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RETENTION AND ATTENDANCE DATA REPORT 2

USAID/UGANDA PERFORMANCE AND IMPACT EVALUATION FOR LITERACY ACHIEVEMENT AND RETENTION ACTIVITY (LARA)

September, 2019

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(September, 2019)

Prepared under Contract No.: AID-617-C-16-00003

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Ugandan Primary School; by Alicia Menendez

DISCLAIMER
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Acknowledgements

NORC would like to acknowledge the hard work and quality data collected by Research World International, Kampala on retention and attendance of learners in targeted public schools in Uganda across 3 school terms in 2017, 3 terms in 2018 and the first term of 2019. This report was analyzed and written by Ingrid RojasArellano, Principal Research Analyst at NORC at the University of Chicago under the guidance of Dr. Alicia Menendez, Principal Research Scientist at NORC and Associate Professor, University of Chicago, Harris School of Public Policy. The report was reviewed by Dr. Ritu Nayyar-Stone, Principal Research Scientist at NORC. Data visualization support was provided by Peter Herman, Research Methodologist at NORC.

Dr. Alicia Menendez is Evaluation Specialist for the LARA Performance and Impact Evaluation, and Dr. Ritu Nayyar-Stone is the Evaluation Team Leader.

NORC at the University of Chicago (NORC) is pleased to submit this report on School Retention and Attendance, Year 3, under the USAID/Uganda Performance and Impact Evaluation (P&IE) of the Literacy Achievement and Retention Activity (LARA) in Uganda.

INTRODUCTION

LARA is a 5-year (April 7, 2015 to April 6, 2020) USAID-funded initiative to improve reading skills of 1.3 million students in 28 districts throughout Uganda. The project, which is being implemented by RTI International is designed to support the Ministry of Education and Sports (MoES) – Uganda, in its efforts to improve early grade reading (EGR) and school retention. LARA has two main objectives:

- Result 1 (R1) focuses on strengthening the capacity of MOES and other educational stakeholders to deliver EGR. To this end, the activity focuses on improving reading skills in three local languages (Luganda, Runyoro-Rutooro, and Runyankore-Rukiga) and English for early primary grade students P1-P4.

- Result 2 (R2) focuses on promoting a safer primary school learning environment to prevent and reduce incidents of school-related gender based violence (SRGBV).

The hypothesis is that reducing SRGBV will increase students' school retention by allowing them to focus on their lessons and feel secure in their learning environment, thereby improving their ability to learn to read. To realize these objectives, the activity focuses its efforts on systemic capacity building of the education system, school-level support, and community and household level support and participation.

The Uganda LARA P&IE activity (April 2016 - April 2021) has two objectives: (1) to assess the impact of LARA on students' literacy skills and retention rates; and (2) to assess the performance of LARA in terms of project management, learning, design, implementation, results, and sustainability. To achieve these goals, the evaluation uses a mixed-methods approach combining a randomized controlled trial (RCT) design and qualitative methods.

The LARA P&IE focuses on schools located in areas where two languages dominate: Luganda and Runyankore-Rukiga. Randomization of treatment assignment was conducted at the coordinating center tutors (CCT) level, assigning the entire cluster of schools under a CCT to treatment T1 (receiving R1 EGR activities only), or to treatment T2 (receiving R1 EGR + R2 SRGBV activities), or to the control group (receiving no activities). The impact evaluation school sample was stratified by dominant language and treatment status, creating six arms[1].

In the context of this RCT, we collect student retention and attendance data for a subsample of schools. The analysis of the data collected up to March 2019 is the subject of this report.

[1] More details about the evaluation design can be found in USAID Uganda Performance and Impact Evaluation for Literacy Achievement and Retention Activity (LARA), Evaluation Design Overall Activity Work Plan. NORC, October 2016. Another useful source is the USAID Uganda Performance and Impact Evaluation for Literacy Achievement and Retention Activity (LARA) Baseline Data Report prepared by NORC in 2017, available at https://pdf.usaid.gov/pdf_docs/PA00TGQQ.pdf

DATA COLLECTION

Design

Administrative enrollment and attendance data are generally not reliable or available in Ugandan primary schools, and therefore NORC developed a monitoring system and protocol that collects attendance and retention data of students and their teachers. NORC's plan is to collect retention and attendance (R&A) data in every academic term for a panel of students that started P1 and P4 in February 2017. Attendance data for their teachers will also be captured. The panel of P1 and P4 students will be followed for four consecutive years until they potentially reach P4 and P7 respectively, when retention rates will be calculated. In this way, we will cover all years of primary school.

This report is based on the first seven school visits (one per academic term)[2], three in 2017, another three in 2018, and one in 2019, in order to verify:

- Whether the students are still enrolled in the school in their expected grades;
- If they are still in school but repeated the grade;
- If they left the school to attend a different institution;
- If they dropped out.

In each of these unannounced visits to the schools and classrooms, the NORC team also notes attendance of the students and their teachers. NORC will continue the visits each school term during the rest of 2019 and 2020.

Ultimately, teacher and student data collected will be used to estimate the effect that LARA may have on retention and attendance rates.

Sample

NORC, and their local partner, Research World International (RWI), carried out baseline data collection for Early Grade Reading (EGR) in February and March 2017. The evaluation team was able to capitalize on these school visits to construct a sample frame of P1 and P4 students for R&A data collection. A total of 6,103 student names were recorded from 71 schools for the sampling frame (23 control, 24 treatment T1, and 24 treatment T2 schools).

Up to 30 students were randomly selected per grade per school; if less than 30 students were present in a classroom on the day of the EGR school visits, all students were included in the sample. When possible, the student sample in each classroom was gender-balanced.

The original R&A sample included 3,509 students, 1,779 boys and 1,730 girls. Unfortunately, two students deceased during the first year of data collection, and two more deceased during the second year of data collection. Thus, the current R&A sample size is 3,505 learners.

[2] The primary school academic year is divided in 3 terms, the first term starts in February and ends in early May; the second term starts at the end of May and finishes in August; the last term of the year starts in mid September and ends in early December.

Instruments

The tool used to collect retention and attendance data for students and attendance for teachers were designed by NORC and are included in Annexes 1 and 2, respectively.

Fieldwork

After the creation of the panel of students at baseline, the first follow-up data collection wave took place in the second term of the 2017 school year. Sucesive visits were conducted in the following school terms (one visit per school term). The schedule is set such that no fieldwork is completed in the first two weeks of the term, when attendance is still low. Similarly, data collection is not conducted at the end of the school terms, when students and teachers are precoccupied with end-of-term evaluations. Table 1 presents data collection dates.

Table 1. School visits schedule

Unannounced School Visit	School Term	Dates
0. Baseline-Panel Creation	Year 1: Term 1 (Y1T1)	Feb 20-March 29, 2017
1. Wave 1	Year 1: Term 2 (Y1T2)	July 13-24, 2017
2. Wave 2	Year 1: Term 3 (Y1T3)	Oct 5-Nov 3, 2017
3. Wave 3	Year 2: Term 1 (Y2T1)	March 13-23, 2018
4. Wave 4	Year 2: Term 2 (Y2T2)	July 17-27, 2018
5. Wave 5	Year 2: Term 3 (Y2T3)	Oct 22-Nov 16, 2018
6. Wave 6	Year 3: Term 1 (Y3T1)	March 11-22, 2019

The field team conducted unannounced visits[3] to each school during 2017 in order to take the attendance of the P1 and P4 teachers and sampled students. During the 2018 school year, R&A was being primarily carried out in P2 and P5 classrooms where most of the students in our panel are found. In 2019, R&A is being mainly conducted in P3 and P6 classrooms but we also visit P2 and P5 classrooms to locate students who were not promoted.

The names of teachers and students were programmed into the R&A tool, so that attendance status is always recorded directly into tablets. All R&A data is securely uploaded to NORC's Nfield server within a few days of collection. NORC reviews and cleans the teacher and student attendance data, confirming complete data from all 71 schools each round.

[3] The head teacher is generally aware that RWI conducts one visit per term, but the day of the visit is unannounced.

KEY FINDINGS

The following findings summarize data from our panel of 3,505 students and 142 teachers during six waves of R&A data collection in terms 2 and 3 of 2017 (called 'Y1T2' and 'Y1T3', respectively), terms 1, 2, and 3 of 2018 (called 'Y2T1', 'Y2T2', and 'Y2T3', respectively), and in term 1 of 2019 (called 'Y3T1').

We first present findings on enrollment and absenteeism for students. We follow with results for teachers' absenteeism. Our analysis presents characteristics of learners and teachers, such as their gender and grade. We also analyze differences by school treatment status, and by day of the week.

Student Enrollment

First, we analyze enrollment status of students in each wave of data collection. Students' status is disaggregated in three categories: students enrolled in the original sampled school, students who transferred to a different school, and students who dropped out.

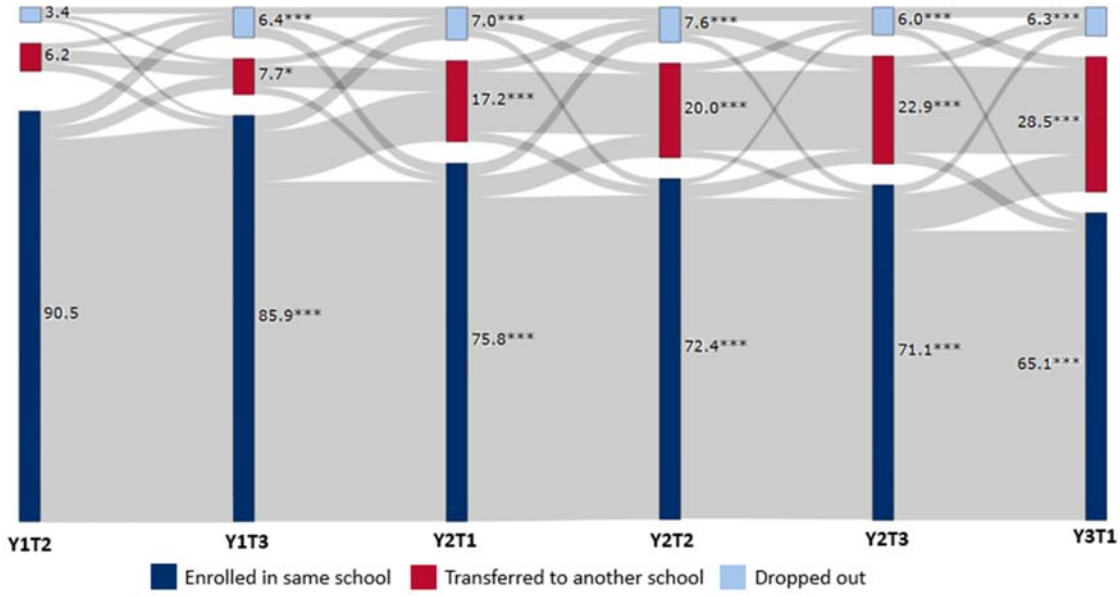
Figure 1 and 2 show the evolution of these categories over time for students enrolled at baseline in P1 and P4 respectively. Even during the school year students change schools and drop out from school, although most changes in enrollment status occur between school years. At baseline, when the panel was created all students were, of course, enrolled in the sampled schools. By the second school term of 2017, changes had already occurred. The learners' enrollment status reported in each school term are statistically different from each other for both groups. . Note also, the thickness of the streams moving from learner's enrolled, transferred or dropped out reflects the proportion that changed from one category to another over terms.

