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Read Liberia Activity
Activity Monitoring, Evaluation, and Learning Plan (AMELP)
October 1, 2017 – September 24, 2022

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Read Liberia Activity

Draft Activity Monitoring, Evaluation, and Learning Plan

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Acronyms and Abbreviations

AMELP	Activity Monitoring, Evaluation, and Learning Plan
CBO	Community-Based Organization
CEO	County Education Officer
COP	Chief of Party
cwpm	Correct Words Per Minute
DEMA	District Education Monitoring Activity
DEO	District Education Officer
DQA	Data Quality Assessment
EF	Executive Function
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
G1, G2, G4	Grade 1, Grade 2, Grade 4
GALA	Group Administered Literacy Assessment
GOL	Government of Liberia
IDELA	International Development and Early Learning Assessment
IR	Intermediate Result
KG	Kindergarten
LTTP	Liberian Teacher Training Program
LQAS	Lot Quality Assurance Sampling
MA	Mothers' Association
ME&L	Monitoring, Evaluation, and Learning
MELQO	Measuring Early Learning and Quality Outcomes
MOE	Ministry of Education
NGO	Nongovernmental Organization
ORF	Oral Reading Fluency
PIRS	Performance Indicator Reference Sheet
PPP	Public–Private Partnership
PTA	Parent–Teacher Association
SBCC	Social and Behavior Change Communication
SMC	School Management Committee
SMS	Short Message System
TLM	Teaching and Learning Material
USAID	United States Agency for International Development
USG	United States Government

Read Liberia Activity Description

The Read Liberia aim is clear—evidence-based instruction applied, systematic teaching and learning materials developed, printed, distributed, and revised over time, with every Read Liberia teacher receiving daily scripted lessons and classroom supplementary materials, and every student receiving their own activity and reading books. All teachers in targeted schools will receive five days of in-person training on pedagogy and community outreach followed by a two-day refresher training the following semester; classroom management; gender-focused, inclusive instructional approaches; and effective use of activity materials. This training will be directly and comprehensively coupled with monthly coaching visits, supported by information and technology that will iteratively reinforce and deepen skills and knowledge on classroom practice of teachers. All training and coaching activities will be embedded within MOE structures to facilitate sustainability.

Read Liberia will establish a rigorous monitoring, evaluation, and learning (ME&L) system that will gradually be housed within the MOE structures for enhanced collaboration and sustainability. This system will help Read Liberia and the MOE provide data that can improve and guide implementation and promote transparent dialogue with stakeholders. The end goal of Read Liberia is improved student reading outcomes, and we seek to achieve this through ambitious but achievable student reading goals that range from improved oral vocabulary and readiness-to-learn gains for kindergarten (KG) students to grade-level oral reading fluency and comprehension targets for grade 2 (G2) students.

The activity will also gauge increased MOE capacity to assume the core components of an EGR system, including ongoing materials development and revision; teacher training and coaching; building partnerships, reaching out to communities, robust data collection, analysis, and use for decision-making; and effective resource allocation and usage.

As previously noted, Read Liberia seeks to improve early grade reading (EGR) skills of Liberian students in grades one and two (G1 and G2), and to pilot test emergent literacy skills of Liberian students in public kindergarten (KG) schools in six targeted counties: Lofa, Bong, Grand Bassa, Nimba, Margibi, and Montserrado. There is no phased rollout of the Read Liberia activity. In other words, the activity will reach its targeted 640 primary schools and 60 KG schools in the first year of implementation. **Figure 1** is a visual representation of the activity coverage, while **Table 1** provides an overview of the sample by county and grade.

Table 1:   Number* of schools and students, by county

County	KG schools	KG students	KG teachers	Primary schools	G1 students	G2 students	G1 teachers	G2 teachers
Lofa	12	544	12	74	3,332	3,332	74	74
Bong	10	466	10	71	3,179	3,179	71	71
Grand Bassa	8	347	8	66	2,962	2,962	66	66
Nimba	19	862	19	139	6,250	6,250	139	139
Margibi	4	189	4	60	2,733	2,733	60	60
Montserrado	7	292	7	230	10,344	10,344	230	230
Total	60	2,700	60	640	28,800	28,800	640	640

* Note: These numbers are subject to MOE concurrence and may change.

Figure 1:   Geographical target of Read Liberia – Map of focus counties
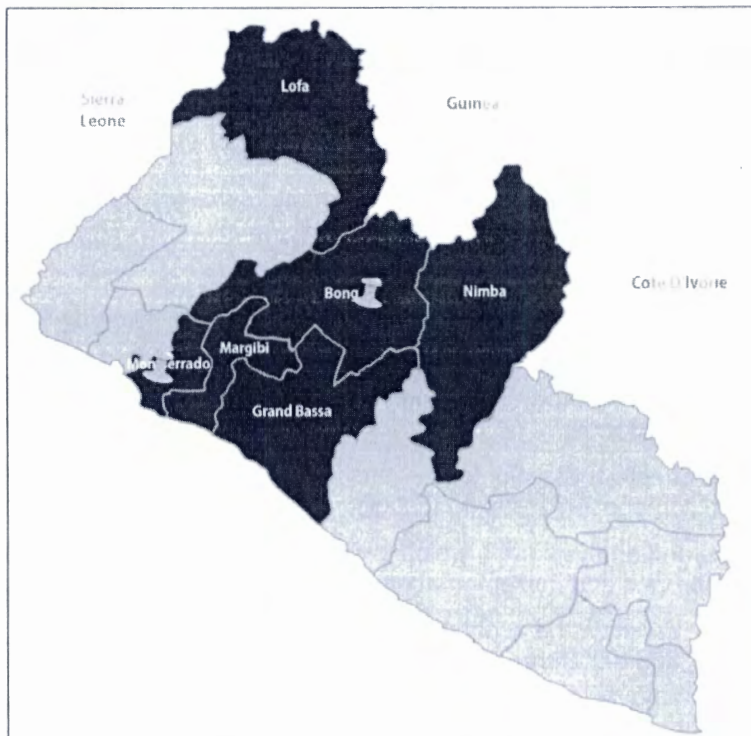
Source: Adapted from Map No. 3774 Revision 9, United Nations, September 2014.

The AMELP is a management tool that will enable USAID, the activity team, and partners to track whether results are being achieved, adapt implementation accordingly, and identify and respond to changing conditions. The AMELP is a "living document" to be reviewed and revised annually so that it adequately reflects changes in context, policy, or technical design.

Activity Monitoring, Evaluation, and Learning Plan

Introduction

This activity's Activity Monitoring, Evaluation, and Learning Plan (AMELP) presents the approaches to monitoring, evaluation, and learning (ME&L) adopted by the five-year Read Liberia Activity. It guides monitoring and evaluation activities that will be conducted at all levels of the activity.

Activity monitoring activities will involve ongoing collection and analysis of data in relation to planned activities and established targets over the life of the activity. This will inform us whether work is on track and will help facilitate evidence-based decision-making to improve activity efficiency and effectiveness. We also will conduct periodic evaluations and assessments to answer programmatic questions and to assess progress and the actual impact of the activity against results set forth in the activity scope of work and work plan.

The AMELP will be reviewed in collaboration with the United States Agency for International Development (USAID), the Ministry of Education (MOE), USAID's external evaluation team, and activity partners, and will be revised regularly to ensure that it is responsive to the evolving context of the activity.

The AMELP will guide activity monitoring and evaluation activities and will describe a dynamic process of collaborative learning that will inform practice.

Guiding Principles

A high-quality ME&L system offers information to implementers and stakeholders on whether the activity is on track to meet its stated objectives.

At a minimum, a sound ME&L system answers two fundamental questions:

1. Are we doing what we said we would do?
2. Does what we are doing demonstrably contribute to the results and outcomes sought?

The data collected through the activity's ME&L system will help to answer these questions. Specifically, our ME&L strategy will enable Read Liberia to:

- accurately describe and document the interventions undertaken by Read Liberia, so that they can be replicated;

- monitor and report on progress of implementation against clearly defined indicators, targets, and milestones;

- evaluate the effectiveness of interventions in activity schools relative to their baseline levels and a comparison group of schools;

- provide data and analysis upon which evidence-based refinements or revisions to our technical approach and implementation management decisions can be made;

- promote transparency and accountability on the activity to MOE, USAID, other stakeholders, and beneficiaries at all levels of the system;

- integrate with USAID/Liberia's collaborating, learning, and adapting processes and practice.

In pursuing these ME&L objectives, the AMELP embraces the principles of:

1. technically sound, rigorous research methodologies that build credibility and confidence in the findings,
2. ethical and equitable practices that protect the identity and interests of children, and
3. appreciative inquiry through which the ideas and engagement of activity partners and external evaluators are incorporated to improve implementation quality.

Furthermore, the activity will strive to ensure that all data collected are of the highest quality. Concern for data quality will play a role at every stage of ME&L, including defining valid and adequately precise indicators, designing robust evaluation studies, developing data systems and instruments, training team members, supervising data collection, conducting data analysis, and reporting. Good and reliable data will help feed lessons back into decision-making and planning to adjust implementation for more effective and pragmatic actions.

Finally, the activity team is committed to supporting Liberia's national education policy priorities and complementing existing EGR education programs. As part of this commitment, the indicators and approaches to ME&L are aligned closely to the MOE primary curriculum and policy requirements.

Theory of Change and Expected Activities

The success of any development endeavor relies in large measure on bringing about constructive changes in both institutions (policy and procedures; structures, functions and linkages) and individuals (knowledge, skills, attitudes, and behaviors). Underlying our approach to fostering such changes through Read Liberia is a theory of change and results framework that builds upon five transformative conditions. All five of the following transformative conditions are to be met in every aspect of planning, materials development, and implementation of the Read Liberia Activity. These transformative conditions support the sustainability of the targeted expected results.

1. **Ownership** of the process of change by all Liberian stakeholders through their direct involvement in design and implementation.
2. **Alignment** of purpose and action of all activities with Liberian policy and systems and, within Read.
3. Demonstrated **effectiveness** of both the instructional approaches selected, promoted, and supported and the change initiatives for establishing a positive and supportive school climate for improved student performance.
4. **Equality and inclusion** reflected in all activities, materials, and supported instructional practice.
5. **Integration** of systems and policies, development of school-level inputs and community mobilization, improved reading instruction, and construction of a positive and supportive school climate.

Throughout the activity, these five conditions are to be fostered through collaboration with country counterparts, including collaborative systematic, participatory review and revision of curricula, materials, and activities; direct involvement of a broad base of education stakeholders in monitoring activities in schools and communities; and capacity building of government and nongovernment actors in training programs associated in supporting EGR.

Development Hypothesis

Our theory of change is supported by the realities that characterize the Liberian primary education system (see text box).

A majority of Liberian children are not able to read with sufficient fluency to understand text to become literate. Data from the Read Liberia baseline assessment (administered in May 2017 by external evaluator NORC at the University of Chicago) showed student oral reading fluency (ORF) in English in activity schools to be 14.6 words per minute, far below Liberia-defined benchmark of 35-40 correct words per minute for grade 2 students. Students also scored poorly in reading comprehension, answering on average fewer than 1 of 5 reading comprehension questions correctly. Overall, 22% of students were estimated to be reading at the benchmark of 35 correct words per minute.

Modality and Approach

Read Liberia will harness the positive and pragmatic climate for change through use of the following approaches:

- Use international, evidence-based best practices for reading development, learning, systems improvement, and training approaches. Our programming methods will be based on clear and systematic instruction for teachers and students alike that uses determinative assessment and constructive classroom management strategies.

- Strengthen systems through embedded technical assistance teams within the education system across different levels. We will provide training and support to District Education Officers (DEOs) and County Education Officers (CEOs) to monitor and support classroom practice and use and analyze assessments measuring student reading progress. At the central level, a Senior Education Advisor will work closely with the office of the Deputy Minister of Instruction to prioritize and institutionalize reading in the early grades.

- Build on existing EGR programs and materials and draw from materials that have been developed previously by USAID in Liberia. The majority of G1–G2 materials will be based on LTTP and MOE existing materials. KG materials will be derived from work of other stakeholders to avoid duplication of efforts.

- Facilitate sustainability by ensuring that Read Liberia Is well tethered to existing high-order plans (2010–2020 Education Sector Plan, and the Agenda for Transformation).

- Use low-cost technology, including Tangerine®, a tablet-based, web-enabled data collection tool. We will use the Tangerine:Tutor application for coaches and explore use of text messaging (short message system [SMS]) to provide just-in-time tips and support to teachers.

- Strengthen coordination by seeking participation of other implementers and interested businesses to help expand EGR.

- Utilize rigorous but simple monitoring of progress toward outcomes to ensure the highest rigor, reliability, and validity of ME&L data that provide deeper insights into student reading proficiencies. We will implement annual mini-EGRAs administered by coaches, which will inform and guide implementation, including materials revision and teacher training and coaching during the course of our implementation.

The Read Liberia development hypothesis assumes that:

IF:

1. KG students are taught the oral vocabulary lexicon needed for emergent literacy in English;

2. Official time allocations for reading instruction in the early grades are increased and enforced;

3. Data about EGR are collected and used to drive system-wide decision-making;

4. Reading intervention is refined and simplified, with the key components needed for children to learn to read words and to understand what they read being preserved and improved if necessary;

5. Texts appropriate for EGR instruction are improved and additional leveled texts created;

6. Teachers receive intensive training and systematic coaching in effectively teaching the EGR curriculum;

7. Trained teachers receive evidence-based, scripted reading lessons and materials to support reading improvement in the early grades;

8. Teachers are monitored and supported in their classrooms;

9. Children's reading skills in the early grades are routinely assessed and children are provided opportunities to practice their reading skills at home;

10. More parents and other family members learn how to support their children in learning to read; and

11. Private and public sources of funding to support EGR progress are identified.

THEN:

Students will be able to read with fluency and comprehension at the end of second grade.[1]

A results framework is "a planning, communications and management tool, which conveys the development hypothesis implicit in the strategy and cause-effect linkages between the IRs and the Program Objectives."[2] As a planning tool, the results framework provides a framework for identifying appropriate objectives based on an assessment of what the activity can realistically achieve with its partners within a given timeframe and available resources. As a communication tool, the results framework gives the reader an idea of what the activity aims to achieve and how it will be achieved. The activity results framework is also used to build
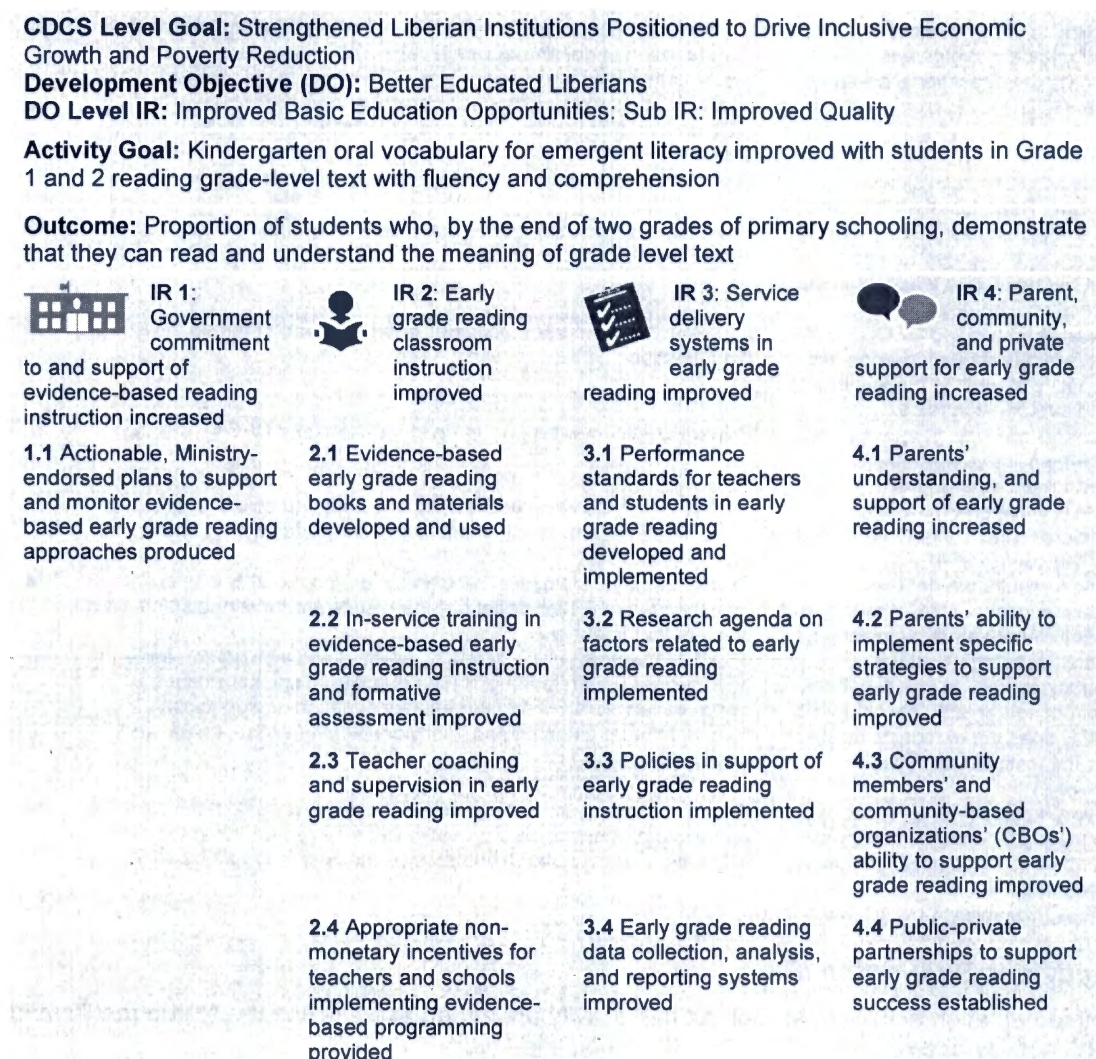
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[1] USAID Read Liberia Contract, page 12.
[2] USAID. (2013). *The performance management toolkit: A guide to developing and implementing performance management plans.* Washington, DC: Policy and Program Coordination Bureau, USAID, p. 21.

consensus and ownership around shared objectives and to aid in formulating approaches to meeting those objectives.

The results framework for Read Liberia is provided in *Figure 2.* While the goal of this work is to improve reading performance for students in KG, G1, and G2, this can be achieved only by directly impacting Read Liberia's four Intermediate Results (IRs):

- IR 1: Government commitment to and support of evidence-based reading instruction increased
- IR 2: EGR classroom instruction improved
- IR 3: Service delivery systems in EGR improved
- IR 4: Parent, community, and private support for EGR increased.

Figure 2: Results framework[3]

CDCS Level Goal: Strengthened Liberian Institutions Positioned to Drive Inclusive Economic Growth and Poverty Reduction
Development Objective (DO): Better Educated Liberians
DO Level IR: Improved Basic Education Opportunities: Sub IR: Improved Quality

Activity Goal: Kindergarten oral vocabulary for emergent literacy improved with students in Grade 1 and 2 reading grade-level text with fluency and comprehension

Outcome: Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text

IR 1: Government commitment to and support of evidence-based reading instruction increased	**IR 2:** Early grade reading classroom instruction improved	**IR 3:** Service delivery systems in early grade reading improved	**IR 4:** Parent, community, and private support for early grade reading increased
1.1 Actionable, Ministry-endorsed plans to support and monitor evidence-based early grade reading approaches produced	**2.1** Evidence-based early grade reading books and materials developed and used	**3.1** Performance standards for teachers and students in early grade reading developed and implemented	**4.1** Parents' understanding, and support of early grade reading increased
	2.2 In-service training in evidence-based early grade reading instruction and formative assessment improved	**3.2** Research agenda on factors related to early grade reading implemented	**4.2** Parents' ability to implement specific strategies to support early grade reading improved
	2.3 Teacher coaching and supervision in early grade reading improved	**3.3** Policies in support of early grade reading instruction implemented	**4.3** Community members' and community-based organizations' (CBOs') ability to support early grade reading improved
	2.4 Appropriate non-monetary incentives for teachers and schools implementing evidence-based programming provided	**3.4** Early grade reading data collection, analysis, and reporting systems improved	**4.4** Public-private partnerships to support early grade reading success established

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[3] For Indicators under each IR see Table 7.

Critical Assumptions and Risk Mitigation Overview

Overarching challenges/risks in the sector that could dilute project impact are highlighted below and mitigation strategies for the activities identified in **Table 2**. The critical assumptions/ risk levels and mitigation strategies outlined are important not only for reporting but also to take appropriate and timely action.

Table 2: Risk and mitigation strategies

Critical Assumptions/Risks	Mitigation strategy	Risk level
Will Liberia maintain early grade supportive policies with a change of Government in 2018?	A change of Administration may not minimize the importance of EGR impact because any change in policy or position by in-coming administration will take time. Moreover, the focal persons for Read Liberia at the MOE will most likely continue their roles, but it is important to consider. Read Liberia will remain engaged with the necessary focal persons	L
USAID and other relevant stakeholders continue to coordinate educational priorities with GOL.	Partnership Schools are important in modeling different approaches. Collaboration at donor/program level will be critical, to ensure quality teaching and learning continues as GOL works to standardize quality in all schools. Read Liberia continue to coordinate with the GOL on its education priorities and ensure transparent information sharing.	L
New administration slows pace in utilizing Read Liberia opportunities	Read Liberia to meet with MOE leadership for collaboration	L
In some counties, there may not be enough coaches for hire to roll out the training to teachers in the specified timeframe.	Hire coaches from contiguous counties that are not in the project, should this become necessary	M
Head teachers and CEOs/DEOs have insufficient knowledge and capacity to take up the leadership and coordination roles.	Implement key program focus designed to support them to fulfill their function.	M
Schools are slow in moving from non-responsive reporting to performance reporting.	Provide continuous support to head teachers and DEOs	L
GALA student performance implementation is not manageable by the county-level actors.	Use CEOs/DEOs who successfully carry out and utilize GALAs and disseminate results as role models and create forums for sharing results by schools	M
GALA results are not used to make continuous adjustments and medium-term strategic planning.	Create displays, dialogues, recognition during monthly district meetings to show how beneficial the results are for schools and clusters that use them	M
Coaches/mentors do not participate fully to give feedback on monitoring and coaching visits.	Coaches/mentors will be carefully selected and well trained and have a clear understanding of their purpose. Regionally based coach supervisors will monitor and supervise their work closely.	L
MOE does not recognize the need for the institutional capacity assessment.	Involve MOE in planning and jointly developing scope, focus, and assessment tools	L
Over-expectations (particularly monetary incentives) of project support at school, district, county, and central levels	Read Liberia project to convey clear message right from the start and explore non-monetary incentives (discussed earlier in the plan) that will prove meaningful and provide motivation to participants	M

* Risk Probability: Low (L), Medium (M), High (H)

Activities Supporting IRs

Implementation activities throughout this activity are aimed at achieving the stated results and IRs. Activity approaches and highlights are outlined below.

IR 1: Government commitment to and support of evidence-based reading instruction increased

Technical Approach

Under this IR and associated sub-IR, our main emphasis will be to ensure that at the end of five years, the MOE will have developed a cost-effective EGR "model" comprising EGR

standards and materials, training programs, teacher support measures, student assessments, data flows, and organizational learning mechanisms.

