-based administration. This also suggests a more generalizable finding that classroom-based, teacher-administered assessments can produce reliable data.

Over the years, the Room to Read Student Tracking model has provided teachers with critical, and often unique, information about students' early grade reading skills. This was especially important in the early days of this model when few, if any, teacher-administered assessments focused on the building blocks of reading skills. As education systems have become increasingly focused on assessing these foundational reading skills, Student Tracking data is not always the only source of these data in the classroom. This has implications for how Room to Read adapts its Student Tracking model in the context of other classroom-based assessments (see recommendations for further discussion).

Overall, Room to Read coaching has provided an important complement to school-based discussions about student performance. It is typically an intentional, structured data-driven conversation specifically focused on reading. Teachers had generally positive orientation toward the process and reports of teachers' feeling judged negatively if student scores were not good were moderate. Room to Read coaches across all countries included in the staff surveys suggested additional training on how to translate Student Tracking data into actionable, curriculum-relevant strategies for teachers.

We found that coaches who reported that a high percentage of teachers were highly engaged in identifying solutions to help struggling students based on Student Tracking results were also more likely to report that (a) a high percentage of head teachers discuss scores with coaches and teachers, (b) a high percentage of head teachers take action to provide additional support to teachers with struggling

[67] Current research has identified that "grade-level agendas, norms and the level of expertise in the group play into teacher collaboration around data use" and that "teacher teams with limited expertise can misinterpret or misuse data, or they can work together to perpetuate poor classroom practice". Horn (2010).
[68] When we reflect on the responses from teachers in Nepal and South Africa, we note a lack of diverse, specific or instruction focused strategies to improve reading outcomes.

classrooms, and (c) a high percentage of head teachers actively identify support for struggling students based on the student tracking data.

Coaches focus predominantly on teachers and the classroom teaching process to improve student learning outcomes. We found low instances of coaches reporting engagement with school leadership, parents, or the broader education system to improve the use of student assessment data. This is likely a function of Room to Read's primary focus at the classroom level and the nature of the engagement that coaches have in the course of their job.

The timing and structure of the support that our coaches deliver materially affects the understanding of the data, the perceived value of the assessment data and the use of the data by teachers. We see an example of South Africa, for a variety of historic reasons, that student tracking materials are sent to schools for the teachers to administer on their own. The data are "reported" to Room to Read and at some point, following the compilation of data into a digital format, coaches discuss the findings with the teachers. This process breaks the intended integration of joint teacher: coach assessment of students and immediate discussion of the implications of the scores between the teacher and the coach. Because of the separation of these two processes, Student Tracking feels more like just another assessment the teachers have to administer to report to another entity. Additionally, the once yearly administration of student tracking in South Africa, typically near the end of the academic year, precludes use of the data substantively inform instruction for students. The implementation of Nepal more tightly integrates administration and reflection on assessment data with the teacher coaching process and maintains a twice-yearly assessment regime. The smaller class sizes in Nepal make the process more manageable.

In both Nepal and South Africa, Student Tracking is seen largely as a Room to Read process that is to be implemented during active support from Room to Read - which usually last three to four years. This has implications for sustainability, and we see from the data that continued administration of student tracking once Room to Read support has ended, is negligible. Despite an overall positive orientation toward Student Tracking, teachers and school leadership did not identify Student Tracking as something that could continue after Room to Read support and noted that provision of training, materials, and coaching on the data would be barriers to resume Student Tracking.

RECOMMENDATIONS

Policy Makers and Education Officials

Education systems should institute a high-quality, cohesive literacy instruction model in classrooms that delivers overall learning gains before demanding that teachers use data to adapt instruction on a regular basis. Policy makers should prioritize using assessment data to identify students at the bottom of the distribution needing support and provide that support in addition to regular instructional time.

The focus of assessment-related policies and investments going forward should center on the strategies and resources required to better use the currently available assessment data – rather than introduce new or expanded assessments. Enhancements to existing assessments should focus on making data more meaningful and understood by teachers. These efforts should also include more detailed strategies for teachers to use during instruction that are linked to the curricular content and pedagogical practices and even more importantly – they should prioritize school- and broader system-level strategies to make space for adapted and differentiated instruction to support improved learning.

Assessment fatigue leads to lowered demand for data and less engagement with the data that are being collected. Now is an opportune time to take a hard look at the totality of assessments taking place in the classroom and identify opportunities to streamline the scope of assessments and encourage the use of data across assessment types to inform instruction.[69] A useful orientation for policy makers and education officials might be to pilot explicit guidance about how to use term-wise summative assessments in a formative manner or experiment with reducing the scope of specific assessments once their overall reliability and validity has been determined.

This study found a generally supportive orientation (rather than punitive) toward assessment use, but teachers and school leadership need a boost in terms of specific and actionable strategies to make assessment-informed instruction a reality.[70] Education actors should continue their efforts toward well-resourced, structured collaboration systems to improve instruction based on data. However, in the interim, partnerships with local NGOs and other organizations can offer classroom-level support and coaching to teachers until these broader systems and capacities are in place.[71]

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[69] This study found very relevant and detailed assessment items in government-required termly summative assessments in Nepal and South Africa. But because these data were derived from summative assessments, there was minimal orientation toward using these data as part of a formative process, even though the frequency and type of data would support such a use.

[70] Recalling that teachers' and school leaderships' reported strategies to adapt instruction were very general in nature and both respondents consider student and family factors as the main reason for low student performance and the solution to improve student outcomes. There was very little emphasis on teacher- or school-related factors.

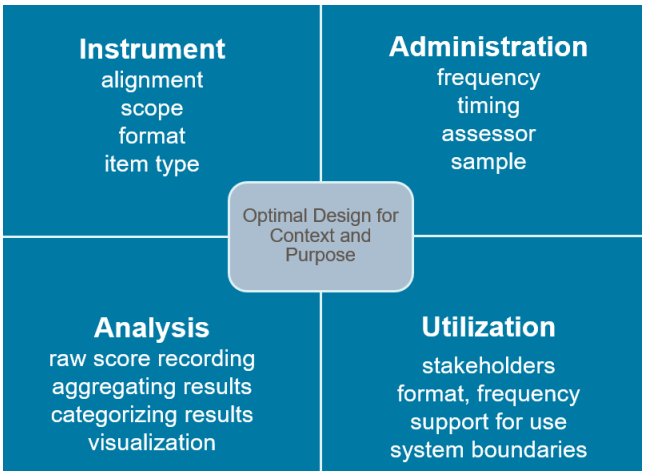
[71] An example of this is the Rwandan governments' implementation of early grade reading catch-up camps during school breaks that utilize classroom based, adapted EGRA assessments (LEGRA) to identify students falling below certain thresholds. The model implemented in Rwanda is based on Room to Read's global Student Tracking model. https://www.edu-links.org/learning/early-grade-reading-what-does-good-look-and-how-do-we-measure-it

In much in the same way that sector actors and governments have engaged in policy linking[72] exercises for formal national level assessments, there may be an opportunity to structure similar processes at a more local level - focused on term-wise summative assessments or even informal/formative assessments taking place in the classroom. This process could bring the perspective of teachers, school leadership and subject advisors more squarely into the assessment development process and also serve to help consolidate how teachers understand and utilize assessments. This may be especially important as schools, and in some cases districts or municipalities, are becoming more responsible for the development of assessment criteria/rubrics and the assessments themselves. Policy linking type processes could help harmonize the reference points and norms that are guiding decisions about assessment types and leveling.

Researchers and the Broader Sector

To better support the discussion about assessment-informed instruction, one helpful strategy might be to deconstruct the characteristics of assessments further so we can think more explicitly about how assessments complement each other and also overlap. Figure 88 outlines four key domains to consider as we reflect on assessment models and research to improve assessments and their use in different contexts. [xix] The interplay of these elements highlights the many possible variations of assessment types, their characteristics, and their uses.

Figure 80: Domains of assessment research



Reconsider the strict categorization of assessments often imposed in guidance documents and statements about best practice. As classroom-based assessment eco-systems across countries are evolving, we reflect that there are few consistent and meaningful dividing lines between the type of assessment and how the assessments are used by teachers. The literature, and the findings of this study, indicates that teachers' instruction and support of students is influenced by a range of assessments, including formal term-wise summative assessments[xx] and it would be helpful if sector guidance more strongly acknowledged this.[73]

Additional qualitative research would help us understand teacher and school leadership perspectives more completely. Leveraging behavioral science and frameworks of behavior change[74] would advance our knowledge about the most critical barriers to implementation and lead to intervention designs that

[72]For more information on policy linking and its application in education, see https://www.oecd.org/education/ceri/evidenceineducationlinkingresearchandpolicy.htm and https://gaml.uis.unesco.org/wp-content/uploads/sites/2/2019/08/GAML6-REF-1-Policy-linking-USAID.pdf

[73] The Science of Teaching brief on assessment-informed instruction at the classroom level does explicitly address this, recognizing that summative assessments "can become formative when…used to inform next steps in instruction…" RTI International (2022).

[74] For interesting review of behavior change frameworks relevant to implementation science, see Michie et al. Implementation Science 2011, 6:42. https://rdcu.be/c2Zur

more fully acknowledge that teaching is a complex process, strongly informed by the educators' beliefs, capabilities, opportunities, and motivation. Identifying how these factors interact with teachers' use of assessment data and integrating those findings into teacher professional development and coaching could help unlock the potential power of assessment-informed instruction.

Observational studies are needed to complement the existing evidence base, which primarily relies on teacher self-reportsxxi – which we know can be subject to a range of biases (e.g., desirability, recall). Observational study designs that focus on the range, approach, frequency, and use of informal assessments in developing countries will be invaluable. These studies should be coupled with studies focused on understanding the reliability and validity of informal assessments suggested below.

Applied research exploring how different assessment designs influence teachers' orientation toward the assessment and how they interpret and utilize the data would fill an important gap in the evidence base. There is some indication in the current literaturexxii that assessment design and item types do in fact influence how teachers interpret and utilize the associated data (e.g., multiple choice or ranking items lead to more ranking of students as opposed to items with a more constructivist orientation which seem to lead to dialogue and collaborative processes) and it would be worthwhile to explore this with a more explicit focus on the informal assessment strategies teacher use during instruction.

Informal assessment regimes, in terms of strategies used by teachers, do not seem to have changed much over the decades and seem quite consistent across classrooms (though they vary in their quality and utility). It might be time to take a closer look at the reliability and validity of informal assessment data collected by teachers, much in the same way that we do for more formal assessments. For instance, we know from our data as well as from the literature, that one of the most prevalent informal assessment strategies teachers use is checking students' written work, whether it be worksheets, a workbook, or their student book. Further exploration of what information teachers capture as they walk around and scan students' written work – and what this process offers the teacher in terms of understanding students' mastery of certain skills would be valuable and might lead to a different lens on how teachers should spend their scarce time in the classroom.

Room to Read

A review of the global Student Tracking model, with respect to the scope of assessment domains and items, is in order. The current guidance stems from 2017 and in the intervening years Room to Read has amassed a large amount of Student Tracking and EGRA data75 as well as experience from literacy coaches and other staff. There are efficiencies that can be introduced, in terms of the assessment design, administration and data analysis. This is especially critical for contexts with larger classes sizes and countries in which the model may be integrated into and supported by system actors.76

[75] The data analysis of ST and EGRA data included in this study revealed several potential improvements and efficiencies, particularly with respect to thresholds and categorization of ST scores to inform support to schools.
[76] Room to Read is researching a number of variations on this design, including a group administered written assessment in Tanzania.

As Room to Read enters into a new context or set of schools, they should review the landscape of assessments at the classroom level when designing our support strategy to advance assessment-informed instruction. In some contexts, this may include a slight adaptation of our global Student Tracking model. In other contexts, it may be that data collected through other processes are already available with a reasonable level of frequency and reliability to utilize for coaching purposes.

Additional training for both Room to Read field staff and classroom teachers were the top recommendations from coaches and program officers to improve our Student Tracking process and use of the data. Reflecting on Room to Read staff survey data in this study, we strongly recommend that Room to Read intensify the content of field staff training focused on specific curriculum-referenced strategies for teachers to adapt instruction. The current strategies reported by coaches are general in nature and more oriented toward classroom management and student engagement rather than pedagogy or instructional strategies to improve students' mastery of the curriculum.

When the Student Tracking model is implemented as designed, staff should ensure that the timing, frequency, and administration protocols for the assessments lend themselves to use of the data by the teachers. This includes ensuring that the coaching process substantively incorporates Student Tracking data, even beyond the original meeting to review the student scores. Creating an on-going reflection process about the data will keep student learning at the forefront of our coaching process and support the integration of data into teachers' approach to instruction. Care should be taken to approach this in a fully supportive manner and avoid the data discussion having a punitive or high-stakes orientation.

As a matter of priority, Room to Read should make the collection and recording of Student Tracking more efficient, either through improved processes or digitization of the process. Far too much time is spent recording and summarizing the data outside of the reflection process with teachers. Room to Read Nepal has implemented improvements in the aggregation and visualization of Student Tracking data and that can be referenced as a model for improvement.

Room to Read should develop plans for sustaining the Student Tracking process with school leadership and teachers well in advance of transitioning out of schools. Even teachers in our study who felt Student Tracking was a valuable process were not continuing to implement Student Tracking after Room to Read's direct support ended – largely because they did not understand it was expected or there was no discussion about how to continue the process in terms of refresher training, additional materials, etc.

ANNEXES: GROUP ONE

ANNEX 1.A: NEPAL HEADMASTER JOB DUTIES

(This document has been translated by Room to Read. Sections relevant to instruction have been highlighted in yellow).

The Education Regulations 2060 (BS):

Provisions Relating to Appointment of Headmaster:

(1) There shall be one Headmaster in every school to work as the administrative chief of the school.
(2) Management Committee shall recommend the names of at least two permanent teachers from amongst the teachers working in community school at the same level of school in which he is willing to be the Headmaster and securing at least 70 marks as per Schedule to District Education Officer for appointment to the post of headmaster.
(3) District Education Officer shall appoint the teacher securing the highest marks amongst those recommended as per sub-rule (2) to the post of headmaster.
(4) Notwithstanding anything contained in sub-rule (3), if not teacher securing 70 marks could be found in the concerned school, District Education Officer shall appoint any other teacher working in other community schools within the district having seared 70 marks to the post of headmaster.
(5) If the school supervisor submits report clarifying that the headmaster is not working satisfactorily or found to have had bad character, and Management Committee also recommend so, District Education Officer may dismiss such headmaster from this post at any time. Provided that such headmaster shall not be denied to an opportunity to defend himself/herself before dismissal.
(6) The headmaster shall be entitled to a monthly allowance as follows:-

(a) Headmaster of secondary school - Rs. 500/- (Five hundred).
(b) Headmaster of lower secondary school -Rs. 300/- (Three hundred).
(c) Headmaster of primary school Rs. 200/- (Two hundred).

Functions Duties and Powers of Headmaster*:*

Functions duties and powers of headmaster shall be as follows:-
(a) To maintain academic environment, academic quality and discipline,
(b) To create an environment of mutual cooperation having coordinated with teachers, other employees, among teachers and other working staff, students and guardians,
(c) To carryout necessary functions for maintaining discipline, good moral character, politeness etc. in the school,
(d) To prepare programs for running class in the school in consultation with teachers, and supervise whether or not the classes have been run as per the program,
(e) To make or cause to make provision for sanitary and other extra curricular activities in the school,
(f) To operate administrative functions of the school,
(g) To admit students in school and cause to conduct examination,
(h) To give transference and other certificates to the students,
(i) To keep records of significant works and activities of the school,
(j) To recover losses incurred to school property from salary if any teacher causes such loss knowingly or negligently,
(k) To take departmental actions including dismissal from the service on the recommendation of the Management Committee, against any teacher or employee appointed on the school on its own resources who do not perform their official duties,

(l) To maintain records of the punishment given to teachers and other employees and to show such records to District Education Officer and Supervisor when they want to see, 90
(m) To submit reports relating conduct, behavior and work performance of teachers and other employees to District Education Office and Management Committee,
(n) To make recommendation to Management Committee and District Education Office for reward and punishment to teachers,
(o) To hold teachers meeting at least once a month, have discussion on the school related subjects and to maintain record of such meeting and discussions,
(p) To submit salary reports of the teachers and other employees appointed on own resources of the school to the Management Committee for endorsement,
(q) To restrain any mischievous activity in the premises of school and hostel,
(r) To prepare annual programs of the school and to implement it having got it approved by the Management Committee,
(s) To prepare monthly, half yearly and annual programs relating to teaching and learning activities in the school and to implement such programs,
(t) To send teachers to District Education Office for training having got it approved by Management Committee,
(u) To expel any student violating discipline from the school,
(v) To implement the curriculum and textbooks prescribed by His Majesty's Government in the school,
(w) To spend budget according to direction and powers entrusted to him/her and to maintain or cause to maintain accounts of income and expenditure,
(x) To conduct or cause to conduct periodical examinations to be held in school in regular, fair and well-regulated manner,
(y) If more than fifteen percent of students fail in any subject taught by any teacher for a consecutive period of three years or if any teacher commits any act with negligence or against discipline, to suspend the grade of such teacher for a period of two years,
(z) To take or cause to take classes in the school daily as prescribed by the Ministry,
(aa) To send salary report of the teachers working in the school under the posts approved by His Majesty's Government to District Education Office for approval,
(bb) To prescribe functions and duties of the teachers and other employees working under him/her,
(cc) To abide or cause to abide by the directives given by Management Committee and the District Education Office,
(dd) To send details and statistics relating to academic progress of the school having it certified by the Inspector in the format and within the time prescribed by the Ministry;
(ee) To fill in the work performance evaluation forms of teachers appointed on the school's own resources and to submit them to the Management Committee.
Annex:

ANNEX: 1.B NEPAL - EXCERPT OF CONTINOUS ASSESSMENT GUIDANCE FROM PALIKA

5. The teacher asks the students to sing the chant (workbook, lesson 73) after him/her.
6. The teacher asks the students to read the following sentences:
   - I see with my eyes.
   - I smell with my nose.
   - I listen with my ears.
7. The teacher shows the pictures of eye, ear, nose, tongue, skin etc. and asks them to name them.
8. The teacher asks the students to read the text from page lesson 73 of the workbook (The Doll) and asks the following questions:
   - Show the head of the doll.
   - Show the hands of the doll.
9. The teacher asks the students to trace different types of lines: straight, slant, curved etc.
10. The teacher asks the students to write the text of task 8 above.

Theme: My daily life

1. The teacher gives the students the rhyme from lesson 79, he/she reads the chant and the students underline the rhyming words.
2. The teacher gives the word cards: clock, Sunday, classroom, come, eat etc. to the student, he/she reads the words and the student point the words spoken.
3. The teacher reads the text from lesson 76 (The monkey), and asks oral questions based on the text.
4. The teacher asks the following questions and the students answer orally:
   - What day is today?
   - What day is tomorrow?
   - What is the time now? (Show a clock)
   - Can you jump?
5. The teacher gives the students the reading text from lesson 77 (The doll says hello) and asks the students to read the text aloud and asks the following questions:
   - Who is happy?
   - Point Sunita in the picture? (Showing the picture)
6. The teacher gives the students the pictures of clocks showing different times and asks to write time in correct sentences.
7. The teacher asks the students to copy the text from the task 5 above.

Theme: My school

1. The teacher reads the words: come, go, look, sit etc. and asks the students to write the words.
2. The teacher asks the students the following commands and questions and the students follows and give answers.
   - Come here.
   - Stand up.
   - Raise your hand.
3. Show the picture (lesson 81, what are they doing) and ask questions what they are doing.
4. The teacher gives the students the text (lesson 81, what are they doing) and asks the students to read the text aloud.
5. The teacher asks the students the following questions based on the text in task 4:
   - What is Roshan doing?
   - Who is writing?
   - What is Ali doing?

ANNEX: 1.C SOUTH AFRICA HEAD OF DEPARTMENT JOB DESCRIPTION

Annexure A.5

1. DEPARTMENTAL HEAD

JOB TITLE: Educator - public school

RANK: Departmental Head

POST LEVEL: 2

2. THE AIM OF THE JOB

To engage in class teaching, be responsible for the effective functioning of the department and to organise relevant/related extra-curricular activities so as to ensure that the subject, learning area or phase and the education of the learners is promoted in a proper manner.

3. CORE DUTIES AND RESPONSIBILITIES OF THE JOB

The duties and responsibilities of the job are individual and varied, depending on the approaches and needs of the particular school, and include, but are not limited to, the following:

3.1 Teaching

3.1.1 To engage in class teaching as per workload of the relevant post level and the needs of the school.

3.1.2 To be a class teacher if required.

3.1.3 To assess and to record the attainment of learners taught.

3.2 Extra- & co-curricular

3.2.1 To be in charge of a subject, learning area or phase.

3.2.2 To jointly develop the policy for that department.

3.2.3 To co-ordinate evaluation/assessment, homework, written assignments, etc. of all the subjects in that department.

3.2.4 To provide and co-ordinate guidance:

3.2.4.1 On the latest ideas on approaches to the subject, method, techniques, evaluation, aids, etc. in their field, and effectively conveying these to the staff members concerned.

3.2.4.2 On syllabi, schemes of work, homework, practical work, remedial work, etc.

3.2.4.3 To inexperienced staff members.

3.2.4.4 On the educational welfare of learners in the department.

3.2.5 To control:

3.2.5.1 The work of educators and learners in the department.

3.2.5.2 Reports submitted to the principal as require.

3.2.5.3 Mark sheet.

3.2.5.4 Test and examination papers as well as memoranda.

3.2.5.5 The administrative responsibilities of staff members.

3.2.5.6 To share in the responsibilities of organising and conducting extra and co-curricular activities.

3.3 Personnel

3.3.1 To advise the principal regarding the division of work among the staff in that department.

3.3.2 To participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.

3.4 General/administrative

3.4.1 To assist with the planning and management of:

3.4.1.1 School stock, text books and equipment for the department.

3.4.1.2 The budget for the department.

3.4.1.3 Subject work schemes.

3.4.2 To perform or assist with one or more non-teaching administrative duties, such as:

3.4.2.1 Secretary to general staff meeting and/or others.

3.4.3.2 Fire drill and first aid.

3.4.2.3 Timetabling.

3.4.2.4 Collection of fees and other monies.

3.4.3.5 Staff welfare.

3.4.2.6 Accidents.

3.4.3 To act on behalf of the principal during her/his absence from school if the school does not qualify for a deputy principal or in the event both of them are absent.

3.5 Communication

3.5.1 To co-operate with colleagues in order to maintain a good teaching standard and progress among the learners and to foster administrative efficiency within the department and the school.

3.5.2 To collaborate with educators of other schools in developing the department and conducting extra-curricular activities.

3.5.3 To meet parents and discuss with them the progress and conduct of their children.

3.5.4 To participate in departmental and professional committees, seminars and courses in order to contribute to and/or update one's professional views/standards.

3.5.5 To co-operate with further and higher education institutions in relation to learners' records and performance and career opportunities.

3.5.6 To maintain contact with sporting, social, cultural and community organisations.

3.5.7 To have contacts with the public on behalf of the principal.

ANNEX 1.D: RECODING OF TEACHER SURVEY "OTHER" RESPONSES

The following table outlines the recoding that was performed for survey items that had a high number of "other" responses.

Variable	Variable description	Suggestion (frequency)
t_grade	Grade currently teaching	Create new variable that identifies number of teachers who teach multiple grades
t_skill_need_rc	What skills do children need to read fluently with comprehension?	Recode frequent "other" responses… • Punctuation (2)
t_char_good_read	How do you identify if a child is a good reader?	Recode frequent "other" responses… • Pronunciation (7) • Writing (2)
t_strg_why	For children who are struggling to read, what do you think the reasons are?	Recode frequent "other" responses… • Teacher skill/ability (3)…recode to existing option • Previous year education (1)… recode to existing option
t_strat_assess	What skills do you think are most important to assess?	Recode frequent "other" responses… • Pronunciation (6) • Reading aloud (4) • Spelling (2)
t_gvass_sk	What skills are assessed in government assessments?	Recode frequent "other" responses… • Hand writing (4) • Picture interpretation (4) • Spelling (2)
t_infass_sk	What skills are assessed in informal assessments?	Recode frequent "other" responses… • Pronunciation (2) • Spelling (1)
t_st_skills_assess	What skills are assessed in student tracking assessments	Recode frequent "other" responses… • Punctuation (2)
t_scores_adapt_class_how		Recode frequent "other" responses… • Involve parents (9) • Help from other teachers (4)
t_scores_adapt_ind_how	What kind of action do you take when individual students	Recode frequent "other" responses… • Involve parents (3) • Help from other teachers (2) • Regroup students (2)

ANNEX 1.E: ETHICS, DATA MANAGEMENT AND PII

We obtained ethical clearance from the Western Institutional Review Board (WIRB).[77] This research design was considered minimal risk as it did not engage minors or other vulnerable populations. The research team secured prior verbal consent from all participants prior to the survey commencing. The consent language was simple and clear, provided in local languages and makes clear that respondents can stop the interview at any point in time or decline to answer specific questions.[78]
Additionally, the following measures were in place as part of our data collection preparation and survey administration protocols:

- Informing all stakeholders about all stages of the research process.
- Taking verbal consent, using simplified language, and where necessary, local languages, to ensure that all participants can make a fully informed decision about their participation.
- Designing the tools and the enumerator scripts to include frequent reminders to participants about the voluntary nature of participation.
- Training enumerators to listen to verbal and non-verbal cues from participants who may become distressed during the data collection process and provide participants with options for how to proceed.
- Providing opportunities for participants to pause and reschedule their survey if they feel the need to do so for safety or privacy reasons.
- Providing training for enumerators on data security for storing, handing, and deleting participants contact details and interview/survey records.

Data will be stored on SurveyCTO servers that are password-protected and encrypted. The only personnel with access to personally identifiable information will be Room to Read research staff, whose access to this information is required for their role in this research study. No individually identifiable responses will be documented, included in reports, or shared in any other manner.

[78] See instruments for consent language.

ANNEXES – GROUP TWO

ANNEX 2.A: ROOM TO READ GLOBAL STUDENT TRACKING GUIDANCE EXCERPTS

2) Administer student tracking assessments at schools

☑	Procedure	Notes
☐	2a. Literacy Coaches and teachers at each school administer student tracking assessments with children benefitting from the instruction program.	The student tracking assessment takes 10 minutes or less per student. The Literacy Coach or teacher gives the assessment one-on-one to a student.
	2b. Teachers and Literacy Coaches at each school complete the Report Card for each student	The CO must choose either: i) To distribute a separate Report Card form to schools ii) To use the score sheet as the Report Card The CO should discuss how to implement their choice with GO IDTS.[2]

3) Analyze data at the school

☑	Procedure	Notes
☐	3a. Literacy Coaches and teachers record data from the Score Sheet and enter them into the Classroom Record and Analysis sheet	The Literacy Coach will fill out one copy of the Classroom Record and Analysis sheet, and the teacher will fill out another copy.
☐	3b. The Literacy Coach and teacher review the data from Classroom Record and Analysis sheet and identify positive and negative trends	
☐	3c. The Literacy Coach and teacher identify Actions for Learning based on the data from the Classroom Record and Analysis sheet.	The Literacy Coach will follow up with the teacher on Actions for Learning in the following classroom visits.

Grade 1 Test 1, continued.

Say the nonsense words.

Example: hig

wud	rol	nas	jeb
cof	gam	tid	rus
han	pum	☺	☺

Say the words.

Example: mat

bag	jet	cup	win
put	fit	hog	rat
let	pig	cob	tip
dug	map	cut	☺

Student Stimuli Sheet, Grade 2 Test 2

Say the nonsense words.

Example: hapa

vun	kib	hidag	raz
rupid	yem	duk	mus
javon	wik	liv	ignov
tobul	vanib	zek	wam
yif	slom	nupin	bef

Read the story.

I went to visit my brother Jim at school. I packed food that Jim likes in a bag. I gave the bag to Jim. Jim looked in the bag. All he saw in the bag was a big hole! Poor Jim!

Student Tracking Classroom Record and Analysis Grade 1 Test 1

Coach name: _____ Date: _____ School name: _____ Teacher name: _____

Using the tables you filled out in the individual student score sheets, count the number of students in the class who scored within each range. Write the numbers in the table below.

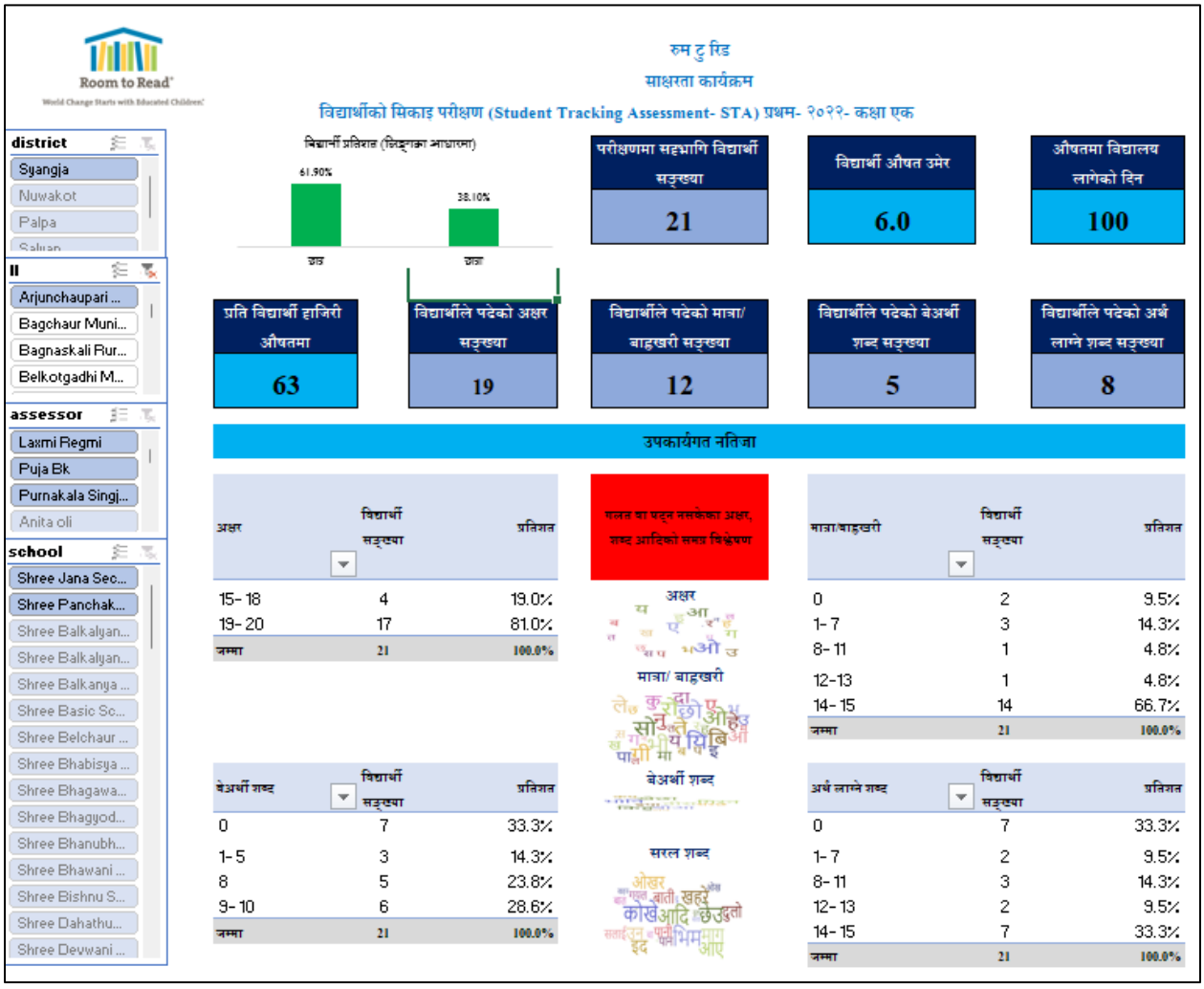
Score Range	Number of Students	Score Range	Number of Students	Score Range	Number of Students	Score Range	Number of Students	Actions for learning
Letter recognition		Syllables		Nonsense Words		Familiar Words		
18-20		14-15		9-10		14-15		If most of the students fall within this range, then most of the class is learning this skill well. Review will still be needed for students in the lower ranges.
15-17		12-13		8		12-13		If most of the students fall in this range, considering reviewing this skill for the whole class.
11-14		8-11		6-7		8-11		Children within this range are struggling and require special attention. They can be called on more in class; they can be moved to the front of the classroom.
1-10		1-7		1-5		1-7		These learners are behind and require individual attention. Move them to the front of the classroom and call on them more often. Give them extra homework to practice this skill.
0		0		0		0		

Teacher and coach should discuss together how to implement the recommended actions for learning. Fill in the actions agreed upon below.