Figure 1 shows that by Y1T2, approximately 90 percent of P1 students in the sample were still enrolled in the original school. This rate dropped to approximately 86 percent of the original sample one term later. By the third wave in the panel study, Y2T1, school enrollment had already dropped to 76 percent. The enrollment rate continued to drop to 72 and 71 percent of the original sample in Y2T2 and Y2T3, respectively. Finally, only 65 percent are still enrolled in the same school in the first term of 2019. Figure 2 shows the same dynamic for the P4 class, although the reduction in enrollment is slightly smoother at the beginning, it later similar to that of P1 and ends in 62.5 percent by the first term of 2019.

Transfers to other schools are also common; during the last visit around 29 percent of the P1 panel and 23 percent of the P4 panel had been transferred to a different school[4]. Finally, Figure 1 shows that, 6 percent of the P1 learners dropped out of school after two years. The dropout rate for P4 learners was significantly higher, reaching almost 15 percent. The figures also show less common changes of status that indicate that students sometimes return to the original school from other institutions and even from dropping out of school.

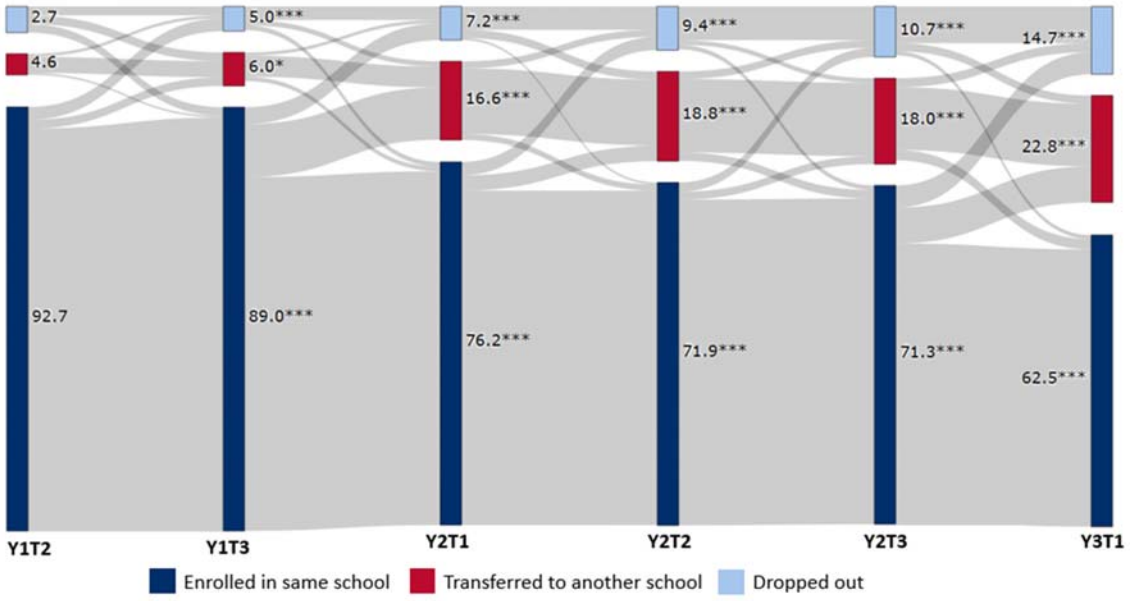
[4] Some of the learners changed schools for some time and then returned to the original school.

Figure 1. Enrollment status of P1 cohort by school term



*** p<0.01, ** p<0.05, * p<0.1

Figure 2. Enrollment status of P4 cohort by school term

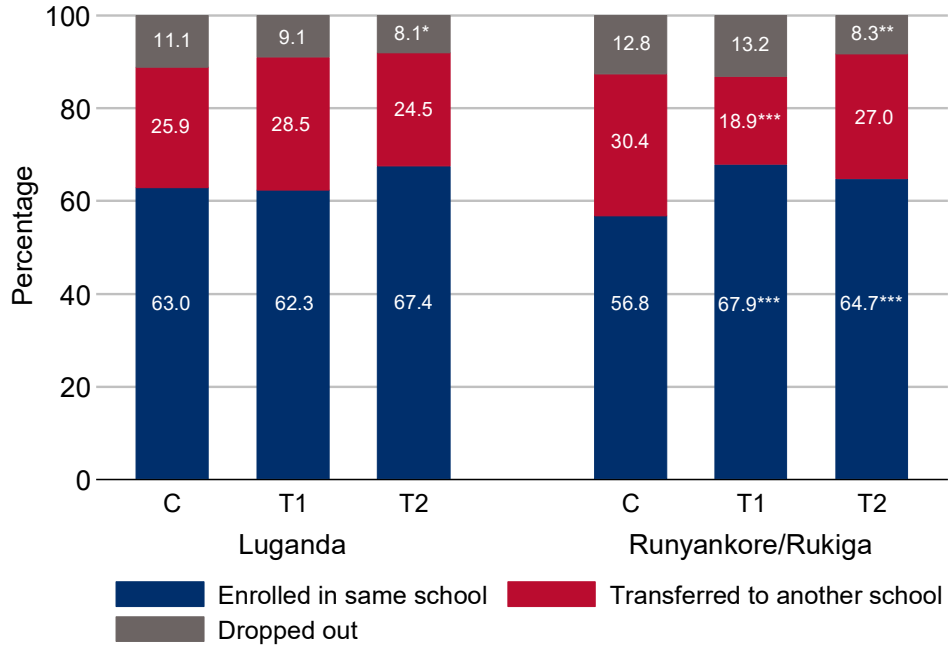


*** p<0.01, ** p<0.05, * p<0.1

We also find statistically significant differences in the learners' enrollment status by treatment group in Y3T1 among the Runyankore/Rukiga language area schools. Treatment groups are defined as follows: T1 schools receive EGR interventions only, T2 schools receive EGR and SRGBV interventions, and C schools serve as control schools and receive no LARA interventions. Figure 3 shows that students in T1 and T2 Runyakore/Rukiga area schools tend to stay enrolled in the original school in higher rates than those from control schools. By Y3T1, 57 percent of students in control schools remain enrolled in their original school, while the percentage for T1 and T2 is around 10 and 7 percentage points higher

respectively. Moreover, students in T1 schools are significantly less likely to transfer to other schools than those from control schools. Finally, learners from T2 schools are significantly less likely to drop out than pupils from control and T1 schools. The data does not suggest important differences about treatment groups in the Luganda language area schools.

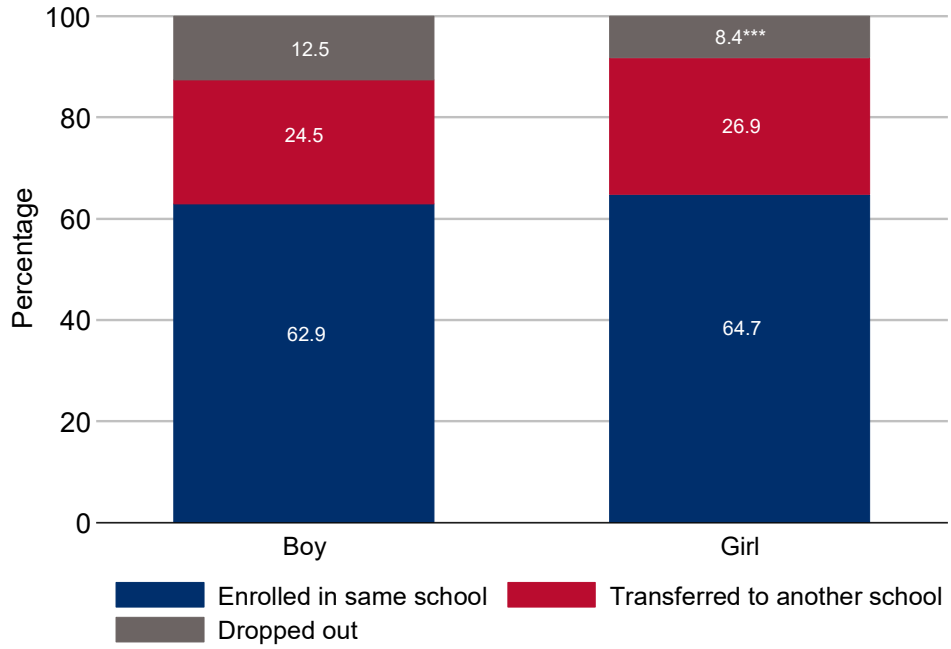
Figure 3. Learners' enrollment status in Y3T1 by treatment group and language area



*** p<0.01, ** p<0.05, * p<0.1

Dropout rates were also different between boys and girls in Y3T1. Figure 4 shows that boys are significantly more likely to drop out from school than girls (13 percent vs. 8 percent), even though these are early grades. While male students tend to stay enrolled in the same schools and change schools in lower proportions than female students, these differences are not statistically significant at conventional levels.

Figure 4. Learners' enrollment status in Y3T1 by gender



*** p<0.01, ** p<0.05, * p<0.1

Student Grade Retention

At baseline, in 2017, all students were enrolled in P1 or P4 classes. For those that remained enrolled in the same schools, we were able to calculate grade retention. If all students in the sample would have been promoted to the next grades, they should be attending P2 and P5 in 2018, and P3 and P6 in 2019; this group is defined as 'enrolled in corresponding grade'. However, we observe that some learners were not promoted and they are categorized as 'enrolled in lower grade'. We also observe a small fraction of learners enrolled in a grade higher than the corresponding grade, and we classify them as 'enrolled in higher grade'. See Annex 3 for more details of the grades included in each category, by cohort of students.

Grade changes occur in different moments of the school year, so they do not necessarily mean grade repetition in a more traditional sense. Nevertheless, most changes happened between school years. The following graphs include the grade changes reported in the first term of 2018 (Y2T1) and/or the first term of 2019 (Y3T1).

