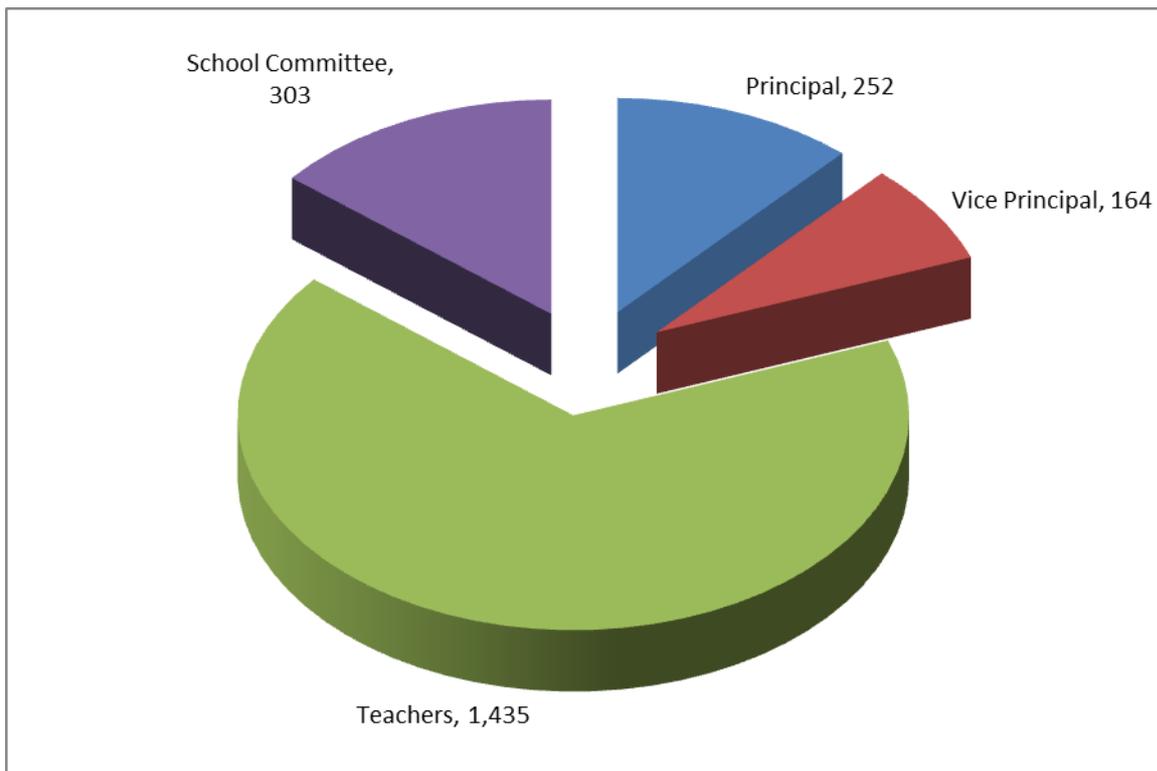




## Prioritizing Reform, Innovation, and Opportunities for Reaching Indonesia’s Teachers, Administrators, and Students (USAID PRIORITAS)



### MIDLINE MONITORING REPORT, VOLUME I: Assessing the Impact of the USAID PRIORITAS Program on Schools in Cohort 2 Districts

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USAID/Indonesia

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# ACRONYMS, ABBREVIATIONS, TERMS

APBD	District/Province Budget
BERMUTU	Better Education Through Reform Management & Universal Teacher Upgrading Project
BOS	Government allocated School Operational Assistance Funds
DBE	Decentralized Basic Education Project
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
GOI	Government of Indonesia
IR	Intermediate Result
JSS	Junior Secondary School
KKG	Kelompok Kerja Guru (Teacher Working Group-secular primary schools)
Kota	City or Municipality
LPMP	Lembaga Penjaminan Mutu Pendidikan (Provincial Quality Assurance Institute)
M&E	Monitoring and Evaluation
MGMP	Musyawarah Guru Mata Pelajaran (Local Association of Secondary Teachers, grouped by subject matter)
MGP-BE	Maintreaming Good Practices in Basic Education
MI	Madrasah Ibtidaiyah (Primary Islamic School)
MOEC	Ministry of Education and Culture
MTs	Madrasah Tsanawiyah (Junior Secondary Islamic School)
PAKEM	Pembelajaran yang Aktif, Kreatif, Efektif dan Menyenangkan (Active, Creative, Effective and Joyful Learning)
PRIORITAS	USAID Prioritizing Reform, Innovation, and Opportunities for Reaching Indonesia's Teachers, Administrators, and Students Project
PS	Primary School
SD	Sekolah Dasar (Primary School)
SMP	Sekolah Menengah Pertama (Junior Secondary School)
TTI	Teacher Training Institute
USAID	United States Agency for International Development
USG	United States Government

## **EXECUTIVE SUMMARY**

The USAID PRIORITAS project has undertaken a third round of monitoring in a sample of partner schools in the 20 Cohort 2 districts. The first round, the baseline data collection took place in October-November 2013. The second round, progress monitoring to measure changes in schools took place in the same month of 2014. The third round, which took place in October-November 2015, is intended to be mid-line monitoring of the project in schools in these districts.

The objectives of the baseline monitoring activities were to (1) assess needs at the start of the project (2) support the design of specific project interventions and (3) to collect partner and baseline data for each of the indicators against which the impact of project interventions will be measured.

The second and third round of monitoring collected the same information from the same schools as those surveyed during the baseline collection to assess the changes that had taken place over a one-year and two-year period.

School baseline monitoring data are being collected against 12 of the 34 project custom indicators. While the baseline data collection included student assessments in Bahasa Indonesia, Mathematics and Science as well as an Early Grade Reading Assessment (EGRA), the second round did not include these activities. The third round repeated the design of the baseline and included student assessments in the Bahasa Indonesia, Mathematics and Science and the EGRA.

This volume presents and compares the results of the three rounds of monitoring at the school level. Putting the data side by side allows us to assess the changes that have taken place in the two years of project implementation and the extent to which the changes could be attributed to the project.

Project and local government staff jointly conducted the monitoring. Data on teacher and student behavior were collected through classroom observation, while information on school principal leadership and the functioning of the teachers' subject working groups was collected by interviews and group discussions.

Where possible, the monitoring processes included checks in order to ensure that accurate information was obtained. Although every care has been taken in collecting and analyzing data, it is inevitable that some errors may have been made and that there will have been differences in interpretation of instructions by different monitors and at different times.

**A summary of the Baseline (2013), the Second (2014), and the Third Round (2015) of Monitoring of Cohort 2 Project Custom Indicators**

Indicator		Partner Schools			Comparison Schools		
		2013	2014	2015	2013	2014	2015
I.R1	Teachers demonstrate good practices in teaching and assessment						
	Total:	16.6%	68.6%	75.7%	18.8%		42.2%
	Primary:	16.9%	71.6%	77.4%	20.8%		44.2%
	JSS:	16.1%	64.3%	73.2%	16.1%		39.5%
I.R2	Early grades teachers demonstrate good practices in teaching and assessing reading	15.5%	70.3%	77.6%	15.7%		35.0%
I.R3	Teachers of all subjects support the development and reinforcement of students reading skills						
	Total:	16.4%	38.1%	53.8%	20.5%		30.0%
	Primary:	16.9%	41.1%	55.1%	17.5%		32.1%
	JSS:	15.6%	33.9%	51.8%	24.4%		27.1%
I.R5	Students demonstrate positive learning behaviors						
	Total:	22.7%	74.2%	80.8%	27.9%		52.5%
	Primary:	21.9%	74.2%	79.4%	30.8%		52.5%
	JSS:	23.9%	74.3%	82.7%	23.9%		52.5%
I.R6	Early grades reading materials are regularly used	30.0%	64.2%	59.0%	28.9%		43.1%
IR8a	Early grade students demonstrate that they can read and understand the meaning of grade-level text	55.6%		72.8%	52.1%		65.7%*
IR8b	Performance of grade 4 students in reading, writing, and mathematics, and grade 5 students in science improves:						
	Reading:	37.1%		53.2%	36.9%		48.9%
	Writing:	38.7%		46.9%	33.5%		39.9%
	Mathematics:	39.3%		46.7%	36.9%		42.4%
	Science:	33.7%		41.8%	33.4%		39.6%
IR9	Performance of students in grade 8 in reading, writing, mathematics, and science improves:						
	Reading:	66.5%		69.6%	63.7%		68.6%
	Writing:	50.6%		49.8%	43.4%		46.7%
	Mathematics:	34.2%		37.6%	32.4%		35.5%
	Science:	39.7%		41.7%	36.3%		40.1%
IR16	Instructional leadership in schools is improving						
	Total	6.4%	13.8%	24.8%	5.7%		12.1%
	Primary:	7.5%	17.5%	27.5%	5.0%		12.5%
	JSS:	5.0%	8.6%	21.1%	6.7%		11.7%
2.R1	Schools produce annual budgeted plans in a transparent and participative manner						
	Total	18.6%	30.4%	42.3%	20.0%		33.6%
	Primary:	17.5%	33.8%	41.3%	17.5%		21.3%
	JSS:	20.0%	25.9%	43.9%	23.3%		43.9%
2.R2	Increased parent and community participation in activities which focus on teaching and learning and/or improving the school environment ( <b>Primary school only</b> )	27.5%	66.3%	71.3%	35.0%		42.5%
2.R3	Schools managers initiate activities to create a school reading culture						
	Total :	42.1%	65.2%	87.6%	41.4%		52.9%
	Primary:	46.3%	76.3%	91.3%	48.8%		53.8%

Indicator		Partner Schools			Comparison Schools		
	JSS:	36.7%	50.0%	82.5%	31.2%		51.7%
<b>IR17</b>	Teachers working groups are more effective						
	Total:	36.8%	50.9%	50.4%	45.9%		43.0%
	KKG:	36.4%	62.7%	67.3%	51.0%		57.1%
	MGMP:	37.0%	40.4%	37.9%	42.5%		35.4%

\*Preliminary figure

Below is a summary of the performance on the indicators and their criteria (printed in italics below) of the sample of **partner** schools during the three rounds of monitoring are as follows:

- In 2013, 17% of the teachers in partner schools were demonstrating good practice in teaching and assessment. After one year, the percentage more than tripled to 69% in the second monitoring and further increased to 76% in the third monitoring. There were increases in percentages of teachers in all six criteria of the indicators during the second monitoring and the percentages continued to increase during the third monitoring.
- The percentage of early grade teachers who demonstrate good practice in teaching and assessing reading rose from 16% in the baseline monitoring to 70% in the second monitoring, and 78% in the third monitoring. Increases in percentages also occurred in comparison schools, but they were considerably lower than in partner schools.
- Twenty-two specific activities related to teaching early grades were observed during the data collection. The percentages of teachers who practiced them increased in all 22 activities during the second and third monitoring including the ones which were implemented by relatively few teachers during the baseline such as *'give opportunities to students to perform silent reading'*, *'ask students to make stories based on pictures presented to them'*, *'ask the students to gauge the continuation of a story'*, *'teacher makes notes when student read'*, and *'keep necessary progress records of student reading'*.
- The percentage of teachers in primary and junior secondary schools supporting the development of student reading skills increased from 16% in the baseline monitoring to 38% during the second round of monitoring, and rose to 53% in the third round of monitoring. The increases of percentages were found in all four criteria of the indicator, including one criterion (*'discuss new words and concepts in texts'*), which was implemented by less than 16% of teachers during the baseline monitoring.
- The percentages of classrooms with students showing positive learning behavior increased significantly from 23% during the baseline to 74% during the second monitoring and 81% in the third round of monitoring. Most likely, the improvements were influenced by the changes in teachers' teaching practices.
- The percentage of teachers regular using early grade reading materials in partner schools also increased from 30% in the baseline monitoring to 64% in the second monitoring but decreased slightly to 59.0% in the third round of monitoring. The increases were found in both criteria of the indicator: *'have regular reading period'*, from 75% in the baseline monitoring to 99% in the midline monitoring and *'allow students to take reading books home to read'* from 35% in the baseline monitoring to 59% in the midline monitoring.
- Only 6% of the principals were considered to be effective instructional leaders during the baseline. The percentage increased to 14% in the second round and 25% in the third

round of monitoring. The majority of principals were good in *organizing professional development for teachers* and in *providing for learning to take place* but relatively few held *monthly meetings with teachers to discuss curricular matters* and made *regular visits to classes*.

- The schools that produced annual budgeted plans in a transparent manner were only a few: 19% during the baseline monitoring, but the percentage increased to 30% during the second monitoring, and to 42% in the third monitoring.

Two criteria (*'developed with community participation'* and *'publicly displayed/available'*) had been widely promoted by the government in the early 2000s to schools in order to strengthen good governance in school management. The increased percentages of these two criteria evident during the second and third monitoring are quite significant. On the other hand, the introduction of first criterion (*'focuses on improving teaching and learning'*) was quite recent. In the monitoring, *'focuses'* is defined as at least 40% of the annual school budget being allocated for teaching and learning. In addition to that, a school could only be regarded to fulfill the requirement of the indicator if it meets all four criteria of the indicator. The definition and the rule for meeting the criteria could partly explain the reason for slow improvement in this indicator.

- About a quarter of schools (27.2%) involved parents in school related activities in the baseline monitoring. The percentage more than doubled in the second monitoring (66%) and increased to 71% in the third monitoring.

The parents are mostly involved in *extra-curricular and environment related activities*. Very few were in *helping teachers in the classrooms* such as working as substitute teachers, helping students with practical work, or acting as resource persons. The parents were also involved in specific initiatives such as health related activities; very few were involved in gender education and almost none in inclusive education.

- Almost half (42%) of school managers had already initiated activities to create a reading culture during the baseline. This increased to 65% during the second monitoring and 88% in the third round of monitoring. During the baseline survey the majority of activities initiated by schools were confined to in-school activities such as *upgrade the library, use funds to purchase age appropriate reading materials, establish reading corners, set aside specific reading times during class-hours*. During the baseline, the percentages were relatively lower in activities which need to be implemented outside the schools where parents and community could be involved such as *establish reading clubs, involve parents in reading activities, and set up system for home based reading*. During the second and third round of monitoring, the school managers who implemented these three activities increased quite significantly.
- In six out of 12 school related indicators, the baseline data shows that the percentages of comparison schools were higher than partner schools. During the second and third round of monitoring, the following trends were found:
  - The comparison schools also had percentage increases in the indicators, but the increases were not as high as partner schools. This could be because there is no way to completely limit the distribution of the project training materials to partner schools only; other teachers and principals, including of the comparison schools, can and in many cases do have access to the materials and learn from them. Indeed many districts have been holding up the training by USAID PRIORITAS as an example for all schools to follow. About 50% of the principals and teachers of comparison schools had received training on active learning (PAKEM) and school-based

management offered by the Government and/or other funding agencies. Some of the supervisors, principals, and teachers in comparison schools are also project provincial/district training facilitators.

- The project is measuring the impact of activities on student performance in reading in the early grade classes, Mathematics and Bahasa Indonesia in grades 4 and 8 and Science in grades 5 and 8. The results of the assessment in the third round of monitoring show improvements in all subjects in the project partner schools and in almost all subjects in the comparison schools.

In all four tests for primary and junior secondary schools, the percentage scores of the partner schools are higher than of the comparison schools. The percentage improvements (the magnitude of changes between baseline and midline) are slightly different. In primary level, the improvements in partner schools were greater than those in the comparison schools. At junior secondary level, it was the opposite; the percentage of improvements in Reading, Writing, and Science were higher in comparison schools than in partner schools. Only in Mathematics was the improvement in partner schools slightly higher than in comparison schools.

The early grade reading assessment (EGRA), which was administered with Grade 3, shows improvements in both the partner and comparison schools. The results of the EGRA and the other student assessments are reported in detail and discussed in two separate companion documents to this report:

- Midline Monitoring Report, Volume 2: Assessing the Impact of the USAID PRIORITAS Program on Student Performance in Bahasa Indonesia, Mathematics, and Science
- Midline Monitoring Report, Volume 3: An Assessment of Early Grade Reading - How Well Children are Reading in Cohort 2 Districts

As the primary purpose of project monitoring and evaluation is to promote performance based decision making, the data presented in the report provides some clear directions for the USAID PRIORITAS project to direct and fine-tune interventions to make worthwhile investments and to bring real impact.

# I OVERVIEW OF THE PROJECT

The USAID PRIORITAS project started in May 2012 with the aim of supporting the overall USAID goal of expanded access to quality basic education and improved quality and relevance of higher (teacher) education (IR1). The Intermediate Results (IRs) of the project are as follows:

## **IR 1.1 Strengthened instruction in schools (Component 1)**

- I.1.1 More Effective Pre-Service (Teacher Education) Programs
- I.1.2 More Effective In-Service (Teacher Education) Programs

## **IR 1.2 Improved education management and governance (Component 2)**

- I.2.1 Strengthened Capacity at School Level
- I.2.2 More Effective District-Based Management

## **IR 1.3 Strengthened co-ordination between all levels of GOI and key education institutions (Component 3)**

- I.3.1 Greater Capacity to Inform National Policy
- I.3.2 Greater Capacity to Build Linkages
- I.3.3 Greater Capacity for Staff Development
- I.3.4 Greater Capacity to Advocate for Education (Funding)

The development hypothesis is that: Expanded access to quality basic education will be achieved by (1) strengthening pre- and in-service teacher training programs so that more and better trained teachers are working in more classrooms, resulting in more schools offering a higher quality of instruction; (2) improving education management and governance of schools and districts will mean teachers are receiving more and improved support to assist them to teach better; and (3) strengthening coordination at all levels of GOI agencies and education institutions will improve communication, information-based planning and policy making, feed-back, and better use of financial and human resources within a decentralized system.

The project is working closely with a wide range of local partners and is implementing an extensive program of interventions and activities to achieve the Intermediate Results and Sub-Results: The project is doing the following:

- Building the capacity of teacher training institutions (TTIs) to provide better quality training programs for both teachers in training and serving practicing teachers by developing the knowledge and skills of teacher educators to use student-centered and innovative training methodologies and by increasing their access to, and use of, quality training curricula, resources, and facilities.
- Working with the TTIs to design and implement an in-service training program to improve school management and leadership, as well as teaching and learning, especially in early grade reading (EGR), and in Mathematics, and Science in order to expose them to models of good practice that can be adopted and used in their pre- and in-service programs.
- Working with local governments, TTIs, school principals, teachers and school communities to improve reading and literacy in all grades, but especially in the early grade classes (grades 1-3).

- Increasing opportunities for new and serving teachers and school managers to see and learn from good practice by creating a network of good practice schools linked to the TTIs.
- Supporting a more systemized approach for the provision of in-service teacher training opportunities through improving human resource planning and budgetary allocations at the district and provincial level.
- Improving school leaders' ability to better support quality teaching and learning in schools in a decentralized system by improving school principals' and supervisors' capacity as instructional leaders and school managers.
- Developing the capacity of schools and districts to use good data and information for better planning, budgeting and policy development, focusing on improved teaching and learning and increasing the role of civil society in governing education.
- Supporting the Provincial Education Office capacity to coordinate policy implementation and to synchronize implementation of education programs.
- Strengthening the coordination and horizontal and vertical linkages between all education stakeholders by involving them all in project planning, implementation, and evaluation activities.

Throughout all interventions, USAID PRIORITAS is working closely with local service providers and especially the TTIs to build their capacity to continue to use and disseminate good practice. All project interventions ultimately aim to expand access to improved quality education, resulting in better learning outcomes for more children.

## **2 PROJECT MONITORING AND EVALUATION**

Under USAID PRIORITAS, performance management is implemented through timely and continuous Monitoring and Evaluation (M&E) under a Performance Management Plan (PMP). Monitoring activities involve on-going collection and analysis of data in relation to planned activities and established targets over the life of the project. This analysis will inform management if work is on track and will help facilitate informed management decision-making to improve project efficiency and effectiveness. Periodic evaluations will also be conducted to assess progress and the actual impact of the project against results set forth in the USAID PRIORITAS scope of work and the project's work plan.

### **2.1 Project Monitoring Framework**

USAID PRIORITAS monitors overall project implementation, progress and results against each of the three project components (IRs) listed above in section 1, Overview of Project. Therefore, monitoring indicators are categorized into a monitoring framework according to each of the IR's. This framework includes 34 project indicators and 23 USAID custom and standard indicators.

Within the monitoring framework, indicators are divided into activity (process) and results (outcomes) indicators. Activity indicators monitor the implementation of activities such as training and publication of materials, which are intended to achieve the results in each intermediate area. The results indicators monitor the impact or outcomes of these activities. The activity indicators are denoted by the letter "A" and the results indicators by the letter "R".

Several of the results indicators consist of a number of sub-indicators (called "criteria" in the framework), a certain number of which have to be fulfilled for the indicator to be considered "achieved". Some of these criteria are explained in this framework (Annex 2 footnotes provides additional explanation). All criteria are further defined and explained in the relevant monitoring instruments developed by the project.

Many indicators are also disaggregated by other variables such as cohort, location (province), education level, target organization/institution, or other dimensions, as necessary, to illustrate how different groups participate in and benefit from the project.

### **2.2 Baseline, Second, and Third Round of Monitoring**

During October-November 2013 the project undertook the baseline data collection sample of schools in 20 Cohort 2 districts to (1) assess needs at the start of the project, (2) support the design of specific project interventions, and (3) collect partner and baseline data for each of the indicators against which the impact of project interventions will be measured.

The second and third round of monitoring collects the same information from the same sample schools of the first round of monitoring to find out the changes that had been taking place in period of almost one year and the extent the changes can be attributed to the project intervention.

This volume presents the results of the first (baseline), second, and third (midline) monitoring of partner schools in Cohort 2 districts.

## 3 MONITORING OF SCHOOLS

### 3.1 Geographic Scope of the Project

The USAID PRIORITAS project is currently working with three cohorts of districts/municipalities. Cohort 1 comprises 23 districts, cohort 2 has 20 districts and cohort 3 has seven districts. This report covers the condition of schools of Cohort 2 districts (Table I).

**Table I: Number of Partner Schools in Cohort 2 Districts**

Province	District	Primary		Junior Secondary		Total
		SD	MI	SMP	MTs	
Aceh	Pidie Jaya	10	6	5	3	24
	Aceh Barat Daya	12	3	6	2	23
	Aceh Utara	13	3	5	3	24
	Aceh Tamiang	13	4	5	3	25
Sumatera Utara	Langkat	12	4	6	2	24
	Toba Samosir	12	4	7	1	24
Banten	Tangerang Selatan	11	5	5	3	24
	Tangerang	12	4	4	4	24
Jawa Barat	Kuningan	12	4	6	2	24
	Cirebon	12	4	6	2	24
	Tasikmalaya	12	4	6	2	24
	Bekasi	13	3	6	2	24
Jawa Tengah	Wonosobo	12	4	6	2	24
	Pekalongan	12	4	6	2	24
Jawa Timur	Lumajang	12	4	6	2	24
	Ngawi	13	3	6	2	24
Sulawesi Selatan	Bone	12	4	6	2	24
	Parepare, Kota	12	4	6	2	24
	Takalar	12	4	6	2	24
	Tana Toraja	13	3	7	1	24
<b>Grand Total</b>		<b>244</b>	<b>76</b>	<b>117</b>	<b>43</b>	<b>480</b>

The baseline survey and the two following rounds of monitoring were conducted in all these provinces and districts with a sample of schools from each district. This sample is discussed further in section 3.5.