_____

_____

ANNEX 2.B: ROOM TO READ NEPAL STUDENT TRACKING DATA DASHBOARD

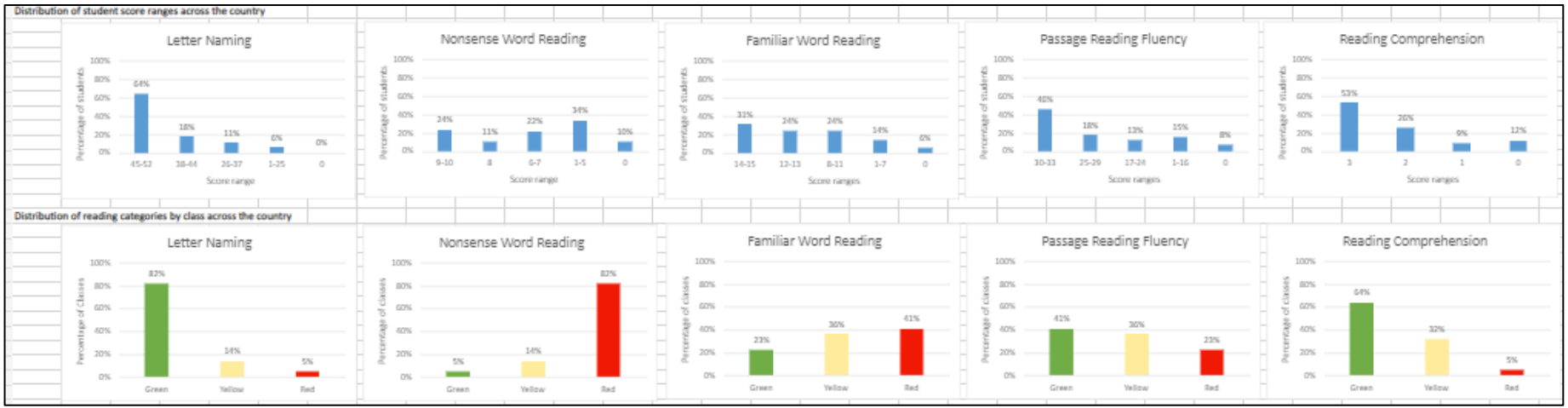


ANNEX 2.C: STUDENT TRACKING DASHBOARD EXAMPLE FROM ROOM TO READ LAOS, DETAIL AND SUMMARY

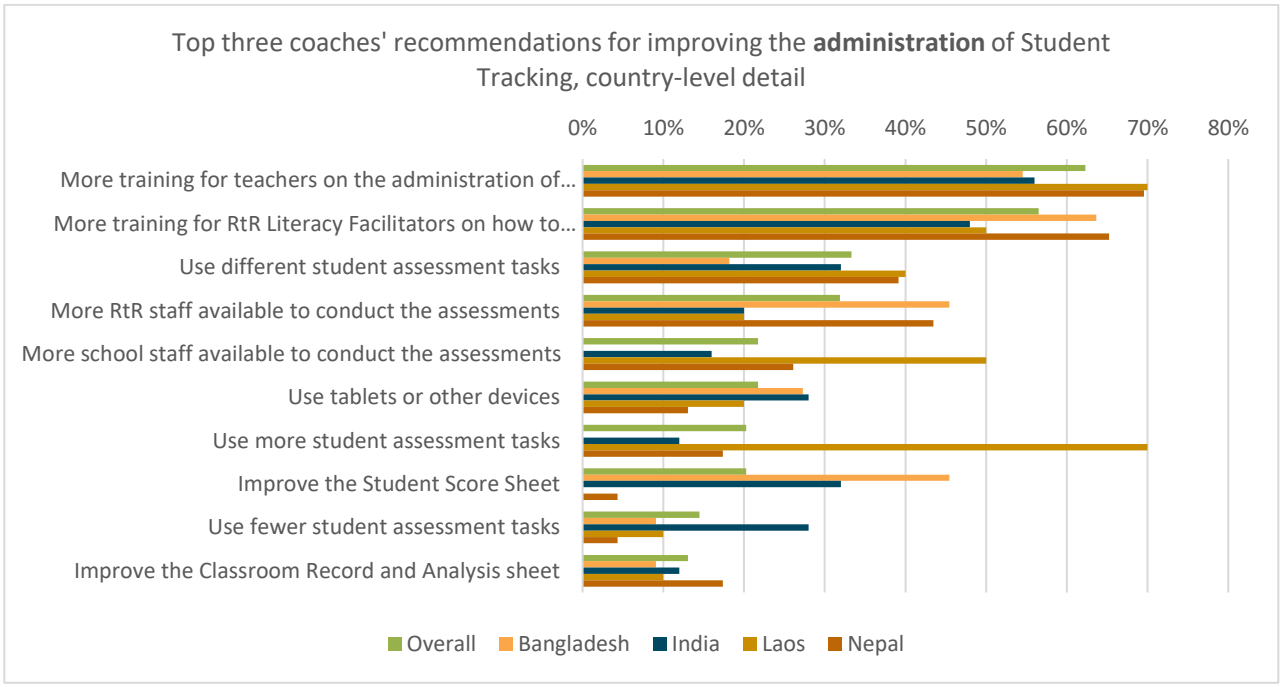
Green: Class is doing well on the subtest. Whole class revision is not likely needed, but some individuals may need attention.
Yellow: Class is not doing very well on the subtest. CO should consider implementing some of the actions from the Student Tracking Step by Step. Priority should be given to classes/schools with yellow or red in more than one subtest.
Red: Class is struggling and performing well below expectations. CO should implement some of the actions from the Student Tracking Step by Step.

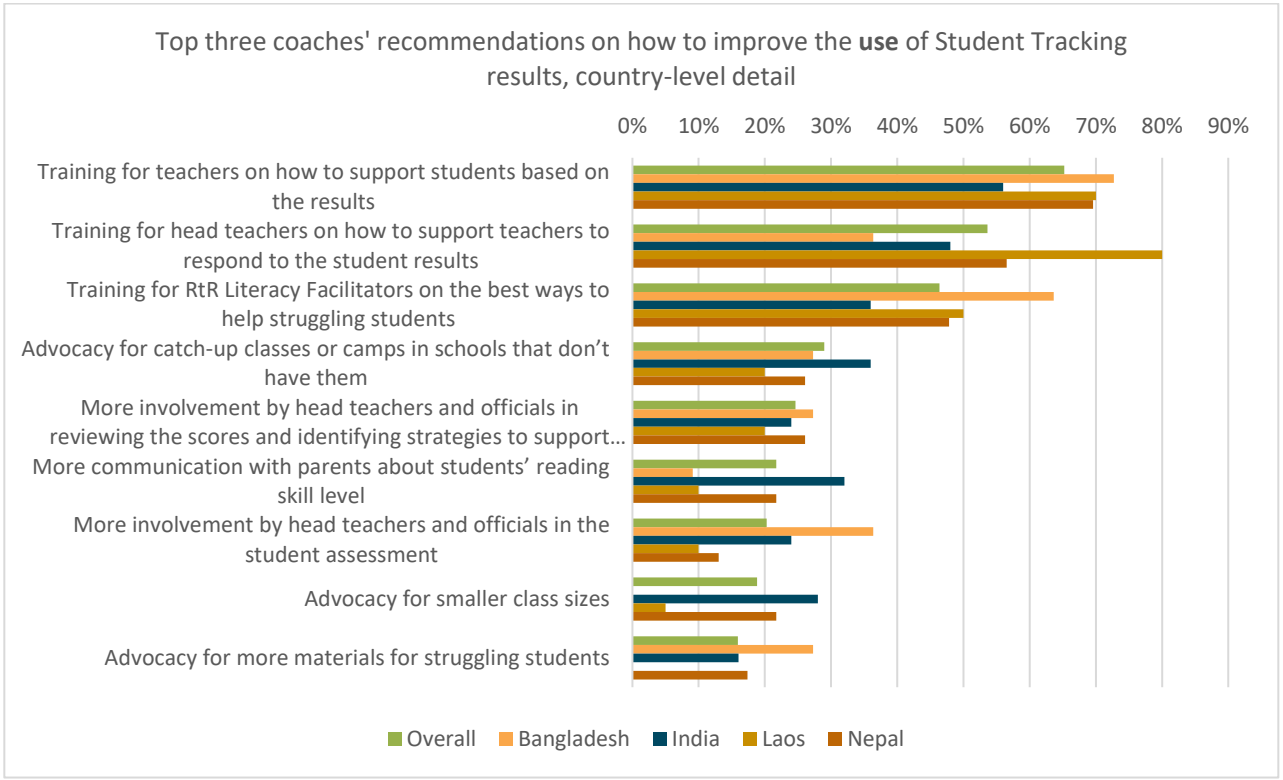
Grade 2 Test 1 — Date: / /2019

					Letter Naming						Nonsense Word Reading						Familiar Word Reading						Passage Reading Fluency						Reading Comprehension				
District Name	School Name	Class Name	Teacher Name	Literacy Coach Name	45-52	38-44	26-37	1-25	0	Category	9-10	8	6-7	1-5	0	Category	14-15	12-13	8-11	1-7	0	Category	30-33	25-29	17-24	1-16	0	Category	3	2	1	0	Category
Xaythany District	Thangone comple	A			61%	21%	15%	3%	0%	Green	33%	9%	18%	30%	9%	Red	48%	18%	18%	15%	0%	Yellow	33%	12%	33%	15%	6%	Red	52%	30%	9%	9%	Green
Xaythany District	Thangone comple	B			68%	23%	3%	6%	0%	Green	23%	19%	16%	42%	0%	Red	29%	29%	35%	6%	0%	Yellow	58%	19%	6%	10%	6%	Green	52%	23%	19%	6%	Yellow
Xaythany District	Thangone comple	C			57%	27%	17%	0%	0%	Green	43%	7%	17%	30%	3%	Yellow	47%	17%	27%	10%	0%	Yellow	50%	17%	20%	13%	0%	Yellow	40%	40%	17%	3%	Green
Xaythany District	Thongmang comp	A			92%	0%	8%	0%	0%	Green	58%	15%	8%	15%	4%	Yellow	65%	15%	12%	8%	0%	Green	69%	19%	4%	4%	4%	Green	73%	15%	4%	8%	Green
Xaythany District	Thongmang comp	B			96%	4%	0%	0%	0%	Green	61%	21%	11%	7%	0%	Green	68%	21%	11%	0%	0%	Green	71%	11%	14%	4%	0%	Green	79%	11%	7%	4%	Green
Xaythany District	Phonhong-Phonhi	A			46%	31%	19%	4%	0%	Green	12%	8%	19%	54%	8%	Red	27%	8%	31%	27%	8%	Red	35%	15%	4%	31%	15%	Yellow	42%	35%	4%	19%	Green
Xaythany District	Phonhong-Phonhi	B			46%	18%	18%	18%	0%	Yellow	7%	11%	18%	32%	32%	Red	14%	29%	25%	21%	11%	Red	18%	18%	14%	36%	14%	Red	32%	36%	11%	21%	Yellow
Xaythany District	Phonkhor comple		2		35%	30%	22%	13%	0%	Yellow	13%	9%	57%	22%	0%	Red	9%	17%	26%	39%	9%	Red	13%	9%	17%	48%	13%	Red	26%	39%	13%	22%	Yellow
Xaythany District	Nakoung complet		2		93%	7%	0%	0%	0%	Green	44%	19%	19%	19%	0%	Yellow	56%	33%	11%	0%	0%	Green	85%	4%	4%	7%	0%	Green	67%	30%	4%	0%	Green
Xaythany District	Nakhanthoung co		2		86%	14%	0%	0%	0%	Green	29%	7%	21%	43%	0%	Red	36%	36%	29%	0%	0%	Yellow	43%	21%	29%	7%	0%	Yellow	43%	57%	0%	0%	Green
Xaythany District	Natan complete p		2		69%	8%	0%	23%	0%	Green	8%	15%	23%	31%	23%	Red	8%	31%	15%	23%	23%	Red	46%	0%	15%	15%	23%	Red	38%	31%	8%	23%	Yellow
Xaythany District	Bolek complete pr	A			88%	8%	0%	4%	0%	Green	24%	8%	40%	24%	4%	Red	32%	44%	20%	0%	4%	Green	76%	16%	0%	4%	4%	Green	80%	12%	0%	8%	Green
Xaythany District	Bolek complete pr	B			83%	4%	13%	0%	0%	Green	33%	13%	29%	21%	4%	Red	42%	33%	17%	8%	0%	Green	71%	17%	8%	4%	0%	Green	83%	13%	4%	0%	Green
Xaythany District	Thadindeang neu	A			54%	29%	13%	4%	0%	Green	13%	0%	25%	46%	17%	Red	25%	29%	29%	17%	0%	Yellow	38%	13%	21%	25%	4%	Yellow	42%	38%	8%	13%	Green
Xaythany District	Thadindeang neu	B			60%	24%	12%	4%	0%	Green	4%	4%	36%	48%	8%	Red	4%	28%	44%	20%	4%	Red	20%	36%	32%	4%	8%	Yellow	56%	16%	12%	16%	Yellow
Xaythany District	Keobandith prima		2		67%	13%	13%	7%	0%	Green	13%	7%	27%	40%	13%	Red	47%	0%	20%	13%	20%	Red	47%	27%	7%	7%	13%	Yellow	60%	13%	13%	13%	Yellow
Xaythany District	Phonngarm compl		2		57%	33%	10%	0%	0%	Green	10%	13%	10%	60%	7%	Red	10%	23%	43%	23%	0%	Red	47%	40%	7%	7%	0%	Green	57%	27%	10%	7%	Green
Xaythany District	Samsaath comple		2		46%	23%	15%	15%	0%	Yellow	8%	23%	8%	31%	31%	Red	8%	46%	8%	31%	8%	Yellow	54%	15%	8%	15%	8%	Yellow	38%	23%	23%	15%	Yellow
Xaythany District	Nongno complete		2		67%	20%	13%	0%	0%	Green	20%	13%	27%	33%	7%	Red	40%	20%	20%	20%	0%	Yellow	47%	33%	13%	7%	0%	Green	73%	27%	0%	0%	Green
Xaythany District	Vernkham comple	A			63%	16%	21%	0%	0%	Green	11%	5%	21%	63%	0%	Red	21%	26%	37%	11%	5%	Red	47%	26%	11%	16%	0%	Yellow	68%	21%	0%	11%	Green
Xaythany District	Vernkham comple	B			74%	5%	16%	5%	0%	Green	26%	5%	21%	32%	16%	Red	32%	37%	16%	11%	5%	Yellow	58%	21%	0%	16%	5%	Green	68%	11%	11%	11%	Green
Xaythany District	Xaysomboun 2 co		2		23%	26%	19%	32%	0%	Red	3%	6%	16%	26%	48%	Red	6%	13%	26%	16%	39%	Red	3%	13%	10%	35%	39%	Red	10%	29%	16%	45%	Red



ANNEX 2.D: COUNTRY-LEVEL COACH RECOMMENDATIONS FOR IMPROVEMENT OF STUDENT TRACKING





ANNEXES – GROUP THREE

ANNEX 3.A: SCHOOL AND STUDENT CHARACTERISTICS GRADE 1, ROUND 2 STUDENT TRACKING – ALL COUNTRIES

Number of Schools included and Students Assessed in Grade 1 Round 2 Student Tracking - Oral Reading

Location (Country)	# of Schools	# of Students Assessed	Avg. # of Students Assessed per School
BD - Dhaka	13	391	30.1
BD - Natore	12	306	25.5
KH - Banteay Meanchey	20	1,039	52.0
LA - Champasak	27	802	29.7
NP - Nuwakot	7	74	10.6
NP - Palpa	6	150	25.0
NP - Tanahun	17	277	16.3
ALL	**102**	**3,039**	**29.8**

Number of Schools included and Students Assessed in Grade 1 Round 2 Student Tracking - Reading Comprehension

Location (Country)	# of Schools	# of Students Assessed	Avg. # of Students Assessed per School
BD - Dhaka	13	391	30.1
BD - Natore	12	306	25.5
KH - Banteay Meanchey	20	1,049	52.5
LA - Champasak	27	811	30.0
NP - Nuwakot	7	80	11.4
NP - Palpa	6	150	25.0
NP - Tanahun	17	277	16.3
ALL	**102**	**3,064**	**30.0**

ANNEX 3.B GROUP 3 DATA: SCHOOL AND STUDENT CHARACTERISTICS GRADE 2, ROUND 2 STUDENT TRACKING – ALL COUNTRIES

Number of Schools included and Students Assessed in Grade 2 Round 2 Student Tracking - Oral Reading

Location (Country)	# of Schools	# of Students Assessed	Avg. # of Students Assessed per School
BD - Dhaka	13	424	32.6
BD - Natore	12	294	24.5
IN - Madhya Pradesh	15	139	9.3
IN - Uttar Pradesh	25	510	20.4
KH - Banteay Meanchey	20	1,061	53.1
LA- Champasak	27	881	32.6
NP - Nuwakot	7	97	13.9
NP - Palpa	6	107	17.8
NP - Tanahun	17	236	13.9
ZA- Limpopo	20	1,322	66.1
Total	162	5,071	31.3

Number of Schools included and Students Assessed in Grade 2 Round 2 Student Tracking - Reading Comprehension

Location (Country)	# of Schools	# of Students Assessed	Avg. # of Students Assessed per School
BD - Dhaka	13	425	32.7
BD - Natore	12	294	24.5
IN - Madhya Pradesh	15	139	9.3
IN - Uttar Pradesh	25	510	20.4
KH - Banteay Meanchey	20	1,061	53.1
LA - Champasak	27	881	32.6
NP - Nuwakot	7	97	13.9
NP - Palpa	6	107	17.8
NP - Tanahun	17	236	13.9
ZA - Limpopo	20	1,303	65.2
Total	162	5,053	31.2

ANNEX 3.C- GROUP 3 DATA: SCHOOL AND STUDENT CHARACTERISTICS END OF GRADE 2 EGRA – ALL COUNTRIES

The following tables include the school and student characteristics of the EGRA end of Grade 2 samples used in the Student Tracking-EGRA analysis.

School Characteristics

Location (Country)	N	Mean	SD	Min.	Max.
Enrollment in Grade 2					
BD - Dhaka	13	50.2	28.0	19	97
BD - Natore	12	33.5	16.4	18	72
IN - Madhya Pradesh	15	18.0	7.6	10	39
IN - Uttar Pradesh	25	37.3	11.6	21	62
KH - Banteay Meanchey	20	53.9	27.4	16	115
LA - Champasak	27	36.9	14.7	19	73
NP - Nuwakot	7	16.4	5.4	9	22
NP - Palpa	6	14.8	2.6	12	18
NP - Tanahun	17	14.4	5.2	6	26
ZA - Limpopo	20	66.6	45.3	14	201
ALL	**162**	**37.7**	**27.5**	**6**	**201**
Attendance on the day of summative evaluation					
BD - Dhaka	13	30.6	18.4	11	67
BD - Natore	12	26.3	16.1	10	65
IN - Madhya Pradesh	15	8.3	4.9	3	18
IN - Uttar Pradesh	25	19.7	6.1	9	33
KH - Banteay Meanchey	20	36.2	17.7	12	75
LA - Champasak	27	30.5	13.5	12	62
NP - Nuwakot	7	12.0	4.4	6	20
NP - Palpa	6	13.7	2.2	11	17
NP - Tanahun	17	11.8	5.1	3	22
ZA - Limpopo	20	62.7	45.8	12	197
ALL	**162**	**27.8**	**24.9**	**3**	**197**

Note: BD - Bangladesh; KH - Cambodia; LA - Laos; ZA - South Africa

Characteristics of the schools included in the summative evaluations at the end of G2 conducted using EGRA tool are presented here. Only the common school-level features across the summative evaluations are included here.

Student Characteristics

Location (Country)	N	Average age (SD)	Boy	Girl	Attended pre-school	Has collection of books at home
BD - Dhaka	230	8.4 (1.0)	44%	56%	77%	10%
BD - Natore	208	8.0 (0.9)	52%	48%	82%	10%
IN - Madhya Pradesh	97	8.6 (1.0)	47%	53%	57%	15%

IN - Uttar Pradesh	242	8.5 (1.1)	52%	48%	57%	43%
KH - Banteay Meanchey	404	8.0 (1.1)	50%	50%	84%	11%
LA - Champasak	676	7.8 (0.8)	48%	52%	68%	70%
NP - Nuwakot	79	8.3 (1.2)	46%	54%	84%	4%
NP - Palpa	80	6.9 (0.8)	48%	53%	95%	11%
NP - Tanahun	184	7.6 (1.1)	45%	55%	98%	4%
ZA - Limpopo	391	7.7 (0.7)	51%	49%	97%	53%
ALL	**2,591**	**7.9 (1.0)**	**49%**	**51%**	**79%**	**35%**

Characteristics of the student assessed during the summative evaluations at the end of G2 conducted using EGRA tool are presented here. Only the common student-level features across the summative evaluations are included here.

ANNEX 3.D- GROUP 3 DATA: STUDENT TRACKING GRADE 1, ROUND 2 STUDENT SCORES

Grade 1 Students Performance in the 2nd Round of Student Tracking - Oral Reading					
Location (Country)	**N**	**Mean**	**SD**	**Min.**	**Max.**
% Share of students correctly read 90% or more words in the schools					
BD - Dhaka	13	38.3	22.7	0.0	71.1
BD - Natore	12	37.4	29.8	4.3	96.0
KH - Banteay Meanchey	20	19.6	14.8	0.0	54.5
LA - Champasak	27	60.6	24.5	18.8	100.0
NP - Nuwakot	7	40.9	28.0	0.0	75.0
NP - Palpa	6	53.2	20.3	37.9	92.3
NP - Tanahun	17	65.1	23.0	28.6	100.0
ALL	**102**	**45.9**	**28.0**	**0.0**	**100.0**
% Students correctly read 75% or more words in the schools					
BD- Dhaka	13	50.6	26.1	0.0	82.2
BD - Natore	12	45.1	31.0	4.3	100.0
KH - Banteay Meanchey	20	25.7	17.5	0.0	68.2
LA - Champasak	27	65.6	22.8	18.8	100.0
NP - Nuwakot	7	52.7	32.6	14.3	100.0
NP - Palpa	6	59.1	18.0	44.8	92.3
NP - Tanahun	17	75.8	19.6	33.3	100.0
ALL	**102**	**53.9**	**28.4**	**0.0**	**100.0**
% Students did not read any word correctly in the schools					
BD - Dhaka	13	13.1	18.7	0.0	66.7
BD - Natore	12	5.5	8.4	0.0	29.4
KH - Banteay Meanchey	20	34.2	22.2	3.5	71.4
LA - Champasak	27	12.7	15.7	0.0	68.8
NP - Nuwakot	7	11.7	16.9	0.0	42.9
NP - Palpa	6	7.5	5.7	0.0	17.2
NP - Tanahun	17	5.9	10.3	0.0	37.5
ALL	**102**	**14.6**	**18.5**	**0.0**	**71.4**

Grade 1 Students Performance in in the 2nd Round of Student Tracking - Reading Comprehension					
Location (Country)	**N**	**Mean**	**SD**	**Min.**	**Max.**
% Share of students correctly answered all 2 questions in the schools					
BD - Dhaka	13	33.4	20.7	0.0	76.9
BD - Natore	12	43.9	29.8	4.3	100.0
KH - Banteay Meanchey	20	24.3	15.1	0.0	55.0
LA - Champasak	27	58.4	21.1	19.2	86.4
NP - Nuwakot	7	41.0	30.8	0.0	80.0
NP - Palpa	6	17.5	16.0	0.0	46.2
NP - Tanahun	17	30.7	24.1	0.0	81.8
ALL	**102**	**38.6**	**25.6**	**0.0**	**100.0**
% Share of students correctly answered at least 1 questions in the schools					

BD - Dhaka	13	57.9	27.2	0.0	100.0
BD - Natore	12	77.0	20.5	34.8	100.0
KH - Banteay Meanchey	20	56.2	23.0	5.6	85.7
LA - Champasak	27	76.3	19.4	25.0	100.0
NP - Nuwakot	7	61.9	34.7	14.3	93.3
NP - Palpa	6	48.6	27.6	24.0	92.3
NP - Tanahun	17	69.6	21.9	14.3	100.0
ALL	**102**	**66.4**	**24.6**	**0.0**	**100.0**
% Share of students did not answer any question correctly in the schools					
BD - Dhaka	13	42.1	27.2	0.0	100.0
BD - Natore	12	23.0	20.5	0.0	65.2
KH - Banteay Meanchey	20	43.8	23.0	14.3	94.4
LA - Champasak	27	23.7	19.4	0.0	75.0
NP - Nuwakot	7	38.1	34.7	6.7	85.7
NP - Palpa	6	51.4	27.6	7.7	76.0
NP- Tanahun	17	30.4	21.9	0.0	85.7
ALL	**102**	**33.6**	**24.6**	**0.0**	**100.0**

ANNEX 3.E- GROUP 3 DATA: STUDENT TRACKING GRADE 2, ROUND 2 STUDENT SCORES

Grade 2 Students Performance in the 2nd Round of Student Tracking - Oral Reading					
Location (Country)	**N**	**Mean**	**SD**	**Min.**	**Max.**
% Share of students correctly read 90% or more words in the schools					
BD - Dhaka	13	52.5	19.7	15.0	90.0
BD - Natore	12	50.5	23.0	15.0	96.0
IN - Madhya Pradesh	15	35.7	23.2	0.0	83.3
IN - Uttar Pradesh	25	43.2	23.0	6.7	86.7
KH- Banteay Meanchey	20	38.1	17.4	5.6	75.9
LA - Champasak	27	59.3	22.2	18.0	94.4
NP - Nuwakot	7	39.1	23.2	7.7	76.9
NP - Palpa	6	19.2	23.1	0.0	63.6
NP - Tanahun	17	41.8	23.5	0.0	77.8
ZA - Limpopo	20	53.3	22.9	25.0	100.0
ALL	**162**	**45.9**	**23.5**	**0.0**	**100.0**
% Students correctly read 75% or more words in the schools					
BD - Dhaka	13	67.4	19.0	30.0	95.0
BD - Natore	12	62.4	27.2	20.0	100.0
IN - Madhya Pradesh	15	45.8	26.2	0.0	83.3
IN - Uttar Pradesh	25	52.4	22.3	13.3	86.7
KH- Banteay Meanchey	20	49.7	20.4	13.9	86.2
LA - Champasak	27	67.7	19.9	31.8	100.0
NP - Nuwakot	7	49.9	18.6	23.1	76.9
NP - Palpa	6	34.0	28.1	0.0	72.7
NP - Tanahun	17	62.6	24.8	16.7	100.0
ZA - Limpopo	20	63.8	20.4	31.7	100.0
ALL	**162**	**57.6**	**23.5**	**0.0**	**100.0**
% Students did not read any word correctly in the schools					
BD - Dhaka	13	4.2	9.2	0	33.3
BD - Natore	12	1.7	3.7	0	11.1
IN - Madhya Pradesh	15	13.7	23.0	0	66.7
IN - Uttar Pradesh	25	5.0	9.5	0	40
KH- Banteay Meanchey	20	11.1	16.5	0	63.9
LA - Champasak	27	4.4	5.9	0.0	22.7
NP - Nuwakot	7	4.1	8.6	0.0	23.1
NP - Palpa	6	0.0	0.0	0.0	0.0
NP - Tanahun	17	1.3	5.2	0.0	21.4
ZA - Limpopo	20	0.0	0.0	0.0	0.0
ALL	**162**	**4.9**	**11.3**	**0.0**	**66.7**

Grade 2 Students Performance in in the 2nd Round of Student Tracking - Reading Comprehension					
Location (Country)	**N**	**Mean**	**SD**	**Min.**	**Max.**
% Share of students correctly answered all 3 questions in the schools					
BD - Dhaka	13	49.7	20.9	15.0	90.0

BD - Natore	12	48.7	25.4	10.0	96.0
IN - Madhya Pradesh	15	21.5	22.9	0.0	66.7
IN - Uttar Pradesh	25	42.1	21.8	0.0	83.3
KH- Banteay Meanchey	20	35.9	18.7	5.6	69.2
LA - Champasak	27	49.4	18.6	15.5	91.3
NP - Nuwakot	7	63.1	18.2	37.5	80.0
NP - Palpa	6	45.7	34.2	0.0	90.9
NP - Tanahun	17	51.4	27.2	16.7	100.0
ZA - Limpopo	20	42.4	20.2	14.3	82.1
ALL	**162**	**43.8**	**23.4**	**0.0**	**100.0**
% Share of students correctly answered 2 or more questions in the schools					
BD - Dhaka	13	84.6	11.0	60.0	100.0
BD - Natore	12	75.3	19.0	35.0	100.0
IN - Madhya Pradesh	15	39.4	27.4	0.0	88.9
IN - Uttar Pradesh	25	62.5	23.4	19.0	93.8
KH- Banteay Meanchey	20	61.2	24.2	19.4	100.0
LA - Champasak	27	78.2	14.2	43.1	100.0
NP - Nuwakot	7	84.8	8.2	75.0	100.0
NP - Palpa	6	67.7	32.6	10.0	100.0
NP - Tanahun	17	83.9	17.2	50.0	100.0
ZA - Limpopo	20	58.7	20.7	25.0	95.7
ALL	**162**	**68.5**	**24.0**	**0.0**	**100.0**
% Share of students did not answer any question correctly in the schools					
BD - Dhaka	13	4.2	9.6	0.0	33.3
BD - Natore	12	3.6	4.7	0.0	13.3
IN - Madhya Pradesh	15	33.8	33.0	0.0	100.0
IN - Uttar Pradesh	25	14.7	14.4	0.0	46.7
KH- Banteay Meanchey	20	18.8	18.2	0.0	66.7
LA - Champasak	27	7.5	9.4	0.0	31.8
NP - Nuwakot	7	4.1	8.6	0.0	23.1
NP - Palpa	6	11.7	13.3	0.0	30.0
NP - Tanahun	17	6.9	14.6	0.0	50.0
ZA - Limpopo	20	26.1	21.6	0.0	64.0
ALL	**162**	**14.1**	**19.0**	**0.0**	**100.0**