Figure 5 shows that only 64 percent the full sample of learners (P1 and P4 cohorts) were enrolled in the corresponding grade in Y3T1. This represents a statistically significant decrease from the observed 80 percent of pupils enrolled in the corresponding grade in Y2T1. Moreover, the rate of students enrolled in a lower grade has significantly increased from 20 percent in Y2T1 to 36 percent in Y3T1.

Figure 5. Grade retention by school term

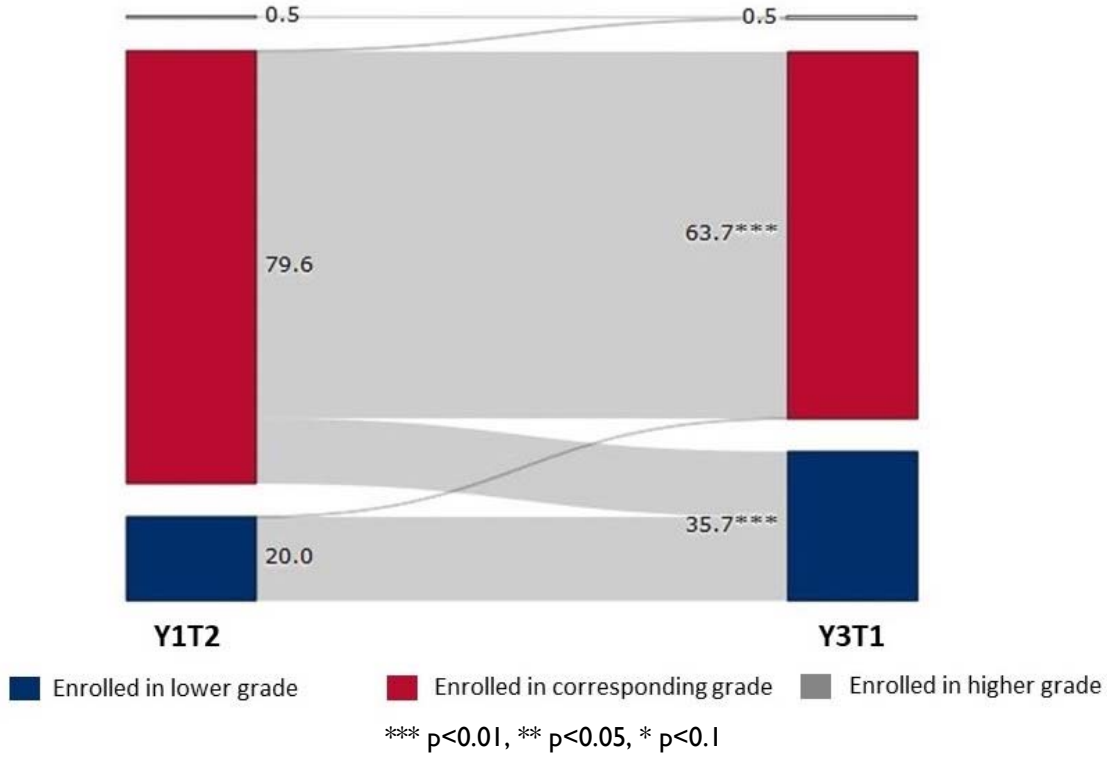


Figure 6 shows that 63 of P1 and 64 percent of P4 learners were enrolled in P3 or P6, respectively, by Y3T1. The differences in grade retention between the P1 and P4 cohorts are not statistically significant.

Figure 6. Grade retention in Y3T1 by grade

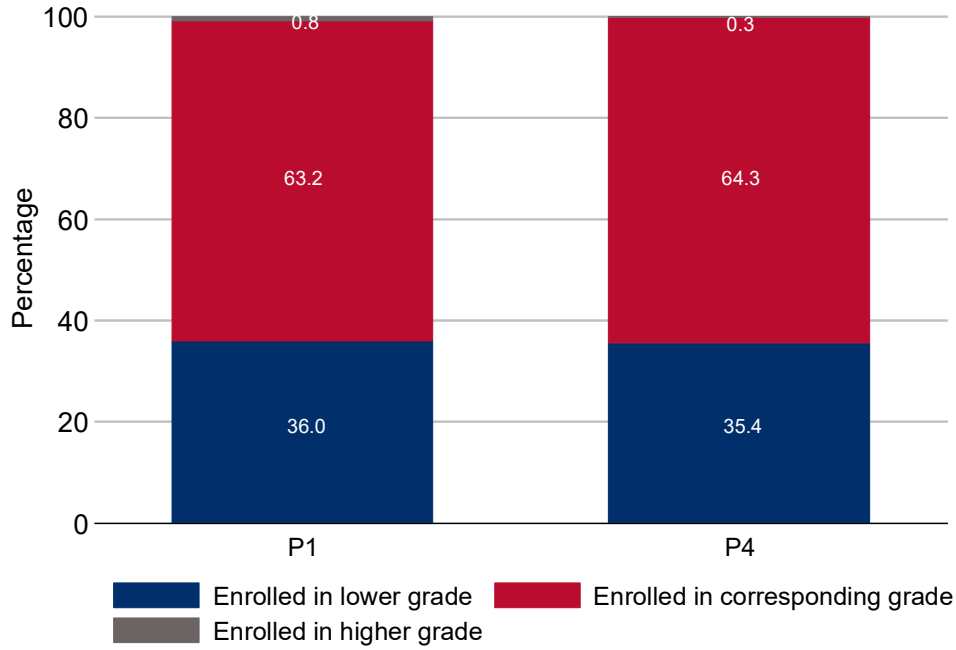
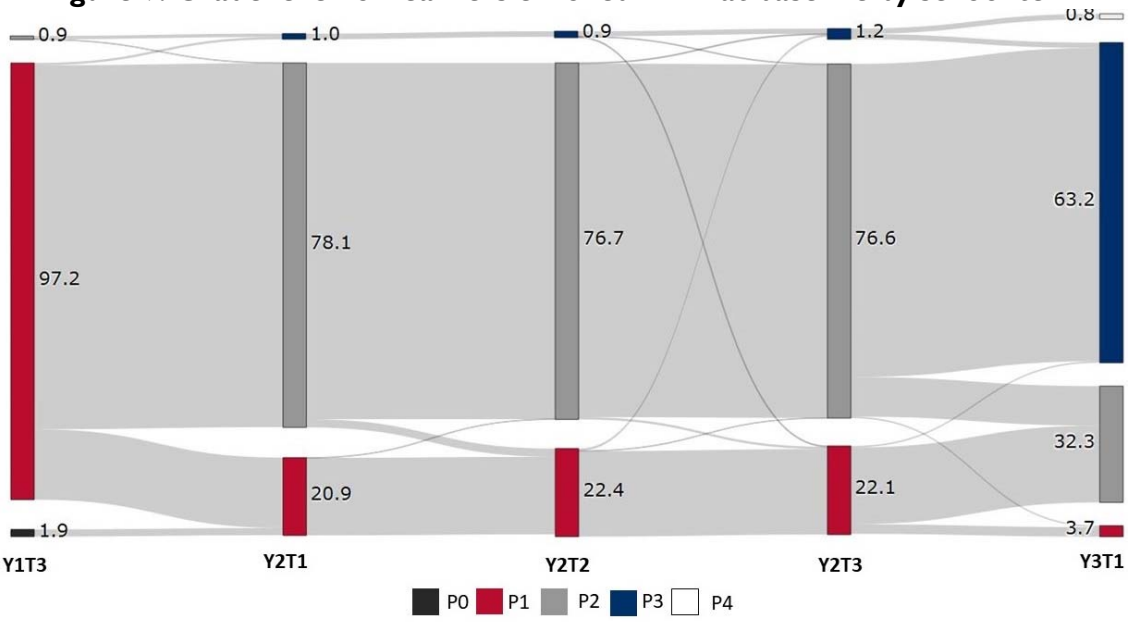


Figure 7 presents the learner's grade for the learners that were in the P1 classroom at baseline (Y1T1), and Figure 8 shows similar information for those that were enrolled in P4 at baseline. Figure 7 shows that by the last term of 2017 (Y1T3), almost 2 percent of the learners were enrolled in P0[5] and almost 1 percent in P2, rather than in P1. The following academic year, 78 percent of learners were promoted to P2, and 1 percent to P3 but almost 21 percent were still in P1. In Y3T1, only 63 percent of learners of the original sample were promoted to P3, while 32 percent were in P2 and 4 percent still in P1.

Figure 7. Grade level for learners enrolled in P1 at baseline by school term



Similarly, Figure 8 shows that 1.5 percent of the baseline P4 learners were sent to P3 during the 2017 academic year. The next academic year, only 81 percent were promoted to P5. In Y3T1, only 64 percent of original P4 students were promoted to P6, while 35 percent were in P5 and 3 percent were still in P4.

[5] P0 refers to nursery school or to children that stay around the P1 class but are not really considered P1 learners by the teachers.