### 3.2 Monitoring Indicators

The first (2013) and third rounds (2015) of data collection in Cohort 2 schools were against the relevant 12 of the 34 project custom indicators. The second round of monitoring (2014), however, excluded primary and junior secondary school student assessments and EGRA. The project team was of the opinion that assessment of students' performance during the second round of monitoring was too early to record much change because the the first sessions of teacher training took place between August and October 2014 and it was very unlikely that the training could have a significant impact on students' performance.

**Table 2: List of Project Monitoring Indicators Relating to Schools**

<b>Strengthened Instruction in Schools</b>	
<b>I.R1</b>	Teachers demonstrate good practices in teaching and assessment
<b>I.R2</b>	Early grade teachers demonstrate good practice in teaching and assessing reading
<b>I.R3</b>	Teachers of all subjects support the development and reinforcement of student reading skills
<b>I.R5</b>	Students demonstrate positive learning behaviors
<b>I.R6</b>	Early grades reading materials are regularly used
<b>I.R7</b>	Student performance in district and/or national examinations improves
<b>I.R8A*</b>	Early grade students demonstrate that they can read and understand the meaning of grade-level text
<b>I.R8B*</b>	Performance of grade 4 students in reading, writing, and mathematics, and grade 5 students in science improves
<b>I.R9*</b>	Performance of grade 8 students in reading, writing, mathematics, and science improves
<b>I.R16</b>	Instructional leadership in schools is improving
<b>I.R17</b>	Teacher working groups are more effective and good quality training is being provided
<b>Improved Education Management and Governance</b>	
<b>2.R1:</b>	Schools produce annual budget plans in a transparent and participative manner
<b>2.R2:</b>	Increased parent and community participation in activities which focus on teaching and learning and/or improving the school environment
<b>2.R3:</b>	School managers initiate activities to create a school reading culture

*\*Data on these three indicators was not collected in the second round of monitoring*

### 3.3 Monitoring Instruments

The same basic monitoring instruments are being used in Cohort 1, 2, and 3. The instruments were developed to collect the data during the first (baseline), second and third rounds of monitoring to allow the comparison of results from the three data collection exercises. The instruments, however, have been modified following the changes, revisions, addition, and deletion of some of the project indicators. The baseline data has been reanalyzed so that the three data sets and the methods for calculating the value of the indicators are exactly the same.

Five data collection instruments were used to collect data at school level:

- Instrument 1 is used for observing grade 4, 5, and 8 teachers practicing active learning in the class and observing students' activities during the lessons. Instrument 1 is used to collect data related to Indicator IR1, IR3, IR5. (See Table 2 for the complete list of indicators and their reference number).
- Instrument 2 is used for observing early grade teachers practicing teaching and assessing reading. The observation is followed by interviews with teachers regarding the allocation of student's time in school for reading and the availability of reading materials in schools. Instrument 2 is used to collect data related to Indicator IR2 and IR6.
- Instrument 3 is a questionnaire for interviewing school principals who are accompanied by vice principals or senior teachers, members of the school committee and parents. Instrument 3 is used for collecting data related to Indicator IR16, 2R1, 2R2, and 2R3.
- Instrument 4 is a questionnaire for interviewing coordinators of primary school teachers working groups (KKG) and junior secondary school subject teachers working groups (MGMP). Instrument 4 is used for collecting data related to Indicator IR17.

- Instrument 5 is a collection of tests of Mathematics and Indonesian Language (Grade 4 and 8) and Science (Grade 5 and 8). These tests were used in the baseline and third round of monitoring but not in this second round of monitoring.

The instruments were pre-tested twice during the baseline surveys in 2012 in non-sample schools prior to the actual data collection. As a consequence of the revisions in the project indicators, revisions had also been made to the instruments. A two-day workshop was organized in all seven provinces on the content of the instruments and how to use them in the field for data collection. Each instrument has the written guideline explaining the meaning of some items in the instruments and how to administer them in schools.

### 3.4 Data Collectors

The first team of data collectors in the seven partner provinces was recruited and trained in 2012 for conducting the baseline data for Cohort 1 districts. During the following years (2013 to 2015), the teams have remained largely the same with just a few replacements for collectors who were no longer available. This stability has simplified refresher training for data collectors in the following years.

A slightly different number and composition of data collectors were employed during the monitoring. During the first round of monitoring for Cohort 2, a total of 254 people were recruited; the same data collectors also collected data for Cohort 1.

The data collectors during three rounds of monitoring were mostly school principals, supervisors and teachers who had previous experience in data collection and had been trained as project district training facilitators. They were selected as the data collectors because they have sufficient knowledge regarding the project objectives and activities and were considered to have a good understanding regarding the kind of data the monitoring was seeking.

**Table 3: The Occupation of Data Collectors in Three Rounds of Monitoring**

	2013	2014	2015
<b>Supervisor</b>	77	77	77
<b>Principal</b>	51	51	64
<b>Teacher</b>	113	113	114
<b>Lecturer</b>	7	7	-
<b>Other</b>	6	5	7
<b>Total</b>	<b>254</b>	<b>253</b>	<b>262</b>

To minimize the bias and the subjectivity in the assessment and observation, the data collectors were assigned to collect data in sub-districts or districts that were different from their work place. In Banten, for example, the data collectors collected data in districts that were different from the district where they work.

Despite the fact that the total number of school samples in each of the partner districts is the same (eight primary schools and six junior secondary schools), the number of data collectors varied between the provinces mainly because different strategies were used. For example, East Java had 69 data collectors because the teachers, principals, and supervisors could only take a few days leave and most of them only collected data in one district. On the other hand, South Sulawesi and North Sumatra employed only 19 and 18 data collectors respectively, because the same team covered all districts in the provinces. The length of time a data collector team spent in a district also varied. In East Java, each team spent about

two working days while in North Sumatra, Aceh, and South Sulawesi, the teams generally spent about four days.

### 3.5 Sampling Design

The three rounds of monitoring used the same sampling design. In addition to using the same instruments, the three rounds of data collections were carried out in the same partner and comparison schools.

USAID PRIORITAS is working directly with on average of 24 schools in each of the 20 partner districts<sup>1</sup>. This generally consists of 16 primary schools and 8 junior secondary schools. Data were collected from 4 partner primary schools and 3 partner junior secondary schools in each district making a total of 140 schools or 29% of the total. Schools were not randomly selected to be part of the baseline survey but were chosen to represent the different types of schools involved in the project including public, private, and religious and secular schools.

During the third monitoring, four junior secondary schools (three from South Sulawesi and one from East Java) resigned from the sampled partner schools. In order to have the same sets of schools during the three rounds of monitoring, data of the first and second round of these four schools were removed from the school monitoring database (Table 4).

Monitoring also took place in a similar number of non-partner primary and junior secondary schools in the same districts. These schools were to serve as a comparison group to provide a contrast between schools that have or have not received project interventions. This comparison was intended to help assess whether and to what extent the project interventions are bringing changes to the partner schools. These comparison schools were selected to be similar to the partner schools, in distance from the main district town (but in a different direction from the project school) and on student performance, as measured by the results of national exams. As with partner schools, seven comparison schools (four primary and three junior secondary schools) were selected with the four primary schools being chosen from two different clusters.

The provincial project staff worked closely with staff at the District Office of Education and Ministry of Religious Affairs in each partner district in selecting both the sample from partner and non-partner junior secondary schools. The final school sample is shown in Tables 4 and 5, and a list of sample schools is included in Annex 1.

**Table 4: Number of Partner Primary and Sample Schools in Cohort 2 Districts**

Province	N of District	Partner Schools	Sample of Partner Schools	Sample of Non Partner Schools	Total Sample
<b>Aceh</b>	4	64	16	16	32
<b>North Sumatra</b>	2	32	8	8	16
<b>Banten</b>	2	32	8	8	16
<b>West Java</b>	4	64	16	16	32
<b>Central Java</b>	2	32	8	8	16
<b>East Java</b>	2	32	8	8	16
<b>South Sulawesi</b>	4	64	16	16	32
<b>Sub- Total</b>	<b>20</b>	<b>320</b>	<b>80</b>	<b>80</b>	<b>160</b>

<sup>1</sup> The exceptions are Blitar (27 schools), Bener Meriah, Mojokerto (23 schools) and Aceh Jaya, Labuhan Batu and Sragen (25 schools)

**Table 5: Number of Junior Secondary Schools and the Sample Schools**

Province	N of District	Partner Schools	Sample of Partner Schools	Sample of Non Partner Schools	Total Sample
Aceh	4	32	12	12	24
North Sumatra	2	16	6	6	12
Banten	2	16	6	6	12
West Java	4	32	12	12	24
Central Java	2	16	6	6	12
East Java	2	16	5	6	11
South Sulawesi	4	32	9	12	21
<b>Sub-Total</b>	<b>20</b>	<b>160</b>	<b>56</b>	<b>60</b>	<b>116</b>

The monitoring at the **primary school** level had four groups of respondents (see Table 6) that included the following:

- Two teachers per school, one each from grades 1 and 2, were observed as they were teaching reading. They were also interviewed about the school approach to reading.
- Three teachers in grades 4, 5 and 6 were observed as they were teaching Indonesian Language, mathematics and science.
- The school principal in each school was interviewed regarding their instructional leadership strategies, their school management practices, and how they involved parents and the community in school activities.
- In many interviews, principals were joined by at least one teacher and two school committee members and in some cases by parents.
- Senior teachers often joined the interviews in cases where the principals were not available or sometimes both of them were present in the interviews.

As shown in Table 6 and 7, the number of principals interviewed was not the same as the number of sample schools because on some occasions the principals could not join the group discussion and they were represented by a vice principal (in junior secondary schools) or senior teachers.

**Table 6: Number and Type of Respondents from Primary Schools**

	Partner			Comparison	
	2013	2014	2015	2013	2015
<b><i>Participating in FGD</i></b>					
Principals	75	73	77	73	75
Senior teachers	10	18	57	8	55
Teachers	120	87	83	119	89
School Committee members	96	114	83	95	89
<b><i>Observed while Teaching</i></b>					
Teachers (Grade 2,4,5,6)	400	400	400	400	400
TOTAL	701	692	700	695	708

There were three groups of respondents in Junior Secondary School:

- Three teachers in grade 8 teaching Indonesian language, mathematics or science were observed while teaching.

- The school principal was interviewed on the same issues as those in primary schools.
- In most of the interviews, the principal was joined by one teacher and two school committee members and in some cases by parents.

**Table 7: Number and Type of Respondents from Junior Secondary Schools**

	Partner			Comparison	
	2013	2014	2015	2013	2015
<b>Participating in FGD</b>					
Principals	54	54	49	56	51
Vice Principals	26	24	21	27	31
Teachers	75	66	70	75	61
School Committee members	78	73	70	65	61
<b>Observed while Teaching</b>					
Teachers (Grade 8)	168	168	168	180	180
<b>TOTAL</b>	<b>401</b>	<b>385</b>	<b>378</b>	<b>403</b>	<b>384</b>

Data were also collected from the primary school teachers working groups (KKG) and subject teachers working groups (MGMP) in Junior Secondary Schools. Table 8 presents the sample of KKG and MGMP during the three rounds of monitoring.

**Table 8: The Sample of Primary Teacher Working Group (KKG) and Subject Matter Teacher Working Group (MGMP)**

	KKG	MGMP
<b>Partner</b>		
2013	44	81
2014	51	57
2015	49	66
<b>Comparison</b>		
2013	49	73
2015	35	65

### 3.6 Data Collection

The time span between baseline, second, and third round of monitoring was approximately one year in each case. The last three rounds of monitoring (Baseline, second, and third round) were conducted in October – November of 2013, 2014, and 2015.

**Table 9: Data Collection Schedule in Cohort 1 Districts**

Province	Baseline Monitoring (2013)	Second Round of Monitoring (2014)	Third Round of Monitoring (2015)
<b>Aceh</b>	10-23 November	24-29 Oct	21 Oct- 2Nov
<b>North Sumatra</b>	28 October-1 November	3-13 Nov	26 Oct – 6 Nov
<b>Banten</b>	18-22; 25-29 November	25-28 Nov	2-12 Nov
<b>West Java</b>	6-14 November	8-29 Oct	15 Oct-30 Nov
<b>Central Java</b>	28 October-1 November	4-14 Nov	21-30 Oct
<b>East Java</b>	28 October-1 November	29-30 Sept	27 Oct – 5 Nov
<b>South Sulawesi</b>	7-12; 21-26 October	20-28 Nov	15 Oct – 7 Nov

### **3.7 Data Cleaning, Analysis, and Presentation**

A review of the accuracy and completeness of the data was carried out by the Jakarta M&E team immediately after receiving it from the provinces. If data was incomplete or unclear, the team followed up with data collectors to verify and validate the information.

Microsoft EXCEL pivot table features were used to prepare, summarize, analyze, explore, and present the data. Almost all of the data is presented in simple bivariate tables or charts, which are further disaggregated by the characteristics of the institutions (such as school level, school type) and location/province.

The main strategy for analysis is to ‘compare and contrast’ among categories or groups. No statistical analysis is applied. The term ‘significant’ is frequently used not as results of statistical analysis but to highlight relatively big differences (as measured by the percentage differences) among categories. All of the data presented is descriptive as it describes the ‘picture’ of the relevant conditions before and after USAID PRIORITAS interventions. No analysis of association, correlation or the causes of the phenomena being observed is included.

Data are presented for both project and non-project groups of respondents, but analysis and comments focus on patterns or trends seen in project groups.

### **3.8 Data Quality**

The project pays special attention to data quality during the preparation of the instruments, the data collection and data processing.

#### ***During the preparation of the instruments***

The work related to data quality started with the review of several projects (e.g. DBE1, DBE2, DBE3, MBE, MGP-BE) and their monitoring instruments that were dealing with teaching, governance and management, and the battery of tests for measuring student performance. The review helped the M&E team in finding out similar instruments that could be re-used. This not only avoided the extra work of preparing instruments similar to those that had already been prepared by others, but also allowed comparison of the results of different studies.

Each item in the instruments (questions or observation protocols) refers to each of the indicators and detailed indicators of the project, which had been approved by USAID prior to the implementation of the baseline monitoring. Since the indicators were formulated based on the objectives of the project, the instruments developed are also closely tied to the objectives of the project. The importance of stressing the connection between the instruments and the indicators prevents the tendency to keep adding new items to the questionnaires during the review of the instruments and the training of the data collectors.

The appropriateness of the instruments was tested three times. The Jakarta M&E Team tried out the first draft of the instruments in Demak and Semarang, Central Java. The second try-out was during the training of data collectors in Solo, Central Java where the participants went to schools to pretest the instruments. The third try-out was during the training of provincial data collectors. In each of the try-outs, unclear items were identified and revisions were made. On other occasions, where data collectors did not quite understand the meaning and purpose of certain items, the relevant items were revised and/or additional information was added to the guidelines for the instruments.

#### ***During data collection***

Since the data collection was carried out by seven different teams in seven provinces, the Jakarta M&E team made sure that all parties were using the same instrument by distributing the same PDF files. On a number of occasions, where errors were found, the Jakarta M&E team called the M&E Specialists in all of the provinces so that they could inform all the data collectors about the revisions that should be made immediately.

To prevent data collectors from falsifying interviews, they were requested to take the phone numbers of the respondents (that is, the source of data). Fortunately, almost all respondents complied. During the data cleaning period, random calls to 30 respondents were made from the Jakarta Office. All 30 respondents confirmed that the PRIORITAS data collectors had interviewed them.

While collecting the data in schools regarding the instructional leadership, governance and management, school committee and parental involvement, the main respondents were principals. But one or two teachers and members of the school committee joined in the interviews. This certainly gave more credibility to the answers because both the data collectors and the principals from time to time asked the teachers and committee members for confirmation or further clarification. In a number of places, the data collectors met with the teachers before or after the interviews with the principals.

The presence of other parties during the interviews also helped to restrain principals from overstating their work. One example is dealing with the frequency of principals visiting classes and evaluating teachers' performance. It is widely believed that the principals tend to inflate the frequency of such visits; therefore, the data collectors met the teachers in person after the group interview to confirm the answers given by the principal.

Another approach for validating the answers of the respondents was to ask them to produce evidence. For example, the respondents were asked whether the schools had the Plan of Activities and Budget. If they said 'yes', the data collectors asked them to show the documents. The same principle applied with the reports of meetings: the data collectors always asked to see the minutes of the meetings. If the principals said the school had a Plan of Activities but could not show supporting documents, the data collector would record in the questionnaire that the school did not have a Plan of Activities.

During the data collection, the data collectors were split into small teams of three to five members. For each team, one data collector was assigned as the coordinator who should check the accuracy of data, the clarity of recording, the consistency among the answers and the extent to which the questionnaires or observation schedules were fully completed.

### ***During data processing***

After the field coordinator checked the accuracy of the data in the completed instruments, the data collectors were expected to enter the data into the computer on the same day. This was to make sure that the data collectors still remembered specific information in case they had forgotten to write it down, or in case the handwriting was illegible. While this method worked well in most locations, not all members of the team had computers and therefore the data entry process was carried out at later stage by the provincial M&E specialists or by a small group of selected data collectors.

During the data cleaning in Jakarta, this data was re-checked and questions were sent to provinces regarding the accuracy of some of the data. Only after that, the Jakarta team began the data analysis process.

### ***Data Constraints and Limitations***

Despite all this effort, it is impossible to completely eliminate errors and the project recognizes there may be data quality issues and limitations with the data. All of the baseline data deal with the indicators of the project and the indicators provide an illustration of the conditions the project is aiming to improve through project interventions. The baseline data indicate variations in these conditions between level of schools, institutions, gender, departments and locations. The data, however, do not provide information regarding the factors that affect these conditions, which oftentimes are needed to design appropriate program interventions.

It was not possible to collect data from every institution and individual involved in the project due to resource and practical constraints and therefore, data was collected from samples.

The sample of the schools is 29% of the total number of partner schools and the schools were not selected randomly. The project employed multistage sampling to select schools that would represent the overall school type and student population in the project. This reduced the overall randomness of the study.

Important instruments used in this monitoring were observation protocols used to assess the pedagogical practice of teachers at primary and junior secondary schools. As generally acknowledged, the behavior of those being observed could be influenced by the fact that they are being observed (Hawthorne effect). No other data was used to triangulate or validate the observation results. Moreover, for these key observation instruments no moderation or inter-rater-reliability tests were conducted during the training and it is likely that project monitors were not entirely consistent in the application of the instrument in different locations.

## 4 RESULTS OF THE MONITORING

As presented in Section 3.2, Table 2, 12 indicators have been used to capture the conditions in schools before the project began its activities. These were used again to capture the changes found after the project interventions. This second round of monitoring only presents data for 11 of these indicators, as data on student assessment and EGRA was collected in third round of monitoring. Presentation of the results begins with the name of the indicator and the list of criteria that should be met to achieve the indicator. For each of the indicators, graphs and tables present the percentages of schools, classrooms, principals and teachers that met the criteria.

The results of each of the indicators are first disaggregated by the main grouping: partner and comparison groups during the baseline monitoring (2013), second, and third round of monitoring (2014 and 2015). These results are further disaggregated by school level (primary and junior secondary), school type (religious and secular), and province (seven provinces). The disaggregations helped to reveal the similarities or differences in achievements between the groups.

The second part of the analysis deals with each of the criteria of the indicators. Looking into each of the criteria of the indicators provide clues as to what activities are relatively easy or difficult to implement. This can help in identifying the weak and strong aspects of project interventions and in determining the focus of project interventions. Project interventions at the school level aimed to improve (1) teaching and learning in the classroom and (2) school leadership, management and governance. Results are presented in these two categories.

### 4.1 Teaching and Learning

Teaching and learning at the school level was monitored through observation in the classroom, interviews with teachers and managers of teacher's working groups for Primary (KKG) and Junior Secondary (MGMP) teachers. Results are presented by indicator.

Five indicators deal with teaching and learning:

- 1) Teachers demonstrate good practice in teaching and assessment
- 2) Early grade teachers demonstrate good practice in teaching and assessing reading
- 3) Teachers of all subjects support the development and reinforcement of student reading skills
- 4) Students demonstrate positive learning behaviors
- 5) Early grades reading materials are regularly used

#### 4.1.1 Teachers Demonstrate Good Practice in Teaching and Learning

I.R1 Teachers demonstrate good practices in teaching and assessment	<p>% of teachers demonstrating <u>at least four</u> of the following good practices:</p> <ol style="list-style-type: none"> <li>Organize the physical classroom to facilitate interactive learning (furniture, teaching aids, displays)</li> <li>Use a mix of whole class/group/ partner and individual work with students</li> <li>Ask non recall questions and allow students time to answer</li> <li>Use varied learning approaches (other than lecturing and text book) such as giving open ended tasks, using the environment and using learning aids</li> <li>Use tools<sup>2</sup> to gather data about student achievement</li> <li>Move around the room, observing and assisting students to complete their tasks</li> </ol>
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USAID PRIORITAS is training teachers in improved teaching and learning. To achieve this, the project is introducing a number of internationally recognised good practices in teaching and learning, including the six set out below:

- Organize the physical classroom to facilitate interactive learning (furniture, teaching aids, displays)
- Use a mix of whole class/group/ partner and individual work with students
- Ask non recall questions and allow students time to answer
- Use varied learning approaches (other than lecturing and text book) such as giving open ended tasks, using the environment and using learning aids
- Use tools to gather data about student achievement
- Move around the room, observing and assisting students to complete their tasks.

Data for this indicator was gathered through classroom observation using a protocol developed by the M&E team. A total of 1214 teachers were observed in during the baseline and 1148 teachers during midline round of monitoring. During the second monitoring, only 568 partner school teachers were observed because no observation was conducted in comparison schools.

