



RTI INTERNATIONAL FOR USAID

ABC+: ADVANCING BASIC EDUCATION IN THE PHILIPPINES BASELINE REPORT

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ABC+: Advancing Basic Education in the Philippines

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ACRONYMS AND ABBREVIATIONS

ABC+	Advancing Basic Education in the Philippines
cwpm	correct words per minute
DepEd	Department of Education
EGRA	Early Grade Reading Assessments
ELLN	early language, literacy, and numeracy
GESI	gender equity and social inclusion
IR	intermediate result
K–3	kindergarten to grade 3
KPI	key performance indicators
LAC	Learning Action Cells
LRP	Learning Resources Portal
mps	mean percent score
MT	mother tongue
MTB-MLE	mother tongue-based multilingual education
ORF	oral reading fluency
RTI	RTI International
SEL	social and emotional learning
SRM	supplemental reading materials
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

The Executive Summary is organized by the report's research questions and main headings. It summarizes the key findings and takeaways for each report section.

High-Level Takeaways. For learners, the results show that a significant number of children are being left behind in school, particularly boys and rural communities. Those children that read with fluency in their mother tongue (MT) also read fluently and comprehend text in Filipino. However, these children's basic reading skills, particularly decoding, fluency, and comprehension, remain underdeveloped. For teachers, the main challenges relate to weak instructional practices as well as the lack of supplemental reading materials in classrooms. The areas ABC+ supports are those with the highest need: bridging techniques, literacy skills instruction, supplemental materials, and gender equity and social inclusion strategies. For the school heads, the findings underscore their potential to narrow the gender gap, deliver effective instructional support, and address other systemic issues. The results also show that their leadership practices will not affect real changes in learning outcomes without shifting their mindset from compliance to a focus on quality. Nevertheless, these results offer a strong foundation for meaningful change.

How well are children learning to read in their MT by the end of grade 2? Overall, learners were able to read 35.4 correct words per minute and answer 70.2% of the reading questions correctly. On average, learners were able to read 21.8 correct invented words per minute and answer correctly 84.6% of the listening comprehension strategies. This reveals that grade 2 learners' decoding skills are underdeveloped and that their oral language skills are stronger than their reading and comprehension capabilities. Dramatic disparities exist between cohorts in Region V. For example, 25.2% of Cohort 3 learners could not answer a single question correctly, compared with 14.4% in Cohort 1. Conversely, the differences between Region VI cohorts were mostly negligible. Large gender and urban/rural gaps signify systemic inequities: 24.6% of boys and 21.2% of rural students answered zero comprehension questions correctly, versus 11.9% of girls and 13.0% of urban students. Results by language fall well below pre-established standards in terms of oral reading fluency but are closer to expectation with respect to reading comprehension.

How well are the children transitioning to Filipino by end of grade 2? Grade 2 learners were able to read 36.1 correct Filipino words per minute but answered only 63.0% of the reading comprehensions correctly. In contrast they correctly answered 80.7% of the listening comprehension questions, indicating a strong oral language foundation for understanding Filipino. This finding demonstrates underdeveloped reading comprehension skills. There were fewer and less dramatic differences between Region V and Region VI cohorts than found with the MT results.

How do reading skills correlate between and within MT and Filipino Early Grade Reading Assessments (EGRAs)? Reading fluency, invented word reading, and reading comprehension are all strongly correlative within and between EGRAs, indicating strong predictability between MT performance and Filipino performance. Listening comprehension is very weakly correlated with higher order reading skills in both EGRAs. Encouragingly, only 10% of learners who could read more than 50 MT words per minute answered less than 75% of the comprehension questions correctly. This indicates that most "fluent" readers possess adequate comprehension skills.

How well are grade 2 teachers mastering and applying instructional best practices?

Grade 2 MT and Filipino lessons were observed in each school. Key practice areas relating to use of materials, bridging, and individual connected text reading were rarely demonstrated by teachers. Only 3% of all classrooms used supplemental reading materials, 10% used textbooks, 12% used language comparison for bridging, and 12% allowed for individual text reading. The takeaway from the item analysis is that the most effective instructional strategies are consistently the most underutilized by teachers across every domain.

How knowledgeable are grade 1–3 teachers of mother tongue-based, multilingual education (MTB-MLE) instructional best practices? Teachers struggled most with concepts relating to literacy skills instruction (mean percent score [mps] of 29% correct), the purpose of supplemental materials (mps 42%), and bridging techniques (mps 45%), which are all focus areas for the upcoming ABC+ teacher training interventions. The item analysis reveals the teachers' lack of practical knowledge and unfamiliarity with the certain concepts. Also, some items contained impractical response options with complicated phrasing of the questions.

What are grade 1–3 teachers' attitudes toward MTB-MLE? The teachers were highly positive of MTB-MLE with an overall mps of 88.1% correct. Their attitudes slightly dropped about whether MT makes it easier to learn to read in other languages (mps 84.4%) and their confidence to teach reading in the MT (mps 80%) when materials were not explicitly referenced in the statement. The difference in attitudes by grade level was appreciable, with grade 1 teachers exhibiting a more positive attitude than grade 3 teachers. This is unsurprising given the pressures grade 3 teachers face to support their learners transition to Filipino and English and deliver more advanced math, science, and language concepts in the MT.

What is the prevalence of leadership practices at schools? Both school heads and teachers were asked to select from a list the specific leadership practices they had personally observed or experienced during the last school year. The average overall percent "Yes" was 92.1% for teachers and 91.9% for school heads, indicating a high degree of practice and agreement. The weakest teacher-reported practice areas were "monitored your use of supplemental reading materials" (84.3%) and "developed strategies to use supplemental material" (88.6%). The weaker materials scores are consistent with other findings from this survey.

How effective are school leaders in providing support to early grade reading?

Teachers were asked to rate their school leaders as either "highly effective," "somewhat effective," or "ineffective" for specific behaviors. Although effectiveness ratings were generally high (average "highly effective" rating of 70.9% across all behaviors), the weakest behaviors were "supporting the use of supplemental reading materials" (63.8% rated highly effective), "sharing knowledge of best practices for teaching multilingual classrooms" (69.4%), and "making the teacher feel at ease during observations" (68.4%). Although, on average, just more than 70% of the teachers rated their leaders highly effective in supporting learning action cells (LACs), more qualitative information is needed to strengthen any gaps in their implementation.

How useful is the Learning Resources Portal (LRP)? The LRP is an online portal for teachers to access instructional materials. ABC+ has a mandate to enhance its access and use. In terms of downloads, 25% of respondents said they had not downloaded any materials, while 19% reported downloading more than 16 titles during the school year. In terms of visits, only 15% indicated they frequented the site more than once per month. Although many teachers cited the Internet as being a main barrier, there were a substantial

proportion who have Internet access but do not use the LRP. This suggests that both encouraging connectivity at schools combined with demand-side interventions to increase LRP use would be an effective strategy to enhance LRP access.

What degree of gender bias do teachers and school heads exhibit? Respondents were asked to agree or disagree with a series of statements. Teachers exhibited a higher degree of bias than did school heads. On average, teachers' responses aligned 53.4% of the time, while school heads' alignment was, on average, 71.1%. This is likely due to respondents' demographic profile. Of the teachers surveyed, 96% were women, compared to 63% of school heads who were women. On average, male school heads' exhibited significantly lower bias from their responses than female school heads.

What MT supplemental reading materials (SRMs) are available in classrooms? Overall grade 1–3 classes sorely lack MT SRMs: 23.8% of teachers reported having big books, 29.9% have small books, and 20.5% have listening stories. From these teachers, 20.4% that have big books indicated they had enough titles to read aloud a story each week and 27.7% had enough small books for every student. Overall, 54% of teachers said that they did not have a single MT SRM available to them. In contrast, 8% of all respondents indicated they had all three types available. In general, Region VI Cohort 3 has dramatically fewer SRMs than the other regions or cohorts (i.e., 70% of classes reported having zero materials).

How does the class language profile differ between region and cohorts? Because language diversity is a key outcome driver, the analysis compared the characteristics in each cohort. In terms of the class-teacher language match, 95.4% of all classes matched. However, Region V Cohort 3 reported fewer matches (89.5%). In terms of the language diversity of learners in the class, 83.9% of all classes were reported homogenous (i.e. where 100% of the students speak the same MT). Region V Cohort 3 also has a significantly higher proportion of heterogeneous classes compared to Region V Cohort 1.

How knowledgeable are school heads of social and emotional learning (SEL) best practices? The overall mps was 51% correct with negligible differences between sex and urban/rural. School heads struggled more with school-wide focused questions (mps 43% correct) versus classroom-focused (mps 53% correct) concepts. On the school-wide focused questions, the responses suggest an opportunity to incorporate SEL promotion strategies as part of the traditional school assembly proceedings. Some of the classroom-focused questions contained unfamiliar concepts (e.g., “discovery learning activity”) and complicated phrasing, which led to lower correct scores.

How knowledgeable are school heads about LACs' best practices? School heads showed significant gaps in their knowledge of LAC best practices, with an overall mps of 61.2% correct. For example, 33% of school heads believed that teachers role-playing bridging strategies is less effective than having master teachers present on instructional best practices. Another 33% of school heads did not see a strong link between their class observations and the LAC program. This underscores the notion that many school heads view classroom observations more as an administrative function than an earnest effort to enhance teaching quality or professional development.

How knowledgeable are school heads of gender equity and social inclusion (GESI) best practices? Based on the results of another multiple choice assessment, school heads had an overall mps of 63.4% correct. The item school heads struggled with most was understanding that monitoring and reporting attendance was an activity that promotes GESI. Again, this speaks to the compliance and administrative mindset with which many school heads approach their job.

1 INTRODUCTION AND OVERVIEW

1.1 OVERVIEW OF ABC+ PROJECT

The dominant feature of early grade reading instruction in the Philippines is the Mother Tongue-Based Multilingual Education (MTB-MLE) Policy. From kindergarten to grade 3 (K–3), learners progressively acquire literacy skills in their mother tongue (MT), Filipino, and English, transitioning to instruction in Filipino and English starting in grade 4. In a country where there are 180 plus native languages, the delivery of MTB-MLE throughout the country can be daunting.

In response to the challenges of early literacy development in the context of MTB-MLE, the United States Agency for International Development (USAID), the Philippines Department of Education (DepEd), and RTI International (RTI) and its subcontractors co-developed a project targeted at improving basic skills in the early grades, with an emphasis on improving early grade reading in the MT and transition to Filipino and English. ABC+: Advancing Basic Education in the Philippines is a five-year, \$38.5 million USAID-funded project to improve early reading, math, and social and emotional skills for children in K–3. ABC+ pursues the goal of improving outcomes in early grades through work in three result areas. Intermediate result (IR) 1 aims to help improve early grade instruction and delivery systems, with a focus on research-based teacher professional development. IR 2 helps increase access to quality, leveled, locally developed supplementary reading materials to support early literacy. IR3 supports the enabling environment within which the two other IRs will operate, namely by improving education system capacity and commitment to manage and implement interventions supporting effective early grade instruction.

1.2 PURPOSE AND OBJECTIVES OF THE ABC+ BASELINE SURVEY

From February 10 to 24, 2020, ABC+, in partnership with DepEd Regional Offices and Schools Divisions, conducted a sample-based survey of students, teachers, and school heads to establish baseline values for the project's key performance indicators. The baseline assessment serves as the foundation for ABC+'s internal impact evaluation.

The objectives of the baseline survey are threefold: (1) establish baseline values for ABC+ key performance indicators (KPIs) and relevant context indicators; (2) identify opportunities and challenges in improving the quality of early grade teaching and literacy in K–3 in MT and Filipino; and (3) inform the project's theory of change and advance the project's research and learning agenda. To further the learning agenda, the survey aimed to establish the baseline for the research questions, outlined in Exhibit 1, which also serve as the report's organizing principals.

Exhibit 1. ABC+ Learning Questions

For Grade 2 Learners

- ✓ How well are children learning to read in the MT by the end of grade 2?
 - ✓ How well are children transitioning to Filipino by the end of grade 2?
 - ✓ How do reading skills correlate between and within the MT and Filipino Early Grade Reading Assessments (EGRAs)?
-

For Grade 1–3 Teachers

- ✓ How well are grade 2 teachers mastering and applying instructional best practices?
 - ✓ How knowledgeable are grade 1–3 teachers of MTB-MLE instructional best practices?
 - ✓ What are grade 1–3 teachers' attitudes toward MTB-MLE?
 - ✓ How useful is the Learning Resources Portal (LRP)?
 - ✓ What degree of gender bias do teachers exhibit?
 - ✓ What MT supplemental reading materials (SRMs) are available in classrooms?
 - ✓ How does the class language profile differ between region and cohorts?
-

For School Leaders

- ✓ What is the prevalence of key leadership practices at schools?
 - ✓ How effective are school leaders in providing support to early grade reading?
 - ✓ What degree of gender bias do school heads exhibit?
 - ✓ How knowledgeable are school heads of social and emotional learning (SEL) best practices?
 - ✓ How knowledgeable are school heads of learning action cells (LACs) best practices?
 - ✓ How knowledgeable are school heads of gender equity and social inclusion (GESI) best practices?
-

1.3 SAMPLING FRAME, PROTOCOLS, AND DATA QUALITY ASSURANCE PROCESSES

1.3.1 Sampling frame and methodology

A total of 241 schools were randomly sampled for the ABC+ Baseline Survey. The sample included 60 schools from each of the four region-cohort groups.¹ Each region was divided into two cohorts for comparative purposes. Cohort 1 serves as the *de facto* treatment arm, which consists of divisions that ABC+ will support directly starting in academic year 2020–2021. Cohort 3 serves as the comparison group, which consists of divisions that ABC+ will not directly intervene in until, at least, academic year 2022–2023.

One grade 2 classroom from each school was selected. The grade 2 teacher was interviewed and given a questionnaire to complete. Additionally, assessors observed two reading lessons: one in Filipino and one in the MT. In total, 236 grade 2 teachers were interviewed and 464 reading lessons were observed in either Filipino or MT. In addition to the grade 2 classroom, either one grade 1 or one grade 3 classroom was also selected on an alternating school basis.² These teachers were also interviewed and given a questionnaire to complete. In total, 122 grade 1 teachers and 116 grade 3 teachers were interviewed. In addition, the official school head was given a questionnaire and interviewed. If the official school head was absent, the acting school head was interviewed. In total, 240

¹ One extra school was sampled during the data collection to account for missing data during the data collection process.

² The survey alternated grade 1 and grade 3 teachers due to the limited number of assessors available at the school. It was deemed too difficult for one assessor to observe the grade 2 lessons and conduct the grade 1–3 interviews and questionnaires in the short time allotted at each school.

school head interviews were administered and 229 school head questionnaires were completed.³

Within each of the selected grade 2 classrooms, five boys and five girls were selected at random. A total of 2,402 grade 2 students were assessed in the MT EGRA and 2,092 grade 2 students were assessed in the Filipino EGRA. The MT EGRAs consisted of Central Bikol and Tagalog in Region V and Hiligaynon and Cebuano in Region VI.⁴ These are the languages that ABC+ will support directly in the first academic year of implementation starting in 2020–2021.⁵ Because of the similarities between Filipino and Tagalog, students in Region V instructed in Tagalog were only assessed in Tagalog. **Annex A** contains the full set of instruments. For more information on the sample methodology, please see **Annex B**. **Exhibit 2** summarizes the number of respondents surveyed by instrument.

Exhibit 2. Summary of Respondents by Instrument

Instrument	Respondents
Grade 2 EGRA Instruments	
Grade 2 EGRA in Filipino	2,092
Grade 2 EGRA in MT	2,402
Grade 1–3 Teacher Survey Instruments	
Grade 1 teacher interview	122
Grade 2 teacher interview	236
Grade 3 teacher interview	116
Grade 1 teacher questionnaire	122
Grade 2 teacher questionnaire	235
Grade 3 teacher questionnaire	114
Grade 2 Classroom Observation	
Grade 2 MT class observation	229
Grade 2 Filipino class observation	235
School Head Survey Instruments	
School head interview	240
School head questionnaire	229

1.3.2 EGRA and classroom observation instruments and protocols

The EGRA in MT consisted of the following subtasks:

- listening comprehension to test learners' oral language skills,

³ Acting school heads were not given the questionnaire as only official school heads are designated to attend the ABC+ school head training.

⁴ Bangsamoro Autonomous Region of Muslim Mindanao (BARMM) was excluded from the survey because ABC+ implements only a limited set of interventions in the region. The goal- and IR-level outcome indicators are the product of many different activities that work together across sub-IRs to produce the desired outcome. The theory of change is not applicable when only a few of the activities are selectively implemented as they are in BARMM.

⁵ These MTs were selected for initial support during the annual planning process as they already have available/working orthographies and supplementary reading materials that can be reproduced and distributed in the target divisions/schools in Year 1. Strategically, these are the most common languages of instruction found in ABC+ Cohorts 1 and 3.

- invented words to test learners' decoding ability,
- an oral reading passage to test learners' fluency, and
- a series of follow-up questions about the passage to test learners' reading comprehension.

The EGRA in Filipino included the same subtasks except for invented words subtask.⁶ The reading passages consisted of approximately 90 words. Learners were given three minutes to read the entire passage and then answer eight questions, two of which were inferential and the rest literal.

The classroom observation tool was designed to reflect the main focal areas of ABC+ teacher training. Observers marked whether the specified behaviors were observed within a 5-minute interval over the span of the lesson. The instrument comprised six major instructional domains, each with a set of corresponding practices and behaviors:

1. Bridging strategies (subdivided into code-switching practices and language comparison techniques);
2. Vocabulary and oral language instruction;
3. Connected text reading by learners;
4. Practice of new skill by learners;
5. Teacher feedback to learners;
6. Teachers and learners materials use (subdivided into the use of textbooks and SRMs).

The survey used the same classroom observation tools and protocols to observe both the Filipino and the MT lesson of the selected grade 2 teacher.

1.3.3 Quality assurance processes

ABC+ applied strict quality assurance measures through its instrument development and testing process, assessor training and assessment, and field oversight monitoring and supervision. ABC+ mobilized DepEd officers as assessors and observers⁷, drawing primarily from the ranks of supervisors and school heads. The assessors and observers underwent a rigorous training in which they were tested multiple times to assess their inter-rater reliability. Those ultimately selected for data collection demonstrated at least 90% agreement on their final accuracy assessment. The DepEd officers not selected as assessors or observers served as field coordinators, providing additional support to the data collection teams. The instruments also went through a comprehensive development and review process from adaptation, pre-testing, training, and piloting. DepEd officers consistently contributed and the results of the pre-testing and pilot data were used to make minor adjustments to the instruments, as needed. The data was collected using tablets and Tangerine™. The electronic data collection enabled ABC+ to monitor the intake of data in real time and provide immediate feedback to the data collectors. ABC+ supervisors were deployed to support and monitor their assessor teams, visiting schools every day with the data collection teams.

⁶ The MTs share the same orthography (letters and sounds) as Filipino and, therefore, the Filipino invented word subtask would have been redundant.

⁷ Assessors were trained and tasked to conduct the EGRAs, while observers were trained and tasked to conduct the classroom observations and administer the teacher and school head interviews and questionnaires.

2 EGRA RESULTS

The EGRA results are reported in two formats: mean scores and zero scores. The mean scores for listening and reading comprehension are reported as the average percent correctly answered out of all questions. The mean score for invented word reading task is reported as the average number of correct invented words per minute read by the learners. The mean score for the oral reading fluency (ORF) task is reported as the average number of correct words per minute (cwpm) read by the learners. Zero scores show the overall proportion of learners who could not answer a single question or read a single word correctly for each task—denoting those learners who are considered non-readers.⁸

2.1 HOW WELL ARE CHILDREN LEARNING TO READ IN THEIR MT BY END OF GRADE 2?

On average, students are reading with a moderate degree of fluency but with lower comprehension than may be expected, given they are mainly learning to read in their MT. The analyses compare the overall MT results by cohort and region and by demographic variables.

2.1.1 How well are children reading in their MT in each region and cohort?

When examining the results by region and cohort, the immediate takeaway is how significantly lower the scores in Region V Cohort 3 are compared to Region V Cohort 1 across all tasks except for the invented word reading tasks. Whereas Region V Cohort 1 consistently scored above the overall mean, Region V Cohort 3 scores were consistently below the mean. One striking difference relates to the reading comprehension zero scores: about 1 in 4 (25.2%) Region V Cohort 3 learners could not answer a single question correctly compared approximately 1 in 7 learners (14.4%) in Region V Cohort 1. **Exhibit 3** details the overall mean scores and zero scores for each MT EGRA task, disaggregated by region and cohort. In terms of their receptive language and decoding skills, learners answered 84.6% listening comprehension questions correctly and read 21.8 correct invented words per minute. With respect to reading fluency and comprehension, learners read 35.4 cwpm and answered 57.4% of the reading questions correctly.

⁸ For each value, the confidence interval is presented in brackets and set at 95% confidence. The confidence interval gives the upper and lower range of the values based on the estimated error and power of the sample. Values followed by an asterisk denote a statistically significant difference between variables ($p < .05$).

Exhibit 3. Comparison of MT Mean Scores and Zero Scores by Region and Cohort

	Overall	Region V		Region VI	
		Cohort 1	Cohort 3	Cohort 1	Cohort 3
MT Listening Comprehension	n = 2402	n = 608	n = 595	n = 599	n = 600
Average Percent Correct	84.6% [±1.1]	82.8%* [±1.9]	71.8%* [±2.7]	88.7% [±2.2]	91.2% [±1.5]
Percent Zero Scores	0.7% [±0.4]	0.3%* [±.5]	1.7%* [±1.2]	0.6% [±.7]	0.4% [±.5]
MT Invented Words					
Average Correct Invented Words per Minute	21.8 [±1.2]	21.6 [±2.2]	20.3 [±2.5]	22.1 [±2.4]	22.6 [±2.0]
Percent Zero Scores Invented Words	12.2% [±1.9]	13.5% [±3.9]	18.1% [±4.5]	11.6% [±4.3]	8.0% [±3.1]
MT Oral Reading Fluency					
Average CWPM	35.4 [±2.0]	40.3* [±4.3]	32.9* [±4.3]	34.4 [±4.1]	35.3 [±3.5]
Percent Zero Scores ORF	9.6% [±1.6]	9.0% [±3.5]	12.6% [±3.3]	9.9% [±3.8]	7.7% [±2.4]
MT Reading Comprehension					
Average Percent Correct	57.4% [±2.6]	65.6%* [±4.7]	51.2%* [±5.2]	57.3% [±5.9]	57.6% [±4.6]
Percent Zero Scores	18.5% [±2.4]	14.4%* [±4.3]	25.2%* [±5.1]	18.0% [±5.4]	16.5% [±4.2]

* p < .05 denoting statistically significant differences between cohorts within a given region.

2.1.2 How well are learners performing by gender and location?

Girls significantly outperformed boys in most of the subtasks, except in listening comprehension (where scores were equally high for boys and girls). **Exhibit 4** shows the differences in performance between boys and girls, as well as between urban and rural learners, against the overall results. The magnitude of the gap, while consistent with prior data on student performance by gender, remains alarming.⁹ For example, more than twice as many boys (24.6%) were unable to answer a single reading comprehension question correctly than girls (11.9%). Learners in urban schools also performed significantly better than those in rural schools, although the differences are smaller than those found for gender. More than 1 in 5 rural learners (21.2%) scored zero on the reading comprehension compared with 1 in 7.5 urban learners (13.0%). Nevertheless, the differences between boys and girls, as well as urban and rural learners, shows that persistent inequities are affecting performance. The urgency becomes greater as there is a higher population of boys than girls on average, as well as a larger number of rural than urban schools.

⁹ The 2018 Program for International Student Assessment Report, which found that the overall reading literacy mean scores of girls (352) was higher than that of boys (325) (<https://www.deped.gov.ph/wp-content/uploads/2019/12/PISA-2018-Philippine-National-Report.pdf>, page 14).

Exhibit 4. Comparison of MT EGRA Results by Boys versus Girls; Urban versus Rural

Subtasks	Overall	Boys	Girls	Urban	Rural
MT Listening Comprehension	N = 2402	n = 1206	n = 1196	n = 775	n = 1617
Average Percent Correct	84.6% [±1.1]	83.3% [±1.4]	86.0% [±1.3]	85.5% [±2.1]	84.1% [±1.6]
Percent Zero Scores	0.7% [±0.4]	1.0% [±.6]	0.5% [±.4]	0.3% [±.4]	0.9% [±.5]
MT Invented Words					
Average Correct Invented Words per Minute	21.8 [±1.2]	18.7* [±1.2]	25.1* [±1.3]	24.5* [±2.1]	20.4* [±1.3]
Percent Zero Scores Invented Words	12.2% [±1.9]	16.5%* [±2.8]	7.6%* [±1.7]	8.1%* [±3.4]	14.3%* [±2.4]
MT ORF					
Average CWPM	35.4 [±2.0]	28.9* [±2.0]	42.4* [±2.3]	39.2* [±3.7]	33.5* [±2.3]
Percent Zero Scores	9.6% [±1.6]	13.0%* [±2.3]	6.0%* [±1.5]	5.2%* [±1.8]	11.8%* [±2.1]
MT Reading Comprehension					
Average Percent Correct	57.4% [±2.6]	49.8%* [±3.0]	65.6%* [±2.8]	61.1% [±4.6]	55.6% [±3.2]
Percent Zero Scores	18.5% [±2.4]	24.6%* [±3.2]	11.9%* [±2.4]	13.0%* [±4.0]	21.2%* [±3.0]

* p < .05 denoting statistically significant differences between variables

2.2 HOW WELL ARE THE CHILDREN TRANSITIONING TO FILIPINO BY END OF GRADE 2?

Overall children show a high facility in listening comprehension, moderate fluency skills, and moderately high comprehension abilities in Filipino. The analysis compared their overall Filipino results with their MT scores as an initial reference point. The analysis by region and cohort provides a meaningful baseline for ABC+ Cohort 1 schools' performance.

2.2.1 How well are children reading in Filipino compared to their MT?

Exhibit 5 shows that overall, learners either are average or perform better in Filipino than in their MT. Learners demonstrate only marginally stronger listening comprehension skills in their MT than in Filipino (84.6% versus 80.7% correct), which underscores their relatively high second language receptive skills. In terms of reading skills, there is no meaningful difference between their Filipino ORF (36.1 cwpm) versus their MT ORF (35.4 cwpm). There is, however, an appreciable difference in reading comprehension scores between Filipino (63% correct) and their MT (57.4% correct).

Exhibit 5. Comparison of Filipino and MT EGRA Mean Scores and Zero Scores

	Filipino	MT
Listening Comprehension		
Average Percent Correct	80.7%	84.6%
	[±1.4]	[±1.1]
Percent Zero Scores	1.4%	0.7%
	[±.6]	[±0.4]
Oral Reading Fluency		
Average CWPM	36.1	35.4
	[±2.2]	[±2.0]
Percent Zero Scores ORF	10.2%	9.6%
	[±1.9]	[±1.6]
Reading Comprehension		
Average Percent Correct	63.0%	57.4%
	[±2.7]	[±2.6]
Percent Zero Scores	13.7%	18.5%
	[±2.3]	[±2.4]

2.2.2 How well are children reading in Filipino in each region and cohort?

The analysis by cohort shows fewer statistically significant differences between cohorts in Region V than found with the MT results. **Exhibit 6** presents the overall results of the Filipino EGRA, disaggregated by region and cohort. Interestingly listening comprehension was statistically different in both regions' cohorts, indicating lower oral language capabilities in Region V Cohort 3 and Region VI Cohort 1. As with the MT results, Region V Cohort 3 underperforms in relation to Cohort 1 in reading comprehension but the differences in ORF, while appreciable, are not large enough to deem statistically significant. This is likely due to removing Tagalog learners from the equation,¹⁰ and the language profile demographics becoming less problematic for second language learning.

Exhibit 6. Comparison of Filipino EGRA Mean Scores and Zero Scores by Region and Cohort

		Region V		Region VI	
	Overall	Cohort 1	Cohort 3	Cohort 1	Cohort 3
Filipino Listening Comprehension					
Average Percent Correct	80.7%	85.6%*	81.1%*	77.3%*	81.5%*
	[±1.4]	[±2.4]	[±2.4]	[±3.2]	[±2.4]
Percent Zero Scores	1.4%	0.0%	1.2%	3.1%*	0.8%*
	[±.6]	[±.]	[±1.4]	[±1.7]	[±.8]
Filipino Oral Reading Fluency					
Average CWPM	36.1	41.7	34.7	34.9	36.5
	[±2.2]	[±6.4]	[±4.6]	[±4.3]	[±3.6]

¹⁰ Tagalog learners were excluded from taking the Filipino EGRA as it was used for their Tagalog MT instead

	Overall	Region V		Region VI	
		Cohort 1	Cohort 3	Cohort 1	Cohort 3
Percent Zero Scores ORF	10.2% [±1.9]	8.2% [±5.0]	13.1% [±3.7]	11.3% [±4.1]	8.0% [±3.1]
Filipino Reading Comprehension					
Average Percent Correct Reading Comprehension	63.0% [±2.7]	69.5%* [±6.7]	60.1%* [±5.2]	61.2% [±5.6]	64.4% [±4.4]
Percent Zero Scores Reading Comprehension	13.7% [±2.3]	11.7% [±6.8]	17.2% [±4.5]	14.0% [±4.7]	11.6% [±3.7]

* p < .05 denoting statistically significant differences between variables

2.3 HOW DO READING SKILLS CORRELATE BETWEEN AND WITHIN MT AND FILIPINO EGRAS?

The relationship between the MT and Filipino matters because at the heart of MTB-MLE is the notion that a child who learns to read in their MT will accelerate literacy acquisition in Filipino. Part of the ABC+ teacher training program is focused on bridging strategies that help learners apply their MT literacy skills to reading in Filipino and English. Understanding the connection between the two EGRAs could provide insight into where (which skills) those bridging strategies have real traction. A corollary to this inquiry is to examine the relationship between the lower-order skills (listening comprehension and decoding) with higher order skills (fluency and reading comprehension) in the same EGRA. This could help identify specific foundational skill issues to aid frustrated learners and non-readers achieve higher levels of proficiency. The last inter-task analysis examines the relationship between reading fluency and reading comprehension within the same EGRAs. The purpose of this analysis is to help inform the appropriate cut points for the performance benchmarks (see **Annex C** for more in-depth discussion on the proposed indicators and benchmarks).

2.3.1 How do reading skills in MT relate to reading skills in Filipino?

To answer this question, we examine the Pearson correlation coefficients¹¹ between the mean scores of the MT EGRA tasks with the mean Filipino scores as presented in **Exhibit 7**. There are two key takeaways. First, both MT and Filipino listening comprehension scores have a very weak relationship with other EGRA subtasks. This finding is not surprising: listening comprehension is a measure of oral language capability, which is not predictive of one's decoding, fluency, or comprehension abilities. Second is the relatively strong relationship between the MT reading fluency and the Filipino reading comprehension (and vice versa). The 0.8 coefficients indicate that students who perform well on ORF in one language, tend to also perform well on reading comprehension in the other language. This is further supported by the relatively strong relationship between the MT invented word reading (decoding) and the Filipino reading comprehension (p = 0.78).

¹¹ The Pearson correlation coefficient is a measure of correlation with values between 0 and 1. The closer to 1 the stronger the relationship, where 1 = perfectly correlated and 0 = no correlation.

Exhibit 7. Relationship* between MT EGRA mean scores and Filipino EGRA mean scores

MT EGRA Tasks	Filipino EGRA Tasks		
	Listening Comprehension	ORF	Reading Comprehension
MT Listening Comprehension	0.37	0.19	0.28
MT Invented Word Reading	0.19	0.91	0.78
MT ORF	0.20	0.97	0.80
MT Reading Comprehension	0.31	0.80	0.88

*The figures represent the Pearson correlation coefficients, where 1 = perfectly correlated and 0 = no correlation. The closer to 1, the stronger the relationship. Figures in red denote relatively weak relationships (< 0.3). Figures in blue denote relatively strong relationships (> 0.7).