Figure 8. Grade level for learners enrolled in P4 at baseline by school term

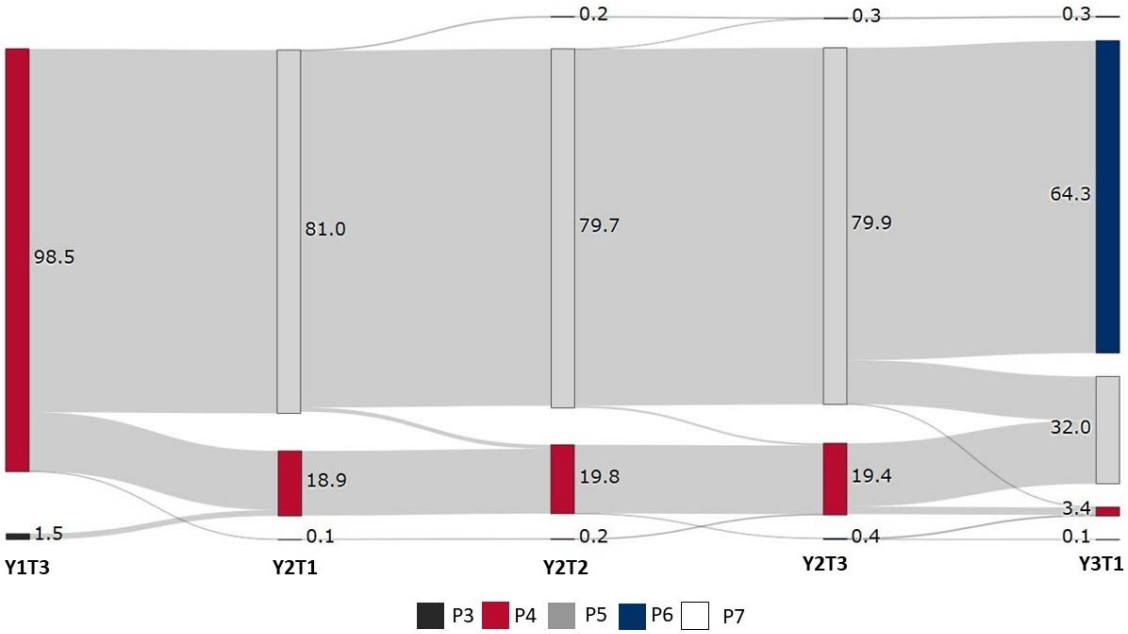
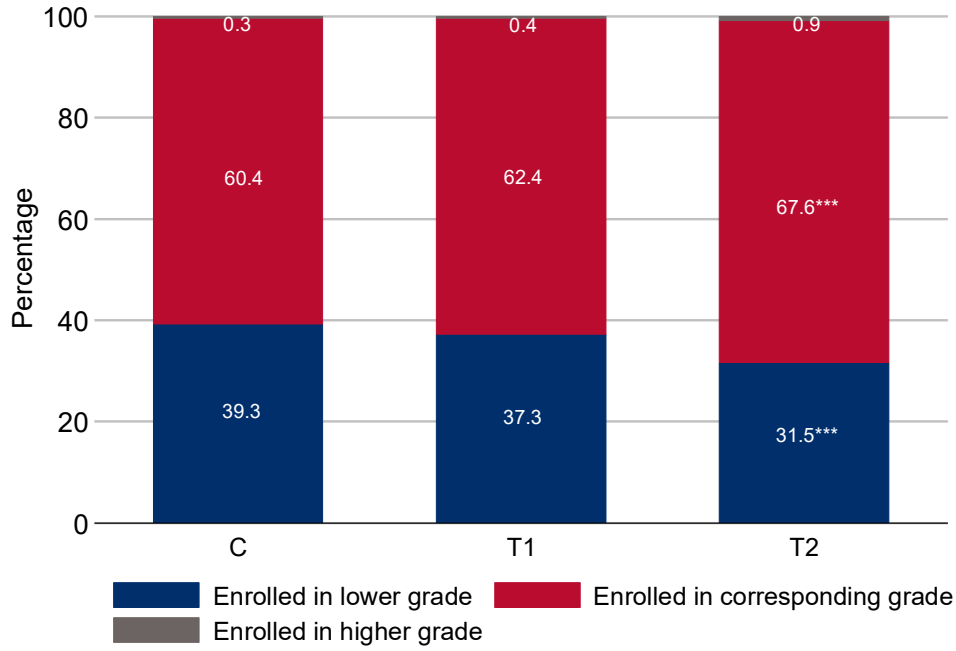


Figure 9 shows that there are statistically significant differences in grade repetition by treatment group in Y3T1. Learners enrolled in T2 schools are significantly more likely to be promoted and less likely to repeat a school grade (68 and 32 percent, respectively) than those in T1 (62 and 37 percent, respectively) and control schools (60 and 39 percent, respectively).

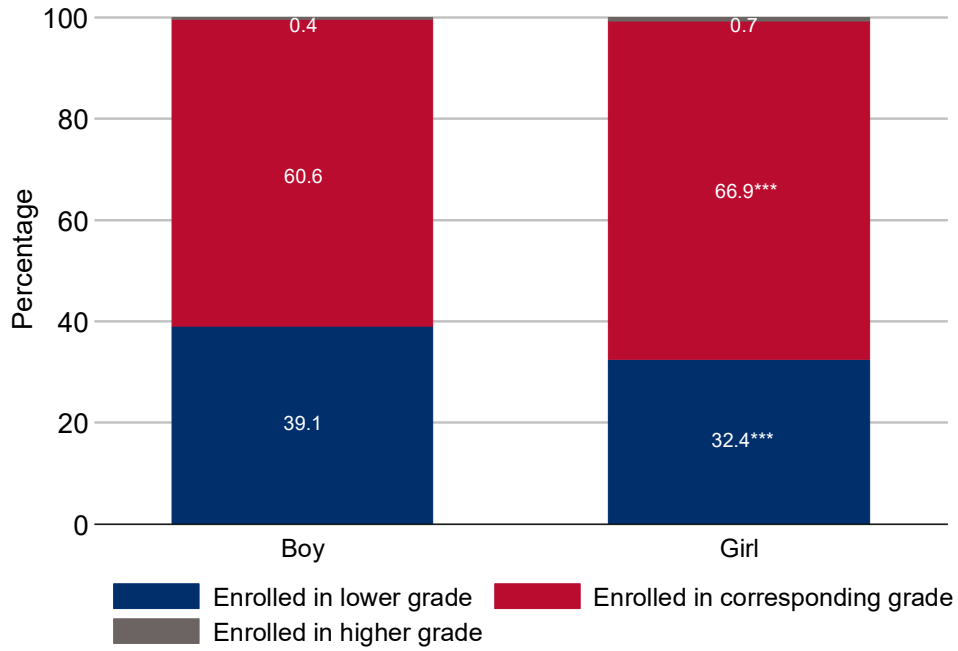
Figure 9. Grade retention in Y3T1 by treatment group



*** p<0.01, ** p<0.05, * p<0.1

We also explored differences by gender in grade retention. Figure 10 shows that boys are significantly more likely to repeat a school grade than girls. In Y3T1, 32 percent of girls had repeated grades while the figure for boys was 7 percentage points higher, at 39 percent. Acordingly, girls were significantly more likely to be enrolled in the corresponding grade than boys (67 percent vs. 61 percent).

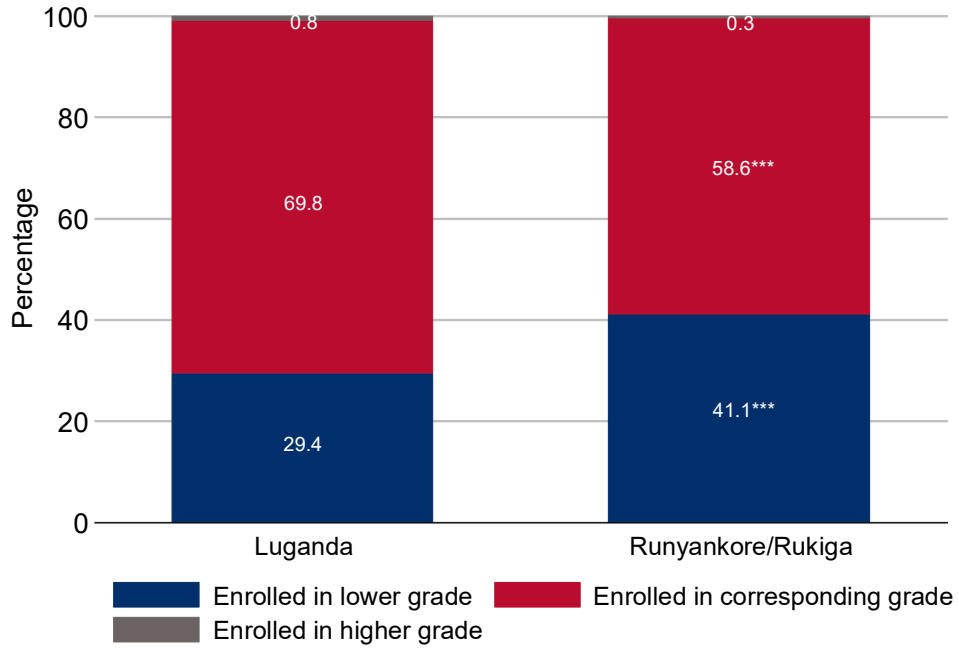
Figure 10. Grade retention in Y3T1 by gender



*** p<0.01, ** p<0.05, * p<0.1

Finally, we observe that learners from the Luganda region were significantly less likely to repeat a grade than those of the Runyankore/Rukiga region (29 percent vs. 41 percent) by Y3T1. Figure 11 also shows that 59 percent of students from the Runyankore/Rukiga region were enrolled in the corresponding grade, in comparison to 70 percent of learners from the Luganda region.

Figure 11. Grade retention in Y3T1 by region



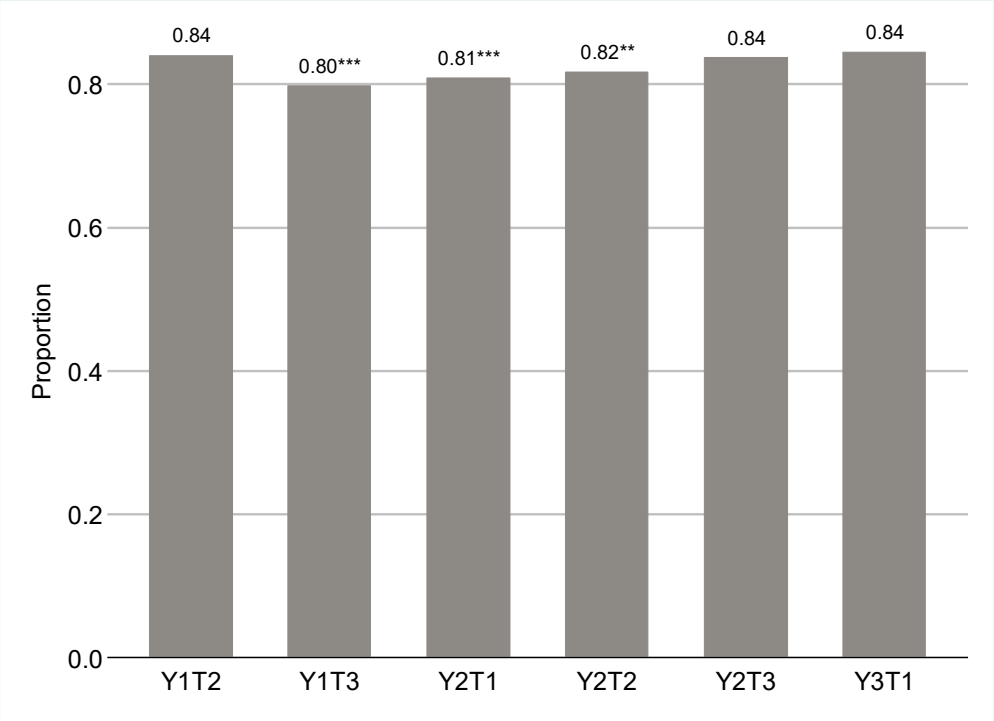
*** p<0.01, ** p<0.05, * p<0.1

Student Attendance

On average, 82 percent of learners still enrolled in the original school[6] were present in class during our visits. Figure 12 shows that the proportion of students attending school during the second term of 2017 (Y1T2) is statistically significantly higher than in the next three school visits, but similar to the attendance rates of 84 percent observed in Y2T3 and Y3T1. In addition, In Annex 4, we show that school attendance increased from 83% to 85% in the case of the P1 sample, and declined from 85% to 84% for the P4 sample between Y1T2 and Y3T1; however, the differences between these two school terms are not statistically significant.

