SEA-PLM 2019: Discussing New Evidence on Learning | Policy Roundtable: Low Performing Readers (Virtual)
Friday, 19 November 2021, 9:30 – 11:30 hrs (Bangkok Time, GMT +7)

Low-performing readers in 6 Southeast Asian countries

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Reading

- One of the 3 domains in SEA-PLM

- Fundamental skill to fully engage in many areas of life

- Early acquisition of reading → predictor of educational success

- SEA-PLM data can inform targeted interventions and remedial support for low-performing readers
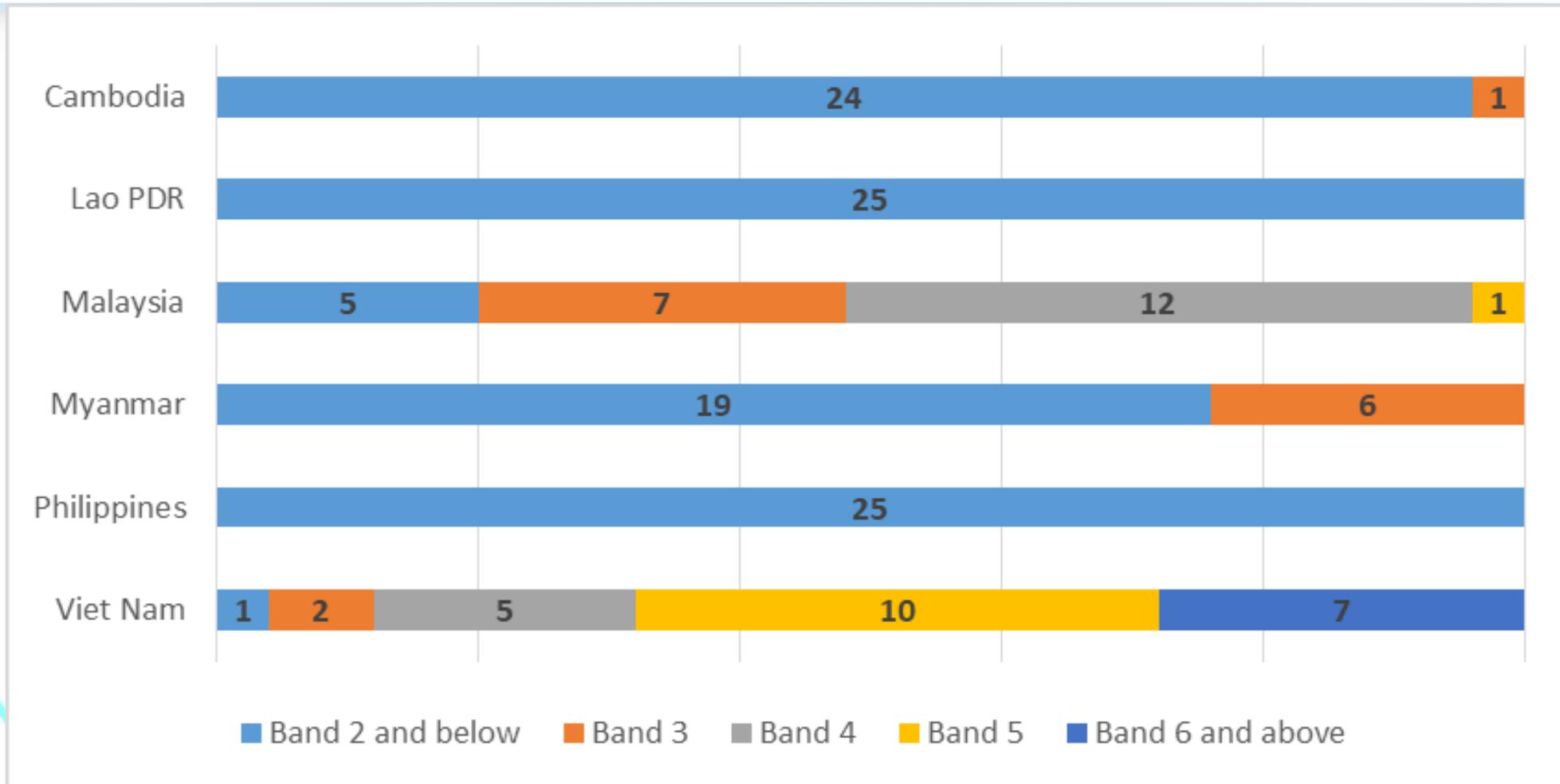
How are low-performing readers defined?