2.3.2 How do foundational skills relate to higher order reading skills?

A similar analysis compares the MT foundational skills of listening comprehension and invented word reading with the higher order skills of ORF and reading comprehension. As shown in **Exhibit 8** there is a weak relationship between listening comprehension but a relatively strong relationship between decoding, fluency, and comprehension. Although it is obvious that decoding is an essential skill, the other takeaway is that oral language skills do not appear as critical. For example, listening comprehension scores are very high on average (84% correct in MT), which indicates that instruction overemphasizes oral language development at the expense of the more functional literacy domains of decoding, fluency, and comprehension.

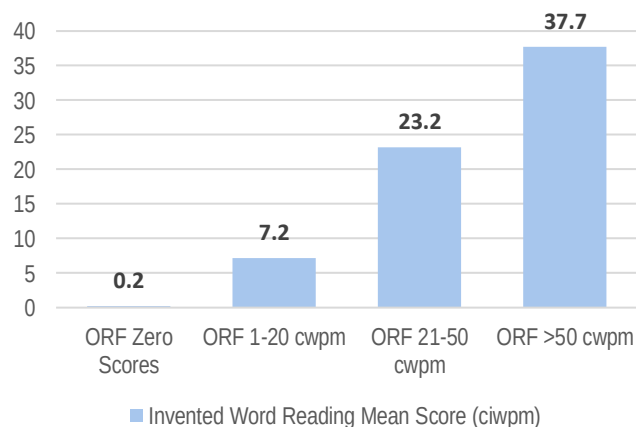
Exhibit 8. Relationship* between MT foundational skills and MT higher order reading skills

MT Foundational Skills	MT Higher Order Reading Skills	
	MT ORF	MT Reading Comprehension
MT Listening Comprehension	0.20	0.30
MT Invented Word Reading	0.90	0.77

*The figures represent the Pearson correlation coefficients, where 1 = perfectly correlated and 0 = no correlation. The closer to 1, the stronger the relationship. Figures in red denote relatively weak relationships (< 0.3). Figures in blue denote relatively strong relationships (> 0.7).

The importance of decoding is made clear by visualizing the relationship between invented word reading scores and the increasing levels of reading fluency. **Exhibit 9** depicts this relationship by creating discrete ORF performance categories starting from left on the X-axis: Non-readers who could not read a single word correctly, learners who were able to read 1–20 words correctly per minute, learners who were able to read 21– 50 words correctly per minute, and learners who were

Exhibit 9. M ORF levels by MT invented word reading mean scores



able to read more than 50 words correctly per minute.¹² The Y-axis is the correct invented words per minute, while the bars indicate the average number of correct invented words per minute each fluency group was able to read. The most important takeaway from this graph is how much better the learners who read more than 50 cwpm can decode than those at lower levels. The strongest indication of this relationship is among those non-readers who could only decode less than one correct invented word per minute. Put simply, if children cannot decode, they cannot read, and there are a significant number of grade 2 learners still struggling to decode.

2.3.3 How does fluency relate to reading comprehension?

This final EGRA analysis addresses the key assumption underpinning the ABC+ goal level indicators: the link between fluency and comprehension. Overall, very few learners who read at a high speed struggle with their comprehension in their MT and in Filipino. This is a generally positive finding suggesting that learners who read accurately with speed also read with comprehension.

Exhibit 10 shows the relationship between reading fluency and reading comprehension in the MT. Predictably, nearly 70% of learners who could read only between 1–20 cwpm were not able to answer half their attempted questions correctly. Conversely, nearly 90% of learners who could read more than 50 cwpm were able to answer at least 75% of all questions correctly. Encouragingly, only 3% of these “should be” fluent readers were unable to correctly answer half or more questions.

Exhibit 10. MT reading comprehension versus MT ORF cut-offs

Proportion of learners in each MT ORF performance category	MT Reading Comprehension Percent Correct of Attempted				
	0% correct	1%–49% correct	50%–74% correct	75%–99% correct	100% correct
Zero Scores (non-readers)	100.0%	—	—	—	—
1 to 20 cwpm read	38.2%	31.6%	21.1%	6.3%	2.7%
21 to 50 cwpm read	0.8%	11.2%	22.2%	43.4%	22.4%
>50 cwpm read	0.3%	2.8%	7.5%	49.4%	40.0%

The Filipino results were even more encouraging. **Exhibit 11** shows that 83.2% of learners who read at least 50 words per minute in Filipino answer at least 75% of the questions correctly. In contrast only 0.7% of the fastest readers answer less than half the comprehension questions correctly. This indicates that reading with fluency translates well to comprehension in Filipino. These Filipino figures correlate a bit higher than in the MT, which may point to this being a language issue of the MT (e.g., use of unfamiliar words due to variational differences) more than a lack of general comprehension skills among learners. This finding could also help explain the higher reading comprehension scores in Filipino (63.0% correct) compared with MT (57.4% correct) as shown in Exhibit 5 above.

¹² Note the cutoff points for each category do not signify benchmarks; they are set arbitrarily and solely for analytic purposes.

Exhibit 11. Filipino reading comprehension versus MT ORF cutoffs

Proportion of learners in each Filipino ORF performance category	Filipino Reading Comprehension Percent Correct of Attempted				
	0% correct	1%–49% correct	50%–74% correct	75%–99% correct	100% correct
Zero Scores (non-readers)	100.0%	—	—	—	—
1 to 20 cwpm read	14.0%	38.5%	27.2%	11.5%	8.7%
21 to 50 cwpm read	0.7%	5.2%	15.5%	43.5%	35.1%
>50 cwpm read	0.0%	0.7%	4.9%	41.9%	52.4%

3 RESULTS OF CLASS OBSERVATIONS AND TEACHER SURVEYS

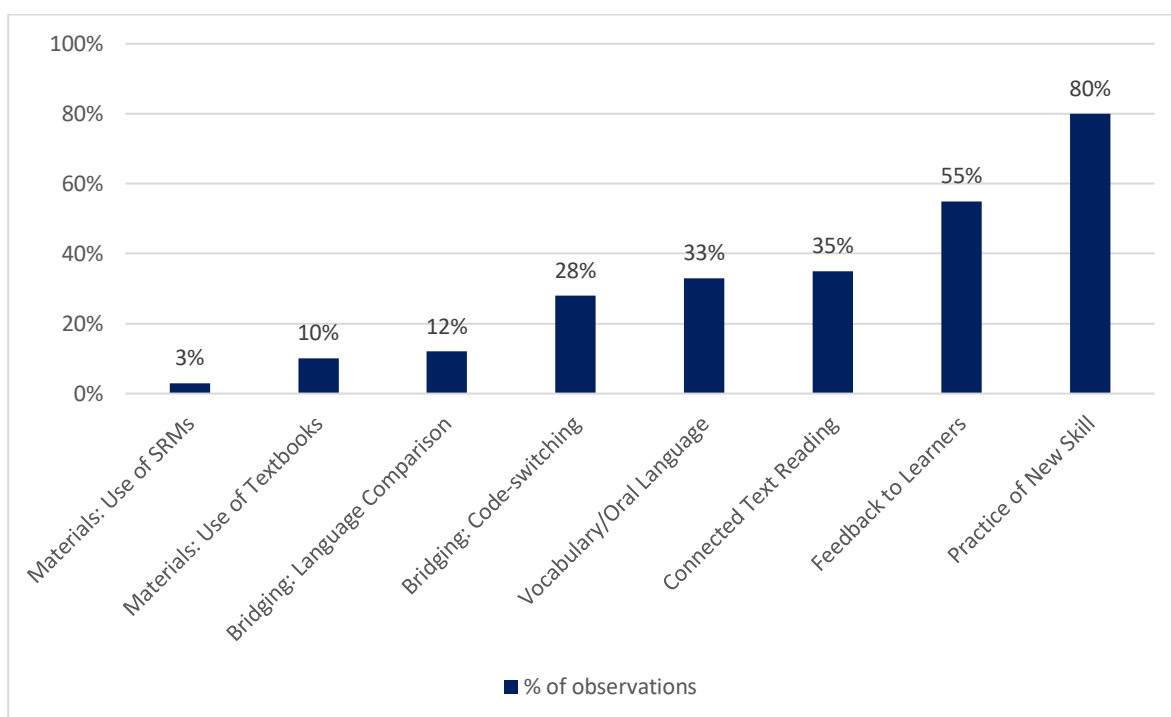
This section details the findings from the classroom observations, teacher interviews, and questionnaires carried out during the baseline data collection. The purpose of this discussion is to identify the priority areas for ABC+ teacher and school head training and support. The section is organized thematically by the research questions focused on teachers' knowledge and behaviors, as well as other relevant key performance indicators and context indicators.

3.1 ARE TEACHERS APPLYING EFFECTIVE LITERACY INSTRUCTIONAL PRACTICES?

Overall, very few teachers demonstrated the array of desired instructional practices that correspond to MTB-MLE best practices. Further, the most effective practices are the most consistently underperformed. **Annex D** offers a detailed explanation of each item, which was used as a reference tool for the observers' training and practice.

Exhibit 12 summarizes the observations for each instructional domain. It shows the average proportion of classes where any behavior from each domain was observed at least once in either the grade 2 MT or Filipino lesson. The most frequently observed domain was teachers giving time for students to practice new skills. In total, 80% of the teachers observed demonstrated at least one associated behavior relating to "practice of new skill". On the opposite end of the spectrum, the instructional domains least frequently observed concerned the use of instructional materials and bridging strategies. Only 3% of classes incorporated SRMs into the lesson; however, surprisingly, few classes incorporated textbooks into the lessons—only in 10% of classes did teachers or learners explicitly use textbooks. Overall, the domain-level findings show that the ABC+ intervention areas are targeting aspects of instructional best practice that are underperforming or ignored entirely by most teachers.

Exhibit 12. Average proportion of observations in which instructional domains were observed at least once in grade 2 MT or Filipino lessons



Although the domain analysis provides a useful snapshot of teachers' general practice, the averages obscure important details. **Exhibit 13** provides more exact detail on the proportion of classes observed by each specific practice across the MT and Filipino lessons. The main takeaway is that the most effective instructional strategies are consistently the most underutilized by teachers across every domain. For example, compare the frequency of using words and phrases to bridge (29.7% for 1c) versus using sentence structure (2.8% for 1b) or alphabetic principles (2.4% for 1a). When it comes to connected text reading, the differences are stark. Teachers overwhelmingly practice group reading (79.7% for 3b), while far fewer have learners read text out loud individually (17.0% for 3a) or silently (7.7% for 3c). These items should signal to DepEd and the ABC+ team the key points of emphasis for training, monitoring, and follow-up support. The same is true regarding oral language and feedback practices. Teachers are more likely to explain new words (53.6% for 2a) than give learners an opportunity to use or demonstrate new words (13.1% for 2b). Likewise, many more teachers give praise (74.9% for 5a) than use scaffolding techniques to correct learners (41.2% for 5b) or give feedback on their independent or group work (48.1% for 5c).

Exhibit 13. Average proportion of lessons in which the instructional practice was observed at least once in either the Filipino or MT lesson

Item	Instructional Practice	Overall Average
1	Bridging Strategies	
	<i>Language Comparison</i>	
1a	Teacher compares MT letter sounds or sounds in words to Filipino or English (alphabetic principal/phonics)	2.2%
1b	Teacher compares MT sentence structure to Filipino or English (grammar)	3.0%

Item	Instructional Practice	Overall Average
1c	Teacher compares MT words/phrases to Filipino or English (vocabulary)	30.1%
	<i>Code-Switching</i>	
1d	Teacher uses another language to aid in understanding concepts/instructions	27.1%
1e	Teacher allows learners to respond in languages other than the language of instruction	31.1%
2	Oral Language/Vocabulary	
2a	Teacher explains new words needed to understand a text/lesson	53.6%
2b	Teacher provides learners with opportunity to use new vocabulary or demonstrate understanding of new words	13.1%
3	Connected Text Reading	
3a	Learners read text aloud individually (10 or more)	17.0%
3b	Learners read as a group with teacher or other learners	79.7%
3c	Learners read silently	7.7%
4	Practice of New Skill	
4a	Teacher calls on various learners, including those who do not raise their hands, to practice new skill	74.9%
4b	Teacher provides opportunities for learners to practice skill orally	73.0%
4c	Teacher assigns an exercise for all learners to complete in class that reinforces skill taught	92.0%
5	Feedback	
5a	Teacher gives praise/affirms when response is correct	74.4%
5b	Teacher scaffolds when response is incorrect or incomplete (gives clues to help learner)	41.2%
5c	Teacher gives feedback during/after independent work or group work	48.1%
6	Learning Materials	
	<i>Use of textbooks</i>	
6a	Teacher refers to/instructs learners to use the textbook/materials that learners have out	12.6%
6b	Teacher provides time for learners to work in the textbook/materials	6.8%
	<i>Use of SRMs</i>	
6c	Teacher uses a SRM	4.8%
6d	Teacher has learners use supplemental reading books	1.2%

3.2 HOW KNOWLEDGEABLE ARE TEACHERS OF MTB-MLE INSTRUCTIONAL BEST PRACTICES?

The purpose of the knowledge assessment was to gain a baseline understanding of teachers' knowledge related to early grade reading instructional best practices in the MTB-MLE context. Overall, teachers exhibited inconsistent knowledge of MTB-MLE best practices. For each item, teachers were presented with a scenario and asked to select one of four corresponding statements that best responded to that scenario. **Exhibit 14** gives an example of one item with the corresponding response options. The checked box represents the correct answer choice.

Exhibit 14. Example of a knowledge question and corresponding response options

Question	Option A	Option B	Option C	Option D
<i>What should you do when a learner does not understand something in the language that you are using for instruction?</i>	☐ Repeat the same explanation in the same language you are using.	☐ Explain it in a different way/using different words, but still in the same language.	☒ Translate it into a language that the learner understands better.	☐ Call on someone else to answer the question.

The knowledge assessment covered four discrete domains of MTB-MLE practice: (1) bridging strategies, (2) techniques for multilingual classrooms, (3) use of SRMs, and (4) literacy instruction best practices. **Exhibit 15** charts the mean percent score (mps) by each knowledge domain. The overall average mps was 44.1% correct, signified by the red line across the chart.

Teachers struggled most with concepts relating to literacy skills instruction (mps = 29%), the purpose of supplemental materials (mps = 42%) and bridging techniques (mps = 45%)—all areas of focus for the upcoming ABC+ teacher training interventions.

The summary alone is not enough to understand where and why the specific knowledge gaps reside. **Exhibit 16** presents the results of the item analysis of each question, including the correct response, the most frequently selected incorrect response, and possible reasons for why questions were answered incorrectly. The questions are ordered by knowledge domain, from highest percent incorrect to lowest percent incorrect. The proportion of teachers selecting the correct and incorrect response given are provided in parentheses (%).

Exhibit 15. Mean percent correct by MTB-MLE knowledge category

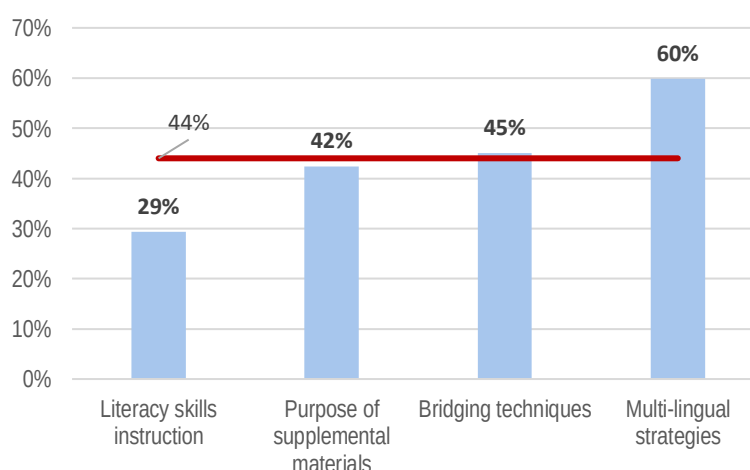


Exhibit 16. Item analysis of teacher knowledge questions and responses

Question Item	Correct Response (%)	Frequent Incorrect Response (%)
Literacy Skills		
<i>A good way to promote the learners' fluency would be to:</i>	Give the learners opportunities to listen to someone reading and practice reading aloud themselves (21.3%)	Regularly give each learner an opportunity to read a short passage out loud in class (62.3%)
<i>Which of these grade 2 teachers is helping the learners to use reading comprehension strategies?</i>	Teacher A discusses the story with the learners and models how to find clues in the text to answer questions (37.4%)	Teacher C regularly reads a story out loud to the class and asks the children questions (41.4%)
Purpose of Supplemental Materials		
<i>Small books are most effective in helping children:</i>	Strengthen their decoding and comprehension skills (40.7%)	Develop their vocabulary through use of pictures (30.3%)
<i>Big books are most effective:</i>	To read aloud to develop vocabulary and listening comprehension skills (44.1%)	For students paired reading to build confidence among frustrated learners who are struggling to read (25.9%) For teachers to read aloud to develop phonemic awareness and decoding skills (21.6%)
Bridging Techniques		
<i>What bridging to Filipino strategy should you use in a mixed language class that has 20 speakers of MT "X"¹³ and 10 speakers of MT "Y" (Bridging techniques)</i>	Use a combination of MT "X" and Filipino with the assistance of a para-teacher speaker of MT "Y" (28.5%)	Use a combination of MT "X", Filipino and English materials to teach reading (30.5%) Use the Filipino language and expect the MT "X" and MT "Y" speakers to bridge to Filipino (29.8%)
<i>When introducing Filipino letters or vocabulary for the first time, it is important to:</i>	Identify common letter sounds between MT and Filipino (61.5%)	Teach Filipino using the MT as the primary medium of instruction (20.2%)
Multilingual Strategies		
<i>What MTB-MLE strategy should you use if you are a MT "X" speaker and your grade 1 MT class has 20 MT "X" speakers and 10 MT "Y" speakers (30 learners total):</i>	Use both MT "X" and Filipino materials to teach reading (50.1%)	Use a combination of MT "X", Filipino and English materials to teach reading (41.8%)
<i>What should you do when a learner does not understand something in the language that you are using for instruction?</i>	Translate it into a language that the learner understands better (69.5%)	Explain it in a different way/using different words, but still in the same language (27.9%)

Based on this analysis, there are some questions and answers that are problematic. Particularly, the first "bridging" question and both multilingual strategies questions include multiple response options that could, in theory, be equally correct. Also, because most teachers were unable to consistently answer the literacy and materials-related questions underscores their lack of practical knowledge of both domains.

¹³ The question specified the relevant languages for the region. In Region V MT "X" was Central Bikol and MT "Y" was Rinconada; in Region VI, MT "X" was Hiligaynon and MT "Y" was Cebuano.

3.3 WHAT ARE TEACHERS' ATTITUDES AND BELIEFS TOWARD MTB-MLE?

If teachers' attitudes do not positively align with the policy goals or training objectives, then their fidelity to the intervention will likely suffer. For this reason, ABC+ included a series of items to understand teachers' underlying attitudes and beliefs related to MTB-MLE. The questions covered three dimensions of attitudes and beliefs: (1) teachers' attitudes toward MTB-MLE as an effective strategy for early grade learning, (2) their confidence in implementing MTB-MLE, and (3) how supportive they think their colleagues are of MTB-MLE.

The items and responses are detailed in **Exhibit 17**, organized by the three dimensions of attitude and beliefs described above. Each item contains two statements (Option A and Option B). The *italicized statements* reflect the "positive" or desired response. Although the teachers exhibited a very high degree of positivity toward MTB-MLE overall (mean score of 88.1% correct), the difference in responses within in each dimension are instructive. From an attitudinal standpoint, teachers overwhelmingly agree (95.7%) that children should learn to read first in their mother tongue. However, their opinion is more divided on whether learning to read first in the MT makes it easier for children to learn to read in other languages (84.4% agree). Regarding their self-efficacy, more than 90% of teachers agreed that they feel confident assuming they have appropriate materials. However, that number dips to 80% when materials are excluded from the statement, which conveys just how important teachers believe having good materials is necessary to deliver effective MT instruction.

Exhibit 17. Item analysis of teacher attitude responses

Option A	Option B
Attitude toward MTB-MLE as the best approach to early grade reading and second language acquisition	
I personally believe Filipino children in my school should NOT learn to read in their home language first.	<i>I personally believe children in my school should learn to read in their home language first. (95.7%)</i>
<i>I believe learning to read first in the mother tongue will make it easier for children to read other languages. (84.4%)</i>	I <u>do not</u> believe learning to read first in the mother tongue will make it easier for children to read other languages.
Normative environment for supporting MTB-MLE	
My K–3 co-teachers <u>agree</u> that children should be taught reading in their mother tongue in my school. (89.4%)	My K–3 co-teachers <u>disagree</u> that children should be taught reading in their mother tongue in my school.
Confidence or self-efficacy to teach effectively in the mother tongue	
Teaching reading in the mother tongue is very difficult for me, even if I have the appropriate methods and materials.	<i>If I have appropriate methods and materials, I can easily teach reading in the mother tongue. (90.1%)</i>
I am not very confident teaching reading in the mother tongue.	<i>I am quite confident teaching reading in the mother tongue. (80.8%)</i>

3.4 HOW EFFECTIVE ARE SCHOOL HEADS IN SUPPORTING K–3 LITERACY INSTRUCTION?

One of the core ABC+ objectives is to strengthen the capacity of school heads to provide effective instructional leadership for early grade reading. Overall, teachers reported a very high prevalence of leadership practices and a moderately high rating of effectiveness of leadership behaviors. To obtain a baseline indication of effective leadership practices, the survey asked teachers and school heads whether certain practices occurred and asked the

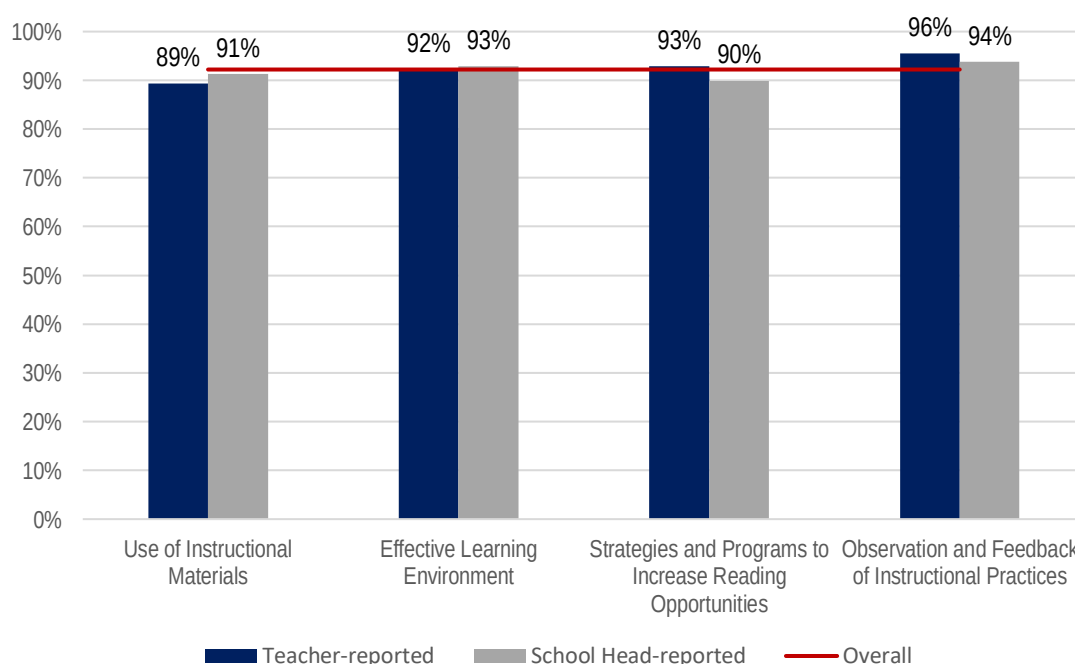
teachers only to rate the effectiveness of specified behaviors. School leadership was defined in the survey as any individual who has a formal role in providing instructional support and supervision to class teachers, including but not limited to the school head, principal, teacher-in-charge, grade-level coordinators, and master teachers.

3.4.1 Which leadership practices are most and least prevalent in schools?

Nine items in the teacher and school head questionnaire related to school leadership practices. Respondents were asked to check the box if they had personally observed or experienced (or in the case of school heads, performed) the leadership practice during the past school year. The leadership practices are organized by four thematic areas: (1) observation and feedback, (2) support to develop and use instructional materials, (3) strategies to increase reading opportunities, and (4) student engagement and support.

Exhibit 18 shows the prevalence of reported leadership practices for each domain, by teacher and school head. The differences between teachers and school heads are negligible. The average reported prevalence is 92.1% for teachers and 91.9% for school heads.

Exhibit 18. Average percent “yes” of leadership practice domains by respondent



3.4.2 How effective are school leaders in providing support to early grade reading?

The teachers were asked to rate the effectiveness of their school leadership’s practices by indicating specific behaviors as “highly effective,” “somewhat effective,” or “ineffective”. “Highly effective” was defined in the survey as having a very strong, positive effect on teaching practices. “Somewhat effective” meant that the school leadership has carried out the behavior with some affect and the quality and/or timeliness of the action is inconsistent and does not generally result in improved teaching practice. “Ineffective” meant that the school leadership has either not done the behavior or has carried out the behavior but has had no affect on teaching and learning.

Exhibit 19 lists each of the eight leadership behaviors that were rated in the survey along with the proportion of teachers that indicated them as “ineffective” or “highly effective”. Overall, there is relatively little variation across the items. “Ineffective” ranged from 0.3% to 2.5%, and “highly effective” ranged from 65.5% to 76.6%. The weakest leadership areas in terms of effectiveness were supporting the use of SRMs (63.8% rated highly effective), sharing knowledge of best practices for teaching multilingual classrooms (69.4%), and making the teacher feel at ease during observations (68.4%). Modeling bridging strategies was deemed right at the average. As noted above, bridging, multilingual strategies, and use of materials are all central to the ABC+ training, which have shown to be priority areas of need.

Exhibit 19. Proportion of respondents indicating “highly effective” for each practice area

<i>During this school year, how effective has the school leadership been at:</i>	% Ineffective	% Highly Effective
33. Providing useful feedback to improve your K–3 reading instruction based on classroom observations	0.4%	73.2%
34. Supporting you to use and integrate SRMs when you are teaching reading in MT	1.9%	65.2%
35. Sharing knowledge of best practices for teaching in a multilingual classroom	2.4%	69.4%
36. Modeling bridging strategies (from mother tongue to Filipino and English)	0.7%	70.9%
37. Organizing early language, literacy, and numeracy (ELLN) LACs at least once per month (if not more)	2.5%	72.0%
38. Facilitating useful and practical ELLN LACs	1.8%	72.4%
39. Making you feel at ease (no anxiety) during class observations	1.2%	68.4%
40. Making you feel more confident in delivering MT lessons	0.3%	76.6%
Average Effectiveness Rating	1.4%	70.9%

3.5 HOW USEFUL IS THE LRP?

The LRP is a DepEd-managed web-based repository of learning, teaching, and professional development resources for educators. As part of the strategy to increase the availability of materials, ABC+ will provide DepEd with technical support to enhance the usability of the LRP. In response to the research question, as well to inform design of the LRP-related interventions, the baseline survey included a series of questions relating to (1) teachers’ readiness to use the LRP in terms of their access to equipment and connectivity, (2) the frequency of visits to the LRP site in the past year, (3) the number of downloads of materials from the LRP site in the past year, and (4) the overall rating they scored the LRP in terms of user friendliness.

3.5.1 Do teachers have the equipment and connectivity to make use of the LRP?

No amount of training or site enhancements will help if teachers do not have the necessary equipment, connectivity, or user accounts to access and use the LRP. **Exhibit 20** provides the baseline results of teachers’ equipment and connectivity readiness. By far the greatest barrier is the lack of Internet connectivity. Only 54% of surveyed teachers reported having reliable Internet at school and only 59% had Internet at home. Although 92% said they have

access to a printer, only 68% have access to a projector. Perhaps most concerning is that nearly 15% of all respondents do not yet have an LRP account.

Exhibit 20. Proportion of teachers with equipment and connectivity to access the LRP

Equipment and Connectivity Index	% Yes
User Account and DepEd E-mail	
Do you have a DepEd e-mail account?	95.8%
Have you registered an account in the DepEd Learning Resource Portal?	85.1%
Access to Personal Device or Computer	
Do you have a mobile phone or tablet that can browse the Internet?	97.0%
Do you have a personal laptop (or PC) that can browse the Internet?	83.9%
Internet Connectivity	
Does your school have an Internet connection available for teachers?	54.2%
Do you have Internet connection for your ready access at home?	59.0%
Access to Projector or Printer	
Do you have access to a printer at the school to print downloaded materials?	91.7%
Do you have access to a projector at the school to present materials in your class?	69.7%

3.5.2 How many titles have teachers downloaded in the past year?

Exhibit 21 details the proportion of teachers responding to how many titles they downloaded in the 2019-2020 school year. Over a quarter of all respondents (25.1%) said they had not downloaded any titles from the LRP. At the high end of the spectrum just over 19% reported downloading more than 16 titles.

Exhibit 21. Number of titles downloaded

How many titles have you downloaded since June 2019?	Responses (%)
Zero titles	25.2%
1 to 5 titles	30.8%
6 to 10 titles	17.4%
11 to 15 titles	7.4%
16 to 20 titles	6.4%
More than 20 titles	12.8%

3.5.3 How often do teachers visit the LRP?

If teachers indicated that they had at least one or more downloads from the LRP, they were asked how frequently they visited the LRP site.¹⁴ **Exhibit 22** details the responses by proportion of respondents. The key takeaway is that only 15% of all respondents visit the LRP more than once per month.

Exhibit 22. Frequency of visits to LRP

How often do you visit the LRP	Responses (%)
Never	25.2%
Once per year or less	17.9%
Once per month or less	41.3%
More than once per month	15.5%

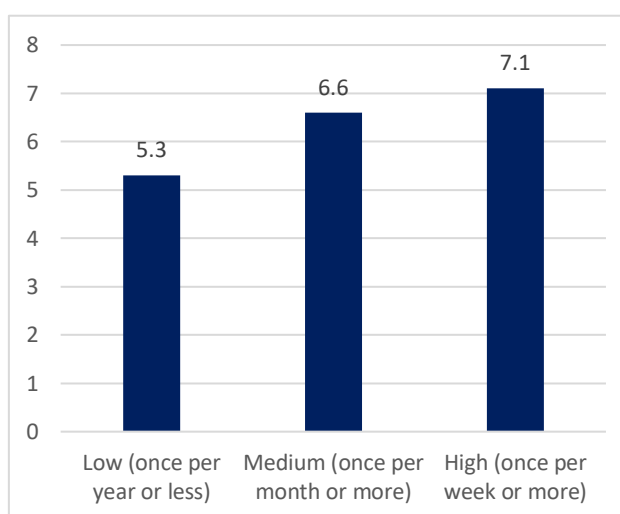
¹⁴ Teachers who reported downloading zero titles skipped this question and were counted in the “never” responses as shown in Exhibit 22.

3.5.4 How do teachers rate the LRP in terms of user friendliness?

Lastly teachers were asked to rate the LRP on a scale of 1 to 10 with 1 being least useful and not easy to use and 10 being most useful and easy to use. The overall average rating was 6.4 out of 10. However, the rating scores correlate strongly to the frequency of visits and number of downloads. Teachers that visit the LRP more and download more materials are far likelier to rate the LRP higher than teachers who are less frequent users (see Error! Reference source not found.). Although ABC+'s scope of work does not

include supplying Internet, the project can encourage school heads to find achievable solutions in their school improvement plans to ensure reliable coverage.