[6] This section's figures only consider learners enrolled in P1 or a higher grade, and employ the data collected in the six school terms covered so far.

Figure 12. Average attendance by school term

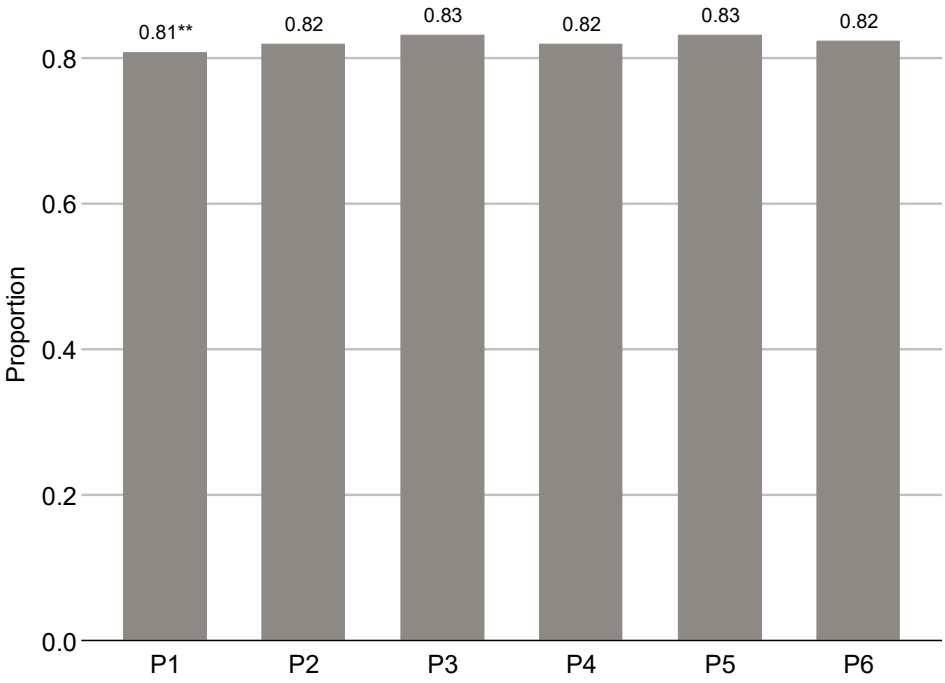


*** p<0.01, ** p<0.05, * p<0.1

Figure 13 shows that P1 students are significantly less likely to attend school than learners enrolled in any other grade.[7]

[7] The number of observations is 2,318 in P1, 3,297 in P2, 788 in P3, 2,325 in P4, 3,419 in P5, and 696 in P6. The graph does not include the 100 percent school attendance observed among three P7 pupils in our sample because of the very low number of observations for this grade.

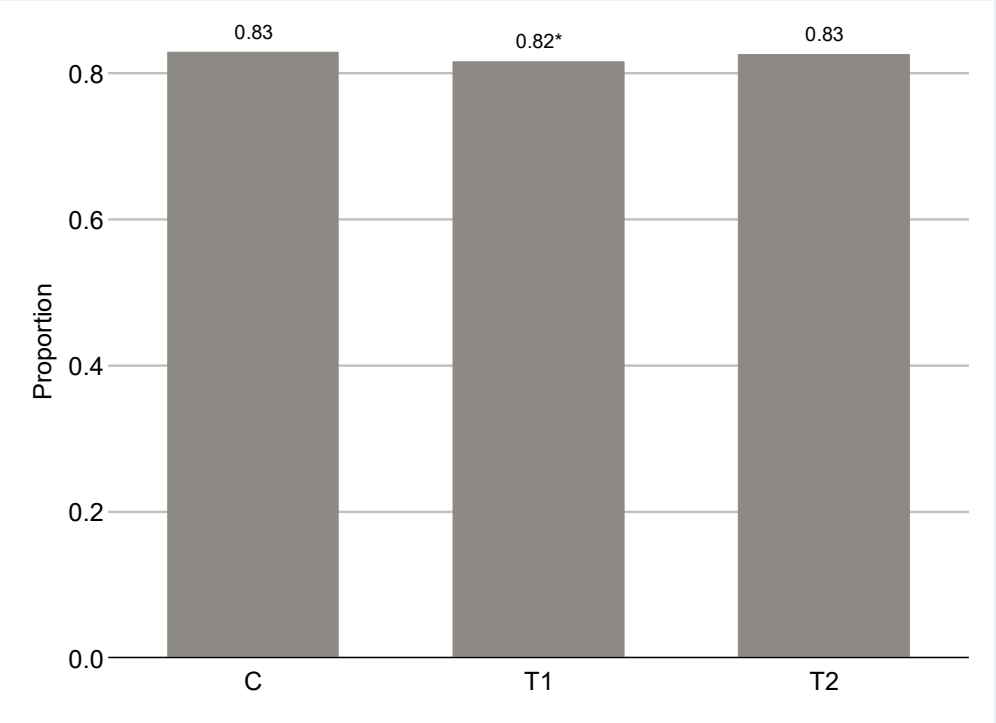
Figure 13. Average attendance by grade



*** p<0.01, ** p<0.05, * p<0.1

We find statistically significant differences when comparing attendance rates by treatment groups. Figure 14 shows that learners in T1 schools are slightly less likely to attend school than pupils in C and T2 schools (82 percent vs. 83 percent), and this difference is slightly significant (p<0.1).

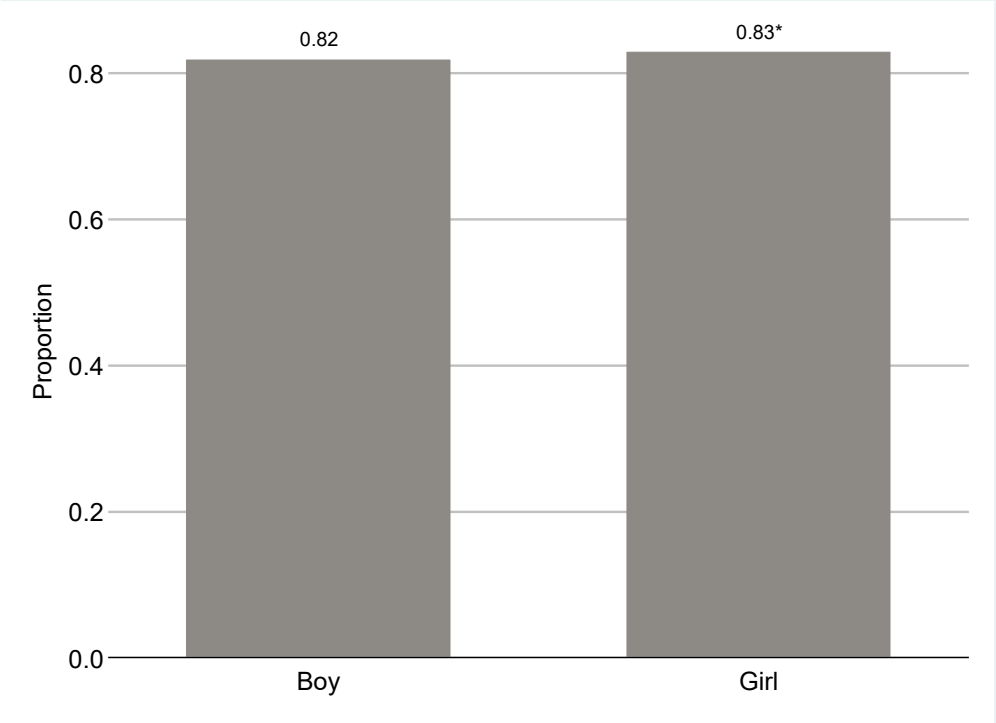
Figure 14. Average attendance by treatment group



*** p<0.01, ** p<0.05, * p<0.1

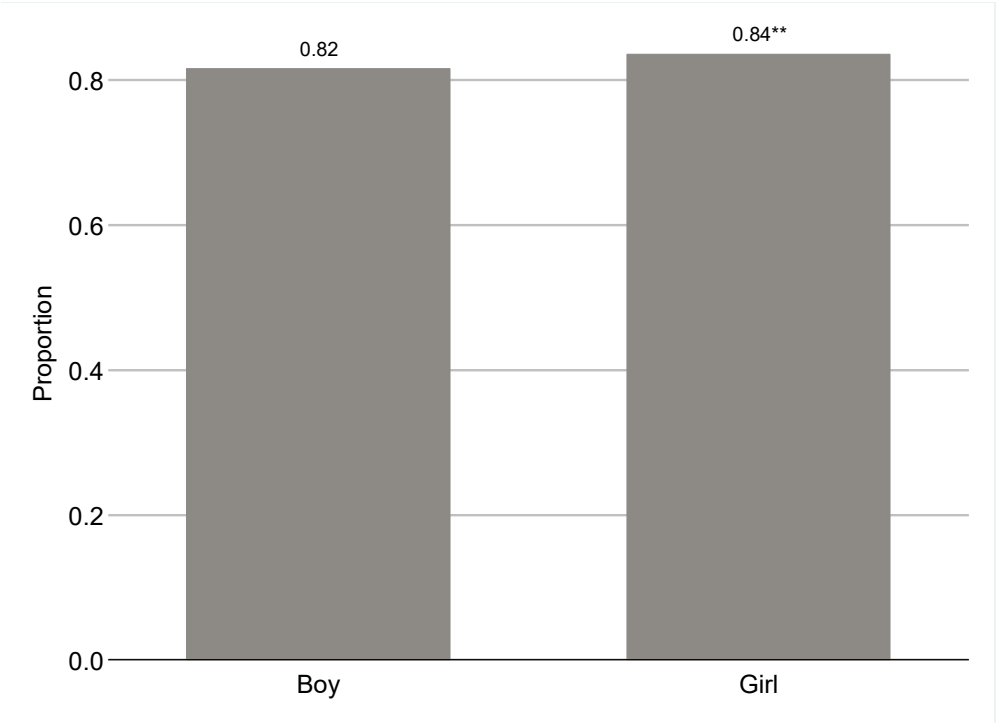
The difference in attendance rates by sex is significant. Figure 15 shows that girls are slightly more likely to attend school than boys (83 percent vs. 82 percent). The difference is larger in schools receiving the SRGBV intervention (T2), as we show in Figure 16. In T2 schools, the attendance rates are 84 percent for girls and 82 percent for boys.