The underlying purpose and rationale for the activities under this IR are to create deep-rooted ownership within the MOE of the sustainability framework and to help strengthen GOL commitment for sustaining an evidence-based EGR program. This will be done by drawing a road map of the gaps and barriers that impede existing systems from sustaining an evidence-based EGR program. Using this as our point of departure, we can begin articulating a sustainability plan with the MOE and begin to implement a plan that is assertive and pragmatic.

Sub-IR 1.1: Actionable, Ministry-endorsed plans to support and monitor evidence-based EGR approaches produced

To this end, first and foremost, we will develop a sustainability plan, informed by our experiential and iterative process over many years of working with MOEs across many countries—including in Liberia—to institutionalize and help maintain (and improve) crucial systems and processes that will support an enduring EGR routine in Liberian schools.

We expect that throughout the life of this activity, we will work directly with the existing MOE Technical Working Group (a subset of the National Reading Technical Working Group) and in doing so, we would be directly supporting the MOE's road map on reading. Within the first weeks of the activity, we were already part of this working group and making contributions as an important player.

The National Reading Technical Working Group is made up of three subgroups: the MOE, academia, and nongovernmental organizations (NGOs). Each subgroup has a separate road map that supports the overall goal of the national reading implementation plan. As Read Liberia works hand in hand with the MOE, we are part of the MOE subgroup, with the Assistant Minister for Basic and Secondary Education as our primary focal point on all aspects of our work.

Read Liberia Sustainability Plan(s) will be rolling plans and, consequently, future iterations will address many more gaps or barriers that will be identified in the mapping exercise in forthcoming years.

IR 2: EGR classroom instruction improved

Technical Approach

Under this IR, Read Liberia will work at the school and classroom levels to ensure that students and teachers benefit from the activity's materials, training, supportive leadership, and responsive institutional environments to catalyze positive changes in learning outcomes.

The mandate of Read Liberia is to improve EGR skills in Liberian students in G1 and G2 and to pilot test emergent literacy skills for Liberian students in public KG schools in six targeted counties. By the end of the activity, it is expected that KG oral vocabulary for emergent literacy will be improved and that G1 and G2 students will read grade-level text with fluency and comprehension.

Specific leadership and monitoring activities will be undertaken to ensure that schools across the six counties are progressing and achieving the intended goal. To ensure equity of service delivery, teachers, head teachers, DEOs, and CEOs will be trained on how to explore and integrate issues of inclusion and gender into their school support activities, providing solutions that can be incorporated into materials and classroom teaching and learning practices. This will provide a foundation for equitable practice and a basis for future activities.

Sub-IR 2.1: Evidence-based EGR books and materials developed and used

Given the crucial role that high-quality materials play in successful reading development, Read Liberia will assist the MOE in providing teaching and learning materials (TLMs) supportive of evidenced-based reading instruction to all the classrooms in the activity.

The GOL has taken concrete steps to reinforce its reading policy framework—the MOE's 2014–2017 operational plan calls for supplementary readers to be provided to public and community schools in G1–grade 4 (G4). Read Liberia aims to assist the Ministry in this objective by providing target KG–G2 classrooms with TLMs that support early reading development. These include teacher guides, student activity books, decodable and leveled readers, and big books.

While our intention was to provide revised G1 and G2 materials at the start of the school year in 2017, due to contract award later in the calendar year and a shift in time lines, this target was reevaluated. The value of providing minimally revised materials in Semester 2 and a more comprehensive revision for the new academic year in 2018 (less than six months later) was under inquiry in November 2017, by both teaching and learning program experts and by the MOE. It was subsequently decided by MOE and USAID that no revisions of materials should be done for Semester 2.

During Year 1, the Read Liberia Coordinators for Teacher Training and Coaching will work with teachers and coaches to evaluate the utility of existing and revised materials and, informed by past feedback, identify areas for improvement. We will collaborate with the MOE Technical Working Group to revise both the G1 and G2 materials as well as the KG materials accordingly.

Sub-IR 2.2: In-service training in evidence-based EGR instruction and formative assessment improved

Teacher professional development will be implemented through a leveled cascade model and reinforced through a combination of annual and refresher in-service trainings and cluster- and school-based support. The in-service training will draw from adult learning and teacher behavior change approaches to ensure that content is mastered through modeling and practice. Our training will be informed by evidence-based and contextually relevant approaches to promoting gender equality and inclusion.

The training of master and teacher trainers in Year 1 will play a key part in ensuring that district and county officials are familiar with the EGR curriculum and best classroom practices in teaching and learning in the early grades.

One important lesson learned under LTTP was the optimum number of schools to be grouped in a cluster and the number of schools assigned to a given coach. We will assign eight schools to each cluster, collaborating closely with the MOE to ensure that these clusters become an official support mechanism. Refresher trainings each year will be held at this cluster level and will include all teachers, KG–G2, to build synergies and communication across grades. For KG teachers, training will focus on evidence-based early literacy and language skills interventions for young children. These certification activities are intended to institutionalize a model for EGR teacher standards.

For master trainer training, Read Liberia staff, led by the Senior Reading Director in concert with the central MOE, CEOs, and DEOs, will oversee the training of master trainers for KG–G2. We will identify master trainers from within central, county, and district MOE staff and experienced LTTP coaches.

Sub-IR 2.3: Teacher coaching and supervision in EGR improved

Our core objective will be to help the MOE, CEOs, DEOs, and head teachers focus effective instructional support on teachers. This means assisting districts in mobilizing cluster-based instructional coaches to provide mentoring and coaching while also strengthening the capacity of school head teachers to provide on-site support and mentoring. Aiding the school clusters and districts to obtain timely and reliable information on teacher practices and working with districts and villages to develop non-monetary incentives for sustained monitoring and support will facilitate the establishment of systems that help institutionalize these roles. This will require working through school clusters as well as mentoring and supporting coaches.

Working with the relevant Ministry department to plan and implement teacher coaching and supervision support, our teacher coaching and supervision support model will work toward a seamless support model that will work in the Liberian context.

In Year 1, Read Liberia will identify and hire 88 coaches (each responsible for a cluster of about of eight schools), who will be trained to provide coaching to schools in their clusters. Coaches will be sustained on activity resources for the duration of the activity, but together with the MOE, we will chart the way forward for making the instructional supervisor (coach) role an integral part of the mentoring and coaching system.

We will work with DEOs to schedule regular monthly companion visits with coaches to schools. These visits will serve to inform the DEOs about the schools and further build DEO capacity to provide coaching support. School-level instructional vice-principals will serve as liaisons between their school's coach and teachers, engage with the coach as needed to address time-sensitive teacher questions and needs, and reinforce teacher skills and knowledge between coaching visits.

The monitoring and mentoring tools provided to coaches will consist of an array of inputs for the coaches to respond to, including rapid diagnostic assessments, teacher observation forms, and classroom inventory surveys. Through the availability of such real-time coaching data, teachers in need of particular support can be identified and targeted for tailored coaching. Furthermore, training needs evidenced across several teachers can be synthesized from these analyses and used to inform refresher training agendas. These data will be used to monitor progress in schools, to inform prioritization of resources, and to ensure that coaches are meeting their objectives in reaching the schools in their care. The Activities Learning agenda is a critical process and will be applying lessons learned on an on-going basis throughout the life of the Read Liberia Activity.

Sub-IR 2.4: Appropriate non-monetary incentives for teachers and schools implementing evidence-based programming provided

One model for teacher incentives that we are considering includes teacher recognition in special ceremonies held at the end of the school term. However, we will work with the MOE to design an evidence-based, effective non-monetary incentive program for students and teachers. This plan will outline minimum incentive standards. Results at the classroom level can be rolled up to support positive competition across schools in a cluster, between clusters, between districts, and even between counties. We will explore other incentives, including but not limited to publicity and public recognition. We will submit a draft plan to USAID and the MOE, pilot test it, and then subsequently revise and expand it.

IR 3: Service delivery systems in EGR improved

Technical Approach

Service delivery systems refer to the overall implementation of evidence-based reading instruction—and the ability of the MOE to transition from six counties to nationwide implementation by the end of the activity.

Linking classrooms, households, and the community is a critical strategy for supporting improved learning outcomes. Too often, the national curriculum is seen as solely a function of the school and detached from the home and family. Unsurprisingly, the school is often seen as a separate space from the community, with limited opportunity for the community to access activities in the school and for the school to access the community's support.

In support of improved learning outcomes, specifically reading outcomes, Read Liberia will initially work to set up structures that sponsor greater collaboration among households, the community, and school, while respecting and supporting existing structures such as school management committees (SMCs) and village assembly committees. Importantly, a key focus will be linking classrooms and students to their parents and wider families.

From a regional and district perspective, Read Liberia will support the broader understanding of drivers of and obstacles to improving community involvement in schools, while recognizing the diversity of involvement across villages, wards, and districts. To ensure issues of equity are forefront in community activities, community members and parents will be encouraged to explore issues of inclusion, gender, and disability in access to schooling and learning support. The activity will support communication campaigns and system-driven awareness activities.

IR 3 will draw special attention to learning environments, given the impact of environment on learning outcomes and the resource limitations at the existing national and subnational levels. This work will commence in Year 1 and run throughout the activity's lifetime through operations research, policy development, communications and planning with the MOE and stakeholders.

Activities under this IR will focus on using data and information to make programmatic decisions. A central feature of the activity is measuring and monitoring reading achievement to inform MOE policies and efforts in reading strategy implementation. Reading achievement data from our various data collection efforts will be used not only to track the effectiveness and impact of activity-supported activities, but also to inform the scale-up of a national reading program. Current national reading assessment measures, policies, and strategies will continue to be reviewed to develop a national reading assessment guidance (as part of the national literacy framework) that is in line with best practices in reading measurement.

Efforts will focus heavily on continuous assessment at the classroom level (in conjunction with teacher training activities). This work will be carried out in conjunction with the policy work on supporting the proposed National Assessment Reform in Basic Education currently being led by the National Curriculum Development Centre.

GALA findings will continue to be disseminated through various channels, including MOE technical working groups, trainings, stakeholders' meetings, briefers to schools during follow-up visits by coaches, and briefers to district and county stakeholders.

Sub-IR 3.1: Performance standards for teachers and students in EGR developed and implemented

The Read Liberia Senior Reading Director and embedded Senior Education Advisor will work with the Technical Working Group to review existing performance standards; revise or develop, as needed, and produce a set of internationally normed, evidence-based EGR student performance standards for G1–G4 (examining them against data coming out of the baseline EGRA) and corresponding teacher performance standards; and field test and further revise these standards as needed. Once revised, standards will be submitted to the Steering Committee for review and final approval. Throughout this process, the Read Liberia embedded Senior Education Advisor will ensure that all steps are taken for these standards to be fully institutionalized by the MOE.

The main activities under this result are as follows:

- Review the Read Liberia baseline report to determine the percentage of students meeting the benchmarks set by LTTP.
- Form a working group on standards with MOE counterparts.
- Review and revise LTTP student performance standards for EGR. Obtain feedback from key education stakeholders (e.g., teachers, head teachers) prior to finalization.
- Develop teacher performance standards (through the Curriculum Working Group) that are aligned with the student standards and curricular expectations. Obtain feedback from key education stakeholders.
- Draft a document describing all student and performance standards.
- Submit a new performance standards document to MOE for approval.

- Develop training materials for use and institutionalization of student and teacher performance standards.

Sub-IR 3.2: Research agenda on factors related to EGR implemented

Each year of the contract will feature one operational research study, the results of which will feed directly into activity implementation. These studies will undertake research on interventions, activity components, or tools that could enhance the quality, effectiveness, and coverage of the activity. Ultimately, the aim of this work is to improve activity outcomes and performance, while assessing the feasibility of specific activity components in specific settings and advocating for policy change. Every year, Read Liberia will research topics with the MOE and USAID.

Sub-IR 3.3: Policies in support of EGR instruction implemented

Read Liberia staff will work with the Steering Committee to evaluate the existing landscape of policies and develop a plan for discussing, reviewing, updating, finalizing, disseminating, and implementing a number of interrelated policies to support activity implementation and scale-up. These policies will include the following, at a minimum:

- G1–G4 reading benchmark standards, as first developed by RTI under LTTP, to be revised as needed. These will include specifically articulated standards for correct words per minute (cwpm), which will be grounded in EGRA data and curriculum goals; and comprehension standards, also grounded in EGRA data and curriculum goals.

- Time-on-task policy (i.e., 45 minutes of reading instruction per day, as mandated by the MOE under LTTP, with 15 minutes of library or other independent reading time), which will reflect international best practices and an understanding of what the G1–G4 curriculum requires.

- In-service teacher training and refresher training policy.

The EGR policy agenda will build upon the map of the core functions system (IR 1), with the ultimate goal of sustainability. Within this policy agenda, Read Liberia will work toward the revision of one EGR policy per year with, at the end of the contract, a full EGR policy environment in place to support the nationwide expansion of evidence-based EGR programming.

Sub-IR 3.4: EGR data collection, analysis, and reporting systems improved

The EGR data collected under this activity will fall into three main categories, each with its own distinct purpose:

1. Coaching data—The main purpose of coaches is to support teachers (in improved instruction, assessment, classroom management, etc.). Coaches will therefore be responsible for collecting data on teacher performance and fidelity of activity implementation. Finally, coaches will need to serve as quality control monitors for the teacher-led formative assessments (including conducting spot checks, ensuring that data are used appropriately to fill out report cards, and using data for improving instruction). These data will particularly be used for activity learning, to adjust trainings, materials, coaching and teacher support amongst others as needed.

2. Classroom-based assessment—The main purpose of teacher-led, classroom-based assessment is to determine whether students are learning and meeting curricular expectations and progressing as intended throughout the school year. All teacher-led assessments have already been incorporated into teacher's guides but will require additional training and support. At the end of a marking period, teachers will use these assessments to inform their classroom instruction and to complete MOE student report cards At the end of every second marking period, the results will be aggregated at the class level to produce parent–teacher association (PTA) report cards, so that the school community can understand student progress and determine whether any

additional support is needed. Finally, the three PTA report cards will be combined at the end of the year to inform the reading performance portion of the annual school report card.

3. GALAs—The main purpose of these sample-based assessments will be to demonstrate to the MOE how students are performing in schools at the district or county levels, using a non-curriculum-based assessment; and to show how they can conduct these assessments independently. All assessments and protocols will need to be designed (with MOE input and support) and piloted prior to data collection. Schools will be sampled using an Lot Quality Assurance Sampling (LQAS) as part of the District Education Monitoring Approach (DEMA), and DEOs and CEOs will be trained on the procedures, instruments, and use of data for decision-making. In the first year, this will take place in only one county, as a pilot activity. However, a Technical Working Group from the MOE will be created in Year 1 to help oversee the process in future years.

IR 4: Parent, community, and private support for EGR increased

Technical Approach

Liberia has a strong history of community mobilization and engagement. Under LTTP, we gained critical experience working with community stakeholders and successfully implemented components of a social and behavior change communication (SBCC) strategy, including community-based competitions, radio shows, student report cards, and PTA meetings. Read Liberia will build on that experience and those partnerships and from on-going lessons learned, adapt these tools (as necessary) to increase parent, community, and private support to help children learn to read from an early age.

We will apply a Social Ecological Behavior Change model that determines both internal (individual and psychological) as well as external (community, family, professional services, market environment, and cultural and social norms) factors that influence behaviors. This model will target two audiences: (1) parents and teachers and (2) community stakeholders. It will follow a participatory approach that brings together actors from each sector—e.g., education, health, water and sanitation, agriculture—as well as the public sector—civil society and religious leaders—to contribute to the decision-making process for community activities. We will also identify EGR advocates and champions who are active at the village, district, and county levels and will create peer (parent-to-parent) educators to engage with community leaders and parents at a personal level.

Through our partner, Another Option, we will provide technical assistance to our SBCC and community and engagement component under IR 4 and will also provide gender and social inclusion support across IR 1 and IR 2 communication and outreach campaigns.

In Year 1, the behavior change plan will comprise pilot testing of elements of the plan, with evidence of collaboration with the MOE-affiliated Technical Working Group documented. We expect that by August of Year 2, we will have documented a fully designed and costed innovative community and community-based organization (CBO) model for supporting schools, teachers, and EGR activities outside of the classroom. This model will be rolled out to regions iteratively over the remaining years of the contract, with the approach tailored as needed based on experience and lessons learned along the way.

All activities will be designed specifically to meet the needs of girls and women, and of students, parents, and individuals with disabilities. One consistent focus throughout all proposed activities will be to assist parents, CBOs, and other groups to bring to the attention of school leaders the needs of children with disabilities who may require additional support to master reading.

Sub-IR 4.1: Parents' understanding and support of EGR increased

In Year 1, RTI partner, Another Option, will conduct an audience analysis that identifies gaps or incomplete information about the target audiences' understanding of and support for children's reading. It will identify real and perceived barriers that prevent parents from supporting their children in going to school or learning to read.

Based on this analysis, we will draft a behavior framework and SBCC plan for presentation to the MOE. The plan will include an SBCC campaign, and it is expected that the campaign will be informed by input from various stakeholders—e.g., PTAs, mothers' associations (MAs), SMCs, foundations, and private sector entities. This campaign should include instruments for monitoring parental understanding, perceptions, and behavior; the instruments should include surveys, questionnaires, and focus group protocols.

As part of teacher training, trainers will model innovative, low-cost, and effective approaches. Parents and the community will be able use these methods to partner with teachers and schools to support school-based, gender-friendly extracurricular activities that support student learning in reading.

Crucial to the success of the SBCC campaign is engaging with community-based organizations, which may include the National Rural Women's Program, whose members will be engaged as in-community social mobilizers to conduct community trainings and house-to-house meetings, organize reading contests and libraries, and facilitate community meetings to build parental understanding and support of EGR. Read Liberia will also reach out to other appropriate stakeholders for targeted partnership and community-level engagement around EGR.

Sub-IR 4.2: Parents' ability to implement specific strategies to support EGR improved

At the initial stage, Another Option will conduct an inventory to determine whether any EGR parent training modules exist in Liberia. If none exists, then one would have to be adapted from a module that RTI has developed, and then pilot tested. A major task will be to identify and train influencers and mobilization advocates on how to train parents and other community members on these modules through PTA meetings, MA meetings, or other community gatherings.

Under this result area, the activity will also develop a take-home arrangement of classroom reading books to support at-home reading. This will include at-home reading logs and parent training. During Year 1, we will explore the value of technology-based books, such as "speaking books" that have a battery-operated recorded or electronic voice, for promoting reading in the home.

Sub-IR 4.3: Community members' and CBOs' ability to support EGR improved

The activity's community engagement approach for SBCC aims to be participatory, to strengthen or create PTAs, MAs, youth associations, SMCs, and relevant CBOs. Part of this approach will include semiannual community and CBO meetings. A primary objective of these meetings will be to build capacity of CBOs in working with and supporting parents as they implement the SBCC campaign activities. Read Liberia will also assist these groups and their communities in implementing strategies to monitor teacher attendance, the presence and use of Read Liberia materials in classrooms, and the application of policies on time allocated for reading instruction. These meetings will also assist school communities to bring to the attention of school leaders any children with disabilities who may need additional support to master reading.

It is also expected that RTI partner, Another Option will develop and adapt tools to assist parents and CBOs in monitoring the community engagement, training, and impact.

Sub-IR 4.4: Public–private partnerships (PPPs) to support EGR successfully established

In Year 1, Another Option will explore possible investors and identify and prioritize funding needs and partnerships with interested businesses and institutions. It will also help monitor these partnerships, gauge return on investment, and write success stories. PPPs will continue to be established throughout the course of the activity.

Performance Monitoring Approach and System

Read Liberia's ME&L approach and system incorporate guidance from USAID and MOE reporting requirements, as well as the experience and best practices garnered through the implementation of LTTP and other activities. The Read Liberia team has identified and defined indicators and targets for progress at all levels of the Results Framework. Performance Indicator Reference Sheets (PIRS) define and detail the method for measuring each of the indicators and who is responsible for implementing each indicator (see **Annex A**). The PIRS provide a relatively stable reference to how each indicator is defined and calculated; however, some updating may be required over time as data collection instruments, protocols, and systems are put in place.

System Overview

The system includes clear protocols for routine data collection, standard formats to ensure the uniform collection of data, and a customized database to store and maintain monitoring data and produce automated reports. All activity data collection instruments, as well as the database to the extent possible, will be transferred to the MOE after Read Liberia ends.

The central ME&L database will be structured and programmed to produce standard reports for Read Liberia, USAID, and other audiences for various uses and purposes. The activity will work to ensure that the ME&L database works in a complementary manner to the MOE education management information system (EMIS). Read Liberia staff are also investigating the possibility of using DHIS 2—an open-source information system—as the activity-based ME&L database, but this decision will not be made until after the ME&L Manager completes a thorough review of the MOE system to determine what approach will be best for integration and sustainability (while ensuring that all agreed upon timelines are still met). Data resulting from external baseline and endline assessments, as well as special studies, will be housed as separate data sets in analytic software (Stata). We will transfer key summary information required for calculating performance indicators into the central ME&L database to facilitate the production of integrated reports. Additionally, performance data and reports will be shared with the relevant USAID portals including the USAID Development Experience Clearinghouse (DEC), Education in Crisis and Conflict Network (ECCN) and the USAID Performance Information Database Systems (PIDS). The Read Liberia ME&L Manager and staff will work with Read Liberia technical personnel to develop tools and train EGR program officers and coaches in data collection. Data will be validated and cleaned by the Read Liberia ME&L Officers according to the annual ME&L schedule.

Read Liberia Monitoring Processes, Data Collection, and Management

ME&L data collection and review will be fully integrated into activity implementation. For example, completing data-gathering instruments will be integral to implementing programming activities, such as training, distribution of materials, and school supervision. Further, reviewing ME&L data will be a key agenda item in all Read Liberia programmatic and senior management meetings. Read Liberia ME&L staff will be deployed to conduct data quality spot-checks of data collection in a randomized sample of districts.

Data Collection Instruments

Key instruments for original data collection include the following:

- Ingredient Costing Form
- workshop and other training attendance registers;
- materials-distribution receipt forms;
- teacher and classroom observation forms used by coaches during school visits;
- school and community checklists for monitoring out-of-school reading, as well as parental and community engagement;
- checklists and observation and reporting forms used by ME&L specialists during data quality spot-checks;
- GALA tools for DEMA-based reading performance in G2;
- Mini-EGRA tools for reading performance in G1 and G2; and
- KG classroom observation instruments and student reading performance assessments.

Data Quality Assurance

During implementation, the Read Liberia ME&L team and senior management will check and confirm data quality during spot-checks in the course of particular events and ongoing monitoring missions in a random sample of schools and districts. MOE staff at central and district levels will be invited to participate in these field verification missions. Another level of data quality assurance will come from the tablet-based Tangerine electronic data capture process, which is programmed to reduce data capture errors, such as skipped items or inappropriate types of data in certain fields. Tangerine also flags data inconsistencies so that corrections may be made while data collectors are still in the field. Further, Tangerine has features, such as automatic time and Global Positioning System (GPS) stamps, that inhibit false reporting or manipulation of data by field staff.