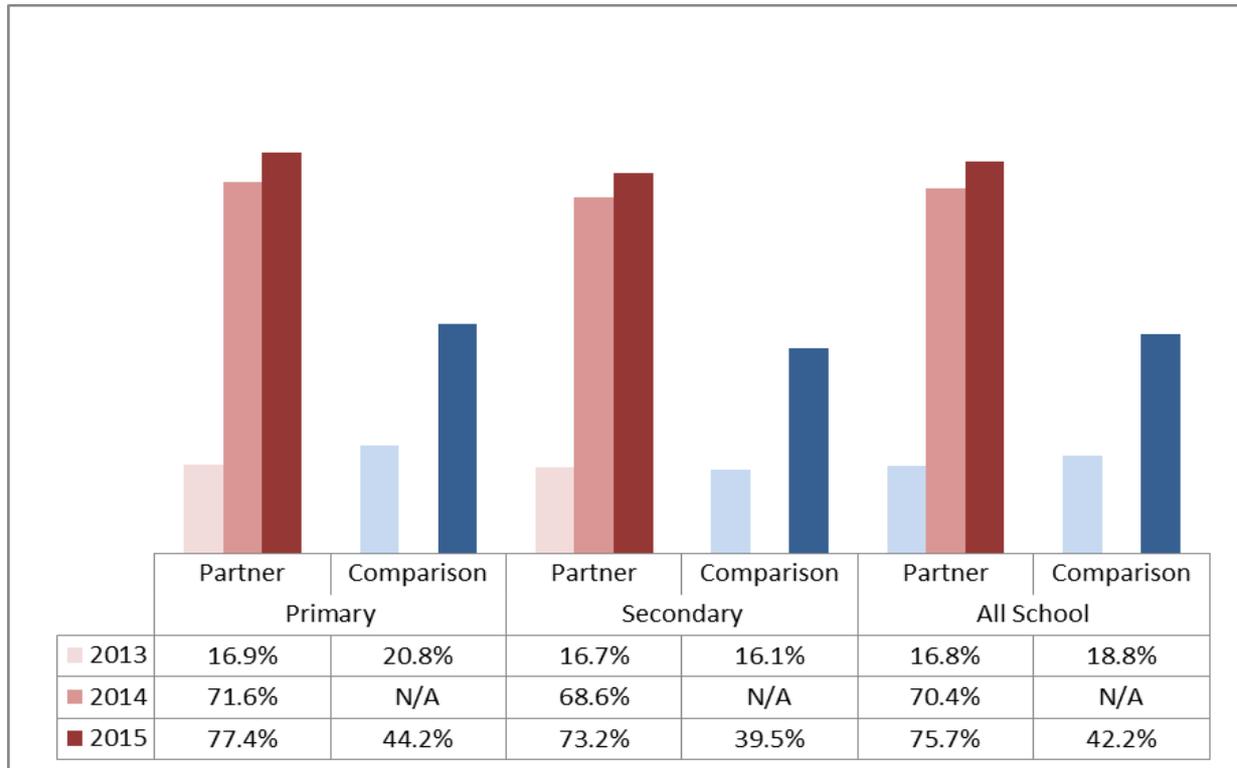
In primary schools, the teachers observed were teaching Indonesian language and mathematics in grade 4 or 6 and science in grade 5. In junior secondary schools, the teachers observed were teaching students Indonesian language, mathematics and science in grade 8.

Of all the teachers observed during the baseline, a total of 17% in partner schools demonstrated at least four of the six good practices and therefore, can be said to be exhibiting good practice in teaching and learning as defined by the project. This is less than the total number of teachers in comparison schools (21%).

*Second and third round monitoring data show that among partner schools, there had been a very large increase of teachers who demonstrated good practice of teaching (from 17% to 72% in 2014; and in the third monitoring continued to increase to 77%). The percentages among comparison group increased at a much lower rate, from 21% to 44% in 2015 (Chart 1).*

<sup>2</sup> Tools such as running records, portfolios, checklists, observation reports

**Chart 1: Teachers Demonstrating at least Four of Good Practices in Teaching and Assessment**



**Chart 2: Percentage of Teachers Demonstrating Good Practices in Teaching, by School Type**

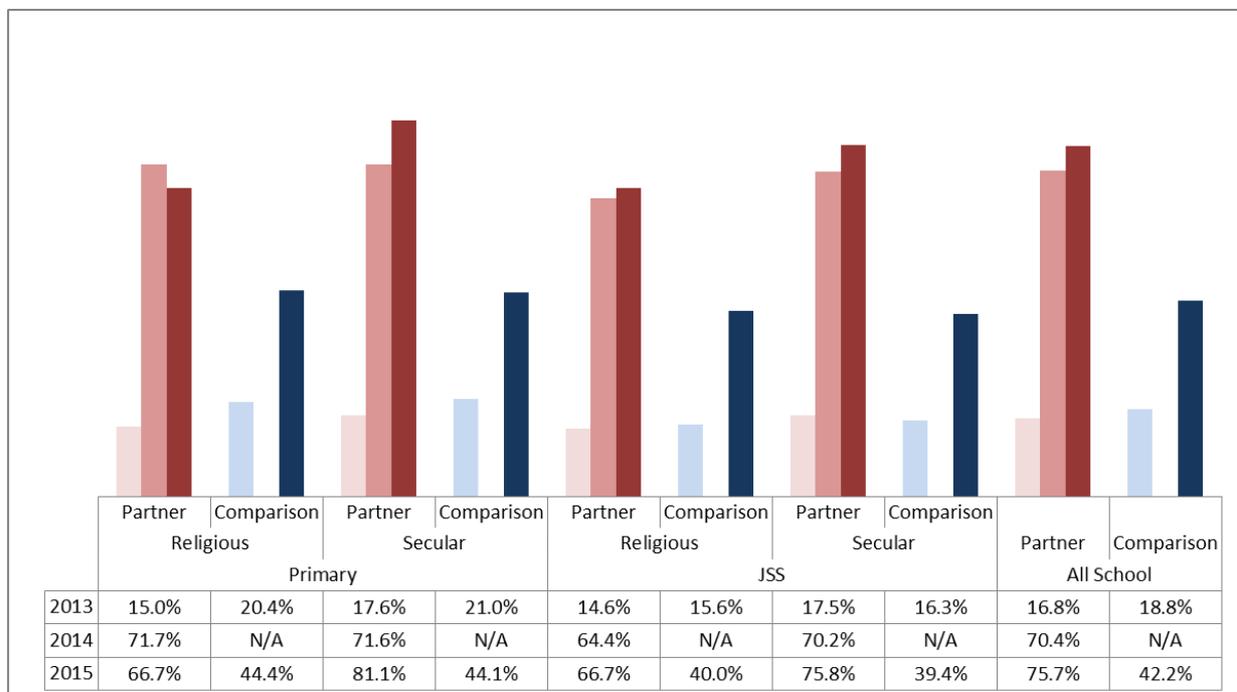


Chart 2 shows that among partner schools, the percentages of both religious and secular schools in primary and junior secondary level increased more than fourfold from baseline to midline; the increases in secular schools were higher than in religious schools. Among all of

the comparison groups, the percentages also increased but by half as much as the partner schools.

Chart 3 shows that partner schools in six provinces (all except Banten) having gradual increases from year to year in percentage of teachers demonstrating good practice. The sizes of increases are mostly bigger from baseline to second monitoring. The increases continued to the third monitoring, but not as big as from baseline to the second monitoring. In Banten there was a decline from the second to third rounds of monitoring. This is one of the patterns that will be repeatedly observed when comparing the progress of the indicators during the three monitoring in the remaining of the report.

**Chart 3: Percentage of Teachers Demonstrating at Least Four Good Practice in Teaching, by Province**

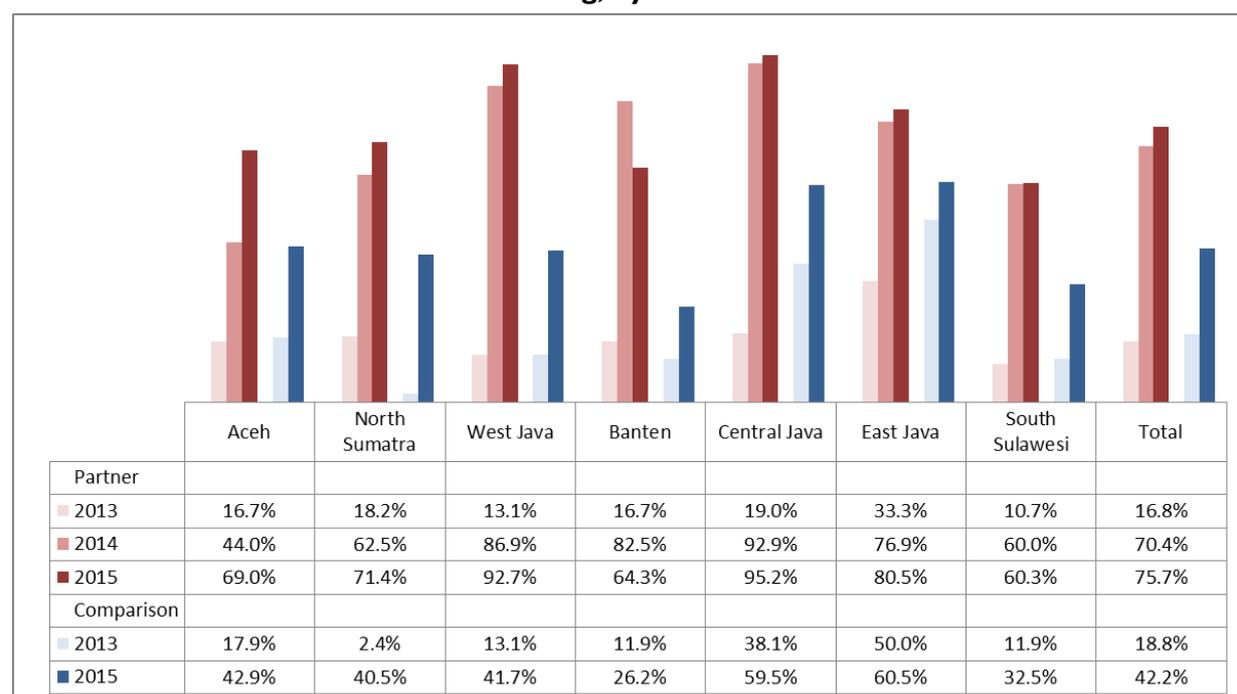


Table 10 presents the changes within six criteria of the indicator in primary schools. All six criteria improved significantly in both primary and junior secondary level during the second and third monitoring.

**Table 10: Percentages of Primary School Teachers Achieving Each Criterion of Good Practices in Teaching, by Treatment Group**

Criteria	Primary Schools					
	Partner			Comparison		
	2013	2014	2015	2013	2014	2015
a. Organize the physical classroom to facilitate interactive learning (furniture, teaching aids, displays)	40.5%	90.7%	92.6%	42.9%	N/A	71.3%
b. Use a mix of whole class/group/ partner and individual work with students	22.3%	64.4%	75.3%	21.7%	N/A	38.8%
c. Ask non recall questions and allow students time to answer	38.8%	66.1%	68.7%	43.3%	N/A	51.3%
d. Use varied learning approaches (other than lecturing and text book) such as giving open ended	28.1%	66.5%	77.4%	32.5%	N/A	50.8%

Criteria	Primary Schools					
tasks, using the environment and using learning aids						
e. Use tools to gather data about student achievement	14.5%	55.5%	65.0%	16.3%	N/A	32.1%
f. Move around the room, observing and assisting students to complete their tasks	45.9%	83.1%	90.1%	48.8%	N/A	65.8%

The condition in junior secondary schools (Table II) is similar to that in the primary schools.

**Table II: Percentages of JSS Teachers Achieving Each Criterion of Good Practices in Teaching, by Treatment Group**

Criteria	Junior Secondary Schools					
	Partner			Comparison		
	2013	2014	2015	2013	2014	2015
a. Organize the physical classroom to facilitate interactive learning (furniture, teaching aids, displays)	42.3%	81.8%	90.5%	36.1%	N/A	65.5%
b. Use a mix of whole class/group/ partner and individual work with students	16.1%	47.2%	69.6%	15.6%	N/A	35.6%
c. Ask non recall questions and allow students time to answer	28.0%	61.6%	67.9%	38.3%	N/A	53.7%
d. Use varied learning approaches (other than lecturing and text book) such as giving open ended tasks, using the environment and using learning aids	22.6%	61.0%	66.7%	25.6%	N/A	45.8%
e. Use tools to gather data about student achievement	14.9%	49.7%	56.0%	13.9%	N/A	31.1%
f. Move around the room, observing and assisting students to complete their tasks	54.2%	79.9%	89.9%	53.9%	N/A	65.5%

#### 4.1.2 Early Grades Teachers Demonstrate Good Practice in Teaching

<p><b>I.R2</b> Early Grades teachers demonstrate good practice in teaching and assessing reading</p>	<p>% of early grades teachers demonstrating <u>at least five</u> of the following:</p> <ol style="list-style-type: none"> <li>Provide specific grade-appropriate instruction to the learner to build word knowledge and teach word analysis<sup>3</sup></li> <li>Provide opportunities for students to engage in sustained reading activities<sup>4</sup> to practice their reading skills</li> <li>Create a literacy rich<sup>5</sup> classroom environment</li> <li>Check students comprehension on what they are reading<sup>6</sup></li> <li>Read aloud to students/asks students to read aloud using a range of materials<sup>7</sup> to enhance children’s print and phonological awareness</li> <li>Conduct regular and purposeful monitoring of children’s progress in reading<sup>8</sup></li> </ol>
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To support the achievement of Goal One of the USAID Education Strategy (2011) for “**Improved reading skills** for 100 million children in primary grades by 2015”, the project has a specific focus on improving the reading achievement of children in the early grade classes of education in Indonesian schools. The project is working to improve the way that teachers teach reading in the early grades and is introducing new approaches that are based on international research on good practices in teaching reading including the following.

- Provide specific instruction appropriate to the learner to build word knowledge and teach word analysis
- Provide opportunities for students to engage in sustained reading activities to practice their reading skills
- Create a literacy-rich classroom environment
- Check students comprehension on what they are reading
- Read aloud to students/asks students to read aloud using a range of materials to enhance children’s print and phonological awareness
- Conduct regular and purposeful monitoring of children’s progress in reading.

To measure teachers’ current practice in teaching and assessing reading, an observation protocol was developed and used. The protocol consisted of the six criteria for good practice in teaching reading. To be considered to be demonstrating good practice in teaching and assessing reading, a teacher would have to fulfil at least five criteria. Project data collectors observed 320 Indonesian language lessons in 2013 (baseline) and in 2015 (during the midline). In 2013 (second round), only 148 teachers were observed in partner schools because no comparison schools were monitored during the second monitoring.

<sup>3</sup> Phonemic awareness, phonics, word recognition, structural analysis, context clues and vocabulary

<sup>4</sup> This can be silent or oral reading, individual or small group reading

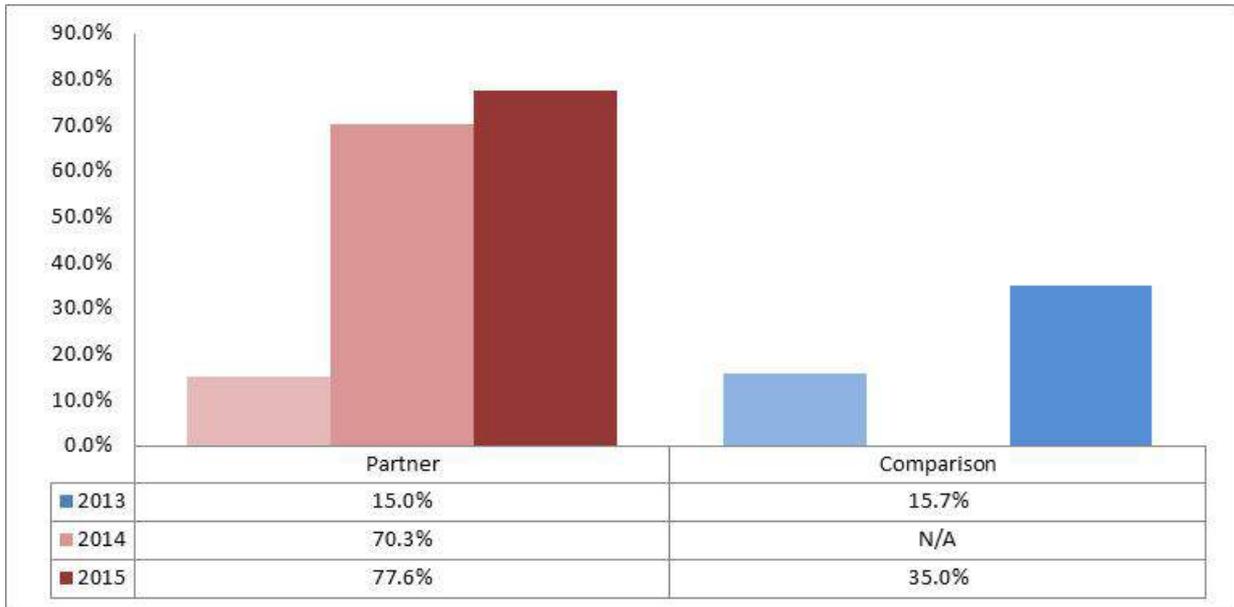
<sup>5</sup> Literacy rich environment includes displaying words and print in and possibly outside the classroom, provide opportunities, materials and tools that engage students in reading activities, including, for example, creating book corners to ensure students have access to a range of interesting material, in different media appropriate to the reading/ instructional levels

<sup>6</sup> Talks to students about what they are reading, asks them to re-tell events and details, asking them to predict next events,

<sup>7</sup> Including repetitive texts, rhymes, poems, and songs

<sup>8</sup> This includes listening to individual children read aloud, keeping progress records and observation of students reading

**Chart 4: Percentage of Early Grade Teachers Demonstrating Good Practice in Teaching and Assessing Reading**

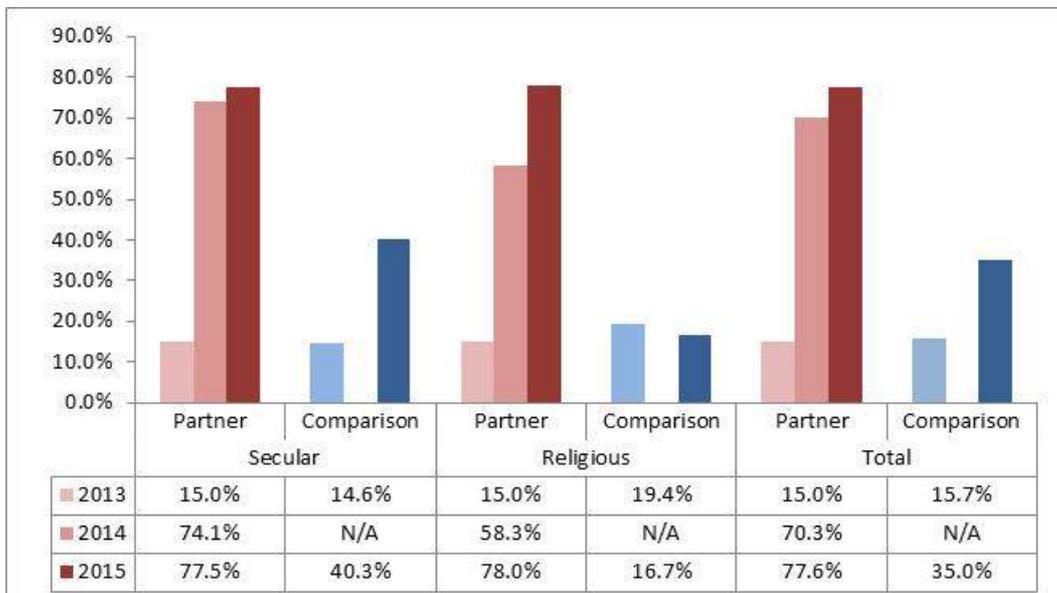


As Chart 4 indicates, there has been a fivefold increase in the percentage of early grade teachers in partner schools who demonstrate good practice in teaching in two years (from 15.0% to 77.6%). During the same period, the percentage in comparison schools also increased but to a lesser degree (from 15.7% to 35.0%).

Chart 5 disaggregates the data by school type. Baseline results show that secular and religious schools had almost the same percentage of teachers demonstrating good teaching and assessing reading than religious schools in partner schools. In comparison schools, the percentages were higher in religious than secular schools.

During the third round of monitoring, the percentages of early grade teachers fulfilling this indicator increased fivefold in both secular and religious partner schools but increased only slightly in comparison schools.

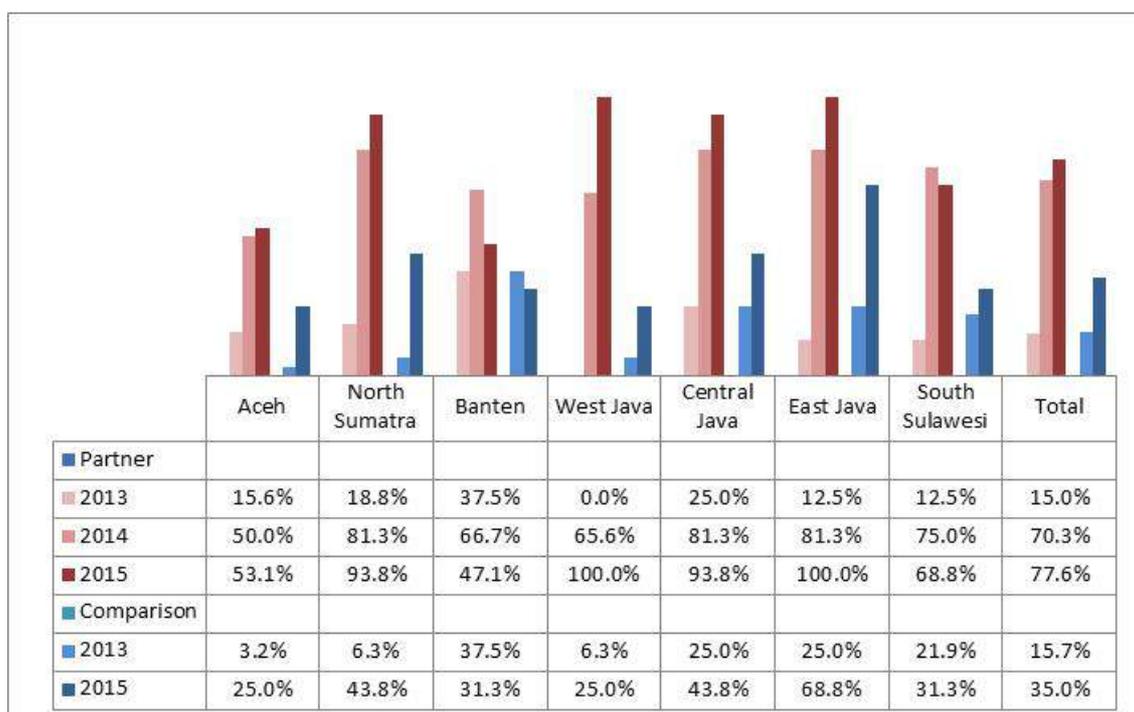
**Chart 5: Percentage of Early Grade Teachers Demonstrating Good Teaching, by School Type**



The improvement during the three monitoring (2013 to 2015) varies across provinces. Chart 6 shows that six provinces experienced steady increased of percentages of early grade teachers demonstrating good teaching in partner schools. Only in Banten, the percentage in the third monitoring declined from 66.7% in the second monitoring to 47% in the midline monitoring.

The trend of improvement was similar in comparison schools which also experienced steady improvements in the same six provinces during the three monitoring although with lower percentages compared to partner schools.

**Chart 6: The Percentage of Early Grade Teachers Demonstrating Good Teaching, by Province**



The following is further analysis of each of the six criteria of the early grade teachers teaching competencies.

*Criterion 'a': Teacher provides specific instruction to build word knowledge*

The criterion is measured through four specific activities: show the smallest unit of a word, read the first phoneme of a word, split the word into syllables, and introduce new words.

During the baseline, all four activities were implemented by about one-third of the teachers of partner schools. A significant increase was observed during the second round of monitoring; more than 50% of the partner school teachers implemented all the activities. During the third monitoring, there was an increase of percentages in three activities, and a slight decrease in one other activity (Table 12).