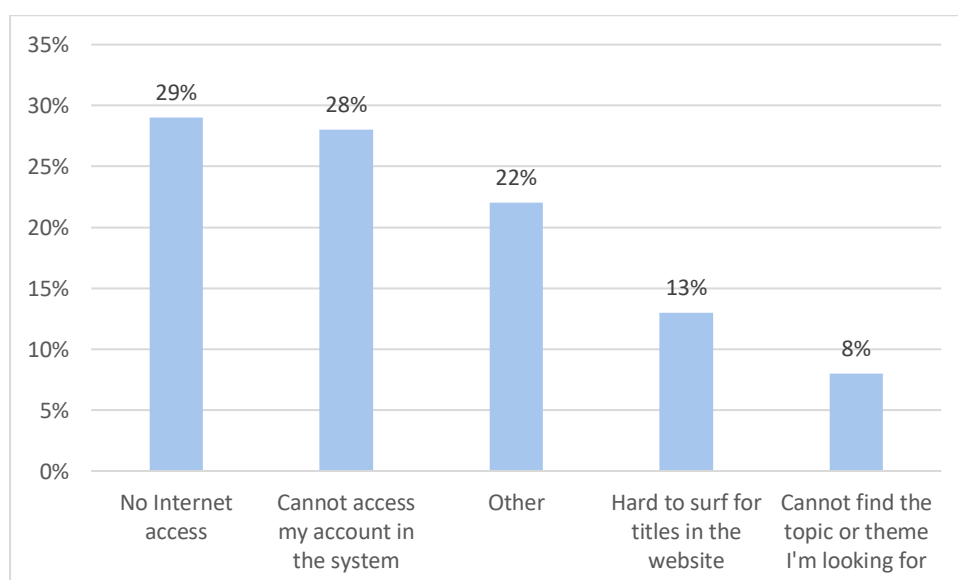
Exhibit 23. LRP average rating by LRP visits



3.5.5 Recommendations to improve LRP access and use

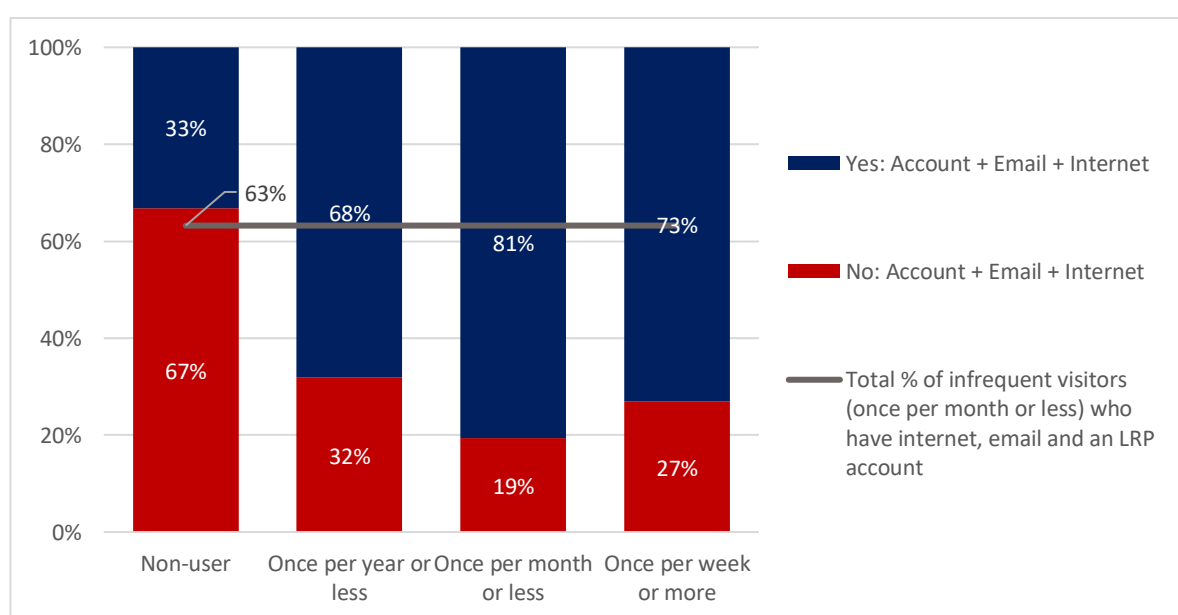
Non-users were asked to give the main reason they had not accessed the LRP; **Exhibit 24** summarizes their responses. The greatest barrier to LRP use is Internet connectivity (29%), closely followed by not having user account credentials (28%). Far fewer cited a lack of materials (8%). It should be noted that for the 13% that said, “hard to surf for titles,” this may signify an unreliable Internet connection more than an unfriendly user interface.

Exhibit 24. Reasons cited for not downloading any titles in the LRP



On the other end of the spectrum, there remains a substantial proportion of teachers who have access to Internet and accounts but do not use the LRP. **Exhibit 25** shows the number of respondents (in blue) that indicated “yes” to having either Internet at home or at school AND indicated “yes” to having both an LRP account AND a DepEd e-mail. Respondents that do not have any Internet connection and neither a LRP account nor DepEd e-mail were marked as “no” (in red). The grey line indicates that 63% of respondents who visit the LRP once per month or less have access to the Internet, email, and their LRP account. These individuals would benefit from *demand-side* interventions through orientation and technical support to help them make greater use of the LRP.

Exhibit 25. LRP visits by respondents with Internet and an LRP account



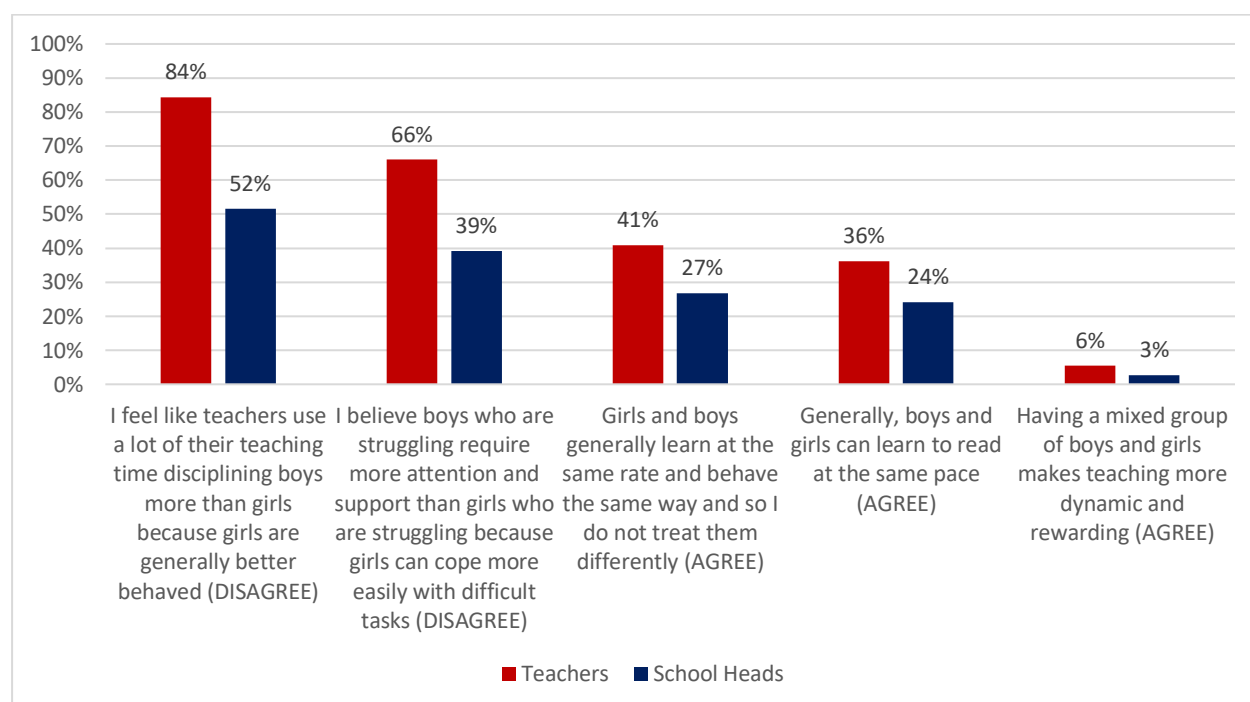
3.6 WHAT DEGREE OF GENDER BIAS DO TEACHERS AND SCHOOL HEADS EXHIBIT?

The intent of this analysis was to determine if teachers and school heads have bias in favor of boys or girls, one over the other. This question is exceedingly relevant given the gulf separating boys’ and girls’ reading levels (as discussed in Section 2.1.2 above). The areas of inquiry relating to the above research question will also inform the ABC+ KPI 1.1h: “Percent of participants reporting increased agreement with the concept that males and females should have equal access to social, economic, and political resources and opportunities (GNDR-4),” which is a standard USAID indicator.

Five items were included in both the teacher and school head questionnaires, which required the respondents to mark if they either “strongly agree,” “agree,” “disagree,” or “strongly disagree” with each corresponding statement. **Exhibit 26** displays the proportion of teachers and school heads whose responses aligned with the desired response. Three items are “positively” phrased to elicit “agree” responses and two items are “negatively” phrased to

elicit “disagree” responses. The “% biased” indicates the proportion of respondents who “disagreed” or “strongly disagreed” with the “agree” statements and the proportion who “agreed” or “strongly agreed” with the “disagree” statements. The higher the score, the higher the gender bias the respondent exhibits. For example, 84% of teachers agreed or strongly agreed with the first item, “I feel like teachers use a lot of their teaching time disciplining boys more than girls because girls are generally better behaved (disagree),” indicating a fairly high bias in favor of girls.

Exhibit 26. Percent of biased answers by respondent



Teachers appear to have a substantially higher degree of bias based on the comparison of the two respondent scores. On average, teachers’ responses aligned 53.4% of the time, while school heads’ alignment was, on average, 71.1%. The differences were most dramatic in relation to the “disagree” statements. These statements are positively biased toward girls, indicating that teachers appear more biased toward girls than boys.

The “disagree” statements are also “double-barrel” statements, i.e., they contain two discrete ideas in one sentence. Take for example, the second statement: “I believe boys who are struggling require more attention and support than girls who are struggling because girls can cope more easily with difficult tasks.” The desired response is to “disagree” with this statement. However, a teacher could agree with the first part of the sentence (“boys require more attention and support”), while disagreeing with the second part (“because girls can cope more easily with difficult tasks”).

The demographic makeup of the respondent population may also affect the results. The teachers surveyed were overwhelmingly female—only 3.8% of respondents were male. School heads were more balanced: 37% of the respondents were male. The differences between school head male and female respondents on the average school head bias score are significant ($p = 0.023$). Male school heads had, on average, 76.1% alignment across all five items compared with 68.2% alignment, on average, by female school heads. This indicates that male school heads may be more sensitive and tolerant to boys unique learning needs.

3.7 WHAT MT SRMS ARE AVAILABLE IN CLASSROOMS?

The survey asked teachers if they had big books, small books and listening stories in the mother tongue language of their classroom. Overall, very few teachers reported having the necessary MT SRMs. This supports the findings from the classroom observation that very few teachers are using MT SRMs in their lessons (see Section 3.1).

3.7.1 What is the overall availability of SRMs?

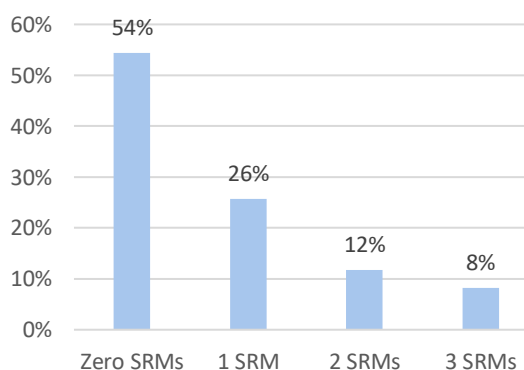
Exhibit 27 breaks down the responses to each question pertaining to the availability of SRMs. On average, only about 25% of teachers reported having supplementary materials available in their classroom (big books: 23.8%; small books: 29.9%; listening stories: 20.5%). Even for those teachers with available materials, relatively few reported having sufficient quantities (big books: 20.4%; small books: 27.7%; listening stories: 34.8%). Note that although most teachers claimed that the small books are leveled appropriately for beginners and advanced readers, a proper text analysis is needed to verify if this is true.

Exhibit 27. Overall availability of SRMs

<i>Do you have any of the following mother tongue supplemental reading materials in your classroom?</i>	<i>% “Yes”</i>
Big Books	
Do you have big books in your classroom?	23.8%
Are there enough titles so that you can read a different story each week?	20.4%
Small Books	
Do you have small books in your classroom?	29.9%
Are there enough copies for each child?	27.7%
Do some of the small books have short words and simple sentences to support <i>beginning readers</i> ?	93.7%
Do some of the small books have long words and paragraphs to support more <i>advanced readers</i> ?	92.2%
Listening Stories	
Do you have listening stories in your classroom?	20.5%
Are there enough titles for the learners to listen to a different story each week?	34.8%

To illustrate the dearth of MT materials, **Exhibit 28** shows the proportion of respondents that have zero materials, one SRM, two SRMs, or three SRMs. Overall, 54% of the teachers responded saying they did not have a single MT SRM available to them. In sharp contrast, only 8% of all respondents indicated they had all three available.¹⁵

Exhibit 28. Percent of respondents by number of SRMs available

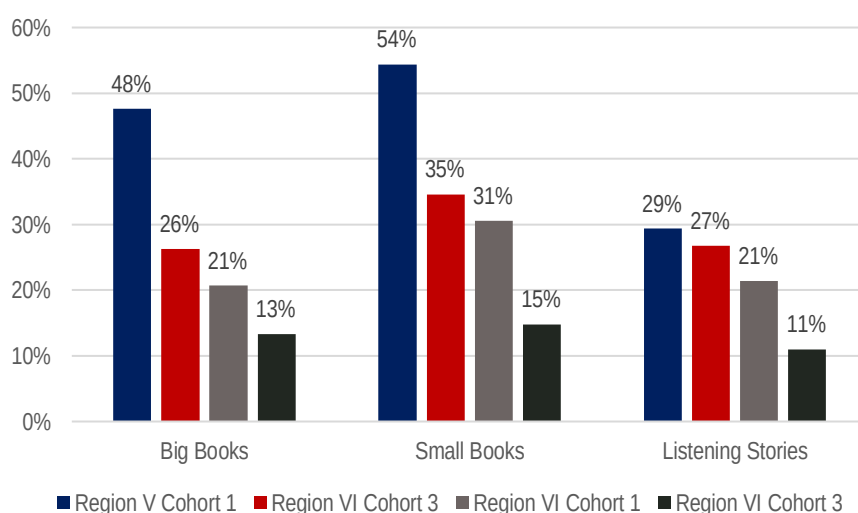


¹⁵ Note these figures do not reveal if teachers that have more than one SRM also have them in sufficient quantities.

3.7.2 What is the availability of SRMs by region and cohort?

Exhibit 29 highlights the differences by region and cohort. Of note is how many more SRMs are available in Region V Cohort 1 than any other area of the survey. The differences are dramatic, especially when compared to Region VI Cohort 3. 54% of Region V Cohort 1 classes have small books and nearly 48% have big books. In comparison, only 35% of classrooms in Region VI Cohort 3 have small books and only 26% have big books. In comparison, only 35% of classrooms in Region VI Cohort 3 have small books and only 26% have big books.

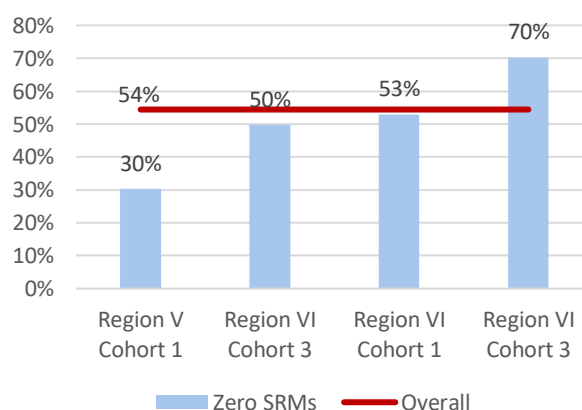
Exhibit 29. Availability of SRMs by region and cohort



It is not clear why Region V Cohort 1 divisions have more SRMs; however, one factor may be that Legazpi City and, by extension, Albay and Sorsogon, are closer in proximity to the DepEd Regional Office. Further, a large portion of Region V Cohort 1 Tagalog MT schools rely on Filipino and Tagalog materials, which likely also inflates the availability of materials. The results also show that Hiligaynon materials, the MT used in the large proportion of Region VI schools, are sorely lacking.

The disparities between regions and cohorts are even more evident when looking at the proportion of classes that have zero SRMs. As **Exhibit 30** shows, 70% of all Region VI Cohort 3 schools have no supplemental reading material. That is a dramatic difference from the other areas, particularly Region V Cohort 1, where only 30% of classrooms are missing SRMs. Region V Cohort 3 and Region VI Cohort 1 represent the average, which is approximately 54% of classrooms missing SRMs overall.

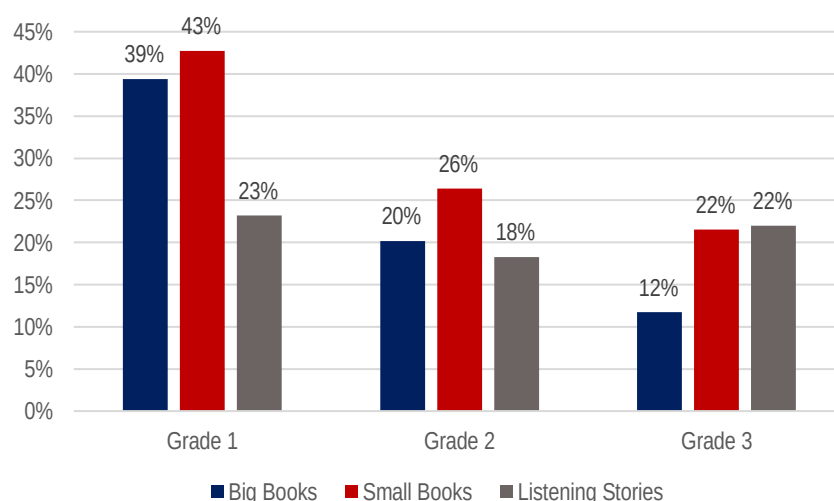
Exhibit 30. Percent of respondents that have zero SRMs in their classroom by region and cohort



3.7.3 What is the availability of SRMs by grade level?

By examining how SRMs are distributed by grade, ABC+ will have a better sense of the gaps in the different types and levels required. Based on the data in **Exhibit 31**, grade 1 classes have more big books and small books than grade 2 and grade 3 classes. Nevertheless, the figures fall short of the MTB-MLE policy, which is to have every grade 1 to grade 3 class stocked with sufficient SRMs. Of note is how few big books are available in grade 3 classes (12%) and, to a lesser extent, in grade 2 classes (20%). The results also show that listening stories are equally sparse across all three grades.

Exhibit 31. Availability of SRMs by grade level and type



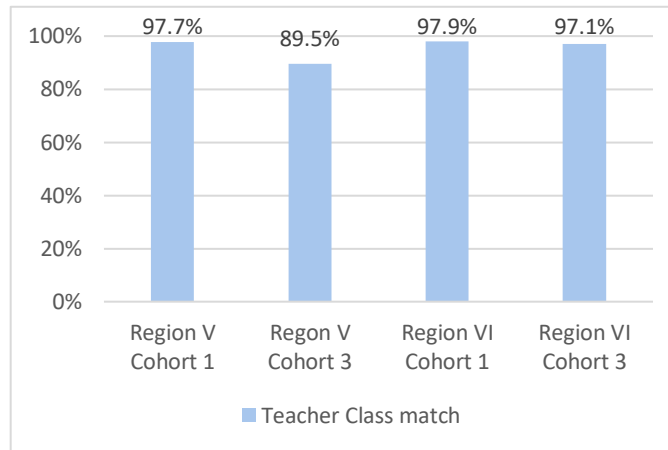
3.8 HOW DOES THE CLASS LANGUAGE PROFILE DIFFER BETWEEN REGIONS AND COHORTS?

The diversity of languages spoken by learners in a class and the teacher-class language match are two important context indicators that can affect the quality of teaching and learning. If the class is more linguistically heterogeneous or the teacher and learners do not share the same MT, MTB-MLE becomes more challenging. In short, these factors could be deterrents against learning outcome goals. For this reason, it is useful to see how these indicators compare across cohorts, as ABC+ performance targets are based on the would be relative gains in each surveyed area.

3.8.1 How do teachers' and classes' language match across regions and cohorts?

Exhibit 32 shows the proportion of teachers interviewed whose MT matches that of their students. Overall, 95.4% of all classes have a teacher-class language match. The difference between Region V Cohort 3 and other regions and cohorts is notable as only 89.5% match, compared to 97% to 98% on average in the other areas.

Exhibit 32. Proportion of teacher-learner class match



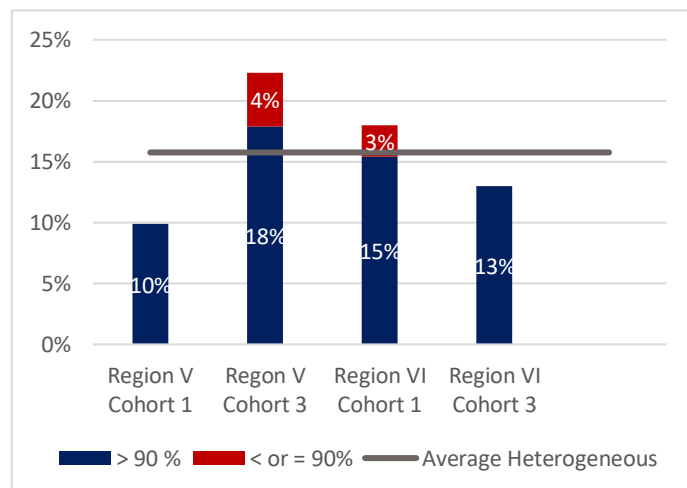
3.8.2 How does class language diversity differ between cohorts and regions

Teachers were asked how many students spoke a different language than the common MT shared by the class. The results were classified into three categories:¹⁶

1. Homogenous (100% of learners speak the same MT)
2. >90% of learners share the same MT
3. 90 percent or below of learners share the same MT

Error! Reference source not found. presents the distribution of heterogenous (less than 100% of learners speak the same MT) classes by region and cohorts. Overall, 16% of classes were reported heterogeneous, 14.3% were greater than 90% heterogeneous, and 1.7% were less than 90% heterogeneous. As with the teacher-class match, Region V Cohort 3 appears to have a significantly higher proportion of heterogeneous classes (22%) than Region V Cohort 1 (10%). Additionally, Region V Cohort 3 had 4% of its

Exhibit 33. Percent of heterogenous classrooms by region and cohort



classes with a higher degree of heterogeneity (less than or equal to 90%), whereas Region V Cohort 1 did not contain any. Region VI Cohort 1 also appears to have a higher degree of class heterogeneity, including 3% of classes that were less than or equal to 90%. This is

¹⁶ The cutoffs are defined here only for analytic purposes and do not reflect any DepEd policy or official classification.

likely due to the mix of Cebuano and Hiligaynon communities in Negros Occidental Province, as well as the mix of Kinaray-a and Hiligaynon in Iloilo Province.

4 RESULTS OF SCHOOL HEAD SURVEYS

The following section details the findings from the school head questionnaire carried out during the baseline data collection. This section looks to identify priority areas for ABC+ teacher and school head training and support. It is organized thematically by the research questions focused on school heads' knowledge and behaviors, particularly with respect to SEL, GESI, and LACs. Each of these areas reflects ABC+ learning questions, as well relevant key performance indicators and context indicators.

4.1 HOW KNOWLEDGEABLE ARE SCHOOL HEADS OF SEL BEST PRACTICES?

SEL has become increasingly important in DepEd policies and educational goals. Policy makers and educators acknowledge that students' and teachers' SEL competencies have been overlooked for too long and at the detriment of children's development. For this reason, ABC+ has a major focus on building school heads' capacity to support SEL. The purpose of this analysis is to inform the design of the school leadership training. To do this, a total of nine questions were posed to school heads consisting of SEL-related topics. For each item, school heads were presented with a scenario or question and were asked to select one of four corresponding statements that best responded to the question. Seven questions focused explicitly on the classroom—teacher and student interactions—while two items concerned school-wide activities. **Exhibit 34** gives an example of one classroom-focused item with the corresponding response options.

Exhibit 34. Example of a knowledge question and corresponding response options

Question	Option A	Option B	Option C	Option D
Which of the following do you prefer to see when you walk into a kindergarten class?	☐ The teacher lecturing in front of the class	☒ Children sitting on the floor playing with manipulatives	☐ Children sitting at desks silently reading or working on a task	☐ The teacher checking learners' writing assignment

The overall mean percent score (mps) was 51.0% correct.

Exhibit 35 shows the mps by sex, location (urban/rural), and focal area (classroom versus school wide). The difference in scores of female heads (52.4% mps) versus male school heads (48.6% mps) is not significant. The differences between urban and rural schools are negligible, which is encouraging given that rural schools may get left behind. The wider disparity in focal area scores could be chalked up to classrooms having more items (e.g., seven) than school-wide focus questions (e.g., two). Nevertheless, the results do show that school heads struggled more on average with school-wide focus questions (43% mps) versus classroom-focused concepts (53% mps).

Exhibit 35. SEL MPS by sex, location, and focal area

Category	MPS
Sex	
Female School Heads	52%
Male School Heads	49%
Location	
Urban	52%
Rural	51%
SEL Focal Area	
Classroom focused	53%
School-wide focused	43%

A detailed item analysis offers deeper insight into which specific concepts proved most difficult. **Exhibit 36** displays the question, correct response, the most frequently selected incorrect response, and the percent of respondents who selected each (percent is denoted in parentheses). The questions are ordered from highest to lowest mps. This level of detail is intended to inform which areas of emphasis are needed for the SEL training.

On the school-wide-focused items, many school heads (65%) considered the flag ceremony a more effective SEL activity than singing competitions, anti-bullying campaigns, and sporting events. This indicates that either there is a misconception about SEL or that school heads take strong pride in the efficacy of the flag ceremony as a way to build school community and culture. Because flag ceremonies tend to be led by school heads, this may be an opportunity to enhance and incorporate SEL promotion strategies as part of the assembly proceedings.

From the classroom-focused items, the question with the highest rate of incorrect responses related to the best example of a “discover learning activity (item #1).” Only 28% of respondents answered this correctly, perhaps, in part, due to their lack of familiarity with the term “discovery learning activity”.

Exhibit 36. Item analysis of school head SEL knowledge questions and responses

SEL Question	Correct Response (% Respondents)	Frequent Incorrect Response (%)
School-Wide Focus		
<i>Which of the following school-wide activities LEAST promotes social and emotional learning?</i>	Flag ceremony (35%)	Singing competitions (35%) Anti-bullying campaign (24%)
<i>Which of the following is NOT an example of a strong learner-centered culture?</i>	Requiring all learners to speak Filipino on the playground to ensure they can communicate with each other regardless of their MT (52%)	Hiring teachers from varied backgrounds and religions in order to reflect the diversity of the community and the learner body (37%)
Classroom-Teacher-Learner Interaction Focus		
<i>1. Which example BEST describes a discovery learning activity?</i>	Grade 3 learners interviewing and writing about the work of their parents (28%)	Grade 3 learners writing and answering inferential questions about the big book story (37%)
<i>2. Which example LEAST promotes social and emotional learning in the classroom?</i>	After reading a story, the teacher assesses learners' comprehension about why the main character was emotionally upset with friends (30%)	The teacher implements a Good Citizen Award program (45%)
<i>3. Which of the following is the BEST example of a supportive learning environment?</i>	Teachers group learners by mixed-ability level (51%)	Teachers teach all learners the same without regard to ability level (31%)
<i>4. Which of the following LEAST promotes social and emotional learning?</i>	Teachers frequently ask students to work independently (53%)	Teachers call on children to establish the rules (29%)
<i>5. Which class activity LEAST promotes social and emotional learning?</i>	Children taking turns to read aloud independently from a storybook of local folktales (65%)	Children role playing scenes at a market designed to simulate real world encounters (17%)
<i>6. Which class activity LEAST promotes social and emotional learning?</i>	Teachers mark homework as correct or incorrect (68%)	Teachers appreciate students' efforts even when the answer is wrong (15%)

SEL Question	Correct Response (% Respondents)	Frequent Incorrect Response (%)
7. Which of the following do you prefer to see when you walk into a kindergarten class?	Children sitting on the floor playing with manipulatives (77%)	The teacher lecturing in front of the class (18%)

4.2 HOW KNOWLEDGEABLE ARE SCHOOL HEADS OF LAC BEST PRACTICES?

School heads' knowledge of LAC best practices are an important context indicator for ABC+ and a point of emphasis in the school head training. The purpose of this analysis is to establish a baseline understanding of school heads' knowledge of LAC best practices to inform the design of the intervention. Similar to the SEL section, school heads were presented with a statement or question and were asked to select the best response from four corresponding options. The average mean percent scores are detailed in **Exhibit 37**, broken down by sex (male and female) and location (urban and rural). The overall mps is 61.2%. The differences between urban and rural are insignificant and negligible between females and males.

Exhibit 37. LACs MPS by sex and location

Category	MPS
Sex	
Female School Heads	62%
Male School Heads	60%
Location	
Urban	65%
Rural	60%
Overall Mean Score	61%

Again, the item analysis is instructive to understand which concepts proved most difficult and which respondents are already familiar with. **Exhibit 38** details each question, including the correct response, the common most selected incorrect response, and percent of respondents who selected each. In total, 44% of school heads selected incorrectly that a master teacher lecturing was more effective than engaging in practical, hands-on activities (item #1). Interestingly, 33% of school heads did not see a strong link between their class observations and teachers' professional development (item #3). This underscores how many school heads view classroom observations more as an administrative duty than an earnest effort to enhance the quality of teaching and learning. Even in regard to questions that were mostly correct, there is still a sizeable number of school heads that appear to misunderstand the purpose and function of the LAC. For example, 14% of school heads selected multi-school learning activities as an inappropriate LAC strategy over the option where teachers self-learn without any peer interaction (item #8).

Exhibit 38. Item analysis of LAC knowledge questions and responses

LAC Question Item	Correct Response	Common Incorrect Response(s)
1. Which of the following ELLN LAC activities is least effective in improving teachers' instructional practices?	Teachers listen to a master teacher present on best practices in reading instruction (44%)	Teachers have an opportunity to role-play bridging strategies from MT to Filipino (33%)
2. Which of the following is NOT TRUE about an ELLN LAC?	The LAC facilitator must only be a school leader, master teacher, or grade level coordinator (57%)	The LAC group should not proceed to the next topic or learning goal when it has not shown an achievement of a current goal (20%)
3. In addition to the LAC, ELLN school-based professional development activities include the following except:	Teachers participate in a nationwide reading day event (57%)	Teachers being observed and given feedback on their Filipino language lesson (33%)

LAC Question Item	Correct Response	Common Incorrect Response(s)
4. Which is the least useful source of information for teachers' professional development needs?	School's annual implementation plan progress report (59%)	Results of pupils' assessments (16%) Completed Individual Performance Commitment and Review Form reports (13%) Teachers' self-assessments (12%)
5. Ideally, the ELLN LAC will meet at minimum	Monthly (62%)	Weekly (28%)
6. School LACs should emphasize the following EXCEPT:	Performance evaluation of teachers (65%)	Work-based learning (16%)
7. Which of the following is NOT TRUE about the ELLN LAC?	The ELLN LAC should focus only on Filipino and English; a separate MTB-MLE LAC will focus on mother tongue literacy (70%)	ELLN LACs can help teachers make pupil assessments, including the Philippines Informal Reading Inventory (20%)
8. Which of the following is NOT an appropriate LAC strategy?	Self-managed learning where teachers rely only on learning materials without meeting with a partner or peer group (76%)	Multi-school learning activities where teachers from different schools meet in a facilitated peer learning session at a central location (cluster or district) (14%)

4.3 HOW KNOWLEDGEABLE ARE SCHOOL HEADS ABOUT GESI BEST PRACTICES?

Another focal area of ABC+'s capacity building of school heads is to foster improved GESI practices in schools. This aligns with ABC+'s GESI plan and dovetails with the SEL thematic areas of the school head training, particularly as it relates to promoting the school's culture of inclusion. To obtain this data, school heads were given five multiple choice questions and asked to choose the best response. School heads showed a fair amount of knowledge on GESI best practices (see **Exhibit 39**) with a mean percent score of 63.4% correct (3.2 correct out of 5). There are no significant differences by school head sex or school location.

Exhibit 39. GESI MPS by sex and location

Category	MPS
Sex	
Female School Heads	65%
Male School Heads	60%
Location	
Urban	62%
Rural	64%
Overall Mean Score	63%

Exhibit 40 lists the items and details the proportion of respondents who selected the correct and incorrect response. Like Exhibit 38, the first column lists the question, the second column is the correct response, and the third column presents the common, most answered incorrect option. The questions are ordered from lowest correct to highest correct. The item respondents struggled with most was distinguishing that monitoring and reporting attendance was in a GESI-promoting activity. Again, this speaks to the compliance and administrative focus that many school heads use in their job.