In addition, data quality checks and balances will be incorporated into the Read Liberia ME&L system. Each indicator has been developed with attention to detail and clearly defined to minimize errors of interpretation or calculation (all of which are included in the Performance ME&L Indicators section of this AMELP, as well as in the PIRS). Read Liberia staff will also be orientated to the Read Liberia ME&L framework and indicators. The training will cover basic data terminology, data quality assessment (DQA) standards, and the content and use of each data collection instrument. Data collectors will also be trained on each instrument before initial application and will receive annual refresher training. While Read Liberia's ME&L processes are already robust, the USAID DQA process will help to promote continuous learning, adaptation, and improvement in data management and use. The USAID DQA will provide an opportunity to receive and incorporate enhancements to our data collection methods, instruments, and reporting. Read Liberia will open its ME&L files to USAID for DQAs, as well as for spot-checks as requested, throughout the life of the activity. The purpose of a DQA is to ensure that the Contracting Officer's Representative and other key stakeholders at USAID are "aware of the strengths and weaknesses of the data, as determined by applying the five data quality standards (of validity, reliability, precision, integrity, and timeliness) and the extent to which the data integrity can be trusted to influence management decisions."[4]

For each indicator, Read Liberia data-gathering processes and data management systems are designed to strictly uphold the five data quality standards as outlined in the USAID DQA Checklist 2014.[5] These quality standards are described below.

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[4] USAID. (2010). *Performance monitoring & evaluation TIPS: Conducting data quality assessments, 1*(18), 1–9. Retrieved from http://pdf.usaid.gov/pdf_docs/Pnadw118.pdf

[5] USAID. (2014). *Data quality assessment checklist: An additional help for ADS chapter 597.* Washington, DC: USAID. Retrieved from http://www.usaid.gov/sites/default/files/documents/1868/597sad.pdf

Validity: This is the first of the five DQA standards. Validity means that the data clearly and accurately represent what they are supposed to measure. To achieve this, Read Liberia ME&L staff adapted USAID standard indicator definitions to the context of Read Liberia. All Read Liberia custom indicators also have clear operational definitions and well-documented data sources. Validity also will be ensured through internal checks and division of responsibilities for counting and calculations by the ME&L team, as well as regular spot-checks of primary data-gathering instruments. Building on international experience, student performance measures for Read Liberia will be based on GALA results that measure a broad range of foundational reading skills (phonemic awareness, alphabetic principle, decoding, and reading comprehension).

All instruments, including the GALA and other survey tools, will be pretested and formally piloted prior to finalization for baseline data collection efforts. Analysis of formal pilot data will involve conducting a series of psychometric analyses to determine the reliability and validity of the instruments and to identify clusters of items that measure certain subdimensions of the overall scale.

Reliability: To ensure reliability, Read Liberia will employ stable and consistent data collection processes and analysis methods. The Read Liberia ME&L team will establish procedures to ensure that the same data collection methods produce equivalent results over time. For example, the team will clearly and carefully document data collection and analysis methods that are followed uniformly each quarter in the PIRS, and they will ensure that the same procedures are followed during each data collection. Additionally, all assessors will receive initial trainings prior to their first data collection effort and will continue to be refreshed as necessary. The assessors also will be subjected to interrater reliability tests during each training; those who do not perform relatively well will receive additional one-on-one coaching to improve in the areas where they have underperformed or be released from this task.

Once again, all instruments will be piloted and psychometrically evaluated for reliability. Many instruments will be implemented using the Tangerine software, which reduces data capture and transfer errors.

Timeliness: Read Liberia will abide by the standard of timeliness by ensuring that data are gathered, and results are compiled frequently and are completed in time to be relevant to real-time management decision-making. Most data will be gathered electronically using Tangerine. Read Liberia will provide a tablet to each Coach to gather routine monitoring data. These data will include ongoing monitoring and support to teachers and basic school information. Tablets are also to be used by field staff to spot-check and exert quality control over data collection efforts. Coaches will upload their routine observation data weekly to the server, while trained assessors will upload data for the evaluation and research studies daily to allow for timely data quality checks and feedback to the field teams. The availability of electronic data collection elsewhere (e.g. Kenya and Uganda) has proven to greatly increase the timeliness of data, thus providing management and ME&L staff with real-time data for planning, reporting, and management decision-making. Additionally, the storage of data in a singular project ME&L database will allow for quick and easy retrieval/access of data (including estimates for all indicators).

Precision: Read Liberia will uphold the precision standard by ensuring that data are reported at a sufficient level of detail to permit management decision-making. The Read Liberia ME&L team and RTI senior technical advisors have worked carefully to ensure an adequate level of precision. Specifically, technical experts will work to design sampling protocols to ensure that sample sizes, for all assessments, will be sufficient for the anticipated observed change to be greater than the margin of error and for results to have appropriate statistical power.

Integrity: Building on prior experience, Read Liberia has established internal controls to prevent transcription error or data manipulation. Read Liberia will separate data collection, data management, and DQA functions. Internal controls have also been established to prevent unauthorized or inappropriate changes to the data. Integrity will be ensured through storing

activity data files in an organized and secure fashion and establishing internal controls and clear designation of responsibility for aggregating, calculating, checking, and reporting on activity data. Read Liberia ME&L training emphasizes the importance of data integrity to the success of implementation. When an ME&L officer identifies enumerators, who are not following procedures, the Read Liberia team will provide coaching or other corrective measures.

Use of RTI-developed Tangerine data collection software also means that data are electronically captured and can be transferred to the central AMELP database, eliminating data entry errors due to accident or fraud. As new Tangerine-uploaded data are brought into the database, Read Liberia ME&L staff will follow RTI data verification and data cleaning protocols to further increase the reliability of data and the accuracy of analysis.

Read Liberia ME&L team

Read Liberia will implement a rigorous system of ME&L and collaboratively enhance ME&L functions and processes in monitoring, assessment, and reporting with an ME&L team of four people. The ME&L team is composed of an ME&L Manager and one ME&L Officer at Read Liberia headquarters, as well as one M&E Officer embedded in each of the two regional offices.

This team will be closely supported with short-term technical assistance and virtual support from RTI International home office ME&L experts, especially in Years 1–2, for planning, tool design, initial implementation, data analyses, and reporting of annual assessments as well as for carrying out special studies and building capacity for ME&L functions in key ministry structures. Additional expert advice and support will be provided, as needed, by RTI's Evaluation Design Advisor, and Senior Statisticians. The *ME&L Manager* at Read Liberia headquarters reports to and takes management direction from the Chief of Party (COP); leads and technically supports M&E Officers in the regional offices; designs and oversees training and support to regional and district chief inspectors; and assures data quality and secure ME&L information systems. *Regional M&E Officers* will directly liaise with local government counterparts and supported schools and school-community groups to ensure sound collection of data and validating documentation. The Regional M&E Officers will also provide logistical and material support to teams carrying out coaching and monitoring data collection, as well as data quality checks (with support from Teacher Training and Coaching Supervisors); compile and manage activity ME&L data; periodically verify data quality; conduct organizational assessments of government units and participating NGOs; and lead discussion sessions on ME&L findings with local units, school officials, and communities.

Roles and Responsibilities of Other Essential ME&L Stakeholders

The Read Liberia team will collaborate with the External Impact Evaluator, USAID technical staff, and MOE counterparts at all levels. The main role of the external evaluator is to conduct a baseline and endline assessment of G2 student reading performance. The baseline was conducted in May 2017, and the endline will be conducted in May 2022.

Since Read Liberia is designed to provide support and sustainability to an improved MOE data system, system-level data will be maintained by the MOE. Additionally, DEOs and CEOs will receive training on school supervision and assessment of student performance (via coaching quality control spot-checks, as well as annual DEMA-based GALAs). Teachers will be responsible for conducting regular formative assessments in the classroom, which will be used to populate student and school-level report cards. Stakeholder roles and responsibilities are spelled out in *Table 3*.

Table 3.   Roles and Responsibilities

Activity	Entity
Provide training, supervision and technical support to coaches	MOE (Master Trainers)
Train, coach and routine assessment and technical assistance to teachers	RL (Coaches)
Provide school supervision and assessment of GALA	MOE (CEOs/DEOs)

Activity	Entity
Conduct regular formative assessments in the classroom for populating student and school-level report cards	MOE (Teachers)
Design improved data collection, reporting systems and integrate with current MOE system	RL (ME&L)

Sharing, Learning, and Adaptive Management

Read Liberia is designed to be a learning-driven activity. Learning is built into its design through the iterative process of the GALAs, as well as additional teacher and student performance assessments. As noted in our guiding principles, the Read Liberia team is committed to collaborating, sharing, and using the ME&L results over time to improve implementation by adaptation to obtain optimal results. Successfully implementing a complex and large-scale intervention such as Read Liberia requires transparent collaboration and sharing between stakeholders, learning, and adaptive management. RTI will orient Read Liberia personnel and partners to our guiding principles of collaboration, equality, appreciative inquiry, ethical practice, and learning.

Read Liberia has a process for learning. Data are to be collected, analyzed, and transformed into information. Learning occurs when there are explicit processes that encourage reflection, analysis, and generative dialogue. As a result, within the activity cycle, Read Liberia has incorporated several mechanisms to promote learning including the following:

- Quarterly activity technical reviews internally (including reviews of quarterly data and the development of action plans which are used to identify issues arising from the data, assigning responsible parties for carrying out remedial actions, as well as dates and procedures for action plan review processes to ensure that issues were addressed/remediated).

- Quarterly progress reviews with partners on implementation progress; and review of the contextual factors that positively or negatively affect the activity, which is documented in annual work plans and progress reports

- Annual review of progress toward achievement of results to inform the annual work plan and activity adaptations

- Frequent and regular consultation with USAID personnel

- Support from technical experts that identify trends and lessons learned across activities

- Presentations and feedback at national and international research forums and conferences and workshops (e.g., Comparative and International Education Society).

Sharing and Using ME&L Results in an Ongoing Review and Learning Process

At the activity level, data will be used to inform review of activity strategies so that expected outcomes in reading and improved instructional practices are achieved as planned. This ongoing process will require review of instructional methods, training methodologies, data collection efforts, and MOE capacity building.

This process will also require regular assessment of participating schools, pupils, and teachers as part of routine monitoring to identify approaches that are working well or need to be modified, as well as areas where training and support need to be reinforced. Knowledge management will include knowledge sharing through write-ups and publications where possible, in journals and presentations at local and international conferences. The learning plan will be reviewed and updated annually.

The ME&L data will also inform Read Liberia's progress reviews and the planning process. During periodic meetings and dissemination workshops, Read Liberia and its stakeholders will take stock of progress and plan upcoming interventions. For example, through quarterly review and planning sessions, the Read Liberia management team and key counterparts can use automated reports to identify areas of strength, weakness, and delay; make adjustments to implementation; and provide targeted support. In addition, Read Liberia will use ME&L information to be more transparent and accountable to its Liberian stakeholders, as well as to encourage their participation. Through these efforts, Read Liberia will model the transparency and accountability required to strengthen engagement and performance on the part of education sector institutions, district offices, and local school communities.

The activity will integrate research and evaluation into its interventions in each result area and will work alongside MOE officials to implement these efforts. This will help build the capacity of the MOE at the national level in designing and monitoring effective reading initiatives.

Information will be disseminated through ongoing informal dialogue and more formal steering committee and working group meetings. These will include activity coordination meetings and MOE-led working group meetings.

The regular and timely reporting of progress against AMELP indicators will constitute an important empirical input for the management of Read Liberia. Efficient, integrated methods of data collection, combined with a dedicated ME&L database incorporating automated reports, will ensure rapid data capture and timely, user-friendly reporting.

The process for monitoring the operating context, including the changing policy landscape, will be to conduct a quarterly review of information scheduled in the ME&L plan regarding trainings to be carried out, coaching activities, book distributions, etc. We will also conduct a quarterly review of the activity risk register and management strategies to mitigate risks. A summary of the changes in the context and an analysis of the opportunities or challenges for activity implementation will be provided to USAID in the annual work plan, quarterly reports, and the annual report (sample activity risk register template provided as *Table 4*). Areas of opportunity or constraint can be included in Read Liberia's learning agenda to generate new approaches.

Table 4:   Activity Risk Register and Management Strategy Template

Activity Planned	Challenges	Opportunities	Risks Identified	Mitigation Strategies Implemented

Evaluation Plan

Data collection instruments

The following data collection tools and instruments will be used as the main data sources throughout the activity:

- **DEMA-based GALA:** This tool is a District Education Monitoring Approach for group administered reading assessment, similar to the EGRA, in which assessors read instructions and prompts to a classroom of students. Each individual student is tasked with selecting answers from multiple-choice response sets and marking them on

preprinted student worksheets. GALAs will be carried out by CEOs and DEOs for system-level monitoring.

- **Adapted student assessment and classroom observation for KG:** Two instruments will be developed, adapted, and implemented for use in the KG evaluation. A brief, child-direct or one-on-one assessment of school readiness with a focus on oral language, early mathematics, and social-emotional learning will be used with the sample of pupils in KG. The instrument will be developed from reviewing existing measures, such as the Measuring Early Learning and Quality Outcomes (MELQO) instruments, International Development and Early Learning Assessment (IDELA), and additional assessments of expressive language and vocabulary.[6] Also included in the child-direct assessment will be a measure of executive function (EF) using the EF Touch software designed by researchers at RTI. It involves a tablet-based series of tasks which tap into the cognitive skills making up EF. An assessment that includes all early childhood development learning domains is proposed because these skills are interrelated and all-important for school readiness. The brief classroom observation tool will focus on assessing the efficacy of teacher implementation of the KG intervention, but also will include items that measure other elements of a developmentally appropriate KG classroom and that may impact oral language vocabulary and learning in general. All tools will be piloted prior to use for initial baseline data collection.

- **School instrument:** School and classroom inventories will be used to evaluate whether the schools and classrooms are conducive to EGR development, and classroom observations will be used to evaluate the teacher's fidelity of implementation. These data will feed into annual data on G1 and G2 teacher practices, as well as additional school-level information. They also will be used to help interpret mini-EGRA results and, in conjunction with coach data, to monitor the impact of the Read Liberia Activity on teacher behavior and the school environment.

- **Formative classroom assessment:** Teachers will employ tools and techniques in their classrooms to formatively assess student reading performance. These data will be used to determine classroom- and school-level progress against learning objectives, develop school report cards, and communicate results to parents and communities. Results will also be used to determine if changes are needed in instructional approaches (or training) and where appropriate, will be used to inform discussions on early grade reading policy.

- **Coaching instruments (focus on classroom observation):** Read Liberia coaches will observe KG, G1, and G2 teachers monthly, using observation protocols. These protocols will elicit information on program implementation at the classroom level and will be used to determine teachers' and schools' eligibility for non-monetary incentives (Sub-IR 2.4). Coaching instruments will also include information about coaching support provided to teachers (as well as frequency and quality of visits). All coaching data will be collected and uploaded via Tangerine.

- **Coaching tracker:** Activity staff will be responsible for overseeing and supporting coaches, using the coaching tracker tool. Activity staff will use this instrument to ensure that coaches are following best practices. The tracker results from these support visits will be regularly reviewed by the activity ME&L team to determine whether changes to training or other activity course-corrections are necessary.

- **Mini-EGRA:** In order to streamline data collection efforts and reduce redundancies, activity monitoring data on student performance will be collected by coaches. A Mini-EGRA (focusing on oral reading fluency) will be developed and loaded onto all coach

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[6] The MELQO instruments were developed jointly by the Brookings Institution, UNESCO, UNICEF, and the World Bank. The IDELA tool was designed by Save the Children.

tablets. These assessments will be administered to a small sample of students per school during routine coaching visits in the last month of each school year. As such, the activity will have estimates of student performance on oral reading fluency on an annual basis, which can be used to inform training, programming, etc.

- **SMS-based surveys and teacher communication:** Teachers will receive simple, short SMS-based surveys to follow up on coaching visits to determine teachers' perceptions of their interactions with activity coaches (both the rapport between coaches and teachers, and teachers' perceptions of meeting utility) and to get teacher view on successes and challenges. SMS will also be used as a method to communicate reminders, information, and instructional tips to teachers and to connect teachers to their coaches.

- **Parent and community questionnaires:** Instruments will be developed to assess parents' understanding of the importance of EGR, their support for it in the school and at home, and communities' support. Data will also be collected on PTAs' and CBOs' participation in schools, as well as the impact of SBCC campaigns. We will deploy questionnaires to evaluate the impact of parent, community, and private support for early grade reading (IR 4).

Measuring reading improvement

Throughout this activity, reading improvement will be measured regularly via several different mechanisms. All teaching and reading improvement data collection efforts for the activity are displayed in **Table 5.** As stated earlier, all instruments will need to be adapted and piloted prior to initial administration.

Table 5.   **Summary of teaching and reading improvement data collection activities**

	2017–2018	2018–2019	2019–2020	2020–2021	2021–2022
Impact evaluation (external)	Baseline: May 2017 G2 EGRA		Midline: May 2020 G2 EGRA		Endline: May 2022 G2 EGRA (TBD)
County/district annual assessment (CEO/DEO)	May 2018 G2 Margibi County DEMA-based GALA	May 2019 G2 All districts DEMA-based GALA	May 2020 G2 All districts DEMA-based GALA	May 2021 G2 All districts DEMA-based GALA	May 2022 G2 All districts DEMA-based GALA
Activity monitoring (activity-based)		May 2019 G2 All counties Mini-EGRA	May 2020 G2 All counties Mini-EGRA	May 2021 G2 All counties Mini-EGRA	May 2022 G2 All counties Mini-EGRA
KG pilot (activity-based)	Baseline: September 2018 KG Adapted MELQO and classroom observation		Endline: September 2020 KG Adapted MELQO and classroom observation		
Teacher-led formative assessment	3x per year G1 & G2 Teacher's guide assessment	3x per year G1 & G2 Teacher's guide assessment	3x per year G1 & G2 Teacher's guide assessment	3x per year G1 & G2 Teacher's guide assessment	3x per year G1 & G2 Teacher's guide assessment

	2017–2018	**2018–2019**	**2019–2020**	**2020–2021**	**2021–2022**
Coaching observations	Monthly school visit G1 & G2 Classroom observation; school inventory; student spot-check	Monthly school visit KG, G1, & G2 Classroom observation; school inventory; student spot-check	Monthly school visit KG, G1, & G2 Classroom observation; school inventory; student spot-check	Monthly school visit G1 & G2 Classroom observation; school inventory; student spot-check	Monthly school visit G1 & G2 Classroom observation; school inventory; student spot-check
Operational[7] research (activity-based)	One study submitted October 2018	One study submitted October 2019	One study submitted October 2020	One study submitted October 2021	One study submitted October 2022

Impact evaluation: The activity's impact evaluation will be conducted by an external evaluator, NORC[8] at the University of Chicago, with a specific focus on progress in student reading in activity schools, as well as to explore relationships between literacy outcomes and school and classroom characteristics (e.g., the relationship between teacher incentives and student learning outcomes). The baseline data collection occurred in May 2017 and Read Liberia will cooperate with the external evaluation firm to facilitate the next assessment, planned for May 2020.

County- and district-level annual assessment: As part of Read Liberia's capacity-building effort, the activity will support CEOs and DEOs in conducting annual formative assessments in schools each year. The activity will work with the MOE to adapt and pilot appropriate GALA and school instruments. We will also help train CEO and DEO staff to use these sustainable monitoring tools and approaches at the district level to collect, analyze, and use data for informed decision-making. Using a DEMA with LQAS and GALA analysis approach, Read Liberia will support CEOs and DEOs to annually administer the school instruments and GALA among samples of schools and G2 students. ME&L staff will train CEOs and DEOs to collect and interpret these data at the district level, which will then be aggregated to the county level. ME&L staff will also train and support CEOs to report progress and identify priority areas (geographical and programmatic). Read Liberia will also support the MOE in disseminating this information to relevant stakeholders and working toward incorporating this practice into the MOE's school monitoring system.

In the first year, this data collection will take place in a pilot sample of three districts in Margibi County. Beginning in the second year, Read Liberia will roll out a Master Training approach that will allow all DEOs and CEOs in activity counties to be trained and to collect student performance data. A refresher training will occur in Year 3 (with a focus on lessons learned and incorporating any necessary adaptations from the DEOs' and CEOs' experiences in Years 1 and 2). This collaboration will be done intentionally in a way to gradually release responsibility for data collection, reporting, and use to the MOE. This approach will entail Read Liberia financial support for all five activity years but phased-out technical support over the course of the activity (full support in Years 1–3, partial support in Year 4, and no support in Year 5).

G1 and G2 activity monitoring: Parallel to supporting CEOs and DEOs in conducting annual assessments of G2 students' reading proficiency, Read Liberia will also directly monitor implementation of the EGR program from KG through G2 to determine whether teachers are using instructional materials and making required pedagogical changes, as well as to determine if sufficient materials reach schools and classrooms in a timely manner.

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[7] See the study titles under the Operational Research Plan below
[8] NORC is the official name of the unit at the University of Chicago.

For both G1 and G2, student reading performance data in activity Years 2, 3, and 4 will be gathered from all schools using a Mini-EGRA to be administered by coaches. Data collection will occur at the end of each school year (May 2019, May 2020, May 2021). This assessment will include a timed reading passage in order for the activity to have an annual measure of ORF.

KG student performance: For the KG evaluation, instrument development, adaptation and pilot, and baseline data collection will occur throughout the 2017–2018 school year. The activity technical team will develop measures, such as a tool for classroom observation of teacher instruction and materials and a child-direct assessment, by revising existing early childhood education classroom observation measures and adapting them to assess specific KG intervention components. Read Liberia will conduct an evaluation using a repeated cross-sectional design (pre- and post-evaluation without a control group). The main outcome of interest will be improved student performance in terms of oral language vocabulary. Baseline data collection will occur in September 2018 (preceded by training for data collectors and a small pilot). Endline data collection is scheduled for May 2020.

Teacher-led formative assessment: As part of their current responsibility, teachers are expected to assess students regularly in the classroom. The activity will assist teachers in this work by providing training on how to administer (and use data from) marking period-based assessments available in the teacher's guides. These assessments will be used for compiling student and PTA report cards, as well as for formative purposes within the classroom. Coaches will also be expected to spot-check these assessments by periodically testing small numbers of students (to ensure that teachers are recording and reporting accurate data).

Continuous Performance Monitoring

For the Read Liberia Activity to be implemented effectively, additional monitoring data are needed to ascertain the extent to which activity elements are functioning as intended. Our approach goes beyond the collection of monitoring data to include the use of this data to inform activity improvements and build capacity within the Liberian education system (i.e., at the Ministry, district, and school levels). The Read Liberia ME&L team will use standardized data collection forms and context-appropriate information technology to rapidly capture data relating to activity implementation, process that data, and use it to inform activity improvements, using data entry and tracking systems installed at the MOE. All performance monitoring data will be checked regularly for accuracy and will be reviewed by activity staff at least quarterly. All activity-level performance monitoring data will be analyzed by the Read Liberia central office M&E team (with support from the RTI home office).

Teacher training data: During each teacher training session, activity training staff will collect data on attendance and participation, i.e., which teachers attended training and for how many days. In addition, the activity will develop and administer simple assessments at the beginning (pre-test) and end (post-test) of training sessions to determine pre-existing learning, net learning (the extent to which teachers who went through the training understood the content) and learning gaps for future training sessions. These data will be entered and stored in the same database as data from the coaching visits (see below) to link training participation and comprehension with subsequent teacher classroom practices (as observed by coaches). To the extent possible, all data will be housed in a singular location (see information above about DHIS 2). Training staff will collect similar data (i.e., participation and a simple comprehension assessment) for coaches as they undergo training in how to observe teachers, how to conduct EGRAs, and how to lead post-observation instructional conversations. These, too, will be entered into the coaching database to link teacher instructional practices with coach training. The data obtained from the brief assessments at the end of teacher and coach training sessions will be used to determine how effective the sessions were in terms of teachers' and coaches' immediate understanding of training content. Subsequent training sessions can then be tailored as necessary.