**Table 12: Teacher Provides Specific Instruction to Help Learners to Build Word Knowledge**

	Partner			Comparison		
	2013	2014	2015	2013	2014	2015
i. Show the smallest unit (phoneme) of a word (Example word 'malam' has phonemes 'm-a-l-a-m')	42.5%	55.4%	64.0%	42.8%		49.1%

	Partner			Comparison		
	2013	2014	2015	2013	2014	2015
ii. Read the first phoneme of a word. Example. Example: The word 'malam' starts with 'm'	30.6%	54.1%	54.0%	34.0%		39.0%
iii. Split the word into syllables (ma- lam)	38.1%	59.5%	67.7%	57.2%		45.9%
iv. Introduce new words; explain their meaning to increase the students' vocabulary.	41.3%	54.7%	71.4%	34.0%		48.4%

*Criterion 'b': Teacher provides opportunities for students to engage in sustained reading activities*

Two activities were observed to measure the criteria: (i) give opportunities to perform silent reading, and (ii) read aloud individually or in small groups. The baseline data show that the majority of teachers provide opportunities for reading aloud and very few for silent reading. During the second and third monitoring, there were increases in 'opportunities to read aloud' activities and in 'silent reading' (Table 13).

**Table 13: Teacher Provides Opportunities for Students To Engage in Sustained Reading Activities**

	Partner			Comparison		
	2013	2014	2015	2013	2014	2015
i. Give opportunities to students to perform silent reading	18.1%	41.2%	46.6%	11.3%		23.9%
ii. Give opportunities to students to read aloud individually or in small group (it could be texts or just words in a sentence)	73.8%	87.8%	90.7%	74.2%		73.0%

*Criterion 'c': School environment has properties to strengthen reading skills*

Four conditions were observed to measure the criterion "c": (i) display words, pictures and print inside and (ii) outside the classrooms, (iii) the school had reading corners in the classrooms, and (iv) the materials are appropriate for the instructional level. As shown in Table 14, there had been significant increases of percentage in meeting all four conditions. The increases in partner schools are higher than in comparison schools.

Table 14 shows that relatively few schools had displays outside the classrooms. The table also indicates that the percentages of schools having reading corner/library increased dramatically and the reading materials are appropriate for the reading/ instructional level.

**Table 14: School Environment Has Properties that Could Strengthen Student's Skills to Read**

	Partner			Comparison		
	2013	2014	2015	2013	2014	2015
i. Display words, pictures and print inside the classroom	40.0%	87.8%	95.7%	42.1%		64.8%
ii. Display words, pictures and print outside the classroom	14.4%	41.9%	54.7%	20.1%		20.8%
iii. School has reading corner/library displaying reading or other materials	12.5%	67.6%	88.8%	17.6%		36.5%
iv. The materials are appropriate for the reading/instructional level	18.1%	64.2%	86.3%	23.3%		39.6%

*Criterion 'd': Teacher checks students understanding*

Four activities were observed to measure student understanding. During the baseline monitoring, relatively few teachers asked students to tell the story they were reading or asked students to make stories based on pictures presented to them. The second and third rounds of monitoring show that there has been a significant increase in percentages of teachers of partner schools who asked their students to do this (see Table 15).

**Table 15: Teacher Checks Students' Understanding about Something (Book, Story, Picture)**

	Partner			Comparison		
	2013	2014	2015	2013	2014	2015
i. Ask the students to tell the story they are reading	18.1%	66.9%	64.4%	20.1%		37.1%
ii. Raise questions about the content of their reading	46.9%	75.7%	82.0%	45.9%		61.0%
iii. Ask the students to make a story based on pictures presented to them	16.3%	49.3%	53.8%	19.5%		23.9%
iv. Ask the students to gauge the continuation of a story	11.9%	32.4%	41.0%	10.1%		14.4%

*Criterion 'e': Teacher enhances children's print and phonological awareness*

Baseline data shows that more than 40% of teachers implementing the first three activities for enhancing student print and phonological awareness. These are among the 'traditional' teaching activities of early grade teachers in Indonesia. The second and third round of monitoring found that the percentages increased significantly in partner schools.

The percentage of teachers /students who read poems and song lyrics decreased slightly in the second monitoring but rebounded to 52% during the midline monitoring (Table 16).

**Table 16: Teacher Enhances Children's Print and Phonological Awareness**

	Partner			Comparison		
	2013	2014	2015	2013	2014	2015
i. While reading, teachers/students identify punctuation marks	46.9%	80.4%	73.3%	54.1%		64.4%
ii. Teacher shows picture to help student understand what they are reading	42.5%	76.4%	80.7%	54.7%		61.3%
iii. Teacher asks questions when they/students read	51.3%	76.4%	80.1%	44.7%		60.0%
iv. Teachers/students read poems, song lyrics	44.4%	38.5%	52.2%	42.8%		26.3%

*Criterion 'f': Teacher monitors children's progress in reading*

Two of the three activities related to monitoring the children's progress in reading are also 'traditional' teaching techniques of early grade teachers in Indonesia: listen to the way student read and help students who have difficulties in reading. It is not surprising that approximately, half of the teachers observed implemented these activities in the baseline monitoring and the percentages increased to about 75% during the midline monitoring. The third and fourth activities ('teacher takes notes when the student read' and 'keep necessary progress records'), however, were conducted by less than ten percent of the teachers during baseline and increased at least four-fold to over 40% by the third round of monitoring.

During the baseline, the percentages fulfilling the indicator in the comparison group were higher than the partner group. The third round of monitoring shows the opposite: more partner schools conduct the regular monitoring of children progress in reading than comparison schools (Table 17).

**Table 17: Conduct Regular and Purposeful Monitoring of Children Progress In Reading**

	Partner			Comparison		
	2013	2014	2015	2013	2014	2015
i. Teacher listens to the way students read and whether they follow the punctuation mark.	46.9%	76.4%	74.5%	50.3%		53.1%
ii. Teacher helps students who have difficulties in reading specific words.	51.9%	74.3%	80.6%	59.7%		65.0%
iii. Teacher takes note when the students read	8.1%	25.0%	36.9%	12.6%		22.6%
iv. Teacher keeps necessary progress records and observation of student reading	6.3%	37.8%	41.3%	13.2%		20.6%

### 4.1.3 Teachers support the development of students' reading skills

IR3: Teachers of all subjects support the development and reinforcement of students' reading skills	% of teachers in grades 4, 5 & 8 reinforcing students reading skills through using <u>at least two</u> of the following strategies: a. Allow time for students to read in the lessons (independently, in pairs, groups or chorally) b. Provide different types of materials for students to read other than the textbook <sup>9</sup> c. Check students comprehension as they are reading <sup>10</sup> d. Discuss new words and concepts in texts to build comprehension, word recognition and vocabulary
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USAID PRIORITAS has a particular focus on improving students' ability to read and understand grade level text. It is not only teachers of Indonesian who can develop students reading skills but teachers of all subjects can promote reading growth by applying strategies in their lessons such as:

- a. Allowing time for students to read in the lessons (independently, in pairs, groups or chorally)
- b. Providing different types of materials for students to read other than the textbook
- c. Checking students comprehension as they are reading
- d. Discussing new words and concepts found in texts to build word recognition and vocabulary

The project is working with teachers of all subjects to help them understand and apply the reading strategies listed above in their lessons. Therefore, for the baseline study, teachers of other subjects were observed to see if they currently support the development and reinforcement of reading.

The observation during the baseline survey found that very few teachers outside of those that teach in the early grades or teach Indonesian language, support students to develop their reading skills during their lessons (16.9% in partner and 17.5% in comparison schools).

The condition changed significantly during the second round of monitoring and continued to improve during the third monitoring (Chart 7). Most likely, one of the teacher's strategies to make students active in the class was to allow time for student to read, checking their comprehension, provide different materials for them to read, and discuss new words and concepts.

<sup>9</sup> Such as newspapers, magazines, websites, text, story books

<sup>10</sup> For example, asking students to talk about what they have read

**Chart 7: Percentage of Teachers Supporting the Development of Students' Reading Skills**

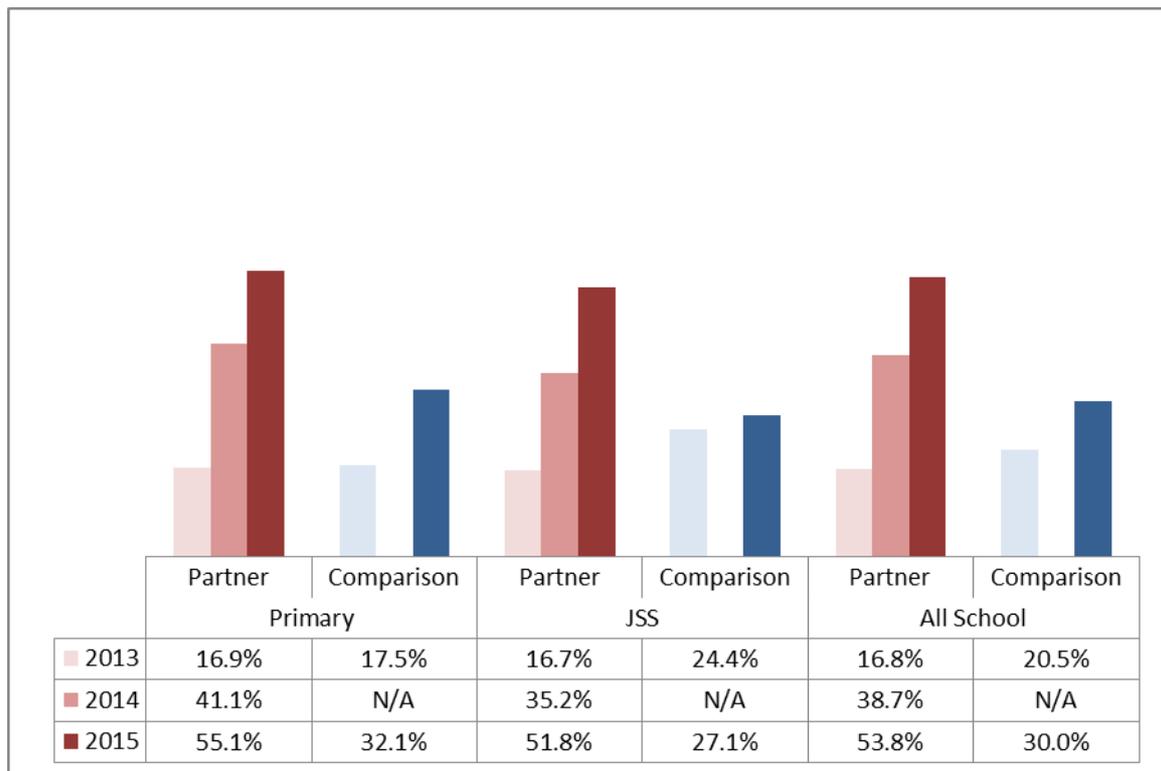


Chart 8 shows that during the second round monitoring, all categories of school type experienced increases in percentages of teachers supporting the development of students' reading skills. During the second monitoring, the primary secular schools had the highest percentage increase (14.8% to 42.6%). The third round monitoring still saw consistent percentage increases in almost all categories.

**Chart 8: Percentage of Teachers Supporting the Development of Students' Reading Skills, by School Type**

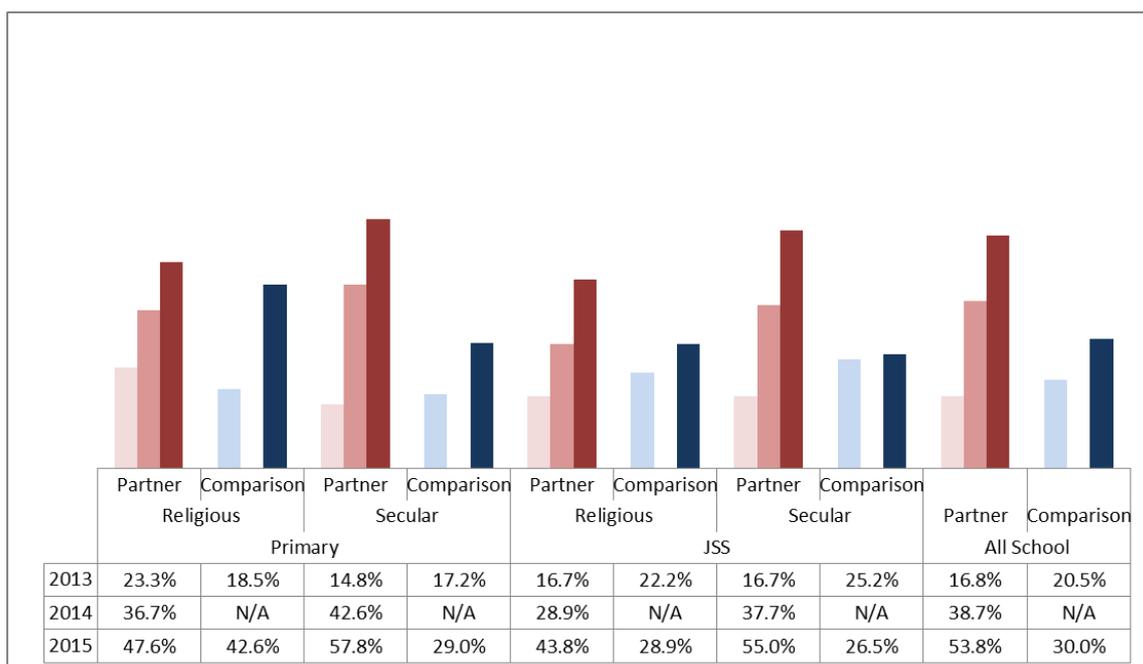
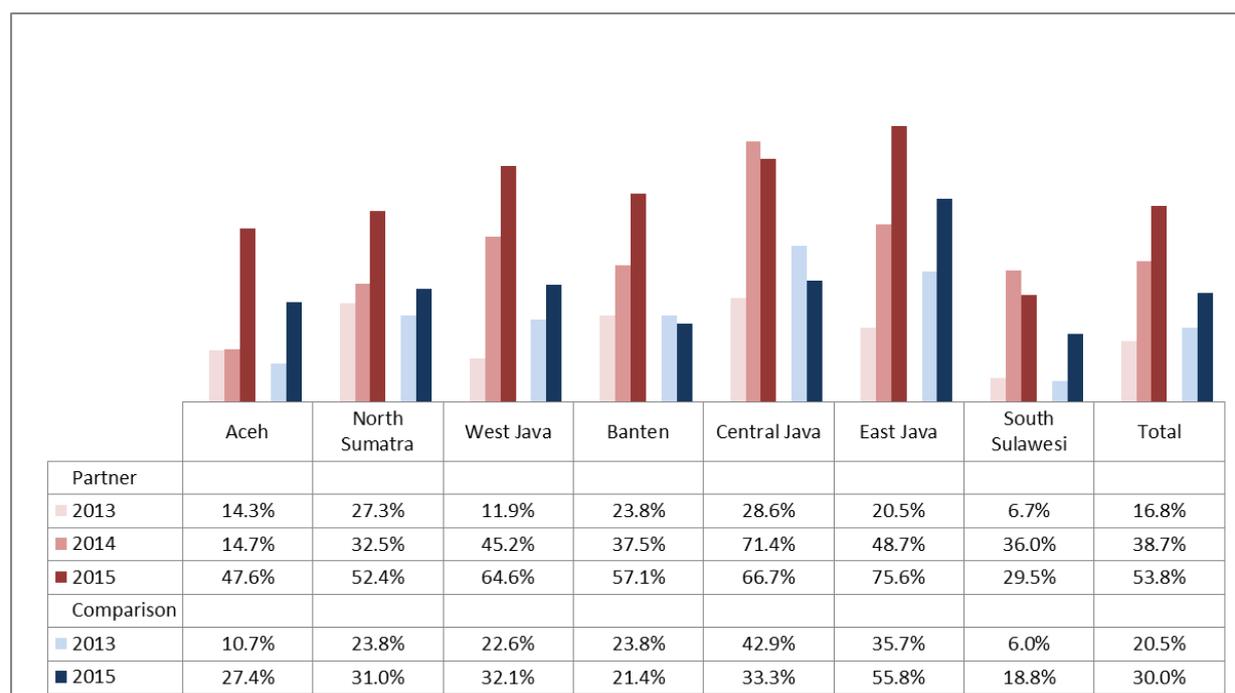


Chart 9 shows that during baseline, the percentage of teachers who supported the development of student reading skills in all partner schools was highest in Central Java (28.6%) and lowest in South Sulawesi (6%).

During the second monitoring, all seven provinces experienced higher percentages. The increases continued in the third monitoring in five provinces except in Central Java and South Sulawesi where slight decreases were recorded.

**Chart 9: Percentage of Teachers Supporting the Development of Students' Reading Skills, by Province**



a. *Percentage of teachers meeting each of the criteria*

Tables 18 and 19 present the development of each of the four criteria of teacher supporting the development of student reading skills in primary schools. During the three rounds of monitoring, the highest percentages of teachers of both partner and comparison schools implemented the Criterion 'a' (*allow time for students to read in the lessons*). Criteria 'd' (*discuss new words and concepts in texts*) had the lowest percentage during baseline. During the second and third round of monitoring, the percentage of Criterion 'd' increased significantly, but remained the lowest in comparison with the other three criteria.

**Table 18: Percentage of Teachers Who Met Each Criterion of Supporting the Development of Student Reading Skills (Primary)**

Criteria	Primary Schools					
	Partner			Comparison		
	2013	2014	2015	2013	2014	2015
a. Allow time for students to read in the lessons	59.9%	80.5%	86.0%	69.2%	N/A	72.9%
b. Provide different types of materials for students to read other than textbook	30.2%	56.4%	72.4%	29.2%	N/A	49.6%
c. Check students' comprehension as they are reading	24.0%	48.7%	53.9%	31.7%	N/A	39.6%

Criteria	Primary Schools					
	2013	2014	2015	2013	2014	2015
d. Discuss new words and concepts in texts	14.0%	19.9%	32.5%	15.8%	N/A	20.8%

**Table 19: Percentage of Teachers Who Met Each Criterion of Supporting the Development of Student Reading Skills (JSS)**

Criteria	Junior Secondary Schools					
	Partner			Comparison		
	2013	2014	2015	2013	2014	2015
a. Allow time for students to read in the lessons	52.4%	67.9%	79.8%	60.0%	N/A	63.8%
b. Provide different types of materials for students to read other than textbook	20.8%	35.8%	63.1%	28.9%	N/A	52.0%
c. Check students' comprehension as they are reading	27.4%	40.3%	53.0%	27.2%	N/A	27.7%
d. Discuss new words and concepts in texts	17.3%	32.7%	38.1%	25.0%	N/A	22.6%

#### 4.1.4 Students demonstrate positive learning behaviors

<b>I.1R5:</b> Students demonstrate positive learning behaviors	% of classrooms where students demonstrate <u>at least four</u> of the following: a. 80% of the students are engaged in their task (not easily distracted) b. Students undertake activities which involve problem solving c. Students' work is the result of their own thinking (e.g. written in their own words) d. They express their feelings and opinions during lessons or ask questions (verbally) e. They participate in cooperative activities such as experiments or discussion
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Many teachers still apply conventional teaching methods in the classroom. Traditional teaching styles limit the scope of student activity in the classroom and students often remain passive for long periods listening to lectures from their teachers. Other than that, much time is spent completing exercises from textbooks. USAID PRIORITAS has been training teachers in a variety of teaching methods, which focus on stimulating varied student activities. The project monitored teachers' ability to use these methods (under indicator I.1R1) and also monitored the improvements in students' learning behaviors which result from these changes in teaching.

This indicator monitors a number of learning activities that are being promoted by the project as follows:

- a. Students are engaged in their task (not easily distracted)
- b. Students undertake activities which involve problem solving
- c. Students' work is the result of their own thinking (e.g. written in their own words)
- d. They express their feelings and opinions during lessons or ask questions (verbally)
- e. They participate in cooperative activities such as experiments or discussion

The data for this indicator were collected through observation in the classroom as described in section 3.4. Data collectors observed students' activities during the lesson and find students' work displayed in the classroom and its surrounding.

Across all classrooms observed during baseline, in a total of 22.7% of classrooms students demonstrated at least four of the positive learning behaviors in the project criteria (Chart 10). There was no significant difference between classrooms in primary and junior secondary partner schools. However, in comparison schools, more classrooms in primary schools exhibited positive learning behaviors than those in junior secondary ones.

According to the data from the second round of monitoring, the percentages increased more than three times in classrooms of partner schools from 21.9% to 74.2%. During the third round of monitoring, the percentages increased further by a small amount. The increase also took place in comparison schools but far less than in partner schools (from 27.9% to 52.5%).