ANNEX 3.F- GROUP 3 DATA: EGRA END OF GRADE 2 STUDENT SCORES

Grade 2 Student's Performance during Summative Evaluation					
Location (Country)	**N**	**Mean**	**SD**	**Min.**	**Max.**
Oral reading fluency (correct words per minute)					
BD - Dhaka	234	54.2	32.6	0.0	174.0
BD - Natore	212	61.2	30.6	8.0	160.9
IN - Madhya Pradesh	95	25.8	30.2	0.0	136.2
IN - Uttar Pradesh	241	46.1	29.9	0.0	116.1
KH- Banteay Meanchey	404	36.7	29.3	0.0	112.5
LA - Champasak	676	31.5	20.4	0.0	115.0
NP - Nuwakot	79	20.5	16.4	0.0	62.1
NP - Palpa	80	26.8	13.4	0.0	61.0
NP - Tanahun	184	33.7	19.7	0.0	97.3
ZA - Limpopo	395	28.5	25.9	0.0	107.7
ALL	**2,600**	**37.1**	**28.1**	**0.0**	**174.0**
Reading comprehension (# of questions answered correctly)					
BD - Dhaka	234	3.7	1.3	0.0	5.0
BD - Natore	212	3.8	1.4	0.0	5.0
IN - Madhya Pradesh	95	1.6	1.6	0.0	5.0
IN - Uttar Pradesh	241	2.7	1.6	0.0	5.0
KH- Banteay Meanchey	404	3.2	1.8	0.0	5.0
LA - Champasak	676	2.5	1.5	0.0	5.0
NP - Nuwakot	79	2.2	1.6	0.0	5.0
NP - Palpa	80	3.0	1.4	0.0	5.0
NP - Tanahun	184	3.2	1.5	0.0	5.0
ZA - Limpopo	395	1.9	1.9	0.0	5.0
ALL	**2,600**	**2.8**	**1.7**	**0.0**	**5.0**

ANNEX 3.G– DETAILED REGRESSION TABLES

Dependent variable: Oral reading fluency (cwpm) from the Summative Evaluation				
	Model 1	Model 2	Model 3	Model 4
% correctly read >=90% words in ST: Oral reading	0.258*** [0.0217]			
% correctly read >=75% words in ST: Oral reading		0.222*** [0.0220]		
% zero score in ST: Oral reading			-0.146*** [0.0540]	
School group by ST oral reading: Doing well (Ref. group: Struggling)				0.217*** [1.309]
School group by ST oral reading: Needs improvement (Ref. group: Struggling)				0.111*** [1.135]
Bangladesh (Ref. group: South Africa)	0.415*** [1.921]	0.393*** [1.935]	0.396*** [2.019]	0.388*** [1.947]
India (Ref. group: South Africa)	0.206*** [2.354]	0.191*** [2.396]	0.160*** [2.434]	0.172*** [2.410]
Cambodia (Ref. group: South Africa)	0.180*** [1.977]	0.164*** [1.995]	0.156*** [2.101]	0.160*** [2.022]
Laos (Ref. group: South Africa)	0.034 [1.481]	0.041 [1.480]	0.072** [1.524]	0.050* [1.464]
Nepal (Ref. group: South Africa)	0.077*** [1.653]	0.046* [1.613]	0.009 [1.656]	0.035 [1.609]
% Share of students present	-0.035 [0.0340]	-0.051* [0.0343]	-0.089*** [0.0347]	-0.058* [0.0347]
Girl (Ref. group: Boy)	0.207*** [0.934]	0.207*** [0.942]	0.212*** [0.957]	0.206*** [0.950]
Age	-0.041* [0.494]	-0.036 [0.499]	-0.032 [0.506]	-0.034 [0.505]
Attended pre-school	0.068*** [1.229]	0.068*** [1.238]	0.072*** [1.254]	0.072*** [1.247]
Books at home	0.040 [1.198]	0.042 [1.211]	0.040 [1.233]	0.042 [1.218]
Observations	2555	2555	2555	2555
Adjusted R-squared	0.243	0.230	0.205	0.217
Standardized beta coefficients; Standard errors in brackets ** p<0.05 ** p<0.01 *** p<0.001*				

Dependent variable: Continuous

Regression method: Least squares

Different school-level performance indicators from ST used across models are highlighted in Sky Blue.

Dependent variable: Oral reading fluency >= 45 cwpm from the Summative Evaluation				
	Model 1	Model 2	Model 3	Model 4
% correctly read >=90% words in ST: Oral reading	1.191*** [0.00225]			
% correctly read >=75% words in ST: Oral reading		0.992*** [0.00216]		
% zero score in ST: Oral reading			-0.478*** [0.00530]	
School group by ST oral reading: Doing well (Ref. group: Struggling)				0.935*** [0.125]
School group by ST oral reading: Needs improvement (Ref. group: Struggling)				0.585*** [0.113]
Bangladesh (Ref. group: South Africa)	1.294*** [0.185]	1.159*** [0.180]	1.112*** [0.176]	1.135*** [0.177]
India (Ref. group: South Africa)	0.748*** [0.211]	0.646*** [0.206]	0.447** [0.201]	0.558*** [0.204]
Cambodia (Ref. group: South Africa)	0.694*** [0.187]	0.589*** [0.183]	0.455*** [0.181]	0.575*** [0.183]
Laos (Ref. group: South Africa)	-0.271 [0.159]	-0.233 [0.155]	-0.126 [0.153]	-0.195 [0.152]
Nepal (Ref. group: South Africa)	-0.125 [0.203]	-0.285* [0.197]	-0.433** [0.193]	-0.319* [0.195]
% Share of students present	-0.061 [0.00298]	-0.143 [0.00292]	-0.306** [0.00288]	-0.175 [0.00291]
Girl (Ref. group: Boy)	0.901*** [0.0923]	0.892*** [0.0920]	0.885*** [0.0904]	0.877*** [0.0915]
Age	-0.131 [0.0468]	-0.096 [0.0468]	-0.085 [0.0463]	-0.088 [0.0469]
Attended pre-school	0.336*** [0.118]	0.336*** [0.118]	0.342*** [0.117]	0.354*** [0.118]
Books at home	0.186 [0.118]	0.186 [0.117]	0.168 [0.115]	0.185 [0.115]
Observations	2555	2555	2555	2555
Pseudo R-squared	0.137	0.127	0.105	0.118
Standardized beta coefficients; Standard errors in brackets ** p<0.05 ** p<0.01 *** p<0.001*				

Dependent variable: Categorical (binary)

Regression method: Logit

Different school-level performance indicators from ST used across models are highlighted in Sky Blue.

Dependent variable: Zero score on oral reading test from the Summative Evaluation				
	Model 1	Model 2	Model 3	Model 4
% correctly read >=90% words in ST: Oral reading	-1.487*** [0.00347]			
% correctly read >=75% words in ST: Oral reading		-1.329*** [0.00349]		
% zero score in ST: Oral reading			0.924*** [0.00556]	
School group by ST oral reading: Doing well (Ref. group: Struggling)				-1.270*** [0.204]
School group by ST oral reading: Needs improvement (Ref. group: Struggling)				-0.606* [0.158]
Bangladesh^ (Ref. group: South Africa)	- -	- -	- -	- -
India (Ref. group: South Africa)	-1.427*** [0.302]	-1.398*** [0.306]	-1.306*** [0.306]	-1.264*** [0.302]
Cambodia (Ref. group: South Africa)	-1.075*** [0.215]	-1.047*** [0.213]	-1.113*** [0.238]	-1.019*** [0.219]
Laos (Ref. group: South Africa)	-2.146*** [0.219]	-2.183*** [0.217]	-2.364*** [0.217]	-2.240*** [0.217]
Nepal (Ref. group: South Africa)	-2.542*** [0.298]	-2.409*** [0.290]	-2.126*** [0.278]	-2.296*** [0.279]
% Share of students present	0.386 [0.00459]	0.425 [0.00460]	0.525* [0.00447]	0.413 [0.00459]
Girl (Ref. group: Boy)	-1.391*** [0.148]	-1.385*** [0.148]	-1.394*** [0.148]	-1.380*** [0.148]
Age	0.125 [0.0769]	0.090 [0.0763]	0.038 [0.0757]	0.045 [0.0762]
Attended pre-school	-0.441 [0.194]	-0.450 [0.193]	-0.410 [0.192]	-0.453 [0.194]
Books at home	-0.470 [0.159]	-0.477* [0.158]	-0.494* [0.158]	-0.479* [0.159]
Observations	2132	2132	2132	2132
Pseudo R-squared	0.115	0.112	0.107	0.106

Standardized beta coefficients; Standard errors in brackets

** p<0.05 ** p<0.01 *** p<0.001*

^ Zero score in the summative evaluation for Bangladesh was negligible, and hence, the regression analysis did not produce any estimate.

Dependent variable: Categorical (binary)

Regression method: Logit

Different school-level performance indicators from ST used across models are highlighted in Sky Blue.

Dependent variable: Reading comprehension score from the Summative Evaluation				
	Model 1	Model 2	Model 3	Model 4
% correctly answered all 3Qs in ST: Comprehension	0.168*** [0.00149]			
% correctly answered >=2 Qs in ST: Comprehension		0.170*** [0.00171]		
% zero score in ST: Comprehension			-0.151*** [0.00232]	
School group by ST comprehension: Doing well (Ref. group: Struggling)				0.186*** [0.107]
School group by ST comprehension: Needs improvement (Ref. group: Struggling)				0.105*** [0.106]
Bangladesh (Ref. group: South Africa)	0.398*** [0.125]	0.188*** [0.110]	0.335*** [0.140]	0.191*** [0.111]
India (Ref. group: South Africa)	0.137*** [0.151]	-0.026 [0.151]	0.085** [0.155]	-0.044 [0.151]
Cambodia (Ref. group: South Africa)	0.297*** [0.137]	0.106*** [0.129]	0.245*** [0.141]	0.092*** [0.130]
Laos (Ref. group: South Africa)	0.132*** [0.113]	-0.109*** [0.114]	0.079* [0.123]	-0.111*** [0.114]
Nepal (Ref. group: South Africa)	0.183*** [0.130]	0.000 [.]	0.154*** [0.138]	0.000 [.]
% Share of students present	-0.016 [0.00202]	-0.011 [0.00203]	-0.035 [0.00204]	-0.016 [0.00204]
Girl (Ref. group: Boy)	0.145*** [0.0626]	0.146*** [0.0627]	0.146*** [0.0629]	0.148*** [0.0630]
Age	-0.023 [0.0339]	-0.017 [0.0337]	-0.014 [0.0337]	-0.015 [0.0339]
Attended pre-school	0.044* [0.0812]	0.052** [0.0814]	0.051** [0.0816]	0.050** [0.0819]
Books at home	0.036 [0.0778]	0.029 [0.0780]	0.033 [0.0783]	0.034 [0.0785]
Observations	2555	2555	2555	2555
Adjusted R-squared	0.166	0.163	0.159	0.154
Standardized beta coefficients; Standard errors in brackets ** p<0.05 ** p<0.01 *** p<0.001*				

Dependent variable: Continuous

Regression method: Least squares

Different school-level performance indicators from ST used across models are highlighted in Sky Blue.

Dependent variable: At least 80% correct on reading comprehension from the Summative Evaluation				
	Model 1	Model 2	Model 3	Model 4
% correctly answered all 3Qs in ST: Comprehension	0.632*** [0.00211]			
% correctly answered >=2 Qs in ST: Comprehension		0.670*** [0.00234]		
% zero score in ST: Comprehension			-0.588*** [0.00307]	
School group by ST comprehension: Doing well (Ref. group: Struggling)				0.714*** [0.144]
School group by ST comprehension: Needs improvement (Ref. group: Struggling)				0.415** [0.139]
Bangladesh (Ref. group: South Africa)	1.314*** [0.178]	1.141*** [0.181]	1.064*** [0.185]	1.211*** [0.179]
India (Ref. group: South Africa)	0.404** [0.205]	0.369** [0.203]	0.211 [0.204]	0.348* [0.203]
Cambodia (Ref. group: South Africa)	1.151*** [0.176]	1.054*** [0.176]	0.958*** [0.175]	1.046*** [0.175]
Laos (Ref. group: South Africa)	-0.064 [0.153]	-0.223 [0.156]	-0.251 [0.158]	-0.161 [0.156]
Nepal (Ref. group: South Africa)	0.456*** [0.175]	0.339** [0.179]	0.353** [0.178]	0.399** [0.178]
% Share of students present	0.069 [0.00285]	0.096 [0.00284]	-0.001 [0.00281]	0.071 [0.00282]
Girl (Ref. group: Boy)	0.408*** [0.0867]	0.409*** [0.0867]	0.409*** [0.0864]	0.413*** [0.0864]
Age	-0.028 [0.0445]	-0.004 [0.0441]	0.012 [0.0440]	0.007 [0.0439]
Attended pre-school	0.147 [0.113]	0.179 [0.113]	0.174 [0.113]	0.170 [0.112]
Books at home	0.234* [0.112]	0.200 [0.112]	0.218* [0.112]	0.220* [0.112]
Observations	2555	2555	2555	2555
Adjusted R-squared	0.092	0.091	0.088	0.086
Standardized beta coefficients; Standard errors in brackets				
** p<0.05 ** p<0.01 *** p<0.001*				

Dependent variable: Categorical (binary)

Regression method: Logit

Different school-level performance indicators from ST used across models are highlighted in Sky Blue.

Dependent variable: Zero score on reading comprehension from the Summative Evaluation				
	Model 1	Model 2	Model 3	Model 4
% correctly answered all 3Qs in ST: Comprehension	-1.217*** [0.00295]			
% correctly answered >=2 Qs in ST: Comprehension		-1.028*** [0.00278]		
% zero score in ST: Comprehension			0.808*** [0.00332]	
School group by ST comprehension: Doing well (Ref. group: Struggling)				-1.083*** [0.165]
School group by ST comprehension: Needs improvement (Ref. group: Struggling)				-0.375* [0.152]
Bangladesh (Ref. group: South Africa)	-3.759*** [0.383]	-3.438*** [0.392]	-3.320*** [0.403]	-3.529*** [0.392]
India (Ref. group: South Africa)	-1.174*** [0.237]	-1.062*** [0.240]	-0.846*** [0.243]	-1.019*** [0.236]
Cambodia (Ref. group: South Africa)	-1.482*** [0.192]	-1.319*** [0.192]	-1.182*** [0.194]	-1.322*** [0.193]
Laos (Ref. group: South Africa)	-1.851*** [0.170]	-1.580*** [0.178]	-1.551*** [0.184]	-1.655*** [0.176]
Nepal (Ref. group: South Africa)	-1.541*** [0.215]	-1.376*** [0.218]	-1.403*** [0.221]	-1.418*** [0.219]
% Share of students present	0.461* [0.00383]	0.430* [0.00386]	0.513** [0.00386]	0.404* [0.00379]
Girl (Ref. group: Boy)	-1.142*** [0.119]	-1.144*** [0.119]	-1.137*** [0.119]	-1.154*** [0.118]
Age	0.390* [0.0627]	0.313 [0.0620]	0.275 [0.0610]	0.276 [0.0615]
Attended pre-school	-0.324 [0.156]	-0.370* [0.156]	-0.341* [0.156]	-0.340* [0.157]
Books at home	-0.342* [0.131]	-0.321 [0.131]	-0.343* [0.132]	-0.356* [0.131]
Observations	2555	2555	2555	2555
Adjusted R-squared	0.173	0.167	0.163	0.161
Standardized beta coefficients; Standard errors in brackets				
** p<0.05 ** p<0.01 *** p<0.001*				

Dependent variable: Categorical (binary)

Regression method: Logit

Different school-level performance indicators from ST used across models are highlighted in Sky Blue.

ANNEX 3.H: LOCATION-WISE PPS FOR ORF>=45+, ORF=0, RC>=80%+ AND RC=0

Probability that ORF >= 45 cwpm in Summative Evaluation based on Grade 1 Round 2 ST School Performance Indicator

Location	% Students correctly read 90% or more words	% Students correctly read 75% or more words	% Students did not read any words correctly
Dhaka (BD)	0.635	0.645	0.617
Natore (BD)	0.596	0.584	0.616
Banteay Meanchey (KH)	0.387	0.386	0.386
Champasak (LA)	0.253	0.253	0.253
Nuwakot (NP)	0.151	0.159	0.178
Palpa (NP)	0.160	0.149	0.177
Tanahun (NP)	0.218	0.220	0.199
ALL	**0.355**	**0.355**	**0.354**

Probability that ORF >= 45 cwpm in Summative Evaluation based on Grade 1 Round 2 ST School Performance Categories

Location	Doing well	Needs improvement	Struggling
Dhaka (BD)	0.818	0.713	0.475
Natore (BD)	0.821	0.665	0.461
Banteay Meanchey (KH)	-	0.560	0.371
Champasak (LA)	0.359	0.230	0.111
Nuwakot (NP)	0.317	0.175	0.072
Palpa (NP)	0.229	0.164	0.082
Tanahun (NP)	0.295	0.161	0.085
ALL	**0.421**	**0.375**	**0.303**

Probability of Zero Score on Oral Reading in Summative Evaluation based on Grade 1 Round 2 ST School Performance Indicator

Location	% Students correctly read 90% or more words	% Students correctly read 75% or more words	% Students did not read any words correctly
Dhaka (BD)	-	-	-
Natore (BD)	-	-	-
Banteay Meanchey (KH)	0.159	0.159	0.159
Champasak (LA)	0.065	0.065	0.065
Nuwakot (NP)	0.077	0.078	0.067
Palpa (NP)	0.054	0.057	0.051
Tanahun (NP)	0.041	0.040	0.047
ALL	**0.089**	**0.089**	**0.089**

Probability of Zero Score on Oral Reading in Summative Evaluation based on Grade 1 Round 2 ST School Performance Categories

Location	Doing well	Needs improvement	Struggling
Dhaka (BD)	-	-	-

Natore (BD)	-	-	-
Banteay Meanchey (KH)	-	0.105	0.164
Champasak (LA)	0.021	0.067	0.135
Nuwakot (NP)	0.013	0.036	0.105
Palpa (NP)	0.022	0.059	0.099
Tanahun (NP)	0.014	0.056	0.097
ALL	**0.019**	**0.067**	**0.146**

School Performance Categories for Grade 1 Round 2 - Oral reading	
Doing well	*75-100% students answered 75% or more words correctly*
Needs improvement	*50-74% students answered 75% or more words correctly*
Struggling	*Less than 50% students answered 75% or more words correctly*

Probability that ORF >= 45 cwpm in Summative Evaluation based on Grade 2 Round 2 ST School Performance Indicator

Location	% Students correctly read 90% or more words	% Students correctly read 75% or more words	% Students did not read any words correctly
Dhaka (BD)	0.628	0.637	0.628
Natore (BD)	0.605	0.594	0.604
Madhya Pradesh (IN)	0.394	0.407	0.385
Uttar Pradesh (IN)	0.427	0.422	0.430
Banteay Meanchey (KH)	0.386	0.386	0.386
Champasak (LA)	0.253	0.253	0.253
Nuwakot (NP)	0.199	0.177	0.179
Palpa (NP)	0.135	0.136	0.188
Tanahun (NP)	0.210	0.219	0.194
Limpopo (ZA)	0.298	0.297	0.298
ALL	**0.354**	**0.354**	**0.354**

Probability that ORF >= 45 cwpm in Summative Evaluation based on Grade 2 Round 2 ST School Performance Categories

Location	Doing well	Needs improvement	Struggling
Dhaka (BD)	0.717	0.622	0.446
Natore (BD)	0.713	0.593	0.443
Madhya Pradesh (IN)	0.579	0.430	0.324
Uttar Pradesh (IN)	0.526	0.448	0.336
Banteay Meanchey (KH)	0.570	0.440	0.316
Champasak (LA)	0.328	0.247	0.156
Nuwakot (NP)	0.326	0.190	0.125

Palpa (NP)	-	0.193	0.131
Tanahun (NP)	0.296	0.208	0.128
Limpopo (ZA)	0.381	0.287	0.189
ALL	**0.476**	**0.345**	**0.262**

Probability of Zero Score on Oral Reading in Summative Evaluation based on Grade 2 Round 2 ST School Performance Indicator

Location	% Students correctly read 90% or more words	% Students correctly read 75% or more words	% Students did not read any words correctly
Dhaka (BD)	-	-	-
Natore (BD)	-	-	-
Madhya Pradesh (IN)	0.119	0.117	0.141
Uttar Pradesh (IN)	0.103	0.104	0.096
Banteay Meanchey (KH)	0.159	0.159	0.159
Champasak (LA)	0.065	0.065	0.066
Nuwakot (NP)	0.047	0.051	0.055
Palpa (NP)	0.072	0.077	0.054
Tanahun (NP)	0.046	0.043	0.051
Limpopo (ZA)	0.245	0.245	0.245
ALL	**0.12**	**0.12**	**0.12**

Probability of Zero Score on Oral Reading in Summative Evaluation based on Grade 2 Round 2 ST School Performance Categories

Location	Doing well	Needs improvement	Struggling
Dhaka (BD)	-	-	-
Natore (BD)	-	-	-
Madhya Pradesh (IN)	0.054	0.110	0.143
Uttar Pradesh (IN)	0.065	0.099	0.132
Banteay Meanchey (KH)	0.073	0.141	0.189
Champasak (LA)	0.040	0.067	0.100
Nuwakot (NP)	0.020	0.049	0.070
Palpa (NP)	-	0.053	0.070
Tanahun (NP)	0.025	0.047	0.070
Limpopo (ZA)	0.167	0.259	0.340
ALL	**0.078**	**0.112**	**0.160**

School Performance Categories for Grade 2 Round 2 ST - Oral reading	
Doing well	*75-100% students answered 75% or more words correctly*
Needs improvement	*50-74% students answered 75% or more words correctly*
Struggling	*Less than 50% students answered 75% or more words correctly*

Probability of 80%+ Reading Comprehension in Summative Evaluation based on Grade 1 Round 2 ST School Performance Indicator

Location	% Students correctly answered all 2 questions	% Students correctly answered at least 1 question	% Students did not answer any question correctly
Dhaka (BD)	0.628	0.608	0.608
Natore (BD)	0.649	0.669	0.669
Banteay Meanchey (KH)	0.550	0.550	0.550
Champasak (LA)	0.257	0.257	0.257
Nuwakot (NP)	0.462	0.417	0.417
Palpa (NP)	0.363	0.362	0.362
Tanahun (NP)	0.413	0.433	0.433
ALL	**0.438**	**0.438**	**0.438**

Probability of 80%+ Reading Comprehension in Summative Evaluation based on Grade 1 Round 2 ST School Performance Categories

Location	Doing well	improvement	Struggling
Dhaka (BD)	0.733	0.604	0.470
Natore (BD)	0.729	0.598	0.468
Banteay Meanchey (KH)	0.696	0.565	0.433
Champasak (LA)	0.311	0.204	0.129
Nuwakot (NP)	0.530	0.374	0.265
Palpa (NP)	0.509	0.391	0.277
Tanahun (NP)	0.536	0.381	0.270
ALL	**0.498**	**0.412**	**0.353**

Probability of Zero Score on Reading Comprehension in Summative Evaluation based on Grade 1 Round 2 ST School Performance Indicator

Location	% Students correctly answered all 2 questions	% Students correctly answered at least 1 question	% Students did not answer any question correctly
Dhaka (BD)	0.020	0.024	0.024
Natore (BD)	0.018	0.013	0.013
Banteay Meanchey (KH)	0.176	0.176	0.176
Champasak (LA)	0.132	0.132	0.132
Nuwakot (NP)	0.106	0.132	0.132
Palpa (NP)	0.126	0.129	0.129
Tanahun (NP)	0.113	0.100	0.100
ALL	**0.112**	**0.112**	**0.112**

Probability of Zero Score on Reading Comprehension in Summative Evaluation based on Grade 1 Round 2 ST School Performance Categories

Location	Doing well	improvement	Struggling
Dhaka (BD)	0.009	0.020	0.045
Natore (BD)	0.009	0.019	0.038
Banteay Meanchey (KH)	0.085	0.151	0.271
Champasak (LA)	0.089	0.160	0.310
Nuwakot (NP)	0.068	0.120	0.220
Palpa (NP)	0.060	0.091	0.180
Tanahun (NP)	0.056	0.104	0.210
ALL	**0.063**	**0.120**	**0.206**

School Performance Categories for Grade 1 Round 2 - Reading comprehension	
Doing well	*75-100% students answered at least 1 RCQs correctly*
Needs improvement	*75-100% students answered at least 1 RCQs correctly*
Struggling	*Less than 50% students answered at least 1 RCQs correctly*

Probability of 80%+ Reading Comprehension in Summative Evaluation based on Grade 2 Round 2 ST School Performance Indicator

Location	% Students correctly answered all 3 questions	% Students correctly answered at least 2 questions	% Students did not answer any question correctly
Dhaka (BD)	0.638	0.652	0.641

Natore (BD)	0.637	0.622	0.634
Madhya Pradesh (IN)	0.271	0.273	0.279
Uttar Pradesh (IN)	0.342	0.340	0.338
Banteay Meanchey (KH)	0.550	0.550	0.550
Champasak (LA)	0.257	0.257	0.257
Nuwakot (NP)	0.441	0.416	0.420
Palpa (NP)	0.393	0.381	0.398
Tanahun (NP)	0.408	0.424	0.415
Limpopo (ZA)	0.261	0.261	0.261
ALL	**0.396**	**0.396**	**0.396**

Probability of 80%+ Reading Comprehension in Summative Evaluation based on Grade 2 Round 2 ST School Performance Categories

Location	Doing well	improvement	Struggling
Dhaka (BD)	0.664	0.595	
Natore (BD)	0.665	0.601	0.499
Madhya Pradesh (IN)	0.362	0.333	0.240
Uttar Pradesh (IN)	0.397	0.341	0.250
Banteay Meanchey (KH)	0.619	0.557	0.451
Champasak (LA)	0.278	0.234	0.170
Nuwakot (NP)	0.421		
Palpa (NP)	0.429	0.379	0.284
Tanahun (NP)	0.440	0.353	
Limpopo (ZA)	0.322	0.271	0.190
ALL	**0.438**	**0.388**	**0.281**

Probability of Zero Score on Reading Comprehension in Summative Evaluation based on Grade 2 Round 2 ST School Performance Indicator

Location	% Students correctly answered all 3 questions	% Students correctly answered at least 2 questions	% Students did not answer any question correctly
Dhaka (BD)	0.017	0.016	0.018
Natore (BD)	0.021	0.022	0.021
Madhya Pradesh (IN)	0.270	0.255	0.256
Uttar Pradesh (IN)	0.185	0.192	0.192
Banteay Meanchey (KH)	0.176	0.176	0.176
Champasak (LA)	0.132	0.132	0.133
Nuwakot (NP)	0.091	0.105	0.107
Palpa (NP)	0.130	0.137	0.121
Tanahun (NP)	0.117	0.108	0.115
Limpopo (ZA)	0.441	0.441	0.441
ALL	**0.175**	**0.175**	**0.175**

Probability of Zero Score on Reading Comprehension in Summative Evaluation based on Grade 2 Round 2 ST School Performance Categories

Location	Doing well	improvement	Struggling
Dhaka (BD)	0.014	0.024	
Natore (BD)	0.015	0.027	0.042
Madhya Pradesh (IN)	0.127	0.226	0.264
Uttar Pradesh (IN)	0.139	0.205	0.262

Banteay Meanchey (KH)	0.109	0.186	0.238
Champasak (LA)	0.110	0.163	0.206
Nuwakot (NP)	0.102		
Palpa (NP)	0.107	0.144	0.176
Tanahun (NP)	0.096	0.162	
Limpopo (ZA)	0.348	0.447	0.519
ALL	**0.107**	**0.213**	**0.306**

School Performance Categories for Grade 2 Round 2 - Reading comprehension	
Doing well	*75-100% students answered at least 2 RCQs correctly*
Needs improvement	*50-74% students answered at least 2 RCQs correctly*
Struggling	*Less than 50% students answered at least 2 RCQs correctly*

ANNEX 3.I: UNSTANDARDIZED BETA COEFFICIENTS FOR TABLES 22 -25

Outcome Indicator (dependent variable): Oral reading fluency (cwpm) from the end of Grade 2 EGRA Evaluation					Real term explanation using unstandardized beta coefficient
School Performance Indicators (*Source: Grade 1 ST*)	**Model 1**	**Model 2**	**Model 3**	**Model 4**	
% Students correctly read 90% or more words: Oral reading	0.276*** [0.0217]				Keeping all other predictors constant, 1 percentage point increase in the share of students correctly reading 90% of more words in G1 ST is associated with 0.26 cwpm increase in G2 EGRA mean ORF within a CI of 0.22 to 0.35 cwpm
% Students correctly read 75% or more words: Oral reading		0.291*** [0.0227]			Keeping all other predictors constant, 1 percentage point increase in the share of students correctly reading 75% of more words in G1 ST is associated with 0.28 cwpm increase in G2 EGRA mean ORF within a CI of 0.23 to 0.32 cwpm
% Students did not read any words correctly: Oral reading			-0.168*** [0.0386]		Keeping all other predictors constant, 1 percentage point increase in the share of students not reading any word correctly in G1 ST is associated with 0.24 cwpm decrease in G2 EGRA mean ORF within a CI of -0.32 to -0.16 cwpm
School group by ST oral reading: Doing well (reference group: Struggling)				0.264*** [1.301]	Keeping all other predictors constant, G2 EGRA mean ORF in "doing well" schools is 15.61 cwpm higher, with a CI of 13.06 to 18.16 cwpm, than the G2 EGRA mean ORF in "struggling" schools
School group by ST oral reading: Needs improvement (reference group: Struggling)				0.142*** [1.418]	Keeping all other predictors constant, G2 EGRA mean ORF in "needs improvement" schools is 8.51 cwpm higher, with a CI of 5.73 to 11.29 cwpm, than the G2 EGRA mean ORF in "struggling schools"
Observations	1,835	1,835	1,835	1,835	
Adjusted R-squared	0.275	0.280	0.245	0.27	
Note: (i) **Standardized beta coefficient** is reported for each model. (ii) * *p* <0.05, ** *p* <0.01, *** *p* <0.001.					