Coaching data: Instructional coaches will visit schools on a monthly basis to observe activity teachers leading reading lessons and interacting with students in the classroom. Coaches will

use Tangerine:Tutor classroom observation instruments to collect data on teachers' pedagogical practices and use of instructional materials. The use of tablets will enable us to determine the location of coaches when using the devices, which will yield data on their school site visits (e.g., frequency and location). The GPS component also will serve as a means by which to monitor coach implementation (whether coaches visit schools). The data obtained by coaches will be used, first and foremost, for instructional improvement: Coaches will use data (assisted by Tangerine:Tutor) to inform post-observation conversations with teachers and to determine areas for future improvement. The coach and teacher will revisit these areas of improvement with each successive visit. Additionally, in conjunction with the training data described above, these data can be used to determine priorities for refresher training sessions for teachers and as a measure of teacher implementation fidelity.

Read Liberia ME&L staff will also collect data on the interaction between coaches and teachers during coaching visits, documenting the proportion of schools visited at least once a month as well as teachers' perceptions of the utility and the climate of the coaching visit. These data can be used to inform refresher training topics for coaches, and to understand the link between teacher perceptions of coaching and instructional improvement.

In addition to being used for performance monitoring and reporting purposes, coaching data will be used to determine whether teachers and schools qualify for an incentive per the aforementioned incentive program that Read Liberia will design and implement. In-person visits will give coaches an opportunity to observe teachers exhibiting desired pedagogical behaviors within the classroom and to determine whether standards are met for incentives.

Parental and community engagement: The parental and community engagement component of Read Liberia will comprise a range of activities, such as conducting an SBCC campaign; increasing parental and community engagement in schools; creating or strengthening PTAs, SMCs, and other relevant CBOs; and developing PPPs. Changes in parental attitudes and parental or community engagement will be measured at least annually via questionnaires that will be developed by Read Liberia through our partner Another Option.

Operational Research Plan

Using the illustrative research topics (as laid out in the request for proposals, technical proposal, and contract) as a starting point, the Read Liberia ME&L Manager and Senior Reading Director will meet with MOE and USAID officials to determine priority research topics for the activity within the first half of Year 1. This information will then be used to develop a draft operational research agenda, which will include research questions, a detailed description of the specific research activities that will address each question, and an explanation of how the research will be used to improve the activity. This draft agenda will be presented to a set of MOE and USAID officials for critique and refinement. Illustrative topics being considered include the following:

- A study of time on task and teacher practices in EGR

- A study of the impact of parental engagement on student learning outcomes

- A study on teachers' professional licensing communities

- A "school entry readiness" study that captures data on early literacy skills, motor development, and the psychological preparation of KG-age Read Liberia students upon entry to school

- A study on enrollment and repetition patterns that characterize pre-primary and G1 students in Liberia

- A study on lesson plan scripting

- A study on the types of non-monetary incentives that are valued by teachers in Liberia

Once feedback is incorporated, the ME&L Manager will work with the relevant result area staff to design the first year's operational study (including research design, instrument development, training plans, etc.). Potential topics for future years will remain tentative and will be revisited and revised each year. It is the expectation of Read Liberia that these operational research studies will be small-scale studies to provide nuanced information about activity components, as opposed to large-scale investigations that would be used for estimating impacts at the activity level.

Instruments developed for the Year 1 operational research study will need to be piloted and revised before being used for fieldwork data collection. Additionally, data collectors will need to be trained on the instruments and the approaches to be used for data collection. Data for the study will be collected and electronically entered in Liberia but will require RTI home office support for analysis and report writing.

After data collection and analysis, the Read Liberia technical team will submit a draft report to USAID and the MOE for review and feedback. Once feedback is incorporated, RTI International will finalize the report, and will prepare a set of findings and recommendations and present them to key stakeholders.

Table 6.   Operational Research Matrix Year 1

Activity	Actors	Time
Development of research questions	MOE and Read Liberia	April
Approval of research questions	MOE	May
Research design	Read Liberia	May
Tools development, pilot	Read Liberia	May
Training for data collection	Read Liberia	June
Data collection	Read Liberia	June - August
Analysis of findings and presentation of reports	Read Liberia	September

Performance ME&L Indicators

ME&L under Read Liberia will make use of indicators that have been selected to represent meaningful performance toward the achievement of Read Liberia's overall goal and objectives. Routine monitoring indicators are presented below. Performance indicators with proposed annual targets are then presented in the next subsection.

Monitoring indicators

Data on the following indicators will be collected, as a matter of course, to track key inputs, activities and outputs of Read Liberia.

- Percentage of teachers using formative classroom assessments at least three per year
- Percentage of teachers completing student report cards three times per year
- Number of coaches trained
- Percentage of coaches visiting each school at least one time per month
- Percentage of coaches reviewing previous visit findings
- Number of coach-monitoring visits per month
- Percentage of teachers receiving at least one coaching visit per month
- Number of teacher performance standards developed and institutionalized

- Number of student performance standards developed and institutionalized
- Number of schools assessed by Read Liberia using mini-EGRA
- Percent score for KG students on oral language vocabulary assessment (baseline/endline)
- Percentage of teachers (KG, G1, and G2) effectively implementing the program
- Number of schools receiving non-monetary awards for fidelity of implementation
- Percentage of communities holding semiannual CBO meetings
- Number of master trainers trained (by IR)

Performance indicators

The proposed indicators are *preliminary* to consultation with USAID, MOE, and key GOL stakeholders on the results measures and targets for Read Liberia implementation and constitute an initial basis for these consultations. With inputs from USAID, MOE, and other key stakeholders, Read Liberia will revise and finalize the set of performance indicators and targets. The agreed-upon indicators will represent the joint intentions of key GOL stakeholders and the Read Liberia team to achieve each target result through the coordinated, collaborative efforts of all partners.

All indicators involving a count or percentage of people (e.g., students, teachers, or other) will be disaggregated by gender. These and other indicators may also be disaggregated geographically (by county or district, depending on the nature of the indicator and the sampling frame), and/or by grade level.

Target indicators for Years 2, 3, 4, and 5 will be reviewed and reevaluated after all baseline data collection efforts are completed. As stated earlier, PIRSs for all indicators are provided in **Annex A**.

All reporting indicators (USAID Foreign Assistance Framework and custom indicators) are included below in **Table 7.** The table explicitly lays out the reporting frequency, data source and collection method, baseline estimate, yearly target (as applicable) and target rationale for all reporting indicators.

Table 7:   Read Liberia Performance Indicators and Targets

Indicator Number	Indicator	Level & Link	Reporting frequency	Data source & collection method	Baseline	Target Y1 (2017-2018)	Target Y2 (2018-2019)	Target Y3 (2019-2020)	Target Y4 (2020-2021)	Target Y5 (2021-2022)	Target rationale
Outcome Indicators											
ES.1-1	Percent of learners who demonstrate reading fluency and comprehension of grade level text at the end of grade 2 with USG assistance	Outcome ES.1	Baseline; endline	EGRA External impact evaluation	22% reading at oral reading fluency (ORF) benchmark	N/A	N/A	25%	N/A	30% reading at ORF benchmark	Based on 5-year impact estimated from LTTP
ES.1-3	Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance	Output ES.1	Annual	School census	0	57,600[9]	60,300	60,300	57,600	57,600	Based on school census for grades KG–G2; includes KG in Y2 and Y3.
ES.1-5	Number of learners reached in reading programs at the primary level with USG assistance	Output ES.1	Annual	School census	0	57,600[10]	60,300	60,300	57,600	57,600	Based on school census for grades KG–G2; includes KG in Y2 and Y3
RL.1	Average ORF (correct words per minute [cwpm]) scores among students in USAID/Liberia's EGR project Read Liberia target districts	Outcome Custom	Baseline; endline	EGRA External impact evaluation	14.6 cwpm in external evaluator baseline	N/A	N/A	19 cwpm	N/A	25 cwpm	This indicator focuses solely on G2. Average LTTP increase across all three grades was 9.7 cwpm. Collected by coaches via a Mini-EGRA.
IR 1: Government commitment to and support of evidence-based reading instruction increased											
Sub-IR 1.1: Actionable, Ministry-endorsed plans to support and monitor evidence-based early grade reading approaches produced											
LR 1.1.1	Number of ministry endorsed plans to support and monitor evidence-based early grade reading supported	Output Custom	Annual	Project and MOE records	0	1	1	1	1	1	One per year, over the life of the contract
IR 2: Early grade reading classroom instruction improved											
Sub-IR 2.1: Evidence-based early grade reading books and materials developed and used											

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[9] Estimate updated based on annual enrolment data.
[10] Estimate updated based on annual enrolment data.

Indicator Number	Indicator	Level & Link	Reporting frequency	Data source & collection method	Baseline	Target Y1 (2017-2018)	Target Y2 (2018-2019)	Target Y3 (2019-2020)	Target Y4 (2020-2021)	Target Y5 (2021-2022)	Target rationale
ES.1-10	Number of primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance	Output ES.1-10	Annual	Project records (distribution)	0	58,880[11]	61,640[12]	61,640	58,880	58,880	Number of books distributed each year will be based on the estimated annual school census and the types of TLM under review for final distribution.
ES.1-11	Number of primary school classrooms that receive a complete set of essential reading instructional materials with USG assistance	Output ES.1-11	Annual	Project records (distribution)	0	1,280	1,340	1,340	1,280	1,280	Based on current school census data & implementation plan including KG in Y2 and Y3.
Sub-IR 2.2: In-service training in evidence-based early grade reading instruction and formative assessment improved											
ES.1-6	Number of primary or secondary school educators who complete professional development activities with USG assistance	Output ES.1	Annual	Training attendance register	0	1,280	1,340	1,340	1,280	1,280	Based on current school census data & implementation plan; includes KG in Y2 and Y3. Total count of teachers who attended at least 75% of the planned training for the period.
ES.1-7	Number of primary school educators who complete professional development activities on implementing evidence-based reading instruction with USG assistance	Output ES.1	Annual	Training attendance register	0	1,280	1,340	1,340	1,280	1,280	Based on current school census data & implementation plan; includes KG in Y2 and Y3. Total count of teachers who attended at least 75% of the planned training for the period.
ES.1-12	Number of education administrators and officials who complete professional development activities with USG assistance	Output ES.1-12	Annual	Training attendance register	0	792	802	802	792	792	Based on current school census data and implementation plan. Total count of teachers who attended at least 75% of the planned training for the period.
RL 2.2.1a	Number of Read Liberia-trained teachers who remain in G1 or G2 assignments for the duration of the project	Output Custom	Annual	Coaching records	0	1,152	1,036	933	839	755	Goal is 90% retention each year.

[11] Estimate updated based on annual enrolment data. Years 1, 4, and 5 - 57,600 estimated Student Activity Books plus 1,280 Teacher Instructional Guides.
[12] Estimate updated based on annual enrolment data. Years 2 and 3 includes KG pilot – 60,300 estimated Student Activity Books plus 1,340 Teacher Instructional Guides.

Indicator Number	Indicator	Level & Link	Reporting frequency	Data source & collection method	Baseline	Target Y1 (2017-2018)	Target Y2 (2018-2019)	Target Y3 (2019-2020)	Target Y4 (2020-2021)	Target Y5 (2021-2022)	Target rationale
RL 2.2.1b	Number of Read Liberia-trained teachers who remain in KG assignments for the duration of the project	Output Custom	End of KG intervention (May 2019)	Coaching records	0	N/A	54	48	N/A	N/A	Goal is 90% retention each year
Sub-IR 2.3: Teacher coaching and supervision in early grade reading improved											
RL 2.3.1	Percentage of teachers showing improvement in providing early grade instructions	Output Custom	Annual	Classroom observation instrument	0%	25%	50%	65%	75%	85%	Based on 5-year impact estimated from LTTP
Sub-IR 2.4: Appropriate non-monetary incentives for teachers and schools implementing evidence-based programming provided											
RL 2.4.1	Number of teachers receiving awards for fidelity of program implementation	Output Custom	Annual	Distribution records	0	0	128	320	320	320	To ensure teacher focus on fidelity, Read Liberia will provide awards to 50% of teachers during the out years.
IR 3: Service delivery systems in early grade reading improved											
Sub-IR 3.1: Performance standards for teachers and students in early grade reading developed and implemented											
RL 3.1.1	Percentage of teachers who achieve a score of "acceptable" or better on a reading instructional index that measures the use of effective EGR teaching practices	Output Custom	Annual	Coaching instrument	Baseline to be collected in 2018	0	25%	50%	60%	70%	For teachers to be scoring acceptable on RL3.1.2, they would need to be applying the policies. Based on 5-year impact estimated from LTTP II.
RL 3.1.2	Percentage of schools applying the policies included in the EGRA policy framework	Output Custom	Annual	Coaching instrument	Baseline to be collected in 2018	0	25%	50%	60%	70%	For teachers to be scoring acceptable on RL3.1.1, they would need to be applying the policies. Based on 5-year impact estimated from LTTP II.
Sub-IR 3.2: Research agenda on factors related to early grade reading implemented											
RL 3.2.1	Number of early grade related research studies conducted	Output Custom	Annual	Project records (research report)	0	1	1	1	1	1	One per year over the life of the project (as noted in the contract)
Sub-IR 3.3: Policies in support of early grade reading instruction implemented											
RL 3.3.1	Number of policies and or policy revisions proposals implemented	Output Custom	Annual	Project records	0	0	0	0	0	1	One over the life of the project (as noted in the contract)
Sub-IR 3.4: Early grade reading data collection, analysis, and reporting systems improved											

Indicator Number	Indicator	Level & Link	Reporting frequency	Data source & collection method	Baseline	Target Y1 (2017-2018)	Target Y2 (2018-2019)	Target Y3 (2019-2020)	Target Y4 (2020-2021)	Target Y5 (2021-2022)	Target rationale
RL 3.4.1	Number of DEOs/CEOs assessing reading outcomes at the G2 level in the schools in their jurisdictions on an annual basis	Output Custom	Annual	DEMA records	0	4	49	49	49	49	Y1 – Margibi Pilot (1 CEO; 3 DEOs) Y2-5 – 6 CEOs; 43 DEOs)
RL 3.4.2	Number of schools reporting KG, G1, and G2 reading results to their communities on an annual basis	Output Custom	Annual	School report cards (EMIS)	N/A	N/A	350	420	448	480	50%; 60%; 70%; 75%; (Years 2 and 3 include KG)
IR 4: Parent, community, and private support for early grade reading increased											
Sub-IR 4.1: Parents' understanding, and support of early grade reading increased											
RL 4.1.1	Percentage of parents and caregivers with understanding and support of early grade reading	Output Custom	Baseline/ Midline/ Endline	Parent survey	Targets to be finalized based on baseline at end of 2018	50%	N/A	70%	N/A	75%	50%; 70%; 75% as percentage students and their parents /caregiver households. Baseline/Midline/ Endline
Sub-IR 4.2: Parents' ability to implement specific strategies to support early grade reading improved											
RL.4.2.1	Percentage of parents or caregivers who report using materials at home to read to their children or to listen to their children read	Output Custom	Baseline/ Midline/ Endline	Parent survey	Targets to be finalized based on baseline at end of 2018	50%	N/A	70%	N/A	75%	50%; 70%; 75% as percentage students and their parents /caregiver households. Baseline/Midline/ Endline
Sub-IR 4.3: Community members' and CBOs' ability to support early grade reading improved											
ES.1-13	Number of parent teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance	Output ES.1-13	Annual	Annual survey	0	0	320	384	448	480	50%; 60%; 70%; 75% as percentage PTA-type groups engaged
Sub-IR 4.4: Public-private partnerships to support early grade reading success established											
RL 4.4.1	Number of public private partnerships (PPPs) formalized to support EGR	Output Custom	Annual	PPP documentation	0	0	2	1	0	0	Three over the life of the contract (as noted in the contract)

Annex A: Performance Indicator Reference Sheets

USAID Performance Indicator Reference Sheet
Name of Result Measured: Goal: Kindergarten oral vocabulary for emergent literacy improved with students in Grade 1 and 2 reading grade-level text with fluency and comprehension
Name of Indicator: ES.1-1 Percent of learners who demonstrate reading fluency and comprehension of grade level text at the end of grade 2 with USG assistance
Performance Plan and Report indicator? Yes **DO 4: Better Educated Liberians:** Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text **Indicator Type:** Outcome
DESCRIPTION
Precise Definition(s): "A learner is an individual who is enrolled in an education program for the purpose of acquiring academic basic education skills or knowledge. Learners who are enrolled in formal primary school or the non-formal equivalent of primary school can be counted towards this indicator. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, religious schools, accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to the accepted primary-school curriculum. Learners should be counted in the total (denominator) if they are enrolled in grade 2 of primary or primary equivalent education (as defined above), and they directly benefit from USG education assistance specifically designed to improve reading outcomes. Examples of USG education assistance that fall into this category can include, but are not limited to: pedagogical training for teachers; providing teaching and learning materials (TLM); remedial instruction; tracking and teaching students by ability groups; providing increased time on task; etc. Reading ability should be measured through an assessment system that has satisfactory psychometric validity and reliability, and is not subject to corruption, cheating, or score inflation. Examples of assessment systems that are acceptable can include, but are not limited to, country-specific national assessment systems, Early Grade Reading Assessments (EGRA), and Annual Status of Education Report (ASER) assessments. There is no universal benchmark or threshold indicating the ability to read with fluency and comprehension. The benchmark used should be tailored to the language, context, and assessment utilized, and should be developed in consultation with local reading experts and policymakers. In the absence of a context-specific benchmark, a common alternative is the level of Oral Reading Fluency associated with 80% reading comprehension (where 80% reading comprehension is operationalized at the ability to answer at least 80% of comprehension questions correctly)."
Unit of Measure: Percent
Disaggregated by: • Percent of male learners • Percent of female learners • Numerator (female learners) • Numerator (male learners) • Denominator (female learners) • Denominator (male learners)
Rationale or Justification for indicator *(optional)*:
PLAN FOR DATA COLLECTION BY USAID
Data Source: Early Grade Reading Assessment (EGRA)
Method of data collection and construction: Experimental or randomized control trial (RCT) approach with a treatment and control groups of schools. Data collected at baseline and at end of project to determine causal effect of Read Liberia on grade 2 student learning outcomes.
Reporting Frequency: Baseline and end line evaluation
Individual(s) responsible at USAID: External Impact Evaluator (NORC)
DATA QUALITY ISSUES
Dates of Previous Data Quality Assessments and name of reviewer: N/A
Date of Future Data Quality Assessments *(optional)*: N/A
Known Data Limitations: Unknown
TARGETS AND BASELINE

Baseline timeframe *(optional):* Baseline conducted July 2017. Baseline: 22%; Endline Target: 30% (2022)
Rationale for Targets *(optional):* Based on 5-year impact estimated from LTTP
CHANGES TO INDICATOR
Changes to indicator: N/A
Other Notes *(optional):* Learners who do not have basic skills after completing two grades of primary schooling may repeat grades, drop out, or suffer academically in higher grades where they are expected to be able to use reading to learn. Information will be used as the overall project impact indicator and will provide the country with an estimate of the possible achievement from continuing such work.
THIS SHEET LAST UPDATED ON: 05/16/2018

USAID Performance Indicator Reference Sheet
Name of Result Measured: IR 2: EGR classroom instruction improved
Name of Indicator: ES.1-3 Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance
Performance Plan and Report indicator? Yes **IR 4.1 Increased Equitable Access to Education** **Indicator Type:** Output
DESCRIPTION
Precise Definition(s): "A learner is an individual who is enrolled in an education program for acquiring academic basic education skills or knowledge. Learners who are enrolled in formal primary school or the non-formal equivalent of primary school can be counted towards this indicator. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, religious schools, accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to the accepted primary-school curriculum. Learners enrolled in kindergarten can be included in this number only if kindergarten is accepted and funded by the government as an integrated component of primary education. Learners should be counted if they are enrolled in primary or primary equivalent education (as defined above), and they directly benefit from USG education assistance designed to support student acquisition of academic basic education skills and knowledge. Examples of USG education assistance that fall into this category can include but are not limited to: pedagogical training for teachers; providing teaching and learning materials (TLM); improving teacher attendance; providing a safe learning environment; and supporting an early grade reading intervention. Examples of USG-supported education assistance that does not support student acquisition of academic basic education skills and knowledge include but are not limited to: EMIS or assessment data collection; and administrative training for non-educators. When calculating this indicator, each learner should be counted only once in data for the year being reported. In other words, if a learner benefits from two overlapping programs and each meets the criteria outlined here, the learner should be counted only once. This indicator should report all individual learners who were reached during the year being reported, even if some of these learners may also have been counted in previous years. In other words, if a student was counted towards this indicator in previous fiscal year, the student can be counted towards the indicator again in the current fiscal year."
Unit of Measure: Count (Number of unique learners)
Disaggregated by: • County • Grade (KG, G1, G2) • Number of males • Number of females • Number of males age 10-14 • Number of females age 10-14 • Number of males age 15-19 • Number of females age 15-19 • Number of learners with disabilities • Number of learners affected by conflict or crisis
Rationale or Justification for indicator *(optional)*:
PLAN FOR DATA COLLECTION BY USAID
Data Source: Ministry of Education (MOE) school census and/or project data
Method of data collection and construction: MOE EMIS national annual survey conducted and or annual survey conducted by Read Liberia Activity project staff.
Reporting Frequency: Annually
Individual(s) responsible at USAID: Read Liberia ME&L Manager and Director of Reading
DATA QUALITY ISSUES
Dates of Previous Data Quality Assessments and name of reviewer: N/A

Date of Future Data Quality Assessments *(optional)*: N/A
Known Data Limitations: MOE EMIS team has expressed some levels of delays in the submission of its annual school assessment questionnaires, sometimes spanning the planned fiscal year, and these have implications for annual reporting. In the event of major delays in MOE school assessment questionnaires, Read Liberia will conduct an annual survey to report on this indicator.