Exhibit 40. Item analysis of GESI knowledge questions and responses

Question Item (% Correct)	Correct Response	Most Common Incorrect Response(s)
#1 Which of the following school-level activities does NOT promote gender equity and social inclusion?	Monitoring and reporting attendance by male and female learners (48%)	Understanding student barriers to attendance and working with parents to resolve them (32%)
#2 Which is NOT an example of teaching and learning materials that reflect gender equity and social inclusion?	Working mothers are primarily featured as teachers and nurses (59%)	Stories with a girl as a central character are provided to balance stories in which a boy is the central character (17%) Characters are portrayed with a disability in an active and participatory role (15%)
#3 Which of the following is the best example of a school-wide program to promote gender equity?	Holding a sports competition that allows boys and girls to compete together (65%)	Promoting traditional roles of boys and girls in school plays (22%)
#4 Which of the following is NOT an example of inclusive culture?	Older learners and teachers are tasked to paint the walls during the <i>Brigada Eskwela</i> (67%)	The learners' MT can be heard during playtime, activities, and small-group projects (14%)
#5 Which of the following class activities does NOT promote gender equity and social inclusion?	The teacher gives a multiple choice test on the role of women leaders in the Philippines (79%)	The teacher tries to make the lesson easy for everyone to understand and follow (16%)

5 CONCLUSION AND NEXT STEPS

5.1 HIGH-LEVEL TAKEAWAYS

In terms of learner's reading performance, the results overall show a significant number of children are being left behind, particularly boys and children in rural communities. Children that read with fluency in their MT tend to read and comprehend at corresponding levels in Filipino. However, there is not enough focus in the classrooms on basic reading skills, particularly decoding and fluency. Although fluency skills largely translate to comprehension, comprehension is lagging in the MT when compare to Filipino.

In regard to teachers, the main challenges relate primarily to their weak instructional practices and the dearth of SRMs in classrooms. The survey results also show significant gaps in their knowledge of MTB-MLE best practices, a high degree of gender bias, and inconsistent access and use of the LRP. Encouragingly, teachers exhibited highly positive attitudes toward MT learning. The language profile and other systemic issues may adversely impact regional and cohort disparities. The areas ABC+ supports are those with the highest need: bridging techniques, literacy skills instruction, supplemental materials, and GESI strategies.

For the school heads, the results of the SEL, GESI, LAC, and gender bias findings are interconnected. The findings underscore the important role school heads have to narrow the gender gap, deliver effective instructional support, and address other systemic issues. The results also show that knowledge of best practices does not necessarily translate into actual practice—much less effect real changes in learning outcomes—without addressing the bureaucratic mindset. These results do, however, offer a strong foundation to begin the work for meaningful change.

5.2 COMMUNICATION OF RESULTS WITH DEPED AND STAKEHOLDERS

Beyond this report, ABC+ will disseminate the baseline results to DepEd Central and region and division-level counterparts as soon as possible and within the guidelines of the coronavirus disease 2019 (COVID-19) restrictions. The results dissemination and communication strategy must involve all ABC+ technical teams and leadership. It will encompass

- Integration into the teacher and school head training for reflection and incorporation;
- Structured participatory workshops at central, regional, and division levels for feedback and action planning; and
- Participatory benchmarking and target setting.

Given the array of diverse stakeholders, ABC+ will develop a communications strategy geared toward the different governance levels and audiences, tailored with specific purposes, dissemination mechanisms, and reflection opportunities. For example, to share the baseline results with teachers, the project expects to prepare a short slide deck focused on the EGRAs, classroom observation, and LRP results, which will be incorporated directly into the teacher training delivery. It would be very useful for teachers to reflect on what happens in their classroom and about their own teaching experiences.

For the school heads, the feedback will also include facets of leadership practices and effectiveness; LAC, SEL, and GESI results that directly relate to the topics and thematic areas; and the EGRA and classroom observation results. Rather than sharing the entire report in one sitting, it would be best to present the findings at the right time to stimulate the appropriate reflection and brainstorming for the relevant topic being discussed. In this way, the results of the baseline could tie in and reinforce the theme of the training and help inform school heads' own ideas and solutions to enhance LACs and other school-based programs.

For regional- and division-level officers, ABC+ would ideally prepare workshop sessions to share and discuss the results broadly and develop actions and agreements on how to improve and monitor against the KPIs. Outputs from the discussions could include agreements on benchmarks and targets, as well as progress monitoring and feedback plans for division-wide implementation. The purpose is to use the results dissemination platform to encourage schools, divisions, and regions' ownership to adopt and incorporate the fidelity monitoring and feedback tools into their own monitoring, evaluation, and adjustment processes.

5.3 FINALIZING BENCHMARKS AND TARGETS FOR KEY PERFORMANCE INDICATORS

Annex C serves as a useful starting point to finalize the construction of the indicators and benchmarks. The benchmarks, indicators, and targets presented in Annex C reflect the consensus from ABC+ internal team deliberations and input from home office technical experts. The next steps involve consulting with USAID; Central-, Regional-, and Division-level DepEd officials for feedback; and the finalization of the proposed benchmarks and targets.

The region- and division-level consultations would be ideally preceded by a national level forum to finalize the benchmarks and targets for the KPIs. Before COVID-19, this would have involved selected representatives and subject matter experts from across the divisions, regions, and central office coming together to meet in Manila to participate in a multi-day workshop to come to consensus on benchmarks and targets through a participatory, structured process. However, in light of the current health situation and its affects, including the need for social distancing, the process will require a blended approach that scaffolds inputs through separate consultative meetings.

Given the travel and meeting constraints related to COVID-19, ABC+ will develop an adjusted timeframe to finalize the benchmarks. The approach will be characterized through the following actions:

- A blended approach with online platforms, followed up by face-to-face meetings;
- Plenty of lead time for participants to review the data in advance;
- A series of meetings for orientation, feedback, and outputs for each of the sessions; and

- Outreach to regions and divisions to get their input on how best to proceed with the benchmarking during the initial dissemination meetings in lieu of one centralized workshop in Manila.

5.4 FOLLOW-UP ANALYSES

ABC+ will undertake two follow-up analyses. The first is a further exploration of the data, particularly the regression of EGRA results against non-EGRA variables. The second is a small qualitative study to examine in-school and out-of-school factors for the very high and very low performing schools. The qualitative study will draw from the five highest performing and the five lowest performing schools in each region, focusing on instructional practices, availability of materials, leadership practices, and other factors not captured by the baseline survey. The purpose of these analyses is to derive better insight that can be used to possibly replicate and emphasize areas of intervention.

The project recognizes that with the health pandemic, schools will not be conducting business as usual for the foreseeable future. Further, the challenges schools face once classes resume will alter the early grade reading environment in ways that this survey and data have not accounted for. In short, what worked well before COVID-19 may no longer be relevant to the school environment in the post-COVID–19 paradigm. ABC+ is developing a plan of action to work closely with DepEd and school-communities to mitigate the negative impact of extended school closings.



ANNEX A. ABC+ BASELINE SURVEY INSTRUMENTS

This annex contains the full set of survey instruments used in the ABC+ Baseline Survey. These include the early grade reading assessments (EGRAs) in Filipino/Tagalog, Central Bikol, Hiligaynon and Cebuano. The non-EGRA survey instruments include the Classroom Observation, Teacher Questionnaire, Teacher Interview, School Head Questionnaire and School Head Interview.

EGRA in Filipino/Tagalog

Pupil Assent Form

Establish a playful and relaxed rapport with the child through a short conversation. The child should perceive the assessment almost as a game to be enjoyed rather than a test. Use this time to identify in what language the child is most comfortable communicating. Read aloud slowly and clearly.

☛ **Magandang umaga. Ako si _____, nakatira sa _____. Nais kong magbahagi ng ilan tungkol sa aking sarili.** [Bilang at edad ng mga anak; paboritong laro, programang pang-radyo o telebisyon, at iba pa.]

Good morning. My name is _____ and I live in _____. I'd like to tell you a little bit about myself. [Number and ages of children; favourite sport, radio or television program, etc.]

1. **Kapag wala ka sa paaralan, ano ang gusto mong gawin?** [Hintayin ang sagot, kapag ang mag-aaral ay nag-aalangang sumagot, itanong ang kasunod. Subalit kung komportable, ipagpatuloy ang pagtatanong].
/What do you like to do when you are not in school? [Wait for response; if student is reluctant, ask question 2, but if they seem comfortable continue to verbal assent].

2. **Ano ang mga larong gusto mo? / What games do you like to play?**

- **Ako ay taga-DepEd. Narito ako upang alamin kung paano natututong magbasa ang mga bata. Isa ka sa mga napili upang makatulong sa amin. / Let me tell you why I am here today. I work with the Department of Education and we are trying to understand how children learn to read. You were picked by chance.**
- **Kung papayag ka, hihingin namin ang tulong mo, kung ayaw mo, hindi ka namin pipilitin. / We would like your help in this. But you do not have to take part if you do not want to.**
- **May ipakikita ako sa iyong mga salita at maikling kuwento. Basahin mo ang mga ito nang malakas. / I am going to ask you to read words and a short story out loud in Filipino.**
- **Gagamit ako ng _____ upang sukatin ang iyong kasanayan sa pagbabasa. / Using this stopwatch/device/gadget, I will see how long it takes you to read.**
- **Ito ay HINDI isang pagsusulit at hindi ito makaaapekto sa iyong marka sa paaralan. / This is NOT a test and it will not affect your grade at school.**
- **HINDI ko isusulat ang iyong pangalan para walang makaaalam kung ano ang iyong mga sagot. / I will NOT write down your name so no one will know these are your answers.**
- **Inuulit ko, hindi mo kinakailangang sumali sa gawaing ito kung ayaw mo. Kapag nagsimula na tayo at ayaw mong sagutin ang isang katanungan o ayaw mo nang magpatuloy, ayos lang. / Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question or discontinue, that's all right.**

Maaari na ba tayong magsimula? / Are you ready to get started?

Check box if verbal assent is obtained:

☐ YES

☐ NO

(If verbal assent is not obtained, thank the child and move on to the next child, using this same form)

Date of assessment:	Date: _____ Month: _____ Year: _____
Assessor Name:	
Student ID:	
School Name:	
School Code:	
Division:	
Region:	
Sample:	

KEY

 : Assessor script

Italic font : Translation of assessor script

[regular font] : instruction to assessor that are not read to student

 : Go on to the next item

 : Assessor records data/response

 : STOP or discontinue the task

 : Pupil stimulus book

 : Subtask timer

(/) Mark any incorrect words with a slash on timed

Student Background Questions	
Ilang taon ka na? <i>How old are you?</i>	7 8 9 10 11 12 13 14 15 or older
Ano ang salita na ginagamit ninyo sa bahay? <i>What language do you speak at home?</i>	a. ☐ Bikol Libon b. ☐ Bikol Rinconada c. ☐ Buhi-non d. ☐ Central Bikol (Daet dialect) e. ☐ Central Bikol (Legaspi dialect) f. ☐ Central Bikol (Naga dialect) g. ☐ Central Bikol (Partido dialect) h. ☐ Central Bikol (Northern Sorsogon dialect) i. ☐ Central Bikol (Southern Catanduanes dialect) j. ☐ Masbatenyo k. ☐ Miraya l. ☐ Northern Catanduanes m. ☐ Northern Sorsogon n. ☐ Southern Sorsogon o. ☐ Tagalog p. ☐ West Albay Bicol q. Other Other: _____

Subtask 1. Listening Comprehension		None		None	
 May babasahin akong maikling kuwento ng ISANG BESES. Makinig kang mabuti at pagkatapos sagutin ang aking mga katanungan. Handa ka na ba? [Wait for the child to respond] Mag-umpisa na tayo. <i>I am going to read you a short story aloud ONCE and then ask you some questions. Please listen carefully. Ready. Let's begin.</i>  Nasa palengke sina nanay at Felix. Pumili sila ng isda at gulay para sa hapunan. Magbabayad na sana si Nanay ngunit wala pala siyang nadalang pera. Nakiusap na lang siya sa tindera na ibabalik ang bayad bukas. Masayang umuwi sina Nanay at Felix.  May ilang katanungan ako tungkol sa kuwento. Puwede kang sumagot sa salitang pinakamadali sa iyo. Sagutin mo ang mga ito sa abot ng iyong makakaya. <i>Now I am going to ask you a few questions about the story you just heard. You can answer the questions in any language you want. Try to answer the questions as best as you can.</i>  Mark the child's response to each question as: (✓) 1= Correct (✓) 0= Incorrect (✓) --= No Response			Read the story <u>ONE</u> time aloud to the child. Allow 8-10 seconds for the child to respond. Each question may be repeated ONE time. ➡ Move on to the next question if the child doesn't respond after the second time the question is read, move on to the next question.		
1. Nasaan sina nanay at Felix? [sa palengke; tindahan; merkado; market]	1	0	--		
2. Ano ang napili nila sa palengke? [isda; gulay; isda at gulay; food for dinner]	1	0	--		
3. Bakit hindi makapagbayad si Nanay sa tindera? [wala siyang dalang pera; walang pera]	1	0	--		
4. Ano ang ipinakiusap ni Nanay sa tindera? [na ibabalik na lang ang bayad bukas; bukas na lang magbabayad si nanay; utangin muna ni nanay ang isda at gulay]	1	0	--		
5. Bakit masayang umuwi sina Nanay at Felix? [pumayag ang tindera; pumayag ang tindera na bukas na lang ang bayad; pinautang sila ng tindera; nakakain sila ng hapunan; may dala silang pagkain]]	1	0	--		
 Maraming salamat. Magpatuloy tayo. / Thank you. Let's go on to the next section.					

Subtask 2. Invented Words		Page 1	60 seconds																																																		
Show the pupil the sheet of invented words. 👤 Narito ang ilang mga imbentong salita. Basahin mo sa akin ang mga ito sa abot ng iyong makakaya. Huwag mong babaybayin o i-spell ang mga ito. [Point to the word “krut”]. Halimbawa, ang imbentong salitang ito ay “krut.” <i>Here is a page with some invented words in Filipino. Read the invented words as quickly and as best as you can. For example, this invented word is “krut” [Point to the word “krut” and read “krut”.]</i> 👤 Subukin natin. Pakibasa ang salitang ito. <i>Let’s practice. Please read this word. [point to the word “danug”].</i> ✓ 👤 Magaling, ang salita ay “danug.” <i>Good, this invented word is “danug”.</i> X 👤 Ang salita ay “danug.” <i>This invented word is “danug”.</i> 👤 Subukin mo pa ang isa. Pakibasa ang salita. <i>Now try another one. Please read this word [point to the word “maba”].</i> ✓ 👤 Magaling, ang salita ay “maba.” <i>Good, this invented word is “maba”.</i> X 👤 Ang salita ay “maba”. <i>This invented word is “maba”.</i> 👤 Ituro ang unang likhang (imbentong) salita at basahin nang pahalang (ituro ang pahalang na pagbasa). Pakituro ang bawat salita at basahin nang malakas. Basahin nang mabilis at maingat ang mga salita ayon sa kaya mo. Kapag may salita na hindi mo mabasa, basahin na ang kasunod. Ilagay mo na ang iyong daliri sa unang salita. Handa ka na ba? Umpisahan mo na. <i>When I say “Begin”, start here [Point to first invented word] and read across the page [Point]. Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.</i>		Start the timer when the child reads the first word. 🕒 Prompt the child to on to the next if the child doesn’t respond to an item after 3 seconds. 🕒 If the time on the stopwatch runs out [60 seconds]. 🕒 If the child does not provide a single correct response on the first line [5 items], say “Thank you!”, discontinue this subtask, check the box at the bottom, and continue to the next subtask.																																																			
🗒 (/) Mark any incorrect words with a slash. (Ø) Circle self-corrections if you already marked the word incorrect. (]) Mark the final word read with a bracket. Examples: krut danug maba <table border="1"> <tbody> <tr><td>awap</td><td>sibus</td><td>ipla</td><td>nomi</td><td>goong</td></tr> <tr><td>talis</td><td>lati</td><td>tahumu</td><td>panwa</td><td>nig</td></tr> <tr><td>pluti</td><td>paningan</td><td>kibas</td><td>kram</td><td>guyon</td></tr> <tr><td>vapo</td><td>broay</td><td>talubik</td><td>hinluk</td><td>plikas</td></tr> <tr><td>kapsa</td><td>bru</td><td>damin</td><td>sanlo</td><td>dalata</td></tr> <tr><td>trula</td><td>watsik</td><td>paolka</td><td>apsar</td><td>kanhit</td></tr> <tr><td>wanae</td><td>buob</td><td>laigna</td><td>midahin</td><td>rangat</td></tr> <tr><td>puba</td><td>klisigan</td><td>ayga</td><td>gitsa</td><td>syonsi</td></tr> <tr><td>dabup</td><td>namros</td><td>min</td><td>kworabsi</td><td>aztar</td></tr> <tr><td>katahav</td><td>kispa</td><td>nausiron</td><td>ataam</td><td>kritlav</td></tr> </tbody> </table>		awap	sibus	ipla	nomi	goong	talis	lati	tahumu	panwa	nig	pluti	paningan	kibas	kram	guyon	vapo	broay	talubik	hinluk	plikas	kapsa	bru	damin	sanlo	dalata	trula	watsik	paolka	apsar	kanhit	wanae	buob	laigna	midahin	rangat	puba	klisigan	ayga	gitsa	syonsi	dabup	namros	min	kworabsi	aztar	katahav	kispa	nausiron	ataam	kritlav		
awap	sibus	ipla	nomi	goong																																																	
talis	lati	tahumu	panwa	nig																																																	
pluti	paningan	kibas	kram	guyon																																																	
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kapsa	bru	damin	sanlo	dalata																																																	
trula	watsik	paolka	apsar	kanhit																																																	
wanae	buob	laigna	midahin	rangat																																																	
puba	klisigan	ayga	gitsa	syonsi																																																	
dabup	namros	min	kworabsi	aztar																																																	
katahav	kispa	nausiron	ataam	kritlav																																																	
🕒 Time remaining (seconds)																																																					
🕒 Exercise discontinued because the child had no correct answers in the first line.																																																					
👤 Maraming salamat. Magpatuloy tayo. / Thank you. Let’s go on to the next section.																																																					

Subtask 3a. ORAL READING PASSAGE		180 seconds Page 2	Subtask 3b. READING COMPREHENSION		None Page 2
Show the child the sheet in the student stimulus booklet as you read the instructions. If the child does not provide a single correct word before the word in a box, say “Thank you!”, discontinue this subtask and check the box at the bottom. Do not ask any comprehension questions. If child doesn’t respond to a word after 3 seconds, nudge the child to go on to the next word. Narito ang isang maikling kuwento. Basahin mo ito nang malakas, mabilis at may pag-unawa. Pagkatapos, sagutin ang mga tanong tungkol dito. Kapag sinabi kong “UMPISAHAN”, basahin mo ang kwento sa abot ng iyong makakaya. Kapag hindi mo mabasa ang salita, basahin na ang kasunod. Pakituro ang bawat salita. Naintindihan mo ba? [Hintaying sumagot ng bata] UMPISAHAN mo na. <i>Here is a short story. I want you to read it aloud, quickly but carefully. When you finish, I will ask you some questions about what you have read. When I say “Begin”, read the story as best as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Is it clear? Begin.</i> Start the timer when the child reads the first word. If the child doesn't respond to a word after 3 seconds, nudge the child to go on to the next word. If the time on the stopwatch runs out (180 seconds). (/) Mark any incorrect words with a slash. (Ø) Circle self-corrections if you already marked the word incorrect. (]) Mark the final word read with a bracket. Record time remaining on stopwatch if the child finishes the passage before the time runs out.				After the child is finished reading, LEAVE the passage from in front of the child. Read the questions to the child. Each question may be repeated ONE time. Ask the child only the questions related to the text read. A child must read all the text that corresponds with a given question. If the child does not provide a response to a question after 10 seconds, mark “incorrect” and continue to the next question. If a child says, “I don’t know,” when responding to a question or does not respond after the second time the question is read, mark as incorrect and go on to the next question. May ilang katanungan ako tungkol sa kuwento. Puwede kang sumagot sa salitang pinakamadali sa iyo. Sagutin mo ang mga ito sa abot ng iyong makakaya. Nandyan ang kwento sa harapan mo para makatulong sa iyo. <i>Now I will ask you a few questions about the story you just read. You can answer the questions in any language you want. The story is there if you need help.</i> <i>Now I will ask you a few questions about the story you just read. You can answer the questions in any language you want. The story is there if you need help.</i> (✓) 1 = Correct (✓) 0 = Incorrect (✓) -- = No Response	
Kaarawan ni Nanay Ana ngayon.	5	1. Sino ang may kaarawan sa kuwento? [Nanay Ana]	1	0	--
Nagluto siya ng pansit at pritong manok.	12	2. Ano-ano ang iniluto ni Nanay Ana? [pansit and/or pritong manok; manok; fried chicken; chicken joy]	1	0	--
Tinawag niya ang kaniyang mga anak para ihanda ang mesa.	22	3. Bakit niya tinawag ang kaniyang mga anak? [para ihanda/Maghandang mesa; kakain na]	1	0	--
Walang sumasagot, hindi niya mahanap ang kaniyang mga anak! Lumabas siya ng bahay at nakita niyang naglalaro pala ang mga ito.	43	4. Bakit siya lumabas ng bahay? [para hanapin ang kaniyang mga anak]	1	0	--
Nakita din niya ang kaniyang asawa. May dala-dalang regalo at pasalubong.	54	5. Ano ang dala-dala ng asawa niya? [regalo and/or pasalubong]	1	0	--
Kababalik lang nito galing sa Maynila.	60	6. Saan nanggaling ang kaniyang asawa? [sa Maynila; Manila]	1	0	--
Niyakap niya ang kanyang asawa at mga anak.	68	7. Sino -sino ang niyakap ni Nanay Ana? [asawa and/or mga anak; si tatay at si kapatid; pamilya nya]	1	0	--
Pumasok sila sa bahay at kumain bilang buong pamilya. Ito na ang pinakamasayang kaarawan ni Nanay Ana.	85	8. Bakit napakasaya ni Nanay Ana sa katapusan ng kwento? [buo/kumpleto ang kaniyang pamilya; Nakita ni Nanay Ana ang kaniyang mga anak at asawa; dumating ang asawa niya; maganda ang kaarawan niya]	1	0	--
Time remaining (seconds)		7			
Exercise discontinued because the child had no correct answers in the first line.					
Maraming salamat sa tulong mo. / Thank you for participating in this activity.					

EGRA in Central Bikol

Pupil Assent Form

Establish a playful and relaxed rapport with the child through a short conversation. The child should perceive the assessment almost as a game to be enjoyed rather than a test. Use this time to identify in what language the child is most comfortable communicating. Read aloud slowly and clearly.

☛ **Diyos marhay na aga. Ako si _____. Nakaistar ako sa _____. Gusto ko muna na mag-istorya manungod sakuya.** [Number and ages of children; favourite sport, radio or television program, etc.] **Ngunyan istoryahan mo man ako nin manungod saimo.** / *Good morning. My name is _____ and I live in _____. I'd like to tell you a little bit about myself.*

1. Ano an mga ginigibo mo sa harong?/ What do you do at home?

[Wait for response; if student is reluctant, ask question 2, but if they seem comfortable continue to verbal assent]

2. Ano an mga gusto mong kawat?/ What games do you like to play?

- **Sasabihon ko saimo kun tano ta yaon ako digdi ngunyan. Taga- DepEd ako. Gusto kong maintindihan kun pano nakakanuod magbasa an mga aki. Gusto kong maaraman mo na dai ka tinuyong pinili.** / *Let me tell you why I am here today. I work with the Department of Education and we are trying to understand how children learn to read. You were picked by chance.*
- **Gusto ko na tabangan mo ako. Pero kun habo mo, dai ko ika pipiriton.** / *We would like your help in this. But you do not have to take part if you do not want to.*
- **Ngunyan, papabasahon ko ika nin mga tataramon saka istorya sa Bikol. Pagkatapos, mabasa naman kita sa Filipino. Magbasa ka nin may makusog na boses.** / *I am going to ask you to read words and a short story out loud in Central Bikol and in Filipino.*
- **Gamit an tablet na ini, aaramon ko kun gurano ka karikas magbasa.** / *Using this stopwatch/device/gadget, I will see how long it takes you to read.*
- **Bako ining TEST. Dai kaini maaapektaran an marka mo sa eskwelahan.** / *This is NOT a test and it will not affect your grade at school.*
- **Dai ko isusurat an pangaran mo kaya dai maaaraman kan iba na simbago mo ini.** / *I will NOT write down your name so no one will know these are your answers.*
- **Kun habo mo magsabi ka lang, dai ko ika pipiriton. Kun nagpuon na kita, pwede man na dai mo simbagon an mga hapot na habo mong simbagan.** / *Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right.*

Pwede na po kitang magpuon? / Are you ready to get started?

Check box if verbal assent is obtained:

☐ YES

(If verbal assent is not obtained, thank the child and move on to the next child, using this same form)

Date of assessment:	Date: _____ Month: _____ Year: _____
Assessor Name:	
Student ID:	
School Name:	
School Code:	
Division:	
Region:	
Sample:	
Time Started:	
Time Ended:	

KEY

🗨️ : Assessor script

Italic font : Translation of assessor script

[regular font] : instruction to assessor that are not read to student

➡ : Go on to the next item

📝 : Assessor records data/response

🛑 : STOP or discontinue the task

📖 : Pupil stimulus book

🕒 : Subtask timer

(/) Mark any incorrect words with a slash on timed subtasks

(Ø) Circle self-corrections if you already marked the word incorrect on timed subtasks

(]) Mark the final word read with a bracket on time subtask

1 : Correct response

0 : Incorrect response

-- : No Response

Student Background Questions	
Gender	Boy Girl
1. Pira na an edad mo? <i>How old are you?</i>	
2. Anong tataramon an ginagamit nindo sa harong? <i>What language do you most commonly speak at home?</i>	a. ☐ Bikol Libon b. ☐ Bikol Rinconada c. ☐ Buhi-non d. ☐ Central Bikol (Daet dialect) e. ☐ Central Bikol (Legaspi dialect) f. ☐ Central Bikol (Naga dialect) g. ☐ Central Bikol (Partido dialect) h. ☐ Central Bikol (Northern Sorsogon dialect) i. ☐ Central Bikol (Southern Catanduanes dialect) j. ☐ Masbatenyo k. ☐ Miraya l. ☐ Northern Catanduanes m. ☐ Southern Catanduanes n. ☐ Northern Sorsogon o. ☐ Southern Sorsogon p. ☐ Tagalog q. ☐ West Albay Bicol r. ☐ Other _____

Subtask 1. Listening Comprehension		None	None
🔊 Babasahan ko ika nin halipot na istorya. Babasahan ko ini nin SARONG beses sana. Mahapot ako manungod sa istoryang nadangog mo. Magdangog na maray. Handa ka na? Magpuon na kita. <i>I am going to read you a short story aloud ONCE and then ask you some questions. Please listen carefully. Ready? Let's begin.</i> 🔊 Rises na. Nagdalagan si Kanor pasiring sa kantina. Mabakal sya nin turon. Naghanap siya nin kwarta sa saiyang bulsa. Dai siya nin nahanap. Napahibi si Kanor. Nahirak an amigo ni Kanor saiya. Binayadan nya an turon ni Kanor. Maugma sindang nagluwas sa kantina. 🔊 Ngunyan mahapot ako nin kadikit manungod sa istorya. Pwede mong simbagan an mga hapot gamit an tataramon na gusto mo. <i>Now I am going to ask you a few questions about the story you just heard. You may answer the questions in any language you want.</i> 🔊 Mark the child's response to each question as: (✓) 1 = Correct (✓) 0 = Incorrect (✓) -- = No Response		Read the story <u>ONE</u> time aloud to the child. Allow 8-10 seconds for the child to respond. Each question may be repeated ONE time. ➡ Move on to the next question if the child doesn't respond after the second time the question is read, move on to the next question.	
1. Sain nagduman si Kanor? [Sa kantina/ tindahan/ bakalan]	1	0	--
2. Ano an babakalon nya? [Turon]	1	0	--
3. Tano ta napahibi sya? [Dai siya nin nahanap na kwarta.]	1	0	--
4. Sisay an nahirak ki Kanor? [amigo/amigo ni Kanor]	1	0	--
5. Tano ta maugmang naghali an duwang aki sa kantina? [May pagkaon/kakanon na sinda; binakalan sya nin turon; basug na sinda; dai na sinda gutom]	1	0	--
🔊 Matibay! Sige magpadagos kita sa sunod na parti./ Salamat! / Thank you! Let's go on to the next section.			