- Reading scores falling in the bottom 25% of SEA-PLM proficiency scale in their country

- Defined this way due to wide variation in reading assessment results

SEA-PLM reading proficiency scale

| Band	Description of what students can typically do
Band 6 and above	Understand texts with familiar structures and manage competing information
Band 5	Make connections to understand key ideas
Band 4	Understand simple texts
Band 3	Read a range of everyday texts fluently and begin to engage with their meaning
Band 2 and below	Identify relationships between words and their meanings

Distribution of low performing students

Country	Band 2 and below	Band 3	Band 4	Band 5	Band 6 and above
Cambodia	24	1			
Lao PDR	25				
Malaysia	5	7	12	1	
Myanmar	19	6			
Philippines	25				
Viet Nam	1	2	5	10	7

Legend: ■ Band 2 and below ■ Band 3 ■ Band 4 ■ Band 5 ■ Band 6 and above

Binary logistic regression model

- Outcome variable: student was considered a low performer
- Predictor variables - student characteristics
  - Coded as 0 'No' or 1 'Yes'
  - E.g. Female, urban, speaks language of instruction at home, low/high SES
- Odds ratio
  - OR = 1: student characteristic does not affect the odds of being a low performer in reading
  - OR < 1: student with the attribute is associated with lower odds of being a low performer in reading
  - OR > 1: student with the attribute is associated with higher odds of being a low performer in reading
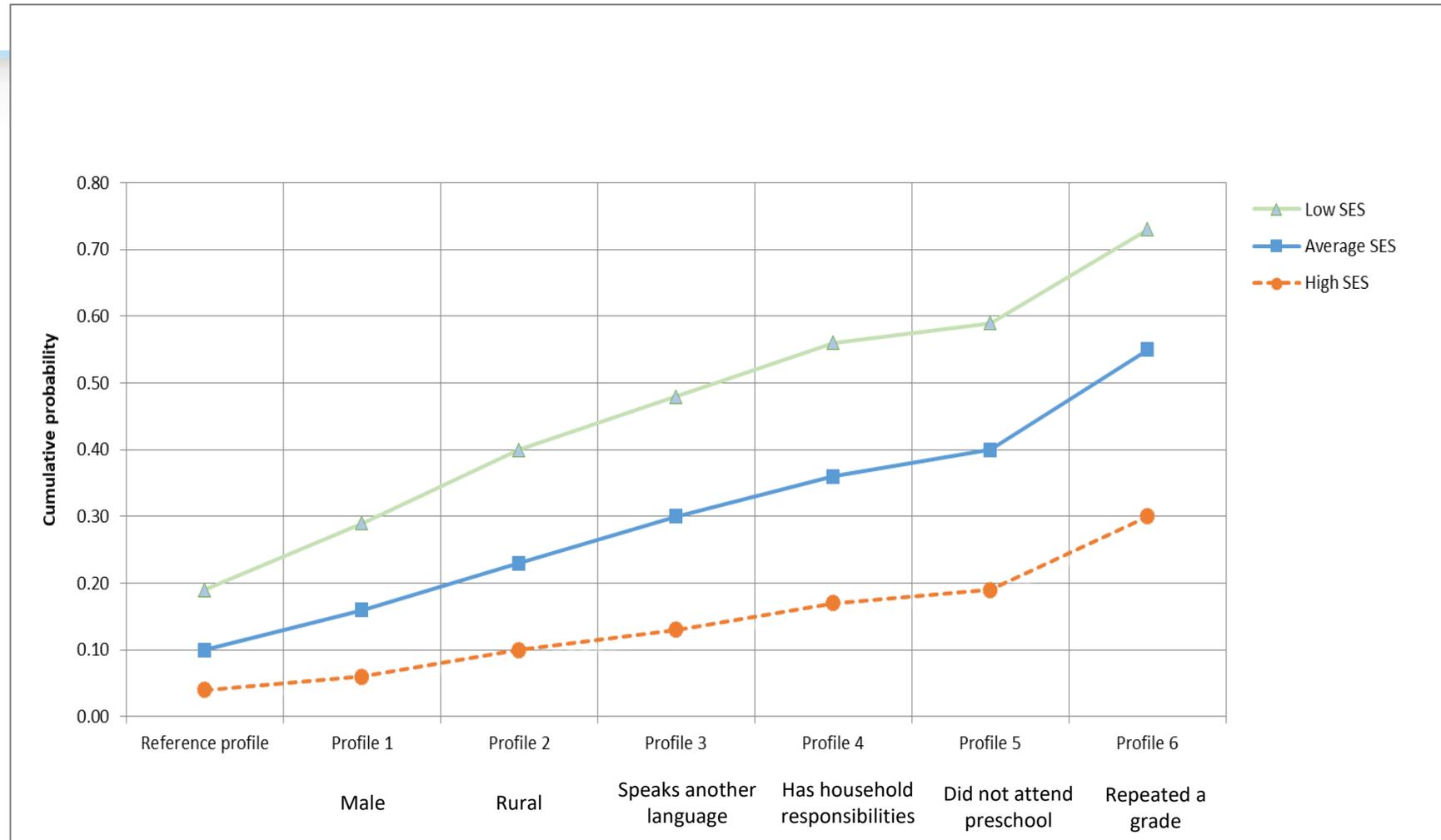
Characteristics of low-performing readers
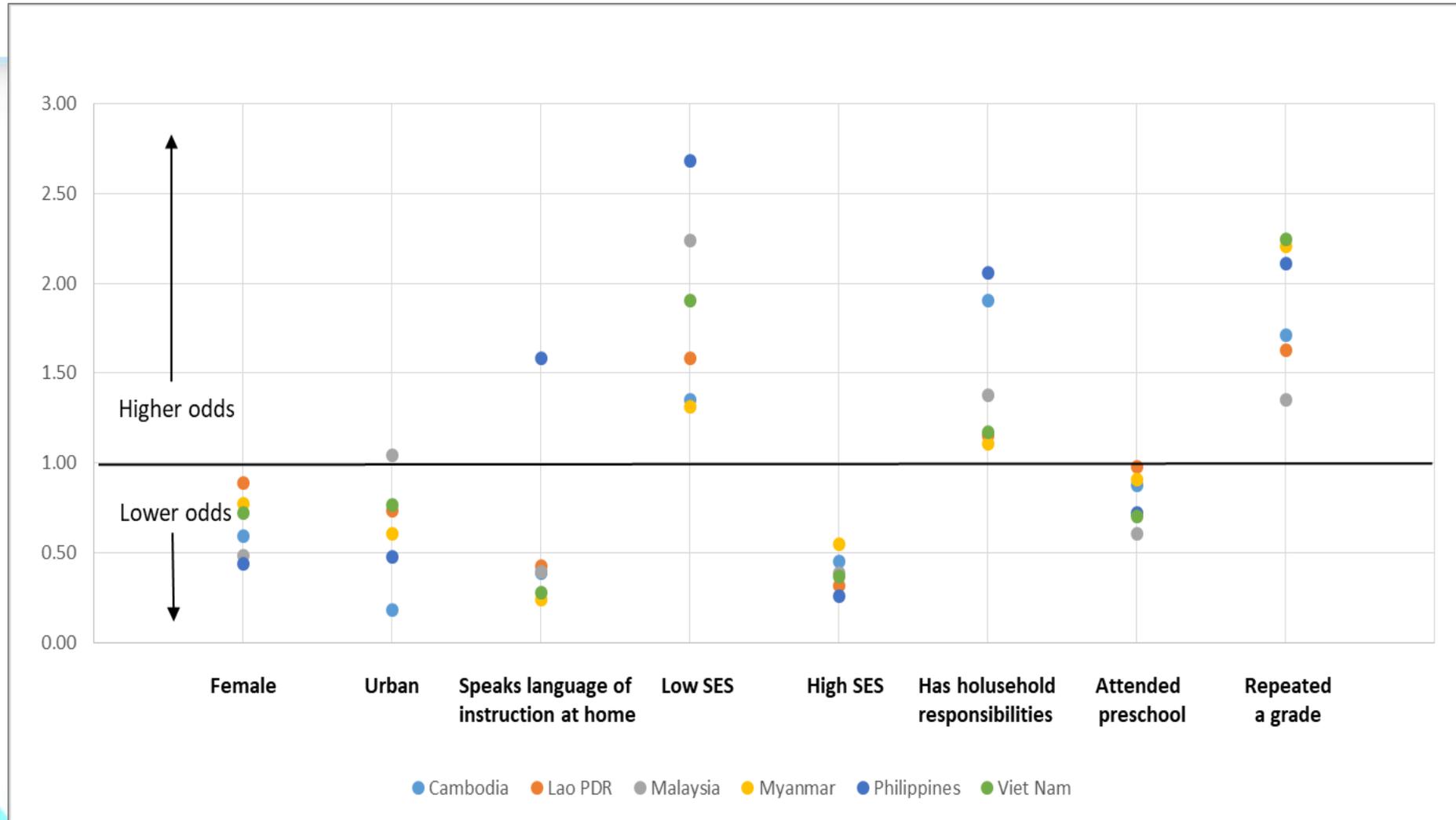
Cumulative risk factors
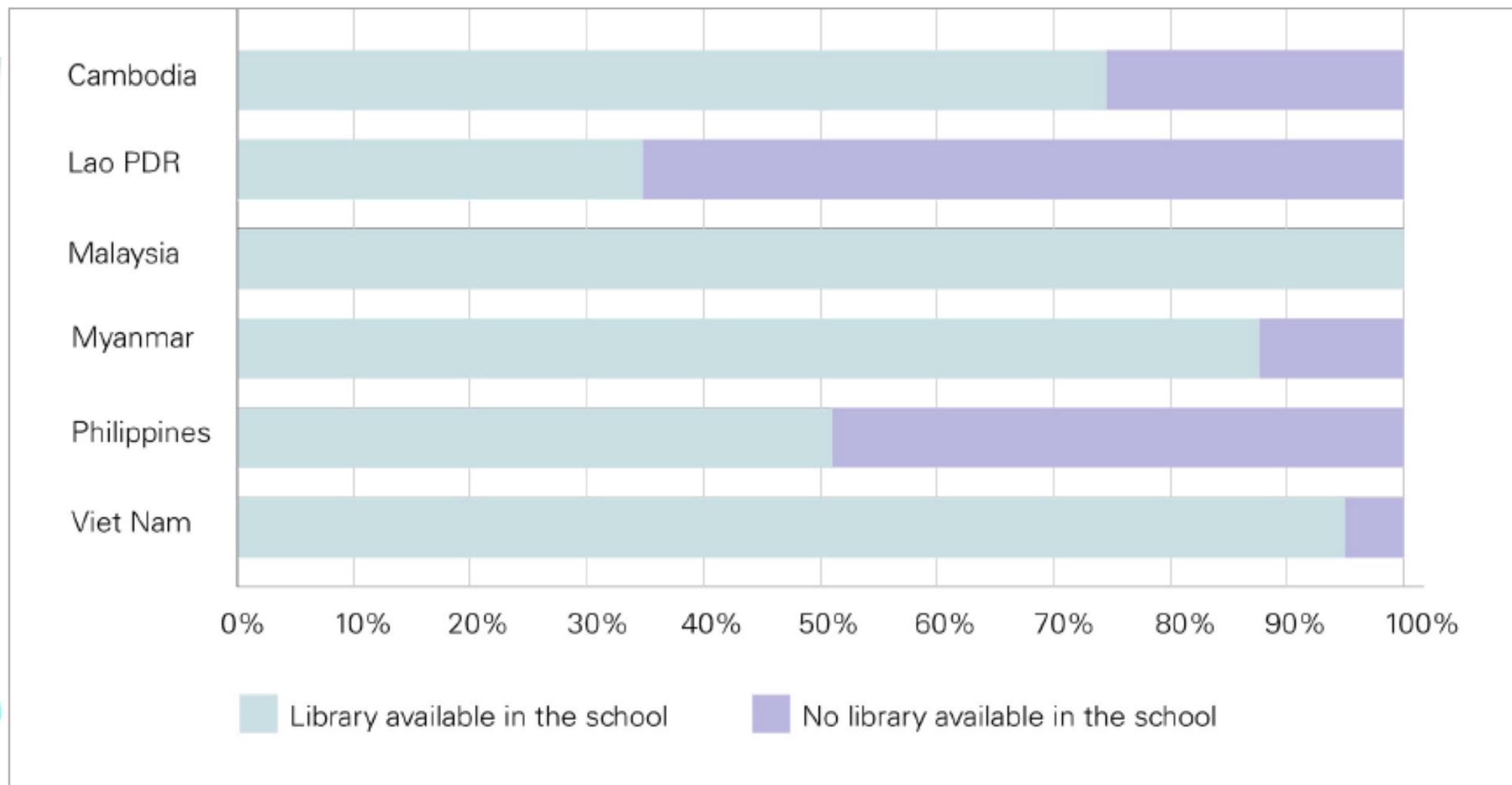
School support for children's learning