**Chart 10: Percentage of Classrooms where Students Demonstrated Positive Learning Behaviors by School Type**

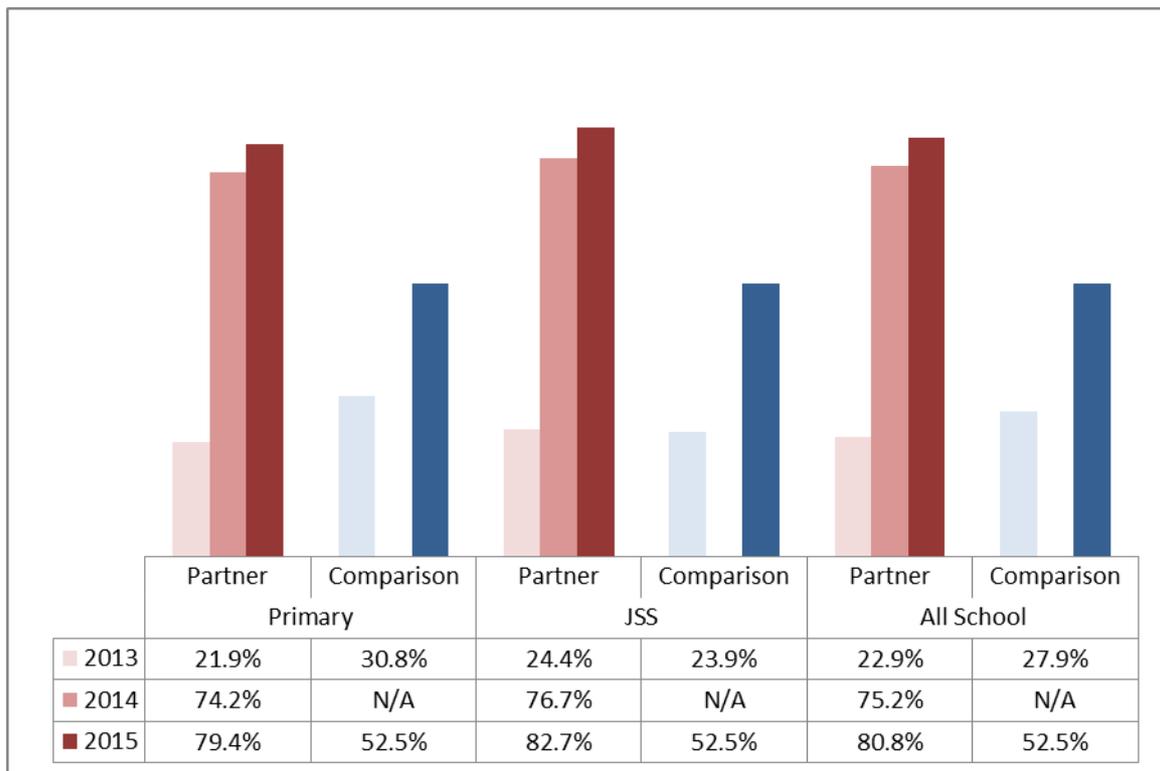
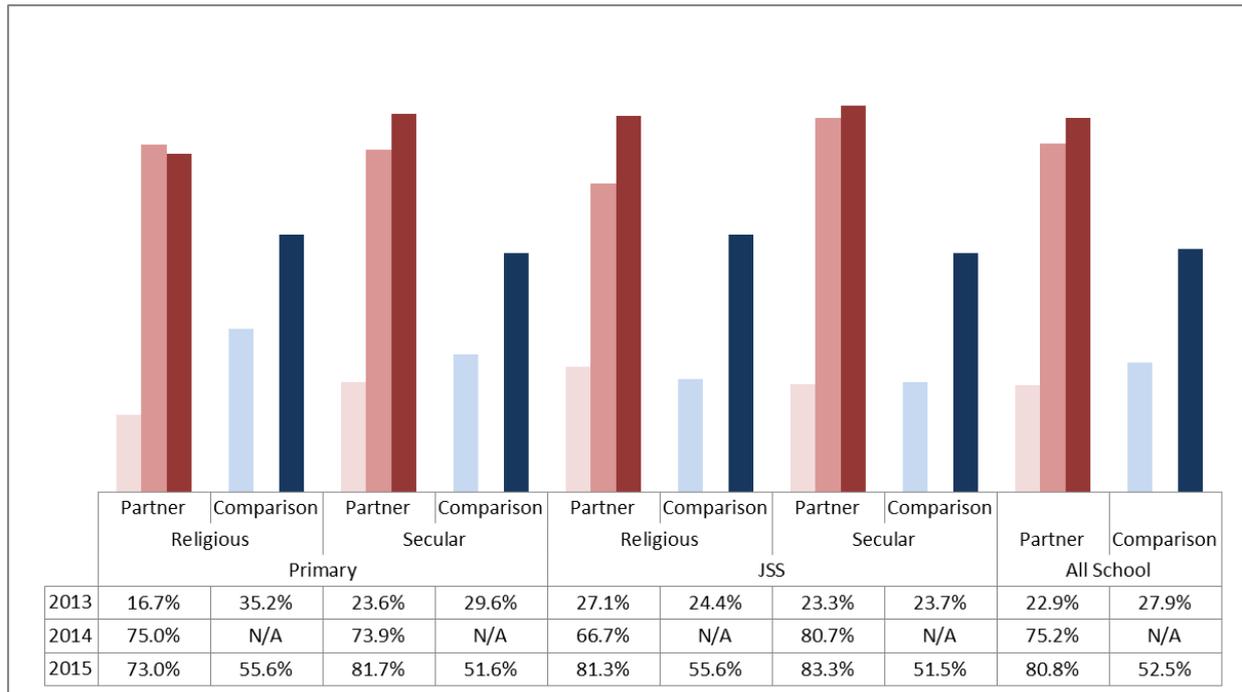


Chart 11 disaggregates the student behavior indicator by school type. Baseline data (2013) show that among partner primary schools, the percentages are higher among classrooms in secular than in religious schools. The opposite trends were observed in junior secondary schools. During the second round of monitoring, the percentages increased significantly, and the highest was found among the secular junior secondary schools (80.7%). The secular secondary schools still had the highest percentage (83.3%) during the third round of monitoring.

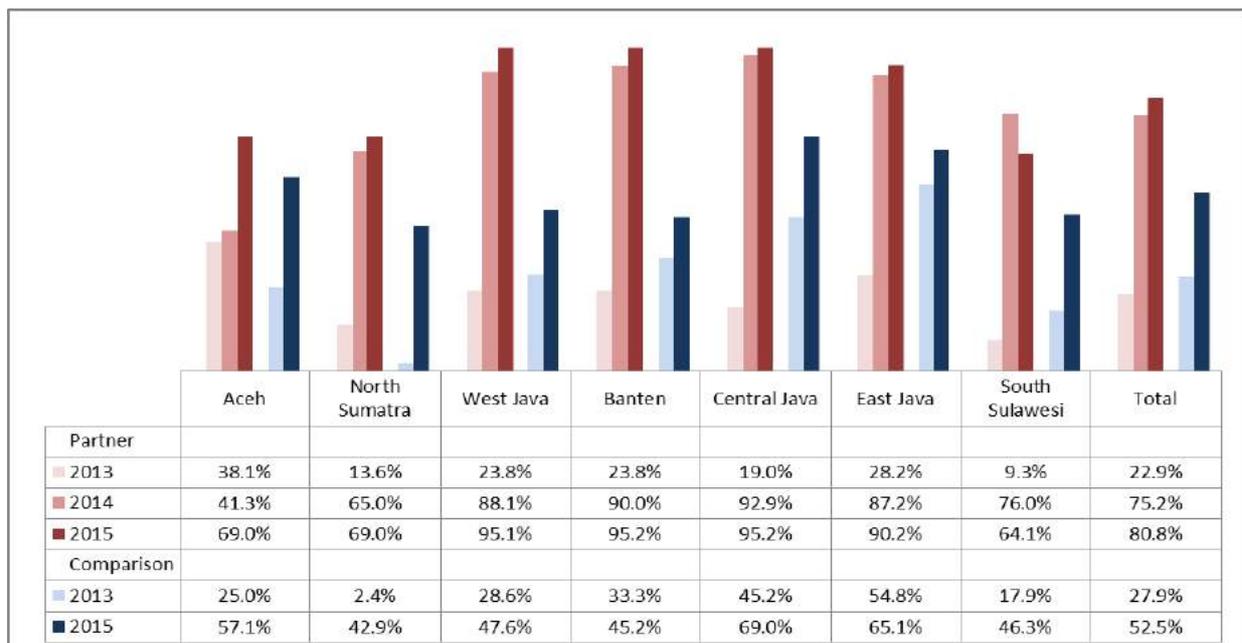
The monitoring also found percentage increases in classrooms of the comparison schools but the increases were not as high as in partner schools.

**Chart 11: Percentage of Classrooms where Students Demonstrated Positive Learning Behaviors, by School Type**



The disaggregation of the indicator by province in Chart 12 shows that during baseline in partner schools, Aceh had the highest percentages (38.1%) of classrooms with students having positive learning behavior and South Sulawesi had the lowest (9.3%). The second round of monitoring data shows huge increases in all provinces. The increases continued in the third round of monitoring in six provinces except in South Sulawesi, where a small decrease occurred.

**Chart 12: Percentage of Classrooms where Students Demonstrated Positive Learning Behaviors, by Province**



In analyzing the data by criteria, Tables 20 and 21 show that during baseline, in almost 70% of the classrooms observed in partner primary schools most students were engaged in their learning and not easily distracted. However, only about 30% had opportunities to express their feelings and opinions. Less than 40% of the classrooms used cooperative learning; most likely because teachers were not acquainted with these methods of stimulating students to perform positive learning behavior.

The patterns of changes within the four criteria of the indicators between primary and junior secondary schools are very similar.

**Table 20: Percentage of Classrooms in Primary Schools Meeting Each of Five Criteria of Student’s Positive Learning Behaviors, Treatment Group**

	Primary Schools					
	Partner			Comparison		
	2013	2014	2015	2013	2014	2015
a. Students are engaged in their task (not easily distracted)	68.6%	89.4%	90.5%	72.1%	N/A	79.6%
b. Students demonstrate problem-solving skills	39.7%	78.8%	80.7%	44.6%	N/A	65.4%
c. Students’ work is the result of their own thinking	40.9%	81.8%	84.4%	50.0%	N/A	71.7%
d. Students are expressing their feelings and opinions	31.8%	56.8%	70.4%	33.3%	N/A	57.5%
e. Students are participating in cooperative activities	37.2%	80.9%	88.1%	41.7%	N/A	54.6%

**Table 21: Percentage of Classrooms in Junior Secondary Schools Meeting Each of Five Criteria of Student’s Positive Learning Behaviors, by Treatment Group**

	Junior Secondary Schools					
	Partner			Comparison		
	2013	2014	2015	2013	2014	2015
a. Students are engaged in their task (not easily distracted)	52.4%	84.9%	94.0%	60.6%	N/A	72.3%
b. Students demonstrate problem-solving skills	42.9%	78.6%	82.1%	48.3%	N/A	67.8%
c. Students’ work is the result of their own thinking	40.5%	79.9%	82.7%	39.4%	N/A	59.9%
d. Students are expressing their feelings and opinions	25.6%	55.3%	75.0%	26.7%	N/A	52.0%
e. Students are participating in cooperative activities	37.5%	84.3%	89.9%	38.9%	N/A	58.2%

### 4.1.5 Early Grades Reading Materials are Regularly Used

<b>I.R6</b> Early grades reading materials are regularly used	% of early grades classes where there are both a. Regular reading periods b. Students take books home to read
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The assessment of early grades reading in project areas conducted by USAID PIORITAS found that there is a positive correlation between children who have access to books and their reading ability. However, it also found that reading materials are not readily available in schools in project areas and that they mostly had access to textbooks only. Interesting literature appropriate for children in the early grades is in short supply in Indonesia. It is also relatively expensive. Most teachers said that the reading books to which they have access lack color and pictures, and the stories are mostly fables or morality stories which children are not motivated to read. The project therefore is currently encouraging the schools to ensure that children in early grades in project schools have appropriate instructional level books, that they have regular time to read them during school, and that they are allowed to take them home to read.

During the baseline and midline data collection (2013 and 2015), each round a sample of 320 teachers of early grades classes were interviewed to find out whether they conducted regular reading periods with their classes and, if they did, how frequently this occurred and, on average, how long each reading period lasted. The same questions were asked in the baseline and midline to early grade teachers in the same partner and comparison schools.

Chart 13 shows that during the second round of monitoring, there had been significant increases in the percentage of early grade classes where early grade reading materials are regularly used. The percentages increased significantly during the third monitoring: 30% during the baseline to 59% during the third monitoring. The percentages also increased in comparison schools during the same period but by not as much as in partner schools.

**Chart 13: Percentage of Early Grade Reading Materials are Regularly Used**

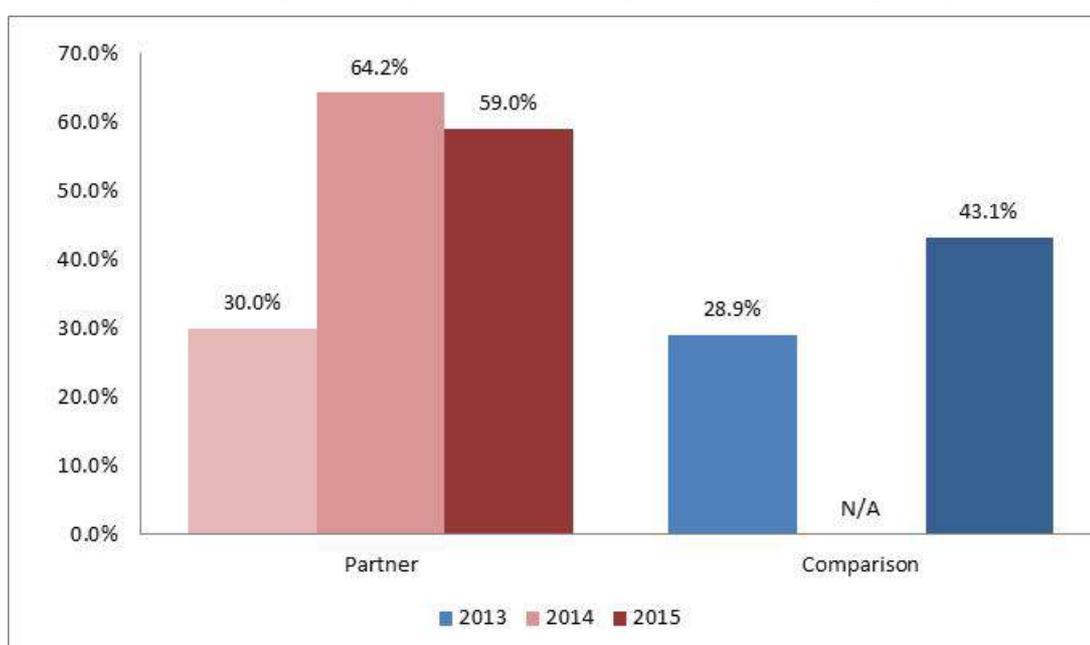


Chart 14 shows that in partner schools, there were significant increases of percentages during the second monitoring. In the third round of monitoring, however, the percentages

decreased by 1% in secular schools and 7% in religious schools. As presented in Table 22, the decline could partially be explained by the decreasing percentages of schools that allow students to take books home.

**Chart 14: Percentage of Early Grade Materials are Regularly Used, by School Type**

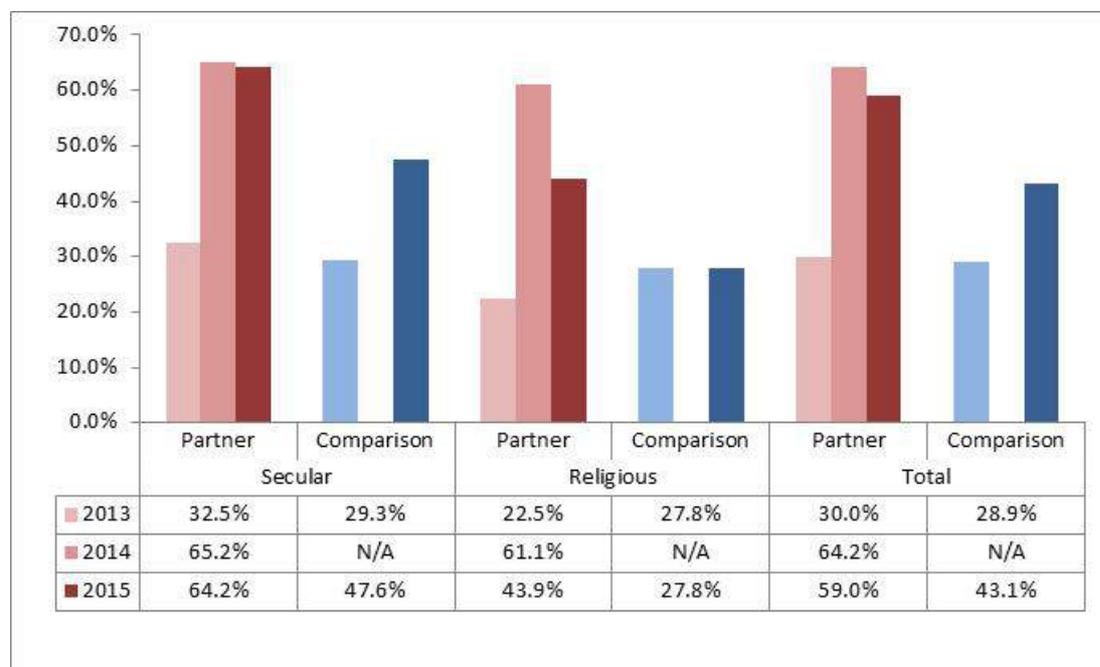
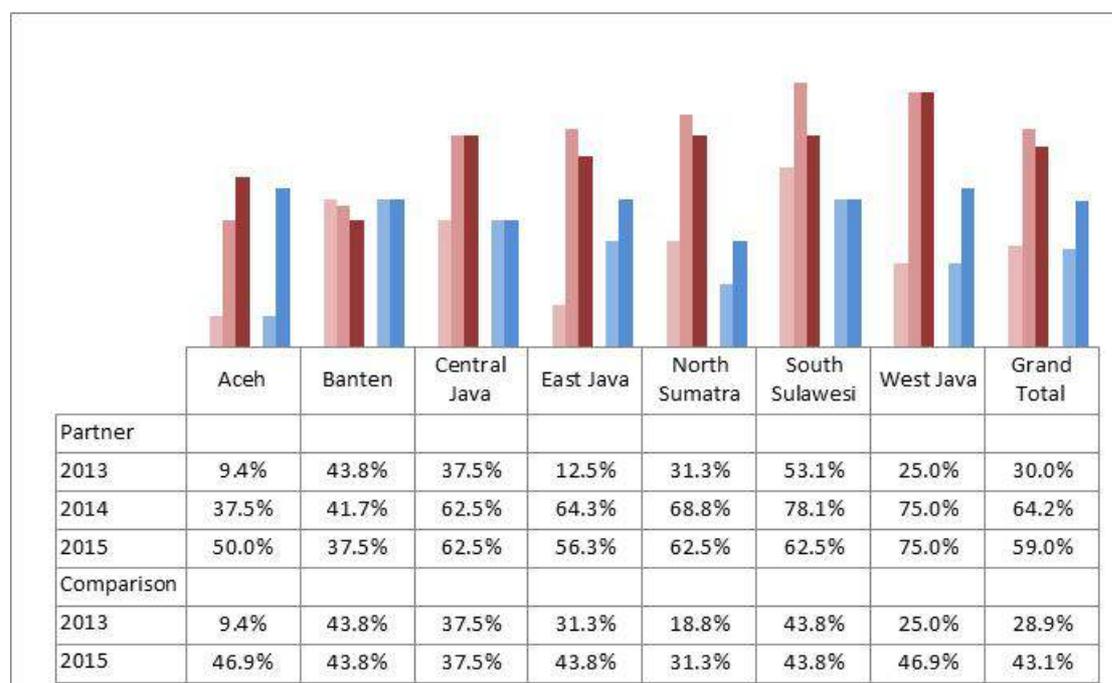
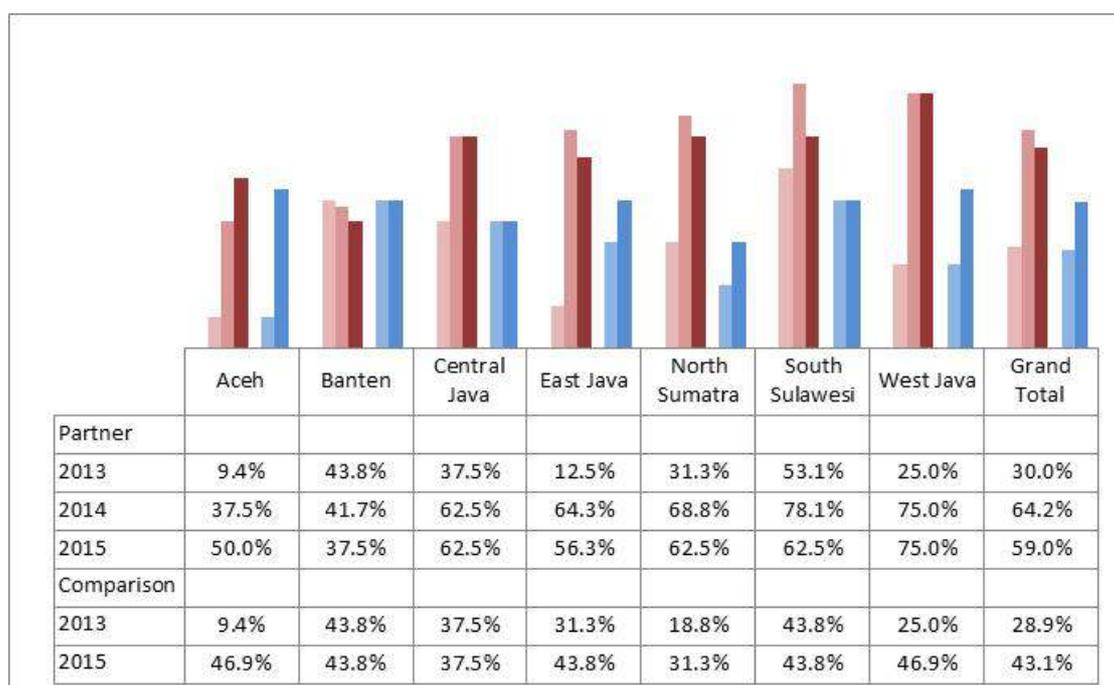


Chart 15 indicates that only Aceh that had consistent increases of percentages of early grades materials were regularly used in the last three monitoring. Four other provinces (North Sumatra, Banten, East Java, and South Sulawesi) had increases during the second monitoring only to experience about 10% decline during the third monitoring. The percentages of the second and third monitoring stayed the same in two provinces (West Java and Central Java).



**Chart 15: Percentage of Early Grade Materials are Regularly Used, by Province**



The following describes each of the two criteria of early grade reading in detail. As shown in Table 22, the second round of monitoring found that there had been a significant increase in the percentages of early grade classes that have regular reading periods both in partner and comparison schools. In partner schools, almost all the sampled schools had regular reading time by the midline monitoring (99.4%), an increase of 24.4% points from the baseline monitoring.

The frequency of these reading periods varied from once a week to six times a week (daily). During the baseline, about 50% of the teachers said that no specified length of time is allocated for students to read; it varied each time. During the second round of monitoring, about 50% of teachers stated that they have given time for their students to read between five to 30 minutes: half of them only give the students less than 15 minutes. That length of time might not be sufficient for students to develop a good understanding of what they read, but the teachers at least seem to have started to plan for reading time for students.

**Table 22: Early Grade Classes which Have Regular Reading Period and Allow Students to Take Reading Books Home to Read**

	Partner			Comparison		
	2013	2014	2015	2013	2014	2015
Have regular reading time	75.0%	94.6%	99.4%	76.1%		91.3%
Allow students to take books home	35.0%	65.5%	59.0%	35.2%		45.0%

Table 22 shows that, during the baseline, about 35% of teachers allowed their students to take reading books home to read. After two years, the percentages increased about 30% in partner schools. When asked why the students were not allowed to take books home to read, most teachers said that they were afraid that the books would either get lost or damaged.

## 4.2 School Leadership, Management, and Governance

Project interventions related to school leadership, management and governance focus on three main areas: 1) improving the instructional leadership skills of principals 2) the improved management processes used to develop annual school budgets and development plans and 3) increased community and parental involvement in school activities. The data was collected through interviews with principals in primary and junior secondary schools. During the interviews, the principals were accompanied by senior teachers and, on some occasions, school committee members and parents.

### 4.2.1 Instructional Leadership in Schools is Improving

<p><b>I.RI 6:</b> Instructional leadership in schools is improving</p>	<p>% of schools where the school principal or delegated senior staff member does <u>at least four</u> of the following:</p> <ol style="list-style-type: none"> <li>Holds meetings with teachers to discuss curricular matters at least once a month</li> <li>Makes regular<sup>11</sup> monitoring and mentoring visits to class to observe teaching and learning</li> <li>Regularly<sup>12</sup> evaluates teachers</li> <li>Organizes or allows teachers to participate in professional development activities for teachers<sup>13</sup></li> <li>Provides the resources for learning to take place<sup>14</sup></li> </ol>
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USAID PRIORITAS is working to develop school principals' instructional leadership skills so that they become more effective in supporting the core activities of schooling, teaching and learning, and in promoting growth in student learning. To be an instructional leader, the school principal (or another delegated senior staff member) should:

- Have up to date knowledge about curriculum, assessment, and instruction and should hold meetings with their teachers at least once a month to discuss these areas
- Monitor instructional effectiveness and provide teacher evaluation and should, therefore, make regular visits to the classroom
- Set clear goals for improvements in teaching and learning and organize continuing professional development activities for their teachers so that the goals can be achieved
- Understand how to allocate resources to improve instruction and ensure that resources are provided for learning to take place.