Outcome Indicator (dependent variable): Oral reading fluency (cwpm) from the end of Grade 2 EGRA Evaluation					Real term explanation using unstandardized beta coefficient
School Performance Indicators (*Source: Grade 2 ST*)	**Model 1**	**Model 2**	**Model 3**	**Model 4**	
% Students correctly read 90% or more words: Oral reading	0.258*** [0.0217]				Keeping all other predictors constant, 1 percentage point increase in the share of students correctly reading 90% of more words in G2 ST is associated with 0.31 cwpm increase in G2 EGRA mean ORF within a CI of 0.27 to 0.35 cwpm
% Students correctly read 75% or more words: Oral reading		0.222*** [0.0220]			Keeping all other predictors constant, 1 percentage point increase in the share of students correctly reading 75% of more words in G2 ST is associated with 0.27 cwpm increase in G2 EGRA mean ORF within a CI of 0.23 to 0.31 cwpm
% Students did not read any words correctly: Oral reading			-0.146*** [0.0540]		Keeping all other predictors constant, 1 percentage point increase in the share of students not reading any word correctly in G2 ST is associated with 0.4 cwpm decrease in G2 EGRA mean ORF within a CI of -0.5 to -0.29 cwpm
School group by ST oral reading: Doing well (reference group: Struggling)				0.217*** [1.309]	Keeping all other predictors constant, G2 EGRA mean ORF in "doing well" schools is 13.19 cwpm higher, with a CI of 10.63 to 15.76 cwpm, than the G2 EGRA mean ORF in "struggling" schools
School group by ST oral reading: Needs improvement (reference group: Struggling)				0.111*** [1.135]	Keeping all other predictors constant, G2 EGRA mean ORF in "needs improvement" schools is 6.12 cwpm higher, with a CI of 3.9 to 8.35 cwpm, than the G2 EGRA mean ORF in "struggling schools"
Observations	2,555	2,555	2,555	2,555	
Adjusted R-squared	0.243	0.230	0.205	0.217	
Note: (i) **Standardized beta coefficient** is reported for each model. (ii) * *p* <0.05, ** *p* <0.01, *** *p* <0.001.					

Outcome Indicator (dependent variable): Reading comprehension score from the end of Grade 2 EGRA Evaluation					Real term explanation using unstandardized beta coefficient
School Performance Indicators (*Source: Grade 1 ST*)	**Model 1**	**Model 2**	**Model 3**	**Model 4**	
% Students correctly answered all 2 Qs: Reading comprehension	0.185*** [0.00154]				Keeping all other predictors constant, 1 percentage point increase in the share of students correctly answered all 2 RCQs in G1 ST is associated with 0.23% increase in mean number of RCQs answered correctly in G2 EGRA within a CI of 0.17% to 0.3%
% Students correctly answered at least 1 Q: Reading comprehension		0.199*** [0.00163]			Keeping all other predictors constant, 1 percentage point increase in the share of students correctly answered at least 1 RCQ in G1 ST is associated with 0.28% increase in mean number of RCQs answered correctly in G2 EGRA within a CI of 0.21% to 0.34%
% Students did not answer any Q correctly: Reading comprehension			-0.199*** [0.00163]		Keeping all other predictors constant, 1 percentage point increase in the share of students did not answer any RCQ correctly in G1 ST is associated with 0.28% decrease in mean number of RCQs answered correctly in G2 EGRA within a CI of -0.34% to -0.21%
School group by ST comprehension: Doing well (reference group: Struggling)				0.289*** [0.103]	Keeping all other predictors constant, G2 EGRA mean number of RCQs answered correctly in "doing well" schools is 19% higher, with a CI of 15% to 23%, than the G2 EGRA mean number of RCQs answered correctly in "struggling" schools.
School group by ST comprehension: Needs improvement (reference group: Struggling)				0.142*** [0.109]	Keeping all other predictors constant, G2 EGRA mean number of RCQs answered correctly in "needs improvement" schools is 10% higher, with a CI of 5% to 14%, than the G2 EGRA mean number of RCQs answered correctly in "struggling" schools.
Observations	1,835	1,835	1,835	1,853	
Adjusted R-squared	0.133	0.145	0.145	0.151	
Note: (i) **Standardized beta coefficient** is reported for each model. (ii) * *p* <0.05, ** *p* <0.01, *** *p* <0.001.					

Outcome Indicator (dependent variable): Reading comprehension score from the end of Grade 2 EGRA Evaluation					Real term explanation using unstandardized beta coefficient
School Performance Indicator (*Source: Grade 2 ST*)	**Model 1**	**Model 2**	**Model 3**	**Model 4**	
% Students correctly answered all 3 Qs: Reading comprehension	0.168*** [0.00149]				Keeping all other predictors constant, 1 percentage point increase in the share of students correctly answered all 2 RCQs in G2 ST is associated with 0.27% increase in mean number of RCQs answered correctly in G2 EGRA within a CI of 0.21% to 0.33%
% Students correctly answered 2 or more Qs: Reading comprehension		0.170*** [0.00171]			Keeping all other predictors constant, 1 percentage point increase in the share of students correctly answered at least 1 RCQ in G2 ST is associated with 0.27% increase in mean number of RCQs answered correctly in G2 EGRA within a CI of 0.2% to 0.34%
% Students did not answer any Q correctly: Reading comprehension			-0.151*** [0.00232]		Keeping all other predictors constant, 1 percentage point increase in the share of students did not answer any RCQ correctly in G2 ST is associated with 0.31% decrease in mean number of RCQs answered correctly in G2 EGRA within a CI of -0.4% to -0.22%
School group by ST comprehension: Doing well (reference group: Struggling)				0.186*** [0.107]	Keeping all other predictors constant, G2 EGRA mean number of RCQs answered correctly in "doing well" schools is 13% higher, with a CI of 9% to 17%, than the G2 EGRA mean number of RCQs answered correctly in "struggling" schools.
School group by ST comprehension: Needs improvement (reference group: Struggling)				0.105*** [0.106]	Keeping all other predictors constant, G2 EGRA mean number of RCQs answered correctly in "needs improvement" schools is 8% higher, with a CI of 3% to 12%, than the G2 EGRA mean number of RCQs answered correctly in "struggling" schools.
Observations	2,555	2,555	2,555	2,555	
Adjusted R-squared	0.166	0.163	0.159	0.154	
Note: (i) **Standardized beta coefficient** is reported for each model. (ii) * *p* <0.05, ** *p* <0.01, *** *p* <0.001.					

ANNEX 4.A: TEACHER SURVEY

Field	Question	Answer
n_intro	Grade 1/Grade 2 Teacher Survey – Current and Previously Supported Schools	
Link		
consent *(required)*	INTRODUCTION BY Enumerator Hello! My name is christine.beggs@roomtoread.org and I work with Room to Read, a non-profit that supports/has supported early grade literacy in this school. DESCRIPTION: We are visiting a number schools and speaking with Grade 1, Grade 2 and HODs to get their thoughts on how to improve learners' reading skills and how best to assess learners' reading skills. This school has been selected to take part in this study. TIME INVOLVEMENT: This conversation will take 30- 45 minutes. This research involves minimal risk. Nothing you say will be shared with anyone outside of the research team. We will not identify you by name during our analysis or in the reports we produce. The information you share today will be safely stored and only research staff from Room to Read will have access to this information. The IRB overseeing this research may access the research records as part of their oversight. The benefits that may reasonably be expected to result from this study are to help Room to Read provide better support to schools and to improve the information you have about your students' performance. We do not guarantee or promise that you will receive any benefits from this study. If you choose not to participate in this study, there will be no penalty or loss of benefits to which you are otherwise entitled. Please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time. This decision will not result in any penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate. You have the right to refuse to answer particular questions or stop the survey at any time. If you have questions, concerns, or complaints, or think this research has hurt you or made you sick, talk to the research team at the phone number listed above on the first page. This research is being overseen by WCG IRB. An IRB is a group of people who perform independent review of research studies. You may talk to them at 855-818-2289 or researchquestions@wcgirb.com if: o You have questions, concerns, or complaints that are not being answered by the research team. o You are not getting answers from the research team. o You cannot reach the research team. o You want to talk to someone else about the research. o You have questions about your rights as a research subject. You will not be paid for being in this study. Do you consent to participate in this survey?	1 Yes 0 No
no_consent *(required)*	You have decided to not participate in this survey, is that accurate? *Question relevant when: selected(${consent} , 0)*	1 Yes (END Survey) 0 No (Return to consent page)
note_back *(required)*	Please click this Link and go back to consent question and change your answer. *Question relevant when: selected(${no_consent} , 0)*	
Consented *Group relevant when: selected(${consent} , 1)*		
Consented > TEACHER BACKGROUND		
n_tchr_bkgr	**ENUMERATOR SCRIPT:** First, I am hoping you can tell me a little about your teaching career/job.	
t_last *(required)*	2. Name, Last	
t_first *(required)*	3. Name, First	
t_school *(required)*	4. School name	
dist *(required)*	5. District	
t_grade *(required)*	6. Grade Currently teaching	1 Grade 1

	(select all that apply) *Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)*	2 Grade 2 3 Grade 3 4 Grade 4 5 Grade 5 6 Grade 6
Field	**Question**	**Answer**
		7 Other, Please Specify 99 Don't Know/No Response
t_grade_oth *(required)*	Other, please specify *Question relevant when: selected(${t_grade} , 7)*	
t_subj *(required)*	7. Subjects currently teaching *(select all that apply)* *Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)*	1 Reading/Local Language 2 Social Studies 3 Maths 4 Science 5 English 6 Life Skills 88 Other, Please Explain 99 Don't Know/No Response
t_subj_oth *(required)*	Other, please specify *Question relevant when: selected(${t_subj} , 88)*	
t_long_school *(required)*	8. How long have you been teaching Grade 1 or Grade 2 reading/literacy/language instruction in this school?	1 One Year Or Less(First Year Of Teaching Grade 1 Or Grade 2 Reading Instruction/Literacy/Language Classes) 2 2-3 Years 3 4-5 Years 4 6-10 Years 5 10+ Years 99 Don't Know/No Response
t_read_other *(required)*	9. Have you taught Grade 1 or Grade 2 reading/literacy/language in other schools?	1 Yes 0 No 99 Don't Know/No Response
t_long_all *(required)*	10. How long teaching in total (including all schools, subjects, and grades)? *Question relevant when: selected(${t_read_other} , 1)* *Response constrained to: if(selected('1 2 3 4 5', ${t_long_school}), . >= ${t_long_school} or selected(., 99), . >= 1)*	1 0-1 Year (First Year Of Teaching Reading Instruction) 2 2-3 Years 3 4-5 Years 4 6-10 Years 5 10+ Years 99 Don't Know/No Response
t_teach_qual *(required)*	11. Do you have a teaching qualification?	1 Yes 2 No 99 No Response
t_cert_level *(required)*	12. What type of teaching qualification do you have (highest level of qualification)? *Question relevant when: selected(${t_teach_qual} , 1)*	1 Certificate 2 Diploma 3 Degree 4 Honuours (In Case Of South Africa) 5 Masters Degree 6 Phd 7 Post Graduate Diploma In Education 88 Other, Please Specify 99 Don't Know/No Response
t_cert_level_oth *(required)*	Other, please specify *Question relevant when: selected(${t_cert_level} , 88)*	
t_cert_subj *(required)*	13. What is the subject focus of your teaching certificate? *Question relevant when: selected(${t_teach_qual} , 1)*	
t_age_ltt *(required)*	14. In your opinion, at what age do you think children can learn to read and understand what they are reading?	1 Less Than 3 Years Old

			2	3 Years Old
			3	4 Years Old
			4	5 Years Old
			5	6 Years Old
			6	7 Years Old
			7	8 Years Old
			8	9 Years Old
			9	10 Years Old
Field	**Question**	**Answer**		
			10	More Than 10 Years Old
t_mfdiff_ltt *(required)*	15. Is there a difference between boys and girls?		1	Yes
			0	No
			99	Don't Know/No Response
t_mf_ltt *(required)*	16. Which one can read at an earlier age? *Question relevant when: selected(${t_mfdiff_ltt} , 1)*		1	Male
			2	Female
			99	Don't Know/No Response
t_skll_need_rc *(required)*	17. What skills do children need to learn to read fluently and with comprehension? DO NOT LIST OPTIONS, PROMPT TO LIST ALL THEY CAN THINK OF *(select all that apply)* *Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)*		1	Oral Language (Speaking) Skills
			2	Listening Comprehension
			3	Phonemic Awareness
			4	Letter Knowledge
			5	Letter Sounding
			6	Syllable Sounding
			7	Phonics
			8	Blending
			9	Word Reading
			10	Sentence Reading
			11	Fluency
			12	Reading Comprehension
			13	Writing
			14	Spelling
			15	Vocabulary
			16	General Reading/Literacy Skills
			17	Picture reading/predicting
			18	Segmenting
			19	Correct book handling
			88	Other, Please Specify
			99	Don't Know/No Response
t_skll_need_rc_oth *(required)*	Other, please specify *Question relevant when: selected(${t_skll_need_rc} , 88)*			
t_imp_whl_ind *(required)*	19. During reading practice in class, which is most important to help children become fluent readers: whole class practice or individual learner practice? *Select one*		1	Whole Class Practice
			2	Individual Learner Practice
			3	Small Group Practice
			88	Other, Please Specify
			99	Don't Know/No Response
t_imp_whl_ind_oth *(required)*	Other, please specify *Question relevant when: selected(${t_imp_whl_ind} , 88)*			
t_std_read_often *(required)*	20. How often should Grade 1 and Grade 2 students practice independent/individual reading outside of the classroom?		1	Every Day
			2	Several Times A Week
			3	Once A Week
			4	Less Than Once A Week
			5	Never
			88	Other
			99	Don't Know/No Response
t_std_read_often_oth *(required)*	Other, please specify *Question relevant when: selected(${t_std_read_often} , 88)*			
t_char_good_read *(required)*	21. Please describe the key features of good reader/ How do you identify if a learner is a good reader?/When you observe a learner reading, what do you look for to figure out how good of a reader they are? (select all that apply) DO NOT READ OPTIONS, PROMPT TO LIST ALL THEY CAN THINK OF		1	Reads Quickly/Fast
			2	Reads At An Appropriate Pace, Fluently
			3	Reads Accurately/knows the words

	Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)		4	Self-Corrects If They Mispronounce A Word Or Make Other Mistakes
			5	Seems To Understand The Text
			6	Recognizes Punctuation (Pauses For Punctuation)
			7	Reads Loudly
Field	**Question**	**Answer**		
			8	Seems To Enjoy Reading
			9	Reads With Feeling/Emotions
			10	Reads with confidence
			11	Generally and active/good student
			12	Correct book handling
			13	Reads with understanding
			14	Able to retell a story they read
			15	Can act out a story they read
			88	Other, Please Specify
			99	Don't Know/No Response
t_char_good_read_oth *(required)*	Other, please specify *Question relevant when: selected(${t_char_good_read} , 88)*			
t_strg_why *(required)*	22. For students who are struggling to read, what do you think the reasons are? DO NOT READ OPTIONS, PROMPT FOR SPECIFICS AND ALL THEY CAN THINK OF *(select all that apply)* *Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)*		1	Not Intelligent
			2	Do Not Pay Attention
			3	Often Absent From Class
			4	Often Late to Class
			5	Hungry/stunted
			6	Ill/Sick
			7	Distracted, lack of concentration
			8	Unhappy
			9	Too Social/Talks To Much In Class
			10	Doesn't Care About Learning
			11	Doesn't Think They Can Learn
			12	Unmotivated
			13	No Books/Materials
			14	Not Enough Lesson Time
			15	No Pre-School/Did Not Learn In Earlier Grade
			16	Teachers Does Not Know How To Teach Them
			17	Class Size Too Large
			18	Students Don't Do Homework
			19	No Family Support For Education
			20	Parents are Illiterate/Uneducated
			21	Too Young To Learn To Read
			22	Poverty/Poor
			88	Other, Please Specify
			99	Don't Know/No Answer
t_strg_why_oth *(required)*	Other, please specify *Question relevant when: selected(${t_strg_why} , 88)*			
t_strg_why_mostimp *(required)*	23. Of the reasons you gave about why students don't learn to read, which one do you think has the most impact on students not being about to learn? *Question relevant when: ${t_strg_why} != 99*		1	Not Intelligent
			2	Do Not Pay Attention
			3	Often Absent From Class
			4	Often Late to Class
			5	Hungry/stunted
			6	Ill/Sick
			7	Distracted, lack of concentration

			8	Unhappy
			9	Too Social/Talks To Much In Class
			10	Doesn't Care About Learning
			11	Doesn't Think They Can Learn
			12	Unmotivated
			13	No Books/Materials
			14	Not Enough Lesson Time
Field	**Question**	**Answer**		
			15	No Pre-School/Did Not Learn In Earlier Grade
			16	Teachers Does Not Know How To Teach Them
			17	Class Size Too Large
			18	Students Don't Do Homework
			19	No Family Support For Education
			20	Parents are Illiterate/Uneducated
			21	Too Young To Learn To Read
			22	Poverty/Poor
			23	Not interested, unmotivated to learn
			88	Other, Please Specify
			99	Don't Know/No Answer
t_strat_assess *(required)*	24. When you want to figure out how well your learners are reading, what skills do you think are most important to assess? (select all that apply) DO NOT LIST OPTIONS, PROMPT TO BE SPECIFIC AND LIST ALL STRATEGIES THEY USE) *(select all that apply)* *Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)*		1	Oral Language Skills
			2	Listening Comprehension
			3	Phonemic Awareness
			4	Letter Knowledge
			5	Letter Sounding
			6	Syllable Sounding
			7	Phonics
			8	Blending
			9	Nonsense/Non-Word Reading
			10	Word Reading
			11	Sentence Reading
			12	Reading Fluency
			13	How Many Words A Learner Can Read In One Minute
			14	Reading Comprehension
			15	Writing
			16	Vocabulary
			17	General Reading/Literacy Skills
			88	Other, Please Specify
			99	Don't Know/No Response
t_strat_assess_oth *(required)*	Other, please specify *Question relevant when: selected(${t_strat_assess} , 88)*			
t_id_stg *(required)*	25. How well are you able to identify individual students who are struggling to read?		1	Yes, Very Much
			2	Somewhat
			3	A Little
			0	Not At All
			99	Don't Know/No Response
t_id_stg_why *(required)*	26. How well can you identify WHY a learner is struggling to read?		1	Yes, Very Much
			2	Somewhat
			3	A Little
			0	Not At All
			99	Don't Know/No Response
t_stg_hlp *(required)*	27. How much are you able to help struggling learners improve their reading scores?		1	Yes, Very Much
			2	Somewhat
			3	A Little
			0	Not At All

			99	Don't Know/No Response
t_adp_inst *(required)*	28. How much are you able to adapt you lessons/lesson plans to respond to learners' needs?		1	Yes, Very Much
			2	Somewhat
			3	A Little
			0	Not At All
			99	Don't Know/No Response
n_assessments	**ENUMERATOR SCRIPT:**NEXT WE ARE GOING TO DISCUSS THE DIFFERENT WAYS THAT YOU ASSESS LEARNERS' SEPEDI READING SKILLS. FIRST, I'M GOING TO ASK YOU ABOUT ASSESSMENTS THAT			
Field	**Question**	**Answer**		
	THE GOVT ASKS YOU TO DO PERIODICALLY, AND THEN WE ARE GOING TO DISCUSS THE ASSESSMENTS THAT YOU DO IN THE CLASSROOM AS YOU ARE TEACHING/INFORMAL ASSESSMENTS).			
t_eff_assess_gv *(required)*	29. Do you administer any government-issued (periodic, formal) Sepedi reading assessments to your learners?		1	Yes
			2	No
			99	No Response
Consented > Government Assessments *Group relevant when: selected(${t_eff_assess_gv} , 1)*				
t_gvtass_desc *(required)*	30. Can you please describe these assessments: what the assessment/test is, where do you get the test from, when you use it, how you administer the assessment and record scores? [PROMPT FOR ASSESSMENT USED, WHEN THEY ASSESS, HOW THEY ASSESS AND HOW THEY RECORD SCORES] *Question relevant when: selected(${t_eff_assess_gv} , 1)*			
t_gvass_sk *(required)*	31. What skills are included/tested in this govt. assessment?		1	Oral Language Skills
			2	Listening Comprehension
			3	Phonemic Awareness
			4	Letter Knowledge
			5	Letter Sounding
			6	Syllable Sounding
			7	Phonics
			8	Blending
			9	Word Reading
			10	Sentence Reading
			11	Reading Comprehension
			12	Writing
			13	Vocabulary
			14	General Reading/Literacy Skills
			15	There Are No Skills That Are Import To Assess
			16	Punctuation
			17	Correct book handling
			18	Fluency
			88	Other, Please Specify
			99	Don't Know/No Response
t_gvass_sk_oth *(required)*	Other, please specify *Question relevant when: selected(${t_gvass_sk} , 88)*			
t_gvass_freq *(required)*	32. How often do you assess your students with this govt assessment?		1	Daily
			2	Several Times A Week
			3	Once A Week
			4	Several Times A Month
			5	Monthly
			6	Several Times A Term
			7	Once Per Term
			8	Once per Quarter
			9	Every Other Term
			10	Once A School Year
			88	Other, Please Specify
			99	Don't Know/No Response
t_gvass_freq_oth *(required)*	Other, please specify *Question relevant when: selected(${t_gvass_freq} , 88)*			
t_gvass_last *(required)*	33. When was the last time you administered this govt assessment? (please note month and year if possible)			
t_gvass_pc *(required)*	34. What percentage of your class do you assess when you do this govt assessment?		1	All of Them / 100%
			2	Most of Them / 75-99%

			3	Some of Them / 25-74%
			4	A Few of Them / 1-24%
			5	None of Them, Schools Were Open - 0%
			6	None of Them, Schools Were Closed - 0%
			99	Don't Know/No Response

Field	Question	Answer		
t_gvass_tmind *(required)*	35. In general, how long does it take you to administer this gov't assessment to an individual (one) learner? (ENUMERATOR- please ask for and enter response in minutes)			
t_gvass_tmal *(required)*	36. How long does it take you to administer this gov't assessment to all of the students in your class?		1	1 day
			2	2 days
			3	3 days
			4	4-5 days
			5	one week
			6	between one and two weeks
			7	two weeks
			8	between two and three weeks
			9	three weeks
			10	between three and four weeks
			11	four weeks or more
			88	other, please specify
			99	Don't Know/No Response
t_gvass_do *(required)*	37. Once you have learners' scores from this assessment, what do you do with them?			
t_gvass_dsc *(required)*	38. Do you have discussions about the learners' scores with anyone?		1	Yes
			2	No
			99	No Response
Consented > Government Assessments > Discussions about govt assessments *Group relevant when: selected(${t_gvass_dsc} , 1)*				
t_gvass_dsc_who *(required)*	39. Who do you discuss the learner scores with?			
t_gvass_dsc_fcs *(required)*	40. What is usually the main focus of these discussions?			
t_gvass_act *(required)*	41. Can you tell me more about any changes or decisions to support learners that come out of these discussion?			
t_gvass_use *(required)*	42. Do you feel it is a good use of your time to do these gov't assessments of your learners' reading skills?		1	Yes, Very Much
			2	Somewhat
			3	A Little
			0	Not At All
			99	Don't Know/No Response
t_gvass_use_why *(required)*	43. Can you tell me why you feel that way (about whether a good use of your time)? *Question relevant when: ${t_gvass_use} != 99*			
n_assess_informal	**ENUMERATOR SCRIPT:** Now I would like to discuss assessments you might do while teaching/during instruction/informal assessments.			
t_infass_yn *(required)*	44. Do you assess the reading levels of your learners during your instruction/informally assess students during class?		1	Yes
			2	No
			99	No Response
Consented > Informal Assessments *Group relevant when: selected(${t_infass_yn} , 1)*				
t_infass_desc *(required)*	45. Can you please describe these assessments: what the assessment/test is, where do you get the test from, when you use it, how you administer the assessment and record scores? [PROMPT FOR ASSESSMENT USED, WHEN THEY ASSESS, HOW THEY ASSESS AND HOW THEY RECORD SCORES]			
t_infass_sk *(required)*	46. What skills do you assess during these informal assessments/assessments in the classroom? *Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)*		1	Oral Language Skills
			2	Listening Comprehension
			3	Phonemic Awareness
			4	Letter Knowledge
			5	Letter Sounding
			6	Syllable Sounding
			7	Phonics
			8	Blending
			9	Word Reading
			10	Sentence Reading
			11	Reading Comprehension
			12	Writing

			13	Vocabulary
			14	General Reading/Literacy Skills
			15	There Are No Skills That Are Import To Assess
			16	Punctuation
			17	Correct book handling
			18	Fluency
Field	**Question**	**Answer**		
			88	Other, Please Specify
			99	Don't Know/No Response
t_infass_sk_oth *(required)*	Other, please specify *Question relevant when: selected(${t_infass_sk} , 88)*			
t_infass_freq *(required)*	47. How often do you assess your students in this way?		1	Daily
			2	Several Times A Week
			3	Once A Week
			4	Several Times A Month
			5	Monthly
			6	Several Times A Term
			7	Once Per Term
			8	Once per Quarter
			9	Every Other Term
			10	Once A School Year
			88	Other, Please Specify
			99	Don't Know/No Response
t_infass_freq_oth *(required)*	47a. Other, please specify *Question relevant when: selected(${t_infass_freq} , 88)*			
t_infass_last *(required)*	48. When was the last time you assessed a student/your students in this way?			
t_infass_pct *(required)*	49. What percentage of your class do you assess with informal assessments on a regular basis?		1	All of Them / 100%
			2	Most of Them / 75-99%
			3	Some of Them / 25-74%
			4	A Few of Them / 1-24%
			5	None of Them
			99	Don't Know/No Response
t_infass_tmind *(required)*	50. In general, how long does it take you to administer these assessments to an individual (one) learner? (ENUMERATOR- please ask for and enter response in minutes)			
t_infass_do *(required)*	52. Once you have learners' scores/results from these assessments, what do you do with them?			
t_infass_dsc *(required)*	53. Do you have discussions about the learners' scores with anyone?		1	Yes
			2	No
			99	No Response
Consented > Informal Assessments > Discussions about informal assessments *Group relevant when: selected(${t_infass_dsc} , 1)*				
t_infass_dsc_who *(required)*	54. Who do you discuss the learner scores with?			
t_infass_dsc_fcs *(required)*	55. What is the main focus of these discussions?			
t_infass_act *(required)*	56. Can you tell me more about any changes or decisions to support learners that come out of these discussion?			
t_infass_use *(required)*	57. Do you feel it is a good use of your time to do these informal assessments of your learners' reading skills?		1	Yes, Very Much
			2	Somewhat
			3	A Little
			0	Not At All
			99	Don't Know/No Response
t_infass_use_why *(required)*	58. Can you tell me why you feel that way (about whether a good use of your time)?			
n_both_assess	**ENUMERATOR SCRIPT:** These next questions are about assessments in general..			
t_assess_more *(required)*	59. Can you tell me anything more about how you assess your learners' reading skills that you have not already mentioned? (PROMPT FOR TIMING, MATERIALS USED, METHODS, INDIVIDUAL OR GROUP AND FREQUENCY)			
t_assess_eno_tme *(required)*	60. Do you feel you have enough time to administer the required assessments?		1	Yes
			2	No
			99	No Response
t_know_all_sk *(required)*	61. Do you feel like you know the reading skills/level of EVERY individual learner in your class?		1	Yes
			2	No
			99	No Response
t_est_pctread *(required)*	62. In your best estimate, what percentage of learners in your class are reading at grade level right now?		1	All of Them / 100%

		2	Most of Them / 75-99%
		3	Some of Them / 25-74%
		4	A Few of Them / 1-24%
		5	None of Them
		99	Don't Know/No Response
t_inst_chng *(required)*	63. Do you make changes to your instruction based on the results of these formal and informal assessments?	1	Yes
		2	No
		99	No Response

Field	Question	Answer	
t_inst_chng_ex *(required)*	64. Can you given me an example of the instructional changes you make? *Question relevant when: selected(${t_inst_chng} , 1)*		
t_knw_mor *(required)*	65. Is there anything that you don't know about your learners' reading skills that you would like to know?/ Would you like to know more about your learners' readings skills than you do now?	1	Yes
		2	No
		99	No Response
t_knw_more_wht *(required)*	66. What more would you like to know? *Question relevant when: selected(${t_knw_mor} , 1)*		
n_RtR	**ENUMERATOR SCRIPT:** These next questions are about Room to Read training and support.		
t_lit_train *(required)*	67. Have you participated in Room to Read teacher training on reading instruction while working at this school?	1	Yes
		0	No
		99	Don't Know/No Response
t_lit_train_nu *(required)*	68. How many times have you participated in Room to Read teacher training on reading instruction? *Question relevant when: selected(${t_lit_train} , 1)*	1	Once
		2	Twice
		3	Three Times
		4	Four Times
		5	Five Times
		6	More Than Five Times
		88	Other, Please Specify
		99	Don't Know/No Response
t_lit_train_nu_oth *(required)*	Other, please specify *Question relevant when: selected(${t_lit_train_nu} , 88)*		
t_lit_train_yrs *(required)*	69. In what school year or years have you participated in Room to Read teacher training on reading instruction? *(select all that apply)* *Question relevant when: selected(${t_lit_train} , 1)* *Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)*	1	2022
		2	2021
		3	2020
		4	2019
		5	2018
		6	2017
		7	2016
		8	2015
		88	Other, please specify
		99	Don't know/no response
t_lit_train_yrs_oth *(required)*	Other, please specify *Question relevant when: selected(${t_lit_train_yrs} , 88)*		
t_know_st *(required)*	70. When I refer to "learner tracking/learner tracker", do you know what I am referring to? ENUMERATOR: If Teacher does not know, rephase the question as "When I say "learner tracking", I am referring to the test that Room to Read gives you to administer to learners. Do you now recall what "learner tracking" is?"	1	Yes
		0	No
		99	Don't Know/No Response
t_admin_st_ever *(required)*	72. Have you EVER administered learner tracking in your classroom at this school? *Question relevant when: selected(${t_know_st} , 1)*	1	Yes
		0	No
		99	Don't Know/No Response
Consented > Learner Tracking *Group relevant when: selected(${t_admin_st_ever} , 1)*			
t_purpose_st *(required)*	74. Based on your understanding, what is the purpose of learner tracking?		
t_st_train *(required)*	75. Have you received training from Room to Read about how to conduct "learner tracking"?	1	Yes
		0	No
		99	Don't Know/No Response
t_st_train_nu *(required)*	76.. How many times have you been trained on learner tracking by Room to Read? *Question relevant when: selected(${t_st_train} , 1)*	1	Once
		2	Twice
		3	Three To Four Times
		4	Five Or More Times
		99	Don't Know/No Response
t_st_train_when *(required)*	77. How long ago was the last training on 'learner tracking' that you received from Room to Read? *Question relevant when: selected(${t_st_train} , 1)*	1	Within The Last Year
		2	One To Two Years Ago
		3	Three To Four Years Ago