Extra reading support
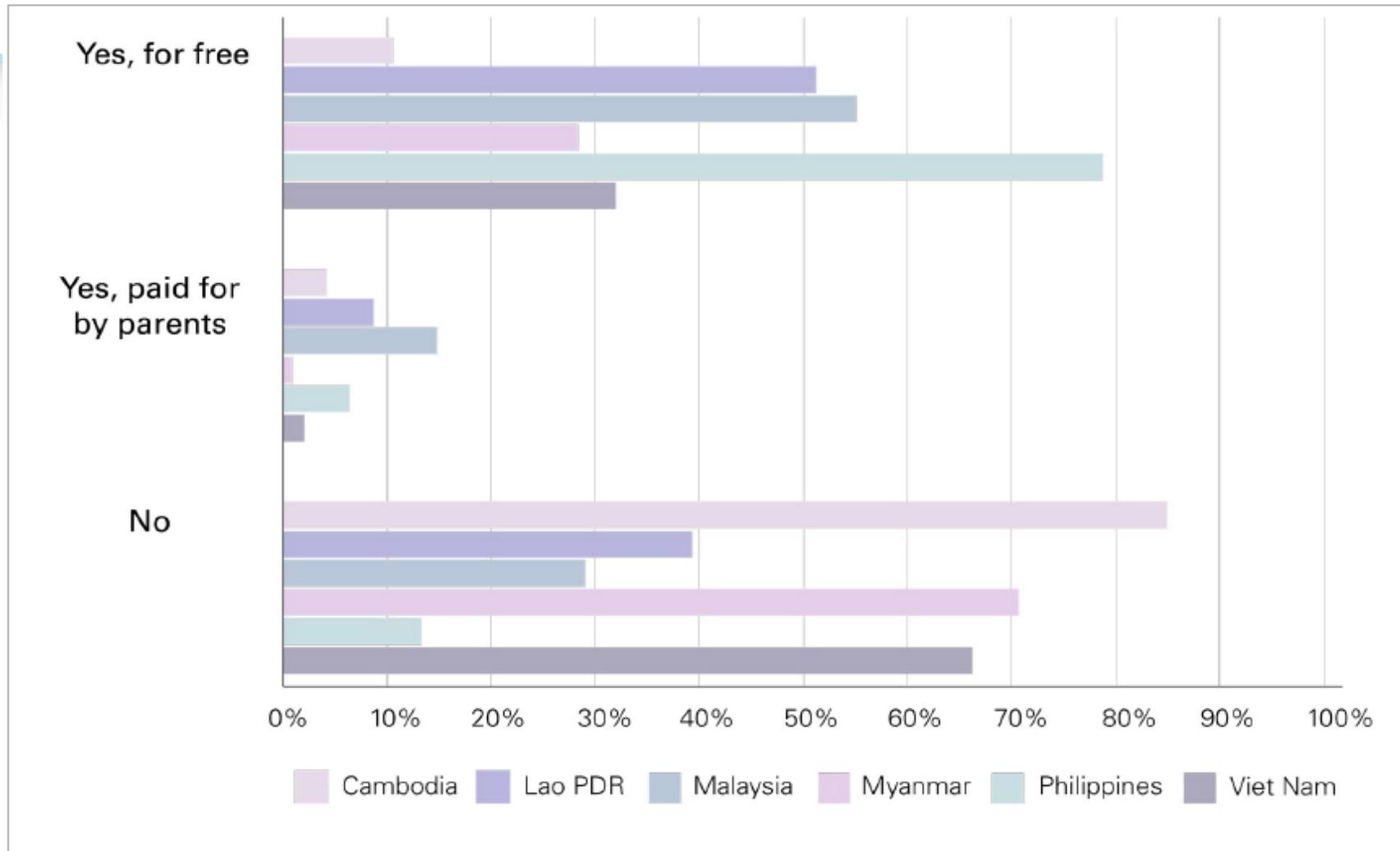
Textbook availability