Using these good practices, the project developed 5 criteria to assess a principal's instructional leadership as follows:

- Holds meetings with teachers to discuss curricular matters at least once a month
- Makes regular monitoring visits to class to observe teaching and learning
- Regularly evaluates teachers
- Organizes or allows teachers to participate in professional development activities for teachers
- Provides the resources for learning to take place.

<sup>11</sup> Regular is defined as at least 2 per semester (4 times per year) per teacher

<sup>12</sup> At least twice per year

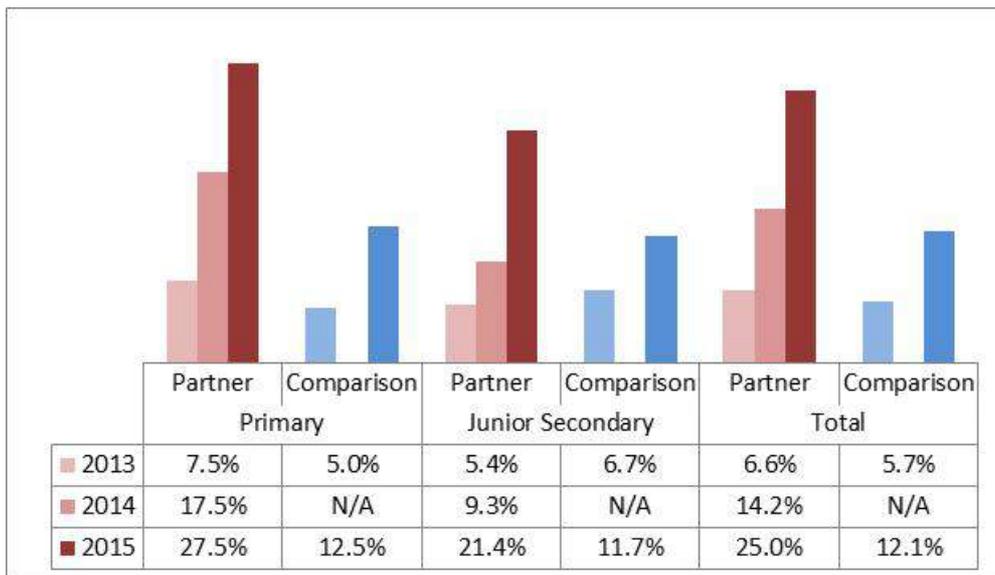
<sup>13</sup> At least 2 from (1) Teacher working group meetings (2) study visits (3) participation in external training activities or 4) seminars dealing with education or other issues related to education

<sup>14</sup> All of the following (1) other than mandatory materials (4) learning aids/learning kits and (5) funds for photocopying

For monitoring purposes, a principal is considered an effective instructional leader if he/she implements at least four of the activities. The baseline survey found that overall 6.4% of the partner schools had a principal who can be considered an effective instructional leader according to the project definition. The percentages continued to increase during the second round of monitoring (13.8%) and third round (24.8%).

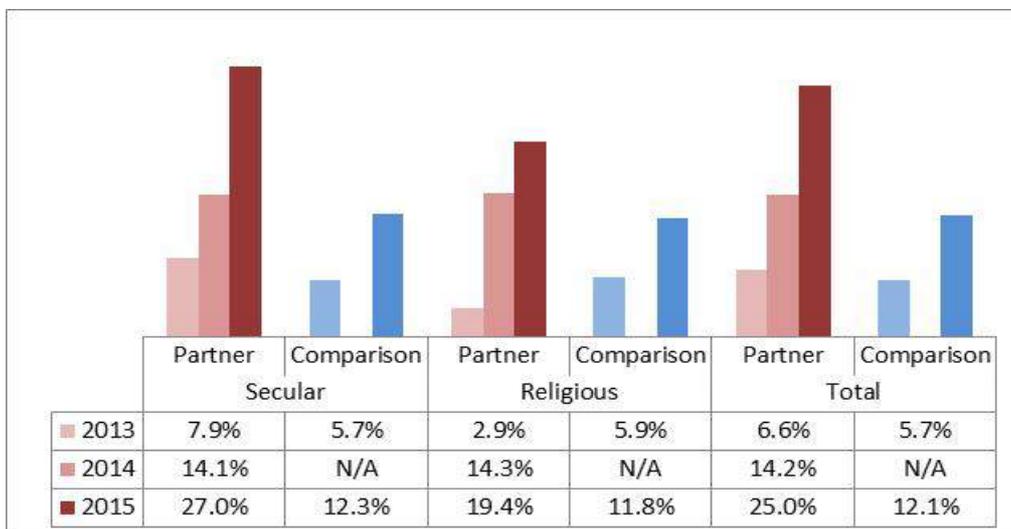
The partner primary schools had higher percentages of effective instructional leaders than junior secondary schools and the trend stayed the same in the three rounds of monitoring. The comparison schools also had percentage increases between baseline and midline but not as high as partner schools (Charts 16).

**Chart 16: Percentage of Principals Meeting the Criteria for Instructional Leadership**



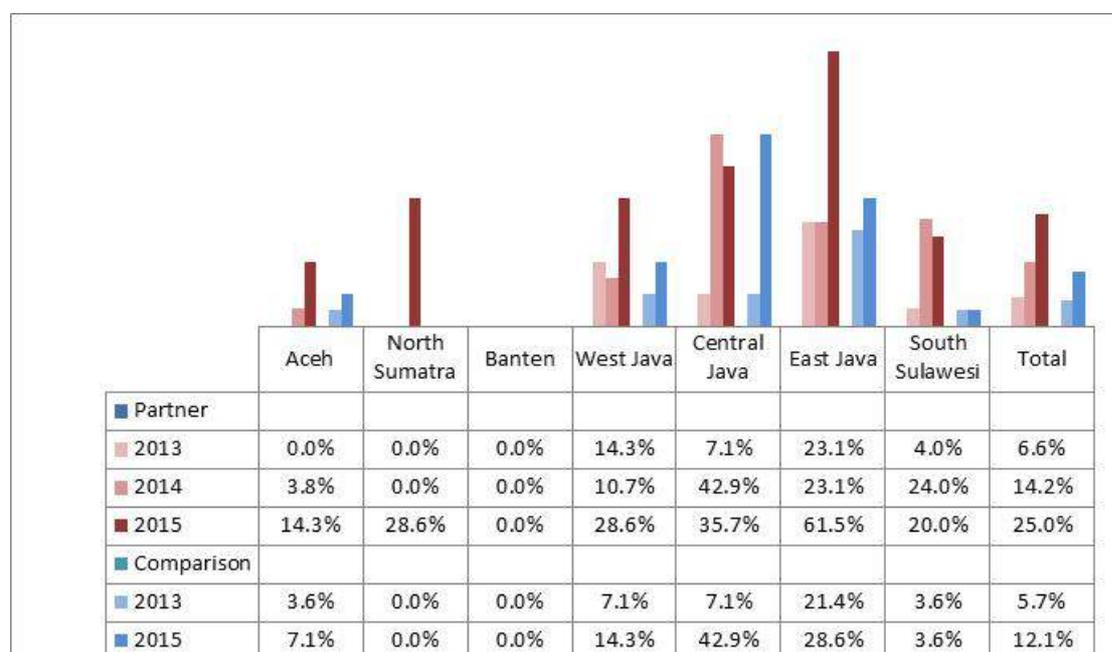
The disaggregation of the baseline data by school type in Chart 17 shows that among partner schools, the secular schools consistently had higher percentages of effective instructional leaders than religious schools during the three rounds of monitoring. The increases of percentages from 2013 to 2015 were also higher in secular schools than in religious schools.

**Chart 17: Percentage of Principals Meeting the Criteria for Instructional Leaders, by School Type**



The dynamic of changes in seven provinces varies a great deal. As shown in Chart 18, no consistent and clear pattern could be identified.

**Chart 18: Percentage of Principals Meeting the Criteria for Instructional Leaders, by Province**



One plausible explanation is: the indicator of instructional leader measured a lot of specific activities of a principal during the previous year. To be considered as instructional leader, the principal should conduct routine meeting that includes discussions related to teaching and learning at least once a month, supervise teachers at least twice a year, and conduct evaluation for each teacher twice a year. The principal should organize activities to strengthen the professional capacities of the the teacher. It was very likely that in a specific year, they could meet the criteria of the indicator, while in another year they could not.

The following presents further analysis of each the five criteria of instructional leadership. In examining the baseline data by criteria achieved (Table 23), very few schools implemented criteria a and b (organize or facilitate meetings to discuss curricular matters at least once per month and makes regular monitoring visits to class). The changes/improvements during the second and third monitoring were also limited.

**Table 23: Percentage of Schools with Principals as Instructional Leaders, by Criteria and Treatment Group**

	Partner			Comparison		
	2013	2014	2015	2013	2014	2015
a. Holds meetings with teachers to discuss curricular matters	7.1%	17.4%	16.8%	11.4%		8.6%
b. Makes regular monitoring visits to class	12.1%	17.4%	18.2%	8.6%		12.1%
c. Regularly evaluates teachers	31.4%	42.8%	60.6%	30.0%		47.9%
d. Organizes appropriate professional development activities	65.0%	87.0%	89.8%	75.0%		79.3%
e. Provides resources for learning to take place	75.7%	87.0%	93.4%	77.9%		84.3%

The conditions were a lot better in the last three criteria. By law, school principals are obliged to conduct regular teacher evaluations and MOEC has issued an official form for the evaluation (criterion c). However, there is no definition of “regular” provided by the MOEC. For the project purposes, regular is at least once per semester (twice a year). The baseline survey found that 31% conducted these evaluations at least twice per year. There had been 11% point increases of principals who conducted evaluation of teachers from 31.4% at baseline to 42.8% in the second round in partner schools and a further 18% point increase (42.8% to 60.6%) in the third monitoring.

Among many activities which can contribute to a teacher’s professional development (criterion d), the project identified four that generally take place for teachers in schools: 1) teacher’s local working groups (MGMP or KKG), 2) study visits to other schools, 3) participation in external training activities, or 4) seminars that address education or other issues related to education. With the exception of teacher’s working groups, most of these activities seem to be initiated by government or other agencies. The principal’s role is mainly to allow teachers to take the opportunities offered. That is apparently the underlying reason why the fourth criteria (organize appropriate professional development activities) has the highest percentages (65% during the baseline and increased to 87% to 89.8% during the second and third round of monitoring).

Among the various types of resources and tools to support teaching and learning (criteria e), the project identified three items as basic resources (other than mandatory materials such textbook and teacher handbook) that a school principal should provide: 1) learning aids, 2) learning kits, and 3) funds for photocopying. During the baseline monitoring, 65% of schools provided the resources that teachers need to conduct teaching and learning activities. The second round and third round of monitoring data show that the percentages reached to about 90%.

The comparison schools had higher percentages in three sub-indicators during the baseline. During the midline, the percentages were lower than partner schools in all five sub-indicators.

#### 4.2.2 Schools Produce Annual Budgeted Plans in a Transparent Manner

<p><b>2RI:</b> Schools produce annual budgeted plans in a transparent and participative manner</p>	<p>% of schools which produce a budgeted plan which meets <u>all</u> of the following criteria:</p> <ol style="list-style-type: none"> <li>Focuses on improving teaching and learning outcomes<sup>15</sup></li> <li>Developed with community participation (school committee)</li> <li>Are publicly displayed/available</li> <li>Addresses at least one of the following that are relevant to the particular school such as inclusion, retention, transition, gender and health.</li> </ol>
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Government policy on school-based management has transferred authority for school operations (developing school plans, developing school-based curricula, allocating resources and conducting procurement) to the school community (school principals, teachers, committees and parents). Improved processes for planning and budgeting can create the conditions for improved quality and more relevant learning and teaching. Therefore, USAID PRIORITAS is working to strengthen management and governance of schools with a particular focus on encouraging a more open, transparent, accountable, and participatory approach to the school planning process. The project is working to ensure that schools produce plans and budgets that meet the following criteria:

- Focus on improving teaching and learning outcomes
- Are developed with community participation (school committees)
- Are publicly displayed and are available
- Address key education issues (inclusion, retention and transition, gender, and health), which are relevant to the particular school.

It should be noted that the monitoring took place between one and three months after school training. While changes in teaching and learning are often quickly applied by teachers after training, changes in planning usually take longer to apply as planning activities normally take place as times of the year determined by external factors, e.g. the school and financial years.

Chart 19 shows that there has been a slight increase in the percentages of partner schools that produce an annual plan in a transparent and participative manner during the second round of monitoring in comparison to the baseline result. The increase is relatively higher in junior secondary schools than in primary schools.

The increase in comparison schools was lower than in partner primary schools but higher than in partner junior secondary schools.

<sup>15</sup> At least 40% of the budget is allocated towards improving teaching and learning

**Chart 19: Percentage of Schools Producing an Annual Budgeted Plan in a Transparent Manner**

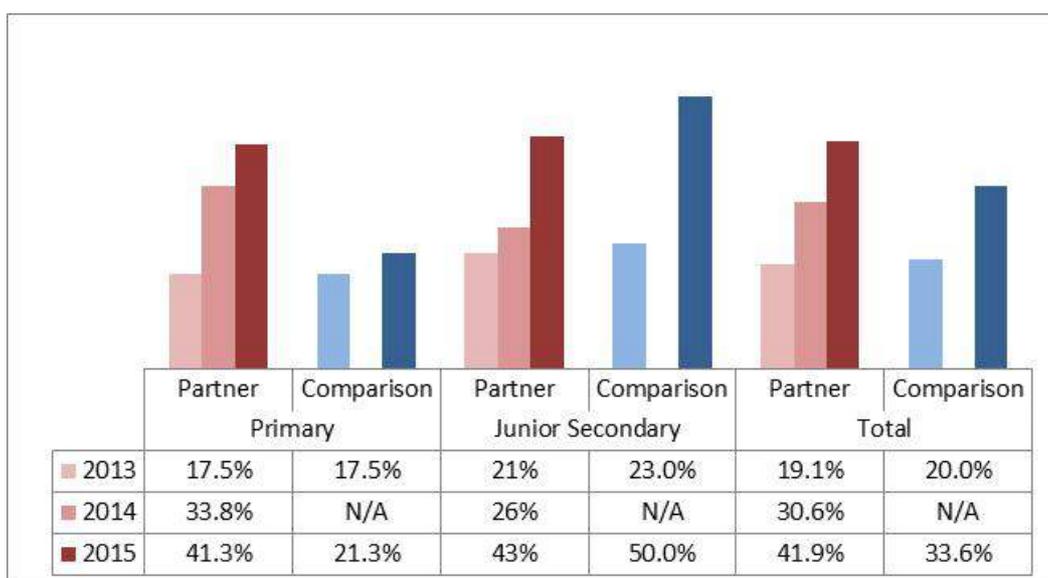
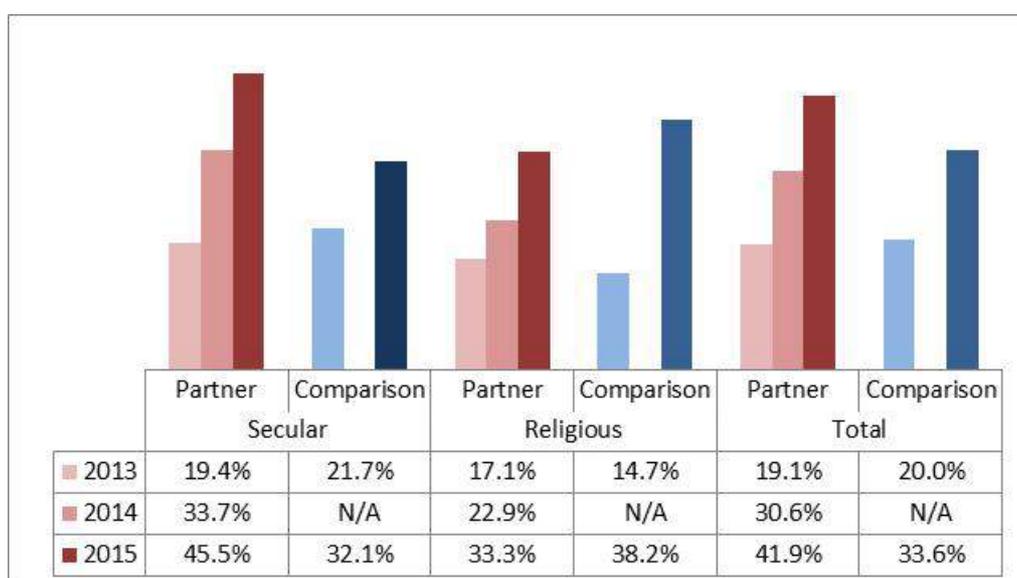


Chart 20 shows that both secular and religious schools made significant progress in all groups: the increases in partner schools were higher than in comparison schools.

**Chart 20: Percentage of Schools Producing Annual Budgeted Plan in a Transparent Manner, by School Type**



Charts 21 presents the dynamics of changes in the management of budgets in seven provinces. No systematic and consistent trends could be identified both in partner and comparison schools. The fluctuation of the percentages during the three rounds of monitoring could be an indication that the condition that was observed in the monitoring could not easily be influenced by project intervention.

**Chart 21: The Percentage of Schools Produced Annual Budgeted Plan in a Transparent Manner, by Province**

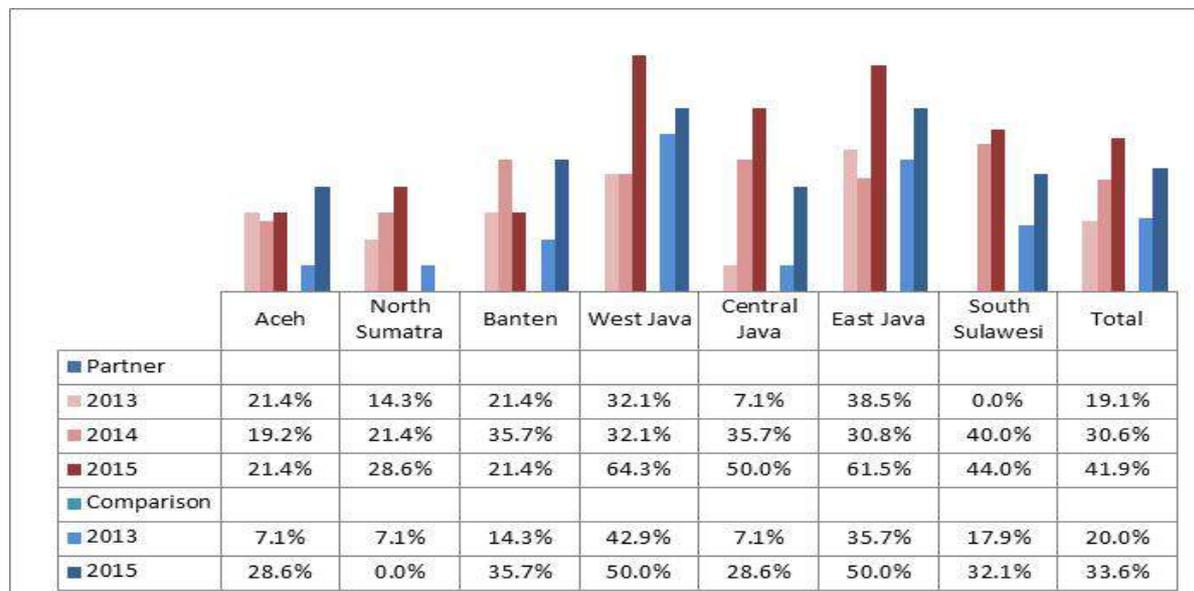


Table 24 presents the status of each of the fourth criteria of the indicator during three rounds of monitoring. The first criterion is the budget ‘focuses on improving teaching and learning outcome’. The criterion ‘focuses’ is defined as ‘allocates at least 40% of the school yearly budget’. Compared with the baseline, the percentage increased during the second and third round of monitoring. Actually, there are limited opportunities to significantly increase the allocation of budget for certain activities such as teaching and learning because detailed regulations determine the percentages of Government funds that can be allocated for each major activity in schools.

The second and third criteria (‘developed with community participation’ and ‘are publicly displayed’) had a significant increase during the second and third rounds of monitoring. These two criteria are actually part of good governance and their development is very much dependent on the leadership of the principals and their teams in schools.

The fourth criterion (‘addresses at least one of the issues relevant to school’) also showed significant improvement in the second and third round of monitoring. The percentage of ‘schools addressing relevant issues ...’ was 52% during the baseline and 78% during the third round of monitoring.

**Table 24: The Percentages of Schools Meeting Each of the Four Criteria of ‘Producing School Budget in Transparent Manner’**

	Partner			Comparison		
	2013	2014	2015	2013	2014	2015
Focuses on improving teaching and learning outcomes	33.6%	50.7%	54.0%	35.0%		55.7%
Developed with community participation (school committee)	69.3%	84.8%	89.8%	77.1%		85.7%
Are publicly displayed/available	74.3%	73.2%	89.8%	75.7%		87.9%
Addresses at least one of the following that are relevant to inclusion, retention, transition, gender and health.	52.1%	65.9%	78.1%	54.3%		66.4%

### 4.2.3 Increased Parent and Community Participation in Teaching and Learning

<p><b>2R2:</b> Increased parent and community participation in activities which focus on teaching and learning and/or improving the school environment</p> <p>Note: a and b apply to primary schools only.</p>	<p>% of schools which involve parents and community in <u>at least one</u> of the in-school activities (a and b) and in at least one of the out of school activities (c,d,e)*:</p> <ol style="list-style-type: none"> <li>Assisting teachers in teaching and learning activities in the classroom</li> <li>Assisting teachers in non-teaching activities (making displays, materials, portfolios)</li> <li>Supporting extra-curricular areas such as sports or local curriculum activities (language, dancing)</li> <li>Improving the school environment (e.g. cleaning, maintenance, construction)</li> <li>Assisting with specific initiatives to address relevant issues e.g. health, hygiene, inclusive education, participation, transition</li> </ol>
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Decades of research have shown that support from parents and the community is an important way to improve schools. In addition to working towards increasing parental support for home learning activities, especially in reading, USAID PRIORITAS has been working with schools to improve parental and community involvement in school life and activities. In particular, schools will be supported to involve parents in the following activities:

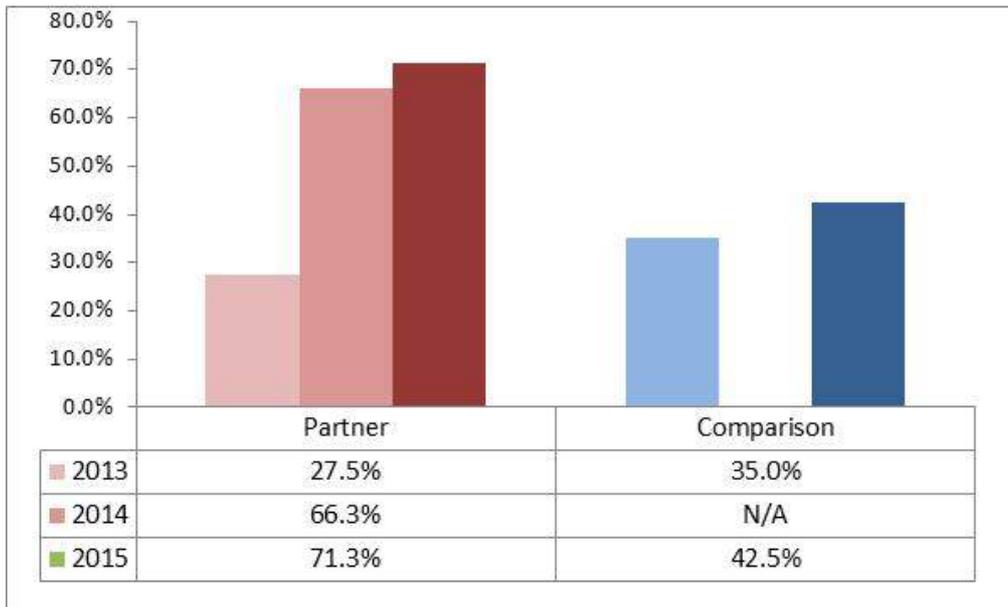
- Assisting teachers in teaching and learning activities in the classroom
- Assisting teachers in non-teaching activities (e.g. making displays, materials, and portfolios)
- Supporting extra-curricular areas such as sports or local curriculum activities (e.g. language, dancing)
- Improving the school environment (e.g. cleaning, maintenance, or construction)
- Assisting with specific initiatives to address relevant issues (e.g. health, hygiene, inclusive education, participation, and transition).