			4	Five or More Years Ago
			99	Don't Know/No Response
t_class_st *(required)*	79. Which students have you administered learner tracking to?		1	Only Students I Teach
			2	My Students And Other Teachers' Students
			3	Only Other Teachers' Students
			88	Other, Please Explain

Field	Question	Answer	
		99	Don't Know/No Response
t_class_st_oth *(required)*	Other, please specify *Question relevant when: selected(${t_class_st} , 88)*		
t_times_st *(required)*	80. How many times have you administered a learner tracking assessment (your best estimate) through today/right now?	1	Once
		2	Twice
		3	Three Times
		4	Four Times
		5	Five Or More Times
		99	Don't Know/No Response
t_steps_st *(required)*	80a.What are the steps that you follow when you administer learner tracking?		
t_imp_st_nor2r *(required)*	81. Have you implemented learner tracking without assistance from the Room to Read coach or other Room to Read staff (to administer the assessment)?	1	Yes
		0	No
		99	Don't Know/No Response
t_imp_st_nortr_tms *(required)*	82. How many times? *Question relevant when: selected(${t_imp_st_nor2r} , 1)*	1	Once
		2	Twice
		3	Three Times
		4	Four Times
		5	Five Or More Times
		88	Other
		99	Don't Know/No Response
t_st_skills_assess *(required)*	83. Based on your understanding of learner tracking, what specific skills as assessed? PROMPT TO BE SPECIFIC BUT DO NOT READ RESPONSE OPTIONS *(select all that apply)* *Response constrained to: if(selected(.,'99') or selected(.,'0'), count-selected(.)=1, count-selected(.)>=1)*	1	Oral Language Skills
		2	Listening Comprehension
		3	Phonemic Awareness
		4	Letter Knowledge
		5	Letter Sounding
		6	Syllable Sounding
		7	Phonics
		8	Blending
		9	Nonsense/Non-Word Reading
		10	Word Reading
		11	Sentence Reading
		12	Reading Fluency
		13	How Many Words A Learner Can Read In One Minute
		14	Reading Comprehension
		15	Writing
		16	Vocabulary
		17	General Reading/Literacy Skills
		88	Other, Please Specify
		99	Don't Know/No Response
t_st_skills_assess_oth *(required)*	Other, please specify *Question relevant when: selected(${t_st_skills_assess} , 88)*		
t_adminled_st *(required)*	84. For the learner tracking assessments of students in your class, who USUALLY leads the asessment of most of the students?	1	Myself
		2	Room To Read Coach
		3	Other Teacher
		4	Hod
		88	Other, Please Specify
		99	Don't Know/No Response
t_adminled_st_oth *(required)*	Other, please specify *Question relevant when: selected(${t_adminled_st} , 88)*		
t_adminst_last *(required)*	85. When was the last time (school year) a learner tracking assessment was administered in classes that you are teaching?	1	2022
		2	2021
		3	2020
		4	2019
		5	2018
		6	2017
		7	2016
		8	2015
		9	2014
		88	Other, please specify

Field	Question	Answer	
		99	Don't Know/No Response
t_adminst_last_oth *(required)*	Other, please specify *Question relevant when: selected(${t_adminst_last} , 88)*		
t_adminst_feel *(required)*	86. Thinking back to the last time your class was assessed using Room to Read's learner tracking model, what was the experience like for you?		
t_st_tmone *(required)*	87. In general, how much time did it take to assess one learner with the learner tracking test? (please ask for and record response in minutes)		
t_st_ass_pct *(required)*	89. What percentage of your class did you assess?	1	All of Them / 100%
		2	Most of Them / 75-99%
		3	Some of Them / 25-74%
		4	A Few of Them / 1-24%
		5	None of Them / 0%
		99	Don't Know/No Response
t_st_ass_tmcls *(required)*	90. How much total time did it take to assess the students you assessed?	1	1 day
		2	2 days
		3	3 days
		4	4-5 days
		5	one week
		6	between one and two weeks
		7	two weeks
		8	between two and three weeks
		9	three weeks
		10	between three and four weeks
		11	four weeks or more
		88	other, please specify
		99	Don't Know/No Response
t_st_pc_lv *(required)*	91. Based on the last learner tracking assessment, what percentage of your learners were reading at grade level?	1	All of Them / 100%
		2	Most of Them / 75-99%
		3	Some of Them / 25-74%
		4	A Few of Them / 1-24%
		5	None of Them / 0%
		99	Don't Know/No Response
t_react_scores *(required)*	92. How would you describe your most frequent reaction to students' scores on the learner tracking assessment?	1	Happy
		2	Sad
		3	Worried
		4	Unconcerned/Calm
		5	Encouraged
		6	Discouraged
		7	Neutral/No Reaction
		88	Other, Please Specify
		99	Don't Know/Not Sure
t_react_scores_oth *(required)*	Other, please specify *Question relevant when: selected(${t_react_scores} , 88)*		
t_react_scores_why *(required)*	93. Why do you have that reaction?		
t_surp_scores *(required)*	94. Thinking back to the last learner tracking scores, were you surprised by the learner scores?	1	Yes
		0	No
		99	Don't Know/No Response
t_surp_how *(required)*	95. Were the scores higher or lower than you expected or about the same as you expected?	1	HIgher than expected
		2	Lower than expected
		3	About the same as I expected
		88	other, please specify
		99	Don't know/Not sure
t_surp_how_oth *(required)*	Other, please specify *Question relevant when: selected(${t_surp_how} , 88)*		
t_share_scr *(required)*	96. When you last did learner tracking, did you share your learner scores with anyone?	1	Yes
		0	No
		99	Don't Know/No Response
Consented > Learner Tracking > Sharing Learner Tracking scores *Group relevant when: selected(${t_share_scr} , 1)*			
t_share-scr_who *(required)*	97. Who did you share the scores with? (select all that apply) *Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)*	1	HOD
		2	principal

Field	Question	Answer
		3 other teachers 4 room to read coach 88 other, please specify 99 don't know/no response
t_share_scr_who_oth *(required)*	Other, please specify *Question relevant when: selected(${t_share-scr_who} , 88)*	
t_share_scr_how *(required)*	98. How did you share the scores?	
t_share_react *(required)*	99. What were the reactions to the scores?	
t_share_more *(required)*	100. Is there any additional information you can share about how you recorded the scores, who you shared them with and the discussions about the scores?	
t_act_plan *(required)*	105. Have you developed "action plans" based on the learner tracking data? *If Yes, AT END OF SURVEY "ASK THE TEACHER FOR AN EXAMPLE/COPY OF AN ACTION PLAN"*	1 Yes 0 No 99 Don't Know/No Response
t_act_com *(required)*	106. What are the most common actions included in these action plans? *Question relevant when: selected(${t_act_plan} , 1)*	
t_curr_imp_st *(required)*	106a. Are you currently still implementing learner tracking in your class?	1 Yes 0 No 99 Don't Know/No Response
t_curr_imp_st_whynot	106b. ENUMERATOR: For CURRENTLY supported schools, if response to previous question was that they are NOT still implementing student tracking in their classs, please ask why and record in text field.	
Consented > ADAPTATION AND SUPPORT STRATEGIES		
n_adaption_support_strategy	**ENUMERATOR SCRIPT:** Next I want to ask you about your strategies and actions to help students learn. First, I'm going to ask you to focus on when most of the class is struggling with a skill or content. Then I'm going to ask you focus on when individual students are struggling with a skill or content, rather than most of the class.	
t_scores_adapt *(required)*	107. When most of your class has not mastered a skill or contentyou have already taught, do you take action?	1 Yes 0 No 99 Don't Know/No Response
t_scores_adapt_class_how *(required)*	108. What kind of action do you take when most of the class has not mastered a skill or content you have already taught? DO NOT READ RESPONSE OPTIONS, PROMPT TEACHER FOR ALL ANSWERS THEY CAN THINK OF. *(select all that apply)* *Question relevant when: selected(${t_scores_adapt} , 1)* *Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)*	1 Repeat A Lesson Or Lessons (Instruction) 2 Use A Different Instructional Approach (Instruction) 3 Schedule More Class Time During Break Or After School (Instruction) 4 Try Different Materials/Books (Instruction) 5 Call on Students More In Class (Instruction) 6 Move The Students Around (Instruction) 7 Ask A Higher Performing Learner To Model The Skills For The Class (Instruction) 8 Spend More 1:1 Time With Struggling Students 9 Give Students Extra Work In Class (Student) 10 Give Students Extra Homework (Student) 11 Encourage The Class To Do Better (Engage) 12 Ask The Students Why They Are Struggling (Engage) 13 Promise The Students Treats If They Improve (Engage) 14 Tell Students They Need To Pay More Attention (Discipline) 15 Be More Stern With Students (Discipline)

Field	Question	Answer		
			16	Verbally Discipline Students For Not Paying Attention (Discipline)
			17	Physically Discipline The Students (Discipline)
			18	Give extra lessons before or after school
			88	Other, Please Specify
			99	Don't Know/Not Sure
t_scores_adapt_class_how_oth *(required)*	Other, please specify *Question relevant when: selected(${t_scores_adapt_class_how} , 88)*			
t_sat_class_strat *(required)*	109. Are you usually satisfied that this/these strategies help the class catch up? *Question relevant when: not(selected(${t_scores_adapt_class_how} , 99)) and ${t_scores_adapt_class_how} != null*		1	Yes, Very Much
			2	Somewhat
			3	A Little
			0	Not At All
			99	Don't Know/No Response
t_scores_ind_adapt *(required)*	110. When specific individual students have not mastered a skill or content you have already taught, do you take action?		1	Yes
			0	No
			99	Don't Know/No Response
t_scores_adapt_ind_how *(required)*	111. What kind of action do you take when **individual students** have not mastered a skill or content you have already taught? DO NOT READ RESPONSE OPTIONS, PROMPT TEACHER FOR ALL ANSWERS THEY CAN THINK OF. *(select all that apply)* *Question relevant when: selected(${t_scores_ind_adapt} , 1)*		1	Repeat A Lesson Or Lessons (Instruction)
			2	Use A Different Instructional Approach (Instruction)
			3	Schedule More Class Time During Break Or After School (Instruction)
			4	Try Different Materials/Books (Instruction)
			5	Call On Students More In Class (Instruction)
			6	Move The Students Around (Instruction)
			7	Ask A Higher Performing Learner To Model The Skills For The Class (Instruction)
			8	Spend More 1:1 Time With Struggling Students
			9	Give Students Extra Work In Class (Student)
			10	Give Students Extra Homework (Student)
			11	Encourage The Class To Do Better (Engage)
			12	Ask The Students Why They Are Struggling (Engage)
			13	Promise The Students Treats If They Improve (Engage)
			14	Tell Students They Need To Pay More Attention (Discipline)
			15	Be More Stern With Students (Discipline)
			16	Verbally Discipline Students For Not Paying Attention (Discipline)
			17	Physically Discipline The Students (Discipline)
			18	Give extra lessons before or after school
			88	Other, Please Specify
			99	Don't Know/Not Sure
t_scores_adapt_ind_how_oth *(required)*	Other, please specify			

Field	Question	Answer	
	Question relevant when: selected(${t_scores_adapt_ind_how} , 88)		
t_sat_ind_strat *(required)*	112. Are you usually satisfied that this/these strategies help individual students catch up? *Question relevant when: ${t_scores_adapt_ind_how} != 99*	1	Yes, Very Much
		2	Somewhat
		3	A Little
		0	Not At All
		99	Don't Know/No Response
t_gd_scores_rw *(required)*	113. If your learners' assessment scores are good, do you get acknowledged as a good teacher?	1	Yes, Very Much
		2	Somewhat
		3	A Little
		0	Not At All
		99	Don't Know/No Response
t_bad_scores_jd *(required)*	114. If your learners' assessment scores are not good, do you get judged negatively?	1	Yes, Very Much
		2	Somewhat
		3	A Little
		0	Not At All
		99	Don't Know/No Response
t_mot_std *(required)*	115. How much are you able to motivate students with low interest in learning?	1	Yes, Very Much
		2	Somewhat
		3	A Little
		0	Not At All
		99	Don't Know/No Response
t_fam_hlp *(required)*	116. How much can you do to get families to help students improve their learning?	1	Yes, Very Much
		2	Somewhat
		3	A Little
		0	Not At All
		99	Don't Know/No Response
t_admin_hlp *(required)*	117. How much can you do to get schools administration or other officials to support students who are struggling?	1	Yes, Very Much
		2	Somewhat
		3	A Little
		0	Not At All
		99	Don't Know/No Response
t_xtra_l *(required)*	118. Do you give extra Sepedi reading lessons (before or after school)? NOTE: CHECK THAT THEY ARE REFERRING ONLY TO EXTRA SEPEDI READING LESSONS THAT THEY PROVIDE TO STUDENTS.	1	Yes
		0	No
		99	Don't Know/No Response
Consented > Teacher Extra lessons *Group relevant when: selected(${t_know_st} , 1)*			
t_freq_xtra_l *(required)*	119. How often do you give these extra lessons?	1	Daily
		2	Several Time a Week
		3	Weekly
		4	Several Times a Month
		5	Monthly
		6	Only during breaks
		88	Other, Please Specify
		99	Don't Know/No Response
t_pct_xtra *(required)*	120. What percentage of your learners usually participate in these extra lessons?	1	All of Them / 100%
		2	Most of Them / 75-99%
		3	Some of Them / 25-74%
		4	A Few of Them / 1-24%
		5	None of Them, Schools Were Open - 0%
		6	None of Them, Schools Were Closed - 0%
		99	Don't Know/No Response
t_xtra_dec *(required)*	121. How is it decided what learners participate?	1	Learners decide/volunteer
		2	I ask certain learners
		3	Combination of learners' volunteering/and my asking learners
		4	HOD, Principal or other teacher recommends them
		5	Parents request

Field	Question	Answer		
			88	other
			99	don't know/no response
t_st_att_nd *(required)*	122. Do the learners who need the help the most/are struggling the most attend these extra lessons?		1	Yes
			0	No
			99	Don't Know/No Response
t_catch_up_avail *(required)*	123. Does this school have foundation phase catch-up classes (before/after school or short sessions that are organized by the school, not teachers' extra lessons) or camps (during breaks or weekends, longer sessions) for struggling students?		1	Yes, Catch-Up Classes
			2	Yes, Catch-Up Camps
			3	Both Catch Up Classes And Camps.
			0	No
			99	Don't Know/No Response
Consented > Catch-up Classes *Group relevant when: selected(${t_catch_up_avail} , 3) or selected(${t_catch_up_avail} , 1)*				
t_class_freq *(required)*	124. How often are the catch-up classes held?		1	Daily
			2	Several Time a Week
			3	Weekly
			4	Several Times a Month
			5	Monthly
			6	Only during breaks
			88	Other, Please Specify
			99	Don't Know/No Response
t_class_freq_oth *(required)*	Other, please specify *Question relevant when: selected(${t_class_freq} , 88)*			
t_class_select *(required)*	125. How do students get selected to attend catch-up classes? *Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)*		1	I refer them
			2	Head teacher or HOD decides
			3	Parents' request
			4	District or provincial officials request
			88	Other, Please Specify
			99	Don't Know/No Response
t_class_select_oth *(required)*	Other, please specify *Question relevant when: selected(${t_class_select} , 88)*			
t_class_helps *(required)*	126. Do you think these classes help struggling students to improve their learning?		1	Yes, A Lot
			2	Yes, Somewhat
			3	A Little Bit
			4	Not At All
			99	Don't Know/No Response
Consented > Catch-up Camps *Group relevant when: selected(${t_catch_up_avail} , 3) or selected(${t_catch_up_avail} , 2)*				
t_catch_up_camp_freq *(required)*	129. How often are the catch-up camps held?		1	Daily
			2	Several Time a Week
			3	Weekly
			4	Several Times a Month
			5	Monthly
			6	Only during breaks
			88	Other, Please Specify
			99	Don't Know/No Response
t_catch_up_camp_freq_oth *(required)*	Other, please specify *Question relevant when: selected(${t_catch_up_camp_freq} , 88)*			
t_catch_up_camp_select *(required)*	130. How do students get selected to attend catch-up camps? *Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)*		1	I refer them
			2	Head teacher or HOD decides
			3	Parents' request
			4	District or provincial officials request
			88	Other, Please Specify
			99	Don't Know/No Response
t_catch_up_camp_select_oth *(required)*	Other, please specify *Question relevant when: selected(${t_catch_up_camp_select} , 88)*			
t_catch_up_camp_helps *(required)*	131. Do you think these catch-up camps help struggling students to improve their learning?		1	Yes, A Lot
			2	Yes, Somewhat
			3	A Little Bit

Field	Question	Answer	
		4	Not At All
		99	Don't Know/No Response
t_cur_imp *(required)*	132.ENUMERATOR: please ask what curriculum they are currently using. Confirm whether it includes a teacher guide/lessons plans.		
t_lnr_bks *(required)*	133.What learner books are the learners using currently?		
t_lnr_align *(required)*	134.Are the learner books aligned with the curriculum/lesson plans (matching sections/activities, etc.)?	1	Yes
		0	No
		99	Don't Know/No Response
t_lnr_bks_ratio *(required)*	135.What is the ratio of learner books to learner for your classroom?	1	1:1 (each has their own book)
		2	1:2 (2 learners share one book)
		3	1:3 (3 learners share one book)
		4	1:4 (4 learners share one book)
		88	Other, please specify
		99	Don't know/no response
t_lnr_bks_ratio_oth *(required)*	135a.Other, please specify *Question relevant when: selected(${t_lnr_bks_ratio} , 88)*		
act_plan_avail *(required)*	136.Do you have a copy of the classroom analysis and action plan that was developed in response to learner tracking that I could take a picture of? *Question relevant when: selected(${g_q73_q106} , 1)*	1	Yes
		0	No
		99	Don't Know/No Response
act_plan_avail_pic	Capture picture of classroom analysis/action plan (if immediately available, or take photo after interview) *Question relevant when: selected(${t_curr_imp_st} , 1)*		
t_hod *(required)*	ENUMERATOR: Is the teacher you are interviewing also an HOD?	1	Yes
		0	No
		99	Don't Know/No Response
Consented > T_hod_section *Group relevant when: selected(${t_hod} , 1)*			
ht_yrs_all *(required)*	137. How long have you been a HOD in total (this and any other schools)?	1	Less Than One Year
		2	One Year
		3	Two Years
		4	Three Years
		5	Four Years
		6	Five Years
		7	Six To Ten Years
		8	More Than Ten Years
		9	More Than Fifteen Years
		10	More Than Twenty Years
		99	Don't Know/No Response
ht_obs_gd1 *(required)*	138. Have you observed Grade 1 or Grade 2 classes while the teacher was delivering a Sepedi reading lesson at this school?	1	Yes
		0	No
		99	Don't Know/No Response
ht_obs_focus_gd *(required)*	139. What do you focus when you observe Grade 1 and Grade 2 Sepedi reading classes? DO NOT LIST OPTIONS, PROMPT TO BE SPECIFIC AND LIST ALL STRATEGIES THEY USE *(select all that apply)* *Question relevant when: selected(${ht_obs_gd1} , 1)* *Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)*	1	Teacher Attendance
		2	Teacher Promptness
		3	If Teacher Is Delivering A Lesson
		4	If Teacher Is Using A Lesson Plan
		5	If Teacher Is Using A Teacher Guide Book
		6	If Teacher Is Using Other Materials (Charts, Pictures, Etc.)
		7	If Teacher Is Able To Finish The Day'S Lesson Plan
		8	If Teacher Is Engaging With Students
		9	If Teacher Seems Motivated
		10	Quality Of Teaching
		11	Students' Attendance

Field	Question	Answer		
			12	Students' Promptness
			13	Whether Students Are Paying Attention
			14	Whether Students Are Learning
			15	How Teacher Is Disciplining Students
			16	Whether Students Have Textbooks
			17	Whether Students Are Using Textbooks Or Other Materials
			18	Checking On Students' Work
			88	Other, Please Explain
			99	Don't Know/No Response
ht_obs_focus_gd_oth *(required)*	139a. Other, please specify *Question relevant when: selected(${ht_obs_focus_gd} , 88)*			
ht_scores_low_adv *(required)*	140. If there is a Grade 1 or Grade 2 teacher in your school whose class is not making good progress on learning skills, what advice do you give to teachers to improve the situation? DO NOT READ RESPONSE OPTIONS, PROMPT THEM FOR AS MANY ANSWERS AS THEY CAN THINK OF *(select all that apply)* *Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)*		1	Repeat A Lesson Or Lessons (Instruction)
			2	Use a Different Instructional Approach (Instruction)
			3	Schedule More Class Time During Break Or After School (Instruction)
			4	Try Different Materials/Books (Instruction)
			5	Call On Students More In Class (Instruction)
			6	Move The Students Around (Instruction)
			7	Ask a Higher Performing Learner To Model The Skills For The Class (Instruction)
			8	Provide 1:1 Support To Specific Students (Student)
			9	Give Students Extra Work In Class (Student)
			10	Give Students Extra Homework (Student)
			11	Encourage The Class To Do Better (Engage)
			12	Ask The Students Why They Are Struggling (Engage)
			13	Promise The Students Treats If They Improve (Engage)
			14	Tell Students They Need To Pay More Attention (Discipline)
			15	Be More Stern With Students (Discipline)
			16	Verbally Discipline Students For Not Paying Attention (Discipline)
			17	Physically Discipline The Students (Discipline)
			88	Other, Please Specify
			99	Don't Know/No Response
ht_scores_low_adv_oth *(required)*	140a. Other, please specify *Question relevant when: selected(${ht_scores_low_adv} , 88)*			
prev_supp_yn *(required)*	137. FOR ENUMERATOR: Is this a PREVIOUSLY supported school? (ENUMERATOR: IF ANSWER IS YES, THANK THEM FOR THEIR TIME, END SURVEY)		1	Yes
			0	No
			99	Don't Know/No Response

Consented > Extra questions for Previously Supported Schools

Field	Question	Answer
Consented > Extra questions for Previously Supported Schools > STILL IMPLEMENTING LEARNER TRACKING *Group relevant when: selected(${t_curr_imp_st} , 1)*		
n_prev_still_imp	**ENUMERATOR SCRIPT:** You have indicated that you still implement learner tracking even though Room to Read no longer supports this school. I have a few final questions.	
t_pv_impst_mat *(required)*	1. Where do the materials needed for learner tracking come from? *(select all that apply) DO NOT LIST OPTIONS* *Response constrained to: if(selected(.,99), count-selected(.)=1, count-selected(.)>=1)*	1 We Print Them At The School 2 The District Sends Them 3 Teachers Provide Their Own 4 Another Organization Provides Them 88 Other, Please Specify 99 Don't Know/No Response
t_pv_impst_mat_oth *(required)*	Please specify others *Question relevant when: selected(${t_pv_impst_mat} , 88)*	
t_pv_impst_which *(required)*	2. Which Grade 1 and Grade 2 teachers in this school still administer learner tracking?	1 All of them 2 All of Grade 1 3 Some of Grade 1 4 All of Grade 2 5 Some of Grade 2 88 Other, Please Specify 99 Don't know/no response
t_pv_impst_which_oth *(required)*	Please specify others *Question relevant when: selected(${t_pv_impst_which} , 88)*	
t_pv_impst_reas *(required)*	3. For teachers who do not still administer student tracking, what do you think the reasons are? *Question relevant when: not(selected(${t_pv_impst_which} , 1))*	1 No Time 2 No Materials 3 Don't See The Need 4 Don't Recall How To Do It 5 No One Told Us We Needed To 6 Using Another Assessment Approach 88 Other, Please Specify 99 Don't Know/No Response
t_pv_impst_reas_oth *(required)*	Please specify others *Question relevant when: selected(${t_pv_impst_reas} , 88)*	
t_pv_impst_recommend *(required)*	4. What recommendations do you have about how to improve the assessment of reading skills for Grade 1 and Grade 2 students?	
Consented > Extra questions for Previously Supported Schools > NO LONGER IMPLEMENTING LEARNER TRACKING *Group relevant when: selected(${t_curr_imp_st} , 0) or selected(${t_curr_imp_st} , 99)*		
n_prev_not_imp	**ENUMERATOR SCRIPT:** You have indicated that you are NOT still implementing learner tracking. I have a few final questions.	
t_pv_noimpst_why	4a. You indicated earlier that you are no longer implementing learner tracking, can you tell me more about why this is?	
t_pv_notimpst_imp *(required)*	5. Do you think it would be important for you to begin to administer learner tracking again?	1 Yes, Very Much 2 Yes, Somewhat 3 No 99 Don't Know/No Response
t_pv_nostimp_why_start *(required)*	6. Why do you think it would be important? DO NOT LIST OPTIONS *(select all that apply)* *Question relevant when: selected(${t_pv_notimpst_imp} , 1) or selected(${t_pv_notimpst_imp} , 2)* *Response constrained to: if(selected(.,99), count-selected(.)=1, count-selected(.)>=1)*	1 Will Help Students Learn 2 To Give Teachers More Information About Students 3 To Help Teachers Tailor Their Lessons/Instruction 4 To Give Me Or School Officials More Information About Students 5 To Give Parents More Information About Students 6 Students Like Assessments 7 Good Practice/Training For Teachers 88 Other, Please Specify 99 Don't Know/No Response.

Field	Question	Answer
t_pv_nostimp_why_start_oth *(required)*	Please specify others *Question relevant when: selected(${t_pv_nostimp_why_start} , 88)*	
t_pv_nostimp_why_no_start *(required)*	7. Why do you think it <u>would not be important?</u> *(select all that apply) DO NOT LIST OPTIONS* *Question relevant when: selected(${t_pv_notimpst_imp} , 3)* *Response constrained to: if(selected(.,99), count-selected(.)=1, count-selected(.)>=1)*	1 Doesn't Help Students 2 Doesn't Help Teachers 3 Takes Too Much Time 4 Too Many Resources Required 5 No One Uses The Data 6 Teacher Doesn't Like Doing It 7 Students Don't Like Doing It 8 We Have Other Ways To Assess Students 88 Other, Please Specify 99 Don't Know/No Response.
t_pv_nostimp_why_no_start_oth *(required)*	Please specify others *Question relevant when: selected(${t_pv_nostimp_why_no_start} , 88)*	
t_pv_notimpst_strt *(required)*	8. What would the teachers need to start administering learner tracking again? DO NOT LIST OPTIONS *(select all that apply)* *Question relevant when: selected(${t_pv_notimpst_imp} , 3)* *Response constrained to: if(selected(.,99), count-selected(.)=1, count-selected(.)>=1)*	1 Materials (Assessment And Score Summary Sheets) 2 Training 3 Support From Room To Read 4 Support From District Or Other Officials 5 Approval From District Or Other Officials 6 Be Told It Was Part Of Their Job 7 Be Told It Was Important For Learning 88 Other, Please Specify 99 Don't Know/No Response
t_pv_notimpst_strt_oth *(required)*	Please specify others *Question relevant when: selected(${t_pv_notimpst_strt} , 88)*	
t_pv_notimpst_recommend *(required)*	9. What recommendations do you have about how to improve the assessment of reading skills for Grade 1 and Grade 2 students?	
n_end2	ENUMERATOR SCRIPT: Thank you for your time! Your insights and opinions have been very helpful.	