Subtask 2. Invented Words		Page 1	60 seconds																																																		
Show the pupil the sheet of invented words. May mga inimbento digding tataramon. Basahon mo an mga ini hanggang kaya mo. Halimbawa, an inimbentong tataramon na ini: "gon". [Point to the word "gon" and read "gon".] <i>Here is a page with some invented words. Read the invented words as quickly and as best as you can. For example, this invented word is "gon".</i> Magpraktis kita: basahon mo tabi an tataramon na ini. [point to the word "pima"]. <i>Let's practice. Please read this word.</i> ✓ Tama. An inimbentong tataramon na ini "pima". <i>Good, this invented word is "pima".</i> X An inimbentong tataramon na ini "pima". <i>This invented word is "pima".</i> Magpurbar pa kita: basahon mo tabi an tataramon na ini. [point to the word "risod"]. <i>Now try another one. Please read this word.</i> ✓ Tama. An inimbentong tataramon na ini "risod". <i>Good, this invented word is "risod".</i> X An inimbentong tataramon na ini "risod". <i>This invented word is "risod".</i> Pag sinabi kong "Magpuon ka na", mapuon ka nin pagbasa digdi (point to the first word) pasiring digdi (point). Dangan mabalik ka digdi (point) pasiring duman hanggang sa kaya mong basahon. Itukdo an kada tataramon saka basahon ini nin makusog. Basahon nin marikas saka tama an mga tataramon. Kun dai mo aram, basahon an masunod na tataramon. Ilaag an muro sa inot na tataramon. Handa ka na? Magpuon ka na. <i>When I say "Begin", start here [Point to first invented word] and read across the page [Point]. Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.</i>		Start the timer when the child reads the first word. ➡ Prompt the child to on to the next if the child doesn't respond to an item after 3 seconds. 🕒 If the time on the stopwatch runs out [60 seconds]. 👉 If the child does not provide a single correct response on the first line [5 items], say "Thank you!", discontinue this subtask, check the box at the bottom, and continue to the next subtask.																																																			
(/) Mark any incorrect words with a slash. (Ø) Circle self-corrections if you already marked the word incorrect. () Mark the final word read with a bracket. Examples: gon pima risod <table border="1"> <tbody> <tr><td>suyi</td><td>manot</td><td>nakusi</td><td>kiw</td><td>itno</td></tr> <tr><td>poya</td><td>mib</td><td>ginusa</td><td>palog</td><td>sisat</td></tr> <tr><td>mubak</td><td>wapar</td><td>mayakas</td><td>nar</td><td>hato</td></tr> <tr><td>dil</td><td>magbamay</td><td>gubo</td><td>tasib</td><td>wuko</td></tr> <tr><td>sumong</td><td>onal</td><td>sahat</td><td>gak</td><td>sanik</td></tr> <tr><td>tosi</td><td>aldam</td><td>dawra</td><td>nog</td><td>rasila</td></tr> <tr><td>sibka</td><td>nagutan</td><td>kib</td><td>amal</td><td>pansik</td></tr> <tr><td>pib</td><td>akib</td><td>sitang</td><td>piyap</td><td>tawaya</td></tr> <tr><td>mugta</td><td>yim</td><td>kamos</td><td>balno</td><td>isday</td></tr> <tr><td>sig</td><td>halot</td><td>bindahado</td><td>dibi</td><td>pun</td></tr> </tbody> </table>		suyi	manot	nakusi	kiw	itno	poya	mib	ginusa	palog	sisat	mubak	wapar	mayakas	nar	hato	dil	magbamay	gubo	tasib	wuko	sumong	onal	sahat	gak	sanik	tosi	aldam	dawra	nog	rasila	sibka	nagutan	kib	amal	pansik	pib	akib	sitang	piyap	tawaya	mugta	yim	kamos	balno	isday	sig	halot	bindahado	dibi	pun		
suyi	manot	nakusi	kiw	itno																																																	
poya	mib	ginusa	palog	sisat																																																	
mubak	wapar	mayakas	nar	hato																																																	
dil	magbamay	gubo	tasib	wuko																																																	
sumong	onal	sahat	gak	sanik																																																	
tosi	aldam	dawra	nog	rasila																																																	
sibka	nagutan	kib	amal	pansik																																																	
pib	akib	sitang	piyap	tawaya																																																	
mugta	yim	kamos	balno	isday																																																	
sig	halot	bindahado	dibi	pun																																																	
Time remaining (seconds)																																																					
Exercise discontinued because the child had no correct answers in the first line.																																																					
Matibay! Sige magpadagos kita sa sunod na parti./ Thank you! Let's go on to the next section.																																																					

Subtask 3a. ORAL READING PASSAGE		180 seconds Page 2	Subtask 3b. READING COMPREHENSION		None Page 2
Show the child the sheet in the student stimulus booklet as you read the instructions.			After the child is finished reading, LEAVE the passage in front of the child.		
☞ If the child does not provide a single correct word before the word in bold, say “Thank you!”, discontinue this subtask and check the box at the bottom. Do not ask any comprehension questions. ☞ If the child doesn’t respond to a word after 3 seconds, nudge the child to go on to the next word. 🔊 Pakibasa nin makusog, dire-diretso, saka malinaw an istoryang ini . Pagkatapos mong magbasa, may ihahapot ako manungod sa istorya. Pagsabi kong “puon na tabi”, basahon na an istorya. Kun dai mo aram an sarong tataramon sa binabasa mo, basahon an masunod. Ilaag an muro sa inot na tataramon. Handa ka na? Magpuon na tabi. <i>Here is a short story. I want you to read it aloud, quickly but carefully. When you finish, I will ask you some questions about what you have read. When I say “Begin”, read the story as best as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.</i> 🕒 Start the timer when the child reads the first word. ☞ If the time on the stopwatch runs out (180 seconds). ✍ (/) Mark any incorrect words with a slash. (Ø) Circle self-corrections if you already marked the word incorrect. (]) Mark the final word read with a bracket. Record time remaining on stopwatch if the child finishes the passage before the time runs out.			Ask the child only the questions related to the text read. A child must read all the text that corresponds with a given question. Each question may be repeated ONE time. ☞ If the child does not provide a response to a question after 10 seconds, mark “incorrect” and continue to the next question. ☞ If a child says, “I don’t know,” when responding to a question or does not respond after the second time the question is read, mark as incorrect and go on to the next question. 🔊 Ngunyan, may nagkapira akong hapot manungod sa istoryang binasa mo. Pwede mong sabihon an simbag sa tataramon na gusto mo. Yaon dyan an istorya sa atubangan mo para makatabang saimo. <i>Now I will ask you a few questions about the story you just read. You can answer the questions in any language you want. The story is there if you need help.</i> ✍ (✓) 1 = Correct (✓) 0 = Incorrect (✓) -- = No response		
Nagpaaram an mga magurang ni Lina na mahali sinda nin madali.	11		1. Sairisay an naghali? [Magurang ni Lina]	1	0 --
Nawalat an duwang tugang ni Lina sa saiya.	19		2. Sisay an winalat ki Lina? [duwang tugang/tugang ni Lina]	1	0 --
Tinawan ni Lina nin bola an saiyang mga tugang.	28		3. Ano an itinaong kawatan ni Lina? [Bola]	1	0 --
Maugma sindang nagkarawat. Nagpuon nang maghagad nin kakanon an saiyang mga tugang.	40		4. Ano an hinagad kan mga tugang ni Lina? [Kakanon/pagkaon/pakakan]	1	0 --
Udto na pero dai pa nag-abot an saindang magurang. Inot, naghanap si Lina nin kakanon sa kaldero.	57		5. Sain si Lina inot na naghanap nin kakanon? [Sa kaldero]	1	0 --
Dai sya nakakua. Nagpuon nang maghiribi an saiyang mga tugang.	67		6. Tano ta naghiribi an mga aki? [Gutom na an mga aki; dai nakakua nin kakanon sa Lina; dai sindang kakanon; dai pa nag-abot an saindang magurang; wara pa an magurang]	1	0 --
Bigla niya narumduman na may winalat na tinapay an saindang ina.	78		7. Ano an winalat na pagkakan para sainda kan saindang ina? [tinapay]	1	0 --
Maugma an mga aki kan magpuli an saindang magurang sa harong.	89		8. Tano ta naabutan kan magurang an mga aki na mauugma? [Dai na kaya sinda gutom; Basog na sinda; Nagkaon/nagkakan na sinda; inataman sinda nin maray]	1	0 --
✍ Time remaining (seconds)					
✍ Exercise discontinued because the child had no correct answers in the first line.					
🔊 Maraming salamat sa tulong mo! Thank you for participating in this activity.					

EGRA in Hiligaynon

Pupil Assent Form

Establish a playful and relaxed rapport with the child through a short conversation. The child should perceive the assessment almost as a game to be enjoyed rather than a test. Use this time to identify in what language the child is most comfortable communicating. Read aloud slowly and clearly.

☛ **Maayong aga. Ako si _____ kag naga-istar ako sa _____. Gusto ko mag-istorya parte sa akon kaugalingon. [May ara ako _____ nga kabataan. Ang paborito ko nga hampang _____. Pirme ako nagalantaw sang _____ sa TV.]** *Good morning. My name is _____ and I live in _____. I'd like to tell you a little bit about myself. [Number and ages of children; favourite sport, radio or television program, etc.]*

1. Ano ang nanamian mo himuon kon wala ka sa eskwelahan?

What do you like to do when you are not in school? [Wait for response; if student is reluctant, ask question 2, but if they seem comfortable continue to verbal assent].

2. Ano ang gusto mo nga hampangon?

What games do you like to play?

- **Sugiran ko ikaw kon ngaa ari ako subong nga adlaw. Nagaobra ako sa Department of Education kag ginatinguhaan namon nga maintindihan kon paano magbasa ang mga bata. Maswerte ka kay ikaw ang napilian.** / *Let me tell you why I am here today. I work with the Department of Education and we are trying to understand how children learn to read. You were picked by chance.*
- **Kinahanglan namon ang bulig mo parte diri. Pero indi ka pagpiliton kon indi mo gusto.** / *We would like your help in this. But you do not have to take part if you do not want to.*
- **May ipabasa ako sa imo nga mga tinaga kag malip-ot nga istorya sa Hiligaynon kag may ara man sa Filipino. Basahon mo ini sing matunog.** / *I am going to ask you to read words and a short story out loud in Hiligaynon and then we will try some words and stories in Filipino.*
- **Gamit ining tablet/device/gadget, tan-awon ko ang imo abilidad sa pagbasa.** / *Using this tablet/device/gadget, I will see how well you read.*
- **Indi ini test gani indi makaapekto sa imo grado.** / *This is NOT a test and it will not affect your grade at school.*
- **Indi ko pag-isulat ang imo ngalan para wala sing makahibalo nga imo ini mga sabat.** / *I will NOT write down your name so no one will know these are your answers.*
- **Sa liwat, wala ka ginapilit kon indi mo gusto. Sa tion nga makaumpisa na kita pwede man nga indi mo pagsabton ang pamangkot.** / *Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right.*

Handa ka na bala? Maumpisa na kita. / *Are you ready to get started?*

Check box if verbal assent is obtained:

☐ YES

(If verbal assent is not obtained, thank the child and move on to the next child, using this same form)

Date of assessment:	Date: _____ Month: _____ Year: _____
Assessor Name:	
Student ID:	
School Name:	
School Code:	
Division:	
Region:	
Sample:	

KEY

 : Assessor script
Italic font : Translation of assessor script
 [regular font] : instruction to assessor that are not read to student
 : Go on to the next item
 : Assessor records data/response
 : STOP or discontinue the task
 : Pupil stimulus book
 : Subtask timer
 (/) Mark any incorrect words with a slash on timed subtasks
 (Ø) Circle self-corrections if you already marked the word incorrect on timed subtasks
 () Mark the final word read with a bracket on time subtask
 1 : Correct response
 0 : Incorrect response
 -- : No Response

Student Context	
Sex	Boy Girl
Pila na ang imo edad? <i>(How old are you?)</i>	
Ano nga lingwahe/ istorya hanay ang inyo ginahambal sa inyo balay? <i>(What language do you speak at home?)</i>	a. ☐ Cebuano b. ☐ Hiligaynon / Ilongo c. ☐ Tagalog d. ☐ Aklanon e. ☐ Kinaray-a f. ☐ Other Other: _____

Subtask 1. Listening Comprehension		None	None
Basahan ko ikaw sang isa ka malip-ot nga istorya. Basahon ko ini sang isa ka beses. Pagkatapos, pamangkuton ko ikaw parte diri. Handa ka na bala? Maumpisa na kita. <i>I am going to read you a short story aloud ONCE and then ask you some questions. Please listen carefully. Ready? Let's begin.</i> Makadto sa eskwelahan si Roy. Nakakita sia sing napulo ka pisos. Gusto nya mabakal sang dulce gamit ang kwarta. Nakita man niya sa eskwelahan si Mila nga nagahibi. Nanugid si Mila nga nadula ang iya kwarta. Ginhatag ni Roy ang kwarta kay Mila. Nalipay sia kag dali-dali nga ginkuha ang kwarta. <i>Roy is going to school. He finds a ten-peso coin. He wants to buy candy using the money. At school, he sees Mila crying. Mila tells him that she lost her money. Roy gives the money to Mila. She quickly took the money and is happy.</i> Palihog pamati sang maayo kag tinguha-i nga masabtan ang mga pamangkot. Pwede ka kasabat sa lengwahe nga gusto mo. <i>Now I am going to ask you a few questions about the story you just heard. You may answer the questions in any language you want.</i> Mark the child's response to each question as: (✓) 1 = Correct (✓) 0 = Incorrect (✓) -- = No response		Read the story <u>ONE</u> time aloud to the child. Allow 8-10 seconds for the child to respond. Each question may be repeated ONE time. ➡ If the child doesn't respond after the second time the question is read, move on to the next question.	
1. Sin-o ang nagkadto sa eskwelahan? [Roy] (Who is going to school?)	1	0	--
2. Ano ang nakit-an ni Roy? ([napulo ka pisos / kwarta]) (What did Roy find?) [ten-peso coin / money / coin / peso]	1	0	--
3. Ano ang gusto ni Roy baklon? [dulce] (What did Roy want to buy?) [candy]	1	0	--
4. Ngaa nagahibi si Mila? [nadula ang iya kwarta] (Why is Mila crying? [she lost her money]	1	0	--
5. Ngaa nalipay si Mila sa ulihi? [ginhatag ni Roy ang kwarta sa iya / may kwarta na sia. Nabalik ni Roy ang nadula niya nga kwarta. / May inugbakal na sia sang nagustuhan niya] (Why was Mila happy at the end of the story?) [Roy gave her money/she had money. She lost her money and Roy found it. Roy returned money that she had lost. She could buy something with the money Roy gave her.]	1	0	--
Salamat sa imo pagbasa. Subong mapadayon kita sa sunod nga bahin. / Good effort. Let's go on to the next section.			

Show the pupil the sheet of invented words.

☛ **Ari ang iban nga gindihon nga mga tinaga sa Hiligaynon. Gusto ko nga basahon mo ang tanan mo nga nahibaluan. Indi pag-isa-isaha ang letra sang tinaga pero basahon mo ang bilog nga tinaga. Halimbawa sa gindihon nga tinaga: "aki".**

Here is a page with some invented words in Hiligaynon. Read the invented words as quickly and as best as you can. For example, this invented word is "aki" [Point to the word "aki" and read "aki".]

☛ **Maghanas kita. Palihog basaha ini nga tinaga. Let's practice. Please read this word.** [point to the word "bita"].

✓ ☛ **Husto, ang tinaga nga ini "bita."**

Good, this invented word is "bita".

X ☛ **Ang tinaga nga ini "bita."**

This invented word is "bita".

☛ **Subong, tinguha-i naman ining isa. Palihog basaha ini nga tinaga.**

Now try another one. Please read this word [point to the word "kop"].

✓ ☛ **Husto, ang tinaga nga ini "kop".**

Good, this invented word is "kop".

X ☛ **Ang tinaga nga ini "kop."**

This invented word is "kop".

☛ **Kon maghambal ako "Mag-umpisa na," diri ka halin [point to first word] kag basaha pakadto diri [point from the first word to the last word]. Itudlo ang kada tinaga kag basaha ini sing matunog. Tinguha-i nga mabasa mo ini sing madasig kag maid-id. Kon may tinaga nga indi mo mahibaluan, laktawan mo ini kag basaha ang sunod nga tinaga. Ibutang ang imo tudlo sa una nga tinaga. Handa ka na bala? Maumpisa na kita.**

When I say "Begin", start here [Point to first invented word] and read across the page [point]. Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.



(/) Mark any incorrect words with a slash.

(Ø) Circle self-corrections if you already marked the word incorrect.

([]) Mark the final word read with a bracket.

Examples: aki bita kop

pabak	su	bagura	hanuli	miay
ose	upad	min	kinyu	pib
bamay	kawi	mos	inu	ngu
hini	tugan	nula	mastong	arik
bo	uyol	makasig	ura	nuyi
igaw	lagar	hasag	diru	raguba
kal	liyat	palumya	sulad	pataham
wami	ngapa	kig	ayhin	lo-it
nupa	dimu	bilak	kuda	sonib
ngo	hunggan	ihal	yamu	pulitob

Time remaining (seconds)

Exercise discontinued because the child had no correct answers in the first line.

☛ **Salamat sa imo nga mga sabat. Subong mapadayon kita sa sunod nga bahin. / Good effort. Let's go on to the next section.**

Start the timer when the child reads the first word.

☛ If the child doesn't respond to an item after 3 seconds.

☛ If the time on the stopwatch runs out [60 seconds]

☛ If the child does not provide a single correct response on the first line [5 items], say "Thank you!", discontinue this subtask, check the box at the bottom, and continue to the next subtask.

Subtask 3a. ORAL READING PASSAGE		180 seconds Page 2	Subtask 3b. READING COMPREHENSION		None Page 2	
Show the child the sheet in the student stimulus booklet as you read the instructions. If the child does not provide a single correct word before the word in a box, say “Thank you!”, discontinue this subtask and check the box at the bottom. Do not ask any comprehension questions. If the child doesn’t respond to a word after 3 seconds, nudge the child to go on to the next word. Ari ang isa ka malip-ot nga istorya. Gusto ko basahon mo ini sing matunog, madasig pero maid-id. Pagkatapos mo basahon ini, mamangkot ako parte sa imo ginbasa. Kon maghambal ako "mag-umpisa na", basaha gid sing maayo ang istorya. Kon may tinaga nga indi mo mahibaluhan, laktawan mo ini kag basaha ang sunod nga tinaga. Ibutang ang imo tudlo sa una nga tinaga. Handa ka na bala? Maumpisa na kita. <i>Here is a short story. I want you to read it aloud, quickly but carefully. When you finish, I will ask you some questions about what you have read. When I say “Begin”, read the story as best as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.</i> Start the timer when the child reads the first word. If the time on the stopwatch runs out (180 seconds). (/) Mark any incorrect words with a slash. (Ø) Circle self-corrections if you already marked the word incorrect. () Mark the final word read with a bracket.			After the child is finished reading, LEAVE the passage from in front of the child. Ask the child only the questions related to the text read. A child must read all the text that corresponds with a given question. Each question may be repeated ONE time. If the child does not provide a response to a question after 10 seconds, mark “incorrect” and continue to the next question. If a child says, “I don’t know,” when responding to a question or does not respond after the second time the question is read, mark as incorrect and go on to the next question. Subong, mamangkot ako parte sa imo ginbasa. Tinguha-i nga masabtan mo sing husto. Pwede mo mahambal ang imo sabat sa lengwahe nga gusto mo. Now I will ask you a few questions about the story you just read. You can answer the questions in any language you want. Try to answer the questions as best as you can. (✓) 1 = Correct (✓) 0 = Incorrect (✓) -- = No response			
Aga pa nagbugtaw sanday Lino kag Nanay kay may kadtu-an sila.	11	1. Sin-o ang nagbugtaw nga aga pa may kadtu-an? [Lino kag Nanay]		1	0	--
Sa ila ginkadtuan, madamo si Lino sang nakit-an nga mga baligya.	22	2. Diin nagkadto sanday Lino kag Nanay?) [sa mercado, baligyaan, tindahan, mall palengke, balaklan]		1	0	--
Ginbuy-an ni Lino ang kamot ni Nanay para magdalagan sa mga hampanganan.	34	3. Ngaa ginbuy-an ni Lino ang kamot ni Nanay? [para maghampang; para magdalagan/makadto sa mga hampanganan/tarak-tarak]		1	0	--
Paborito niya ang tarak-tarak.	38	4. Ano nga klase sang hampanganan ang paborito ni Lino? [tarak-tarak]		1	0	--
Nagbalikid sia pero wala na gali si Nanay. Kinulbaan si Lino kag naghibi.	51	5. Ngaa naghibi si Lino? [nadula siya; ginbayaan sia ni Nanay; pag talikod niya; wala na si Nanay]				
Gulpi lang may nagtawag sa iya. Ang maestra ni Lino gali ang nagtawag sa iya.	66	6. Sin-o ang nagtawag kay Lino? [maestra; ang iya Mam; si teacher]		1	0	--
Ginbuligan sang maestra si Lino sa pagpangita kay Nanay.	75	7. Ano ang ginbulig sang maestra kay Lino? [pagpangita kay Nanay/iloy]		1	0	--
Pagkakita ni Lino sa iya Nanay, nalipay sia kag ginhakus niya ini.	87	8. Sin-o ang ginhakus ni Lino? [si Nanay; iloy]		1	0	--
Time remaining (seconds)		18	ABC+: Advancing Basic Education in the Philippines—Baseline Report			
Exercise discontinued because the child had no correct answers in the first line.						

EGRA in Cebuano

Establish a playful and relaxed rapport with the child through a short conversation. The child should perceive the assessment almost as a game to be enjoyed rather than a test. Use this time to identify in what language the child is most comfortable communicating. Read aloud slowly and clearly.

☛ **Maayong buntag. Ako si _____. Nagpuyo ko sa _____. Gusto nako nga ipaila-ila ang akong kaugalingon/pamilya/mga anak; paboritong paugnat sa kusog, programa sa radyo ug telebisyon ug uban pa.**

Good morning. My name is _____. I live in _____. I'd like to tell you a little bit about myself. [Number and ages of children; favourite sport, radio or television program, etc.]

1. Unsay gusto nimong buhaton kon wala ka sa eskulahan?

What do you like to do when you are not in school? [Wait for response; if student is reluctant, ask question 2, but if they seem comfortable continue to verbal assent].

2. Unsa may ganahan nimo nga mga dula?

What games do you like to play?

- **Sultihan ko ikaw nganong ania ako karon. Anaa ako sa Department of Education og gusto namong mabaw-an kon giunsa pagkat-on pagbasa sa mga bata. Usa ka sa among napilian. / Let me tell you why I am here today. I work with the Department of Education and we are trying to know how children learn to read. You were picked by chance.**
- **Nagkinahanglan ko sa imong partisipasyon. Apan kon dili nimo gusto nga moapil, mahimo ra usab. / We would like your help in this. But you do not have to take part if you do not want to.**
- **Pabasahon ko ikaw ug kusog sa mga pulong og istorya sa Cebuano og atong sulayan ang mga pulong ug mga istorya sa Filipino. / I am going to ask you to read words and a short story out loud in Cebuano and then we will try some words and stories in Filipino.**
- **Gamit ang tablet/device/gadget, akong tan-awon ang imong abilidad sa pagbasa. / Using this tablet/device/gadget, I will see how well you read.**
- **Dili kini eksamen busa dili kini makaapekto sa imong grado. / This is NOT a test and it will not affect your grade at school.**
- **Dili nako isulat ang imong ngalan aron walay makahibalo sa imong mga tubag. / I will NOT write down your name so no one will know these are your answers.**
- **Usbon nako, dili kinahanglan nga moapil ka kon dili nimo gusto. Kon magsugod na ta, ug dili nimo gustong motubag sa pangutana, mahimo ra. / Once again, you do not have to participate if you do not wish to. Once**

Check box if verbal assent is obtained: ☐ **YES**

(If verbal consent is not obtained, thank the child and move on to the next child, using this same form)

Date of assessment:	Date: _____ Month: _____ Year: _____
Assessor Name:	
Student ID:	
School Name:	
School Code:	
Division:	
Region:	
Sample:	

KEY

🗨️ : Assessor script

Italic font : Translation of assessor script

[regular font] : instruction to assessor that are not read to student

➡️ : Go on to the next item

📝 : Assessor records data/response

🛑 : STOP or discontinue the task

📖 : Pupil stimulus book

⌚ : Subtask timer

(/) Mark any incorrect words with a slash on timed subtasks

(Ø) Circle self-corrections if you already marked the word incorrect on timed subtasks

(]) Mark the final word read with a bracket on time subtask

1 : Correct response

0 : Incorrect response

-- : No Response

Student Background Questions	
Gender	Boy Girl
1. Pila na imong edad? <i>How old are you?</i>	6 7 8 9 10 11 12 13 14 15 or older
2. Unsa pod imong sinulti-an o pinulungan sa balay? <i>What language do you speak at home?</i>	a. ☐ Cebuano b. ☐ Hiligaynon / Ilongo c. ☐ Tagalog d. ☐ Aklanon e. ☐ Kinaray-a f. ☐ Other Other: _____

Subtask 1. Listening Comprehension		None	None
🔊 Ania'y mubong istorya. Ako kining basahon og kusog. Kausa ra nako basahon. Pagkahuman, anaa koy mga pangutana. Andam na ka? Magsugod na ta. <i>I am going to read you a short story aloud ONCE and then ask you some questions. Please listen carefully. Ready? Let's begin.</i> 🔊 <i>Si Belen bata nga mahilig mosayaw. Usa ka adlaw, naghilak siya. Dili niya makita ang iyang sapatos. Gamiton unta sa sayaw sa eskuylahan. Misulod ang iyang mama sa kwarto ug gihatag sa iyaha ang limpyong sapatos. Nalipay si Belen.</i> <i>Belen is a child who loves to dance. One day, she was crying. She can't find her shoes. She will use them in her school dance. Her mother entered the room-and gave her the clean shoes. Belen was happy.</i> 🔊 Karon naa koy pangutana nimo bahin sa istorya nga imong nadunggan. Paminaw pag-ayo ug sabta ang istorya. Ayoha pagtubag ang mga pangutana. Tubaga ang mga pangutana gamit ang pinulongan nga imong nahibaw-an. <i>Now I am going to ask you a few questions about the story you just heard. Listen carefully and understand the story. You may answer the questions in any language you want.</i> 🔊 Mark the child's response to each question as: (✓) 1 = Correct (✓) 0 = Incorrect (✓) -- = No Response		Read the story <u>ONE</u> time aloud to the child. Allow 8-10 seconds for the child to respond. Each question may be repeated ONE time. ➡ Move on to the next question if the child doesn't respond after the second time the question is read, move on to the next question.	
1. Unsa ang gusto nga buhaton ni Belen? ([mosayaw]) (What does Belen love doing?) [to dance]	1	0	--
2. Nganong naghilak si Belen? ([Wala makit-i ang iyang sapatos/Nawala iyang sapatos]) (Why did Belen cry?) [she can't find her shoes]	1	0	--
3. Asa niya gamiton ang iyang sapatos? ([sa sayaw sa eskuylahan]) (Where will she use her shoes?) [in the school dance]	1	0	--
4. Kinsa ang naghatag sa limpyo nga sapatos ni Belen? ([mama]) (Who gave the clean shoes to Belen??) [mother]	1	0	--
5. Nganong nalipay si Belen sa pagtapos sa istorya/sugilanon? ([puydi na siya moapil sa sayaw sa eskuylahan, kay nakit-an niya iyang sapatos, kay limpyo na iyang sapatos]) (Why do you think Belen felt happy at the end of the story?) [she can join the school dance, she found her shoes, her shoes were cleaned]	1	0	--
🔊 Salamat sa imong pagtubag. Karon mopadayon kita sa sunod nga bahin. / Good effort! Let's go on to the next section.			

Subtask 2. Invented Words	Page 1	60 seconds																																																		
Show the pupil the sheet of invented words. 🔊 Aniay mga binuhat nga mga pulong sa Sinugbuanong Binisaya. Basaha kini kutob sa imong mahimo. Ayaw i-spell ang mga pulong, hinuon basaha kini. Pananglitan, kini nga binuhat nga pulong: "utad". <i>Here is a page with some invented words in Cebuano. Read the invented words as quickly and as best as you can. For example, this invented word is "utad" [Point to the word "utad" and read "utad".]</i> 🔊 Magpraktis ta: Palihog basaha kini nga pulong. [point to the word "dini"]. <i>Let's practice. Please read this word.</i> ✓🔊 Husto ka, ang pulong kay "dini" <i>Good, this invented word is "dini".</i> X🔊 Ang hinimo nga pulong kay "dini." <i>This invented word is "dini".</i> 🔊 Mosuway ta pag-usab: Pali hug basaha kini nga pulong. [point to the word "maitb"]. <i>Now try another one. Please read this word.</i> ✓🔊 Husto ka, ang pulong kay "mabit" <i>Good, this invented word is "mabit".</i> X🔊 Ang hinimo nga pulong kay "mabit." <i>This invented word is "mabit".</i> 🔊 Kon moingon ko nga "Sugod," sugod dinhi [itudlo ang unang pulong] ug padayon padulong sa tuo (itudlo) hangtod sa ubos. Itudlo ang matag pulong ug basaha kini sa kusog nga tingog. Ayoha pagbasa ug paspasi kutob sa imong mahimo. Kon adunay pulong nga dili nimo mahibawan, padayon sa sunod nga pulong. Ibutang ang imong tudlo sa unang pulong. Andam na ka? Sugod na. <i>When I say "Begin", start here [Point to first invented word] and read across the page [point]. Point to each word and read it in a loud voice. Read as quickly and carefully as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.</i>		Start the timer when the child reads the first word. 🕒 Prompt the child to on to the next if the child doesn't respond to an item after 3 seconds. 🕒 If the time on the stopwatch runs out [60 seconds]. 🕒 If the child does not provide a single correct response on the first line [5 items], say "Thank you!", discontinue this subtask, check the box at the bottom, and continue to the next subtask.																																																		
🗒 (/) Mark any incorrect words with a slash. 🗒 (Ø) Circle self-corrections if you already marked the word incorrect. 🗒 () Mark the final word read with a bracket. Examples: utad dini mabit <table border="1"> <tbody> <tr><td>wap</td><td>sibus</td><td>pla</td><td>nomi</td><td>guong</td></tr> <tr><td>talís</td><td>lat</td><td>tahumu</td><td>kanga</td><td>ayak</td></tr> <tr><td>panwa</td><td>ayga</td><td>kibas</td><td>kra</td><td>guyon</td></tr> <tr><td>bapo</td><td>broya</td><td>talubik</td><td>hinluk</td><td>plik</td></tr> <tr><td>ap</td><td>midahin</td><td>kaag</td><td>sanlo</td><td>dalata</td></tr> <tr><td>trula</td><td>watsik</td><td>paolka</td><td>pras</td><td>kanhit</td></tr> <tr><td>wanat</td><td>min</td><td>damin</td><td>bru</td><td>ngar</td></tr> <tr><td>bup</td><td>klisigan</td><td>paningan</td><td>gitsa</td><td>syon</td></tr> <tr><td>dabup</td><td>namros</td><td>buob</td><td>kwarobsi</td><td>tras</td></tr> <tr><td>katahay</td><td>kispo</td><td>ngusiron</td><td>taag</td><td>kritlay</td></tr> </tbody> </table>		wap	sibus	pla	nomi	guong	talís	lat	tahumu	kanga	ayak	panwa	ayga	kibas	kra	guyon	bapo	broya	talubik	hinluk	plik	ap	midahin	kaag	sanlo	dalata	trula	watsik	paolka	pras	kanhit	wanat	min	damin	bru	ngar	bup	klisigan	paningan	gitsa	syon	dabup	namros	buob	kwarobsi	tras	katahay	kispo	ngusiron	taag	kritlay	
wap	sibus	pla	nomi	guong																																																
talís	lat	tahumu	kanga	ayak																																																
panwa	ayga	kibas	kra	guyon																																																
bapo	broya	talubik	hinluk	plik																																																
ap	midahin	kaag	sanlo	dalata																																																
trula	watsik	paolka	pras	kanhit																																																
wanat	min	damin	bru	ngar																																																
bup	klisigan	paningan	gitsa	syon																																																
dabup	namros	buob	kwarobsi	tras																																																
katahay	kispo	ngusiron	taag	kritlay																																																
🕒 Time remaining (seconds)																																																				
🗒 Exercise discontinued because the child had no correct answers in the first line.																																																				
🔊 Salamat sa imong pagtubag. Karon mopadayon kita sa sunod nga bahin. / Good effort! Let's go on to the next section.																																																				

Subtask 3a. ORAL READING PASSAGE		 180 seconds  Page 2	Subtask 3b. READING COMPREHENSION		 None  Page 2
Show the child the sheet in the student stimulus booklet as you read the instructions.  If the child does not provide a single correct word before the word in a box, say “Thank you!”, discontinue this subtask and check the box at the bottom. Do not ask any comprehension questions.  If the child doesn’t respond to a word after 3 seconds, nudge the child to go on to the next word.  Aniay mubo nga Istorya. Basaha kini pag-ayo sa kusog nga tingog ug paspasi. Pagkahuman nimo ug basa, aduna koy mga pangutana bahin sa imong gibasa. Kon moingon ko nga "Sugod," basaha ang estorya kutob sa imong mahimo. Kon adunay pulong nga dili nimo mahibaw-an, padayon sa sunod nga pulong. Ibutang ang imong tudlo sa unang pulong. Andam na ka? Sugod na. <i>Here is a short story. I want you to read it aloud, quickly but carefully. When you finish, I will ask you some questions about what you have read. When I say “Begin”, read the story as best as you can. If you come to a word you do not know, go on to the next word. Put your finger on the first word. Ready? Begin.</i>  Start the timer when the child reads the first word.  If the time on the stopwatch runs out (180 seconds).  (/) Mark any incorrect words with a slash. (Ø) Circle self-corrections if you already marked the word incorrect. (]) Mark the final word read with a bracket. Record time remaining on stopwatch if the child finishes the passage before the time runs out.			After the child is finished reading, LEAVE the passage from in front of the child. Ask the child only the questions related to the text read. A child must read all the text that corresponds with a given question. Each question may be repeated ONE time.  If the child does not provide a response to a question after 10 seconds, mark “incorrect” and continue to the next question.  If a child says, “I don’t know,” when responding to a question or does not respond after the second time the question is read, mark as incorrect and go on to the next question.  Karon mangutana ko kabahin sa istorya nga bag-o lang nimo nahuman og basa. Tubaga kini ginamit ang pinulongan nga imong gusto. Anaa ang istorya sa imong atubangan para makatabang nimo. <i>Now I will ask you a few questions about the story you just read. You can answer the questions in any language you want. The story is there to help you.</i>  (✓) 1 = Correct (✓) 0 = Incorrect (✓) -- = No response		
Galakat si Nena pauli sa ilang balay.	7	1. Kinsa ang galakat pauli sa balay? [Nena]	1	0	
May nakit-an siyang itoy duol sa kalsada.	14	2. Unsay nakit-an ni Nena sa kalsada? [itoy/puppy]	1	0	--
Naluoy si Nena sa itoy kay luyahon ug niwang kaayo.	24	3. Nganong naluoy si Nena sa itoy? [nag-inusara ang itoy, uyahon ug niwang]	1	0	--
Gihatagan ni Nena og pagkaon ang itoy.	31	4. Unsa ang gihatag ni Nena sa itoy? [pagkaon, gihatagan nya ang itoy og bag-ong pinuy-anan]	1	0	--
Walay nanag-iya niini. Midisyon si Nena nga dal-on nalang niya ang itoy sa ilang balay.	46	5. Nganong gidala ni Nena sa ilang balay ang itoy? [naluoy siya / walay balay ang itoy / walay tag-iya ang itoy]	1	0	--
Gibati og kalipay ang mama ni Nena pagkakita sa itoy.	56	6. Unsay gibati sa mama ni Nena sa dihang nakita niya ang itoy? [ilipay/nalipay/kalipay]	1	0	--

Timed Lesson Observation

Class: MT

Filipino

Date: |__|__|/|__|__|/|__|__|
day month year

Start Time: |__|__|:|__|__|
HH MM

End Time: |__|__|:|__|__|
HH MM

Directions: Within 5-minute intervals, the observer indicates what is happening in the classroom by selecting a main category and then ticking appropriate subcategory. The observer selects items as they happen and can select multiple main categories and subcategories within one interval. A new observation form will automatically appear after 5 minutes.