Figure 15. Average attendance by gender



*** p<0.01, ** p<0.05, * p<0.1

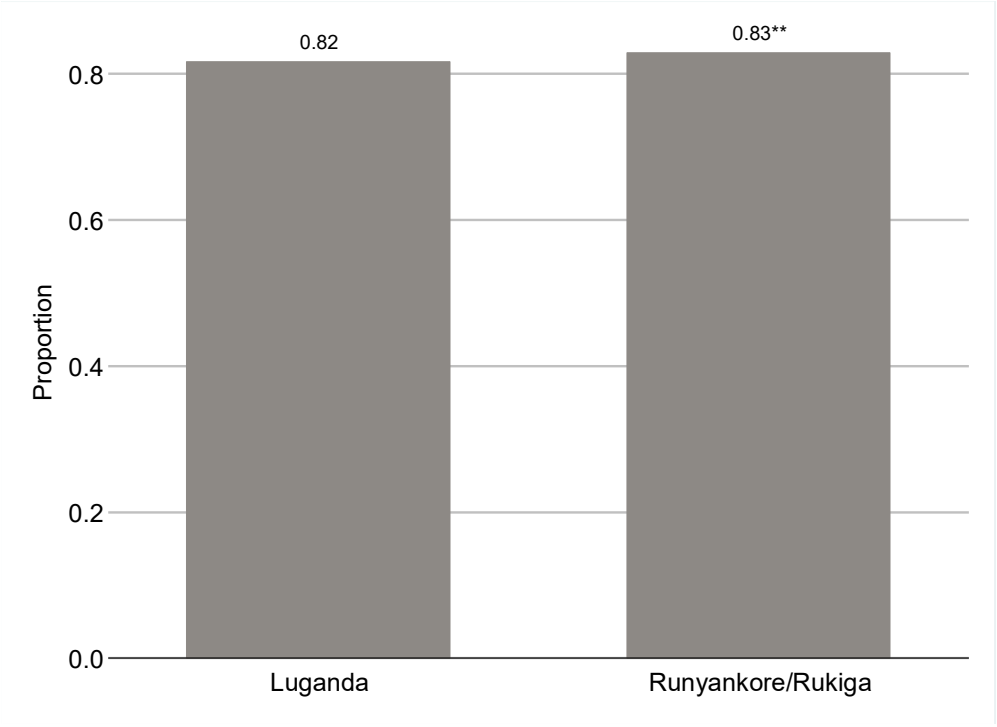
Figure 16. Average attendance in T2 schools by gender



*** p<0.01, ** p<0.05, * p<0.1

In addition, we find a statistically significant relationship between school attendance and the region where the school is located. Figure 17 shows that learners from the Runyankore/Rukiga speaking region are significantly more likely to attend school than pupils of the Luganda speaking region (83 percent vs. 82 percent).

Figure 17. Average attendance by region

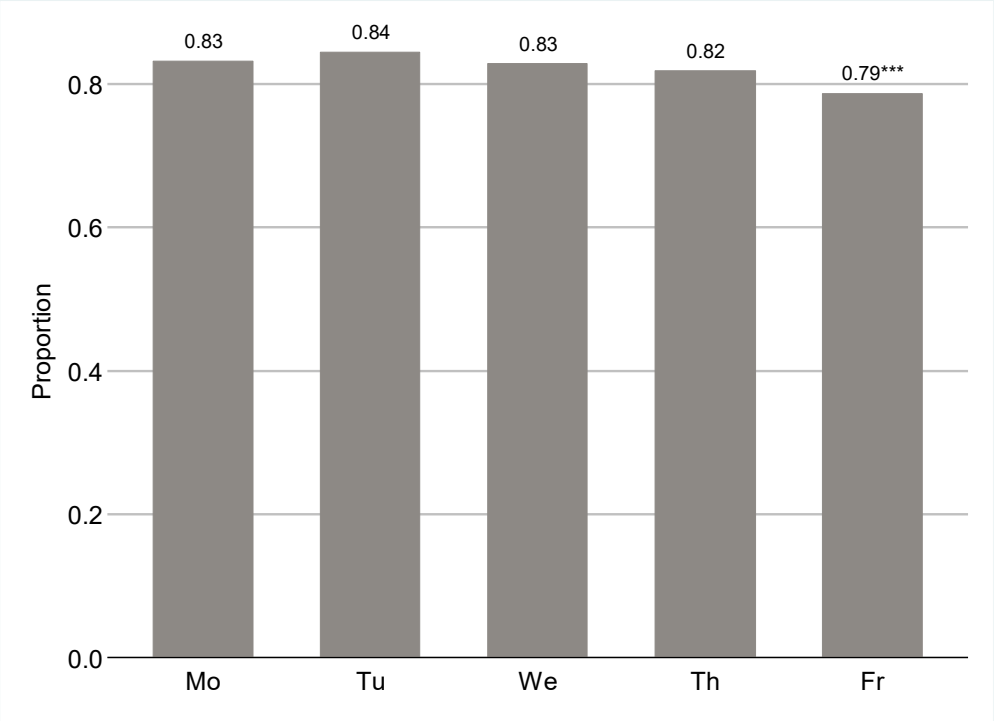


*** p<0.01, ** p<0.05, * p<0.1

We also conducted student attendance analysis by day of the week. This is an important analysis because anecdotal evidence from interactions with teachers suggests that the day of week is a factor affecting attendance. Figure 18 shows that school attendance rates were statistically significant lower when schools were visited on Fridays. This is consistent with evidence found by Wittenberg (2005)[8] for South Africa. His analysis suggests attendance is higher in the middle of the week (Wednesday and Thursday) and lower on Fridays.

[8] Wittenberg, Martin (2005) "The school day in South Africa", CSSR Working Paper No. 113, SALDRU, University of Cape Town.

Figure 18. Average attendance by school day

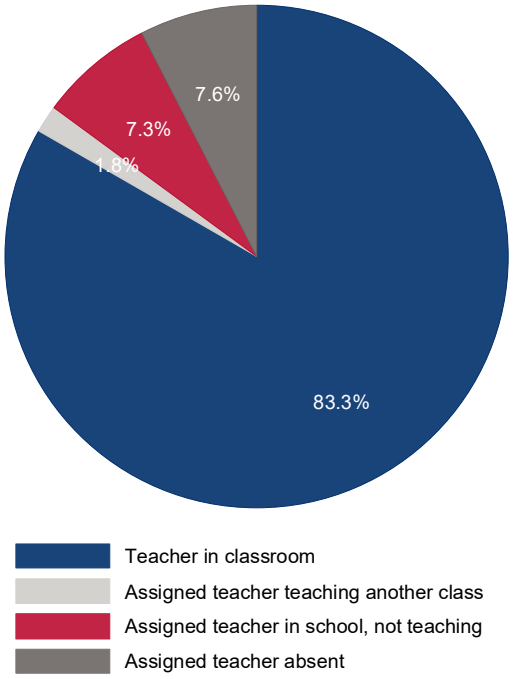


*** p<0.01, ** p<0.05, * p<0.1

Teacher Attendance and Presence in the Classroom

During the three waves of unannounced visits to the classrooms, enumerators recorded that either the assigned teacher or a substitute was in the classroom in 83 percent of the cases. Figure 19 shows that teachers were, on average, not present in the classroom 17 percent of the time. Not being present in the classroom includes three different situations: (i) assigned teacher teaching in another classroom; (ii) assigned teacher present in school, but not teaching[9]; and (iii) assigned teacher absent.

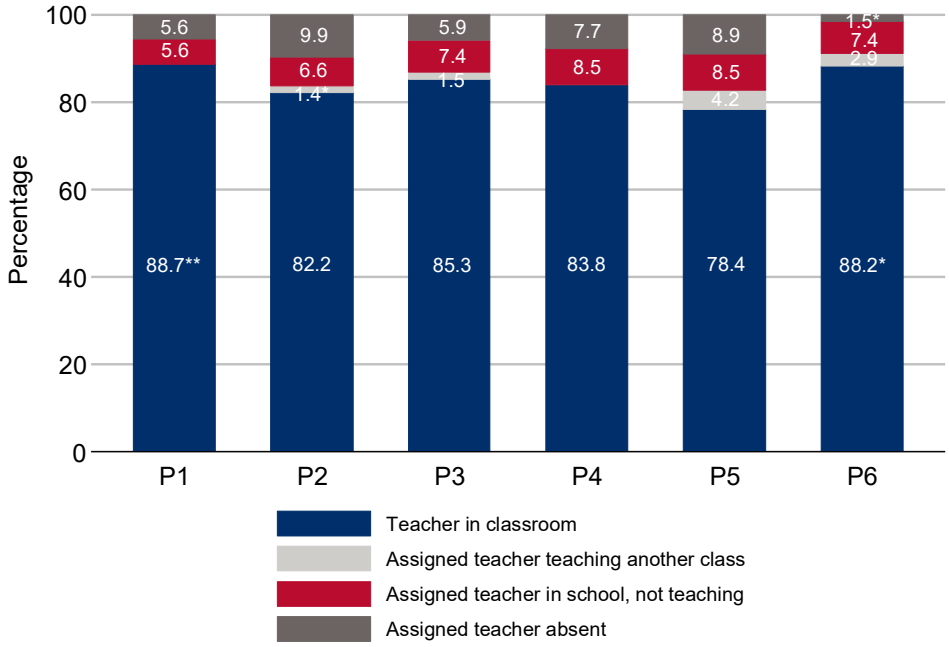
Figure 19. Teachers' attendance and presence in the classroom



[9] Break periods do not count as present in the school but not teaching.

Figure 20 presents data on teachers' attendance status by grade. We find that, on average, teachers' presence in the classroom is higher in P1 and P6 classes than on other classes.