ANNEX 4.B: HEAD TEACHER/HOD SURVEY

Field	Question	Answer
n_intro	HOD Survey – Current and Previously Supported Schools	
Link		
consent *(required)*	INTRODUCTION BY Enumerator Hello! My name is christine.beggs@roomtoread.org and I work with Room to Read, a non-profit that supports/has supported early grade literacy in this school. DESCRIPTION: We are visiting a number schools and speaking with Grade 1, Grade 2 and HODs to get their thoughts on how to improve learners' reading skills and how best to assess learners' reading skills. This school has been selected to take part in this study. TIME INVOLVEMENT: This conversation will take 30- 45 minutes. This research involves minimal risk. Nothing you say will be shared with anyone outside of the research team. We will not identify you by name during our analysis or in the reports we produce. The information you share today will be safely stored and only research staff from Room to Read will have access to this information. The IRB overseeing this research may access the research records as part of their oversight. The benefits that may reasonably be expected to result from this study are to help Room to Read provide better support to schools and to improve the information you have about your students' performance. We do not guarantee or promise that you will receive any benefits from this study. If you choose not to participate in this study, there will be no penalty or loss of benefits to which you are otherwise entitled. Please understand your participation is voluntary and you have the right to withdraw your consent or discontinue participation at any time. This decision will not result in any penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate. You have the right to refuse to answer particular questions or stop the survey at any time. If you have questions, concerns, or complaints, or think this research has hurt you or made you sick, talk to the research team at the phone number listed above on the first page. This research is being overseen by WCG IRB. An IRB is a group of people who perform independent review of research studies. You may talk to them at 855-818-2289 or researchquestions@wcgirb.com if: o You have questions, concerns, or complaints that are not being answered by the research team. o You are not getting answers from the research team. o You cannot reach the research team. o You want to talk to someone else about the research. o You have questions about your rights as a research subject. You will not be paid for being in this study. Do you consent to participate in this survey?	1 Yes 0 No
no_consent *(required)*	You have decided to not participate in this survey, is that accurate? *Question relevant when: selected(${consent} , 0)*	1 Yes (END Survey) 0 No (Return to consent page)
note_back *(required)*	Please click this Link and go back to consent question and change your answer. *Question relevant when: selected(${no_consent} , 0)*	
Consented *Group relevant when: selected(${consent} , 1)*		
Consented > HOD BACKGROUND		
n_htchr_bkgr	**ENUMERATOR SCRIPT:** First, I am hoping you can tell me a little about your teaching career/job and your position as HOD.	
ht_last *(required)*	2. Name, Last	
ht_first *(required)*	3. Name, First	
ht_school *(required)*	4. School name	
ht_dist *(required)*	5. District	

ht_yrs_sch *(required)*	6. How long have you been a HOD in this school?	1 Less Than One Year 2 One Year 3 Two Years 4 Three Years 5 Four Years
Field	**Question**	**Answer**
		6 Five Years 7 Six To Ten Years 8 More Than Ten Years 9 More Than Fifteen Years 10 More Than Twenty Years 88 Other, Please Specify 99 Don't Know/No Response
ht_yrs_sch_oth *(required)*	6a. Other, please specify *Question relevant when: selected(${ht_yrs_sch} , 88)*	
ht_yrs_all *(required)*	7. How long have you been a HOD in total (this and any other schools)? *Response constrained to: if(selected('1 2 3 4 5 6 7 8 9 10', ${ht_yrs_sch}), . >= ${ht_yrs_sch} or selected(. , 88) or selected(., 99), . >= 1)*	1 Less Than One Year 2 One Year 3 Two Years 4 Three Years 5 Four Years 6 Five Years 7 Six To Ten Years 8 More Than Ten Years 9 More Than Fifteen Years 10 More Than Twenty Years 88 Other, Please Specify 99 Don't Know/No Response
ht_yrs_all_oth *(required)*	7a. Other, please specify *Question relevant when: selected(${ht_yrs_all} , 88)*	
ht_class_teach *(required)*	8. Were you a classroom teacher before being a HOD (in any school)?	1 Yes 0 No 99 Don't Know/No Response
ht_teach_yrs *(required)*	9. How many years did you teach in a classroom (including all schools, grades and subjects)? *Question relevant when: selected(${ht_class_teach} , 1)*	1 Less Than One Year 2 One Year 3 Two Years 4 Three Years 5 Four Years 6 Five Years 7 Six To Ten Years 8 More Than Ten Years 9 More Than Fifteen Years 10 More Than Twenty Years 88 Other, Please Specify 99 Don't Know/No Response
ht_teach_yrs_oth *(required)*	9a. Other, please specify *Question relevant when: selected(${ht_teach_yrs} , 88)*	
ht_teach_subj *(required)*	10. What was the main subject that you taught? *Question relevant when: selected(${ht_class_teach} , 1)*	1 Language/Reading (Local Language) 2 Social Studies 3 Maths 4 Science 6 Life skills 88 Other, Please Explain
ht_teach_subj_oth *(required)*	10a. Other, please explain *Question relevant when: selected(${ht_teach_subj} , 88)*	
ht_teach_grd *(required)*	11. What was the grade that you spent most years teaching *Question relevant when: selected(${ht_class_teach} , 1)*	1 Grade 1 2 Grade 2 3 Grade 3 4 Grade 4 5 Grade 5 6 Grade 6 7 Lower Secondary

		8	Upper Secondary
		9	Tertiary Level
		10	Pre-Primary
		88	Other, Please Specify
		99	Don't Know/No Response

Field	Question	Answer	
ht_teach_grd_oth *(required)*	11a. Other, please specify *Question relevant when: selected(${ht_teach_grd} , 88)*		
ht_teach_qual *(required)*	12. Do you have a teaching qualification?	1	Yes
		2	No
		99	No Response
ht_cert_level *(required)*	13. What type of teaching qualification do you have (highest level of qualification)? *Question relevant when: selected(${ht_teach_qual} , 1)*	1	Certificate
		2	Diploma
		3	Degree
		4	Honuours (In Case Of South Africa)
		5	Masters Degree
		6	Phd
		7	Post Graduate Diploma In Education
		88	Other, Please Specify
		99	Don't Know/No Response
ht_cert_level_oth *(required)*	Other, please specify *Question relevant when: selected(${ht_cert_level} , 88)*		
ht_cert_subj *(required)*	14. What is the subject focus of your teaching certificate? *Question relevant when: selected(${ht_teach_qual} , 1)*		
ht_age_ltt *(required)*	15. In your opinion, at what age do you think children can learn to read and understand what they are reading?	1	Less Than 3 Years Old
		2	3 Years Old
		3	4 Years Old
		4	5 Years Old
		5	6 Years Old
		6	7 Years Old
		7	8 Years Old
		8	9 Years Old
		9	10 Years Old
		10	More Than 10 Years Old
ht_mfdiff_ltt *(required)*	16. Is there a difference between boys and girls?	1	Yes
		0	No
		99	Don't Know/No Response
ht_mf_ltt *(required)*	17. Which one can read at an earlier age? *Question relevant when: selected(${ht_mfdiff_ltt} , 1)*	1	Male
		2	Female
		99	Don't Know/No Response
ht_skll_need_rc *(required)*	18. What skills do children need to learn to read fluently and with comprehension? DO NOT LIST OPTIONS, PROMPT TO LIST ALL THEY CAN THINK OF *(select all that apply)* *Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)*	1	Oral Language (Speaking) Skills
		2	Listening Comprehension
		3	Phonemic Awareness
		4	Letter Knowledge
		5	Letter Sounding
		6	Syllable Sounding
		7	Phonics
		8	Blending
		9	Word Reading
		10	Sentence Reading
		11	Fluency
		12	Reading Comprehension
		13	Writing
		14	Spelling
		15	Vocabulary
		16	General Reading/Literacy Skills
		88	Other, Please Specify
		99	Don't Know/No Response

ht_skll_need_rc_oth *(required)*	Other, please specify *Question relevant when: selected(${ht_skll_need_rc} , 88)*	
ht_char_good_read *(required)*	19. Please describe the key features of good reader/ How do you identify if a learner is a good reader?/When you observe a learner reading, what do you look for to figure out how good of a reader they are? (select all that apply)	1 Reads Quickly/Fast 2 Reads At An Appropriate Pace, Fluently
Field	**Question**	**Answer**
	DO NOT READ OPTIONS, PROMPT TO LIST ALL THEY CAN THINK OF *Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)*	3 Reads Accurately/knows the words 4 Self-Corrects If They Mispronounce A Word Or Make Other Mistakes 5 Seems To Understand The Text 6 Recognizes Punctuation (Pauses For Punctuation) 7 Reads Loudly 8 Seems To Enjoy Reading 9 Reads With Feeling/Emotions 10 Reads with confidence 11 Generally and active/good student 12 Correct book handling 13 Reads with understanding 14 Able to retell a story they read 15 Can act out a story they read 88 Other, Please Specify 99 Don't Know/No Response
ht_char_good_read_oth *(required)*	Other, please specify *Question relevant when: selected(${ht_char_good_read} , 88)*	
ht_obs_gd1 *(required)*	20. Have you observed Grade 1 classes while the teacher was delivering a Sepedi reading lesson at this school?	1 Yes 0 No 99 Don't Know/No Response
ht_obs_gd1_freq *(required)*	21. How often do you observe Grade 1 reading lessons, on average? *Question relevant when: selected(${ht_obs_gd1} , 1) or selected(${ht_obs_gd1} , 99)*	1 Daily 2 Several Time a Week 3 Weekly 4 Several Times a Month 5 Monthly 6 Only during breaks 88 Other, Please Specify 99 Don't Know/No Response
ht_obs_gd1_freq_oth *(required)*	21a. Other, please specify *Question relevant when: selected(${ht_obs_gd1_freq} , 88)*	
ht_obs_gd2 *(required)*	22. Have you observed Grade 2 classes while the teacher was delivering a Sepedi reading lesson at this schools?	1 Yes 0 No 99 Don't Know/No Response
ht_obs_gd2_freq *(required)*	23. How often do you observe Grade 2 reading lessons, on average? *Question relevant when: selected(${ht_obs_gd2} , 1)*	1 Daily 2 Several Time a Week 3 Weekly 4 Several Times a Month 5 Monthly 6 Only during breaks 88 Other, Please Specify 99 Don't Know/No Response
ht_obs_gd2_freq_oth *(required)*	23a. Other, please specify *Question relevant when: selected(${ht_obs_gd2_freq} , 88)*	
ht_obs_focus_gd *(required)*	24. What do you focus when you observe Grade 1 and Grade 2 Sepedi reading classes? DO NOT LIST OPTIONS, PROMPT TO BE SPECIFIC AND LIST ALL STRATEGIES THEY USE *(select all that apply)*	1 Teacher Attendance 2 Teacher Promptness 3 If Teacher Is Delivering A Lesson

	Question relevant when: selected(${ht_obs_gd2} , 1) or selected(${ht_obs_gd1} , 1) *Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)*		4	If Teacher Is Using A Lesson Plan
			5	If Teacher Is Using A Teacher Guide Book
			6	If Teacher Is Using Other Materials (Charts, Pictures,
Field	**Question**	**Answer**		
				Etc.)
			7	If Teacher Is Able To Finish The Day'S Lesson Plan
			8	If Teacher Is Engaging With Students
			9	If Teacher Seems Motivated
			10	Quality Of Teaching
			11	Students' Attendance
			12	Students' Promptness
			13	Whether Students Are Paying Attention
			14	Whether Students Are Learning
			15	How Teacher Is Disciplining Students
			16	Whether Students Have Textbooks
			17	Whether Students Are Using Textbooks Or Other Materials
			18	Checking On Students' Work
			88	Other, Please Explain
			99	Don't Know/No Response
ht_obs_focus_gd_oth *(required)*	24a. Other, please specify *Question relevant when: selected(${ht_obs_focus_gd} , 88)*			
ht_sch_gd1_assessyn *(required)*	25. Do Grade 1 teachers in this school assess their students' Sepedi reading skills?		1	Yes
			0	No
			99	Don't Know/No Response
ht_sch_gd1_assessyn_why *(required)*	26. You have stated that Grade 1 teachers do not assess their students' reading skills. Can you tell me more about why this is the case? DO NOT READ RESPONSE OPTIONS *(select all that apply)* *Question relevant when: selected(${ht_sch_gd1_assessyn} , 0)* *Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)*		1	Did Not Know/Think Teachers Are Supposed To Assess Grade 1 Students
			2	Teachers Do Not Know How To Assess Students
			3	Teachers Do Not Have The Time To Assess Student
			4	Teachers Do Not Have The Materials Or Other Resources Needed To Assess Students
			5	Grade 1 Students Are Too Young To Assess
			6	The Students Are Assessed By Other Means (Term Or Other Exams)
			88	Other, Please Specify
			99	Don't Know/No Response
ht_sch_gd1_assessyn_why_oth *(required)*	26a. Other, please specify *Question relevant when: selected(${ht_sch_gd1_assessyn_why} , 88)*			
ht_sch_gd2_assessyn *(required)*	27. Do Grade 2 teachers in this school assess their students' Sepedi reading skills?		1	Yes
			0	No
			99	Don't Know/No Response
ht_sch_gd2_assessyn_why *(required)*	28. You have stated that Grade 2 teachers do not assess their students' reading skills. Can you tell me more about why this is the case? DO NOT READ RESPONSE OPTIONS *(select all that apply)*		1	Did Not Know/Think Teachers Are Supposed To Assess Grade 1 Students
			2	Teachers Do Not Know How To Assess Students

	Question relevant when: selected(${ht_sch_gd2_assessyn} , 0) *Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)*	3	Teachers Do Not Have The Time To Assess Student
		4	Teachers Do Not Have The Materials Or Other Resources Needed To Assess Students
Field	**Question**	**Answer**	
		5	Grade 2 Students Are Too Young To Assess
		6	The Students Are Assessed By Other Means (Term Or Other Exams)
		88	Other, Please Specify
		99	Don't Know/No Response
ht_sch_gd2_assessyn_why_oth *(required)*	28a. Other, please specify *Question relevant when: selected(${ht_sch_gd2_assessyn_why} , 88)*		
ht_strat_assess *(required)*	29. What strategies do early grade teachers in your school usually use to determine how well Grade 1 and Grade 2 students are reading in Sepedi? DO NOT LIST OPTIONS, PROMPT TO BE SPECIFIC AND LIST ALL STRATEGIES THEY USE) *(select all that apply)* *Question relevant when: selected(${ht_sch_gd2_assessyn} , 1) or selected(${ht_sch_gd1_assessyn} , 1)* *Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)*	1	Ask Them Read In Class Out Loud Individually
		2	Listen To Them Read With The Group
		3	See If They Are Paying Attention
		4	Ask Them If They Understand The Text The Class Is Reading
		5	Assess Them Individually Outside Of The Lesson Time Using A Book
		6	Assess Them Individually Using A Reading Assessment (Rtr Learner Tracking Is Mentioned)
		7	Assess Them Individually Using A Reading Assessment (Rtr Learner Tracking Is Not Mentioned)
		8	Review Their Written Work
		9	Review End Of Term Or End Of Year Exams
		10	Administer Room To Read'S Learner Tracking
		11	Administer Quarterly Government Assessment (ATP)
		88	Other, Please Specify
		99	Don't Know/No Response
ht_strat_assess_oth *(required)*	29a. Other, please specify *Question relevant when: selected(${ht_strat_assess} , 88)*		
ht_id_stg *(required)*	30. How well are you able to identify individual students who are struggling to read?	1	Yes, Very Much
		2	Somewhat
		3	A Little
		0	Not At All
		99	Don't Know/No Response
ht_id_stg_why *(required)*	31. How well can you identify WHY a learner is struggling to read?	1	Yes, Very Much
		2	Somewhat
		3	A Little
		0	Not At All
		99	Don't Know/No Response
ht_id_tch_ls	32.How well can you tell if a teachers' Sepedi reading lesson is of high quality?	1	Yes, Very Much
		2	Somewhat
		3	A Little
		0	Not At All

		99	Don't Know/No Response
ht_stg_hlp *(required)*	33. How much are you able to help teachers improve their reading instruction?	1	Yes, Very Much
		2	Somewhat
		3	A Little
		0	Not At All
		99	Don't Know/No Response

Field	Question	Answer	
n_ht_assessments	**ENUMERATOR SCRIPT:**NEXT WE ARE GOING TO DISCUSS THE DIFFERENT WAYS THAT TEACHERS IN THIS SCHOOL ASSESS LEARNERS' SEPEDI READING SKILLS. FIRST, I'M GOING TO ASK YOU ABOUT ASSESSMENTS THAT THE GOVT ASKS TEACHERS TO DO PERIODICALLY, AND THEN WE ARE GOING TO DISCUSS THE ASSESSMENTS THAT TEACHERS DO IN THE CLASSROOM AS THEY ARE TEACHING/INFORMAL ASSESSMENTS).		
ht_eff_assess_gv *(required)*	34. Do the Grade 1/Grade 2 teachers in this school administer any government-issued (periodic, formal) Sepedi reading assessments to their learners?	1	Yes
		2	No
		99	No Response
Consented > Government Assessments *Group relevant when: selected(${ht_eff_assess_gv} , 1)*			
ht_gvtass_desc *(required)*	35. Can you please describe these assessments: what the assessment/test is, where do the teachers get the test from, when do they use it, how do they administer the assessment and record scores? [PROMPT FOR ASSESSMENT USED, WHEN TEACHERS ASSESS, HOW TEACHERS ASSESS AND RECORD SCORES] *Question relevant when: selected(${ht_eff_assess_gv} , 1)*		
ht_gvass_get *(required)*	36. Do the teachers share the learners' scores from these assessments with you?	1	Yes
		2	No
		99	No Response
Consented > Government Assessments > Discussions about govt assessments *Group relevant when: selected(${ht_gvass_get} , 1)*			
ht_gvass_dsc_who *(required)*	37. Do you discuss the learner scores with the teachers?	1	Yes
		0	No
		99	Don't Know/No Response
ht_gvass_dsc_fcs *(required)*	38. What is usually the main focus of these discussions? *Question relevant when: selected(${ht_gvass_dsc_who} , 1)*		
ht_gvass_act *(required)*	39. Can you tell me more about any decisions that come out of these discussion about learners' scores?		
n_ht_assess_informal	**ENUMERATOR SCRIPT:** Now I would like to discuss assessments that teachers might do while teaching/during instruction/informal assessments.		
ht_infass_yn *(required)*	40. Do the Grade 1/Grade 2 teachers in this school assess the reading levels of their learners during instruction/informally during class?	1	Yes
		2	No
		99	No Response
Consented > Informal Assessments *Group relevant when: selected(${ht_infass_yn} , 1)*			
ht_infass_desc *(required)*	41. Can you please describe these assessments: how teachers do these informal assessments, when they do them, how they use the information? [PROMPT FOR ASSESSMENT STRATEGIES, WHEN THEY ASSESS, HOW THEY ASSESS AND HOW THEY RECORD SCORES]		
ht_infass_get *(required)*	42. Do the teachers share the learners' scores from these informal assessments with you?	1	Yes
		2	No
		99	No Response
Consented > Informal Assessments > Discussions about informal assessments *Group relevant when: selected(${ht_infass_get} , 1)*			
ht_infass_dsc_who *(required)*	43. Do you discuss the learner scores with the teachers?		
ht_infass_dsc_fcs *(required)*	44. What is usually the main focus of these discussions? *Question relevant when: selected(${ht_infass_dsc_who} , 1)*		
ht_infass_act *(required)*	45. Can you tell me more about any decisions that come out of these discussion about learners' scores?		
n_h_both_assess	**ENUMERATOR SCRIPT:** These next questions are about assessments in general..		
ht_assess_more *(required)*	46. Can you tell me anything more about how Grade 1 and Grade 2 teachers in this school assess your learners' reading skills that you have not already mentioned? (PROMPT FOR TIMING, MATERIALS USED, METHODS, INDIVIDUAL OR GROUP AND FREQUENCY)		
ht_know_all_sk *(required)*	47. Do you feel like Grade 1 and Grade 2 teachers know the reading skills/level of EVERY individual learner in their class?	1	Yes
		2	No
		99	No Response
ht_est_pctread *(required)*	48. In your best estimate, what percentage of Grade 1 and Grade 2 learners in this school are reading at grade level right now?	1	All of Them / 100%
		2	Most of Them / 75-99%
		3	Some of Them / 25-74%
		4	A Few of Them / 1-24%

		5	None of Them
		99	Don't Know/No Response
ht_knw_mor *(required)*	49. Is there anything that you don't know about the Grade 1 / Grade 2 learners' reading skills in this school that you would like to know?/ Would you like to know more about the Grade 1/Grade 2 learners' readings skills than you do now?	1	Yes
		2	No
		99	No Response
ht_knw_more_wht *(required)*	50. What more would you like to know?		

Field	**Question**	**Answer**	
	Question relevant when: selected(${ht_knw_mor} , 1)		
n_RtR	**ENUMERATOR SCRIPT:** These next questions are about Room to Read training and support.		
ht_lit_train *(required)*	51. Have you participated in Room to Read training on reading instruction while working at this school?	1	Yes
		0	No
		99	Don't Know/No Response
ht_lit_train_nu *(required)*	52. How many times have you participated in Room to Read training on reading instruction? *Question relevant when: selected(${ht_lit_train} , 1)*	1	Once
		2	Twice
		3	Three Times
		4	Four Times
		5	Five Times
		6	More Than Five Times
		88	Other, Please Specify
		99	Don't Know/No Response
ht_lit_train_nu_oth *(required)*	52a.Other, please specify *Question relevant when: selected(${ht_lit_train_nu} , 88)*		
ht_lit_train_yrs *(required)*	53. In what school year or years have you participated in Room to Readtraining on reading instruction? *(select all that apply)* *Question relevant when: selected(${ht_lit_train} , 1)* *Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)*	1	2022
		2	2021
		3	2020
		4	2019
		5	2018
		6	2017
		7	2016
		8	2015
		88	Other, please specify
		99	Don't know/no response
ht_lit_train_yrs_oth *(required)*	53a. Other, please specify *Question relevant when: selected(${ht_lit_train_yrs} , 88)*		
ht_know_st *(required)*	54. When I refer to "learner tracking/learner tracker", do you know what I am referring to? ENUMERATOR: If HOD does not know, rephase the question as "When I say "learner tracking", I am referring to the test that Room to Read gives to teachers to administer to learners. Do you now recall what "learner tracking" is?"	1	Yes
		0	No
		99	Don't Know/No Response
ht_admin_st_ever *(required)*	55. To your knowledge, have Grade 1/Grade 2 teachers in this school EVER administered Room to Read's learner tracking ?	1	Yes
		0	No
		99	Don't Know/No Response
Consented > Learner Tracking *Group relevant when: selected(${ht_admin_st_ever} , 1)*			
ht_purpose_st *(required)*	56. Based on your understanding, what is the purpose of learner tracking?		
ht_st_sch_g1_nu *(required)*	57. How many times has learner tracking taken place for **Grade 1** in this school in the last three years (including this school year)?	1	Once
		2	Twice
		3	Three Times
		4	Four Times
		5	Five Times
		6	Six Times
		7	More Than Six Times
		88	Other, Please Specify
		99	Don't Know/No Response
ht_st_sch_g1_nu_oth *(required)*	57a. Other, please specify *Question relevant when: selected(${ht_st_sch_g1_nu} , 88)*		
ht_st_sch_g2_nu *(required)*	58. How many times has learner tracking taken place for **Grade 2** in this school in the last three years (including this school year)?	1	Once
		2	Twice
		3	Three Times
		4	Four Times
		5	Five Times
		6	Six Times
		7	More Than Six Times

		88	Other, Please Specify
		99	Don't Know/No Response
ht_st_sch_g2_nu_oth *(required)*	58a Other, please specify *Question relevant when: selected(${ht_st_sch_g2_nu} , 88)*		
ht_done_st *(required)*	59. In your position as HOD in this school, have you ever had the opportunity to be involved in a learner tracking for either Grade 1 or Grade 2?	1	Yes
		0	No
		99	Don't Know/No Response

Field	Question	Answer	
ht_times_st *(required)*	60. How many times have you been involved in a learner tracking assessment (your best estimate, including all years you have been at this school)? *Question relevant when: selected(${ht_done_st} , 1)*	1	Once
		2	Twice
		3	Three Times
		4	Four Times
		5	Five Or More Times
		99	Don't Know/No Response
ht_st_skills_assess *(required)*	61. Based on your understanding of learner tracking, what specific skills as assessed? PROMPT TO BE SPECIFIC and LIST ALL THEY CAN THINK OF. *(select all that apply)* *Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)*	1	Oral Language Skills
		2	Listening Comprehension
		3	Phonemic Awareness
		4	Letter Knowledge
		5	Letter Sounding
		6	Syllable Sounding
		7	Phonics
		8	Blending
		9	Nonsense/Non-Word Reading
		10	Word Reading
		11	Sentence Reading
		12	Reading Fluency
		13	How Many Words A Learner Can Read In One Minute
		14	Reading Comprehension
		15	Writing
		16	Vocabulary
		17	General Reading/Literacy Skills
		88	Other, Please Specify
		99	Don't Know/No Response
ht_st_skills_assess_oth *(required)*	61a. Other, please specify *Question relevant when: selected(${ht_st_skills_assess} , 88)*		
ht_adminst_other *(required)*	62. What have been your roles in the administration of learner tracking? *(select all that apply)* *Response constrained to: if(selected(.,'99') or selected(.,'0'), count-selected(.)=1, count-selected(.)>=1)*	0	No Role
		1	Administered Assessments To Students Myself
		2	Helped The Teacher And/Or Room To Read Staff Administer The Assessment
		3	Watched The Teacher And/Or Room To Read Staff Administer The Assessment
		4	Organized The Assessment (Logistics, Planning, Etc.) For Room To Read Or Others To Administer The Assessment
		5	Took Care Of Other Students While Someone Else Administers The Assessment
		6	I'm not Usually Involved at all
		88	Other Please Specify
		99	Don't Know/No Response
ht_adminst_other_oth *(required)*	62a. Other, please specify *Question relevant when: selected(${ht_adminst_other} , 88)*		
ht_admin_st *(required)*	63. Have you personally administered the learner tracking assessment yourself to any students? *Question relevant when: not(${ht_adminst_other} = '0' or ${ht_adminst_other} = '99')*	1	Yes
		0	No
		99	Don't Know/No Response

ht_scores_shrd *(required)*	64. Thinking back to the last time learner tracking was administered in your school, were the students' scores shared with you?		1	Yes
			0	No
			99	Don't Know/No Response
Consented > Learner Tracking > Learner Scores *Group relevant when: selected(${ht_scores_shrd} , 1)*				
ht_scores_shrd_wh *(required)*	65. Who shared the learner scores with you?		1	Room To Read Staff

Field	Question	Answer	
		2	Teacher Of Class That Was Assessed
		3	Teacher Of Another Class
		88	Other, Please Specify
		99	Don't Know/No Response
ht_scores_shrd_wh_oth *(required)*	65a. Other, please specify *Question relevant when: selected(${ht_scores_shrd_wh} , 88)*		
ht_scores_shrd_exp *(required)*	66. As best you can recall, did the learner scores (in general) match what the students should have learned at that point in time?	1	Yes
		0	No
		99	Don't Know/No Response
ht_scores_ntmtch *(required)*	67. In what way did the learner scores not match what they should have learned at that point in time? *Question relevant when: selected(${ht_scores_shrd_exp} , 0)*	1	They Were Lower
		2	They Were Higher
		88	Other, Please Specify
		99	Don't Know/No Response
ht_scores_ntmtch_oth *(required)*	67a. Other, please specify *Question relevant when: selected(${ht_scores_ntmtch} , 88)*		
ht_scores_surp *(required)*	68. As best you can recall, were the learners' reading scores what you expected?	1	Yes
		0	No
		99	Don't Know/No Response
ht_scores_ntmtch_exp *(required)*	69.In what why did the learner scores not match your expectations? *Question relevant when: selected(${ht_scores_surp} , 0)*	1	They Were Lower
		2	They Were Higher
		88	Other, Please Specify
		99	Don't Know/No Response
ht_scores_good_rwd *(required)*	70. When the scores from learner tracking are good, do you anticipate being acknowledged as a good HOD?	1	Yes, A Lot
		2	Yes, Somewhat
		3	A Little Bit
		4	Not At All
		99	Don't Know/No Response
ht_scores_bad_jdg *(required)*	71. When the scores from learner tracking are not good, do you worry you will be judged negatively as an HOD?	1	Yes, A Lot
		2	Yes, Somewhat
		3	A Little Bit
		4	Not At All
		99	Don't Know/No Response
ht_still_imp_st *(required)*	71a. To the best of your knowledge, are Grade 1 and/or Grade 2 teachers at this school still implementing learner tracking?	1	Yes
		0	No
		99	Don't Know/No Response
ht_act_plan *(required)*	72. Do your teachers develop "action plans" or new strategies based on the learner tracking data? *If Yes, AT END OF SURVEY "ASK THE TEACHER FOR AN EXAMPLE/COPY OF AN ACTION PLAN"*	1	Yes
		0	No
		99	Don't Know/No Response
ht_act_com *(required)*	73. What are the most common actions included in these action plans? *Question relevant when: selected(${ht_act_plan} , 1)*		
Consented > REASONS STUDENTS STRUGGLE			
n_h_script	**ENUMERATOR SCRIPT: Next I'm going to ask your opinion about why students fall behind or do not learn as they should. I'm going to ask first about the STUDENT-related reasons, then I'm going to ask about the TEACHER-related reasons and then finally I'm going to ask about the SCHOOL or RESOURCE reasons. I'd like you to keep your answers to each question focused on these three areas.**		
ht_score_low_std_why *(required)*	74. For specific students who are falling behind or not learning as well as they should, what are the STUDENT-RELATED reasons? DO NOT SHARE OPTIONS, PROMPT FOR ALL REASONS THEY CAN THINK OF. *(select all that apply)* *Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)*	1	Not Intelligent
		2	Do Not Pay Attention
		3	Often Absent From Class
		4	Often Late To Class
		5	Hungry
		6	Ill/Sick
		7	Distracted
		8	Unhappy
		9	Too Social/Talks To Much In Class
		10	Doesn't Help Students
		11	Doesn't Think They Can Learn
		12	Unmotivated

Field	Question	Answer	
		13	No Pre-School/Did Not Learn In Earlier Grade
		14	Don't Do Homework
		15	No Parental Support
		16	Disability (General)
		17	Learner Hearing Challenges
		18	Learner Vision Challenges
		88	Other, Please Specify
		99	Don't Know/No Response
ht_score_low_std_why_oth *(required)*	74a. Other, please specify *Question relevant when: selected(${ht_score_low_std_why} , 88)*		
ht_score_low_std_why_imp *(required)*	75. Of the STUDENT-related reasons for low performance that you just mentioned, what is the most important one in your opinion? *Question relevant when: ${ht_score_low_std_why} !=99*	1	Not Intelligent
		2	Do Not Pay Attention
		3	Often Absent From Class
		4	Often Late to Class
		5	Hungry
		6	Ill/Sick
		7	Distracted
		8	Unhappy
		9	Too Social/Talks To Much In Class
		10	Doesn't Care About Learning
		11	Doesn't Think They Can Learn
		12	Unmotivated
		13	No Pre-School/Did Not Learn In Earlier Grade
		14	Don't do Homework
		15	No Parental Support
		16	Disability (General)
		17	Learner Hearing Challenges
		18	Learner Vision Challenges
		88	...
ht_score_low_tch_why *(required)*	76. For specific students who are falling behind or not learning as well as they should, what are the TEACHER-RELATED reasons? DO NOT SHARE OPTIONS, PROMPT FOR ALL REASONS THEY CAN THINK OF *(select all that apply)* *Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)*	1	Instruction Not Of Good Quality/Teacher Doesn'T Know How To Teach Reading
		2	Teacher Not Trying Hard Enough
		3	Teacher often absent from Class
		4	Teacher often late To Class
		7	Teacher is Distracted
		8	Teacher is Unmotivated
		9	Teacher Doesn't Care About Students Learning
		10	Teacher Does Not Have Time To Pay Attention To Students Who Are Falling Behind
		11	Teacher Does Not Have The Right Skills
		12	Teachers Do Not Have Enough Experience
		13	Teacher Did Not Receive Enough Training
		14	Teacher is not Supported With In-Service Training And Coaching
		15	Teacher Not Trained On How To Deal With Struggling Students

Field	Question	Answer		
			16	Teacher Not Trained On Classroom Management
			88	Other, Please Specify
			99	Don't Know/No Response
ht_score_low_tch_why_oth *(required)*	76a. Other, please specify *Question relevant when: selected(${ht_score_low_tch_why} , 88)*			
ht_score_low_tch_why_imp *(required)*	77. Of the TEACHER-related reasons for low performance that you just mentioned, what is the most important one in your opinion? *Question relevant when: ${ht_score_low_tch_why} != 99*		1	Instruction Not Of Good Quality/Teacher Doesn'T Know How To Teach Reading
			2	Teacher Not Trying Hard Enough
			3	Teacher Often Absent From Class
			4	Teacher Often Late To Class
			7	Teacher Is Distracted
			8	Teacher Is Unmotivated
			9	Teacher Doesn't Care About Students Learning
			10	Teacher Does Not Have Time To Pay Attention To Students Who Are Falling Behind
			11	Teacher Does Not Have The Right Skills
			12	Teachers Do Not Have Enough Experience
			13	Teacher Did Not Receive Enough Training
			14	Teacher Is Not Supported With In-Service Training And Coaching
			15	Teacher Not Trained On How To Deal With Struggling Students
			16	Teacher Not Trained On Classroom Management
			88	...
ht_score_low_sch_why *(required)*	78. For specific students who are falling behind or not learning as well as they should, what are the SCHOOL OR RESOURCE-related reasons? DO NOT SHARE OPTIONS, PROMPT FOR ALL REASONS THEY CAN THINK OF *(select all that apply)* *Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)*		1	Learner Textbook Not High Quality
			2	Not Enough Learner Textbooks
			3	Not Enough General Materials
			4	Not Enough Library Time/Materials Not Enough Books/Materials
			5	Not Enough Lesson Time
			6	Class Size Too Large
			7	Blackboard Hard To See (Low Contrast)
			8	Cannot Hear Teacher (Loud Classroom)
			88	Other, Please Specify
			99	Don't Know/No Response
ht_score_low_sch_why_oth *(required)*	78a. Other, please specify *Question relevant when: selected(${ht_score_low_sch_why} , 88)*			
ht_score_low_sch_why_imp *(required)*	79. Of the SCHOOL OR RESOURCE-related reasons for low learner performance that you just mentioned, what is the most important one in your opinion? *Question relevant when: ${ht_score_low_sch_why} != 99*		1	Learner Textbook Not High Quality
			2	Not Enough Learner Textbooks
			3	Not Enough General Materials