Country	% students with one language textbook per student	Average reading proficiency scale scores		
		No textbook or shared	One textbook per student	Score difference (one per student – none or shared)
Cambodia	94	281	291	10
Lao PDR	55	272	280	8
Malaysia	100	-	-	-
Myanmar	100	-	-	-
Philippines	74	284	290	6
Viet Nam	98	340	SNR	-

SEA-PLM
Southeast Asia Primary Learning Metrics
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Southeast Asian Ministers of Education Organization
unicef for every child

# Library facilities

Academically resilient children

What is academic resilience?

- "The capacity to overcome acute and/or chronic adversity that is seen as a major threat to a student's educational development" (Martin, 2013).

- Acute and/or chronic adversity taken to mean socio-economic disadvantage (bottom national 25% for SES index)

- Who, from low SES backgrounds, performed well in reading (top 25%) in comparison to other participating students in their country?

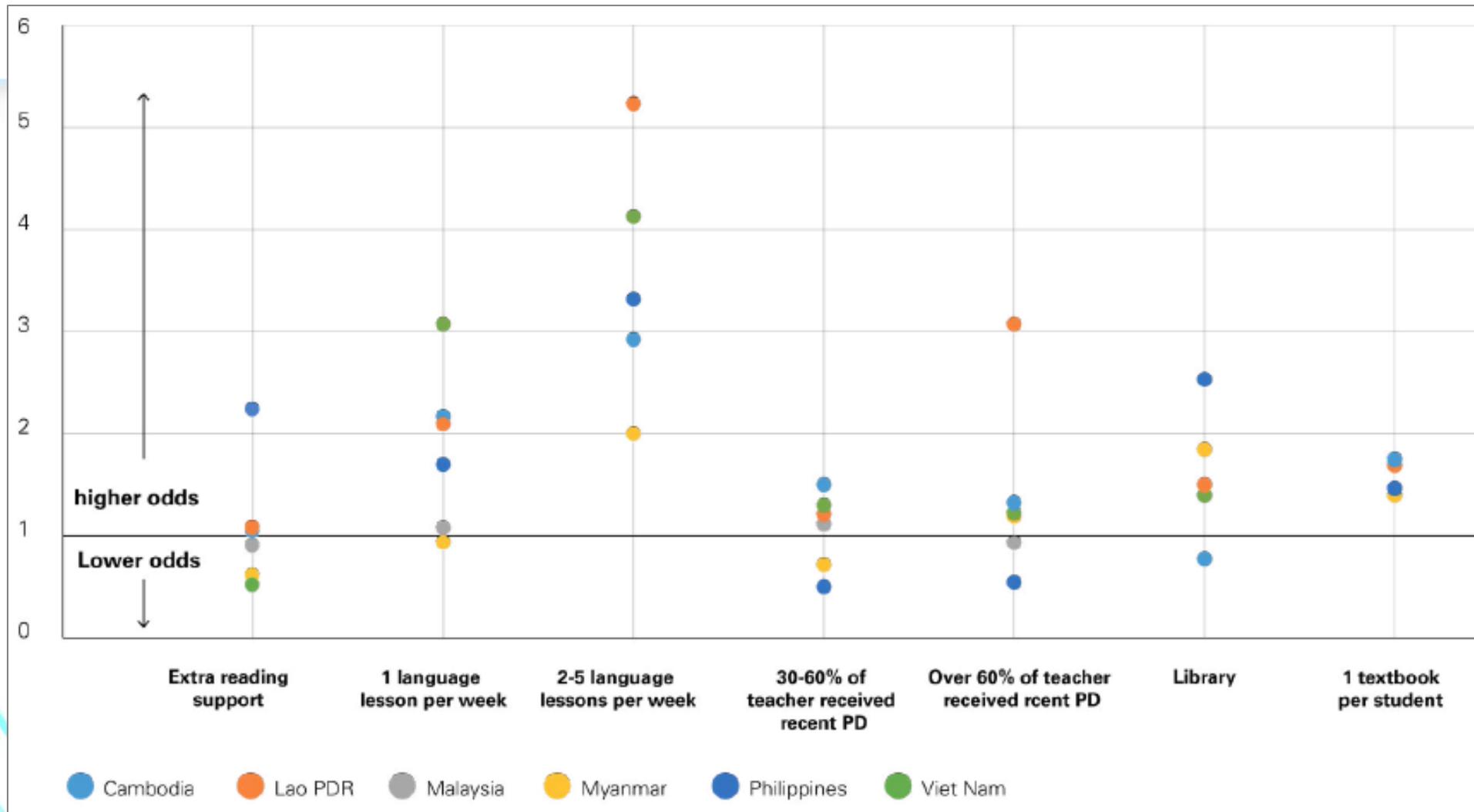# Academically resilient children in SEA-PLM 2019
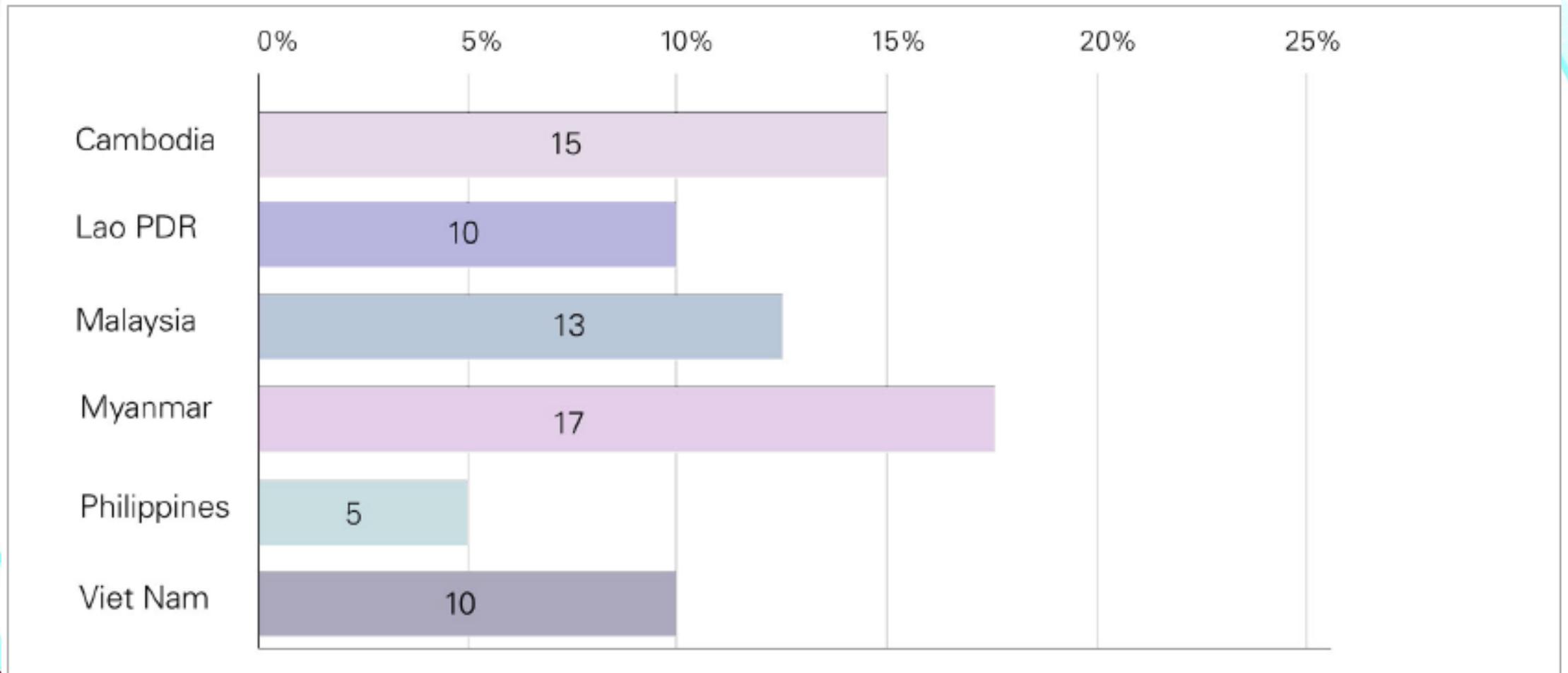
Student characteristics of being academically resilient
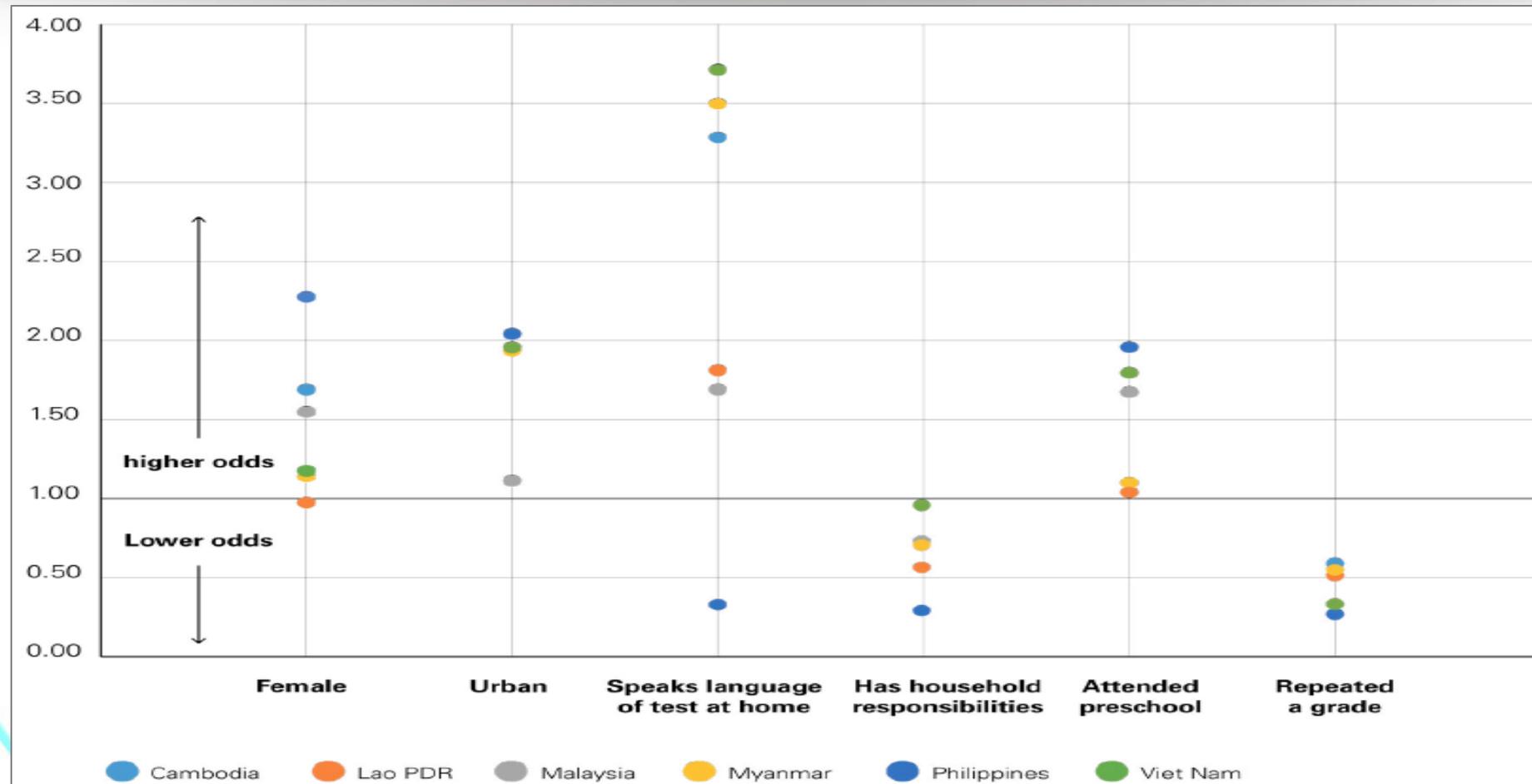
Students more likely to be academically resilient

Students less likely to be academically resilient

School-level factors for academic resilience

Students more likely to be academically resilient

Students less likely to be academically resilient

Implications of results

Significant inequity of learning outcomes persists

➢ Target interventions - identify at-risk, low-performing readers

➢ Adjust for multilingual environments – consider general curriculum reform to support students with languages other than that spoken in the school

➢ Start early - focus on building foundational reading skills

➢ Resources matter - one textbook to one child

➢ Teaching children to read is a skill - teaching teachers to teach reading makes a difference.