TARGETS AND BASELINE
Baseline timeframe *(optional)*: Baseline: N/A **Targets:** Year 1 (2018): 57,600 Year 2 (2019): 60,300 Year 3 (2020): 60,300 Year 4 (2021): 57,600 Year 5 (2022): 57,600
Rationale for Targets *(optional)*: Based on school census for grades KG–G2; includes KG intervention for Years 2 and 3

CHANGES TO INDICATOR
Changes to indicator: N/A
Other Notes *(optional)*: N/A
THIS SHEET LAST UPDATED ON: 05/16/2018

USAID Performance Indicator Reference Sheet
Name of Result Measured: IR 2: EGR classroom instruction improved
Name of Indicator: ES.1-5 Number of learners reached in reading programs at the primary level with USG assistance
Performance Plan and Report indicator? Yes **IR 4.1 Increased Equitable Access to Education** **Indicator Type:** Output
DESCRIPTION
Precise Definition(s): "A learner is an individual who is enrolled in an education program for acquiring academic basic education skills or knowledge. Learners who are enrolled in formal primary school or the non-formal equivalent of primary school can be counted towards this indicator. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, religious schools, accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to the accepted primary-school curriculum. Learners enrolled in kindergarten can be included in this number only if kindergarten is accepted and funded by the government as an integrated component of primary education. Learners should be counted here if they are enrolled in primary or primary equivalent education (as defined above), and they directly benefit from USG education assistance specifically designed to improve reading outcomes. Examples of USG education assistance that fall into this category can include, but are not limited to: pedagogical training for teachers; providing teaching and learning materials (TLM); remedial instruction; tracking and teaching students by ability groups; providing increased time on task; etc. Examples of USG-supported education assistance that does not support improved reading outcomes include but are not limited to: EMIS or assessment data collection; and administrative training for non-educators. When calculating this indicator, each learner should be counted only once in data for the year being reported. In other words, if a learner benefits from two overlapping programs and each meets the criteria outlined here, the learner should be counted only once. This indicator should report all individual learners who were reached during the year being reported, even if some of these learners may also have been counted in previous years. In other words, if a student was counted towards this indicator in previous fiscal year, the student can be counted towards the indicator again in the current fiscal year."
Unit of Measure: Count (Number of unique learners)
Disaggregated by: • County • Grade (KG, G1, G2) • Number of males • Number of females
Rationale or Justification for indicator *(optional)*:
PLAN FOR DATA COLLECTION BY USAID
Data Source: Ministry of Education (MOE) school census and/or project data
Method of data collection and construction: MOE EMIS national annual survey conducted and or annual survey conducted by Read Liberia Activity project staff.
Reporting Frequency: Annually
Individual(s) responsible at USAID: Read Liberia ME&L Manager and Senior Reading Director
DATA QUALITY ISSUES
Dates of Previous Data Quality Assessments and name of reviewer: N/A
Date of Future Data Quality Assessments *(optional)*: N/A
Known Data Limitations: Unknown
TARGETS AND BASELINE

| **Baseline timeframe *(optional)*:** |
| Baseline: N/A |
| **Targets:** |
| Year 1 (2018): 57,600 |
| Year 2 (2019): 60,300 |
| Year 3 (2020): 60,300 |
| Year 4 (2021): 57,600 |
| Year 5 (2022): 57,600 |

Rationale for Targets *(optional)*: Based on school census for grades KG–G2; includes KG intervention in Years 2 and 3

| **CHANGES TO INDICATOR** |
| **Changes to indicator:** N/A |
| **Other Notes *(optional)*: N/A** |
| **THIS SHEET LAST UPDATED ON:** 05/16/2018 |

USAID Performance Indicator Reference Sheet	
Name of Result Measured: IR.2: EGR classroom instruction improved	
Name of Indicator: RL 1 Average oral reading fluency (ORF; correct words per minute [cwpm]) scores among students in USAID Liberia's EGR project Read Liberia target districts	
Performance Plan and Report indicator? No	
Indicator Type: Outcome (Custom)	
DESCRIPTION	
Precise Definition(s): Average ORF/correct words per minute (cwpm) scores are assessed via the mini-EGRA at the end of each academic year, based on a representative sample of G2 students in Read Liberia schools. This indicator is measured at the project level.	
Unit of Measure: Number	
Disaggregated by: Sex	
Rationale or Justification for indicator *(optional)*: Students should be counted in the total (denominator) if they are enrolled in G2 of primary school and if they directly benefit from USG education assistance specifically designed to improve reading outcomes. In the case of Read Liberia, students will be assessed only in public, government-run primary schools that are supported by the project.	
PLAN FOR DATA COLLECTION BY USAID	
Data Source: Early Grade Reading Assessment (EGRA)	
Method of data collection and construction: Mini-EGRA implemented at the end of the academic year by coaches	
Reporting Frequency: Baseline and endline	
Individual(s) responsible at USAID: Reading Team and ME&L Team	
DATA QUALITY ISSUES	
Dates of Previous Data Quality Assessments and name of reviewer: N/A	
Date of Future Data Quality Assessments *(optional)*: N/A	
Known Data Limitations: Unknown	
TARGETS AND BASELINE	
Baseline timeframe *(optional)*: Baseline: 14.6 cwpm (2017) from NORC Midline: 19 cwpm (2020) Endline: 25 cwpm (2022)	
Rationale for Targets *(optional)*: Average LTTP increase across all three grades was 9.7 cwpm. This estimate is slightly above that gain based on the NORC 2017 baseline evaluation.	
CHANGES TO INDICATOR	
Changes to indicator: N/A	
Other Notes *(optional)*: *N/A*	
THIS SHEET LAST UPDATED ON: 05/29/2018	

USAID Performance Indicator Reference Sheet
Name of Result Measured: IR 1: Government commitment to and support of evidence-based reading instruction increased
Sub-IR 1.1: Actionable, Ministry-endorsed plans to support and monitor evidence-based early grade reading approaches produced
Name of Indicator: LR 1.1.1: Number of ministry endorsed plans to support and monitor evidence-based early grade reading supported
Performance Plan and Report indicator? No
Indicator Type: Output (Custom)
DESCRIPTION
Precise Definition(s): The number of policies or policy revisions, including but not limited to EGR activities, standards, materials endorsed by the MOE with Read Liberia support. It also includes EGR policies proposals and proposals submitted to the MOE by Read Liberia or with Read Liberia support.
Unit of Measure: Number
Disaggregated by: N/A
Rationale or Justification for indicator *(optional)*:
PLAN FOR DATA COLLECTION BY USAID
Data Source: Project records; RTWG meeting minutes and documents; MOE policy review documents
Method of data collection and construction: Count
Reporting Frequency: Annual
Individual(s) responsible at USAID: Senior Education Advisor and ME&L Manager
DATA QUALITY ISSUES
Dates of Previous Data Quality Assessments and name of reviewer: N/A
Date of Future Data Quality Assessments *(optional)*: N/A
Known Data Limitations: Unknown
TARGETS AND BASELINE
Baseline timeframe *(optional)*: **Baseline:** 0 **Targets:** Year 1 (2018): 1 Year 2 (2019): 1 Year 3 (2020): 1 Year 4 (2021): 1 Year 5 (2022): 1
Rationale for Targets *(optional)*: One per year
CHANGES TO INDICATOR
Changes to indicator: N/A
Other Notes *(optional)*:
THIS SHEET LAST UPDATED ON: 05/29/2018

USAID Performance Indicator Reference Sheet

Name of Result Measured: IR 2: Early Grade Reading Classroom Instruction Improved
Sub-IR 2.1: Evidence-based early grade reading books and materials developed and used

Name of Indicator: ES.1-10 Number of primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance

Performance Plan and Report indicator? Yes
IR 4.2: Improved Quality of Education
Indicator Type: Output

DESCRIPTION

Precise Definition(s):

"Textbooks and other teaching and learning materials (TLM) are the aids used by the educator to help in teaching/instructing effectively and the aids used by the learner/student to help in learning more effectively.

Some materials are designed, printed, and published. Other materials are purchased and distributed. For the purposes of this indicator, the same material should be counted only once, in its final stage of USG support. In the totals, materials should be counted only once. For example:

- One (1) teacher manual and one (1) student textbook are designed and developed with USG assistance.
- 2,000 copies of the teacher manual and 100,000 copies of the student textbook are printed and distributed with USG assistance.
- The total count would be 102,000 primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance. (2,000 teacher manuals + 100,000 student textbooks = 102,000 TLM)

Examples of TLM include, but are not limited to, the following: textbooks; student workbooks; supplementary reading books; educational tapes and CDs; library books; reference material in paper or electronic formats; support material for educational radio and TV broadcasts; teacher manuals and guides; etc.

"Sets" of small materials (e.g. flash cards; alphabet cards) should be counted as a single TLM rather than individuals TLMs. For example:

- One (1) complete set of alphabet flash cards contains 26 cards.
- 5,000 sets of alphabet flash cards (130,000 individual cards) are purchased and distributed with USG assistance.
- The total count would be 5,000 primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance.

Essentially, TLMs are associated with content embedded in the material itself. Materials and means of conveying content that have no content themselves are not included.

Examples of materials that are NOT counted include, but are not limited to, the following: pencils, pens, and other writing utensils; handouts used in training and professional development; chalk; chalkboards; slates; whiteboards; etc. These materials are not counted as TLM because they do not convey content in and of themselves."

Unit of Measure: Number

Disaggregated by:
- County
- Grade (KG, G1, G2)
- Type of material (e.g., big books)

Rationale or Justification for indicator (optional):

PLAN FOR DATA COLLECTION BY USAID

Data Source: Project records. (Printing and procurement register and material distribution reports).

Method of data collection and construction: Number of activity books, supplemental leveled readers, sets of flashcards, teacher's guides, and decodable texts printed and distributed

Reporting Frequency: Annual (and included in quarterly reports)

Individual(s) responsible at USAID: ME&L Manager; Education Advisor; Procurement Manager and Read Liberia Program Team

DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and name of reviewer: N/A

Date of Future Data Quality Assessments (optional): N/A

Known Data Limitations: Unknown
TARGETS AND BASELINE
Baseline timeframe *(optional):*   **Baseline:** N/A   **Targets:**   Year 1 (2018): 58,880   Year 2 (2019): 61,640   Year 3 (2020): 61,640   Year 4 (2021): 58,880   Year 5 (2022): 58,880
Rationale for Targets *(optional):* Based on current school census data and implementation plan but targets will be updated at the start of each academic year. Years 2 and 3 include KG pilot.
CHANGES TO INDICATOR
Changes to indicator: N/A
Other Notes *(optional):* For Read Liberia, this indicator measures the number of classroom readers (leveled readers and decodable books), teacher's guides, activity books, and sets of flash cards provided. This will be updated at the start of each academic year.
THIS SHEET LAST UPDATED ON: 05/16/2018

USAID Performance Indicator Reference Sheet
Name of Result Measured: IR 2: Early Grade Classroom Instruction Improved
Name of Indicator:. ES.1-11 Number of primary school classrooms that receive a complete set of essential reading instructional materials with USG assistance
Performance Plan and Report indicator? Yes
Indicator Type: Output
DESCRIPTION
Precise Definition(s):   "The list of materials defined as a "complete set of essential reading instructional materials" is context-specific and will vary with factors such as class level, language, and curriculum. At a minimum, the following materials and quantities should be included in the list of essential reading instructional materials for a classroom: • One reading instructional guide for each teacher   • One student reading workbook per student   • One set of decodable readers per student   • One set of supplemental reading materials per classroom   Additional teaching and learning materials, such as educational recordings or flash cards may be included in the list of materials defining a 'complete set,' however, the items listed above are a required minimum. Classroom materials such as pencils and chalk that do not convey instructional content should not be defined as part of the complete set.   Within the parameters defined here, the categories and ratios of documents that constitute a complete set will be defined by the Mission in consultation with government counterparts, local reading experts, and USAID technical experts. For example, the precise definition of a complete set of supplemental reading materials should be tailored to the grade-level and curriculum relevant to the classroom.   A classroom cannot be counted as having a complete set of essential materials unless all required materials are available in the classroom in the appropriate ratio of materials to students and teachers. For example, if each type of material is present in the classroom, but there are only 50 student reading workbooks for 60 students, the collection is not complete.   Depending on the design of the materials, a ratio of one item per student may be appropriate, or a ratio of several items per student may be necessary a complete set. For example, if a collection of decodable reading passages is incorporated into a single booklet, one booklet per student may be appropriate. Alternatively, if decodable reading passages are published separately, the full set of materials per student may be appropriate.   Some essential materials, such as teacher guides, can be expected to last more than one year without replacement. Other essential materials, such as student workbooks, are considered consumable instructional items because they must be replaced annually.   Classrooms that receive the full set of consumable and non-consumable materials with USG assistance should be counted towards this indicator. Classrooms that receive a replenishment of consumable and/or non-consumable items in order to re-complete the set of materials for a new year may be counted as well. The same classroom can be counted in multiple years if the collection is replenished with USG support each year."
Unit of Measure: Number
Disaggregated by: • County   • Grade (KG, G1, G2)
Rationale or Justification for indicator *(optional)*: Based on current school census data and implementation plan
PLAN FOR DATA COLLECTION BY USAID
Data Source: Project records. (Printing and procurement register and material distribution reports).
Method of data collection and construction: Number of activity books, supplemental leveled readers, sets of flashcards, teacher's guides, and decodable texts printed and distributed
Reporting Frequency: Annual (and included in quarterly reports)
Individual(s) responsible at USAID: ME&L Manager; Education Advisor; Procurement Manager and Read Liberia Program Team
DATA QUALITY ISSUES
Dates of Previous Data Quality Assessments and name of reviewer: N/A

Date of Future Data Quality Assessments *(optional):* N/A
Known Data Limitations: Unknown
TARGETS AND BASELINE
Baseline timeframe *(optional):* **Baseline:** N/A **Targets:** Year 1 (2018): 1,280 Year 2 (2019): 1,340 Year 3 (2020): 1,340 Year 4 (2021): 1,280 Year 5 (2022): 1,280
Rationale for Targets *(optional):* Based on current school census data and implementation plan
CHANGES TO INDICATOR
Changes to indicator: N/A
Other Notes *(optional):* For Read Liberia, this indicator measures the number of KG, G1, and G2 classrooms receiving complete sets of materials.
THIS SHEET LAST UPDATED ON: 05/16/2018

USAID Performance Indicator Reference Sheet

Name of Result Measured: IR 2: Early grade reading classroom instruction improved **Sub-IR 2.2:** In-service training in evidence-based early grade reading instruction and formative assessment improved

Name of Indicator: ES.1-6 Number of primary or secondary school educators who complete professional development activities with USG assistance

Performance Plan and Report indicator? Yes **Development Objective 4:** Better Educated Liberians **Indicator Type:** Output

DESCRIPTION

Precise Definition(s):

"Educators are individuals whose professional activity involves the transmitting of knowledge, attitudes, and skills that are stipulated in curriculum directly to students participating in a formal or non-formal educational opportunity. Educators may work in formal or non-formal settings and institutions. They may be employed by public organizations (e.g. school) or private organization (e.g. school, NGO). Examples include, but are not limited to, the following: teachers, teaching assistants, instructors, etc.

Professionals who work in the education sector but whose primary function is not transmit knowledge directly to students should not be counted as educators. Examples of individuals who should not be counted as educators include but are not limited to: school administrators such as principals (unless principals also teach); ministry officials, supervisors; and teacher trainers (if these teacher trainers are not also teachers).

Completing professional development activities means that an individual has met the completion requirements of a structured training, coaching, or mentoring program as defined by the program offered. A certificate may or may not be issued at the end of a professional development activity.

Educators who benefit from services or training delivered by other trainees as part of a deliberate service delivery strategy (e.g. cascade training) are counted.

Educators reported in other indicators, such as ES.1-9, ES.1-10 or ES.1-11, should also be counted towards this indicator.

When calculating the total numbers of educators, each educator should be counted only once (regardless of how many professional development activities he or she successfully completed)."

Unit of Measure: Number

Disaggregated by: • Number of females • Number of males

Rationale or Justification for indicator *(optional)*:

PLAN FOR DATA COLLECTION BY USAID

Data Source: Project records. Training attendance registers

Method of data collection and construction: Total count of teachers who attended at least 75% of the planned training for the period.

Reporting Frequency: Annual (and included in quarterly reports)

Individual(s) responsible at USAID: Reading Team and ME&L Manager

DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and name of reviewer: N/A

Date of Future Data Quality Assessments *(optional)*: N/A

Known Data Limitations: Unknown

TARGETS AND BASELINE

Baseline timeframe *(optional)*: **Baseline:** N/A **Targets:** Year 1 (2016): 1,280 Year 2 (2017): 1,340 Year 3 (2018): 1,340 Year 4 (2019): 1,280 Year 5 (2020): 1,280

Rationale for Targets *(optional):* Based on current school census data and implementation plan
CHANGES TO INDICATOR
Changes to indicator: N/A
Other Notes *(optional):* For Read Liberia, only unique teachers who have attended at least 75% of the planned training for the period will be counted. Training in Years 1, 4, and 5 will focus on G1 and G2; training in Years 2 and 3 will also include KG.
THIS SHEET LAST UPDATED ON: 05/16/2018

USAID Performance Indicator Reference Sheet

Name of Result Measured: IR 2: Early grade reading classroom instruction improved
Sub-IR 2.2: In-service training in evidence-based early grade reading instruction and formative assessment improved

Name of Indicator: ES.1-7 Number of primary school educators who complete professional development activities on implementing evidence-based reading instruction with USG assistance

Performance Plan and Report indicator? Yes
Development Objective 4: Better Educated Liberians
Indicator Type: Output

DESCRIPTION

Precise Definition(s):

"Educators are individuals whose professional activity involves the transmitting of knowledge, attitudes, and skills that are stipulated in curriculum directly to students participating in a formal or non-formal educational opportunity. Educators may work in formal or non-formal settings and institutions. They may be employed by public organizations (e.g. school) or private organization (e.g. school, NGO). Examples include, but are not limited to, the following: teachers, teaching assistants, instructors, etc.

Professionals who work in the education sector but whose primary function is not transmit knowledge directly to students should not be counted as educators. Examples of individuals who should not be counted as educators include but are not limited to: school administrators such as principals (unless principals also teach); ministry officials, supervisors; and teacher trainers (if these teacher trainers are not also teachers).

Completing professional development activities means that an individual has met the completion requirements of a structured in-service training, pre-service training, coaching, or mentoring program as defined by the program offered. Teacher professional development on the topics implementing evidence-based reading instruction may be included in a larger teacher professional development program. A certificate may or may not be issued at the end of a professional development activity.

"Training on implementing evidence-based reading instruction may cover topics that include, but are not limited to, the following: print awareness; phonological awareness; phonics; fluency; vocabulary, comprehension; and writing. Based on a simple definition from the International Reading Association, evidence-based reading instruction may be defined as "a particular program or collection of instructional practices has a record of success. That is, there is reliable, trustworthy, and valid evidence to suggest that when the program is used with a group of children, the children can be expected to make adequate gains in reading achievement."

Educators who benefit from services or training delivered by other trainees as part of a deliberate service delivery strategy (e.g. cascade training) are counted.

When calculating the total numbers of educators, each educator should be counted only once (regardless of how many professional development activities he or she successfully completed)."

Unit of Measure: Number

Disaggregated by:
- Number of females
- Number of males

Rationale or Justification for indicator *(optional)*:

PLAN FOR DATA COLLECTION BY USAID

Data Source: Project records. Training attendance registers

Method of data collection and construction: Total count of teachers who attended at least 75% of the planned training for the period.

Reporting Frequency: Annual (and included in quarterly reports)

Individual(s) responsible at USAID: Reading Team and ME&L Manager

DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and name of reviewer: N/A

Date of Future Data Quality Assessments *(optional)*: N/A

Known Data Limitations: Unknown

TARGETS AND BASELINE

Baseline timeframe *(optional):*
Baseline: N/A
Targets:
Year 1 (2016): 1,280;
Year 2 (2017): 1,340;
Year 3 (2018): 1,340;
Year 4 (2019): 1,280;
Year 5 (2020): 1,280;

Rationale for Targets *(optional):* Based on current school census data and implementation plan

CHANGES TO INDICATOR

Changes to indicator: N/A

Other Notes *(optional):* For Read Liberia, only unique teachers who have attended at least 75% of the planned training for the period will be counted. Training in Years 1, 4, and 5 will focus on G1 and G2; training in Years 2 and 3 will include KG.

THIS SHEET LAST UPDATED ON: 05/16/2018

USAID Performance Indicator Reference Sheet

Name of Result Measured: IR 2: Early grade reading classroom instruction improved
Sub-IR 2.2: In-service training in evidence-based early grade reading instruction and formative assessment improved

Name of Indicator: ES.1-12 Number of education administrators and officials who complete professional development activities with USG assistance

Performance Plan and Report indicator? Yes
Development Objective 4: Better Educated Liberians
Indicator Type: Output

DESCRIPTION

Precise Definition(s):

"Education administrators and officials are individuals involved in the organization, management, operations, and support systems within the education system. They may be employed by public organizations (e.g. school, district, county, province/state, central Ministries/Departments of Education) or private organizations (e.g. school, NGO). Their roles do not involve teaching or direct instruction of students. Examples include, but are not limited to, the following: principals; superintendents; coaches; trainers; inspectors; technical specialists; managers; etc.

Completing professional development activities means that an individual has met the completion requirements of a structured training, coaching, or mentoring program as defined by the program offered. A certificate may or may not be issued at the end of a professional development activity.

Education administrators and officials who benefit from services or training delivered by the individuals or organizations directly trained by the partner as part of a deliberate service delivery strategy (e.g. cascade training) are counted.

When calculating the total numbers of education administrators and officials each administrator and official should be counted only once (regardless of how many professional development activities he or she successfully completed)."

Unit of Measure: Number

Disaggregated by:
- Number of females
- Number of males

Rationale or Justification for indicator *(optional)*:

PLAN FOR DATA COLLECTION BY USAID

Data Source: Project records. Training attendance registers

Method of data collection and construction: Total count of principals, master trainers, coaches, and MOE officials including DEO, CEOs, among others, who attended at least 75% of their associated planned training activities for the period.

Reporting Frequency: Annual (and included in quarterly reports)

Individual(s) responsible at USAID: Reading Team and ME&L Manager

DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and name of reviewer: N/A

Date of Future Data Quality Assessments *(optional)*: N/A

Known Data Limitations: Unknown

TARGETS AND BASELINE

Baseline timeframe *(optional)*:
Baseline: N/A
Targets:
Year 1 (2016): 792
Year 2 (2017): 802
Year 3 (2018): 802
Year 4 (2019): 792
Year 5 (2020): 792

Rationale for Targets *(optional):* 80 coaches, 6 CEO, 43 DEO, 25 misc. other education officials including but not limited to representatives from the Bureaus of Planning and Research, Curriculum and Textbooks, Basic and Secondary Education, Teacher Education, and ECE, and 640 school principals/directors. In years 2 and 3, plus 8 KG coaches
CHANGES TO INDICATOR
Changes to indicator: N/A
Other Notes *(optional):* For Read Liberia, only unique teachers who have attended at least 75% of the planned training for the period will be counted. Training in Years 1, 4, and 5 will focus on G1 and G2; training in Years 2 and 3 will include KG.
THIS SHEET LAST UPDATED ON: 05/29/2018

USAID Performance Indicator Reference Sheet
Name of Result Measured: IR 2: Early grade reading classroom instruction improved Sub-IR 2.2: In-service training in evidence-based early grade reading instruction and formative assessment improved
Name of Indicator: RL 2.2.1a Number of Read Liberia-trained teachers who remain in G1 or G2 assignments for the duration of the project
Performance Plan and Report indicator? No
Indicator Type: Output (Custom)

DESCRIPTION
Precise Definition(s): Although this is a life-of-project indicator, it is calculated and reported on an annual basis to track teacher retention annually as unique beneficiaries. Teachers who are trained throughout the project will have their information stored in the project database. Annually, this database will be used to determine the number of teachers in project schools who have remained in either G1 or G2. The goal is to have 90% teacher retention from year to year to ensure consistency and continuity in terms of training and implementation.
Unit of Measure: Number
Disaggregated by: • County • Sex • Grade (G1, G2)
Rationale or Justification for indicator *(optional)*:

PLAN FOR DATA COLLECTION BY USAID
Data Source: Project records. Coaching records
Method of data collection and construction: simple count
Reporting Frequency: Annual
Individual(s) responsible at USAID: Reading Team and ME&L Manager

DATA QUALITY ISSUES
Dates of Previous Data Quality Assessments and name of reviewer: N/A
Date of Future Data Quality Assessments *(optional)*: N/A
Known Data Limitations: Unknown

TARGETS AND BASELINE
Baseline timeframe *(optional)*: **Baseline:** N/A **Targets:** Year 1 (2018): 1,152 Year 2 (2019): 1036 Year 3 (2020): 933 Year 4 (2021): 839 Year 5 (2022): 755
Rationale for Targets *(optional)*: Goal is 90% retention each year assuming 1,280 teachers at start of Read Liberia.