OBSERVATION CATEGORIES	5	10	15	20	25	30	35	40	45	50
Bridging Strategies										
Teacher compares MT letter sounds or sounds in words to Filipino or English										
Teacher compares MT sentence structure to Filipino or English										
Teacher compares MT words/phrases to Filipino or English										
Teacher uses another language to aid in understanding concepts/instructions										
Teacher allows learners to respond in languages other than the MOTL										
Vocabulary										
Teacher explains new words needed to understand a text/lesson										
Teacher provides learners with opportunity to use new vocab or demonstrate understanding of new words										
Text Reading										
Learners read text aloud individually (10 or more)										
Learners read as a group with teacher or other learners										
Learners read silently										
Practice of New Skill										
Teacher calls on various learners even learners who do not raise their hands to practice new skill										
Teacher provides opportunities for learners to practice skill orally										
Teacher assigns an exercise for all learners to complete in class that reinforces skill taught										
Feedback										
Teacher gives affirms when response is correct										
Teacher scaffolds when response is incorrect or incomplete (gives clues to help learner respond correctly)										
Teacher gives feedback during/after independent work or independent work (50% or more)										
Materials										
Teacher refers to/instructs learners to use the textbook/materials that learners have out										
Teacher provides time for learners to work in the textbook/materials										
Teacher uses a supplemental reading material										
Teacher has learners use supplemental reading books										

ABC+ Baseline Survey

Questionnaire for Early Grade Teachers

Background to this study and consent to participate

This questionnaire has been developed by the Advancing Basic Education in the Philippines (ABC+) Project and the Department of Education to research on best practices relating to early grade reading and MTB-MLE implementation. The questionnaire will take approximately 30 minutes to complete. We will not collect personally identifiable information, and your responses will remain confidential.

☐ I do not wish to participate in this survey.

Thank you for agreeing to participate in this survey. Please answer all the questions. Do not skip any items. If you have any questions, please direct them to the study surveyor. Please do not share your answers with your colleagues. All information should be kept confidential.

School Profile Information: (please write in the space provided)

A. Region

B. Division

C. School

D. School ID

Section 1. Profile. This section asks for basic background information about yourself.

1.	Sex a. ☐ Male b. ☐ Female
2.	What grades do you currently teach? (tick only one option) a. ☐ Kindergarten b. ☐ Grade 1 c. ☐ Grade 2 d. ☐ Grade 3 e. ☐ Multi-grade (yes → 3a) 3a. If multi-grade is selected, indicate which grades (tick all that apply) a. ☐ Kindergarten b. ☐ Grade 1 c. ☐ Grade 2 d. ☐ Grade 3
3.	What is your current career stage? a. ☐ Beginning b. ☐ Proficient c. ☐ Highly Proficient d. ☐ Distinguished e. ☐ Don't know / not sure
4.	Have you ever participated in any training related to early language, literacy and numeracy (ELLN)? a. ☐ Yes b. ☐ No (if "NO", skip to question #7)
5.	If "YES", which practice areas did the training(s) cover? (tick [✓] all that apply) a. ☐ Literacy / reading b. ☐ MTB-MLE c. ☐ Numeracy d. ☐ Bridging / transitioning to Filipino / English e. ☐ Materials development f. ☐ Assessment g. ☐ Other

Section 2: Your perspective on teaching early grade reading

Directions for the Teacher: Every item has two statements. Read each statement carefully. Tick the box to the right of the statement you agree with most. Only tick one box for each number. If you have any questions, please ask the survey specialist for clarification. Please do not discuss your responses with other teachers.

S/N	Option A	Option B	Ref
6.	☐ I personally believe Filipino children in my school should NOT learn to read in their home language first.	☐ I personally believe children in my school should learn to read in their home language first.	1a
7.	☐ My K-3 co-teachers agree that children should be taught reading in their mother tongue in my school.	☐ My K-3 co-teachers disagree that children should be taught reading in their mother tongue in my school.	1d
8.	☐ Teaching reading in the mother tongue is very difficult for me, even if I have the appropriate methods and materials.	☐ If I have appropriate methods and materials, I can easily teach reading in the mother tongue.	1c
9.	☐ I am not very confident teaching reading in the mother tongue	☐ I am quite confident teaching reading in the mother tongue	1d
10.	☐ I believe learning to read first in the mother tongue will make it easier for children to read other languages	☐ I do not believe learning to read first in the mother tongue will make it easier for children to read other languages	1b

Directions: Each of the following questions has 4 possible answers. Choose the best option by placing a tick in the small box provided. **Choose only one (1) option per row.**

S/N	Question	Option A	Option B	Option C	Option D	Ref
11.	What should you do when a pupil does not understand something in the language that you are using for instruction?	☐ Repeat the same explanation in the same language you are using.	☐ Explain it in a different way/using different words, but still in the same language.	☐ Translate it into a language that the pupil understands better.	☐ Call on someone else to answer the question.	2b
12.	When introducing Filipino letters or vocabulary for the first time, it is important to	☐ Use only Filipino	☐ Identify common letter sounds between MT and Filipino	☐ Speak in MT and have the children answer in only mother tongue	☐ Teach Filipino using the MT as the primary medium of instruction	2c
13.	What bridging to Filipino strategy should you use if you are a Hiligaynon speaker and your Grade 1 class has 20 Hiligaynon speakers and 10 Cebuano speakers (30 pupils total)	☐ use the Hiligaynon mother tongue and expect the Cebuano speakers to bridge to Filipino	☐ use the Filipino language and expect the Hiligaynon and Cebuano speakers to bridge to Filipino	☐ use a combination of Hiligaynon and Filipino and expect the Cebuano speakers to bridge to Filipino	☐ use a combination of Hiligaynon and Filipino with the assistance of a para-teacher speaker of Cebuano to bridge to Filipino	

S/N	Question	Option A	Option B	Option C	Option D	Ref
13a	What bridging to Filipino strategy should you use if you are a Central Bikol speaker and your Grade 1 class has 20 Central Bikol speakers and 10 Rinconada speakers (30 pupils total):	☐ use the Central Bikol mother tongue and expect the Rinconada speakers to bridge to Filipino	☐ use the Filipino language and expect the Central Bikol and Rinconada speakers to bridge to Filipino	☐ use a combination of Central Bikol and Filipino and expect the Rinconada speakers to bridge to Filipino	☐ use a combination of Central Bikol and Filipino with the assistance of a para-teacher speaker of Rinconada to bridge to Filipino	2b
14.	What MTB-MLE strategy should you use if you are a Hiligaynon speaker and your grade 1 MT class has 20 Hiligaynon speakers and 10 Cebuano speakers (30 pupils total):	☐ Use both Hiligaynon and Filipino materials to teach reading	☐ Use a combination of Hiligaynon, Filipino and English materials to teach reading	☐ Use both Hiligaynon and English materials to teach reading	☐ Use only Hiligaynon materials to teach reading	
14a	What MTB-MLE strategy should you use if you are a Central Bikol speaker and your Grade 1 MT class has 20 Central Bikol MT speakers and 10 Rinconada MT speakers (30 pupils total):	☐ Use both Central Bikol and Filipino materials to teach reading	☐ Use a combination of Central Bikol, Filipino and English materials to teach reading	☐ Use both Central Bikol and English materials to teach reading	☐ Use only Central Bikol materials to teach reading	2b
15.	Big books are most effective	☐ for teachers to read aloud to develop phonemic awareness and decoding skills	☐ for students' silent reading to develop fluency and reading comprehension skills	☐ for teachers to read aloud to develop vocabulary and listening comprehension skills	☐ for students paired reading to build confidence among frustrated pupils who are struggling to read	2d
16.	Small books are most effective in helping children	☐ strengthen their decoding and comprehension skills	☐ strengthen their knowledge of grammatical structure	☐ develop their vocabulary through use of pictures	☐ strengthen their word recognition skills d	2d
17.	"Fluency" refers to how quickly and accurately a child can read with expression. A good way to promote the learners' fluency would be...	☐ Have a competition where the learners read the same passage. Give a reward to the fastest one.	☐ Regularly give each learner an opportunity to read a short passage out aloud in class.	☐ Give the learners opportunities to listen to someone reading and practice reading aloud themselves.	Do a one-minute activity where one student reads aloud, and another student counts the number of correct words read; then they take turns.	2a

S/N	Question	Option A	Option B	Option C	Option D	Ref
18.	Which of these Grade 2 teachers is helping the learners to use reading comprehension strategies?	☐ Teacher A discusses the story with the pupils modeling how she finds clues in the text to answer questions	☐ Teacher B regularly makes the children read a story silently and then discusses the questions and answers with them.	☐ Teacher C regularly reads a story out loud to the class and asks the children questions.	☐ Teacher D gives the children a written comprehension test once a week.	2a

3. Agree / Disagree Statements.

S/N	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Ref
19.	Generally, boys and girls can learn to read at the same pace	☐	☐	☐	☐	3a (A)
20.	Having a mixed group of boys and girls makes teaching more dynamic and rewarding	☐	☐	☐	☐	3c (A)
21.	I feel like teachers use a lot of their teaching time disciplining boys more than girls because girls are generally better behaved	☐	☐	☐	☐	3c (D)
22.	I believe boys who are struggling require more attention and support than girls who are struggling, because girls can cope more easily with difficult tasks	☐	☐	☐	☐	3b (D)
23.	Girls and boys generally learn at the same rate and behave the same way and so I do not treat them differently	☐	☐	☐	☐	3a (A)

Section 5a. Instructional support: monitoring, evaluating and giving feedback [Ref: 5a]

Directions: Tick the boxes next to the leadership actions that you have experienced or seen at your school since June 2019. If you have personally observed the practice/action at your school, tick Yes; if not observed, tick No.

School Leadership is defined as any individual who has a formal role in providing instructional support and supervision to class teachers including but not limited to the School Head or Principal, as well as Teacher in-Charge, Grade Level Coordinators and Master Teachers

Since June 2019, your school's leadership has:

24.	Observed and documented your classroom instructional practice at least twice	a. ☐ Yes b. ☐ No
25.	Provided feedback to you on your teaching at least twice	a. ☐ Yes b. ☐ No
26.	Monitored your use of teaching and learning materials at least twice	a. ☐ Yes b. ☐ No
27.	Monitored your use of supplemental reading materials at least twice	a. ☐ Yes b. ☐ No
28.	Developed strategies with you on how to increase class time dedicated to learners practicing reading	a. ☐ Yes b. ☐ No
29.	Developed strategies with you on how to effectively use supplemental reading materials	a. ☐ Yes b. ☐ No

30.	Established special programs, such as remedial, enhancement, or enrichment classes or other reading instructions	a. ☐ Yes b. ☐ No
31.	Developed strategies with you on how to establish a more engaging and supportive classroom environment	a. ☐ Yes b. ☐ No
32.	Provided feedback to you on the quality and appropriateness of their interactions with students at least once	a. ☐ Yes b. ☐ No

Section 5b: Leadership Effectiveness

Directions: This section asks you to rate your school leadership's support practices. You will be asked to make effectiveness ratings for each of the items below based on evidence **since June 2019**.

1. Read each item describing a leadership performance behavior.

2. Tick one (1) **Effectiveness Rating** box to indicate how effectively the behavior was performed.

- **Highly effective** means the school leadership has carried out the behavior (e.g., providing necessary support) with a very strong, positive effect on your teaching practices. In other words, their particular behavior has greatly improved teaching and learning
- **Somewhat effective** means that the school leadership has carried out the behavior with some effect, though the quality and/or timeliness of the action is inconsistent and does not generally result in improved teaching practice.
- **Ineffective** means the school leadership has either not done the behavior (e.g., not provided necessary support) or has carried out the behavior with very low quality that does not have a positive effect on your teaching practices. In other words, their particular behavior has had no effect on teaching and learning.

During this school year, how effective has the school leadership been at:

S/N	Instructional Support Effectiveness	Ineffective	Somewhat effective	Highly effective	Ref
33.	Providing useful feedback to improve your K-3 reading instruction based on classroom observations	☐	☐	☐	5b
34.	Supporting you to use and integrate supplemental reading materials when you are teaching reading in MT	☐	☐	☐	
35.	Sharing knowledge of best practices for teaching in a multilingual classroom	☐	☐	☐	5b
36.	Modeling bridging strategies (from mother tongue to Filipino and English)	☐	☐	☐	5b
37.	Organizing early language, literacy and numeracy (ELLN) LACs at least once per month (if not more)	☐	☐	☐	5b, 6a
38.	Facilitating useful and practical early language, literacy and numeracy (ELLN) LACs	☐	☐	☐	5b, 6a
39.	Making you feel at ease (no anxiety) during class observations (if #25 = yes; if #25 = no, skip this question)	☐	☐	☐	5c
40.	Making you feel more confident in delivering MT lessons (if #25 = yes; if #25 = no, skip this question)	☐	☐	☐	5c

Section 6: Access and use materials from the DepEd Learning Resources Portal

For each question below, tick the response option that most closely reflects your experience with DepEd's Learning Resource Portal

S/N			Ref.
41.	Do you have a DepEd email account? a. ☐ Yes b. ☐ No		7a
42.	Have you registered an account in the DepEd Learning Resource Portal? a. ☐ Yes b. ☐ No		7a
43.	Do you have a mobile phone or tablet that can browse the internet? a. ☐ Yes b. ☐ No		7a
44.	Do you have a personal laptop (or PC) that can browse the internet? a. ☐ Yes b. ☐ No		7a
45.	Does your school have an Internet connection available for teachers? a. ☐ Yes b. ☐ No		7a
46.	Do you have internet connection for your ready access at home? a. ☐ Yes b. ☐ No		7a
47.	Do you have access to a printer at the school to print downloaded materials? a. ☐ Yes b. ☐ No		7a
48.	Do you have access to a projector at the school to present the downloaded materials in your class? a. ☐ Yes b. ☐ No		7a
49.	How many different titles have you downloaded (approximately) from the Learning Resources Portal in the past year? a. ☐ Zero (0) b. ☐ 1 to 5 titles c. ☐ 6 to 10 titles d. ☐ 11 to 15 titles e. ☐ 16 to 20 titles f. ☐ more than 20 titles >>>If "a." is <u>not</u> selected, skip to #52 [REF 7s].		7b
50.	If you have not downloaded any titles, why? (tick [✓] the best option that applies to you) [REF 7b] >> After answering #50, Skip to END and submit completed Questionnaire to the survey specialist.	a. ☐ No internet access b. ☐ Hard to surf for titles in the website c. ☐ Cannot find the topic or theme I'm looking for d. ☐ Cannot access my account in the system e. ☐ Other	7c
51.	How often do you visit the portal? If "a" => skip to end	a. ☐ Once, during the registration b. ☐ Once every few years c. ☐ Once per year d. ☐ Once a term e. ☐ Once a quarter f. ☐ Once a month g. ☐ Once a week h. ☐ Twice or three times a week i. ☐ Every day	7d
52.	On a scale of 1 to 10, where 1 is most difficult and 10 is most easy, how easy is it to find what you are looking for in the LR Portal? <i>When giving the rating, consider the <u>content and user friendliness</u> of the LR portal, not the quality of the internet or how often you visit it.</i> _____		7f

ABC+ Baseline Survey

Post-Questionnaire Interview Form for Early Grade Teachers

Region:

Division:

School Name/Code:

Grade: (select one) Grade 1, Grade 2, Grade 3

Section A. Class Demographics for Grade 2

53.	What is the name of the section you teach?	Name _____
54.	Is your Grade 2 class mixed ability (heterogeneous)?	1 : Yes 0 : No
55.	How many boys are enrolled in the selected Grade 2 classroom?	_____ [Range 1-99]
56.	How many girls are enrolled in the selected Grade 2 classroom?	_____ [Range 1-99]
57.	How many boys are present in the selected Grade 2 classroom?	_____ [Range 1-# of grade 2 boys enrolled in this classroom]
58.	How many girls are present in the selected Grade 2 classroom?	_____ [Range 1-# of grade 2 girls enrolled in this classroom]

Section A. Class Demographics (Grade 1/3)

1.	How many students are enrolled in your class?	_____ [Range 1-99]
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Section B. Availability of Supplemental Reading Materials

Instructions. Following the completed questionnaire, thank the teacher for taking the time to complete the questionnaire and ask him or her if they have a few minutes to answer questions about the availability of supplemental reading materials and class language profile of their students.

This interview should be completed in the teacher's classroom.

59.	Do you have any of the following mother-tongue supplemental reading material in your classroom: <i>(Tick all that apply; observer must find evidence in the classroom. If there is no evidence do not tick. The materials must be supplemental readers and match the MT language used for instruction.)</i>	a. ☐ Big Books b. ☐ Small Books c. ☐ Listening Stories	
60.	For the Big Books, are there enough titles so that you can read a different story to the learners each week? <i>(Teacher must have about 40 titles)</i> <i>(skip if #1 “A” is not selected)</i>	a. ☐ Yes b. ☐ No	
61.	For the small books, are there enough copies for each child? <i>(skip if #1 “B” is not selected)</i>	a. ☐ Yes b. ☐ No	
62.	Do some of the small books have short words and simple sentences on each page to support frustrated and beginning readers? <i>(skip if #1 “B” is not selected)</i>	a. ☐ Yes b. ☐ No	
63.	Do some of the small books have long words and paragraphs on each page to support intermediate and advanced readers? <i>(skip if #1 “B” is not selected)</i>	a. ☐ Yes b. ☐ No	
64.	For Listening Stories, are there enough titles so that you can read a different story to the learners each week? <i>(Teacher must have about 40 titles)</i>	a. ☐ Yes b. ☐ No	

SECTION C: Class Language Profile

S/N	Question	Language Options	Ref.	
65.	What language is your mother tongue? (drop-down list) (Options dependent on the Region)	Region 6 Options a. ☐ Aklanon b. ☐ Caluyanen c. ☐ Cebuano d. ☐ Hiligaynon / Illongo e. ☐ Kinaray-a f. Other a. Other: _____	Region 5 Options r. ☐ Bikol Libon s. ☐ Bikol Rinconada t. ☐ Buhi-non u. ☐ Central Bikol (Daet dialect) v. ☐ Central Bikol (Legaspi dialect) w. ☐ Central Bikol (Naga dialect) x. ☐ Central Bikol (Partido dialect) y. ☐ Central Bikol (Northern Sorsogon dialect) z. ☐ Central Bikol (Southern Catanduanes dialect) aa. ☐ Masbatenyo bb. ☐ Miraya cc. ☐ Northern Catanduanes dd. ☐ Northern Sorsogon ee. ☐ Southern Sorsogon ff. ☐ Tagalog gg. ☐ West Albay Bicol hh. Other b. Other: _____	18b
66.	In your class, what are all the mother tongue languages represented by the children Check all that apply. (Combo-box options) (Options dependent on the Region) If only one “1” option is selected, skip to #10	Region 6 Options a. ☐ Aklanon b. ☐ Caluyanen c. ☐ Cebuano d. ☐ Hiligaynon / Illongo e. ☐ Kinaray-a f. Other 8a. Other: _____	Region 5 Options a. ☐ Bikol Libon b. ☐ Bikol Rinconada c. ☐ Buhi-non d. ☐ Central Bikol (Daet dialect) e. ☐ Central Bikol (Legaspi dialect) f. ☐ Central Bikol (Naga dialect) g. ☐ Central Bikol (Partido dialect) h. ☐ Central Bikol (Northern Sorsogon dialect) i. ☐ Central Bikol (Southern Catanduanes dialect) j. ☐ Masbatenyo k. ☐ Miraya l. ☐ Northern Catanduanes m. ☐ Northern Sorsogon n. ☐ Southern Sorsogon o. ☐ Tagalog p. ☐ West Albay Bicol q. Other 8a. Other: _____	18b

S/N	Question	Language Options	Ref.
15	Of all the languages ticked, which one is the most spoken mother tongue language of the students of the class we observed? Tick One only (Drop-down list) (Options dependent on the Region)	Region 6 Options a. ☐ Aklanon b. ☐ Caluyanan c. ☐ Cebuano d. ☐ Hiligaynon / Illongo e. ☐ Kinaray-a f. ☐ Other g. ☐ Other: _____ Region 5 Options a. ☐ Bikol Libon b. ☐ Bikol Rinconada c. ☐ Buhi-non d. ☐ Central Bikol (Daet dialect) e. ☐ Central Bikol (Legaspi dialect) f. ☐ Central Bikol (Naga dialect) g. ☐ Central Bikol (Partido dialect) h. ☐ Central Bikol (Northern Sorsogon dialect) i. ☐ Central Bikol (Southern Catanduanes dialect) j. ☐ Masbatenyo k. ☐ Miraya l. ☐ Northern Catanduanes m. ☐ Northern Sorsogon n. ☐ Southern Sorsogon o. ☐ Tagalog p. ☐ West Albay Bicol q. ☐ Other h. ☐ Other: _____	18b
16.	How well do you speak and understand this language?	a. ☐ Native, fluent speaker b. ☐ Not native, but fluent/conversant c. ☐ Basic, rudimentary skills d. ☐ Not at all	18a
17.	How many children in your class do not speak or struggle to understand this language? _____ ☐ Don't know		18b

END OF INTERVIEW

School Head Questionnaire

Thank you for agreeing to participate in this survey. Please answer all the questions. Do not skip any items. If you have any questions, please direct them to the study surveyor. Please do not share your answers with your colleagues. All information should be kept confidential.

School and Personal Profile Information: (please write in the space provided)

A. Division _____

B. School _____

C. School ID _____

E. School Head Sex a. ☐ Male b. ☐ Female

Section 1. Scenarios. Each of the following scenarios has 4 possible answers. Choose the best option by placing a tick in the small box provided. **Choose only one (1) column or option per row**

S/N	Question	Option A	Option B	Option C	Option D	Ref
67.	Which of the following do you prefer to see when you walk into a kindergarten class?	☐ The teacher lecturing in front of the class	☐ Children sitting on the floor playing with manipulables	☐ Children sitting at desks silently reading or working on a task	☐ The teacher checking pupils' writing assignment	10a
68.	Which example best describes a discovery learning activity?	☐ Grade 3 learners reading and answering questions from their textbook	☐ Grade 3 learners writing and answering inferential questions about the big book story	☐ Grade 3 learners interviewing and writing about the work of their parents	☐ Grade 3 learners unlocking and practicing new English vocabulary words from flashcards	10a
69.	Which of the following school-wide activities least promotes social and emotional learning?	☐ Singing competitions	☐ Anti-bullying campaign	☐ Sporting events	☐ Flag Ceremony	10b
70.	Which of the following least promotes social and emotional learning?	☐ Teachers frequently ask students to work independently	☐ Teachers have a warm and positive relationship with the child	☐ Teachers call on children to establish the rules	☐ Teachers frequently ask students to work in pairs or groups	10b
71.	Which of the following is the best example of a supportive learning environment?	☐ Teachers single out pupils to criticize them in front of the class	☐ Pupils have no boundaries between study and play in the classroom	☐ Teachers group pupils by mixed-ability level	☐ Teachers teach all pupils the same without regard to ability level	10a

S/N	Question	Option A	Option B	Option C	Option D	Ref
72.	Which of the following is <u>NOT</u> an example of a positive and supportive teacher-learner interaction?	☐ Teachers appreciate students' efforts, even when the answer is wrong.	☐ Teachers remind frustrated learners that they are improving and encourage more home practice.	☐ Teachers walk around the room and help students during independent work.	☐ Teachers mark homework as correct or incorrect.	10
73.	Which class activity LEAST promotes social and emotional learning?	☐ Children role playing scenes at a market designed to simulate real world encounters	☐ Children cooperatively solving picture puzzles together	☐ Children conducting a "show and tell" session followed by questions and answers	☐ Children taking turns to read aloud independently from a storybook of local folktales	10b
74.	Which of the following is <u>NOT</u> an example of a strong learner-centered culture?	☐ Accommodating the linguistic needs of all pupils in the classroom by adapting instructional practices for individuals and groups of learners	☐ Expressing understanding and assisting students who report a personal problem.	☐ Requiring all pupils to speak Filipino on the playground to ensure they can communicate with each other regardless of their mother tongue	☐ Hiring teachers from varied backgrounds and religions in order to reflect the diversity of the community and the pupil body	10a
75.	Which of the following is <u>NOT</u> an example of social and emotional learning in the classroom?	☐ The teacher asks pupils to role play how to resolve conflicts in a respectful manner	☐ At the start of the year, the teacher, together with the pupils, set classroom norms and expectations	☐ The teacher implements a Good Citizen Award program	☐ After reading a story, the teacher assesses pupils' comprehension about why the main character was emotionally upset with friends	10a
76.	Which of the following is the best example of a school-wide program to promote gender equity?	☐ Holding a sports competition that allows boys and girls to compete together	☐ Stocking the library with books that have equal number of male and female characters	☐ Handing out action figures to boys and princess dolls to girls as rewards for good behavior	☐ Promoting traditional roles of boys and girls in school plays	9a
77.	Which of the following school-level activities does <u>NOT</u> promote gender equity and social inclusion?	☐ Monitoring and reporting attendance by male and female pupils	☐ Providing learning materials and facilities for children with disabilities	☐ Building enough comfort rooms (CRs) for boys, girls and children with disabilities	☐ Understanding student barriers to attendance and working with parents to resolve them.	9a

S/N	Question	Option A	Option B	Option C	Option D	Ref
78.	Which of the following class activities does <u>NOT</u> promote gender equity and social inclusion?	☐ Teacher designs activities that allow all students to talk about their aspirations with their peers.	☐ The teacher tries to make the lesson easy for everyone to understand and follow	☐ In lessons, teachers encourage and expect students to help each other	☐ The teacher gives a multiple choice test on the role of women leaders in the Philippines	9b
79.	Which of the following is <u>NOT</u> an example of inclusive culture?	☐ Parents and caregivers are aware and well-informed of the school's priorities in the school improvement plan	☐ Older pupils and teachers are tasked to paint the walls during the Brigada Eskwela	☐ School staff treat each other with respect, irrespective of their roles in school	☐ The pupils' mother tongue can be heard during playtime, activities and small-group projects.	9b
80.	Which is <u>NOT</u> an example of teaching and learning materials that reflect gender equity and social inclusion?	☐ Characters are portrayed with a disability in an active and participatory role.	☐ Stories with a girl as a central character are provided to balance stories in which a boy is the central character.	☐ Working mothers are primarily featured as teachers and nurses	☐ Characters from different ethnic and religious groups appear proportionally in the text of the materials	9a

2. Agree / Disagree Statements. For each statement, indicate whether you strongly agree, agree, disagree or strongly disagree. Choose only one (1) column or option per row

S/N	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Ref
81.	Generally, boys and girls can learn to read at the same pace	☐	☐	☐	☐	11a (A)
82.	Having a mixed group of boys and girls makes teaching more dynamic and rewarding	☐	☐	☐	☐	11c (A)
83.	I feel like teachers use a lot of their teaching time disciplining boys more than girls because girls are generally better behaved	☐	☐	☐	☐	11c (D)
84.	I believe boys who are struggling require more attention and support than girls who are struggling, because girls can cope more easily with difficult tasks	☐	☐	☐	☐	11c (D)
85.	Girls and boys generally learn at the same rate and behave the same way and so I do not treat them differently	☐	☐	☐	☐	11a (A)

Section 3. Learning Action Cell (LAC) Practices and Scenarios. Each of the following items has 4 possible response options. Choose the best option by placing a tick in the small box provided. Choose only one (1) option per row

S/N	Question	Option A	Option B	Option C	Option D	Ref
86.	School LACs should emphasize the following <u>except</u> :	☐ Work-based learning	☐ Peer collaboration	☐ Reflection about teaching practices	☒ Performance evaluation of teachers	13a
87.	Ideally, the ELLN LAC will meet at minimum:	☐ daily	☐ weekly	☒ monthly	☐ quarterly	13a
88.	In addition to the LAC, ELLN school-based professional development activities include the following <u>except</u> :	☐ Teachers participate in training on MTB-MLE	☒ Teachers participate in a nationwide Reading Day event	☐ Teachers receive mentoring on bridging strategies	☐ Teachers being observed and given feedback on their Filipino language lesson	13a
89.	Which is the least useful source of information when gathering data on teachers' professional development needs?	☐ Completed Individual Performance Commitment and Review Form (IPCRF) reports	☐ Results of pupils' assessments	☐ Teachers' self-assessments	☒ School's annual implementation plan progress report	13a
90.	Which of the following is <u>NOT TRUE</u> about an ELLN LAC?	☐ The LAC group should not proceed to the next topic or learning goal when it has not shown an achievement of a current goal.	☐ They can be divided into subgroups according to grade level or key stage,	☐ All teachers and school leaders in the school must be members of a LAC	☒ The LAC Facilitator must only be a school leader, master teacher, or grade level coordinator	13a
91.	Which of the following ELLN LAC activities is <u>least effective</u> in improving teachers' instructional practices?	Teachers have an opportunity to role-play bridging strategies from MT to Filipino	Teachers work together to produce additional reading materials in the mother-tongue language	Teachers listen to a master teacher present on best practices in reading instruction	Teachers model reading instruction best practices in their classroom with feedback from their peers	13b
92.	Which of the following is <u>NOT</u> an appropriate LAC strategy?	☒ self-managed learning where teachers rely only on learning materials without meeting with a partner or peer group	☐ group learning activities whereby teachers meet to discuss challenges and strategies to overcome those challenges	☐ one-on-one learning activities whereby a mentor or coach sits down with the teacher to discuss specific ways to improve performance	☐ multi-school learning activities where teachers from different schools meet in a facilitated peer learning session at a central location (cluster or district)	13b
93.	Which of the following is <u>NOT TRUE</u> about the ELLN LAC?	☒ The ELLN LAC should focus only on Filipino and English; a separate MTB-MLE LAC will focus on mother tongue literacy	☐ ELLN LACs can help teachers make pupil assessments including Phil-IRI	☐ ELLN LACs can be a forum where teachers create their own supplemental reading materials	☐ ELLN LACs can help teachers integrate technology to boost improvements in literacy and numeracy	13b

Section 4. Instructional support: monitoring, evaluating and giving feedback [Ref: 12a]

Directions: Tick the "Yes" box next to the leadership actions that you have seen at your school since June 2019. If you have not personally observed the practice/action at your school, tick "No".

School Leadership is defined as any individual who has a formal role in providing instructional support and supervision to class teachers including but not limited to the School Head or Principal, as well as Teacher in-Charge, Grade Level Coordinators and Master Teachers

Since June 2019, your school's leadership has engaged all K-3 teachers in the following actions.