Field	Question	Answer		
			4	Not Enough Library Time/Materials Not Enough Books/Materials
			5	Not Enough Lesson Time
			6	Class Size Too Large
			7	Blackboard Hard To See (Low Contrast)
			8	Cannot Hear Teacher (Loud Classroom)
			88	...
ht_score_low_why *(required)*	80. For specific students who are falling behind or not learning as well as they should, is the main reason STUDENT-related, TEACHER-related or SCHOOL/RESOURCE-related ?		1	Student-Related
			2	Teacher-Related
			3	School-Related
			88	Other, Please Specify
			99	Don't Know/No Response
ht_score_low_why_oth *(required)*	80a. Other, please specify *Question relevant when: selected(${ht_score_low_why} , 88)*			
ht_scores_low_adv *(required)*	81. If there is a Grade 1 or Grade 2 teacher in your school whose class is not making good progress on learning skills, what advice do you give to teachers to improve the situation? DO NOT READ RESPONSE OPTIONS, PROMPT THEM FOR AS MANY ANSWERS AS THEY CAN THINK OF *(select all that apply)* *Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)*		1	Repeat A Lesson Or Lessons (Instruction)
			2	Use a Different Instructional Approach (Instruction)
			3	Schedule More Class Time During Break Or After School (Instruction)
			4	Try Different Materials/Books (Instruction)
			5	Call On Students More In Class (Instruction)
			6	Move The Students Around (Instruction)
			7	Ask a Higher Performing Learner To Model The Skills For The Class (Instruction)
			8	Provide 1:1 Support To Specific Students (Student)
			9	Give Students Extra Work In Class (Student)
			10	Give Students Extra Homework (Student)
			11	Encourage The Class To Do Better (Engage)
			12	Ask The Students Why They Are Struggling (Engage)
			13	Promise The Students Treats If They Improve (Engage)
			14	Tell Students They Need To Pay More Attention (Discipline)
			15	Be More Stern With Students (Discipline)
			16	Verbally Discipline Students For Not Paying Attention (Discipline)
			17	Physically Discipline The Students (Discipline)
			88	Other, Please Specify
			99	Don't Know/No Response
ht_scores_low_adv_oth *(required)*	81a. Other, please specify *Question relevant when: selected(${ht_scores_low_adv} , 88)*			
ht_id_teach_hlp *(required)*	82. How well are you able to identify teachers that need extra support?		1	Yes, Very Much
			2	Somewhat
			3	A Little

Field	Question	Answer	
		0	Not At All
		99	Don't Know/No Response
ht_teach_hlp *(required)*	83. How much are you able to help teachers in this school improve their instruction?	1	Yes, Very Much
		2	Somewhat
		3	A Little
		0	Not At All
		99	Don't Know/No Response
ht_mot_std *(required)*	84. How much are you able to motivate students with low interest in learning?	1	Yes, Very Much
		2	Somewhat
		3	A Little
		0	Not At All
		99	Don't Know/No Response
ht_fam_hlp *(required)*	85. How much can you do to get families to help students improve their learning?	1	Yes, Very Much
		2	Somewhat
		3	A Little
		0	Not At All
		99	Don't Know/No Response
ht_admin_hlp *(required)*	86. How much can you do to get schools administration or other officials to support students who are struggling?	1	Yes, Very Much
		2	Somewhat
		3	A Little
		0	Not At All
		99	Don't Know/No Response
ht_catch_up_avail *(required)*	87. Does this school have catch-up classes (before/after school or short sessions that are organized by the school, not teachers' extra lessons) or camps (during breaks or weekends, longer sessions) for struggling student?	1	Yes, Catch-Up Classes
		2	Yes, Catch-Up Camps
		3	Both Catch Up Classes And Camps.
		0	No
		99	Don't Know/No Response
Consented > Catch-up Classes *Group relevant when: selected(${ht_catch_up_avail} , 3) or selected(${ht_catch_up_avail} , 1)*			
ht_class_freq *(required)*	88. How often are the catch-up classes held?	1	Daily
		2	Several Time a Week
		3	Weekly
		4	Several Times a Month
		5	Monthly
		6	Only during breaks
		88	Other, Please Specify
		99	Don't Know/No Response
ht_class_freq_oth *(required)*	88a. Other, please specify *Question relevant when: selected(${ht_class_freq} , 88)*		
ht_class_select *(required)*	89. How do students get selected to attend catch-up classes? *Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)*	1	I refer them
		2	Head teacher or HOD decides
		3	Parents' request
		4	District or provincial officials request
		88	Other, Please Specify
		99	Don't Know/No Response
ht_class_select_oth *(required)*	89a. Other, please specify *Question relevant when: selected(${ht_class_select} , 88)*		
ht_class_helps *(required)*	90. Do you think these classes help struggling students to improve their learning?	1	Yes, A Lot
		2	Yes, Somewhat
		3	A Little Bit
		4	Not At All
		99	Don't Know/No Response
Consented > Catch-up Camps *Group relevant when: selected(${ht_catch_up_avail} , 3) or selected(${ht_catch_up_avail} , 2)*			
ht_catch_up_camp_freq *(required)*	91. How often are the catch-up camps held?	1	Daily
		2	Several Time a Week
		3	Weekly
		4	Several Times a Month

Field	Question	Answer		
			5	Monthly
			6	Only during breaks
			88	Other, Please Specify
			99	Don't Know/No Response
ht_catch_up_camp_freq_oth *(required)*	91a. Other, please specify *Question relevant when: selected(${ht_catch_up_camp_freq} , 88)*			
ht_catch_up_camp_select *(required)*	92. How do students get selected to attend catch-up camps? *Response constrained to: if(selected(.,'99'), count-selected(.)=1, count-selected(.)>=1)*		1	I refer them
			2	Head teacher or HOD decides
			3	Parents' request
			4	District or provincial officials request
			88	Other, Please Specify
			99	Don't Know/No Response
ht_catch_up_camp_select_oth *(required)*	92a. Other, please specify *Question relevant when: selected(${ht_catch_up_camp_select} , 88)*			
ht_catch_up_camp_helps *(required)*	93. Do you think these catch-up camps help struggling students to improve their learning?		1	Yes, A Lot
			2	Yes, Somewhat
			3	A Little Bit
			4	Not At All
			99	Don't Know/No Response
ht_prev_supp_yn *(required)*	94. FOR ENUMERATOR: Is this a PREVIOUSLY supported school?		1	Yes
			0	No
			99	Don't Know/No Response
Consented > Extra questions for Previously Supported Schools *Group relevant when: selected(${ht_prev_supp_yn} , 1)*				
Consented > Extra questions for Previously Supported Schools > STILL IMPLEMENTING LEARNER TRACKING *Group relevant when: selected(${ht_still_imp_st} , 1)*				
n_htprev_still_imp	**ENUMERATOR SCRIPT:** You have indicated that you still implement learner tracking even though Room to Read no longer supports this school. I have a few final questions.			
ht_pv_impst_mat *(required)*	1. Where do the materials needed for learner tracking come from? *(select all that apply) DO NOT LIST OPTIONS* *Response constrained to: if(selected(.,99), count-selected(.)=1, count-selected(.)>=1)*		1	We Print Them At The School
			2	The District Sends Them
			3	Teachers Provide Their Own
			4	Another Organization Provides Them
			88	Other, Please Specify
			99	Don't Know/No Response
ht_pv_impst_mat_oth *(required)*	Please specify others *Question relevant when: selected(${ht_pv_impst_mat} , 88)*			
ht_pv_impst_which *(required)*	2. Which Grade 1 and Grade 2 teachers in this school still administer learner tracking?		1	All of them
			2	All of Grade 1
			3	Some of Grade 1
			4	All of Grade 2
			5	Some of Grade 2
			88	Other, Please Specify
			99	Don't know/no response
ht_pv_impst_which_oth *(required)*	Please specify others *Question relevant when: selected(${ht_pv_impst_which} , 88)*			
ht_pv_impst_reas *(required)*	3. For teachers who do not still administer student tracking, what do you think the reasons are? *Question relevant when: not(selected(${ht_pv_impst_which} , 1))*		1	No Time
			2	No Materials
			3	Don't See The Need
			4	Don't Recall How To Do It
			5	No One Told Us We Needed To
			6	Using Another Assessment Approach
			88	Other, Please Specify
			99	Don't Know/No Response
ht_pv_impst_reas_oth *(required)*	Please specify others *Question relevant when: selected(${ht_pv_impst_reas} , 88)*			

Field	Question	Answer
ht_pv_impst_recommend *(required)*	4. What recommendations do you have about how to improve the assessment of reading skills for Grade 1 and Grade 2 students?	
Consented > Extra questions for Previously Supported Schools > NO LONGER IMPLEMENTING LEARNER TRACKING *Group relevant when: selected(${ht_still_imp_st} , 0) or selected(${ht_still_imp_st} , 99)*		
n_htprev_not_imp	**ENUMERATOR SCRIPT:** You have indicated that you are NOT still implementing learner tracking. I have a few final questions.	
ht_pv_noimpst_why *(required)*	4a. You indicated earlier that you are no longer implementing learner tracking, can you tell me more about why this is?	
ht_pv_notimpst_imp *(required)*	5. Do you think it would be important for you to begin to administer learner tracking again?	1 Yes, Very Much 2 Yes, Somewhat 3 No 99 Don't Know/No Response
ht_pv_nostimp_why_start *(required)*	6. Why do you think it would be important? DO NOT LIST OPTIONS *(select all that apply)* *Question relevant when: selected(${ht_pv_notimpst_imp} , 1) or selected(${ht_pv_notimpst_imp} , 2)* *Response constrained to: if(selected(.,99), count-selected(.)=1, count-selected(.)>=1)*	1 Will Help Students Learn 2 To Give Teachers More Information About Students 3 To Help Teachers Tailor Their Lessons/Instruction 4 To Give Me Or School Officials More Information About Students 5 To Give Parents More Information About Students 6 Students Like Assessments 7 Good Practice/Training For Teachers 88 Other, Please Specify 99 Don't Know/No Response.
ht_pv_nostimp_why_start_oth *(required)*	Please specify others *Question relevant when: selected(${ht_pv_nostimp_why_start} , 88)*	
ht_pv_nostimp_why_no_start *(required)*	7. Why do you think it would not be important? *(select all that apply) DO NOT LIST OPTIONS* *Question relevant when: selected(${ht_pv_notimpst_imp} , 3)* *Response constrained to: if(selected(.,99), count-selected(.)=1, count-selected(.)>=1)*	1 Doesn't Help Students 2 Doesn't Help Teachers 3 Takes Too Much Time 4 Too Many Resources Required 5 No One Uses The Data 6 Teacher Doesn't Like Doing It 7 Students Don't Like Doing It 8 We Have Other Ways To Assess Students 88 Other, Please Specify 99 Don't Know/No Response.
ht_pv_nostimp_why_no_start_oth *(required)*	Please specify others *Question relevant when: selected(${ht_pv_nostimp_why_no_start} , 88)*	
ht_pv_notimpst_strt *(required)*	8. What would the teachers need to start administering learner tracking again? DO NOT LIST OPTIONS *(select all that apply)* *Question relevant when: selected(${ht_pv_notimpst_imp} , 3)* *Response constrained to: if(selected(.,99), count-selected(.)=1, count-selected(.)>=1)*	1 Materials (Assessment And Score Summary Sheets) 2 Training 3 Support From Room To Read 4 Support From District Or Other Officials 5 Approval From District Or Other Officials 6 Be Told It Was Part Of Their Job 7 Be Told It Was Important For Learning 88 Other, Please Specify 99 Don't Know/No Response
ht_pv_notimpst_strt_oth *(required)*	Please specify others *Question relevant when: selected(${ht_pv_notimpst_strt} , 88)*	
ht_pv_notimpst_recommend *(required)*	9. What recommendations do you have about how to improve the assessment of reading skills for Grade 1 and Grade 2 students?	

Field	Question	Answer
n_htend2	ENUMERATOR SCRIPT: Thank you for your time! Your insights and opinions have been very helpful.	

ANNEX 4.C: RTR LITERACY COACH SURVEY

Field	Question	Answer
n_start	STUDENT TRACKING STUDY – LITERACY COACH/FACILITATOR SURVEY	
consent *(required)*	1. This survey is intended to help us learn from and improve our student tracking model and processes. We encourage you to respond, but this survey is optional. Your responses will be combined with others and not be associated with your name. You may be contacted by the research team for clarifications. This survey should take about 30 minutes. We hope you will participate so we can improve our work, but you are not required to. Do you consent to participate in this survey?	1 Yes 0 No
n_consent_no	You have declined to participate in this survey. If you would like to return to the survey, please select the "previous" button and select "yes" to consent. *Question relevant when: selected(${consent} , '0')*	
Consented *Group relevant when: selected(${consent} , '1')*		
Consented > Basic Info		
name_title *(required)*	2. What is your name and title?	
sex *(required)*	3. What is your sex?	1 Female 2 Male 3 Non-binary 4 Prefer not to say 99 Don't know/not sure
long_worked_rtr *(required)*	4. How long have you worked for Room to Read?	1 Less than one year 2 One to two years 3 Three to five years 4 More than five years 99 Don't know/not sure
long_coach *(required)*	5. How long have you been in your position as a Literacy Facilitator/Coach?	1 Less than one year 2 One to two years 3 Three to five years 4 More than five years 99 Don't know/not sure
class_teacher *(required)*	6. Have you ever been a classroom teacher?	1 Yes 0 No
yrs_class_teacher *(required)*	7. How many years did you spend teaching in a classroom (include all subjects, levels and schools)? *Question relevant when: selected(${class_teacher} , '1')*	1 Less than 1 year 2 1-5 years 3 6-10 years 4 11-15 years 5 More than 15 years 99 Don't know/not sure
teach_cert *(required)*	8. Do you have a teaching certification?	1 Yes 0 No
cert_info *(required)*	9. What is your teaching certification level? *Question relevant when: selected(${teach_cert} , '1')*	
taught_EGR *(required)*	10. Have you ever taught early grade literacy/reading in a classroom?	1 Yes 0 No
Consented > Q11-16		
no_schools_supp *(required)*	11. How many schools do you support as a coach at Room to Read?	1 1-5 schools 2 6-7 schools 3 8-10 schools 4 11-15 schools 5 16-20 schools 6 More than 20 schools 99 Don't know/not sure
no_gd1_support *(required)*	12. How many Grade 1 classrooms/teachers do you support? (there may be more than one section of Grade 1 in the schools you support)	1 1-5 classrooms 2 6-7 classrooms 3 8-10 classrooms 4 11-15 classrooms 5 16-20 classrooms

			6	More than 20 classrooms
			99	Don't know/not sure

Field	Question	Answer		
no_gd2_support *(required)*	13. How many Grade 2 classrooms/teachers do you support? (there may be more than one section of Grade 1 in the schools you support)		1	1-5 classrooms
			2	6-7 classrooms
			3	8-10 classrooms
			4	11-15 classrooms
			5	16-20 classrooms
			6	More than 20 classrooms
			99	Don't know/not sure
visit_yr_1 *(required)*	14. On average, how often do you visit the schools that you support when it is the first year of implementation?		1	Twice a month
			2	Once a month
			3	Once a quarter
			4	Less than once a quarter
			5	Once a year
			99	Don't know/not sure
visit_yr_2 *(required)*	15. On average, how often do you visit the schools that you support when it is the second year of implementation?		1	Twice a month
			2	Once a month
			3	Once a quarter
			4	Less than once a quarter
			5	Once a year
			99	Don't know/not sure
visit_yr_3 *(required)*	16. On average, how often do you visit the schools that you support when it is the third year of implementation?		1	Twice a month
			2	Once a month
			3	Once a quarter
			4	Less than once a quarter
			5	Once a year
			99	Don't know/not sure
Consented > Q17-22				
lg_gd_1 *(required)*	17. What is the largest Grade 1 (number of students) classroom that you support? *Please enter the number of students.* *Response constrained to: .>=0 and . <=200*			
sm_gd_1 *(required)*	18. What is the smallest Grade 1 (number of students) classroom that you support? *Please enter the number of students.* *Response constrained to: .<= ${lg_gd_1}*			
avg_gd_1 *(required)*	19. What is the average Grade 1 (number of students) classroom that you support? *Please enter the number of students.* *Response constrained to: .<= ${lg_gd_1}*			
lg_gd_2 *(required)*	20. What is the largest Grade 2 (number of students) classroom that you support? *Please enter the number of students.* *Response constrained to: .>=0 and . <=200*			
sm_gd_2 *(required)*	21. What is the smallest Grade 2 (number of students) classroom that you support? *Please enter the number of students.* *Response constrained to: .<= ${lg_gd_2}*			
avg_gd_2 *(required)*	22. What is the average Grade 2 (number of students) classroom that you support? *Please enter the number of students.* *Response constrained to: .<= ${lg_gd_2}*			
n_student_tracking	**The next questions are focused on our student tracking (the twice-yearly process of assessing students' reading skills in the classroom with the teacher). When you answer the questions below, please focus on a time when schools were/are open and operating normally and student tracking was being implemented.**			
year_focus *(required)*	23. Please indicate the last school year (starting year) when schools were operating normally and student tracking was taking place that you will be referring to in this survey.		1	2018
			2	2019
			3	2020
			4	2021
			5	2022
			99	Don't know/not sure
done_ST *(required)*	24. In your position as a Room to Read literacy coach, have you had the opportunity to administer a student tracking assessment in the classrooms you support?		1	Yes
			0	No
reason_no_st *(required)*	25. What is the reason you have not been part of a student tracking assessment? *Question relevant when: selected(${done_ST} , '0')*		1	None have occurred during my employment
			2	I was unavailable when the assessment took place
			88	Other, please explain

		99	Don't know/not sure
reason_no_st_oth *(required)*	Please explain others *Question relevant when: selected(${reason_no_st} , '88')*		

Field	Question	Answer	
Consented > Student Tracking assessment *Group relevant when: selected(${done_ST} , '1')*			
times_st *(required)*	26. How many times have you been involved in a student tracking assessment (your best estimate)?	1	1-2 times
		2	3-5 times
		3	More than 5 times
		99	Don't know/not sure
times_st_yr_gd1 *(required)*	27. **How many times per year is student tracking implemented in the schools you support for Grade 1 classrooms (on average)?**	1	Once
		2	Twice
		3	More than twice
		88	Other, please explain
		99	Don't know/not sure
times_st_yr_gd1_oth *(required)*	Please specify others *Question relevant when: selected(${times_st_yr_gd1} , '88')*		
times_st_yr_gd2 *(required)*	28. **How many times per year is student tracking implemented in the schools you support for Grade 2 classrooms (on average)?**	1	Once
		2	Twice
		3	More than twice
		88	Other, please explain
		99	Don't know/not sure
times_st_yr_gd2_oth *(required)*	Please specify others *Question relevant when: selected(${times_st_yr_gd2} , '88')*		
admin_needs_met *(required)*	29. **Do you feel like you, as a literacy coach, have the training and resources you need to work with teachers on student tracking**	1	Yes, very much
		2	For the most part/Mostly
		3	Somewhat
		4	Not really
		5	Not at all
		99	Don't know/not sure
help_admin *(required)*	30. **What would help you improve your understanding of how to administer student tracking?** *(select all that apply)* *Response constrained to: if(selected(., 99), count-selected(.)=1, count-selected(.)>=1)*	1	More training from Room to Read
		2	More coaching from Room to Read in the field while doing student tracking
		3	More detailed/clearer documentation about what you are supposed to do
		4	Opportunities to talk with other literacy coaches about challenges and solutions
		88	Other, please explain
		99	Don't know/not sure
help_admin_oth *(required)*	Please specify others *Question relevant when: selected(${help_admin} , '88')*		
under_st_skills *(required)*	31. Do you feel like you understand how the different student assessment tasks (for example: letter sounding, syllable sounding, word reading) are connected to the curriculum and instruction?	1	Yes, a lot
		2	Somewhat
		3	A little
		4	Not much
		99	Don't know/not sure
why_no_under_st_skills *(required)*	32. You answered "a little" or "not much" to the question about understanding how the student assessment tasks are connected to the curriculum and instruction. Can you tell a little more about this? *Question relevant when: selected(${under_st_skills} , '3') or selected(${under_st_skills} , '4')*		
who_admin *(required)*	33. On average, who is administering the assessments to the students?	1	You, the coach, by yourself
		2	You and the teacher together for each student
		3	You and the teacher separately for different students
		4	The teacher by themselves for all students
		88	Other, please explain
		99	Don't know/not sure

who_admin_oth *(required)*	Please explain others *Question relevant when: selected(${who_admin} , '88')*		
Field	**Question**	**Answer**	
Consented > Student Tracking assessment > Assessment time based			
admin_time_indiv *(required)*	34. On average, how much time does it take to administer the assessment to an **individual student**(not including travel to school or preparation)?	1	Less than 10 minutes
		2	10-15 minutes
		3	16-20 minutes
		4	21-25 minutes
		5	26-30 minutes
		6	More than 30 minutes
		99	Don't know/not sure
admin_time_class *(required)*	35. On average, how much time does it take to administer the assessment to **all students** (not including travel to school or preparation)?	1	30 minutes
		2	31-45 minutes
		3	46-60 minutes
		4	61-75 minutes
		5	76-90 minutes
		6	91-120 minutes
		7	121-150 minutes
		8	More than 150 minutes
		99	Don't know/not sure
reason_max_time *(required)*	36. What are the main reasons it takes this amount of time? *(select all that apply)* *Response constrained to: if(selected(., 99), count-selected(.)=1, count-selected(.)>=1)*	1	Large class size
		2	Teacher was not sure about the process
		3	I was not sure about the process
		4	Only one person administering the assessment
		5	Children need the instructions explained more than once
		6	Children needed a lot of time to respond or lacked focus
		7	Children took a break or recess
		8	Difficult to find classroom space
		9	Interruptions from outside the classroom (other teachers, head teachers, other students)
		88	Other, please explain
		99	Don't know/not sure
reason_max_time_oth *(required)*	Please explain others *Question relevant when: selected(${reason_max_time} , '88')*		
Consented > Student Tracking assessment > G37-G40			
all_st_admin *(required)*	37. In your experience, does every student in attendance on the day of student tracking get assessed?	1	Yes, always
		2	Most of the time
		3	Some of the time
		4	Rarely or never
		99	Don't know/not sure
all_st_visit *(required)*	38. Are you able to complete all of the student assessments (in a particular classroom) in one visit to the school?	1	Yes, always
		2	Most of the time
		3	Some of the time
		4	Rarely or never
		99	Don't know/not sure
max_time_admin_all *(required)*	39. What is the **maximum** amount of time it has taken to administer the assessment to all students in a classroom?	1	30 minutes
		2	31-45 minutes
		3	46-60 minutes
		4	61-75 minutes
		5	76-90 minutes
		6	91-120 minutes
		7	121-150 minutes
		8	More than 150 minutes

			99	Don't know/not sure
students_doing_admin *(required)*	40. In general, what are most of the students not being assessed doing while student tracking is taking place?		1	Sitting at their desks quietly
Field	**Question**	**Answer**		
			2	Sitting at their desks talking with friends
			3	In the classroom but moving around, talking and playing
			4	Outside of the classroom at break or in another classroom
			88	Other, please explain
			99	Don't know/not sure
students_doing_admin_oth *(required)*	Please specify others *Question relevant when: selected(${students_doing_admin} , '88')*			
admin_teach_react *(required)*	41. When the time comes to **administer** a round of student tracking, how would you describe the most frequent reaction from the teachers you support?		1	Very positive
			2	Somewhat positive
			3	Neutral
			4	Somewhat negative
			5	Very negative
			99	Don't know/not sure
admin_teach_react_pos *(required)*	42. Thinking about the teachers who have a very positive or positive reaction to the student tracking administration, why do you think they have this reaction? *(select all that apply)* *Response constrained to: if(selected(., 99), count-selected(.)=1, count-selected(.)>=1)*		1	Student scores are better than they expected
			2	Happy to have the information, even if scores are low
			3	Like having information to help them teach better
			4	Find the activity interesting
			5	Like working with you, good relationship
			6	Like working with you on activities to improve learning
			88	Other, please explain
			99	Don't know/not sure
admin_teach_react_pos_oth *(required)*	Please specify others *Question relevant when: selected(${admin_teach_react_pos} , '88')*			
admin_teach_react_neg *(required)*	43. Thinking about the teachers who have a negative or very negative reaction to the student tracking administration, why do you think they have this reaction? *(select all that apply)* *Response constrained to: if(selected(., 99), count-selected(.)=1, count-selected(.)>=1)*		1	Do not understand what to do
			2	Do not have time to do it
			3	Worried about (the teacher) being judged for the results
			4	Worried their students will be judged for their results
			5	Do not see any use for the information
			6	Find the process stressful in general
			88	Other, please explain
			99	Don't know/not sure
admin_teach_react_neg_oth *(required)*	Please specify others *Question relevant when: selected(${admin_teach_react_neg} , '88')*			
per_teach_admin_nortr *(required)*	44. What percentage of teachers do you think would administer the student tracking if you were not there to prompt them and support them?		1	0 %
			2	1-25%
			3	26-50%
			4	51-75%
			5	76-100%
			99	Don't know/not sure
teach_admin_no_why *(required)*	45. For the teachers you think would not do the student tracking without your prompting or help, why do you think this is the case? *(select all that apply)* *Response constrained to: if(selected(., 99), count-selected(.)=1, count-selected(.)>=1)*		1	Do not understand the process
			2	Will not make the time
			3	Do not know what to do with the results
			4	Do not think it is part of their job

		5	Think it is unfair to ask them to do another activity
		6	Do not care
Field	**Question**	**Answer**	
		88	Other, please explain
		99	Don't know/not sure
teach_admin_no_why_oth *(required)*	Please specify others *Question relevant when: selected(${teach_admin_no_why} , '88')*		
teach_judged *(required)*	46. What percentage of teachers think they will be judged and/or reprimanded based on their students' student tracking scores?	1	0 %
		2	1-25%
		3	26-50%
		4	51-75%
		5	76-100%
		99	Don't know/not sure
student_st_react *(required)*	47. On average, how do most students react to the student tracking assessment?	1	Happy
		2	Nervous
		3	Sad or worried
		4	No reaction or unconcerned
		5	Excited
		6	Discouraged
		99	Don't know/not sure
n_teach_stud_score	**THIS SECTION ASKS ABOUT HOW YOU AND THE TEACHER ARE RESPONDING TO THE STUDENTS' SCORES**		
scores_teach_react *(required)*	48. Once the student assessments for a classroom are completed and you and the teacher are discussing the student results, how would you describe the most frequent reaction by the teacher to the **student scores?**	1	Happy
		2	Sad
		3	Worried
		4	Unconcerned/calm
		5	Encouraged
		6	Discouraged
		7	Neutral/No reaction
		99	Don't know/not sure
scores_teach_surp *(required)*	49. In general, **are teachers surprised by the student assessment scores?**	1	Yes
		2	No
		99	Don't know/not sure
scores_teach_surp_how *(required)*	50. For teachers who are surprised, how would you describe their reaction? *Question relevant when: selected(${scores_teach_surp} , '1')*	1	Surprised in a positive way
		2	Surprised in a negative way
		3	Surprised, but their feelings are neutral
		99	Don't know/not sure
scores_teach_react_other *(required)*	51. What other reactions are there that you think are important for us to know about?		
scores_coach_know_rec *(required)*	52. When you have the results of the student tracking, do you feel like you know what recommendations to make to the teacher?	1	Always
		2	Most of the time
		3	Some of the time
		4	Rarely
		99	Don't know/not sure
scores_teacher_solutions *(required)*	53. When you are reviewing the student assessment results with the teacher, how would you describe most teachers' involvement in identifying solutions to help struggling children (Actions for Learning)?	1	Highly engaged, suggesting multiple ideas/strategies to support the class or individual students
		2	Interested, suggesting one or two ideas/strategies to support the class or individual students
		3	Interested, listening to your recommendations but not suggesting their own ideas
		4	Neutral, listening to your recommendations but not very engaged or interested
		5	Not engaged or interested
		88	Other, please explain
		99	Don't know/not sure

scores_teacher_solutions_oth *(required)*	Please specify others *Question relevant when: selected(${scores_teacher_solutions} , '88')*	
Consented > Student Tracking assessment > Q54		
Field	**Question**	**Answer**
n_coach_recs_toteach	54. Focusing on the recommendations you have given to teachers about how to support students with low scores, how often do you suggest the following strategies to teachers? **(THREE POINT SCALE: OFTEN, SOMETIMES, NEVER)**	
dummy	Codes	1 Often 2 Sometimes 3 Never
coach_recs_toteach_a *(required)*	Move student to front of classroom	1 Often 2 Sometimes 3 Never
coach_recs_toteach_b *(required)*	Call on student more frequently	1 Often 2 Sometimes 3 Never
coach_recs_toteach_c *(required)*	Give students extra work to take home	1 Often 2 Sometimes 3 Never
coach_recs_toteach_d *(required)*	Review student's work more frequently	1 Often 2 Sometimes 3 Never
coach_recs_toteach_e *(required)*	Speak with student about their learning	1 Often 2 Sometimes 3 Never
coach_recs_toteach_f *(required)*	Tell the student to pay more attention in class	1 Often 2 Sometimes 3 Never
dummy1	Codes	1 Often 2 Sometimes 3 Never
coach_recs_toteach_g *(required)*	Punish the student for their poor performance	1 Often 2 Sometimes 3 Never
coach_recs_toteach_h *(required)*	Speak with the parents about the student's learning	1 Often 2 Sometimes 3 Never
coach_recs_toteach_i *(required)*	Provide more reading and other practice materials for use during class	1 Often 2 Sometimes 3 Never
coach_recs_toteach_j *(required)*	Encourage the student to seek support from family members	1 Often 2 Sometimes 3 Never
coach_recs_toteach_k *(required)*	Seek guidance from the head teacher	1 Often 2 Sometimes 3 Never
coach_recs_toteach_l *(required)*	Refer them to remedial/catch-up classes or camps (where available)	1 Often 2 Sometimes 3 Never
Consented > Student Tracking assessment > Q55		
n_teach_how_support	55. Focusing on what teachers actually do to support individual students with low scores, how often do teachers use the following strategies?	
dummy2	Codes	1 Often 2 Sometimes 3 Never
teach_how_support_a *(required)*	Move student to front of classroom	1 Often 2 Sometimes 3 Never
teach_how_support_b *(required)*	Call on student more frequently	1 Often 2 Sometimes 3 Never

teach_how_support_c *(required)*	Give students extra work to take home	1	Often
		2	Sometimes
		3	Never