CHANGES TO INDICATOR
Changes to indicator: N/A
Other Notes *(optional)*:
THIS SHEET LAST UPDATED ON: 05/16/2018

USAID Performance Indicator Reference Sheet
Name of Result Measured: IR 2: Early grade reading classroom instruction improved Sub-IR 2.2: In-service training in evidence-based early grade reading instruction and formative assessment improved
Name of Indicator: **RL 2.2.1b** Number of Read Liberia-trained teachers who remain in KG assignments for the duration of the project
Performance Plan and Report indicator? No **Indicator Type:** Output (**Custom**)
DESCRIPTION
Precise Definition(s): Although this is a life-of-project indicator, it is calculated and reported on an annual basis to track teacher retention annually as unique beneficiaries. Teachers who are trained throughout the project will have their information stored in the project database. Annually, this database will be used to determine the number of teachers in project schools who have remained in KG. The goal is to have 90% teacher retention from year to year to ensure consistency and continuity in terms of training and implementation.
Unit of Measure: Number
Disaggregated by: • County • Sex
Rationale or Justification for indicator *(optional)*:
PLAN FOR DATA COLLECTION BY USAID
Data Source: Project records. Coaching records
Method of data collection and construction: Simple count
Reporting Frequency: Annual
Individual(s) responsible at USAID: Reading Team
DATA QUALITY ISSUES
Dates of Previous Data Quality Assessments and name of reviewer: N/A
Date of Future Data Quality Assessments *(optional)*: N/A
Known Data Limitations: Unknown
TARGETS AND BASELINE
Baseline timeframe *(optional)*: **Baseline:** N/A **Targets:** Year 1 (2018): N/A Year 2 (2019): 54 Year 3 (2020): 48 Year 4 (2021): N/A Year 5 (2022): N/A
Rationale for Targets *(optional)*: Goal is 90% retention each year starting with 60 KG teachers at the start of the Read Liberia KG pilot.
CHANGES TO INDICATOR
Changes to indicator: N/A
Other Notes *(optional)*:
THIS SHEET LAST UPDATED ON: 05/16/2018

USAID Performance Indicator Reference Sheet
Name of Result Measured: IR 2: Early grade reading classroom instruction improved
Sub-IR 2.3: Teacher coaching and supervision in early grade reading improved
Name of Indicator: RL 2.3.1 Percentage of teachers showing improvement in providing early grade instructions
Performance Plan and Report indicator? No
Indicator Type: Output (Custom)

DESCRIPTION

Precise Definition(s):

Teachers' use of EGR methods will be measured on a scale from 0 to 2, with 2 being the maximum points for teachers exhibiting full knowledge and application of EGR methods in the classroom; 1 representing partial exhibition of EGR methods and application in the classroom; and 0 for lack of adequate exhibition and application of EGR knowledge in the classroom during the time of the coaches' visits.

The indicator will be calculated by dividing the average of the teachers' classroom observation scores by the total maximum classroom observation score required. The numerator will be the average score for teachers. The denominator will be the maximum required classroom observation score of 20. Calculation for this indicator will be based on the total population of teachers for which monitoring data is available for the reporting period.

Unit of Measure: Percentage
Disaggregated by:
• Percentage of females
• Percentage of males
Rationale or Justification for indicator *(optional)*:

PLAN FOR DATA COLLECTION BY USAID

Data Source: Project records. Classroom observation instrument
Method of data collection and construction: Percentage of teachers scores reported by coaches
Reporting Frequency: Annual
Individual(s) responsible at USAID: Reading Team and ME&L Manager

DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and name of reviewer: N/A
Date of Future Data Quality Assessments *(optional)*: N/A
Known Data Limitations: Unknown

TARGETS AND BASELINE

Baseline timeframe *(optional)*:
Baseline: N/A
Targets:
Year 1 (2018): 25%
Year 2 (2019): 50%
Year 3 (2020): 65%
Year 4 (2021): 75%
Year 5 (2022): 85%
Rationale for Targets *(optional)*: Goal is 85% by Year 5.

CHANGES TO INDICATOR

Changes to indicator: N/A

Other Notes *(optional)*: The goal is to have an overall average of 85% of teachers showing improvement in the provision of EGR instructions in the classroom by Year 5, with the year one target being 25% due to the challenges in the commencement of project activities and the onboarding of coaches.

This indicator will be used to measure changes in teachers' performance as direct beneficiaries of the application of EGR methods in the classroom for the provision of insight into teachers' performance in terms of net learning and learning gaps that will be used to design further coaches support to teachers and planning for future training based on change over time as documented in each teacher's monthly classroom observation reports completed by the coaches.

THIS SHEET LAST UPDATED ON: 05/29/2018

USAID Performance Indicator Reference Sheet
Name of Result Measured: IR 2: Early grade reading classroom instruction improved Sub-IR 2.4: Appropriate non-monetary incentives for teachers/schools implementing evidence-based programming provided
Name of Indicator: RL 2.4.1: Number of teachers receiving awards for fidelity of program implementation
Performance Plan and Report indicator? No **Indicator Type:** Output (Custom)
DESCRIPTION
Precise Definition(s): Fidelity of implementation will be determined based on coaching data from classroom observations. For example, incentives could be provided to teachers who meet the standards for both indicator RL 3.1.1 and indicator RL 3.1.2, among other measures. Incentives will be counted for this indicator at the grade/teacher level.
Unit of Measure: Number
Disaggregated by: • County • Sex • Grade (G1, G2)
Rationale or Justification for indicator *(optional)*: Awards are defined as non-monetary incentives provided to teachers as direct beneficiaries. These awards could take the form of teacher recognition in special ceremonies or other non-monetary rewards that promote improved teaching. Read Liberia will develop a plan for this incentive program that will need to be approved by both the MOE and USAID.
PLAN FOR DATA COLLECTION BY USAID
Data Source: Project records. Distribution records
Method of data collection and construction: Simple count
Reporting Frequency: Annual
Individual(s) responsible at USAID: Reading Team
DATA QUALITY ISSUES
Dates of Previous Data Quality Assessments and name of reviewer: N/A
Date of Future Data Quality Assessments *(optional)*: N/A
Known Data Limitations: Unknown
TARGETS AND BASELINE
Baseline timeframe *(optional)*: **Baseline:** N/A **Targets:** Year 1 (2018): 0 Year 2 (2019): 128 Year 3 (2020): 320 Year 4 (2021): 320 Year 5 (2022): 320
Rationale for Targets *(optional)*: Targets are 25% in Year 2, 50% in Years 3-5.
CHANGES TO INDICATOR
Changes to indicator: N/A
Other Notes *(optional)*:
THIS SHEET LAST UPDATED ON: 05/29/2018

USAID Performance Indicator Reference Sheet
Name of Result Measured: IR 3: Service Delivery Systems in Early Grade Reading Improved Sub-IR 3.1: Performance standards for teachers and students in early grade reading developed and implement
Name of Indicator: RL 3.1.1: Percentage of teachers who achieve a score of "acceptable" or better on a reading instructional index that measures the use of effective EGR teaching practices
Performance Plan and Report indicator? No
Indicator Type: Output (Custom)
DESCRIPTION
Precise Definition(s): This indicator is defined as a score of 13 or better out of 20 available points on the lesson observation coaching instrument used during the final coaching visit of a school year for each teacher. The score is based on teacher performance across 10 categories: preparation, content, method, communication, monitoring, feedback, pacing, inclusion, positive discipline, and homework. Numerator: Number of teachers scoring acceptable or better on the coach lesson observation instrument (final visit per year) Denominator: Number of teachers visited
Unit of Measure: Percent
Disaggregated by: • County • Sex • Grade (G1, G2)
Rationale or Justification for indicator *(optional)*:
PLAN FOR DATA COLLECTION BY USAID
Data Source: Project records. Coaching instrument
Method of data collection and construction: Classroom observation form
Reporting Frequency: Midline and Endline
Individual(s) responsible at USAID: Reading Team
DATA QUALITY ISSUES
Dates of Previous Data Quality Assessments and name of reviewer: N/A
Date of Future Data Quality Assessments *(optional)*: N/A
Known Data Limitations: Unknown
TARGETS AND BASELINE
Baseline timeframe *(optional)*: **Baseline:** TBD **Targets:** Year 1 (2018): 0 Year 2 (2019): 25% Year 3 (2020): 50% Year 4 (2021): 60% Year 5 (2022): 70%
Rationale for Targets *(optional)*: Targets to be reviewed after baseline estimate at the end of the 2017–2018 school year after first round of coach visits. For teachers to be scoring acceptable on RL3.1.2, they would need to be applying the policies. Based on 5-year impact estimated from LTTP II.
CHANGES TO INDICATOR
Changes to indicator: N/A
Other Notes *(optional)*:
THIS SHEET LAST UPDATED ON: 05/16/2018

USAID Performance Indicator Reference Sheet
Name of Result Measured: IR 3: Service Delivery Systems in Early Grade Reading Improved
Sub-IR 3.1: Performance standards for teachers and students in early grade reading developed and implemented
Name of Indicator: RL 3.1.2: Percentage of schools applying the policies included in the EGRA policy framework
Performance Plan and Report indicator? No
Indicator Type: Output (Custom)
DESCRIPTION
Precise Definition(s):
At a minimum, this indicator will focus on determining whether schools follow the policy of 0.75 to 1 hours of reading instruction per day.
Numerator: Number of schools applying 0.75 to 1 hour of reading instruction per day based on the final coaching visit per year
Denominator: Number of schools visited
Unit of Measure: Number
Disaggregated by: County
Rationale or Justification for indicator (optional): This indicator will be explicitly defined after a review of the EGR framework and a discussion with the MOE on the key aspects that should be assessed.
PLAN FOR DATA COLLECTION BY USAID
Data Source: Coaching Instrument
Method of data collection and construction:
Reporting Frequency: Annual
Individual(s) responsible at USAID: Reading Team (Coaches)
DATA QUALITY ISSUES
Dates of Previous Data Quality Assessments and name of reviewer: N/A
Date of Future Data Quality Assessments (optional): N/A
Known Data Limitations: Unknown
TARGETS AND BASELINE
Baseline timeframe (optional):
Baseline: TBD
Targets:
Year 1 (2018): 0
Year 2 (2019): 25%
Year 3 (2020): 50%
Year 4 (2021): 60%
Year 5 (2022): 70%
Rationale for Targets (optional): Targets to be set after baseline estimate at the end of the 2017–2018 school year after first round of coach visits. For teachers to be scoring acceptable on RL3.1.1, they would need to be applying these policies. Based on 5-year impact estimated from LTTP II.
CHANGES TO INDICATOR
Changes to indicator: N/A
Other Notes (optional): N/A
THIS SHEET LAST UPDATED ON: 05/16/2018

USAID Performance Indicator Reference Sheet
Name of Result Measured: IR 3: Service Delivery Systems in Early Grade Reading Improved   Sub-IR 3.2: Research agenda on factors related to early grade reading implemented
Name of Indicator: RL 3.2.1 Number of early grade related research studies conducted
Performance Plan and Report indicator? No   **Indicator Type:** Output (Custom)
DESCRIPTION
Precise Definition(s):   Five operational research activities completed by the end of Read Liberia in 2022.
Unit of Measure: Count
Disaggregated by: N/A
Rationale or Justification for indicator *(optional)*: Read Liberia is to conduct one operational research each year with the research question provided and or approved by the MOE. Each research activity is intended to answer questions of interest to the MOE for the strengthening of EGR policies, methods, and conduct for the improvement of students learning outcomes. A research activity is complete following the approval of the research question by the MOE, the design and conduct of the research, and the analysis and presentation of the findings to the MOE.
PLAN FOR DATA COLLECTION BY USAID
Data Source: Research activities completed, and reports submitted to MOE and USAID.
Method of data collection and construction: Total research activities completed
Reporting Frequency: Annual
Individual(s) responsible at USAID: Senior Education Advisor and ME&L Manager
DATA QUALITY ISSUES
Dates of Previous Data Quality Assessments and name of reviewer: N/A
Date of Future Data Quality Assessments *(optional)*: N/A
Known Data Limitations: Unknown
TARGETS AND BASELINE
Baseline timeframe *(optional)*:   **Baseline:** N/A   **Targets:**   Year 1 (2018): 1   Year 2 (2019): 1   Year 3 (2020): 1   Year 4 (2021): 1   Year 5 (2022): 1
Rationale for Targets *(optional)*: Goal is to conduct 1 operational research each year.
CHANGES TO INDICATOR
Changes to indicator: N/A
Other Notes *(optional)*:
THIS SHEET LAST UPDATED ON: 05/16/2018

USAID Performance Indicator Reference Sheet
Name of Result Measured: IR 3: Service Delivery Systems in Early Grade Reading Improved
Sub-IR 3.3: Policies in support of early grade reading instruction implemented
Name of Indicator: RL 3.3.1 Number of policies and or policy revisions proposals submitted to the MOE with Read Liberia assistance
Performance Plan and Report indicator? No
Indicator Type: Output (Custom)

DESCRIPTION
Precise Definition(s):
This indicator is the number of MOE policies changes adoption and development in EGR adopted, improved, accepted for review, reviewed or accepted for reviews by the MOE as the result with Read Liberia support. It also includes EGR policies proposals and proposals submitted to the MOE by Read Liberia or with Read Liberia support. The policy does not need to be adopted and or approved or written as a policy but all documented processes that lead to possibly policy adoption and completion by the MOE will count to measuring this indicator.
Unit of Measure: Number
Disaggregated by: N/A
Rationale or Justification for indicator *(optional)*:

PLAN FOR DATA COLLECTION BY USAID
Data Source: Project records, RTWG minutes and documents; MOE policy reviews documents
Method of data collection and construction: Count
Reporting Frequency: Annual
Individual(s) responsible at USAID: Senior Education Advisor and ME&L Manager

DATA QUALITY ISSUES
Dates of Previous Data Quality Assessments and name of reviewer: N/A
Date of Future Data Quality Assessments *(optional)*: N/A
Known Data Limitations: Unknown

TARGETS AND BASELINE
Baseline timeframe *(optional)*:
Baseline: 0
Targets:
Year 5 (2022): 1
Rationale for Targets *(optional)*: One over the life of the project as noted in the contract

CHANGES TO INDICATOR
Changes to indicator: N/A
Other Notes *(optional)*:
THIS SHEET LAST UPDATED ON: 05/16/2018

USAID Performance Indicator Reference Sheet
Name of Result Measured: IR 3: Service delivery systems in early grade reading improved **Sub-IR 3.4:** Early grade reading data collection, analysis, and reporting systems improved
Name of Indicator: RL 3.4.1: Number of DEOs/CEOs assessing reading outcomes at the G2 level in the schools in their jurisdictions on an annual basis
Performance Plan and Report indicator? No
Indicator Type: Output (Custom)

DESCRIPTION
Precise Definition(s): This indicator is defined as the number of DEOs/CEOs administering the District Education Monitoring Approach (DEMA) through Group Administered Literacy Assessment (GALA) via the lot quality assurance sampling (LQAS) approach at the end of each school year. The expectation is that all DEOs/CEOs will be trained and included in DEMA data collections.
Unit of Measure: Number
Disaggregated by: N/A
Rationale or Justification for indicator (optional):

PLAN FOR DATA COLLECTION BY USAID
Data Source: DEMA database
Method of data collection and construction:
Reporting Frequency: Annual
Individual(s) responsible at USAID: Reading Team (Coaches); CEOs/DEOs

DATA QUALITY ISSUES
Dates of Previous Data Quality Assessments and name of reviewer: N/A
Date of Future Data Quality Assessments (optional): N/A
Known Data Limitations: Unknown

TARGETS AND BASELINE
Baseline timeframe (optional): **Baseline:** N/A **Targets:** Year 1 (2018): 4 (1 CEO + 3 DEOs) Year 2 (2019): 49 (6 CEO + 43 DEOs) Year 3 (2020): 49 (6 CEO + 43 DEOs) Year 4 (2021): 49 (6 CEO + 43 DEOs) Year 5 (2022): 49 (6 CEO + 43 DEOs)
Rationale for Targets (optional): Margibi pilot in Year 1 with rollout to the other five counties in Year 2.

CHANGES TO INDICATOR
Changes to indicator: N/A
Other Notes (optional): N/A
THIS SHEET LAST UPDATED ON: 05/16/2018

USAID Performance Indicator Reference Sheet
Name of Result Measured: IR 3: Service Delivery Systems in Early Grade Reading Improved Sub-IR 3.4: Early grade reading data collection, analysis, and reporting systems improved
Name of Indicator: RL 3.4.2 Number of schools reporting KG, G1, and G2 reading results to their communities on an annual basis
Performance Plan and Report indicator? No **Indicator Type:** Output (Custom)
DESCRIPTION
Precise Definition(s): This indicator is defined as the number of schools using parent-teacher association (PTA) report cards to report student performance results to the school community. This indicator is based on all relevant grades reporting performance at least once per year.
Unit of Measure: Number
Disaggregated by: N/A
Rationale or Justification for indicator *(optional)*: Reporting results to communities is intended to increase community involvement in schools (and to hold teachers accountable to their communities). This is expected to provide teachers with an incentive to improve their students' performance.
PLAN FOR DATA COLLECTION BY USAID
Data Source: School report cards (EMIS)
Method of data collection and construction: Count
Reporting Frequency: Annual
Individual(s) responsible at USAID: Reading Team, Community Mobilization Team, and ME&L Manager
DATA QUALITY ISSUES
Dates of Previous Data Quality Assessments and name of reviewer: N/A
Date of Future Data Quality Assessments *(optional)*: N/A
Known Data Limitations: Unknown
TARGETS AND BASELINE
Baseline timeframe *(optional)*: **Baseline:** 0 **Targets:** Year 1 (2018): N/A Year 2 (2019): 350 Year 3 (2020): 420 Year 4 (2021): 448 Year 5 (2022): 480
Rationale for Targets *(optional)*: Targets percentages: Y2 - 50%; Y3 - 60%; Y4 -70%; Y5 - 75%. Years 2 and 3 include KG schools; Years 4 and 5 only include primary schools.
CHANGES TO INDICATOR
Changes to indicator: N/A
Other Notes *(optional)*: Targets subject to review after the results of Year 2.
THIS SHEET LAST UPDATED ON: 05/16/2018

USAID Performance Indicator Reference Sheet
Name of Result Measured: IR 4: Parent, community, and private support for early grade reading increase
Sub-IR 4.1: Parents' understanding, and support of early grade reading increased
Name of Indicator: RL 4.1.1 Percentage of parents and caregivers with improved understanding of early grade reading
Performance Plan and Report indicator? No
Indicator Type: Outcome (Custom)
DESCRIPTION
Precise Definition(s):
This indicator is defined as the number of G1 and G2 parents and caregivers reporting an understanding of EGR support to their children at home because of awareness and knowledge of EGR. Awareness can be obtained from community engagement activities (community mobilization officers, CBOs, community leaders through meetings, etc.) as well as other members and participants of the Read Liberia Activity such as coaches, teachers, educators and so on.
Numerator: number of G1 and G2 parents who responding to the survey report that they understand EGR support to their children
Denominator: total number of G1 and G2 parents interviewed
Unit of Measure: Percentage
Disaggregated by:
• Number of males
• Number of females
• Grade
Rationale or Justification for indicator *(optional)*:
PLAN FOR DATA COLLECTION BY USAID
Data Source: Parent survey
Method of data collection and construction: Percentage of parents surveyed
Reporting Frequency: Baseline, Midline, Endline
Individual(s) responsible at USAID: Community Engagement Manager and ME&L Manager
DATA QUALITY ISSUES
Dates of Previous Data Quality Assessments and name of reviewer: N/A
Date of Future Data Quality Assessments *(optional):* N/A
Known Data Limitations: Unknown
TARGETS AND BASELINE
Baseline timeframe *(optional):*
Baseline: TBD
Targets:
Year 1 (2018): 50%
Year 2 (2019): N/A
Year 3 (2020): 70%
Year 4 (2021): N/A
Year 5 (2022): 75%
Rationale for Targets *(optional):* Baseline and target will be updated at the end of year 1 after the completion of baseline parents survey. Data for the present situation of parent's knowledge/engagement around EGR is unavailable for target finalization. A baseline will be conducted by Read Liberia at the end of Year 1, which will be used to set out year targets for this indicator. Targets percentages: Y1 - 50%; Y3 -70%; Y5 - 75%.
CHANGES TO INDICATOR
Changes to indicator: N/A
Other Notes *(optional):*
THIS SHEET LAST UPDATED ON: 05/29/2018

USAID Performance Indicator Reference Sheet
Name of Result Measured: IR 4: IR 4: Parent, community, and private support for early grade reading increased
Sub-IR 4.2: Parents' ability to implement specific strategies to support early grade reading improved
Name of Indicator: RL 4.2.1: Percentage of parents or caregivers who report using materials to read to their children or to listen to their children read
Performance Plan and Report indicator? No
Indicator Type: Outcome (Custom)

DESCRIPTION
Precise Definition(s):
This indicator measures the participation of parents in the home-related reading activities.
Numerator: number of G1 and G2 parents who report participating in home reading activities (at least once per week)
Denominator: total number of G1 and G2 parents interviewed

Unit of Measure: Percent
Disaggregated by:
• County
• Grade
• Sex

Rationale or Justification for indicator (optional):

PLAN FOR DATA COLLECTION BY USAID
Data Source: Parent Survey
Method of data collection and construction: The measures for how often this occurs will be never, less than once a week, once a week, multiple times per week, and daily. To be counted as active participation, parents must state that they participate in these activities at least once per week.
Reporting Frequency: Baseline, Midline, Endline
Individual(s) responsible at USAID: Community Engagement Team and ME&L Manager

DATA QUALITY ISSUES
Dates of Previous Data Quality Assessments and name of reviewer: N/A
Date of Future Data Quality Assessments (optional): N/A
Known Data Limitations: Unknown

TARGETS AND BASELINE
Baseline timeframe (optional):
Baseline: TBD
Targets:
Year 1 (2018): 50%
Year 2 (2019): N/A
Year 3 (2020): 70%
Year 4 (2021): N/A
Year 5 (2022): 75%
Rationale for Targets (optional): Baseline and target will be updated at the end of year 1 after the completion of baseline parents survey. Data for the present situation of parents providing support to their children is unavailable for target finalization. A baseline will be conducted by Read Liberia at the end of Year 1, which will be used to set out year targets for this indicator. Targets percentages: Y1 - 50%; Y3 -70%; Y5 - 75%.