Figure 20. Teachers' attendance status by grade

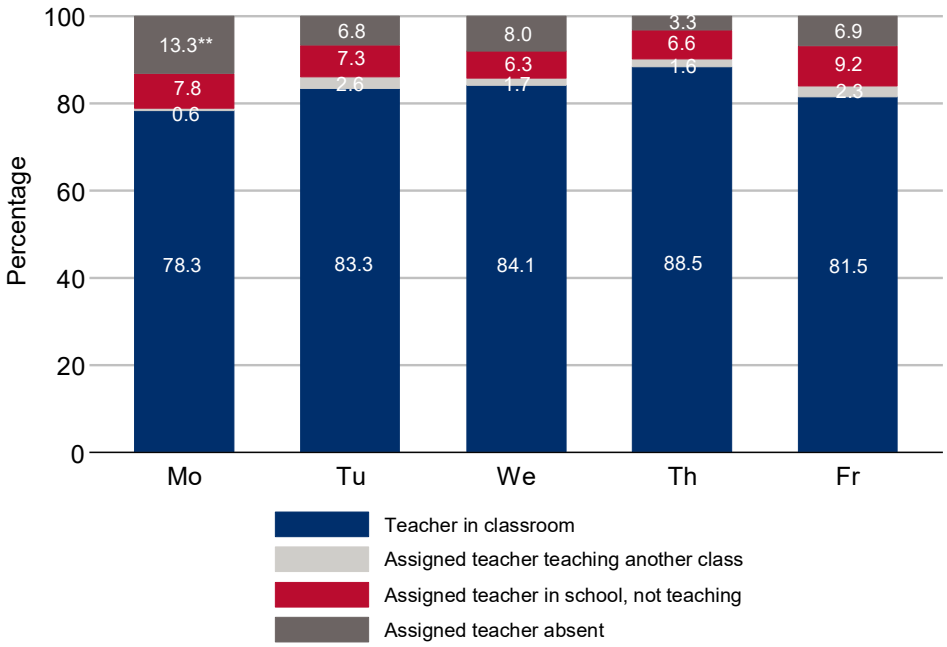


*** p<0.01, ** p<0.05, * p<0.1

We also analyzed the teachers' attendance status by school treatment and school location. Nevertheless, we do not find a statistically significant relationship between the treatment received by the school and teachers' attendance status (see Annex 5). Similarly, we do not find significant differences between teachers in the Luganda or the Runyankore/Rukiga region (see Annex 6).

Finally, we examine the relationship between attendance status and the day of the week in which the enumerators visited the schools. We expected to find higher rates of absenteeism on some days of the week, such as Monday and Friday. Figure 21 shows that teachers are significantly more likely to be absent on Mondays. However, we did not find statistically significant differences between Fridays and the rest of the week.

Figure 21. Teachers' attendance status by school day



*** p<0.01, ** p<0.05, * p<0.1

CONCLUSIONS

The key findings from the analysis of the R&A data collected in each school term during the period that goes from the first term in 2017 to the first term of 2019, can be summarized as:

- Approximately 64 percent of students in the sample were still enrolled in the original school (either in the corresponding grade or in a different grade) in term 1 of 2019. Transfers to other schools are common; during the last visit almost 26 percent of the panel had transferred to a different school.

- Dropout rates are high. The percentage of dropouts was 7 percent after only one year of following the student panel, and it reached 10.5 percent by the second year. Boys drop out of school in statistically significant higher proportions than girls. By the first term of 2019, 8.4 percent of girls had dropped out of school while the percentage of dropout boys was substantially higher at 12.5 percent. In Term 1 of 2019, dropout rates are lower in schools receiving the LARA SRGVB treatment than in other schools in our sample.

- Learners from treated schools (T1 and T2) tend to stay enrolled in the same school in higher rates than those from control schools. Students in control schools are more likely to transfer to other schools than those from treated schools.

- Absenteeism is high. Average learner attendance is 82 percent each school day. P4 learners were slightly more likely to attend school than P1 students. Attendance levels are slightly better in Runyankore/Rukiga than in Luganda dominant regions. Likewise, girls show slightly better attendance than boys.

- Repetition rates are high. In the first year of following the panel we found that 21 percent and 19 percent of the P1 and P4 sample, respectively, were not promoted to the next grade when they returned for the new school year. By the second year, the percentage of grade repetition reached approximately 36 percent for both groups.

- Seventeen percent of the classrooms visited did not have a teacher -assigned or substitute- present. In some cases, the teacher was in the school but not present in the classroom. During an average visit day, almost 8 percent of the teachers were absent.

ANNEX 1: STUDENT R&A INSTRUMENT

Q1. Enter the following information for the school [Pre-filled in the tablet]:
School Name: _____
EMIS: _____
Date of visit: _____

P3 Attendance Loop [Pre-load all names of the P3 students for the pre-selected school. LOOP through all students in the selected **P3** classroom. NOTE: for each student you pre-load, please include the student names, grade, gender, and student_id as included in the sample sheet]

Q2. Is **[P3 STUDENT NAME]** present?
- *Present* [PROG: Move to next student]
- *Not present*

Q3. [Ask if Q2 == "Not present"] [P3 STUDENT NAME] is not present today, but is he/she registered in this class?
- Yes
- No, the student is in another grade in this school → Skip to Q5
- No, the student moved to a different area → Skip to Q6
- No, the student has not reported for this term yet [PROG: Move to next student]
- No, the student dropped out school [PROG: Move to next student]
- No, other (specify) [PROG: Move to next student]

Q4. [Ask if Q3 == "Yes"] Why is [P3 STUDENT NAME] absent today?
- Is sick
- Was sent home because of unpaid school fees
- Difficult weather conditions
- Is working
- Do not know
- Other (Specify)

[PROG: Move to next student]

Q5. [Ask if Q3 == "No, the student is in another grade in this school"] Which grade?
- P1
- P2
- P4
- P5
- Other (Specify)

[PROG: Move to next student]

Q6. [Ask if Q3 == "No, the student moved to a different area"] Has [P3 STUDENT NAME] transferred to another school in his/her new location?
- Yes
- No
- Do not know

[PROG: Move to next student]

P6 Attendance Loop [Pre-load all names of the P6 students for the pre-selected school. LOOP through all students in the selected **P6** classroom. NOTE: for each student you pre-load, please include the student names, grade, gender, and student_id as included in the sample sheet]

Q7. Is **[P6 STUDENT NAME]** present?
- *Present* [PROG: Move to next student]
- *Not present*

Q8. [Ask if Q7 == "Not present"] [P6 STUDENT NAME] is not present today, but is he/she registered in this class?
- Yes
- No, the student is in another grade in this school → Skip to Q10
- No, the student moved to a different area → Skip to Q11
- No, the student has not reported for this term yet [PROG: Move to next student]
- No, the student dropped out school [PROG: Move to next student]
- No, the school does not have a P6 class [PROG: Move to next student]
- No, other (specify) [PROG: Move to next student]

Q9. [Ask if Q8 == "Yes"] Why is [P6 STUDENT NAME] absent today?
- Is sick
- Was sent home because of unpaid school fees
- Difficult weather conditions
- Is working
- Do not know
- Other (Specify)

[PROG: Move to next student]

Q10. [Ask if Q8 == "No, the student is in another grade in this school"] Which grade?
- P3
- P4
- P5
- P7
- Other (specify)

[PROG: Move to next student]

Q11. [Ask if Q8 == "No, the student moved to a different area"] Has [P6 STUDENT NAME] transferred to another school in his/her new location?
- Yes
- No
- Do not know

[PROG: Move to next student]

At the end, REPEAT THE SAME LOOP FOR STUDENTS IN P1, P2, P4, P5 and P7. List of students would come from changes we recorded in previous rounds, as well as data collected in this round. Include "No, the school does not have a P5/P6/P7 class" as an option for Q8 only in P5-P7 classes.

ANNEX 2: TEACHER R&A INSTRUMENT

Q1.A. Enter the following information for the school [Pre-filled in the tablet]:
School Name: _____
EMIS: _____
Date of visit: _____

PART A. CHECK-IN WITH HEAD TEACHER

Prompt: Visit the head teacher, greet him/her and verify the locations of the P3 and P6 classrooms. If the head teacher is not in school, please visit the replacement/head teacher substitute. If there is nobody at all in the head teacher office, go directly to the P3 and P6 classrooms.

Q1.B. Is the head teacher, or a replacement head teacher, in school today?
- Yes
- No → skip to Part B

Q2.A. Is the assigned P3 teacher named **[P3 TEACHER NAME (PRE-LOADED)]**?
- Yes → skip to Q2.C
- No

Q2.B. [ASK IF Q2.A=NO] What is the assigned P3 teacher's name?
Teacher Name: _____
Teacher Surname: _____
Gender: *Male / Female*
Class: [*Auto-populate with "**P3**"*]

Q2.C. Ask the Head Teacher: Is [P3 TEACHER NAME] in school today? [PROG: the P3 teacher name here should be either the pre-loaded P3 teacher name, or the name entered in Q2.B (if applicable)]
- Yes → skip to Q3
- No
- Do not know → skip to Q3

Q2.D. [ASK ONLY IF Q2.C=NO] What the reason for [P3 TEACHER NAME]'s absence? [PROG: Select 1 option only] [PROG: the P3 teacher name here should be either the pre-loaded P3 teacher name, or the name entered in Q2.B (if applicable)]
- There is no class today
- Absent or on leave with permission, sick
- Absent or on leave with permission, but not sick
- Performing other official duties related to teaching – delegated by the head teacher
- Performing other official duties unrelated to teaching – delegated by the head teacher
- Authorized to arrive late
- Authorized to leave early
- Absent without leave/permission
- Arriving late without permission

- Left early without permission
- Other (specify)
- Do not know

Q3.A. Is the assigned P6 teacher named **[P6 TEACHER NAME (PRE-LOADED)]**?
- Yes → skip to Q3.C
- No

Q3.B. [ASK IF Q3.A=NO] What is the assigned P6 teacher's name?
Teacher Name: _____
Teacher Surname: _____
Gender: *Male / Female*
Class: [*Auto-populate with "**P6**"*]

Q3.C. **Ask the Head Teacher:** Is [P6 TEACHER NAME] in school today? [PROG: the P6 teacher name here should be either the pre-loaded P6 teacher name, or the name entered in Q3.B (if applicable)]
- Yes → skip to Q4
- No
- Do not know → skip to Q4

Q3.D. [ASK ONLY IF Q3.C=NO] What the reason for [P6 TEACHER NAME]'s absence? [PROG: Select 1 option only] [PROG: the P6 teacher name here should be either the pre-loaded P6 teacher name, or the name entered in Q3.B (if applicable)]
- There is no class today
- Absent or on leave with permission, sick
- Absent or on leave with permission, but not sick
- Performing other official duties related to teaching – delegated by the head teacher
- Performing other official duties unrelated to teaching – delegated by the head teacher
- Authorized to arrive late
- Authorized to leave early
- Absent without leave/permission
- Arriving late without permission
- Left early without permission
- There is no P6 class in the school
- Other (specify)
- Do not know

PART B: P3 TEACHER ATTENDANCE

Q4. *Visit the **P3** classroom*. Is there a teacher in the classroom?
- Yes, there is a teacher in the classroom
- No, there is not a teacher is in the classroom → skip to Q6.A
- No, there is not a class in session → skip to Q6.A

Q5.A. [PROG: Ask only if Q4=Yes] *Greet the teacher, then ask:* Are you [P3 TEACHER NAME]? [PROG: the P3 teacher name here should be either the pre-loaded P3 teacher name, **or the name entered in Q2.B (if applicable)**]

- Yes → skip to Q7
- No

Q5.B. [PROG: Ask only if Q4=Yes & Q5.A=No] Are you the assigned teacher or a substitute?