The first two activities are related to teaching activities in the classroom. The last three activities are dealing with school environment. To meet the criteria of the indicator, the parent or community member should be involved in at least one of teaching activities in the class-room (criteria a and b) and in at least one school environment activities (criteria c,d,e).

To collect baseline data for this indicator, the project conducts group interviews with school principals, parents, and members of the school community. The interviews also cover data related to instructional leadership, producing budgeted plans in a transparent and participative manner, and creating a reading culture in school. The results of the interviews are presented in this report.

The baseline data showed that overall 27.5% of partner primary schools and 35.0% of comparison primary schools met the criteria required for this indicator. In the second and third round of monitoring, there was a significant increase (66% in 2014 and 71% in the third round) in partner schools. In comparison schools, there had been increases of percentages but not as high as in partner schools (Chart 22).

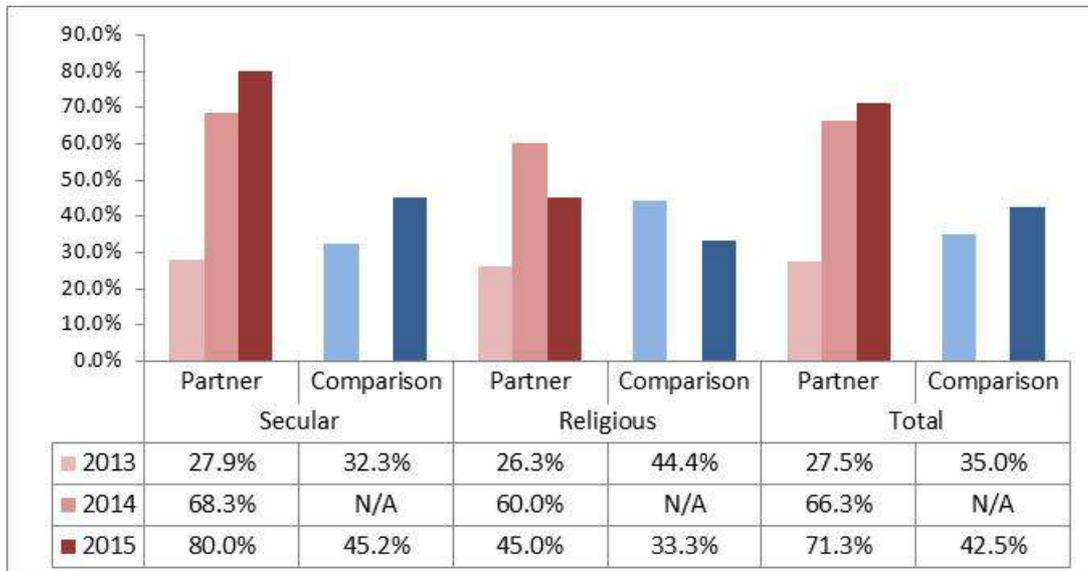
**Chart 22: Percentage of Primary Schools Where Parents are Involved in School Activities (Primary School Only)**



(\*Since the calculation of parent participation should also include the results of in- school activities which was only monitored at primary level, the percentage of the indicator is only dealing with primary and not junior secondary level.)

An examination of the data by school type (Chart 23) shows a consistent increase of percentage of parents involved in school related activities during the three round of monitoring in partner secular schools. The percentages in partner religious schools, however, increased significantly during the second monitoring only to fell back again in the third monitoring.

**Chart 23: Percentage of Schools where Parents were Involved in School Activities, by School Type**



**Chart 24: Percentage of Schools where Parents are Involved in School Activities, by Province**

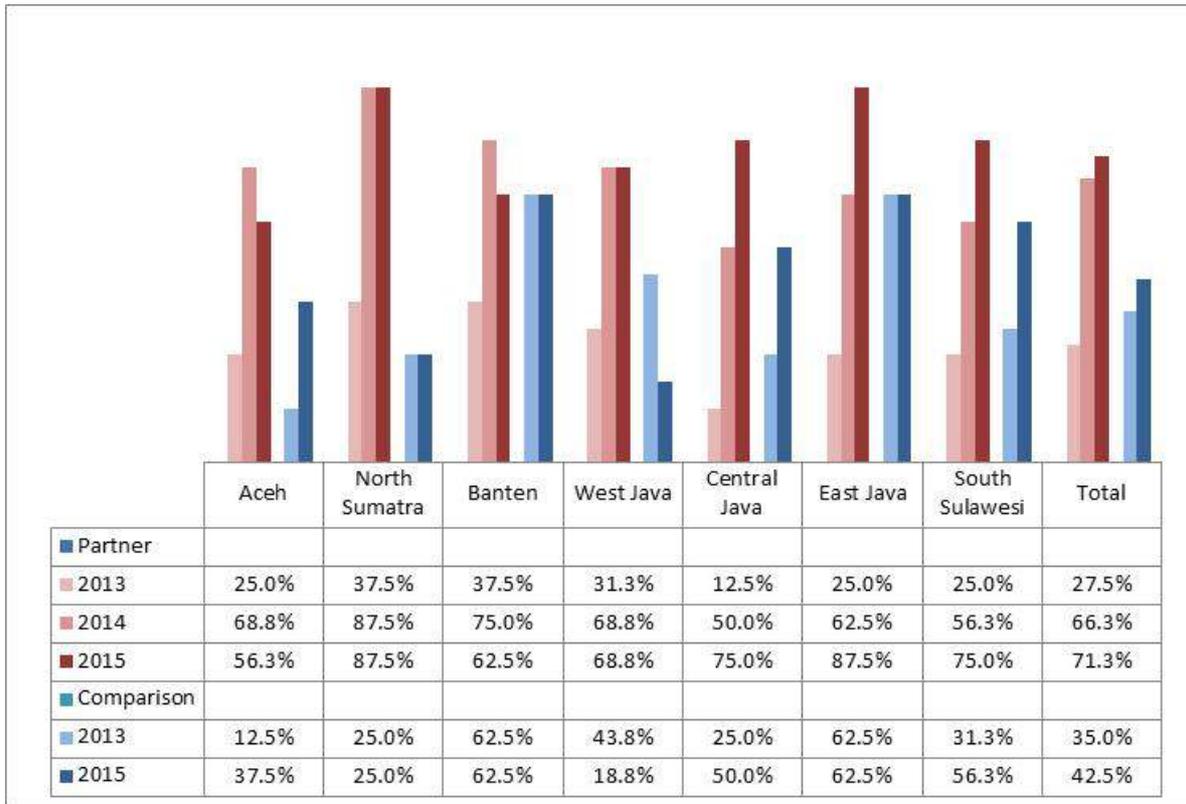


Chart 24 shows that the percentages of partner schools in seven provinces fulfilling this indicator had all increased during the second monitoring. During the third monitoring, the increase continued in three provinces (Central Java, East Java, and South Sulawesi). In two provinces (Aceh and Banten) there had been decreases by more than 10% while in North Sumatra and West Java, the percentages stayed the same.

Among the comparison group, the total percentages demonstrate a steady increases during two round of monitoring in three provinces (Aceh, Central Java, and South Sulawesi); the provinces stayed the same in three provinces (North Sumatra, and Banten) and declined in West Java.

Table 25 shows the degree of parents' participation in a variety of primary school activities.

**Assisting teachers in teaching and non-teaching**

- Parents assisting teachers in teaching and learning could only be found in very few schools and the progress from baseline to second and third rounds of monitoring was relatively small.
- The percentages of partner schools that involved parents as substitute teachers increased from 1.4% to 4.4% in the third round of monitoring. Increased use of parents as resource persons and practicum guide was found in the second round only to decrease in the third round of monitoring.
- The percentages of partner schools where parents were assisting teachers in non-teaching activities was also quite small but increases occurred gradually during the second and third rounds of monitoring. Among comparison schools, the percentage of schools that involved parents in making display of students' work stayed in the third monitoring

stayed the same as in the baseline, but the percentages in the two other activities fluctuated.

### **Supporting extracurricular areas**

The baseline data showed that more partner schools involved parents in supporting extracurricular activities than comparison schools during the baseline. The second and third rounds of monitoring data showed a similar pattern.

### **Improving school environment**

Parents involved in improving school environment in about one-fifth of schools. The gradual increases during the second and third rounds of monitoring occurred in most of the activities. It was not surprising, since the parental roles in the school activities had been developed mostly in these two areas previously.

### **Assisting with specific activities**

The parental involvement in health and hygiene was relatively high. The involvement in gender related activities were quite low during the baseline, but increased quite significantly in the third monitoring both in partner schools (from 4% to 30.7%) and in comparison schools (from 2.1% to 17.9%). Their involvement in inclusive education was quite low and increased slightly during the third round of monitoring.

**Table 25: Percentage of Primary Schools where Parents are Involved in Specific School-Related Activities\***

	Partner			Comparison		
	2013	2014	2015	2013	2014	2015
<b>Assisting teachers in teaching and learning</b>						
– Substitute Teacher	1.4%	2.9%	4.4%	0.0%		1.4%
– Resource Person	4.3%	15.9%	10.9%	5.0%		5.7%
– Practicum Guide	1.4%	8.1%	11.7%	1.4%		3.8%
<b>Assisting teachers in non-teaching activities</b>						
– Making Displays of Students' Work	2.14%	17.39%	16.79%	6.43%		6.43%
– Making Learning Kits	1.4%	14.5%	16.1%	4.3%		6.4%
– Preparing Portfolios	0.0%	10.1%	9.5%	2.1%		0.7%
<b>Supporting extra-curricular areas</b>						
– Sport	20.0%	44.2%	48.2%	15.7%		28.6%
– Arts	27.9%	43.5%	54.0%	27.1%		30.0%
– School Health Unit	10.7%	22.5%	31.4%	9.3%		17.9%
– Scout	25.7%	44.2%	48.2%	18.6%		32.9%
<b>Improving the school environment</b>						
– Build the School Fence	20.0%	36.2%	33.6%	20.0%		25.7%
– Maintain the School Building	23.6%	45.7%	40.1%	19.3%		24.3%
– Keep the School Clean	22.9%	51.4%	57.7%	26.4%		33.6%
<b>Assisting with specific initiatives</b>						
– Health	22.9%	39.9%	57.7%	21.4%		27.9%
– Hygiene	27.1%	58.0%	58.4%	27.1%		37.1%
– Gender	4.3%	18.1%	30.7%	2.1%		17.9%
– Inclusive education	3.6%	5.1%	8.0%	3.6%		3.6%

\*In a school, a parent could participate in more than one activity.

#### 4.2.4 School Managers Initiate Activities to Create a School Reading Culture

<p><b>2.R3:</b> Schools managers initiate activities to create a school reading culture</p>	<p>% of schools which plan for and implement initiatives to support reading in at least three of the following:</p> <ol style="list-style-type: none"> <li>a. Include school reading policies in their improvement plans</li> <li>b. Use funds to purchase age appropriate reading materials (non-text book)</li> <li>c. Upgrade school libraries</li> <li>d. Establish reading corners</li> <li>e. Set aside specific reading times during school hours</li> <li>f. Establish reading clubs</li> <li>g. Involve parents in reading activities</li> <li>h. Set up systems for home based reading</li> <li>i. Others</li> </ol>
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There is a vital connection between the development of skills for reading and the development of personal attitudes to reading, the motivation to and love of reading, and becoming an avid lifelong reader. The school community as a whole can play a role in developing positive attitudes towards reading. USAID PRIORITAS is working with leaders in partner schools to develop a whole school approach to reading that will focus on how reading can be at the heart of school policy, and how schools can do the following:

- a. Include school . based reading.

Baseline data about the current reading culture in partner schools was collected during group interviews with school principals, senior teachers, school committee members, and parents of the students. Baseline data indicates that, overall, 46.3% of partner schools met the criteria of ‘school managers initiate activities to create reading culture’. The percentages are higher in primary schools than in junior secondary schools.

The second round of monitoring shows big increases: 65.2% of partner schools met the criteria of the indicator. As indicated in Charts 25 and 26, the highest increase happened in partner primary schools (46.3% to 76.3%) and partner junior secondary schools (39.3% to 50.0%). The percentages of comparison schools also increased, but not as high as of partner schools. The big increases continued to the third round of monitoring for all categories of partner schools.

**Chart 25: Percentage of Schools where Managers Initiated Activities to Create Reading Culture**

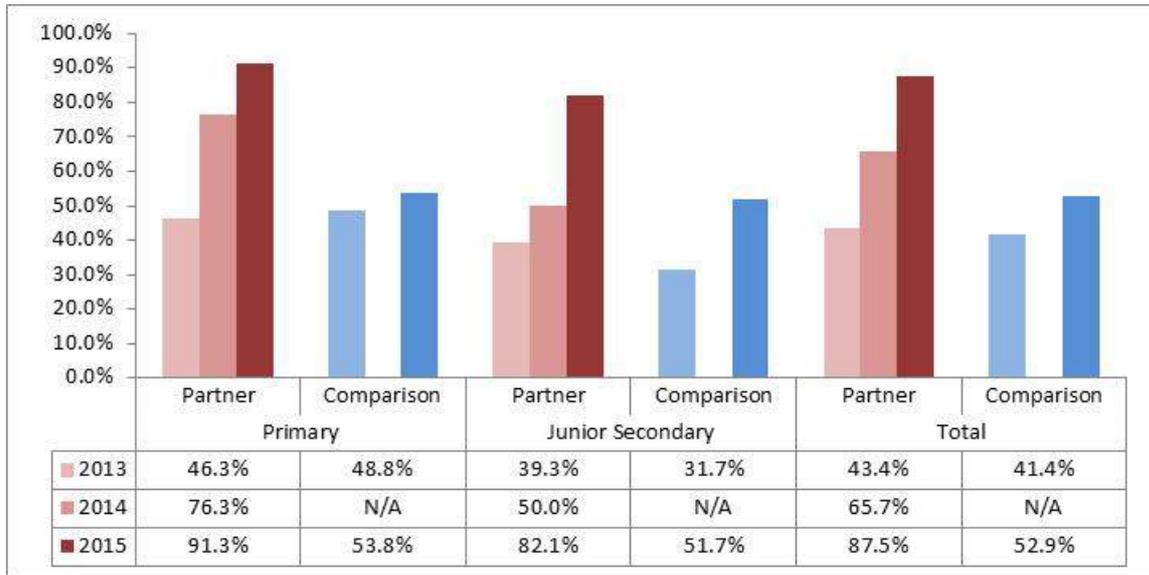


Chart 26 disaggregates the reading culture indicator by school type. The chart shows that there have been significant increases of percentages of schools that met the criteria of the indicator in both religious and secular schools between the baseline and second round of monitoring. The increases continued in partner schools during the third round of monitoring.

**Chart 26: Percentage of Schools Initiate Activities to Create Reading Culture, by School Type**

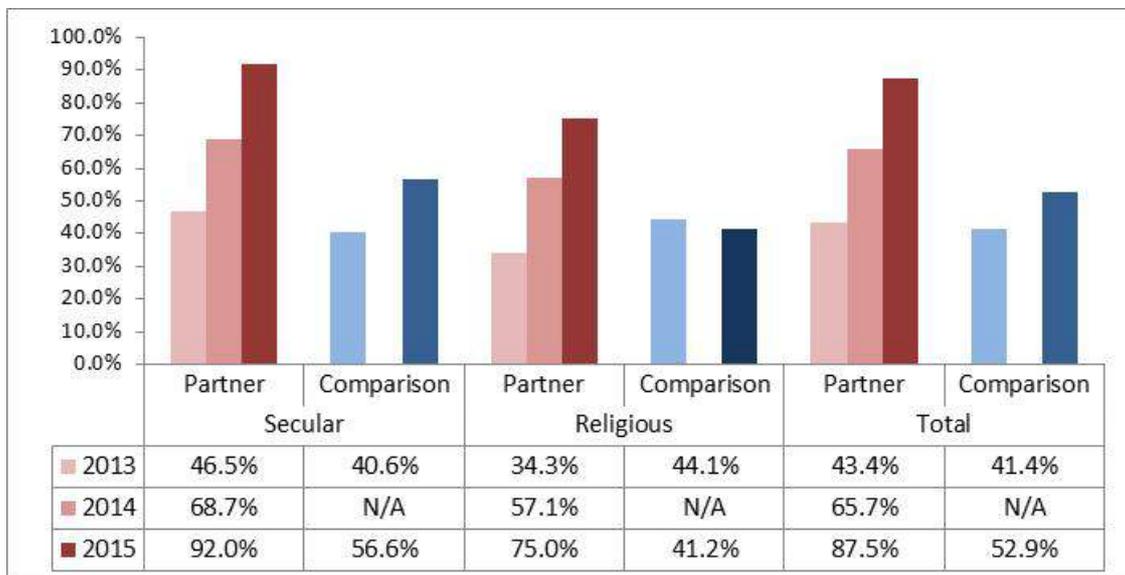


Chart 27 shows that in all provinces, the percentages of partner schools that met the criteria of creating reading culture increased significantly between 2013 and 2015 especially in West Java (96%), Central Java (100%) and East Java (100%).

The percentages of comparison schools that met the criteria increased in five provinces (Aceh, Central Java, East Java, South Sulawesi, and West Java), although not by as much as in partner schools.

**Chart 27: Percentage of Schools Initiate Activities to Create Reading Culture, by Province**

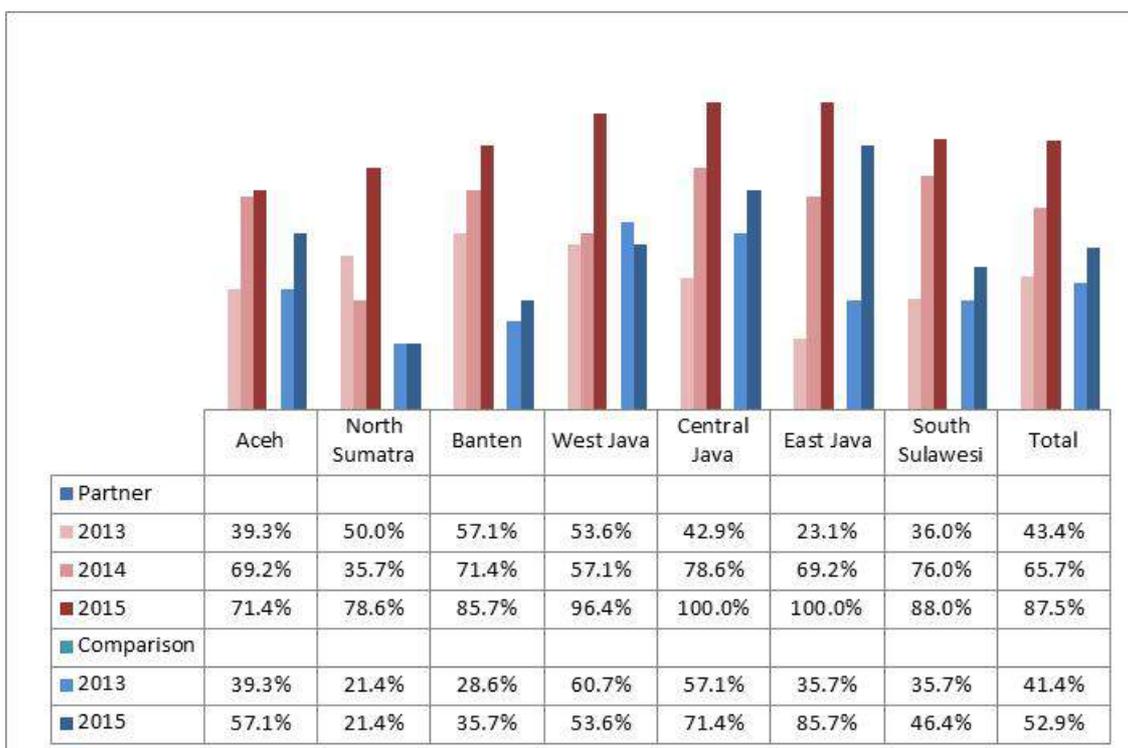


Table 26 presents the changes that have taken place in each of the eight criteria of the indicator in primary and junior secondary schools. Although the percentages are different, the pattern and trends of changes (increases of percentages) are quite similar between primary and junior secondary schools.

The criteria are actually dealing with two groups of activities: the first is dealing with the activities in schools, where the managers have more control (criteria 1-5), and the second is dealing with activities that could take place outside of the schools (criteria 6-8) where the community and parents are expected to be more active. Baseline data (2013) in Table 26 clearly indicate that a much higher percentage of schools were implementing the first group of activities rather than the second group. But the second round of monitoring data (2014) shows that there were increases in percentages of schools fulfilling the criteria in both groups of activities.

Relatively high percentages of partner schools ‘used funds to purchase age appropriate reading materials’ and ‘upgrade school library’ in three rounds of monitoring; most likely because the government provided support for schools to build libraries and purchase books. The data collectors found that, except in early grade classes, most of the reading books are not classified by age, but by level of schools (books for primary and junior secondary).

‘Establishing reading corner’ also had relatively low percentages in the partner schools during the baseline but increased significantly during the second and third monitoring.

The percentages of schools that implemented the last three activities (establish reading clubs, involve parents in reading activities, and set up system for home based reading) were found to be relatively low in baseline data. The second and third rounds of monitoring data showed some increases in both partner and comparison schools.