CHANGES TO INDICATOR
Changes to indicator: N/A
Other Notes (optional):

THIS SHEET LAST UPDATED ON: 05/16/2018

USAID Performance Indicator Reference Sheet
Name of Result Measured: IR 4: IR 4: Parent, community, and private support for early grade reading increased
Sub-IR 4.2: Parents' ability to implement specific strategies to support early grade reading improved
Name of Indicator: ES.1-13 Number of parent teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance
Performance Plan and Report indicator? Yes
DO4: Better Educated Liberians
Indicator Type: Output
DESCRIPTION
Precise Definition(s):
"Provide a count of the number of parent teacher associations (PTAs) or community-based school governance structures that are receiving USG support and are engaged in primary or secondary education.
Community-based school governance structures are non-profit entities that consist of learners' parents (or their legal guardians), community members, teachers and other administrative school staff. These organizations are sometimes referred to as Parent-Teacher Associations (PTAs) or School Management Committees (SMCs).
Engagement in education can include efforts to promote participation of parents (or guardians) and other community members in school-level decision making, monitoring school quality, monitoring or participation in school governance, advocacy work, and/or sponsorship or fundraising initiatives for supplemental educational materials.
Examples of USG support to community-based school governance structures includes but is not limited to: direct financial support (grants); and training in skills related to serving on a PTA, SMC, or equivalent governance body."
Unit of Measure: Number
Disaggregated by: N/A
Rationale or Justification for indicator (optional):
PLAN FOR DATA COLLECTION BY USAID
Data Source: School/Parent Survey
Method of data collection and construction: Count
Reporting Frequency: Annual
Individual(s) responsible at USAID: Project Team (Community Engagement); ME&L Manager
DATA QUALITY ISSUES
Dates of Previous Data Quality Assessments and name of reviewer: N/A
Date of Future Data Quality Assessments (optional): N/A
Known Data Limitations: Unknown
TARGETS AND BASELINE
Baseline timeframe (optional):
Baseline: 0
Targets:
Year 1 (2018): N/A
Year 2 (2019): 320
Year 3 (2020): 384
Year 4 (2021): 448
Year 5 (2022): 480
Rationale for Targets (optional):
CHANGES TO INDICATOR
Changes to indicator: N/A
Other Notes (optional): Targets are based on percentages of the number of Read Liberia schools as follows: Y2 - 50%; Y3 - 60%; Y4 -70%; Y5 - 75%. Engagement will initially be defined as convening at least one PTA or other community-based organization-school meeting per student performance reporting time point (e.g., 3x/year).
THIS SHEET LAST UPDATED ON: 05/29/2018

USAID Performance Indicator Reference Sheet		
Name of Result Measured: IR 4: IR 4: Parent, community, and private support for early grade reading increased		
Name of Indicator: RL 4.4.1 Number of public private partnerships (PPPs) formalized to support EGR		
Performance Plan and Report indicator? No		
Indicator Type: Output (Custom)		
DESCRIPTION		
Precise Definition(s): The formalization of a partnership is defined as having a signed contract with private partners.		
Unit of Measure: Number		
Disaggregated by: N/A		
Rationale or Justification for indicator (optional): Under this project, Read Liberia will identify potential Liberian and international private partners and cultivate at least three PPPs over the life of the contract. Read Liberia staff will also liaise with the Reading Technical Working group affiliated with the MOE and identify possible linkages between the group's activities and Read Liberia. All the PPPs must be aligned with companies that are active in Liberia and must provide direct financial support to one of the result areas of the Read Liberia project. USAID requires the contractor to collaborate with the MOE to hold a follow-up symposium on PPPs in service of EGR in the final year of the contract.		
PLAN FOR DATA COLLECTION BY USAID		
Data Source: PPP agreements		
Method of data collection and construction:		
Reporting Frequency: Annual		
Individual(s) responsible at USAID: Project Team (Community Engagement)		
DATA QUALITY ISSUES		
Dates of Previous Data Quality Assessments and name of reviewer: N/A		
Date of Future Data Quality Assessments (optional): N/A		
Known Data Limitations: Unknown		
TARGETS AND BASELINE		
Baseline timeframe (optional): **Baseline:** 0 **Targets:** Year 1 (2018): 0 Year 2 (2019): 2 Year 3 (2020): 1 Year 4 (2021): 0 Year 5 (2022): 0		
Rationale for Targets (optional):		
CHANGES TO INDICATOR		
Changes to indicator: N/A		
Other Notes (optional): Target is defined by the contract as three partnerships formed over the course of the project.		
THIS SHEET LAST UPDATED ON: 05/16/2018		

Annex B: Draft Operational Research Questions

Pending annual approval from the MOE and USAID, the illustrative topics being considered include the following:

- A study of time on task and teacher practices in EGR
- A study of the impact of parental engagement on student learning outcomes
- A study on teachers' professional licensing communities
- A "school entry readiness" study that captures data on early literacy skills, motor development, and the psychological preparation of KG-age Read Liberia students upon entry to school
- A study on enrollment and repetition patterns that characterize pre-primary and G1 students in Liberia
- A study on lesson plan scripting
- A study on the types of non-monetary incentives that are valued by teachers in Liberia

Annex C: Instruments[13]

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[13] Instruments related to:
- IR4 will be finalized as part of the community engagement baseline (Indicators RL 4.1.1, 4.2.2 and ES1-13)
- Mini-EGRA (Indicator RL 1) and any additional instruments that *might* be added to Tangerine:Tutor upon finalization of tablet software development, training, and distribution in additional to the classroom observation forms (RL 3.1.1 and 3.1.2)

Read Liberia Activity Monitoring, Evaluation and Learning Plan (AMELP)   C-1

USAID
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Read Liberia
Grade 1 – 2 Classroom Observation Instrument

A. *GENERAL INFORMATION*

Date:____|____|____   Coach/Observer Name: _____

School Name:_____School Code: _____

County: _____   District: _____   Town: _____

Teacher Name:_____Teacher ID:_____Teacher Gender: M | F

Grade: 1 | 2   Lesson Week: _____   Lesson Day: _____   Minutes of reading class per week: _____

Number of students currently enrolled in the class: Girls:_____Boys:_____Total: _____

Number of students present at the beginning of the lesson: Girls:_____Boys:_____Total: _____

Number of books used by students during today's lesson: _____

Lesson Start Time: _____   Lesson End Time: _____

B. *LESSON OBSERVATION*

1. **Preparation:** Did the teacher show evidence of having prepared for this lesson before starting to teach it? *For example, did the teacher seem familiar with the lesson plan, write lesson notes, and prepare the necessary materials (e.g., letter cards, realia for vocabulary words, or text on chalkboard) ahead of time?*	YES	PARTIALLY	NO
2. **Content:** Did the teacher cover the components for the day's lesson as indicated in the teacher guide?	YES	PARTIALLY	NO
3. **Method:** Did the teacher use an effective instructional approach (e.g., "I Do –We Do – You Do") as indicated in the teacher guide?	YES	PARTIALLY	NO
4. **Communication:** Did the teacher communicate clearly and correctly with the students? *That is, did the teacher give clear and correct explanations and instructions using expressive language tailored to the students' level of understanding, supported when necessary by gestures, visual aids, and other comprehension scaffolds?*	YES	PARTIALLY	NO
5. **Monitoring:** Did the teacher monitor the students' understanding throughout the lesson? *For example, did the teacher watch and listen closely to the students to monitor their attention, engagement, and responses, adjusting his or her instruction when necessary? Did she or he walk around the room and check the students' work as they worked in groups, pairs, or independently?*	YES	PARTIALLY	NO
6. **Feedback:** Did the teacher consistently provide constructive feedback to students? *For example, did the teacher affirm correct responses and flag incorrect responses for correction or re-teaching when necessary to clear up confusion?*	YES	PARTIALLY	NO
7. **Pacing:** Did the teacher teach at an appropriate pace? *That is, did she or he spend an appropriate amount of time on each activity (i.e., close to the time suggested in the teacher guide, unless extenuating circumstances warranted more or less), keeping the pace quick enough to maintain the students' interest and cover the lesson components but not so fast as to compromise their understanding?*	YES	PARTIALLY	NO
8. **Inclusion**: Did the teacher direct his/her attention to and encourage active participation from *all* types of students, including boys and girls, students of different abilities and needs, and students seated in different parts of the room?	YES	PARTIALLY	NO
9. **Positive Discipline:** Did the teacher maintain an orderly and affirmative environment where every student felt respected, valued, safe, and encouraged to boldly pursue their full potential?	YES	PARTIALLY	NO
10. **Homework:** Did the teacher check and assign homework?	YES	PARTIALLY	NO
Total number for each column:			
Calculate: 2 points for each YES + 1 point for each PARTIALLY =		/20 possible	

Tick the risk category based on the observation score:

☐ **19–20 points: No Risk**	☐ **16–18 points: Low Risk**	☐ **13–15 points: Some Risk**	☐ **0–12 points: High Risk**
Continue support as is		**Additional training/support required**	

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[1] Teacher privacy will be protected. Only relevant project staff (e.g. coaching supervisors, M&E officers) will have access to the teacher's identifiable data. Such data will be removed in any dissemination to a wider audience.

C. *LESSON OBSERVATION SUMMARY*

1. Strengths of today's lesson *First, ask the teacher to identify what she or he considers the strengths in today's lesson. Then, add any additional observations of your own.*	**2. Implementation of recommendations/goals from previous visit** *Refer to your notes on recommendations for improvement and teacher goals discussed at the previous visit. Together with the teacher, identify how these were addressed in today's lesson, if at all.*
3. Student learning outcomes: strengths and needs *Discuss with the teacher the students' current learning progress based on your observation of the students during today's lesson, the teacher's ongoing observations, and any recent student assessment results. Together, identify areas of student strengths and needs.*	Date of most recent assessment:_____ |_____ | ____ *Were report cards disseminated at the most recent marking period?* a. MOE Primary Report Card: ☐ Yes ☐ No b. Supplementary Student Reading Report Card: ☐ Yes ☐ No ☐ Not applicable c. PTA/Community Reading Report Card: ☐ Yes ☐ No ☐ Not applicable
4. Coach recommendations on priority areas for teacher improvement *Based on your observation of today's lesson and analysis of student needs, identify 1 to 2 priority areas that you recommend the teacher target for improvement.*	**5. Teacher goals** *In consultation with the teacher, list 1 to 2 specific areas that the teacher will focus on improving in future lessons. (These may or may not be the same areas listed in #4.)*

Teacher Comments:

Teacher Signature:_____Date:____\|____\|____\|

Principal Signature:_____Date:____\|____\|____\|

Coach Signature:_____Date:____\|____\|____\|

USAID
FROM THE AMERICAN PEOPLE

Read Liberia

Kindergarten Classroom Observation Instrument

A. GENERAL INFORMATION

Date:_____|_____|_____   Observer Name: _____

School Name:_____School Code: _____

County:_____District:_____Town: _____

Teacher Name[1]:_____Teacher ID:_____Teacher Gender: M | F

Week Number:_____Day:_____Theme: _____

Number of students currently enrolled in the class: Girls:_____Boys:_____Total: _____

Number of students present at the beginning of the lesson: Girls:_____Boys:_____Total: _____

Lesson Start Time:_____   Lesson End Time: _____

B. GENERAL OBSERVATION

1. **Preparation:** Did the teacher show evidence of having prepared for the day's activities? *Did the teacher have organized opportunities for children to initiate, plan, and complete learning activities independently and in small groups? Did the teacher have planned whole-group instructional opportunities?*	YES	PARTIALLY	NO
NOTES:			
2. **Content:** Did the teacher follow the daily routine as indicated in the thematic teacher guide?	YES	PARTIALLY	NO
NOTES:			
3. **Formative Assessment:** Did the teacher monitor the students' understanding throughout the day? *For example, did the teacher observe and listen closely to the students to monitor their attention, engagement, and responses, adjusting his/her instruction when necessary? Did the teacher scaffold and/or extend conversations to better gauge student understanding?*	YES	PARTIALLY	NO
NOTES:			
4. **Inclusion:** Did the teacher direct his/her attention to and encourage active participation from types of students, including boys and girls, students of different abilities and needs, and students in different parts of the room?	YES	PARTIALLY	NO
NOTES:			
5. **Positive Discipline:** Did the teacher maintain an orderly and affirmative environment where students felt respected, valued, safe, and encouraged to boldly pursue their full potential?	YES	PARTIALLY	NO
NOTES:			
6. **Space:** Is there a separate literacy/reading learning area with adequate materials? *For example, are there books and sufficient furnishings (e.g., shelves and rugs/mats)?*	YES	PARTIALLY	NO
NOTES:			
7. **Visual Displays:** Are instructional visual aids displayed at children's eye level?	YES	PARTIALLY	NO
NOTES:			

[1]Teacher privacy will be protected. Only relevant project staff (e.g. coaching supervisors, M&E officers) will have access to the teacher's identifiable data. Such data will be removed in any dissemination to a wider audience.

C. *OBSERVATION OF ORAL LANGUAGE INSTRUCTION/ACTIVITIES*

8. Initiative and Curiosity: Did the teacher foster an interest in activities and a desire to learn?	ALWAYS	SOMETIMES	NEVER
NOTES:			
9. Scaffolding: Did the teacher support children's oral language development through thoughtful questions and encouragement?	ALWAYS	SOMETIMES	NEVER
NOTES:			
10. Extending Conversation: Did the teacher extend conversation through the use of questions and discussion and encourage elaboration?	ALWAYS	SOMETIMES	NEVER
NOTES:			
11. Listening: Did the teacher frequently listen to children? Did the teacher give the children time to process information and answer questions?	ALWAYS	SOMETIMES	NEVER
NOTES:			
12. Responding: Did the teacher consistently respond to children's attempts to communicate?	ALWAYS	SOMETIMES	NEVER
NOTES:			
13. Simple Language: Did the teacher use and model appropriate and meaningful language that children can understand and respond to?	ALWAYS	SOMETIMES	NEVER
NOTES:			
14. Storytelling: Did the teacher conduct a read aloud with or tell a story orally to the children?	YES	PARTIALLY	NO
NOTES:			
15. Labeling: Did the teacher label/name objects and ideas with the children?	ALWAYS	SOMETIMES	NEVER
NOTES:			
16. Vocabulary Review: Did the teacher review vocabulary words throughout the day that the children had previously learned in varied and meaningful ways?	ALWAYS	SOMETIMES	NEVER
NOTES:			
17. New Vocabulary: Did the teacher identify and discuss the meaning of new words during the school day and through daily activities/routines?	ALWAYS	SOMETIMES	NEVER
NOTES:			
18. Quality of Interaction: Did the teacher interact with the children in a positive tone? For example, did the teacher greet each child, call children by name, and look them in the eye '	ALWAYS	SOMETIMES	NEVER
NOTES:			
Total number for each column:			
Calculate: 2 points for each YES/ALWAYS + 1 point for each PARTIALLY/SOMETIMES =	/36 possible		

Tick the risk category based on the observation score:

☐ 33–36 points: No Risk ☐ 29–32 points: Low Risk	☐ 24–28 points: Some Risk ☐ 0–23 points: High Risk
Continue support as is	Additional training/support required

D. *OBSERVATION SUMMARY*

Summary of day's language activities by coach:

1. Strengths of today's lesson *First, ask the teacher to identify what she or he considers the strengths in today's lesson. Then, add any additional observations of your own.*	**2. How were previous recommendations/goals implemented?** *Refer to your notes on recommendations for improvement and teacher goals discussed at the previous visit. Together with the teacher, identify how these were addressed in today's lesson, if at all.*
3. Student learning outcomes: strengths and needs *Discuss with the teacher the students' current learning progress based on your observation of the students during today's lesson, the teacher's ongoing observations, and any recent student assessment results. Together, identify areas of student strengths and needs.*	
4. Coach recommendations on priority areas for teacher improvement *Based on your observation of today's lesson and analysis of student needs, identify 1 to 2 priority areas that you recommend the teacher target for improvement*	**5. Teacher goals** *In consultation with the teacher, list 1 to 2 specific areas that the teacher will focus on improving in future lessons. (These may or may not be the same areas listed in #4.)*

Teacher Comments:

Teacher Signature:_____Date:____| ____| ____|

Principal Signature:_____Date:____| ____| ____|

Coach Signature:_____Date:____| ____| ____|

USAID
FROM THE AMERICAN PEOPLE

Read Liberia
Monthly Coach Support Tracker

Coach Name: _____ Month/Quarter/Year: _____

County: _____ District: _____

A. VISIT LOG

Date of visit	School name	School EMIS Code	Teacher name	Teacher ID	Teacher sex	Grade	Student: book ratio (# of students present: # of books in use)	Teacher classroom observation score /20	Student attendance rate (# of students present ÷ # enrolled) Girls | Boys | All	# of minutes of reading instruction per week	Teacher signature
					M | F	KG | 1 | 2	:		| |		
					M | F	KG | 1 | 2	:		| |		
					M | F	KG | 1 | 2	:		| |		
					M | F	KG | 1 | 2	:		| |		
					M | F	KG | 1 | 2	:		| |		
					M | F	KG | 1 | 2	:		| |		
					M | F	KG | 1 | 2	:		| |		
					M | F	KG | 1 | 2	:		| |		
					M | F	KG | 1 | 2	:		| |		
					M | F	KG | 1 | 2	:		| |		
					M | F	KG | 1 | 2	:		| |		
					M | F	KG | 1 | 2	:		| |		
					M | F	KG | 1 | 2	:		| |		
					M | F	KG | 1 | 2	:		| |		
					M | F	KG | 1 | 2	:		| |		
					M | F	KG | 1 | 2	:		| |		
					M | F	KG | 1 | 2	:		| |		
									| |		

B. AGGREGATED VISIT DATA

Number of schools visited this month: _____ Number of schools *not* visited this month: _____

Number of teachers visited this month: _____ Number of teachers *not* visited this month: _____

Number/percentage of observed teachers scoring as "Some" or "High" Risk

on the Classroom Observation: _____ / _____ %

Comments on Visit Data:

C. SUMMARY OF ISSUES/LESSONS LEARNED

1. **Generalized strengths** *That is, what are most teachers doing well or improving on the most?*	2. **Generalized needs** *That is, what are common problems that teachers are having, or recurring areas targeted for improvement?*
3. **Action plan** *That is, what specific actions will you and the teachers take to address your teachers' needs?*	4. **Coach needs** *That is, what areas do you need more help with?*

5. Additional comments

Coach Signature: _____ Date: ____ | ____ | ____

District Education Officer Signature: _____ Date: ____ | ____ | ____

Coordinator for Teacher Training and Coaching Signature: _____ Date: ____ | ____ | ____

Coach Classroom Observation Forms

School Instrument

Liberia DEMA 2018

School code: ⊔☐☐☐☐☐☐☐☐

School DEMA number out of 16 ☐☐

County_____

District_____

School Name _____

Data Collector Name _____

Date of Visit _____ / _____ / _____
                  dd / mm / yyyy

Arrival time at the school (HH:MM) ___:___
(Use 24-hour time)

Departure time at the school (HH:MM) ___:___
(Use 24-hour time)

This questionnaire was reviewed by:

_____ **(Name and**
signature of DEO or CEO)

Section 1: Principal Introduction

🕭 Good morning. My name is _____ and I work with the Ministry of Education. In today's visit, I am interested in examining reading practice in a Grade 2 classroom. For this reason, I would like to observe one of your Grade 2 teachers teaching their typical reading lesson. I will also ask to see the teacher's lesson plan and the teachers' guide.

Once I am done with the classroom observation, I would like to sample 16 of your Grade 2 students to participate in a simple group reading assessment. The student assessment should take about 30 minutes. Since it is a written test, it will need to be administered in a quiet room. Only the selected students should be present in the room while the test is being conducted. I would like to conduct this assessment when the school is not on break, in order to ensure that there is a quiet environment. Could you suggest a time and location that would be most convenient to conduct this test?

I will also examine the students' reading exercise books. I will try to be as fast as I can so as to minimize the disruption to your school. I will not write any names on the questionnaires because the survey is not meant to check up on individual teachers or students.

Finally, I am also interested in documenting the percentage of teachers who arrived on time at your school today.

Do you have any questions you would like to ask me?

THANK YOU

Section 2: Teacher Attendance

*Fill in this section as soon as you have met the principal and they have agreed to the monitoring visit. Ideally, your introductory visit with the principal will take place just before school starts. Please note the number of teachers employed at the school (focusing on the teachers who are expected to be in attendance at the start of the school day). This information is best obtained from the staff **attendance book**. Observe the actual number of teachers in attendance by quickly walking through the school and counting the number of teachers in their classrooms at the school's **official start time** in the morning. If you have time before the school's official start time, go ahead and complete the other sections while you wait for the school's start time.*

🗣 I will need to walk around your school to observe how many teachers are in their classrooms this morning. I will then need to compare this with the number of teachers in your attendance book. May I please see your attendance book? Thank you.

Walk around the school with the principal in order to note the number of teachers in their classrooms at the start of the day. Return to the principal's office in order to compare this number with the total number of teachers employed in the school. Use this information to fill in the following table.

No.	Questions	Responses	Skips (if any)
2.1	How many teachers are in their classroom at the school's official start time? (*observe this by walking around to all the classrooms*)	NUMBER OF TEACHERS	
2.2	How many teachers are supposed to be in class?	NUMBER OF TEACHERS	
2.3	What percent of teachers are in attendance (2.1/2.2 x100)?	PERCENT OF TEACHERS	
2.4	Were 90 per cent of teachers in attendance at the school's official start time?	YES .... 1 NO 0	

Section 3. Grade 2 Teacher Selection for the Reading Lesson Observation

If the school has more than one GRADE 2 teacher, explain to the Principal the need to randomly select just one GRADE 2 teacher. If there is only one GRADE 2 teacher, then observe that teacher.

✊ I will need to randomly select a GRADE 2 teacher to observe teaching a language and literacy lesson.

Identify the total number of GRADE 2 teachers that are listed in attendance book and who are in attendance today. Select the random number box below that corresponds to the number of Grade 2 teachers in attendance.

Without looking, hold your pencil over the appropriate random number box and pick the GRADE 2 teacher whose number your pencil lands on. If your pencil lands on a 2, then pick the second teacher from your list.

Random number boxes for selection of teacher:

RANDOM NUMBER TABLE TO SELECT ONE GRADE 2 TEACHER FROM AMONG **7 TEACHERS**

7	1	5	2	4
5	4	6	7	1
6	3	1	3	4
2	7	2	5	6
1	6	2	4	7
3	4	7	6	3
4	2	5	1	2
6	5	3	7	6
1	2	4	3	5
3	6	1	5	7

RANDOM NUMBER TABLE TO SELECT ONE GRADE 2 TEACHER FROM AMONG **6 TEACHERS**

6	3	4	2	6
3	2	5	6	4
2	1	1	1	3
5	6	3	5	3
2	4	4	1	5
4	1	3	4	6
6	5	2	2	1
3	6	5	3	2
1	4	1	6	5
5	2	6	3	4

RANDOM NUMBER TABLE TO SELECT ONE GRADE 2 TEACHER FROM AMONG **5 TEACHERS**

1	3	4	2	5
3	2	5	4	4
2	1	1	1	3
5	5	3	5	3
2	4	4	1	5
4	1	3	4	1
2	5	2	2	1
3	3	5	3	2
1	4	1	2	5
5	2	4	3	4

RANDOM NUMBER TABLE TO SELECT ONE GRADE 2 TEACHER FROM AMONG **4 TEACHERS**

2	3	1	2	3
1	2	4	1	1
3	3	2	1	2
1	1	1	2	2
4	2	2	1	1
1	3	2	4	4
1	3	1	4	1
3	4	1	3	1
4	3	2	2	1
1	3	4	2	3

RANDOM NUMBER TABLE TO SELECT ONE GRADE 2 TEACHER FROM AMONG **3 TEACHERS**

3	2	1	2	2
3	2	1	1	3
2	1	1	1	3
1	3	3	3	3
2	2	3	1	1
1	1	3	2	2
2	2	2	2	3
3	2	1	3	2
2	1	1	3	1
3	2	3	3	1

RANDOM NUMBER TABLE TO SELECT ONE GRADE 2 TEACHER FROM AMONG **2 TEACHERS**

2	2	1	2	1
1	2	2	2	1
2	2	1	1	2
1	1	1	2	2
2	2	2	2	1
2	2	1	1	1
2	2	1	2	2
1	1	2	1	2
1	1	2	1	1
1	1	2	1	2

Section 4. GRADE 2 Teacher Introduction

Introduction for the GRADE 2 Teacher Who Will Be Observed

Good morning. My name is _____ and I work with the Ministry of Education. In my visit today, I am interested in examining reading practice in Grade 2 classrooms. Your classroom was randomly selected to participate in this monitoring visit. I would like to ask you about some of the teaching and learning materials that you have and use in your routine teaching. I would also like to quietly observe your reading lesson.