94.	Observed and documented all K-3 classroom teachers' instructional practice at least twice	a. ☐ Yes b. ☐ No	REF: 12a
95.	Provided feedback to all K-3 teachers on the quality of their instruction at least twice	a. ☐ Yes b. ☐ No	REF: 12a
96.	Monitored all K-3 teachers' use of teaching and learning materials at least twice	a. ☐ Yes b. ☐ No	REF: 12a
97.	Monitored all K-3 teachers' use of supplemental reading materials at least twice	a. ☐ Yes b. ☐ No	
98.	Developed strategies with K-3 teachers on how to increase class time dedicated to learners practicing reading	a. ☐ Yes b. ☐ No	
99.	Developed strategies with K-3 teachers on how to use supplemental reading materials to improve learner literacy levels	a. ☐ Yes b. ☐ No	REF: 12a
100.	Established special programs (such as after-school remediation programs) for readers in the frustration level	a. ☐ Yes b. ☐ No	REF: 12a
101.	Developed strategies with K-3 teachers on how to establish a more engaging and supportive classroom environment	a. ☐ Yes b. ☐ No	
102.	Provided feedback to all K-3 teachers on the quality and appropriateness of their interactions with students at least once	a. ☐ Yes b. ☐ No	

END QUESTIONNAIRE

ABC+ Baseline Interview for School Heads

	Division Name		
	School Name		
	School ID		
103	What is the mother tongue language of instruction used in your K-3 classes? (drop-down list-select one) <i>Options dependent on Region</i>	Region 6 Options g. ☐ Aklanon h. ☐ Caluyanen i. ☐ Cebuano j. ☐ Hiligaynon / Ilongo k. ☐ Kinaray-a l. ☐ Other Other:	Region 5 Options ii. ☐ Bikol Libon jj. ☐ Bikol Rinconada kk. ☐ Buhi-non ll. ☐ Central Bikol (Daet dialect) mm. ☐ Central Bikol (Legaspi dialect) nn. ☐ Central Bikol (Naga dialect) oo. ☐ Central Bikol (Partido dialect) pp. ☐ Central Bikol (Northern Sorsogon dialect) qq. ☐ Central Bikol (Southern Catanduanes dialect) rr. ☐ Masbatenyo ss. ☐ Miraya tt. ☐ Northern Catanduanes uu. ☐ Northern Sorsogon vv. ☐ Southern Sorsogon ww. ☐ Tagalog xx. ☐ West Albay Bicol yy. ☐ Other Other:
104	How long have you been in the service? years of teaching + years as school head; if first year, write "1".		
105	Is the school designated a "Last Mile" School according to DepEd?	a. ☐ Yes b. ☐ No	
106	Is the school considered Urban or Rural?	a. ☐ Urban b. ☐ Rural	
107	Does the school have dedicated and continuous internet for its laptops or computers?	a. ☐ Yes b. ☐ No	

108	How many learners are enrolled in the school in total (for all grades and sections)?	_____
109	Of these learners, how many are officially classified as indigenous persons (IP)?	_____
110	How many <u>Grade 1 classes</u> are there in this school?	_____ [Range 0-9]
111	How many <u>Grade 2 classes</u> are there in this school?	_____ [Range 0-9]
112	How many <u>Grade 3 classes</u> are there in this school?	_____ [Range 0-9]
113	Are the School Head?	a. ☐ Yes b. ☐ No

ANNEX B. SAMPLE METHODOLOGY, SAMPLE WEIGHTS, AND PRECISION ESTIMATES

This annex discusses the details of the sample, the population that it is meant to represent, and how the sample properly represented the population. It also discusses the precision estimates for the major outcome from which the sample size was derived.

Population of Interest and Sample Frame

The population of interest for the 2020 ABC+ Baseline Survey includes all grade 2 students attending public primary schools using Central Bikol and Tagalog as the languages of instruction in Region V and Hiligaynon and Cebuano as the languages of instruction in Region VI. The list of schools from which the sample was drawn is from the Philippines Department of Education (DepEd) enhanced basic education information system from school year 2019–2020. Eligible schools included those from the Cohort 1 and Cohort 3 school divisions in Region V and Region VI whose official mother tongue (MT) languages of instruction were Tagalog, Central Bikol, Hiligaynon, or Cebuano.

Exhibit B.1 provides the population of schools by region-cohort as well as the grade 2 enrollment by gender.

Exhibit B.1: Population counts of schools by region-cohort

Region-Cohort	School Population	Grade 2 Student Population	Gender	Grade 2 Student Population
<i>Region V–Cohort 1</i>	572	31,705	Male Female	16,506 15,199
<i>Region V–Cohort 3</i>	896	43,699	Male Female	22,870 20,829
<i>Region VI–Cohort 1</i>	697	44,682	Male Female	23,404 21,278
<i>Region VI–Cohort 3</i>	1,208	64,261	Male Female	33,433 30,828
<i>Total</i>	3,373	184,347		184,347

Sample Methodology

The sample methodology follows a three-stage stratified random sample of schools, classrooms, and students. Schools were stratified by region-cohort group and then selected

proportional to grade 2 enrollment. A total of 240 schools were selected¹ (60 per region-cohort group) along with two replacement schools per selected school in case the selected school did not meet criteria for inclusion in the data collection. Sample schools were chosen to be as similar as possible to the originally selected school with regards to location (e.g., district, division, and region) and grade 2 student enrollment.

Once the assessment team arrived at schools, they randomly selected one grade 2 classroom out of the school's available grade 2 classes, equal probability. The team also alternately selected one grade 1 or one grade 3 teacher out of the total available teachers, with equal probability. Within each grade 1 and grade 3 classroom, assessors interviewed the available teacher and administered the teacher questionnaire. Within each grade 2 classroom, assessors randomly selected 10 grade 2 students, stratified by gender. If fewer than 10 students were present in the selected classrooms, all the learners present were assessed. If fewer than five students of each gender were present, all students of that gender were assessed, and additional students of the opposite gender were selected to reach a total of 10 grade 2 students assessed in each school. Additionally, in grade 2 classrooms, assessors interviewed the grade 2 teacher and observed one MT lesson and one Filipino lesson taught by that teacher. **Exhibit B.2** displays the sample methodology of the three-stage sample. **Exhibit B.3** provides the final counts of completed school, classroom, and student assessments. A total of 241 schools were visited and 2,402 students were assessed.

Exhibit B.2: 3-Stage sample methodology for the ABC+ Baseline Survey.

Stage	Item Sampled (Expected Counts)	Stratification (Number of Strata)	Probability of Selection
1	Schools (240)	Region-Cohort Group: Region V – Cohort 1, Region V – Cohort 3, Region VI – Cohort 1, Region VI –Cohort 3, (4)	Proportional to grade 2 enrollment
2	Classrooms (720)	Grade: grade 1, grade 2, grade 3 (3)	Equal
3	Students – grade 2 only (2,400)	Sex: Male/Female (2)	Equal

¹ One extra school was sampled during the data collection to account for missing data during the data collection process.

Exhibit B.3: Final sample counts of assessments, interviews, and observations collected for the ABC+ Baseline Survey

Region-Cohort	Sampled Schools	School Head Interviews	School Head Questionnaires	Grade	Teacher Interviews	Teacher Questionnaires	Classes Observed	Sex	Students Assessed
Region V-Cohort 1	61	60	59	Grade 2	57	57	108	Male	305
								Female	303
				Grade 1	31	31	—	—	—
				Grade 3	28	27	—	—	—
Region V-Cohort 3	60	60	57	Grade 2	59	59	116	Male	299
								Female	296
				Grade 1	29	29	—	—	—
				Grade 3	30	30	—	—	—
Region VI-Cohort 1	60	60	58	Grade 2	60	60	120	Male	301
								Female	298
				Grade 1	29	29	—	—	—
				Grade 3	31	30	—	—	—
Region VI-Cohort 3	60	60	55	Grade 2	60	59	120	Male	301
								Female	299
				Grade 1	33	33	—	—	—
				Grade 3	27	27	—	—	—
Total	241	240	229	—	474	471	464		2,402

Sample Weights

All sample weights were calculated as the inverse of the probability of selection at each stage of selection (e.g., school, classroom, and student). School weights were scaled to the known populations of schools by region-cohort group. Classrooms were not scaled to the final population because that information was not available in the provided enhanced basic education information system. The student weights were scaled to the presumed population contained in the school census data enrollment by gender. **Exhibit B.4** provides the weighted totals and the sample totals by region-cohort.

Exhibit B.4: Weighted sample (estimated population) and sample counts by each stage sampled (school, classroom, and student)

Region-Cohort	Weighted Sample (Estimated Population)					
	Schools	Grades			Students	
		Grade 1	Grade 2	Grade 3	Grade 2 Boys	Grade 2 Girls
Region V–Cohort 1	572	596	1,112	444	16,506	15,199
Region V–Cohort 3	896	938	1,780	755	22,870	20,829
Region VI–Cohort 1	697	886	1,491	754	23,404	21,278
Region VI–Cohort 3	1,208	1,370	2,303	920	33,433	30,828
Total	3,373	3,790	6,686	2,873	96,213	88,134

Region-Cohort	Sample Counts					
	Schools	Grades			Students	
		Grade 1	Grade 2	Grade 3	Grade 2 Boys	Grade 2 Girls
Region V–Cohort 1	61	31	61	28	305	303
Region V–Cohort 3	60	29	60	30	299	296
Region VI–Cohort 1	60	29	60	31	301	298
Region VI–Cohort 3	60	33	60	27	301	299
Total	241	122	241	116	1,206	1,196

Precision Estimates

ABC+ built the grade 2 sample size around the desire to detect a small effect size of 0.25 standard deviation (SD) between gains in Cohort 1 and gains in Cohort 3. Existing Philippines National Early Grade Reading Assessment data was used to approximate variability across and within schools for reading fluency. The project staff used a standard deviation of 24 and intra-cluster correlation (ICC; the ratio of variance explained across and within school clusters) of 0.2. This is equivalent to 4.8 correct words per minute (cwpm; $SD \times$ estimated effect size). Based on these calculations, 10 students per school in 60 schools should detect an effect size of approximately 0.27 with a confidence interval of approximately ± 3.5 cwpm. Lastly, the design effect (DEF) is a measure to help determine the effectiveness of the sample. The closer to '1', the greater the power and precision.² **Exhibit**

² DEF is the number needed to multiply the sample size by to obtain the same precision that would have been obtained if the survey used a simple random sample of learners (without clustering by classrooms and schools).

B.5 provides the mean estimates and precision by region-cohort and overall, for MT oral reading fluency.

Exhibit B.5: Grade 2 MT oral reading fluency means and precision estimate

Region-Cohort	n	Range (cwpm)	Mean (cwpm)	95% CI Band (cwpm)	SD (cwpm)	ICC	DEF
Overall	2,402	[0,182]	35.4	±2.0	25.7	0.302	1.9
Region V–Cohort 1	608	[0,182]	40.3	±4.3	27.7	0.307	1.6
Region V–Cohort 3	595	[0,124]	32.9	±4.3	26.1	0.284	2
Region VI–Cohort 1	599	[0,104]	34.4	±4.1	24.8	0.365	2
Region VI–Cohort 3	600	[0,100]	35.3	±3.5	24.7	0.22	2.1

The final sample gave an overall precision of ±2.0 for MT. The sample size was sufficient to achieve a confidence interval of ±3.5 cwpm for Region VI Cohort 3 but fell short of this goal for the other three region-cohort groups. The precision estimates for the other three strata were slightly higher than the desired ±3.5 cwpm. This is due to a higher ICC estimate than the assumed 0.2 and the higher SD than the assumed 24 cwpm.

Annex C. Proposed Indicators, Benchmarks, and Targets Introduction

This annex discusses the proposed indicator definitions, benchmarks, and targets for the selected key performance indicators (KPIs) and context indicators. **Exhibit C-1** details each of the indicators under discussion by type and focus. The serial numbers (S/N) reference the sub-intermediate result (IR) corresponding to the KPI. US Agency for International Development (USAID) Education Standard (ES) Indicators are noted by their reference number. The focal categories refer to those that reflect project impact on goal level outcomes (i.e., learning outcomes), behavior change outcomes at the IR level, and outputs of project activities.

Exhibit C-1. List of key performance and context indicators measured through the baseline, midline, and endline surveys

Indicator	Indicator Type (focus)
Goal Level (GL)1. Percent of learners targeted for US Government (USG) assistance who attain a minimum grade-level proficiency in reading at the end of grade 2 in mother tongue (MT)	ES.1-1 (impact)
GL2. Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2 in Filipino	ES.1-1 (impact)
GL3. Percent of learners targeted for USG assistance with an increase of at least one proficiency level in reading at the end of grade 2 in MT	ES.1-48 (impact)
GL4. Percent of learners targeted for USG assistance with an increase of at least one proficiency level in reading at the end of grade 2 in Filipino	ES.1-48 (impact)
1.1a. Percent of grade 2 teachers delivering quality instruction with fidelity to the training and materials	Custom (outcome)
1.1b. Percent of teachers indicating positive beliefs and knowledge of mother tongue-based multilingual education (MTB-MLE) best practices	Custom (output)
1.1e. Percent of school heads demonstrating practical knowledge and understanding of gender equity and social inclusion (GESI) best practices	Custom-GESI (output)
1.1f. Percent of school heads demonstrating practical knowledge and understanding of social and emotional learning (SEL) best practices	Custom (output)
1.1h. Percent of participants reporting increased agreement with the concept that males and females should have equal access to social, economic, and political resources and opportunities	USAID Gender Standard Indicator (GNDR-4) (output)
1.2. Percent of school heads and supervisors actively providing effective instructional support and feedback to kindergarten to grade 3 (K–3) teachers	Custom (outcome)
2.1. Percent of grade 2 classrooms in which teachers and learners are regularly using supplemental learning materials ¹	Custom (outcome)
2.3. Percent of primary-grade learners targeted for USG assistance who have the appropriate variety of decodable, leveled, and supplementary readers in the language of instruction	ES.1-45 (output)

¹ The original indicator name was percent of K–3 teachers. ABC+ proposes to change this to percent of grade 2 teachers because the classroom observation was conducted exclusively in grade 2 classrooms

2.4. Content, access, and usability of Learning Resources Portal (LRP) enhanced	Custom (outcome)
Percent of School heads demonstrating practical knowledge and understanding of LAC best practices	Context Indicator

The proposed definition, benchmarks, and targets were developed through an internal decision-making process involving the ABC+ technical team based in the Philippines, along with technical advisors from RTI International's home office. The next step is to share and discuss these with Philippine Department of Education (DepEd) counterparts from the central, regional and division-levels, when the public health situation permits. As such, these should be treated as preliminary.

GOAL LEVEL INDICATORS, BENCHMARKS, AND TARGETS

The GL indicators relate to the proportion of grade 2 learners who are either meeting expectations (ES.1-1) in MT and Filipino or are moving from a lower proficiency level to a higher proficiency level (ES.1-48) in MT and Filipino.

- GL1. Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2 in MT
- GL2. Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2 in Filipino
- GL3. Percent of learners targeted for USG assistance with an increase of at least one proficiency level in reading at the end of grade 2 in MT
- GL4. Percent of learners targeted for USG assistance with an increase of at least one proficiency level in reading at the end of grade 2 in Filipino

Grade 2 Early Grade Reading Assessments (EGRAs) were used to assess learners' reading levels. **Exhibit C-2** details the proficiency level categories and definitions, as well as their corresponding EGRA measures and cutoffs. The rationale explains the reasoning for each of the proposed cutoffs. The categories of non-reader, frustrated, instructional, and independent come directly from the standards used to assign reading performance levels based on the Philippines Informal Reading Inventory (Phil-IRI) assessments. The definitions describe the expected competencies for each proficiency level.

Exhibit C-2. Proficiency levels, cutoffs, and rationale

	PROFICIENCY LEVELS			
	Non-Reader	Frustrated Reader	Instructional Reader	Independent Reader
Proficiency-Level Descriptors	Learners are unable to accurately read any words from grade-level text. They may still be able to connect some sounds to letters or to sounds out word parts.	Learners are unable to identify most sounds in words or to consistently connect sounds to letters. As a result, they make <i>many</i> errors reading the simplest grade-level texts, so many that they cannot understand most of what they are reading and can only rarely figure out the meaning of new words. They do not like to read.	Learners read grade-level texts very slowly—usually syllable by syllable—hesitantly, and with limited confidence, particularly when faced with longer texts. They make some errors when reading familiar words or simple texts, often skipping over words entirely. They rarely go back to self-correct. As a result, they are able to answer some basic literal comprehension questions or figure out the meaning of some new words.	Learners read most grade level texts accurately. They usually self-correct when they make a mistake and are able to figure out the meaning of most new words by using simple clues in the text or illustrations. They are able to answer most literal comprehension questions and demonstrate confidence in their reading abilities.
Recommended Cutoffs	<i>Oral reading fluency (ORF) = 0</i>	ORF accuracy = 1% to 49% correct words read (out of attempted)	ORF accuracy = 50% to 94% correct words read (out of attempted) OR Comprehension < 75% correct (out of all questions) OR ORF < 45 correct words per minute (cwpm)	<i>ORF accuracy => 95% (of attempted) AND Comprehension => 75% (out of all) AND ORF >= 45 cwpm</i>
Rational for Cutoffs	Non-readers are learners who are unable to correctly read a single word from the oral reading passage.	Frustrated level emphasizes accuracy. Learners who are unable to accurately read at least 50% of the words they attempt fall into this category.	Instructional level includes concepts of speed, accuracy, and comprehension. Those learners who read less than 45 correct words per minute (cwpm), or cannot read 95% of the words attempted correctly, or cannot answer at least 6 out of 8 questions correctly fall into this category.	Independent readers demonstrate the ability to read grade-level words with sufficient accuracy speed, and expression to support comprehension. They should read at least 95% of the words attempted accurately, answer 6 out 8 questions correctly, ² and read faster than 45 cwpm. ³

Exhibit C-3 details the proportion of learners found in each proficiency level based on their MT and Filipino EGRA results. The figures are weighted by population and disaggregated by cohort. The differences between cohorts are not significant.

² 6 out of 8 correct answers was determined the cutoff because six of the questions were literal and two were inferential.

³ 45 cwpm was determined the cutoff for “independent” based on the correlation between ORF and reading comprehension. On average, learners who answered 75% of comprehensions questions correctly read 45 cwpm.

Exhibit C-3. Proportion of learners at each proficiency level, by MT and Filipino, disaggregated by cohort

Student EGRA Performance Overall	Mother Tongue		Filipino	
	Cohort 1	Cohort 3	Cohort 1	Cohort 3
Proficiency Levels				
Nonreader (Zero Scores)	9.5% [±2.6]	9.7% [±2.0]	10.5% [±3.3]	10.0% [±2.4]
Frustrated Reader (Accuracy >0 & <50)	7.9% [±2.2]	10.5% [±2.2]	7.8% [±2.1]	11.9% [±2.3]
Instructional (Accuracy >=50 & < 95 OR Accuracy >=50 & Read Comprehension Percentage <75 OR ORF<45)	51.2% [±3.6]	54.1% [±3.7]	49.6% [±4.4]	49.7% [±3.7]
Independent Reader (Accuracy >=95 & Read Comprehension Percentage >=75 & ORF >=45)	31.4% [±4.3]	25.7% [±4.1]	32.0% [±5.3]	28.4% [±4.0]

The targets proposed in **Exhibit C-4** reflect the expected increase in “independent” learners and decrease in “non-readers” from baseline to midline, and midline to endline, in MT and Filipino, for Cohort 1 schools. The estimated gains between baseline and midline are conservatively set considering the evolving public health situation that has already negatively effected children’s access to formal classroom learning.⁴

Exhibit C-4. Proposed targets for non-readers and independent readers from baseline to midline and midline to endline for MT and Filipino

Proposed Targets Proficiency Level	Mother Tongue			Filipino			Rationale
	2020	2022	2024	2020	2022	2024	
Non-Readers	9.5%	9.0%	7.2%	10.5%	10.0%	8.0%	5% decrease from baseline to midline (accounting for learning loss); 20% decrease from midline to endline (assumes return to pre-coronavirus disease 2019 [COVID-19] schooling)
Independent Readers	31.4%	34.5%	41.5%	32.0%	35.2%	42.2%	10% increase from baseline to midline (accounting for learning loss); 20% increase from midline to endline (assumes return to pre-COVID-19 schooling)

⁴ At the time of writing, DepEd announced that schools will delay opening until late August 2020. However, President Duterte has suggested that schools could remain indefinitely closed until a vaccine for COVID-19 is discovered. Even when schooling resumes, the likelihood of periodic school closures remains very high due to continuing outbreaks of COVID-19, which would reinstate enhanced community quarantine measures in affected communities.

Summary of Goal Level Key Performance Indicators

Exhibit C-5 details the updated key performance indicator matrix for each of goal level impact indicators' definitions, midline targets, life-of-project targets, and target justification language.

Exhibit C-5. Updated KPI exhibit for goal-level impact indicators

Indicator	Indicator Definition	Baseline Value	Midline Target	Life of Project Target	Target Justification
GL1. Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2 in MT (ES.1-1-outcome)	The change in the proportion of learners sampled who attain an "independent" level of reading defined as those learners who read in their MT at least 95% of the words attempted accurately, answer 6 out 8 questions correctly, and read 45 cwpm or faster at the end of Grade 2, as measured by the EGRA in MT.	31.4%	34.5%	41.5%	10% increase from baseline to midline (accounting for learning loss due to COVID-19 public health measures); 20% increase from midline to end-line (assumes return to pre-COVID schooling)
GL2. Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2 in Filipino (ES.1-1-outcome)	The change in the proportion of learners sampled who attain an "independent" level of reading defined as those learners who read Filipino at least 95% of the words attempted accurately, answer 6 out 8 questions correctly, and read 45 cwpm or faster at the end of Grade 2, as measured by the EGRA in Filipino.	32.0%	35.2%	42.2%	10% increase from baseline to midline (accounting for learning loss due to COVID-19 public health measures); 20% increase from midline to end-line (assumes return to pre-COVID schooling)
GL3. Percent of learners targeted for USG assistance with an increase of at least one proficiency level in reading at the end of grade 2 in MT (ES.1-48-outcome)	The change in the proportion of learners sampled who are "non-readers" defined as those learners who are unable read a single word correctly in their MT at the end of Grade 2, as measured by the EGRA in MT.	9.5%	9.0%	7.2%	5% decrease from baseline to midline (accounting for learning loss); 20% decrease from midline to end-line (assumes return to pre-COVID schooling)
GL4. Percent of learners targeted for USG assistance with an increase of at least one proficiency level in reading at the end of grade 2 in Filipino (ES.1-48-outcome)	The change in the proportion of learners sampled who are "non-readers" defined as those learners who are unable read a single word correctly in Filipino at the end of Grade 2, as measured by the EGRA in Filipino	10.5%	10.0%	8.0%	5% decrease from baseline to midline (accounting for learning loss); 20% decrease from midline to end-line (assumes return to pre-COVID schooling)

INTERMEDIATE RESULT 1 KEY PERFORMANCE INDICATORS

Exhibit C-6 reprises the list of indicators specific to IR 1. The IR 1 indicators range from teachers' instructional practices (1.1a), teachers' attitudes and knowledge of MTB-MLE best practices (1.1b), and school heads' knowledge of best practices relating to GESI (1.1e) and SEL (1.1f). An additional indicator is focused on both school heads' and teachers' degree of gender bias (1.1h).

Exhibit C-6. IR1 indicators and their data sources

Indicator	Data Source
1.1a. Percent of grade 2 teachers delivering quality instruction with fidelity to the training and materials	Grade 2 Classroom Observation
1.1b. Percent teachers indicating positive beliefs and knowledge of MTB-MLE best practices ⁵	Teacher Questionnaire
1.1e. Percent of school heads demonstrating practical knowledge and understanding of GESI best practices	School Head Questionnaire
1.1f. Percent of school heads demonstrating practical knowledge and understanding of SEL best practices	School Head Questionnaire
1.1h. Percent of participants reporting increased agreement with the concept that males and females should have equal access to social, economic, and political resources and opportunities	Teacher and School Head Questionnaires
1.2. Percent of school heads and supervisors actively providing effective instructional support and feedback to K–3 teachers	Teacher Questionnaire

Percent of Grade 2 Teachers Delivering Quality Instruction with Fidelity to the Training and Materials

Performance Criteria for Quality and Fidelity of Instructional Practices

The data for this indicator were derived from the timed classroom observation instrument (see Section 1.3.2 for more details on the protocol, and Section 3 for details on the analysis). Grade 2 teachers were observed teaching their Filipino and MT lessons. The observation tool was organized into broad instructional practice domains and subdivided into specific instructional practices according to **Exhibit C-7**. Following the baseline survey, the ABC+ in-country team and home office technical advisors reviewed the instrument and developed specific performance criteria for each instructional practice area. **Exhibit C-7** details the instructional domain and practice areas, the performance criteria, and the results from the baseline observations. Overall, there are seven unique performance criteria developed out of the classroom observation instrument. The performance criteria reflect the most important but underutilized instructional strategies. These strategies are also the key focal areas of ABC+ teacher training and support. The figures represent the proportion of teachers who satisfied the performance criteria. The least demonstrated criteria were #1: teachers using language

⁵ The original KPI Matrix in the ABC+ Monitoring, Evaluation, and Learning Plan specified grade 2 teachers' attitude and knowledge. However, data on this indicator was gathered from grade 1, grade 2 and grade 3 teachers and is reported in the aggregate. An updated KPI matrix will reflect the disaggregate by grade level, as well as region and cohort.

comparison techniques for bridging in both lessons (0%); #7: teachers using supplemental reading materials in both lessons (1%); and #3: learners use or demonstrate new words at least once in both lessons (4%).

Exhibit C-7. Classroom observation instructional domains, performance criteria, and baseline results

Item	Instructional Domain and Practice Areas	Performance Criteria	% of Teachers Demonstrating the Performance Criteria
1	Bridging Strategies		
	<i>Language Comparison</i>		
1a	Teacher compares MT letter sounds or sounds in words to Filipino or English (alphabetic principal/phonics)	1. Teacher uses at least 2 out of 3 language comparison techniques (1a, 1b, and/or 1c) at least once in each lesson	0%
1b	Teacher compares MT sentence structure to Filipino or English (grammar)		
1c	Teacher compares MT words/phrases to Filipino or English (vocabulary)		
	<i>Code-switching</i>		
1d	Teacher uses another language to aid in understanding concepts/instructions	2. Teacher employs code-switching techniques (1d or 1e) at least once in each lesson	21%
1e	Teacher allows learners to respond in languages other than the language of instruction		
2	Oral Language/Vocabulary		
2a	Teacher explains new words needed to understand a text/lesson	3. Learners use or demonstrate new words (2b) at least once in each lesson	4%
2b	Teacher provides learners with opportunity to use new vocab or demonstrate understanding of new words		
3	Connected Text Reading		
3a	Learners read text aloud individually (10 or more)	4. Learners read text aloud individually (3a) or silently (3b) at least once in each lesson	10%
3b	Learners read as a group with teacher or other learners		
3c	Learners read silently		
4	Practice of New Skill		
4a	Teacher calls on various learners even learners who do not raise their hands to practice new skill	5. Teacher calls on learners (4a) and provides opportunities for learning new skill (4b) at least twice in each lesson	22%
4b	Teacher provides opportunities for learners to practice skill orally		
4c	Teacher assigns an exercise for all learners to complete in class that reinforces skill taught		
5	Feedback		
5a	Teacher gives praise/affirms when response is correct	6. Teacher affirms (5a) at least twice in each lesson; teacher scaffolds (5b); and provides feedback to group	10%
5b	Teacher scaffolds when response is incorrect or incomplete (gives clues to help learner)		
5c	Teacher gives feedback during/after independent work or group work		

Item	Instructional Domain and Practice Areas	Performance Criteria	% of Teachers Demonstrating the Performance Criteria
		exercise (5c) at least once in each lesson	
6	Learning Materials		
	<i>Use of textbooks</i>		
6a	Teacher refers to/instructs learners to use the textbook/materials that learners have out	<i>Performance criteria not associated with use of textbooks because use of textbooks is not an explicit focal area of ABC+ instructional support</i>	<i>Not Applicable</i>
6b	Teacher provides time for learners to work in the textbook/materials		
	<i>Use of Supplemental Reading Materials</i>		
6c	Teacher uses a supplemental reading material	7. Teacher uses any type of supplementary reading materials (6c or 6d) at least once in each lesson	1%
6d	Teacher has learners use supplemental reading books		

Benchmark and Targets for Meeting Expectations of Quality Instructional Practice

Given the high bar for demonstrating the practices in both the MT and Filipino lesson, the ABC+ team defined the overall benchmark of meeting expectations as “teacher demonstrates at least 3 out of 7 performance criteria.” **Exhibit C-8** shows the proportion of teachers demonstrating each number of performance criteria, starting from 0 out of 7 (53%) to 7 out of 7 (0%). No teacher demonstrated more than three performance criteria and only 3% of all teachers demonstrated three performance criteria. **Exhibit C-8** also details the midline and endline targets and their rationale. ABC+ proposes a midline target of 25% of all teachers meeting expectations, and the endline target of 40% of all teachers meeting expectations. Given the restrictions on face-to-face training, the targets reflect stretch but achievable life-of-project goals.

Exhibit C-8. Classroom observation performance benchmark, baseline values, and midline and endline targets

<i>Benchmark for Meeting Expectations</i>	<i>Proportion of Teachers Meeting Performance Criteria</i>				<i>Rationale for benchmark and targets</i>
	<i>No. of Criteria Met</i>	<i>2020 (Baseline)</i>	<i>2022 (Midline)</i>	<i>2024 (End-line)</i>	
<i>Below Expectations < 3 out of 7 criteria demonstrated</i>	0 out of 7	53%	—	—	The performance criteria involve instructional strategies that are not commonly practiced by teachers. Teachers must demonstrate these practices in both their MT and Filipino lessons to meet the criteria. Because only 3% of teachers observed demonstrated 3 out of 7, and that face-to-face training will be limited because of social distancing requirements, the targets for midline and endline reflect stretch but practical
	1 out of 7	24%	—	—	
	2 out of 7	13%	—	—	
<i>Meeting expectations > or = to 3 out of 7 criteria demonstrated</i>	3 out of 7	3% of teachers demonstrating 3 out of 7	25% of teachers demonstrating at least 3 out of 7 performance criteria	40% of teachers demonstrating at least 3 out of 7 performance criteria	
	4 out of 7				
	5 out of 7				

6 out of 7
7 out of 7

performance
criteria

goals. The targets still reflect a significant increase over baseline values.

Percent of Teachers Indicating Positive Beliefs and Knowledge of MTB-MLE Best Practices

This indicator is constructed from two separate indices: teachers' knowledge of MTB-MLE best practices and teachers' attitudes toward MTB-MLE (see Sections 3.2 and 3.3, respectively, for the discussion of findings on each). To develop the teacher knowledge and attitudes indicator and establish the benchmark for meeting expectations, the first step was to finalize the indices by deciding which items to

- a) include in each index,
- b) designate as "must-have" to meet expectations (must-haves are items that teachers must answer correctly to meet expectations), or
- c) remove from the index.

The second step was to set the performance criteria for "meeting expectations." **Exhibit C-9** presents the final set of items for each index along with the performance criteria and the proportion of respondents meeting expectations for each index. One item from teachers' knowledge questions was removed, as well as one item from the set of attitude questions. Three items from knowledge questions were considered must-have: #12 which asked what the teacher should do when introducing Filipino letters; #15 which asked about the best use for big books; and #16 which asked about the best use for small books. One item (#10) was designated must-have in the attitude index. Must-have's apply significant weight to the items. For example, if the teacher fails to correctly answer a must-have knowledge item, they will not meet expectations, even if they answer 5 out of 7 items correctly overall. The reasons for removing and designating items must-haves are provided in **Exhibit C-9**.

Exhibit C-9. Teachers' Knowledge and Attitude Indicator Construction, Performance Criteria and Baseline Results

Items	Performance Criteria	Reason for Removing Items	Reason for "Must-Have's"	% Respondents meeting expectations [confidence interval (CI)]
Teachers' Knowledge Index				
11. What should you do when ...	Meeting expectations = correctly answer at least 5 out of 7 items	#14 was confusing and complicated. Not applicable to any ABC+ intervention	#12 cuts across all aspects of best practices: literacy, bridging, etc.	4.6% of teachers meeting knowledge expectations [±2.8]
12. When introducing Filipino letters			#15 Knowing the use of big books will influence their teaching practice	
13. What bridging to Filipino strategy should you use if...	And must answer #12, #15, and #16 correctly			
14. (REMOVED) What bridging to Filipino strategy should you use in a mixed language class...				

Items	Performance Criteria	Reason for Removing Items	Reason for “Must-Have’s”	% Respondents meeting expectations [confidence interval (CI)]
15. Big books are most effective 16. Small books are most effective in helping children 17. A good way to promote the learners’ fluency would be 18. Helping to use reading comprehension strategies?			#16 Knowing the use of small books will influence their teaching practice	
Teachers’ Attitudes Index 6. I personally believe children should learn in their home language first 7. (REMOVED) My K–3 co-teachers agree that children should be taught reading in their mother tongue in my school. 8. With appropriate materials, I can easily teach reading in the MT 9. I am quite confident teaching reading in the MT 10. I believe learning to read first in the MT will make it easier	Meeting expectations = teacher correctly answers 3 out of 4 items And must answer #10 correctly	#7 Respondent has no control over other teachers’ attitude	#10 is critical and a pre-requisite for positive attitude toward other aspects of MTB-MLE	80.9% of teachers meeting ‘attitude’ expectations [±3.8]

The teacher knowledge and attitudes KPI is ultimately defined as those teachers who meet expectations on the knowledge assessment and meet expectations on the attitude assessment. **Exhibit C-10** shows that only 4% of teachers at baseline met expectations for both indices. The must-have items in the knowledge assessment raise the bar substantially, thereby reducing the proportion of teachers meeting expectations. The goal is to increase this to 15% of teachers by midline and 30% of teachers by endline.