- Assigned teacher
- Short-term substitute → skip to Q7
- Long-term substitute → skip to Q7
- Do not know → skip to Q7

Q5.C. [PROG: Ask only if Q4=Yes & Q5.B="Assigned teacher"] What is your name?

Teacher Name: _____
Teacher Surname: _____
Gender: *Male / Female*
Class: [*Auto-populate with "**P3**"*]

Q6.A [PROG: Ask only if Q4 = "No, there is not a teacher is in the classroom" or "No, there is not a class in session"] Circulate in the school, trying to find **[P3 TEACHER NAME]**. Where did you find him/her? [PROG: the P3 teacher name here should be either the pre-loaded P3 teacher name, **or the name entered in Q2.B (if applicable).**

- Teaching in another class
- Not teaching, present at school
- Absent from school

PART C: P6 TEACHER ATTENDANCE

Q7. *Visit the **P6** classroom*. Is there a teacher in the classroom?

- Yes, there is a teacher in the classroom
- No, there is not a teacher is in the classroom → skip to Q9.A
- No, there is not a class in session → skip to Q9.A

Q8.A. [PROG: Ask only if Q7=Yes] *Greet the teacher, then ask:* Are you [P6 TEACHER NAME]? [PROG: the P6 teacher name here should be either the pre-loaded P6 teacher name, **or the name entered in Q3.B (if applicable)**]

- Yes → END INTERVIEW
- No

Q8.B. [PROG: Ask only if Q7=Yes & Q8.A=No] Are you the new assigned teacher or a substitute?

- Assigned teacher
- Short-term substitute → END INTERVIEW
- Long-term substitute → END INTERVIEW
- Do not know → END INTERVIEW

Q8.C. [PROG: Ask only if Q7=Yes & Q8.B="Assigned teacher"] What is your name?

Teacher Name: _____

Teacher Surname: _____
Gender: *Male / Female*
Class: [*Auto-populate with "**P6**"*]

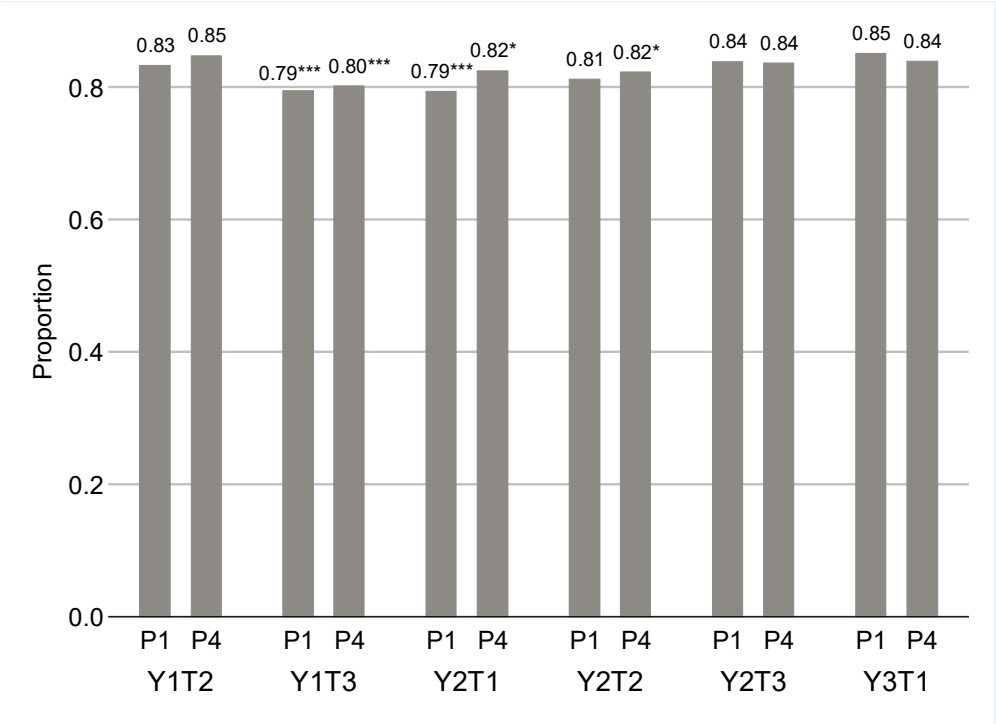
Q9.A [PROG: Ask only if Q7 = "No, there is not a teacher is in the classroom" or "No, there is not a class in session"] Circulate in the school, trying to find **[P6 TEACHER NAME]**. Where did you find him/her? [PROG: the P6 teacher name here should be either the pre-loaded P6 teacher name, **or the name entered in Q3.B (if applicable)**.

- Teaching in another class
- Not teaching, present at school
- Absent from school

ANNEX 3. P1 AND P4 LEARNERS' GRADES BY GRADE RETENTION CATEGORY AND SCHOOL YEAR

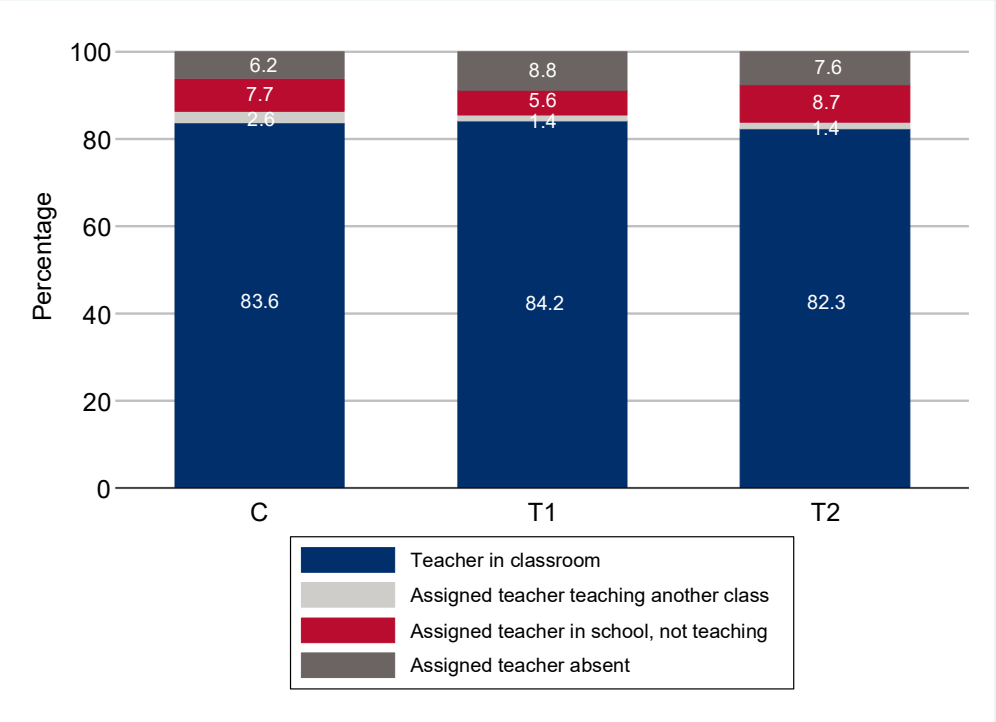
Category	P1 cohort			P4 cohort		
	2017	2018	2019	2017	2018	2019
Enrolled in lower grade	P0	P1	P1, P2	P3	P3, P4	P3, P4, P5
Enrolled in corresponding grade	P1	P2	P3	P4	P5	P6
Enrolled in higher grade	P2	P3	P4, P5		P6	P7

ANNEX 4: LEARNERS' ATTENDANCE BY SCHOOL TERM & GRADE



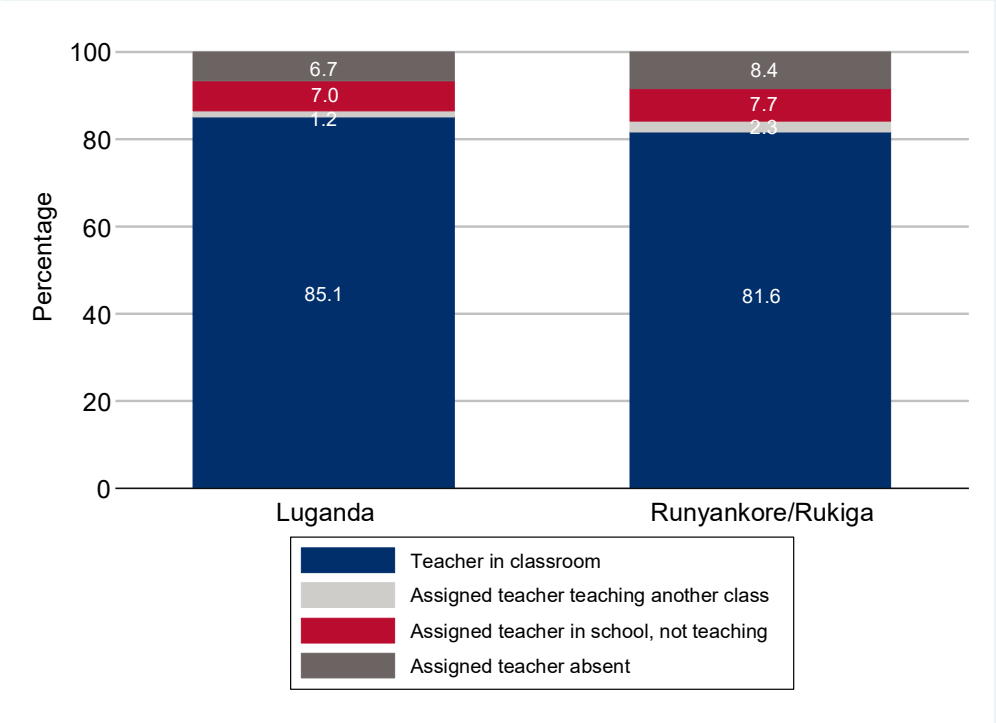
Note: Asteriscs show statistically significant differences with respect to Y1T2, ***p<0.01, **p<0.05, *p<0.1

ANNEX 5. AVERAGE TEACHERS' ATTENDANCE BY TREATMENT STATUS



Note: Differences are not statistically significant

ANNEX 6. AVERAGE TEACHERS' ATTENDANCE BY REGION



Note: Differences are not statistically significant