Once I have observed your reading lesson, I would like to randomly select 16 children in your classroom to take part in a simple group reading assessment.

I will not record names on any questionnaires because the survey is not meant to check up on individual teachers or students. Rather, it is meant to help the District Education Office plan how to best support schools and teachers. The student assessment should take about 30 minutes. I will also examine the students' reading exercise books. I will try to be as fast as I can so as to minimize the disturbance to your class.

Do you have any questions you would like to ask me?

THANK YOU

Section 4a: Teacher Questionnaire

This section is intended to elicit information about the school environment and how the teacher perceives the support they receive.

📢 **I would now like to ask you a few questions about your classroom. Please answer these questions with either an "Agree" or "Disagree" response.**

No.	Questions	Responses
4a.1	Students cannot write an original passage until at least grade 3 or 4. (i.e. a sentence or short paragraph they have composed themselves)	AGREE.. 1 DISAGREE 0
4a.2	To learn how to read, it is best to memorize many different words.	AGREE.. 1 DISAGREE 0
4a.3	Students who are doing well in reading should get the most attention from the teacher because they have more potential to succeed.	AGREE.. 1 DISAGREE 0
4a.4	<u>Only</u> parents who can read, can help their children with reading activities at home.	AGREE.. 1 DISAGREE 0
4a.5	Did the teacher DISAGREE with all four of these questions (4a.1-4a.4)?	YES.. 1 NO 0

DO NOT DISTRIBUTE

🗣 Thank you very much. Now, could you please show me your GRADE 2 Teacher's Guide and your reading lesson plan for today?

In your notebook, note what content and activities are planned for today's Reading lesson. After the lesson observation, you will need to note whether teacher has or hasn't followed their lesson plan for the day. Please remember that you should not keep the lesson plan during the observation so that the teacher can consult this plan if needed.

Section 5: Availability of Teacher Materials

No.	Questions	Responses	Skips (if any)
5.1	Does the teacher have the GRADE 2 Teacher's Guide in his/her classroom that you can see?	YES.. 1 NO 0	
5.2	Has the teacher created a reading lesson plan for the day (or does she/he have a scripted lesson plan for the day)?	YES.. 1 NO 0	
5.3	Does the lesson plan refer to the teacher's guide, syllabus or scheme of work?	YES.. 1 NO 0	
	Note below what the main focus of the lesson is today and what activities are planned. Refer to your notes when observing the lesson. Return the lesson plan to the teacher once you have taken your notes so that they can use them while teaching.		

Ask the GRADE 2 teacher to help you count the available student textbooks/readers in the classroom.

🗣 Could you please show me your textbooks/readers? I would like to count how many you have.

Section 6: Availability of Student Materials

No.	Questions	Responses	Skips (if any)
6. 1	How many MOE approved GRADE 2 textbooks are there in the class?	NUMBER OF BOOKS	

DO NOT DISTRIBUTE

Let the GRADE 2 teacher know that you would like to observe a normal reading lesson. Do not try to influence the content of the lesson nor the duration of the lesson. Be a quiet observer of the entire lesson.

CLASSROOM OBSERVATION

✊ As part of this visit, I would like to observe you teaching the reading lesson you had planned for today. Are you ready to teach this lesson now?

Section 7: Time on Task

No.	Questions	Responses	Skips (if any)
7. 1	Did the selected Grade 2 teacher teach a reading lesson?	YES...1 NO 0	If 0 ➔ Go to Instructions after **10.1**
7.2	At what time did the reading lesson begin?	____:____	
7.3	At what time did the reading lesson end?	____:____	
7. 4	How long did the reading lesson last?	____:____	
7. 5	Did the reading lesson last at least 30 minutes?	YES...1 NO 0	

Section 8: Teaching Practice

No.	Questions	Responses	Skips (if any)
8.1	Did the teacher clearly explain the objectives of the lesson to the class?	YES ....1 NO 0	
8.2	Did the teacher monitor all students' understanding throughout the lesson?	YES ....1 NO 0	
8.3	Did the teacher consistently provide constructive feedback to students?	YES ....1 NO 0	
8.4	Did the teacher give all students tasks/work to do during the lesson?	YES ....1 NO 0	
8.5	Did the teacher fully utilize teaching and learning materials in class?	YES ....1 NO 0	
8.6	Did the teacher conduct at least four of the five activities (8.1-8.5)?	YES ....1 NO 0	

Section 9: Student Engagement

No.	Questions	Responses	Skips (if any)
9.1	Did the majority of students (more than half) participate actively for most of the lesson?	YES...1 NO 0	
9.2	Were participatory methods such as asking and answering questions used during the learning process?	YES...1 NO 0	
9.3	Were all students involved in individual, peer or group work activities throughout the lesson?	YES...1 NO 0	
9.4	Did the teacher/student conduct all three activities (9.1-9.3)?	YES...1 NO 0	

Section 10: Teacher Material Use and Preparedness

No.	Questions	Responses	Skips (if any)
10.1	Did the teacher follow the lesson plan during the observed reading lesson? (*Please consult your notes on the lesson plan when answering this question.*	YES...1 NO 0	

After you have observed the reading lesson, let the teacher know that you would like to see the class register (be sure to use the most recent/up to date register) to record the number of students that are enrolled in this GRADE 2 class. Also, let the teacher know that you would like to line up the students (students need not be in any particular order) so that you can count the students that are currently in attendance and conduct your sampling exercise, being careful to complete the sampling sheet as you do so.

❧ Thank you for allowing me to observe your reading lesson today. It was very interesting. As the next phase of our visit today, I would like to see your class register to see how many students are enrolled in your class. I would also like to line the students up to count the number that are here today and then conduct an exercise to randomly select 16 students to participate in an assessment. I will also ask the selected students to bring with them their reading exercise book. I will look through these once the students have completed their assessment. In order to ensure quiet, we would like to conduct this assessment when the school is not on break. Could you please let me know when it would be convenient to conduct this student assessment? Could we do this now?

Section 11: Student attendance

No.	Questions	Responses	Skips (if any)
11.1	How many GRADE 2 students are registered in the selected classroom? *The most accurate register may be with the classroom teacher or with the Principal.*	NUMBER OF STUDENTS	
11.2	How many GRADE 2 students are present in the selected classroom? *Record the total number of students counted during the student sampling exercise below.*	NUMBER OF STUDENTS	
11.3	What per cent of students are in attendance (11.2/11.1 x100)?	PERCENT OF STUDENTS	
11.4	Are 90 percent or more of the registered students in attendance?	YES..1 NO 0	

Student Exercise Book Inventory (*complete immediately after group assessment*)

Student #	Reading	
	Does the student have a reading exercise book (or copy book)? [0 = no; 1 = yes]	Did the teacher mark/correct/comment on one or more of the last two exercises in the student's exercise book? [0 = no; 1 = yes]
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		

Note the time the visit at the school ends:

____:____

(Use 24-hour time)

THANK YOU – THE END

COMMENTS

STUDENT SAMPLING WORKSHEET

*NOTE: This worksheet is to be used to assist you in your sample selection. **Discard** this sheet prior to leaving the school.*

School Name: _____ **Date:** ____/____/_____

NOTE: Select 2 students as alternates. <u>Record the names of the two alternates</u> before you dismiss them. Have the selected students go into the classroom to get their Exercise books and bring the books with them to the group assessment location. If a student doesn't have an exercise book, mark that they do not have the book – DO NOT DISMISS students that are missing a book.

Total Number of Students:	Sampling Number	GRADE 2 Alternate Student's Name
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17. Alt 1		
18. Alt 2		

LIBERIA

Group Administered Literacy Assessment (GALA)
Assessor Tool

Pilot

GALA CHECKLIST

1. Prior to selecting students, ensure that there are at least 16 chairs in the classroom with sufficient desk space.
2. Follow the sampling protocol to randomly select 16 students to participate in the group assessment.
3. Instruct students to sit as spread out across the classroom as possible, ensuring (if possible) that each student is sitting at his/her own desk. Make sure, however, that all students will be able to clearly hear your instructions from the front of the classroom.
4. Ask students to clear their desks.
5. Ensure that the board is clean and that chalk/markers are available.
6. When writing examples, ensure that they are spread out enough in order to keep the students from getting confused when explaining the instructions for each section.
7. Write examples low enough on the board for students to mark them.
8. Distribute pencils and erasers to each of the 16 students.
9. Distribute student assessment sheets, alternating Form A and Form B so that students sitting next to one another have different forms.
10. Use the instrument script to explain the activity.
11. Put students at ease by explaining the activity as a reading game.
12. Administer all 4 sections of the group assessment.
13. Gather all completed and blank student assessment sheets and place them in a clearly labeled envelope.
14. Thank the students for participating.
15. Conduct Reading Exercise Book Inventory.
16. Return exercise books to students' classroom.

REMINDER

🗣 Signifies instructions that should be read aloud to the class.
INSTRUCTIONS: Signifies assessor instructions that are to be read silently.

Verbal Consent: Read the text in the box clearly to the children.

> 🔊 Let me tell you why I am here today. I work with the Ministry of Education and we are trying to understand how children learn to read.
>
> We would like your help in this. But you do not have to take part if you do not want to. We are going to play a reading game. I am going to ask you to read words, sentences and a short story.
>
> This is NOT a test and it will not affect your grade at school.
>
> I will NOT write down your name, so no one will know these are your answers.
>
> Do you have any questions?
>
> *INSTRUCTIONS: Write the word "Yes" and a small box on the board and draw a check in the box as an example.*
>
> 🔊 If you understand and would like to stay and play the reading game, please make a check in the box next to the word "Yes" on the bottom of your paper. If you would rather not stay, you may leave.
>
> *INSTRUCTIONS: Check to ensure that students have marked their papers with a check. If they have not, ask them if they would not like to participate. If any student declines to participate, find one of the chosen alternates to take his/her place.*
>
> 🔊 Are you ready to get started?

🔊 Good. Now put your pencil down on your desk and turn to the next page.

Word Reading
Familiar Words – Page 1

INSTRUCTIONS: *Before beginning this section, draw the following box with the words on the chalkboard.*

dig	dot	dog	bog	big

🔊 Everyone should be on the first page of the booklet. Do you all see the number 1 at the top of your page? Good. We are now going to do an example. Please keep your pencils on your desk and look at me. Do not mark any answers on your sheet until I tell you to do so.

🔊 On this page you'll see some boxes like the ones I've drawn on the board. For this task, I'm going to ask you to check one of the words in the box. So, if I say "check the word "dot", I would want you to draw a check on the word "dot", like this:

INSTRUCTIONS: *Check the word 'dot' on the board.*

🔊 Is that clear? Does somebody want to try an example? Who can come up and check the word "big"?

INSTRUCTIONS: *If anyone raises their hand, clean the check from the word "dot" and let him/her come up to the chalkboard to check the word "big". When he/she checks the word "big", ask the class if he/she did this correctly. Thank the student and have him/her go sit down.*

🔊 Does everyone understand? I am now going to read the questions for you to mark on your papers. You can now pick up your pencils. Let's begin.

1. 🔊 Put your finger on box number 1. Look at my mouth. Check the word 'hot'….'hot'.
2. 🔊 Put your finger on box number 2. Look at my mouth. Check the word 'poor'….'poor'.
3. 🔊 Put your finger on box number 3. Look at my mouth. Check the word 'mean'….'mean'.
4. 🔊 Put your finger on box number 4. Look at my mouth. Check the word 'car'….'car'.
5. 🔊 Put your finger on box number 5. Look at my mouth. Check the word 'lick'….'lick'.
6. 🔊 Put your finger on box number 6. Look at my mouth. Check the word 'red'….'red'.
7. 🔊 Put your finger on box number 7. Look at my mouth. Check the word 'apple'….'apple'.
8. 🔊 Put your finger on box number 8. Look at my mouth. Check the word 'ink'….'ink'.
9. 🔊 Put your finger on box number 9. Look at my mouth. Check the word 'first'….'first'.
10. 🔊 Put your finger on box number 10. Look at my mouth. Check the word 'bite'….'bite'.

🔊 Good work. Now put your pencil on your desk and please turn to the next page of the game.

Word Meaning
Sentence-Picture Match – Page 2

INSTRUCTIONS: *Before beginning this section, draw the following example on the board. Write three sentences (in a column): "**The boy is standing**", "**The boy is sitting**", and "**The boy is lying**." To the right of these sentences, draw three pictures (each above the other): 1) someone sitting; 2) someone lying down; 3) someone standing.*

🗣 Everyone should be on the second page of the booklet. Do you all see the number 2 at the top of your page? Good. We are now going to do another example. Please keep your pencils on your desk and look at me. Do not mark any answers on your sheet until I tell you to do so.

🗣 On this page you will see six sentences on the left and six pictures on the right. After we finish the example, you are going to read each sentence and then make a line from the sentence to the picture that means what you just read. For example, if the sentence says "The boy is standing", you should look for a picture of a standing boy and make a line from the sentence to that picture, like this:

INSTRUCTIONS: *Draw a line on the chalkboard from the sentence about the standing boy to the picture of the standing boy.*

🗣 Do you understand? Does someone want to come up and try another example?

INSTRUCTIONS: *If anyone raises their hand, have them come up to the chalkboard. Ask them to make a line from the sentence "The boy is sitting" to the picture of the sitting boy. Ask the class if the student did this correctly. Thank the student and have him/her go sit down.*

🗣 Now it's your turn. Is everyone ready? You will have two minutes to finish matching all 6 sentences and pictures on your sheet. I will not tell you to move from one sentence to the next. You will do them all by yourself. You do not need a ruler for this task. After 2 minutes I will say "Time is up." Put your finger on the first sentence. Begin.
INSTRUCTIONS: *Start your timer and prepare to stop after 3 minutes. When 3 minutes have passed or when all the students have finished, say the following:*

🗣 Time is up. Good work. Now put your pencil on your desk and please turn to the next page of the game.

Sentence Comprehension – Page 3

INSTRUCTIONS: Before beginning this section, write a large ✔ and an X on the board. Also, write the following sentences with a box beside each one:

                            Goats live in the sky.   Cats have tails.

🗣 Everyone should be on the third page of the booklet. Do you all see the number 3 at the top of your page? Good. On this page you will see a lot of sentences. Some sentences are <u>TRUE,</u> and some are <u>FALSE</u>. You will read them to yourself and decide. If the sentence is <u>true</u>, put a check mark (✔) in the box next to the sentence. If the sentence is <u>false</u>, put an X in the box.

🗣 As an example, let's look at the first sentence on the board. 'Goats live in the sky.' Do goats live in the sky? No. This is false, because goats do not live in the sky, so we will put an 'X' in the box.

INSTRUCTIONS: Write an X in the box on the board.

🗣 Put your finger on the sentence 'Goats live in the sky' at the top of your paper. Now put an 'X' in the box next to 'Goats live in the sky' because it is false.

INSTRUCTIONS: Check to see if they put an 'X' next to the sentence. Correct as needed.

🗣 Let's do one more example. Look at the second sentence on the board. 'Cats have tails.' Do cats have tails? Yes. This sentence is true because cats have tails, so we put a check mark (✔) in the box.

INSTRUCTIONS: Write a check mark (✔) in the box.

🗣 Now put your finger on the sentence 'Cats have tails' at the top of your paper. Put a check mark (✔) in the box next to 'Cats have tails'.

INSTRUCTIONS: Check to see if they put a check mark (✔) next to the sentence. Correct as needed.

🗣 It is now time for you to do this on your own. When I say 'Start work' begin from number 1 and continue to number 20. Read each sentence and decide if it is true or false. What do we write if the sentence is true? What do we write if the sentence is false? Excellent. I will not tell you to move from one sentence to the next. You will do them all by yourself. Put your finger on box number 1. Let's get ready. Start work.

INSTRUCTIONS: Start your timer and prepare to stop after 6 minutes. When 6 minutes have passed or when all the students have finished, say the following:

🗣 Time is up. Good work. Now put your pencil on your desk and please turn to the next page of the game.

Reading Comprehension
Sentence Completion – Page 4

INSTRUCTIONS: *Before beginning this section, write the following sentence on the board.*

> EXAMPLE: I like to read _____. [ball / dog / books]

🔊 Everyone should be on the fourth page of the booklet. Do you all see the number 4 at the top of your page? Good. We are now going to do another example. Please keep your pencils on your desk and look at me. Do not mark any answers on your sheet until I tell you to do so.

🔊 In this section, you will read a short story silently. In the story, you will need to complete some of the sentences by choosing the correct word from the choices given. You should underline the correct word that fits in the sentence. Do not write a word in the blank space. UNDERLINE the correct word that completes the sentence.

🔊 Does anyone want to try with the example? Who can come up and underline the correct word that completes the sentence on the board?

INSTRUCTIONS: *If anyone raises their hand, let him/her come up to the chalkboard. When he/she underlines the word "books", thank the student and have him/her sit down.*

🔊 The full sentence is "I like to read books." Does everyone understand? Now it is your turn to complete the sentences on your paper. You will do this task silently. I will not tell you to move from one sentence to the next. You will do them all by yourself. Put your finger on the first word of the story. Ok, begin.

INSTRUCTIONS: *Start your timer and prepare to stop after 4 minutes. When 4 minutes have passed, or all the students have finished, say the following:*

🔊 Time is up. Put your pencil down. Good work. You have now completed this game. Congratulations.

🔊 We are now going to collect your papers. Once we are finished collecting them, could you please all bring me your reading exercise books (or copy books)? Thank you.

Read Liberia Teacher Training Workshop Evaluation

Training Location: _____   Date: _____

Section A: Read the question, then, out of the four options, circle letter in the box with the option that best responds to the question.

No	Question	A	B	C	D	Feedback (Tick one)
1	An overview of Read Liberia activities will not include which of the following?	**A** Improve grade 1 and 2 students reading fluency and comprehension skills	**B** Provide pedagogical expertise and mentoring to teachers to help them improve the quality of their teaching	**C** Override the role that C/DEOs have to play in students learning	**D** Engaging the community in ways that will help it contribute to improving children reading skills	☐ I guessed the answer ☐ I Don't know the answer, the question is very difficult ☐ I am sure of the answer
2	You show your students pictures of objects such as **net** and **flag**. You ask them to identify the beginning sound of each word. This will help their reading as their ___ skill is being developed:	**A** phonemic awareness	**B** object awareness	**C** comprehension	**D** critical thinking	☐ I guessed the answer ☐ I Don't know the answer, the question is very difficult ☐ I am sure of the answer
3	You write the word **"car"** on the board and ask a student to read the word. The student says, **"cat"**. What should be your appropriate reaction?	**A** Disappointment. It's such an easy word because it only has 3 letters.	**B** Surprise. Children usually can read this word.	**C** Thoughtful. Maybe the student switched the last letter.	**D** Frustration. The student is not paying attention.	☐ I guessed the answer ☐ I Don't know the answer, the question is very difficult ☐ I am sure of the answer
4	The grade 1 & 2 EG Reading curriculum has a SAB & TG which are structured and aligned to teach and assess students' reading fluency through-	**A** daily lessons and weekly/ periodic assessment of reading skills	**B** More rote learning and memorization	**C** Non-curriculum reading topics/ skills	**D** Mathematical skills	☐ I guessed the answer ☐ I Don't know the answer, the question is very difficult ☐ I am sure of the answer

Section B: Read the two statements. Tick the **one** you agree with the most.

	COLUMN A	✓	COLUMN B	✓	Feedback (Tick one)
5	Comprehension should be developed only after reading a story with/to the students.		Comprehension should be developed before, during and after reading a story with/to the students.		☐ I guessed the answer ☐ I Don't know the answer, the question is very difficult ☐ I am sure of the answer
6	Illiterate parents cannot assist with their children's early reading learning.		Illiterate parents can contribute to their children early reading learning.		☐ I guessed the answer ☐ I Don't know the answer, the question is very difficult ☐ I am sure of the answer
7	To teach children to learn to read a new word, it is best to show them how to break it up into sounds or syllables.		To teach children to learn to read a new word, it is best to point at the word and tell them to repeat it.		☐ I guessed the answer ☐ I Don't know the answer, the question is very difficult ☐ I am sure of the answer

Section C: Essay

8. How many vowels are in the English alphabet? Name them.

(☐ I guessed the answer. ☐ I Don't know the answer; the question is very difficult. ☐ I am sure of the answer)

_____

9. What are the 5 big skills in teaching Reading?

(☐ I guessed the answer. ☐ I Don't know the answer; the question is very difficult. ☐ I am sure of the answer)

a. _____

b. _____

c. _____

d. _____

e. _____

10. Which skill deals with relationship letter and sound?

(☐ I guessed the answer. ☐ I Don't know the answer; the question is very difficult. ☐ I am sure of the answer)

_____

11. List 5 consonant blends.   (☐ I guessed the answer. ☐ I Don't know the answer; the question is very difficult. ☒ I am sure of the answer)

a. _____

b. _____

c. _____

d. _____

e. _____

12. Name 5 consonant digraphs. (☐ I guessed the answer. ☐ I Don't know the answer; the question is very difficult. ☐ I am sure of the answer)

a. _____

b. _____

c. _____

d. _____

e. _____

13. Circle the digraphs and underline the vowel teams in the words below.

(☐ I guessed the answer. ☐ I Don't know the answer; the question is very difficult.   ☐ I am sure of the answer)

a. **Luck**

b. **pie**

c. **ship**

d. **preach**

e. **phone**

14. How many syllables does each word below have? Write the number in the space.

(☐ I guessed the answer.   ☐ I Don't know the answer; the question is very difficult. ☐ I am sure of the answer)

a. **Chaos**   _____

b. **Fantastic** _____

c. **Feet** _____

15. Which reading skill has to do with understanding texts?

(☐ I guessed the answer. ☐ I Don't know the answer; the question is very difficult.   ☐ I am sure of the answer)

_____

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USAID Read Liberia Activity
Training Attendance Form

County:_____ District:_____ Community:_____ Date:_____ Training Day#:_____

Training Type:_____ Participants Type:_____ Training Venue:_____

No	Participant's Name	Sex	Organization Name	Position	Phone#	Time in (Morning)	Signature	Time In (Afternoon)	Signature
1		M | F							
2		M | F							
3		M | F							
4		M | F							
5		M | F							
6		M | F							
7		M | F							
8		M | F							
9		M | F							
10		M | F							
11		M | F							
12		M | F							
13		M | F							
14		M | F							
15		M | F							
16		M | F							
17		M | F							
18		M | F							
19		M | F							
20		M | F							

Training Facilitator's Name _____ Signature _____ Date _____

ME&L Reviewer's Name _____ Signature _____ Date _____

By participating in this USAID-funded training, I consent that my photo and name may be used USAID purposes, including publication in reports and promotional materials.