Exhibit C-10. Targets and rationale for teacher knowledge and attitudes indicator

Indicator	2020	2022	2024	Rationale
Percent of Teachers Indicating Positive Beliefs and Knowledge of MTB-MLE Best Practices	4%	15%	30%	A minimum of 15% is reasonably expected given challenges, and also because the knowledge items have those “must-haves” which raise the bar for meeting expectations

Percent of school heads demonstrating practical knowledge and understanding of GESI best practices

The data on this indicator is derived from the set of GESI questions in the school head questionnaire discussed under Section 4.3. **Exhibit C-11** presents the final set of items for the GESI index along with the performance criteria and the proportion of respondents meeting expectations at baseline. Items #11 and #14 were designated as “must-haves” due to their importance and relevance to ABC+ interventions; item #10 was removed from the index because the response options were not relevant to ABC+. 34% of all school heads answered correctly at least three out of four GESI-related questions, and correctly answered #11 and #14. **Exhibit C-12** presents the stretch but achievable targets for midline and end-line goals as well as the rationale. By midline, ABC+ expects at least 40% of the school heads to meet expectations, and 50% of school heads by endline. The conservative targets are based on the limited direct training ABC+ will deliver to school heads.

Exhibit C-11. GESI knowledge indicator construction, performance criteria, and baseline results

GESI Knowledge Items	Performance Criteria	Reason for Removing Items	Reason for “Must-Have’s”	% Respondents meeting expectations [CI]
11. Which of the following school-level activities does NOT promote gender equity and social inclusion?	Meeting expectations = answer correctly 3 out of 4 questions And must answer correctly #11, #14 correct	#10 response options are not applicable to ABC+ interventions. Moreover, most school-wide programs are designed by DepEd over which the school head has marginal control	#11 is important and relevant to ABC+’s efforts	33.8% of school heads are meeting expectations
14. Which is NOT an example of teaching and learning materials that reflect gender equity and social inclusion?			#14 is relevant and important and also has impact on the quality of the design and use of materials	[±8.2]
10. (REMOVED) Which of the following is the best example of a school-wide program to promote gender equity?				
13. Which of the following is NOT an example of inclusive culture?				
12. Which of the following class activities does NOT promote gender equity and social inclusion?				

Exhibit C-12. GESI knowledge targets and rationale

Indicator	2020	2022	2024	Rationale
Percent of School Heads’ demonstrating practical knowledge and understanding of GESI Best Practices	34%	40%	50%	A one-shot training will not suffice; additional follow-up efforts are needed to ensure the expected behavior change associated with GESI knowledge and practices

Percent of school heads demonstrating practical knowledge and understanding of SEL best practices

The data on this indicator is derived from the set of SEL questions in the school head questionnaire discussed under Section 4.1. **Exhibit C-13** presents the final set of items for the SEL index along with the performance criteria and the proportion of respondents meeting expectations at baseline. Of the nine original items in the index, four were removed from the final indicator construction. Items #2 and #7 were not focal areas of the ABC+ SEL intervention. Items #3 and #9 had potentially multiple correct response options. 33% of all school heads answered correctly at least four out of five SEL-related questions. **Exhibit C-13** presents the stretch but achievable targets for midline and endline goals, as well as the rationale. By midline, ABC+ expects at least 40% of the school heads to meet expectations, and 50% of school heads to meet expectations by endline. Like the GESI indicator, the conservative targets are based on the limited direct training ABC+ will deliver to school heads.

Exhibit C-13. SEL knowledge indicator construction, performance criteria, and baseline results

SEL Knowledge Items	Performance Criteria	Reason for Removing Items	Reason for “Must-Have’s”	% Respondents meeting expectations [CI]
1. Which of the following do you prefer to see when you walk into a kindergarten class?	Meeting expectations = answer correctly 4 out of 5 questions	#2 is not relevant to the ABC+ intervention. It focuses on a conceptual issue that ABC+ is not introducing as part of the school head training #3 response options do not correctly gauge level of school heads’ knowledge #7. Question is redundant and not as relevant, with potentially multiple correct response options #9 Multiple response options could be appropriate.	Not applicable. No “must-have” questions were designated	33.3% of school heads are meeting expectations
2. (REMOVED) Which example best describes a discovery learning activity?				[±7.8]
3. (REMOVED) Which of the following school-wide activities least promotes SEL				
4. Which of the following LEAST promotes social and emotional learning?				
5. Which of the following is the BEST example of a supportive learning environment?				
6. Which of the following is NOT an example of a positive and supportive teacher-learner interaction?				
7. (REMOVED) Which class activity LEAST promotes social and emotional learning?				
8. Which of the following is NOT an example of a strong learner-centered culture?				
9. (REMOVED) Which of the following is NOT an example of SEL in the classroom?				

Exhibit C-14. SEL Knowledge Targets and Rationale

Indicator	2020	2022	2024	Rationale
Percent of school heads' demonstrating practical knowledge and understanding of SEL Best Practices	33%	40%	50%	A one-time training will not suffice; additional follow-up efforts are needed to ensure the expected behavior change associated with SEL knowledge and practices

Percentage of participants reporting increased agreement with the concept that males and females should have equal access to social, economic, and political resources and opportunities

This indicator is focused specifically on the degree of bias that school heads and teachers have toward boys or girls. The data on this indicator is derived from the set of bias items found in the school head and teacher questionnaires. The findings are discussed at length in Section 3.6. The team elected to keep all five items in the bias index. The performance criteria for meeting expectations was defined as correctly answering four out of five questions.

Exhibit C-15 shows the baseline results for teachers and school heads. 18% of teachers are meeting expectations compared to 51.2% of school heads. The targets accordingly differ. ABC+ proposes higher increases in gains for school heads as the interventions under SEL and GESI target underlying issues of bias. Although ABC+ will incorporate specific messages and communications strategies targeting teacher-bias in the training and the materials. The targets were set more conservatively owing to the limited face time and less direct targeting of these topics as part of the teacher interventions.

Exhibit C-15. Gender bias performance criteria, targets, and rationale

Bias Performance Criteria	Respondent	2020	2022	2024	Rationale for Targets
Meeting expectations = correctly answer four out of five questions	Teachers	18.4% [±2.7]	22%	28%	ABC+ will incorporate some key messaging and communications and is a point of emphasis across a variety of interventions (e.g., materials development)
	School Heads	51.2% [±7.1]	60%	70%	Opportunity through the SEL- and GESI-focused interventions to emphasize key messages relating to gender equity and bias

Percent of school heads and supervisors actively providing effective instructional support and feedback to K–3 teachers

The data on this indicator is drawn from the teacher questionnaire and combines the responses from the leadership practices and the leadership effectiveness set of questions. The findings from these items are discussed under Section 3.4. **Exhibit C-16** presents the final set of items for each index along with the performance criteria and the proportion of respondents meeting expectations for each index. No items were removed. Under

leadership practices, items #24, #25, #27, and #29 were designated “must-have.” In the leadership effectiveness index, #34, #35, and #36 were designated “must-have.” **Exhibit C-16** provides the reasons for designated these items “must-have.”

Exhibit C-16. Leadership Practices and Effectiveness Indicator Construction, Performance Criteria and Baseline Results

Items	Performance Criteria	Reason for ‘Must-Have’s	% Respondents meeting expectations [CI]
Leadership Practices 24. Observed and documented your classroom instructional practice at least twice 25. Provided feedback to you on your teaching at least twice 26. Monitored your use of teaching and learning materials at least twice 27. Monitored your use of supplemental reading materials at least twice 28. Developed strategies with you on how to increase class time dedicated to learner 29. Developed strategies with you on how to effectively use supplemental reading materials 30. Established special programs, such as remedial, enhancement, or enrichment class 31. Developed strategies with you on how to establish a more engaging and supportive 32. Provided feedback to you on the quality and appropriateness of their interaction	Meeting expectations = teachers report “yes” for at least 7 out of 9 items And must answer “yes” for #24, #25, #27, #29	#24 Documenting feedback is critical, which feeds into the results-based performance management systems ABC+ intends to strength #25 is a critical practice and the quality of the feedback is often lacking #27 is a core practice that ABC+ intends to institute with school heads as part of its fidelity monitoring #29 is central to ABC+ technical support	77.8% of teachers meeting knowledge expectations [±4.3]
Leadership Effectiveness Index 33. Providing useful feedback to improve your K-3 reading instruction based on classroom observations 34. Supporting you to use and integrate supplemental reading materials when you are teaching reading in MT 35. Sharing knowledge of best practices for teaching in a multilingual classroom 36. Modeling bridging strategies (from mother tongue to Filipino and English) 37. Organizing ELLN LACs at least once per month (if not more) 38. Facilitating useful and practical ELLN LACs 39. Making you feel at ease (no anxiety) during class observations 40. Making you feel more confident in delivering MT lessons	Meeting expectations = teacher reports “highly effective” for 6 out of 8 items And must report “highly effective” for #34, #35, #36	#34 is closely linked to ABC+ core program #35 is linked to LAC implementation and feedbacking #36 is an ABC+ core area of intervention. The gap, in terms of practice, needs to be closed.	50.4% of teachers meeting “attitude” expectations [±5.2]

The leadership practices and effectiveness indicator is defined as the percentage of teachers reporting school leaders meeting expectations on the practices index and meet expectations on the effectiveness index. **Exhibit C-17** shows that 44% of teachers reported school leaders meeting

expectations for both indices. The baseline is higher than expected considering the must-have items in both indices raise the bar substantially. The goal is to increase this to 50% of respondents by midline and 60% of teachers by endline.

Exhibit C-17. Targets and rationale for teacher knowledge and attitudes indicator

Indicator	2020	2022	2024	Rationale
Percent of Teachers Indicating Positive Beliefs and Knowledge of MTB-MLE Best Practices	44.2%	50%	60%	Baseline is already high given the “must-haves” included in the index

Summary of IR 1 Key Performance Indicators

Exhibit C-18 summarizes the updated key performance indicator matrix for IR 1 indicators’ definitions, midline targets, life-of-project targets, and target justification language.

Exhibit C-18. Updated KPI exhibit for IR1 indicators

Indicator	Indicator Definition	Baseline Value	Midline Target	Life of Project Target	Target Justification
1.1a. Percent of grade 2 teachers delivering quality instruction with fidelity to the training and materials (outcome)	The change in the proportion of teachers observed who are demonstrating at least three out seven instructional performance criteria in both their MT and Filipino lessons. The performance criteria are appended to the Performance Indicator Reference Sheet (PIRS) and involve specific practices relating to bridging, use of supplemental materials, feedback to learners, practicing of new skills, and oral language and vocabulary development.	3% of teachers currently demonstrating at least 3 out of 7 criteria	25% of teachers demonstrating at least 3 out of 7 criteria	40% of teachers demonstrating at least 3 out of 7 criteria	The performance criteria involve instructional strategies that are not commonly practiced by teachers. Teachers must demonstrate these practices in both their MT and Filipino lessons to meet the criteria. That only 3% of teachers observed are demonstrating 3 out of 7, and that face-to-face training will be limited because of social distancing requirements, the targets for midline and endline reflect stretch but practical goals. The targets still reflect a significant increase over baseline values.
1.1b. Percent of grade 2 teachers indicating positive beliefs and knowledge of MTB-MLE best practices (output)	Change in the proportion of teachers meeting expectations on the teacher knowledge assessment and the attitudes assessment. To meet expectations, teachers must correctly answer 5 out of 7 correct and answer #2, 15, and 16 correctly on the knowledge assessment. They must also answer 3 out of 4 items correctly and answer #10 correctly on the attitude assessment questions.	4% of teachers currently meeting expectations	15% of teachers meeting expectations	30% of teachers meeting expectations	A minimum of 15% is reasonably expected given challenges, and also because the knowledge items have those “must-haves,” which raise the bar for meeting expectations
1.1e. Percent of school heads demonstrating practical knowledge and understanding of GESI best practices (GESI-output)	Change in the proportion of school heads answering correctly 3 out of 4 questions, and answering items #11 and #14 correctly	34% of school heads	40% of school heads	50% of school heads	A one-shot training will not suffice; additional follow-up efforts are needed to ensure the expected behavior change associated with GESI knowledge and practices

Indicator	Indicator Definition	Baseline Value	Midline Target	Life of Project Target	Target Justification
1.1f. Percent of school heads demonstrating practical knowledge and understanding of SEL best practices (custom-output)	Change in the proportion of school heads answering correctly 4 out of 5 questions on the SEL index	33% of school heads	40% of school heads	50% of school heads	A one-time training will not suffice; additional follow-up efforts are needed to ensure the expected behavior change associated with SEL knowledge and practices
1.1h. Percentage of participants reporting increased agreement with the concept that males and females should have equal access to social, economic, and political resources and opportunities (GNDR-4)	Change in the proportion of school heads and teachers answering correctly 4 out of 5 questions	18.4% of teachers	22% of teachers	28% of teachers	ABC+ will incorporate some key messaging and communications and is a point of emphasis across a variety of interventions (e.g., materials development)
		51.2% of school heads	60% of school heads	70% of school heads	Opportunity through the SEL and GESI-focused interventions to emphasize key messages relating to gender equity and bias
1.2. Percent of school heads and supervisors actively providing effective instructional support and feedback to K–3 teachers (outcome)	Change in the proportion of teachers reporting their school leaders meet expectations on both the leadership practices and leadership effectiveness indices. To meet expectations, teachers must report “yes” on at least 7 out of 9 leadership practices and report “highly effective” on 6 out of 8 leadership effectiveness behaviors. In addition, teachers must report “yes” on #24, #25, #27, and #29 on the leadership practices index. They must also report “highly effective” on #34, #35, and #36 on the leadership effectiveness index.	44.2% of teachers report that school leaders are meeting expectations	50% of teachers report that school leaders are meeting expectations	60% of teachers report that school leaders are meeting expectations	Baseline is already high given the “must-haves” included in the index

IR 2 KEY PERFORMANCE INDICATORS

Exhibit C-18 details the list of indicators specific to IR 2. The IR 2 indicators focus on the availability and use of supplemental reading materials (SRMs), including classroom use of SRMs (2.1), availability of SRMs (2.3), and access and use of the learning resources portal (LRP) (2.4).

Exhibit C-18. IR2 indicators and their data sources

Indicator	Data Source
2.1. Percent of K–3 classrooms in which teachers and learners are regularly using supplemental learning materials	Grade 2 Classroom Observation
2.3. Percent of primary-grade learners targeted for USG assistance who have the appropriate variety of decodable, leveled, and supplementary readers in the language of instruction	Teacher Interview
2.4. Content, access, and usability of LRP enhanced	Teacher Questionnaire

2.1. Percent of grade 2 classrooms in which teachers and learners are regularly using supplemental learning materials

The data for this indicator is drawn from the results of the classroom observation. **Exhibit C-19** presents the construction of the indicator, the performance criteria, baseline values, targets, and rationale. Two items on the observation tool focused specifically teachers’ use of SRMs: teacher uses an SRM (item 6c) and teacher has learners use a supplemental reading book (item 6d). The performance criteria for use of SRMs is the same as criteria #7 under the instructional quality and fidelity indicator (1.1a). Accordingly, the targets and rationale reflect those proposed for indicator 1.1a.

Exhibit C-19. Indicator construction, performance criteria, baseline, and proposed targets

Item	Use of SRMs	Performance Criteria	Baseline Value	2022 Target	2024 Target	Target Rationale
6c	Teacher uses a supplemental reading material	Teacher uses any type of supplementary reading materials (6c or 6d) at least once in each Lesson	1% of teachers demonstrating use of SRMs	25% of teachers demonstrating at least 1 out of 2 practices	40% of teachers demonstrating at least 1 out of 2 practices	Teachers must demonstrate these practices in both their MT and Filipino lessons to meet the criteria. That only 1% of teachers observed are demonstrating 1 of 2 practices, and that face-to-face training will be limited because of social distancing requirements, the targets for midline and endline reflect stretch but practical goals.
6d	Teacher has learners use supplemental reading books					

2.3. Percent of primary-grade learners targeted for USG assistance who have the appropriate variety of decodable, leveled, and supplementary readers in the language of instruction

The data on available SRMs is drawn from the teacher interviews. A full discussion of the findings is found in section 3.7. Teachers were asked whether they had big books, small books, and listening stories. If they answered “yes,” they were then asked if they had enough titles or copies to serve the needs of the class. For small books, they were asked if some were appropriately leveled for beginner readers and advanced readers. Exhibit C-20 presents the items, the performance criteria for meeting expectations, and the reasons for excluding items and designating items as “must-have.” The items removed concerned the quantity of SRMs available in the classroom. The reason they were excluded was because ABC+ cannot guarantee the ideal provision to every grade 1–3 classroom. All other items were designated as “must-have.” **Exhibit C-20** displays the baseline and targets by grade, as well as the rationale for target setting. Overall, 6% of classrooms surveyed are meeting expectations at baseline. The target increases to 25% by midline and 40% by endline.

Exhibit C-20. SRM availability: indicator construction, performance criteria, and baseline results

Availability of SRMs	Performance Criteria	Reason for Removing Items	Reason for “Must-Have’s”
1. Do you have big books in your classroom? (grades 1 and 2 only) 2. (REMOVED) For the Big Books, are there enough titles so that you can read a different story to the learners each week? 3. Do you have small books in your classroom? (all grades) 4. (REMOVED) For the small books, are there enough copies for each child? 5. Do some of the small books have short words and simple sentences to support <i>beginning readers</i> ? (all grades) 6. Do some of the small books have long words and paragraphs to support more <i>advanced readers</i> ? (all grades) 7. Do you have listening stories in your classroom? (all grades) 8. (REMOVED) For Listening Stories, are there enough titles so that you can read a different story to the learners each week?	Grades 1–2 classrooms meeting expectations = teachers report “yes” for items #1, #3, #5, #6, and #7 Grade 3 classroom meeting expectations = teachers report “yes” for items #3, #5, #6, and #7	Items #2, #4, and #8 reflect the ideal provision, which ABC+ cannot guarantee for everyone grade 1 to grade 3 classroom given the adjustments in programming due to the public health situation and the corresponding mitigation requirements Item #1 big books are not a must-have for grade 3 classrooms.	Items #1, #3, #5, #6, and #7 are must-have as they reflect the core package of ABC+ material support and are explicitly included in the MTB-MLE policy guidelines.

Exhibit C-21. SRM Availability: Targets by Grade and Rationale

Availability of SRMs	2020	2022	2024	Target Rationale
Grade 1	11%	25%	40%	Most ABC+ supported schools should be receiving supplemental materials. However, targets are moderated in light of possible program adjustments due to COVID-19.
Grade 2	4%	25%	40%	
Grade 3	10%	25%	40%	
Overall	6%	25%	40%	

2.4. Content, Access, and Usability of LRP Enhanced

The teacher questionnaire contains a series of questions relating to teachers' access and use of the LRP. The results are discussed at length in Section 3.5. The questions that inform the indicator specifically relate to the number of titles the teacher has downloaded, the frequency of visits to their visits to the LRP site, and the user-friendly rating they scored the LRP. **Exhibit C-22** presents the construction of the indicator, performance criteria, and reasons for decisions to exclude and designate items as "must-have." **Exhibit C-23** shows the baseline values and targets for midline and endline goals.

Exhibit C-22. LRP indicator construction and performance criteria

Items	Performance Criteria	Reason for REMOVE	Reason for must-haves
49. How many titles have you downloaded since June 2019?	Teachers who report downloading at least 6 titles during the academic year And teachers who report visiting the LRP site at least once per month or more	The user rating is highly correlative to the respondents' frequency and use and is therefore redundant to include as another criterion for meeting expectations	The maximum # of titles per language per grade is currently 20 (maybe more later in the project.) To download a minimum of 6 to 10 titles per year, and to also browse available titles, teachers should access LRP at least once a month.
51. How often do you visit the LRP			
52. (REMOVED) On a scale of 1 to 10, where 1 is most difficult and 10 is most easy, how easy is it to find what you are looking for in the LR Portal?			

Exhibit C-23. Targets and rationale for LRP use and access

Indicator	2020	2022	2024	Rationale
Content, Access, and Usability of LRP Enhanced	14%	16%	20%	The modest target from baseline to midline is due to the delay in LRP intervention, which is not scheduled to begin until project year 2. The strategy may also shift to other learning resource solutions, such as DepEd Commons.

Summary of IR 2 Key Performance Indicators

Exhibit C-24 summarizes the updated key performance indicator matrix for IR 2 indicators' definitions, midline targets, life-of-project targets, and target justification language.

Exhibit C-24. Updated KPI exhibit for IR 2 indicators

Indicator	Indicator Definition	Baseline Value	Midline Target	Life of Project Target	Target Justification
2.1. Percent of K–3 classrooms in which teachers and learners are regularly using supplemental learning materials (outcome)	Change in the proportion of teachers observed using any type of supplementary reading materials at least once in their MT and Filipino lessons UoM: Classrooms	1% of teachers using SRMs in their MT and Filipino lessons	25% of teachers using SRMs in their MT and Filipino lessons	40% of teachers using SRMs in their MT and Filipino lessons	Teachers must demonstrate these practices in both their MT and Filipino lessons to meet the criteria. That only 1% of teachers observed are demonstrating 1 of 2 practices, and that face-to-face training will be limited because of social distancing requirements, the targets for midline and endline reflect stretch but practical goals.

Indicator	Indicator Definition	Baseline Value	Midline Target	Life of Project Target	Target Justification
2.3. Percent of primary-grade learners targeted for USG assistance who have the appropriate variety of decodable, leveled, and supplementary readers in the language of instruction (ES.1-45)	Proportion of grade 2 classrooms sampled that have the standard suite of teaching and learning materials produced in the MT relevant to the language of instruction of that classroom.	11% of grade 1 learners 4% of grade 2 learners 10% of grade 3 learners 6% of all learners	25% of all learners in each grade and overall	40% of all learners in each grade and overall	Most ABC+--supported schools should be receiving supplemental materials. However, targets are moderated in light of possible program adjustments due to COVID-19.
2.4. Content, access, and usability of Learning Resources Portal (LRP) enhanced (outcome)	Proportion of respondents who visit the LRP at least once per month and download a minimum of 6 titles per year	14% of teachers meeting expectations	16% of teachers meeting expectations	20% of teachers meeting expectations	The modest increase from baseline to midline is due to the delay in LRP intervention, which is not scheduled to begin until project year 2. Also the strategy may shift to other learning resource solutions, such as DepEd Commons.

CONTEXT INDICATORS

The context indicators account for issues that may affect the IR- and goal-level outcomes (both positively and negatively) but are generally beyond the project’s direct control. The baseline survey gathered data on school heads’ knowledge of LAC best practices, the classroom language profile of learners and the language match between teachers and learners. Only the LAC knowledge indicator required developing performance criteria to finalize the indicator. The class language profile data is already discussed in Section 3.8.

Percent of school heads demonstrating practical knowledge and understanding of LAC best practices

The school heads’ knowledge of LAC is based on a series of assessment items found in the school head questionnaire. The results are discussed at length in Section 4.2. Although this is not considered a performance indicator, the ABC+ team developed performance criteria to track school heads’ progress over the duration of the project. **Exhibit C-26** outlines the performance criteria, as well which items were removed, designated as “must-have,” and the rationale for those decisions. Only 27% of school heads met the performance criteria, which indicates a significant gap in most school heads’ knowledge of LAC best practices.

Exhibit C-26. LAC knowledge indicator construction and performance criteria

SEL Knowledge Items	Performance Criteria	Reason for Removing Items	Reason for ‘Must-Have’s’	Baseline Value
20. School LACs should emphasize the following EXCEPT: 21. Ideally, the ELLN LAC will meet at MINIMUM: 22. (REMOVE) In addition to the LAC, ELLN school-based professional development activities include the following <u>except</u> : 23. Which is the <u>least useful</u> source of information when gathering data on teachers’ professional development needs? 24. Which of the following is <u>NOT TRUE</u> about an ELLN LAC? 25. Which of the following ELLN LAC activities is <u>least effective</u> in improving teachers’ instructional practices? 26. Which of the following is NOT an appropriate LAC strategy? 27. Which of the following is NOT TRUE about the ELLN LAC?	Meeting expectations = answer correctly 5 out of 7 questions And correctly answering items #20, #21, and #26	#22 is not related to LAC implementation	#20 reflects a shift in mindset from LAC as a performance-based activity to work-based learning #21 relates to the DepEd Order #26 emphasizes on one of the key learning principles of LAC	26.8% of school heads meet expectations based on the performance criteria [±8.2]

ANNEX D. ABC+ BASELINE TIPS FOR CLASSROOM OBSERVATION

Classroom Observation

- **Bridging Strategies:** must be explicit and deliberate by the teacher. Most commonly we should listen for the teacher to directly say something to the effect of “In MT, we say the word XYZ but when we are using Filipino we would say ABC.” It must be the teacher making explicit connections for the learners to understand similarities or differences between the languages (Bridging categories 1,2, 3). It can also occur when the teacher recognizes the learners didn’t understand an instruction or concept in the language of instruction and re-explains in another language (Bridging 4)
- **Text reading:** Category remains unchanged. Should be ticked throughout the lesson any time connected text is read (individually- 10 or more, chorally, silently)
- **Vocabulary:** This category was renamed. It was previously “oral language” but to avoid confusion it is now “vocabulary”. It also now has 2 sub-categories—Vocab1 focuses on the teacher explaining new words needed for text or the lesson and Vocab2 focuses on the learners getting to demonstrate understanding of the new words. In both cases, vocab will most commonly be ticked during “unlocking” or some other introduction/motivation/springboard activity into the lesson or new skill.
- **Practice of New Skill:** Practice was redefined to now ONLY be about the NEW SKILL. All sub-categories can only be ticked when it relates to the new skill being taught that day. Therefore, it can not be ticked for review of previous skill, during springboard/motivation, or when a quick check or other activity unrelated to the skill/lesson is done. Especially for Practice2 (oral practice), observers should make sure that the actual skill is being practiced (for example, learners saying or coming up with their own rhyming words if the lesson is about rhymes NOT identifying when the teacher says two words that rhyme). Practice3 (exercise/activity for all learners) is only ticked at the time the teacher assigns the exercise. It must be something that gives ALL learners the opportunity to practice new skill (either written, oral, group, individual)
- **Feedback:** Reminder that this is feedback related to practice and learner responses. It should be about whether the practice was correct or incorrect. Observers should not tick if a teacher is only monitoring or re-explaining instructions. It also is not a general praise of “good job” related to a child’s efforts but needs to directly relate to if the response a learner gave was right. Feedback2 (scaffold) is a very deliberate action by the teacher to support a child who is struggling to get the correct or complete answer. The teacher will support the learner and give clues.
- **Materials:** This category was not modified or changed. Remains the same as what we saw during training.

General Administration

- If the school head is absent and there is OIC or temporary person in charge for the day then only get the interview about the school demographics; do not give the OIC a questionnaire; questionnaire is only for school heads
- Always sample Grade 2 and administer all instruments
- Grade 1 is sampled in Schools 1—4; Grade 3 is sampled in schools 5—6 (the additional teacher will only get the Teacher Questionnaire and Interview) **Please note this was not practiced in the pilot.**
- During Teacher Interview—remember to look for evidence of the supplementary materials and that they MUST be present in the classroom to be counted.

Bridging Strategies	
<i>Teacher compares MT letter sounds or sounds in words to Filipino or English</i>	Deliberate and explicit action by the teacher to teach learners similarities and/or differences between the way a letter sounds in the MT and Filipino or English (alphabetic principal/phonics)
<i>Teacher compares MT sentence structure to Filipino or English</i>	Deliberate and explicit action by the teacher to teach learners similarities and/or differences between MT and Filipino or English sentence structure (grammar)
<i>Teacher compares MT words/phrases to Filipino or English</i>	Deliberate and explicit action by the teacher to teach learners similarities and/or differences between words or phrases in MT with words or phrases in Filipino or English (vocabulary)
<i>Teacher uses another language to aid in understanding concepts/instructions</i>	Teacher explains a concept or instructions in another language [than the MOTL] to help learners to understand. - During a Filipino lesson, the teacher re-explains a concept/instructions in the MT - During a MT lesson, the teacher re-explains a concept/instructions in Filipino - During a MT or Filipino lesson, the teacher re-explains a concept/instructions in a different MT
<i>Teacher allows learners to respond in languages other than the MOTL</i>	Learners answer in another language (LANGUAGE B) than the language being used as the MOTL (LANGUAGE A) ; the teacher explicitly asks a learner to provide a response in LANGUAGE B to demonstrate understanding OR the learner may responds in LANGUAGE B To demonstrate understanding of LANGUAGE A but is unable to articulate the answer LANGUAGE A
Oral Language/Vocabulary	
<i>Teacher explains new words needed to understand a text</i>	[Typically] Before an activity, such as text reading or oral read alouds, the teacher will introduce and explain new words that learners will encounter in the activity.
Text Reading	
<i>learners read text aloud individually (10 or more)</i>	Individual learners are given the opportunity to practice reading connected text. - 10 or more learners MUST read connected text (i.e. not only 2 or 3 learners). - Connected text only such as sentences, paragraph, story - Text may be found in textbook, SRMs, learner workbook, written on the board, written on flipchart paper
<i>Learners read as a group with teacher or other learners</i>	Choral reading of connected text; does not include word reading but rather sentences, paragraph, story
<i>Learners read silently</i>	Learners are asked to read connected text (sentences, paragraph, story) silently. Typically, will be from textbook or other book that individual learners have in possession.
Practice	
<i>Teacher calls on various learners even learners who do not raise their hands</i>	After a skill has been introduced, teacher allows different learners to participate in practicing the new skill - Variety of boys and girls - Learners in the front and back of classroom - Those who do not volunteer
<i>Teacher provides opportunities for learners to practice skill orally</i>	After a skill has been introduced, learners practice the skill orally. Can include reading text, answering comprehension questions, grammar practice, using new vocabulary, etc. - Does not have to be individual oral practice; learners may be put in pairs or groups to orally practice - Does not include written practice

<i>Teacher assigns an exercise for all learners to complete in class that reinforces skill taught</i>	After a skill has been introduced, teacher assigns an activity that give all learners opportunity to practice the skill - Group work - Individual work - Oral or written practice
Feedback	
<i>Teacher gives praise/affirms when response is correct</i>	Teacher acknowledges when learner has a correct response; individual response or group work
<i>Teacher scaffolds when response is incorrect or incomplete (gives clues to help learner respond correctly)</i>	When a learner gives an incorrect or incomplete response, teacher helps learners to arrive at the right by giving clues or re-practicing the skill with the learner to help the learner arrive at the right answer Scaffolding does NOT include: - Teacher immediately giving correct answer - Teacher calling on another learner to give correct answer - Teacher moves on to next question
<i>Teacher gives feedback during/after independent or group work (50% or more)</i>	During or after activity, teacher gives feedback as learners work individually or in small groups - Teacher moves around the room during independent work or group work to give feedback - Teacher gives feedback during to group presentations/outputs - Teacher must give feedback to more than 50% of learners
Materials	
<i>Teacher refers to/instructs learners to use the textbook/materials that learners have out</i>	Learner materials—individual (or one per pair) textbook or materials (e.g. activity sheet) as the teacher introduces a skill Does NOT include the following: - Manipulatives - Composition books - Materials written on blackboard/projected on wall or TV
<i>Teacher provides time for learners to work in the textbook/materials</i>	During practice of a new skill, learners use textbooks or learner materials - Use of materials can occur when learners are working individually, in pairs, or small groups - Each learner should have materials or one per 2 learners Does NOT include the following: - Manipulatives - Composition notebooks - Materials written on blackboard/projected on wall or TV
<i>Teacher uses a supplemental reading book</i>	Teacher uses a big book, read aloud, and/or listening story
<i>Teacher has learners use supplemental reading books</i>	Learners are using supplemental reading materials (outside of textbooks or learner materials) to practice reading. Materials should be used by individual, pairs, or groups of 3. Can include: - Small books - Leveled readers - Primers