Field	Question	Answer	
teach_how_support_d *(required)*	Review student's work more frequently	1	Often
		2	Sometimes
		3	Never
teach_how_support_e *(required)*	Speak with student about their learning	1	Often
		2	Sometimes
		3	Never
teach_how_support_f *(required)*	Tell the student to pay more attention in class	1	Often
		2	Sometimes
		3	Never
dummy3	Codes	1	Often
		2	Sometimes
		3	Never
teach_how_support_g *(required)*	Punish the student for their poor performance	1	Often
		2	Sometimes
		3	Never
teach_how_support_h *(required)*	Speak with the parents about the student's learning	1	Often
		2	Sometimes
		3	Never
teach_how_support_i *(required)*	Provide more reading and other practice materials for use during class	1	Often
		2	Sometimes
		3	Never
teach_how_support_j *(required)*	Encourage the student to seek support from family members	1	Often
		2	Sometimes
		3	Never
teach_how_support_k *(required)*	Seek guidance from the head teacher	1	Often
		2	Sometimes
		3	Never
teach_how_support_l *(required)*	Refer them to remedial/catch-up classes or camps (where available)	1	Often
		2	Sometimes
		3	Never
teach_action_help *(required)*	56. Do you feel the actions that the teachers do help students improve?	1	Yes, a lot
		2	Yes, somewhat
		3	A little bit
		4	Not at all
		99	Don't know/not sure
catch_up_avail *(required)*	57. In the schools you support, are there catch-up classes or camps available for students who are struggling to learn?	1	Yes
		2	No
		99	Don't know/not sure
catch_up_freq *(required)*	58. How frequent are the catch-up classes or camps held? *Question relevant when: selected(${catch_up_avail} , '1')*	1	Daily
		2	Several times a week
		3	Weekly
		4	Several times month
		5	Monthly
		6	Only during breaks
		99	Don't know/not sure
catch_up_helps *(required)*	59. For students that go to catch-up/revision classes, do you think it helps to improve their reading skills? *Question relevant when: selected(${catch_up_avail} , '1')*	1	Yes, a lot
		2	Yes, somewhat
		3	A little bit
		4	Not at all
		99	Don't know/not sure
coach_have_train_resources *(required)*	60. Do you feel like you, as a literacy coach, have the training and resources you need to coach teachers on **how to use the results** of the student tracking (student scores)?	1	Yes, very much
		2	For the most part/Mostly
		3	Somewhat
		4	Not really
		5	Not at all
		99	Don't know/not sure

what_help_coaches *(required)*	61. What would help you improve **your** understanding of how to discuss the results of the student tracking and **coach teachers on the results?** *(select all that apply)* *Response constrained to: if(selected(., 99), count-selected(.)=1, count-selected(.)>=1)*		1	More training from Room to Read
			2	More coaching from Room to Read in the field while doing
Field	**Question**	**Answer**		
				student tracking
			3	More detailed/clearer documentation about what you are supposed to do
			4	Opportunities to talk with other literacy coaches about challenges and solutions
			5	More training about literacy instruction in general
			88	Other, please specify
			99	Don't know/not sure
what_help_coaches_oth *(required)*	Please specify others *Question relevant when: selected(${what_help_coaches} , '88')*			
Consented > Student Tracking assessment > Q62				
n_what_help_students	62. Please list the top three resources or activities (that are not available now) that would most help students improve their reading skills			
what_help_students_a *(required)*	a. First resource/activities			
what_help_student_b *(required)*	b. Second resource/activities			
what_help_students_c *(required)*	c. Third resource/activities			
n_head_teacher_engag	**These next three questions are going to focus on the Head Teachers in the schools you support.**			
Consented > Student Tracking assessment > Q63				
n_q63	63. Thinking about the schools you support and the head teachers in those schools: **(FROM 0 TO 100)**			
head_understand_st *(required)*	a. What percentage of head teachers understand the student tracking administration process? *You can use the below horizontal slider to select the percentage values.*			
head_part_st *(required)*	b. What percentage of head teachers have participated in administering the student tracking assessment? *You can use the below horizontal slider to select the percentage values.*			
head_int_st *(required)*	c. What percentage of head teachers seem interested in the student scores? *You can use the below horizontal slider to select the percentage values.*			
head_discuss_scores *(required)*	d. What percentage of the head teachers discuss the scores with you and the teacher? *You can use the below horizontal slider to select the percentage values.*			
head_action *(required)*	e. What percentage of the head teachers take action to provide additional support to teachers with struggling classrooms? *You can use the below horizontal slider to select the percentage values.*			
head_ident_support *(required)*	f. What percentage of head teachers actively identify support for struggling students based on the student tracking data? *You can use the below horizontal slider to select the percentage values.*			
head_judge *(required)*	g. What percentage of head teachers are concerned that their performance and their school will be judged based on the student scores? *You can use the below horizontal slider to select the percentage values.*			
head_why *(required)*	64. Why do you think certain head teachers are interested in student tracking and responding to the student results as compared to head teachers who are not? What makes them different in your view?			
dummy_rank	Dummy *Question relevant when: 0*		1	More training for teachers on the administration of student tracking
			2	More training for RtR Literacy Facilitators on how to administer the assessment
			3	More RtR staff available to conduct the assessments
			4	More school staff available to conduct the assessments
			5	Use different student assessment tasks
			6	Use fewer student assessment tasks
			7	Use more student assessment tasks
			8	Improve the Student Score Sheet

			9 Improve the Classroom Record and Analysis sheet
			10 Use tablets or other devices

rtr_improve_admin	65. What could Room to Read do to improve the **administration** of Student Tracking? Please rank the following in order of importance: *Please rank between 1 to 10 numbers. Please don't enter duplicate ranks.*	
Field	**Question**	**Answer**
	Response constrained to: count-items('|', de-duplicate('|', .)) = 10 and selected('1 2 3 4 5 6 7 8 9 10', item-at('|', ., 0)) and selected('1 2 3 4 5 6 7 8 9 10', item-at('|', ., 1)) and selected('1 2 3 4 5 6 7 8 9 10', item-at('|', ., 2)) and selected('1 2 3 4 5 6 7 8 9 10', item-at('|', ., 3)) and selected('1 2 3 4 5 6 7 8 9 10', item-at('|', ., 4)) and selected('1 2 3 4 5 6 7 8 9 10', item-at('|', ., 5)) and selected('1 2 3 4 5 6 7 8 9 10', item-at('|', ., 6)) and selected('1 2 3 4 5 6 7 8 9 10', item-at('|', ., 7)) and selected('1 2 3 4 5 6 7 8 9 10', item-at('|', ., 8)) and selected('1 2 3 4 5 6 7 8 9 10', item-at('|', ., 9))	
dummy_rank2	Dummy2 *Question relevant when: 0*	1 Training for teachers on how to support students based on the results 2 Training for head teachers on how to support teachers to respond to the student results 3 Training for RtR Literacy Facilitators on the best ways to help struggling students 4 More involvement by head teachers and officials in the student assessment 5 More involvement by head teachers and officials in reviewing the scores and identifying strategies to support students 6 Advocacy for more materials for struggling students 7 Advocacy for smaller class sizes 8 Advocacy for catch-up classes or camps in schools that don't have them 9 More communication with parents about students' reading skill level
rtr_improve_usest	66. For the last question, what could Room to Read do to improve the **use** of Student Tracking data to improve student reading skills? Please rank the following in order of importance: *Please rank between 1 to 9 numbers. Please don't enter duplicate ranks.* *Response constrained to: count-items('|', de-duplicate('|', .)) = 9 and selected('1 2 3 4 5 6 7 8 9', item-at('|', ., 0)) and selected('1 2 3 4 5 6 7 8 9', item-at('|', ., 1)) and selected('1 2 3 4 5 6 7 8 9', item-at('|', ., 2)) and selected('1 2 3 4 5 6 7 8 9', item-at('|', ., 3)) and selected('1 2 3 4 5 6 7 8 9', item-at('|', ., 4)) and selected('1 2 3 4 5 6 7 8 9', item-at('|', ., 5)) and selected('1 2 3 4 5 6 7 8 9', item-at('|', ., 6)) and selected('1 2 3 4 5 6 7 8 9', item-at('|', ., 7)) and selected('1 2 3 4 5 6 7 8 9', item-at('|', ., 8))*	
n_end	**Thank you very much for your work with our schools, teachers and student and for sharing your insights in this survey!**	

ANNEX 4.D: LITERACY PROGRAM OFFICER SURVEY

Field	Question	Answer
n_literacy	STUDENT TRACKING STUDY – LITERACY PROGRAM OFFICER/ASSOCIATE SURVEY	
consent *(required)*	1. STUDENT TRACKING STUDY – LITERACY PROGRAM OFFICER/ASSOCIATE survey is intended to help us learn from and improve our student tracking model and processes. Your responses will be combined with others and not be associated with your name. You may be contacted by the research team for clarifications. This survey should take about 40 minutes. We hope you will participate so we can improve our work. Do you consent to participate in this survey?	1 Yes 2 No
n_consent	You have declined to participate in this survey. If you would like to return to the survey, please select the "previous" button and select "yes" to consent. *Question relevant when: selected(${consent} , 2)*	
Consented *Group relevant when: selected(${consent} , 1)*		
Consented > Q2-Q7		
name_title *(required)*	2. What is your name and title?	
sex *(required)*	3. What is your sex?	1 Female 2 Male 3 Non-binary 4 Prefer not to say 99 Don't know/Not sure
long_worked_rtr *(required)*	4. How long have you worked for Room to Read?	1 Less than one year 2 One to two years 3 Three to five years 4 More than five years 99 Don't know/Not sure
long_po *(required)*	5. How long have you been in your position as a Program Officer?	1 Less than one year 2 One to two years 3 Three to five years 4 More than five years 99 Don't know/Not sure
LPO_prior_LC *(required)*	6. Were you a Literacy Coach prior to becoming a Program Officer?	1 Yes 2 No 99 Don't know/Not sure
class_teacher *(required)*	7. Have you ever been a classroom teacher (for any subject)?	1 Yes 2 No 99 Don't know/Not sure
yrs_class_teacher *(required)*	8. How many years did you spend teaching in a classroom (include all subjects, levels and schools)? *Question relevant when: selected(${class_teacher} , 1)*	1 Less than 1 year 2 1-5 years 3 6-10 years 4 11-15 years 5 More than 15 years 99 Don't know/Not sure
teach-cert *(required)*	9. Do you have a teaching certification?	1 Yes 2 No
cert_info *(required)*	10. What is your teaching certification level? *Question relevant when: selected(${teach-cert} , 1)*	
taught_EGR *(required)*	11. Have you ever taught early grade literacy/reading in a classroom?	1 Yes 2 No
n_1	**The next questions are focused on our student tracking (the twice-yearly process of assessing students' reading skills in the classroom with the teacher). When you answer the questions below, please focus on a time when schools were/are open and operating normally and student tracking was being implemented.**	
year_focus *(required)*	12. Please indicate the school year you will be focusing on in your responses to this survey (the last school year where schools were fully open and not affected by COVID-19)	1 2018 2 2019 3 2020 4 2021 5 2022 99 Don't know/Not sure

LPO_done_ST *(required)*	13. In your job as a Program Officer at Room to Read have you had the opportunity to be part of a student tracking assessment in a classroom (observing/supporting or administering) ?	1	Yes
		2	No
Field	**Question**	**Answer**	
		99	Don't know/Not sure
LPO_reason_no_st *(required)*	14. What is the main reason you have not been part of a student tracking assessment as a Program Officer? *Question relevant when: selected(${LPO_done_ST} , 2)*	1	None have occurred during my employment
		2	I was unavailable when the assessment took place
		3	I was unaware of when they were taking place
		4	I was not asked for support or to attend
		5	Not part of my job duties as a Program Officer
		88	Other, please explain
		99	Don't know/Not sure
LPO_reason_no_st_oth *(required)*	Please explain others *Question relevant when: selected(${LPO_reason_no_st} , 88)*		
LPO_st_other_pos *(required)*	15. Have you been part of a student tracking assessment in a classroom as part of another job at Room to Read (for example as a former Literacy Coach)?	1	Yes
		2	No
		99	Don't know/Not sure
Consented > Assessment *Group relevant when: selected(${LPO_done_ST} , 1) or selected(${LPO_st_other_pos} , 1)*			
LPO_times_st *(required)*	16. How many timeshave you been involved in a student tracking assessment (your best estimate)?	1	1-2 times
		2	3-5 times
		3	More than 5 times
		99	Don't know/Not sure
LPO_times_st_yr_gd1 *(required)*	17. How many times per year is student tracking implemented in the schools you oversee for **Grade 1** classrooms (on average)?	1	Once
		2	Twice
		3	More than twice
		88	Other, please specify
		99	Don't know/Not sure
LPO_times_st_yr_gd1_oth *(required)*	Please specify others *Question relevant when: selected(${LPO_times_st_yr_gd1} , 88)*		
LPO_times_st_yr_gd2 *(required)*	18. How many times per year is student tracking implemented in the schools you oversee for **Grade 2** classrooms (on average)?	1	Once
		2	Twice
		3	More than twice
		88	Other, please specify
		99	Don't know/Not sure
LPO_times_st_yr_gd2_oth *(required)*	Please specify others *Question relevant when: selected(${LPO_times_st_yr_gd2} , 88)*		
LPO_coach_admin_needs *(required)*	19. Do you feel like the Literacy Coaches/Facilitators that you supervise have the training and resources they need to work with teachers on **administering** student tracking?	1	Yes, very much
		2	For the most part/Mostly
		3	Somewhat
		4	Not really
		5	Not at all
		99	Don't know/Not sure
LPO_coach_help_admin *(required)*	20. What would help your Literacy Coaches/Facilitators **improve their understanding of how to administer** student tracking? *(select all that apply)* *Response constrained to: if(selected(., 99), count-selected(.)=1, count-selected(.)>=1)*	1	More training from Room to Read
		2	More coaching from Room to Read in the field while doing student tracking
		3	More detailed/clearer documentation about what you are supposed to do
		4	Opportunities to talk with other literacy coaches about challenges and solutions
		88	Other, please specify
		99	Don't know/Not sure
LPO_coach_help_admin_oth *(required)*	Please specify others *Question relevant when: selected(${LPO_coach_help_admin} , 88)*		

LPO_under_st_skills *(required)*	21. Do you feel like you understand how the different student assessment tasks (for example: letter sounding, syllable sounding, word reading) are connected to the curriculum and instruction?	1	Yes, a lot
		2	Somewhat
Field	**Question**	**Answer**	
		3	A little
		4	Not much
		99	Don't know/Not sure
LPO_why_no_under_st_skills *(required)*	22. You answered "a little" or "not much" to the question about understanding how the student assessment tasks are connected to the curriculum and instruction. Can you tell a little more about this? *Question relevant when: selected(${LPO_under_st_skills} , 3) or selected(${LPO_under_st_skills} , 4)*		
Consented > Assessment > Q23-Q25			
LPO_admin_time_indiv *(required)*	23. To your knowledge, on average, how much time does it take to administer the assessment to an **individual student**(not including travel to school or preparation)?	1	Less than 10 minutes
		2	10-15 minutes
		3	16-20 minutes
		4	21-25 minutes
		5	26-30 minutes
		6	More than 30 minutes
		99	Don't know/Not sure
LPO_admin_time_class *(required)*	24. To your knowledge, on average, how much time does it take to administer the assessment to **all students** in the classroom (not including travel to school or preparation)?	1	30 minutes
		2	31-45 minutes
		3	46-60 minutes
		4	61-75 minutes
		5	76-90 minutes
		6	91-120 minutes
		7	121-150 minutes
		8	More than 150 minutes
		99	Don't know/Not sure
LPO_reason_max_time *(required)*	25. What are the main reasons it takes this amount of time? *(select all that apply)* *Response constrained to: if(selected(., 99), count-selected(.)=1, count-selected(.)>=1)*	1	Large class size
		2	Teacher was not sure about the process
		3	I was not sure about the process
		4	Only one person administering the assessment
		5	Children need the instructions explained more than once
		6	Children needed a lot of time to respond or lacked focus
		7	Children took a break or recess
		8	Difficult to find classroom space
		9	Interruptions from outside the classroom (other teachers, head teachers, other students)
		88	Other, please specify
		99	Don't know/Not sure
LPO_reason_max_time_oth *(required)*	Please specify others *Question relevant when: selected(${LPO_reason_max_time} , 88)*		
LPO_all_st_admin *(required)*	26. To your knowledge, does every student in attendance on the day of student tracking get assessed?	1	Yes, always
		2	Most of the time
		3	Some of the time
		4	Rarely or never
		99	Don't know/Not sure
LPO_all_st_visit *(required)*	27. To your knowledge, are all of the student assessments (in a particular classroom) completed in one visit to the school?	1	Yes, always
		2	Most of the time
		3	Some of the time
		4	Rarely or never
		99	Don't know/Not sure
LPO_max_time_admin_all *(required)*	28. What is the **maximum** amount of time it has taken to administer the assessment to **all students** in a	1	30 minutes

	classroom?	2	31-45 minutes
		3	46-60 minutes
Field	**Question**	**Answer**	
		4	61-75 minutes
		5	76-90 minutes
		6	91-120 minutes
		7	121-150 minutes
		8	More than 150 minutes
		99	Don't know/Not sure
per_teach_admin_nortr *(required)*	29. What percentage of the teachers do you think would administer the student tracking if Room to Read were not there to prompt them and support them?	1	0 %
		2	1-25%
		3	26-50%
		4	51-75%
		5	76-100%
		99	Don't know/Not sure
LPO_teach_admin_no_why *(required)*	30. For the teachers you think would not do the student tracking without Room to Read prompting or help, why do you think this is the case? *(select all that apply)* *Response constrained to: if(selected(., 99), count-selected(.)=1, count-selected(.)>=1)*	1	Do not understand the process
		2	Will not make the time
		3	Do not know what to do with the results
		4	Do not think it is part of their job
		5	Think it is unfair to ask them to do another activity
		6	Do not care
		88	Other, please specify
		99	Don't know/Not sure
LPO_teach_admin_no_why_oth *(required)*	Please explain others *Question relevant when: selected(${LPO_teach_admin_no_why} , 88)*		
LPO_teach_judged *(required)*	31. What percentage of teachers think they will be judged and/or reprimanded based on their students' student tracking scores?	1	0 %
		2	1-25%
		3	26-50%
		4	51-75%
		5	76-100%
		99	Don't know/Not sure
LPO_scores_surp *(required)*	32. In general, are you usually surprised by the student assessment scores?	1	Yes
		2	No
		99	Don't know/not sure
LPO_scores_surp_how *(required)*	33. When you are surprised, how would you describe your reaction? *Question relevant when: selected(${LPO_scores_surp} , 1)*	1	Surprised in a positive way
		2	Surprised in a negative way
		3	Surprised, but my feelings are neutral
		99	Don't know/Not sure
LPO_scores_react_other *(required)*	34. What other reactions are there that you think are important for us to know about?		
LPO_scores_know_rec *(required)*	35. When you have the results of the student tracking, do you feel like you know what recommendations to make to the coaches you support and the teachers they support?	1	Always
		2	Most of the time
		3	Some of the time
		4	Rarely
		99	Don't know/Not sure
LPO_scores_teacher_solutions *(required)*	36. To your knowledge, when the student assessment results are reviewed with teachers, what best describes most teacher' involvement in identifying solutions to help struggling children (Actions for Learning)?	1	Highly engaged, suggesting multiple ideas/strategies to support the class or individual students
		2	Interested, suggesting one or two ideas/strategies to support the class or individual students
		3	Interested, listening to your recommendations but not suggesting their own ideas

		4 Neutral, listening to your recommendations but not very engaged or interested
		5 Not engaged or interested
Field	**Question**	**Answer**
		88 Other, please specify
		99 Don't know/Not sure
LPO_scores_teacher_solutions_oth *(required)*	Please explain others *Question relevant when: selected(${LPO_scores_teacher_solutions} , 88)*	
Consented > Assessment > Recommendations		
LPO_recs_tocoach	37. Focusing on the recommendations you have given to coaches about how to support students with low scores, how often do you suggest the following strategies? **(often, sometimes, never)**	
LPO_recs_tocoach_dummy	Codes	1 Often 2 Sometimes 3 Never
LPO_recs_tocoach_a *(required)*	a. Move student to front of classroom	1 Often 2 Sometimes 3 Never
LPO_recs_tocoach_b *(required)*	b. Call on student more frequently	1 Often 2 Sometimes 3 Never
LPO_recs_tocoach_c *(required)*	c. Give students extra work	1 Often 2 Sometimes 3 Never
LPO_recs_tocoach_d *(required)*	d. Review student's work more frequently	1 Often 2 Sometimes 3 Never
LPO_recs_tocoach_e *(required)*	e. Speak with student about their learning	1 Often 2 Sometimes 3 Never
LPO_recs_tocoach_f *(required)*	f. Tell the student to pay more attention in class	1 Often 2 Sometimes 3 Never
LPO_recs_tocoach_dummy1	Codes	1 Often 2 Sometimes 3 Never
LPO_recs_tocoach_g *(required)*	g. Punish the student for their poor performance	1 Often 2 Sometimes 3 Never
LPO_recs_tocoach_h *(required)*	h. Speak with the parents about the student's learning	1 Often 2 Sometimes 3 Never
LPO_recs_tocoach_i *(required)*	i. Provide more reading and other practice materials	1 Often 2 Sometimes 3 Never
LPO_recs_tocoach_j *(required)*	j. Encourage the student to seek support from family members	1 Often 2 Sometimes 3 Never
LPO_recs_tocoach_k *(required)*	k. Seek guidance from the head teacher	1 Often 2 Sometimes 3 Never
LPO_recs_tocoach_l *(required)*	l. Refer them to remedial/catch-up classes or camps (where available)	1 Often 2 Sometimes 3 Never
LPO_recs_tocoach_m	m. Any other (Please specify) *Please leave blank if no other recommendation*	1 Often 2 Sometimes 3 Never
LPO_rect_tocoach_oth *(required)*	Please specify others *Question relevant when: not(empty(${LPO_recs_tocoach_m}))*	
Consented > Assessment > Teacher's recommendations		

LPO_teach_how_support	38. Based on your knowledge and focusing on what teachers actually do to support individual students with low scores, how often do teachers use the following strategies	
LPO_teach_how_support_dummy	Codes	1 Often 2 Sometimes

Field	Question	Answer
		3 Never
LPO_teach_how_support_a *(required)*	a. Move student to front of classroom	1 Often 2 Sometimes 3 Never
LPO_teach_how_support_b *(required)*	b. Call on student more frequently	1 Often 2 Sometimes 3 Never
LPO_teach_how_support_c *(required)*	c. Give students extra work	1 Often 2 Sometimes 3 Never
LPO_teach_how_support_d *(required)*	d. Review student's work more frequently	1 Often 2 Sometimes 3 Never
LPO_teach_how_support_e *(required)*	e. Speak with student about their learning	1 Often 2 Sometimes 3 Never
LPO_teach_how_support_f *(required)*	f. Tell the student to pay more attention in class	1 Often 2 Sometimes 3 Never
LPO_teach_how_support_dummy1	Codes	1 Often 2 Sometimes 3 Never
LPO_teach_how_support_g *(required)*	g. Punish the student for their poor performance	1 Often 2 Sometimes 3 Never
LPO_teach_how_support_h *(required)*	h. Speak with the parents about the student's learning	1 Often 2 Sometimes 3 Never
LPO_teach_how_support_i *(required)*	i. Provide more reading and other practice materials	1 Often 2 Sometimes 3 Never
LPO_teach_how_support_j *(required)*	j. Encourage the student to seek support from family members	1 Often 2 Sometimes 3 Never
LPO_teach_how_support_k *(required)*	k. Seek guidance from the head teacher	1 Often 2 Sometimes 3 Never
LPO_teach_how_support_l *(required)*	l. Refer them to remedial/catch-up classes or camps (where available)	1 Often 2 Sometimes 3 Never
LPO_teach_how_support_m	m. Any other (Please specify) *Please leave blank if no other recommendation*	1 Often 2 Sometimes 3 Never
LPO_teach_how_support_oth *(required)*	Please specify others *Question relevant when: not(empty(${LPO_teach_how_support_m}))*	
LPO_teach_action_help *(required)*	39. Based on your knowledge, do the actions that the teachers do help students improve?	1 Yes, a lot 2 Yes, somewhat 3 A little bit 4 Not at all 99 Don't know/Not sure
LPO_coach_have_train_resources *(required)*	40. Do you feel like you, as a Program Officer, you have the training and resources you need to support your literacy coaches and the teachers they support on **how to use the results of the** student tracking (student scores)	1 Yes, very much 2 For the most part/Mostly 3 Somewhat 4 Not really 5 Not at all 99 Don't know/Not sure

LPO_what_helps_support_coach *(required)*	41. What would help you improve your understanding of how to discuss the results of the student tracking with the coaches you supervise? *(select all that apply)* *Response constrained to: if(selected(., 99), count-selected(.)=1, count-selected(.)>=1)*		1	More training from Room to Read
			2	More coaching from Room to Read in the field while doing student tracking
			3	More detailed/clearer documentation about what you are supposed to do
			4	Opportunities to talk with other literacy coaches about challenges and solutions
			5	More training about literacy instruction in general
			88	Other, please specify
			99	Don't know/Not sure
LPO_what_helps_support_coach_oth *(required)*	Please specify others *Question relevant when: selected(${LPO_what_helps_support_coach} , 88)*			
Consented > Assessment > Q42				
n_LPO_what_helps_students	42. Please list the top three resources or activities (that are not available now) would most help students improve their reading skills?			
LPO_what_helps_students_a *(required)*	a. First resource/activities			
LPO_what_helps_students_b *(required)*	b. Second resource/activities			
LPO_what_helps_students_c *(required)*	c. Third resource/activities			
Consented > Assessment > Head teacher engagement and attitude				
Consented > Assessment > Head teacher engagement and attitude > Percentage				
n_2	43. Thinking about the schools where you have been involved in a student tracking assessment and the head teachers in those schools:			
LPO_head_understand_st *(required)*	a. What percentage of head teachers understand the student tracking administration process? *You can use the below horizontal slider to select the percentage values.*			
LPO_head_part_st *(required)*	b. What percentage of head teachers have participated in administering the student tracking assessment? *You can use the below horizontal slider to select the percentage values.*			
LPO_head_int_st *(required)*	c. What percentage of head teachers seem interested in the student scores? *You can use the below horizontal slider to select the percentage values.*			
LPO_head_discuss_scores *(required)*	d. What percentage of the head teachers discuss the scores with you and the teacher? *You can use the below horizontal slider to select the percentage values.*			
LPO_head_action *(required)*	e. What percentage of the head teachers take action to provide additional support to teachers with struggling classrooms? *You can use the below horizontal slider to select the percentage values.*			
LPO_head_ident_support *(required)*	f. What percentage of head teachers actively identify support for struggling students based on the student tracking data? *You can use the below horizontal slider to select the percentage values.*			
LPO_head_judge *(required)*	g. What percentage of head teachers are concerned that their performance and their school will be judged based on the student scores? *You can use the below horizontal slider to select the percentage values.*			
LPO_head_why *(required)*	44. Why do you think certain head teachers are interested in student tracking and responding to the student results as compared to head teachers who are not? What makes them different in your view?			
dummy_rank	Dummy *Question relevant when: 0*		1	More training for teachers on the administration of student tracking
			2	More training for RtR Literacy Facilitators on how to administer the assessment
			3	More RtR staff available to conduct the assessments
			4	More school staff available to conduct the assessments
			5	Use different student assessment tasks
			6	Use fewer student assessment tasks
			7	Use more student assessment tasks

			8	Improve the Student Score Sheet
			9	Improve the Classroom Record and Analysis sheet
			10	Use tablets or other devices
LPO_rtr_improve_admin	45. What could Room to Read do to improve the administration of Student Tracking data?			

Field	Question	Answer
	Please rank between 1 to 10 numbers. Please don't enter duplicate ranks. *Response constrained to: count-items('|', de-duplicate('|', .)) = 10 and selected('1 2 3 4 5 6 7 8 9 10', item-* *at('|', ., 0)) and selected('1 2 3 4 5 6 7 8 9 10', item-at('|', ., 1)) and selected('1 2 3 4 5 6 7 8 9 10', item-at('|',* *., 2)) and selected('1 2 3 4 5 6 7 8 9 10', item-at('|', ., 3)) and selected('1 2 3 4 5 6 7 8 9 10', item-at('|', ., 4))* *and selected('1 2 3 4 5 6 7 8 9 10', item-at('|', ., 5)) and selected('1 2 3 4 5 6 7 8 9 10', item-at('|', ., 6)) and* *selected('1 2 3 4 5 6 7 8 9 10', item-at('|', ., 7)) and selected('1 2 3 4 5 6 7 8 9 10', item-at('|', ., 8)) and* *selected('1 2 3 4 5 6 7 8 9 10', item-at('|', ., 9))*	
dummy_rank2	Dummy2 *Question relevant when: 0*	1 Training for teachers on how to support students based on the results 2 Training for head teachers on how to support teachers to respond to the student results 3 Training for RtR Literacy Facilitators on the best ways to help struggling students 4 More involvement by head teachers and officials in the student assessment 5 More involvement by head teachers and officials in reviewing the scores and identifying strategies to support students 6 Advocacy for more materials for struggling students 7 Advocacy for smaller class sizes 8 Advocacy for catch-up classes or camps in schools that don't have them 9 More communication with parents about students' reading skill level
LPO_rtr_improve_usest	46. What could Room to Read do <u>to improve the use of Student Tracking data to improve student reading</u> <u>skills?</u> *Please rank between 1 to 9 numbers. Please don't enter duplicate ranks.* *Response constrained to: count-items('|', de-duplicate('|', .)) = 9 and selected('1 2 3 4 5 6 7 8 9', item-at('|',* *., 0)) and selected('1 2 3 4 5 6 7 8 9', item-at('|', ., 1)) and selected('1 2 3 4 5 6 7 8 9', item-at('|', ., 2)) and* *selected('1 2 3 4 5 6 7 8 9', item-at('|', ., 3)) and selected('1 2 3 4 5 6 7 8 9', item-at('|', ., 4)) and selected('1* *2 3 4 5 6 7 8 9', item-at('|', ., 5)) and selected('1 2 3 4 5 6 7 8 9', item-at('|', ., 6)) and selected('1 2 3 4 5 6 7* *8 9', item-at('|', ., 7)) and selected('1 2 3 4 5 6 7 8 9', item-at('|', ., 8))*	
n_ty	**Thank you very much for your work with our schools, teachers and student and for sharing your** **insights in this survey!**	

ENDNOTES

[i] The State of Global Learning Poverty: 2022 Update (2022). UNICEF. https://www.unicef.org/media/122921/file/StateofLearningPoverty2022.pdf , The Global Learning Crisis: Why Every Child Deserves a Quality Education. (2013) UNESCO. and World Development Report (2018). World Bank. https://www.worldbank.org/en/publication/wdr2018

[ii] United Nations Sustainable Development Goals: SDG Indicators Metadata Repository https://unstats.un.org/sdgs/metadata/?Text=&Goal=4&Target=4.1

[iii] The State of Global Learning Poverty: 2022 Update (2022). UNICEF. https://www.unicef.org/media/122921/file/StateofLearningPoverty2022.pdf

[iv] The Five T's for Effective Reading Instruction: Africa Regional Workshop. USAID. https://www.edu-links.org/sites/default/files/media/file/Day_1_-_1_5Ts-_EGR_teaching-skills.pdf

[v] RTI International. Assessment-informed Instruction: Classroom Level, How-to-Brief. (2022) https://scienceofteaching.s3.eu-west-3.amazonaws.com/assets/_LnEDW3lB6gU9J2h_cpKcq8cqwGUTJzUX-Assessment-Informed%20Instruction.pdf

[vi] Ibid.

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