**Table 26: Percentage of Schools Implementing Activities to Promote Reading Culture, by Treatment Group**

	Primary Schools					
	Partner Schools			Comparison Schools		
	2013	2014	2015	2013	2014	2015
a. Include reading policies in school plan	37.5%	45.8%	70.0%	35.0%		43.8%
b. Use funds to purchase age appropriate reading materials (non-textbook)	55.0%	75.0%	77.5%	51.3%		60.0%
c. Upgrade school libraries	43.8%	69.4%	83.8%	47.5%		67.5%
d. Establish reading corner	15.0%	73.6%	95.0%	7.5%		33.8%
e. Set aside specific reading times during school hours	35.0%	54.2%	85.0%	42.5%		43.8%
f. Establish reading clubs	11.3%	41.7%	55.0%	11.3%		25.0%
g. Involve parents in reading activities	10.0%	29.2%	56.3%	17.5%		21.3%
h. Set up system for home-based reading	20.0%	33.3%	51.3%	25.0%		18.8%

Junior Secondary Schools						
	Partner			Comparison		
	2012	2013	2014	2012	2013	2014
a. Include reading policies in school plan	28.3%	42.3%	80.7%	26.7%		38.3%
b. Use funds to purchase age appropriate reading materials (non- textbook)	55.0%	55.8%	75.4%	45.0%		58.3%
c. Upgrade school libraries	55.0%	76.9%	80.7%	48.3%		61.7%
d. Establish reading corner	10.0%	23.1%	75.4%	10.0%		15.0%
e. Set aside specific reading times during school hours	15.0%	25.0%	82.5%	13.3%		31.7%
f. Establish reading clubs	6.7%	23.1%	52.6%	10.0%		13.3%
g. Involve parents in reading activities	5.0%	11.5%	38.6%	3.3%		11.7%
h. Set up system for home base reading	5.0%	15.4%	40.4%	8.3%		13.3%

## 4.2.5 Teacher Working Groups are More Effective

<p><b>I.R17</b> Teacher Working Groups are more effective and quality training is being provided</p>	<p>% of assisted KKG and MGMP in early grades, mathematics, science and Indonesian Language where effective teacher training is taking place as defined by:</p> <ol style="list-style-type: none"> <li>The KKG or MGMP has regular meetings (at least once a month).</li> <li>At least 50% of teachers in the cluster/district regularly attend meetings</li> <li>Activities conducted in the meetings directly relate to improving teaching and learning.</li> </ol>
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For many teachers, the teachers' working group (KKG) and subject teachers' working group (MGMP) meetings are the only in-service training opportunity available. Unfortunately, these meetings are often ineffective in leading to improvements in the quality of education offered to students. Reasons for this include:

- Meetings are held infrequently and some groups do not meet at all
- Only a few teachers from each school are present at each meeting
- Activities in meetings are not always relevant or useful for teachers
- The people facilitating meetings lack the management and/or subject technical expertise to do so effectively
- There is generally a lack of funding allocated to run the meetings.

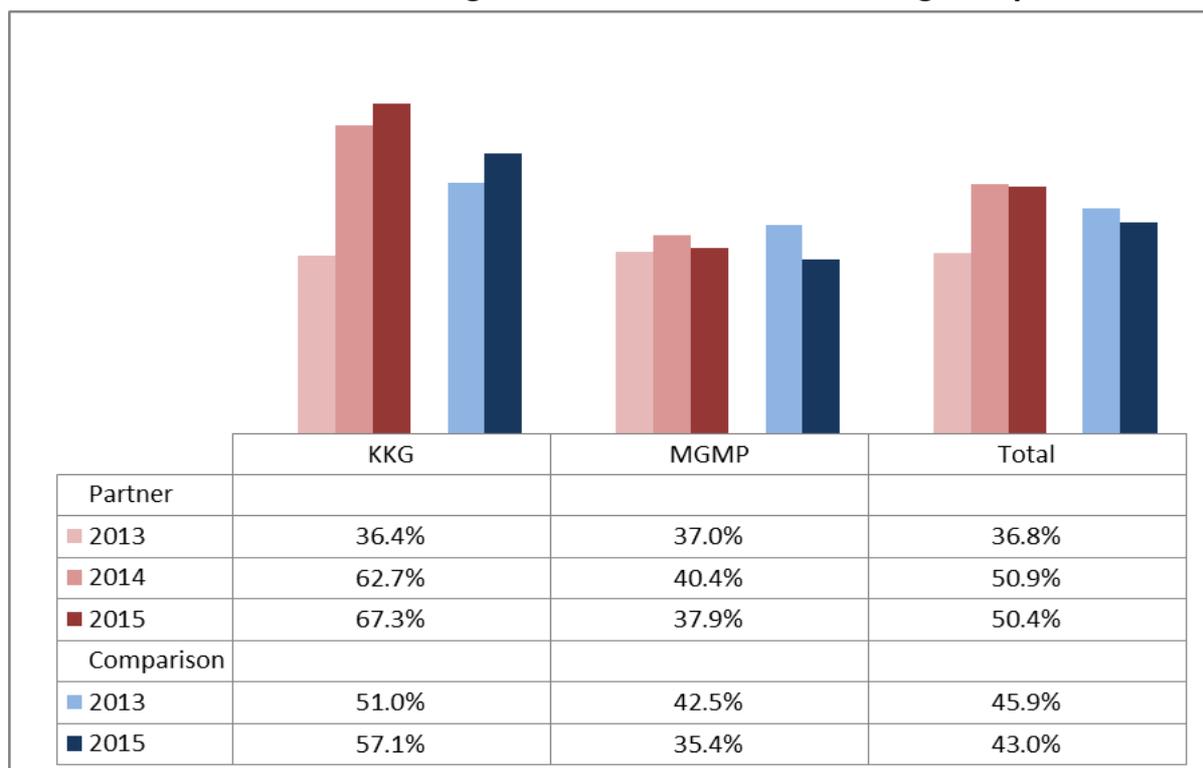
USAID PRIORITAS is addressing these issues through its training program and is monitoring the frequency of meetings, the proportion of teachers attending the meetings, and the activities held in the meetings of assisted teacher working groups to see if there is any improvement as a result of the project interventions. A teachers' working group is considered effective if it meets three criteria: (a) the teacher working group (KKG/MGMP) has meetings at least once a month; at least 50% of teachers in cluster/district regularly attend meetings; and (c) activities conducted in the meeting relate to improving teaching and learning.

Information about the primary school teachers working groups (KKG) and the junior secondary school subject teachers working groups (MGMP) was collected through interviews with the coordinators of teachers' working groups. Teachers and school supervisors might join the interviews in some occasions. Data was only collected for the KKG or MGMP subjects and areas that the project will assist – namely MGMP for Indonesian language, Mathematics and Science and KKG for early and upper grades.

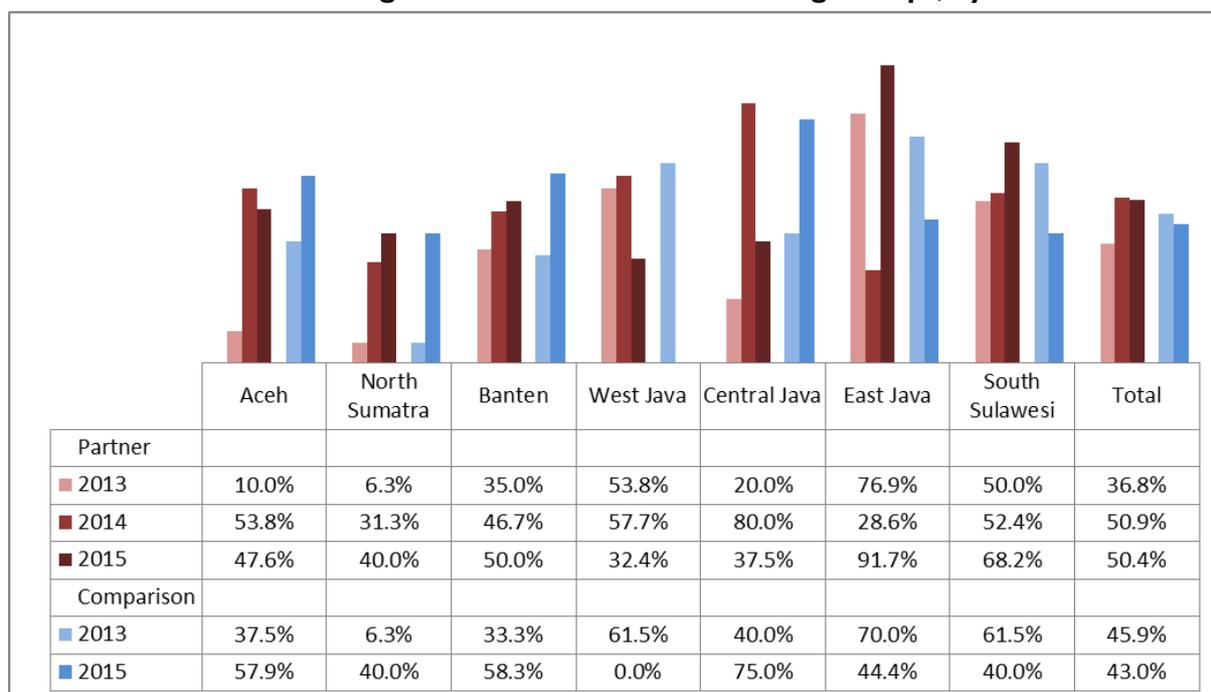
Chart 28 shows that during the second monitoring, there had been significant increase of percentages of effective teacher working group of both partner and comparison schools in primary and junior secondary levels. During the third monitoring, the percentages in partner KKG continued to increase while in MGMP slightly dropped.

Chart 29 presents the condition in the provinces. Four provinces (West Java, Central Java, East Java, South Sulawesi, and Banten) had relatively high percentages of effective teachers working groups during the baseline. That could partly be explained by the fact that BERMUTU (World Bank project for strengthening the teachers working groups) had been working in some of these provinces. The percentages were relatively low in Aceh and North Sumatra but increased significantly during the second and third monitoring.

**Chart 28: Percentage of Effective Teachers' Working Groups**



**Chart 29: Percentage of Effective Teacher Working Groups, by Province\***



\*Each red bar has a sample of <5

Table 27 shows that there had been percentage increases in all three criteria of the indicator in partner school working groups during the second monitoring with slight drop in criteria “a” and “c” in the third monitoring. The increase also happened in comparison school working groups, and in criteria “b” and “c” the percentages were higher than in the partner school working group.

**Table 27: Percentage Of Teachers’ Working Groups Meeting Each Criteria by Treatment Group**

	KKG					
	Partner			Comparison		
	2013	2014	2015	2013	2014	2015
a. Has regular meetings (at least once a month)	47.7%	76.5%	67.3%	59.2%	N/A	60.0%
b. At least 50% of teachers in cluster/district regularly attend meeting	56.8%	76.5%	85.7%	73.5%	N/A	88.6%
c. Activities conducted in the meetings directly relate to improving teaching and learning	70.5%	94.1%	85.7%	75.5%	N/A	94.3%

	MGMP					
	Partner			Comparison		
	2013	2014	2015	2013	2014	2015
a. Has regular meetings (at least once a month)	56.8%	54.4%	53.0%	52.1%	N/A	41.5%
b. At least 50% of teachers in cluster/district regularly attend meeting	60.5%	57.9%	51.5%	53.4%	N/A	52.3%
c. Activities conducted in the meetings directly relate to improving teaching and learning	69.1%	77.2%	77.3%	65.8%	N/A	70.8%

## 5 CONCLUSIONS AND RECOMMENDATIONS

- The results of the second round of monitoring showed significant improvement in all 12 school related project indicators. This clearly indicated that the project was starting to bring intended changes in partner schools. More teachers were practicing active learning and more students showed positive learning behavior. The improvement continued in the third round of monitoring. In a project like this, the improvement is usually faster in the beginning from low to mid-high percentages (around 50 to 60%). Further improvement is usually slower than and not as high as from low to mid-high percentage.

*Recommendation:*

*Efforts to keep trying to bring improvements for the remaining schools which had not meet the indicators could be continued but the work could be extremely hard because the schools might belong to the 'hard-core' which are not easy to adopt changes and innovation. The project work could be directed to maintain the current achievements.*

- The overall national trend of improvement of school related indicators mostly occurred in a steady increase from low to high (in the second monitoring) to slightly higher in the third monitoring. This is not always the case when disaggregated data by province is considered; it is difficult to find a common pattern. This indicates a difference among provinces, and most likely among districts within a province.

*Recommendation:*

*The plan of the technical staff to monitor the progress of the project in all partner schools (rather than only in sample schools) This is ongoing and is very timely because specific, individual needs of the school can be identified and solutions implemented.*

- The comparison schools also had percentage increase in the indicators, but not as high as partner schools. This could be because there is no way to completely limit the distribution of the project training materials to partner schools only; other teachers and principals including of the comparison schools could have access to the materials and learn from them. Indeed many districts appear to have been holding up the training by USAID PRIORITAS as an example for all schools to follow. In addition, from the interviews in the sample of partner and comparison schools, about 50% of the principals and teachers of comparison schools had received training on active learning (PAKEM) and school-based management offered by the Government or other funding agencies. Some of the supervisors, principals, and teachers in comparison schools are project's provincial/district training facilitators.

*Recommendation:*

*The improvement in comparison schools should be appreciated because the improvement is actually a dissemination of the project, an unexpected good consequence of the project.*

*The Government (i.e. the district office of education) should be encouraged to give priority for comparison schools to participate in dissemination of the project in USAID PRIORITAS districts.*

- It is widely believed that the quality of education in religious schools is not as good as in secular schools. This belief is supported by findings during the baseline: the performance of religious schools was mostly lower than religious schools. In the indicator of instructional leadership, none of the principals in religious schools met the criteria. During the second round of monitoring, however, there had been significant increases of percentages in all school related indicators among religious schools, both at primary (MI) and secondary level (MTs) and the percentages of the increases are the more or less the same as in secular schools (See Chart 11 as one of the examples). This finding should

make education stakeholders aware that, with proper support, religious schools can operate at the same level as secular schools.

- The baseline and second round of monitoring found that many improvements had been taking place in the methods of teaching. Very few teachers, however, conducted assessment of student performance during lessons (See Tables 10 and 17 as examples).

*Recommendation*

*The training of teachers should, therefore, give more attention to the improvement of assessment skills for teachers.*

- Parents have been involved mostly in extracurricular activities such as sports, maintenance of school building at school environment. Their involvement in supporting teaching-learning activities is minimal.

*Recomendation*

*More strategies should be identified in schools that have been successful in involving parents in teaching and learning activities and publicized to other schools.*

- Activities related to creating a reading culture are mostly focusing on activities such as upgrading libraries, purchasing of books, creating reading corner and allocating sufficient time for reading. Very few schools, however, give attention to activities that should involve parents and community such as creating reading clubs and set up system for home base reading.

*Recommendation*

*The project should find out from schools that had successfully involve parents and communities in creating reading clubs and set up system for home-based reading on how they manage to do that and disseminate the experience to other schools.*

# ANNEX I. LIST OF COHORT 2 SAMPLE PARTNER AND COMPARISON SCHOOLS

## Partner Primary Schools

Province	District	School Name	Type	Status
Aceh	Aceh Barat Daya	SDN 1 Meunasah Sukon	SD	Public
Aceh	Aceh Barat Daya	SDN Baharu	SD	Public
Aceh	Aceh Barat Daya	SDN Cot Bak U	SD	Public
Aceh	Aceh Barat Daya	MIN Paoh Padang	MI	Public
Aceh	Aceh Tamiang	SDN 1 Bukit Tempurung	SD	Public
Aceh	Aceh Tamiang	SDN Seruway	SD	Public
Aceh	Aceh Tamiang	SDN Tanah Merah	SD	Public
Aceh	Aceh Tamiang	MIN Kampung Durian	MI	Public
Aceh	Aceh Utara	SDN 1 Tanah Jambo Aye	SD	Public
Aceh	Aceh Utara	SDN 10 Seunuddon	SD	Public
Aceh	Aceh Utara	SDN 5 Seunuddon	SD	Public
Aceh	Aceh Utara	MIN Pantonlabu	MI	Public
Aceh	Pidie Jaya	SDN 5 Meureudu	SD	Public
Aceh	Pidie Jaya	SDN Rhieng	SD	Public
Aceh	Pidie Jaya	SDN Teupin Pukat	SD	Public
Aceh	Pidie Jaya	MIN Jeulanga	MI	Public
North Sumatra	Langkat	SDN 050660 Kuala Bingai	SD	Public
North Sumatra	Langkat	SDN 050661 Kuala Bingai	SD	Public
North Sumatra	Langkat	SDN 050728 Tanjung Pura	SD	Public
North Sumatra	Langkat	MIN Paluh Nipah	MI	Public
North Sumatra	Toba Samosir	SD Swasta HKBP 1 Balige	SD	Private
North Sumatra	Toba Samosir	SDN 173524 Balige	SD	Public
North Sumatra	Toba Samosir	SDN 173551 Laguboti	SD	Public
North Sumatra	Toba Samosir	MIN Lumban Gurning Porsea	MI	Public
West Java	Bekasi	SDN 1 Jayamukti	SD	Public
West Java	Bekasi	SDN 2 Hegarmukti	SD	Public
West Java	Bekasi	SDN 6 Sukaresmi	SD	Public
West Java	Bekasi	MI At Taqwa	MI	Private
West Java	Cirebon	SDN 1 Cangkoak	SD	Public
West Java	Cirebon	SDN 1 Panembahan	SD	Public
West Java	Cirebon	SDN 2 Panembahan	SD	Public
West Java	Cirebon	MIN Sindangmekar	MI	Public
West Java	Kuningan	SDN 1 Cilimus	SD	Public
West Java	Kuningan	SDN 1 Purwasari	SD	Public
West Java	Kuningan	SDN 3 Lengkong	SD	Public
West Java	Kuningan	MIN Maniskidul	MI	Public
West Java	Tasikmalaya	SDN Bugel Alis	SD	Public
West Java	Tasikmalaya	SDN Citatah	SD	Public
West Java	Tasikmalaya	SDN 3 Pakemitan	SD	Public
West Java	Tasikmalaya	MI Cicarulang	MI	Private
Banten	Kota Tangerang Selatan	SDN Jelupang 1	SD	Public
Banten	Kota Tangerang Selatan	SDN Kademangan 1	SD	Public
Banten	Kota Tangerang Selatan	SDS Al Amanah	SD	Private
Banten	Kota Tangerang Selatan	MI l'anutul Huda	MI	Private
Banten	Tangerang	SDN Campaka 3	SD	Public
Banten	Tangerang	SDN Sodong 1	SD	Public

Province	District	School Name	Type	Status
Banten	Tangerang	MI Al Husein	MI	Private
Banten	Tangerang	MI Syech Mubarak	MI	Private
Central Java	Pekalongan	SD Muhammadiyah Kajen	SD	Private
Central Java	Pekalongan	SDN 01 Kampil	SD	Public
Central Java	Pekalongan	SDN Pekiringanalit 3	SD	Public
Central Java	Pekalongan	MI Salafiyah Warulor	MI	Private
Central Java	Wonosobo	SDN 1 Bojasari	SD	Public
Central Java	Wonosobo	SDN 2 Jengkol	SD	Public
Central Java	Wonosobo	SDN Siwuran	SD	Public
Central Java	Wonosobo	MI Muhammadiyah Kertek	MI	Private
East Java	Lumajang	SDN Denok	SD	Public
East Java	Lumajang	SDN Jogotrunan	SD	Public
East Java	Lumajang	SDN Kuteranon 01	SD	Public
East Java	Lumajang	MI Nurul Islam Selok Besuki	MI	Private
East Java	Ngawi	SDN Guyung 2	SD	Public
East Java	Ngawi	SDN Tambakromo 1	SD	Public
East Java	Ngawi	SDN Widodaren 1	SD	Public
East Java	Ngawi	MIN Mlarik Baderan	MI	Public
South Sulawesi	Bone	SD Inpres 10/73 Bajoe	SD	Public
South Sulawesi	Bone	SD Inpres 12/79 Lonrae	SD	Public
South Sulawesi	Bone	SD Inpres 6/75 Pacing	SD	Public
South Sulawesi	Bone	SD Inpres 6/80 Latteko	SD	Public
South Sulawesi	Kota Parepare	SDN 12 Parepare	SD	Public
South Sulawesi	Kota Parepare	SDN 34 Parepare	SD	Public
South Sulawesi	Kota Parepare	SDN 35 Parepare	SD	Public
South Sulawesi	Kota Parepare	MI DDI Ujung Lare	MI	Private
South Sulawesi	Takalar	SDN 103 Inpres Sompu	SD	Public
South Sulawesi	Takalar	SDN 226 Inpres Lanna	SD	Public
South Sulawesi	Takalar	SDN 234 Takalar kota	SD	Public
South Sulawesi	Takalar	MIN Galesong Utara	MI	Public
South Sulawesi	Tana Toraja	SDN 102 Makale 5	SD	Public
South Sulawesi	Tana Toraja	SDN 183 Inpres Balla Bittuang	SD	Public
South Sulawesi	Tana Toraja	SDN 187 Bittuang	SD	Public
South Sulawesi	Tana Toraja	MIN Makale	MI	Public

### Partner Junior Secondary Schools

Province	District	School Name	Type	Status
Aceh	Aceh Barat Daya	SMPN 2 Blang Pidie	SMP	Public
Aceh	Aceh Barat Daya	SMPN Tunas Nusa	SMP	Public
Aceh	Aceh Barat Daya	MTsN Unggul Susoh	MTs	Public
Aceh	Aceh Tamiang	SMPN 1 Kejuruan Muda	SMP	Public
Aceh	Aceh Tamiang	SMPN 4 Percontohan	SMP	Public
Aceh	Aceh Tamiang	MTsN Banyak Payed	MTs	Public
Aceh	Aceh Utara	SMPN 1 Seunuddon	SMP	Public
Aceh	Aceh Utara	SMPN 1 Tanah Jambo Aye	SMP	Public
Aceh	Aceh Utara	MTsN Seunuddon	MTs	Public
Aceh	Pidie Jaya	SMPN 1 Meureudu	SMP	Public
Aceh	Pidie Jaya	SMPN 3 Meureudu	SMP	Public
Aceh	Pidie Jaya	MTsN Ulim	MTs	Private
North Sumatra	Langkat	SMPN 1 Stabat	SMP	Public
North Sumatra	Langkat	SMPN 1 Tanjung Pura	SMP	Public
North Sumatra	Langkat	MTs Negeri Tanjung Pura	MTs	Public
North Sumatra	Toba Samosir	SMPN 1 Laguboti	SMP	Public
North Sumatra	Toba Samosir	SMPN 4 Balige	SMP	Public
North Sumatra	Toba Samosir	MTsN Balige	MTs	Public
West Java	Bekasi	SMPN 1 Cikarang Pusat	SMP	Public
West Java	Bekasi	SMPN 1 Cikarang Selatan	SMP	Public
West Java	Bekasi	MTs Nurul Huda	MTs	Private
West Java	Cirebon	SMPN 1 Plered	SMP	Public
West Java	Cirebon	SMPN 2 Plered	SMP	Public
West Java	Cirebon	MTsN Cisaat	MTs	Public
West Java	Kuningan	SMPN 1 Cilimus	SMP	Public
West Java	Kuningan	SMPN 2 Garawangi	SMP	Public
West Java	Kuningan	MTsN Jalaksana	MTs	Public
West Java	Tasikmalaya	SMPN 2 Singaparna	SMP	Public
West Java	Tasikmalaya	SMPN Padakembang	SMP	Public
West Java	Tasikmalaya	MTsN Pamoyanan	MTs	Public
Banten	Kota Tangerang Selatan	SMPN 16 Tangsel	SMP	Public
Banten	Kota Tangerang Selatan	SMPN 8 Tangsel	SMP	Public
Banten	Kota Tangerang Selatan	MTs Manbaul Ulum Asshiddiqyah 06	MTs	Private
Banten	Tangerang	SMPN 1 Cisoka	SMP	Public
Banten	Tangerang	SMPN 3 Tigaraksa	SMP	Public
Banten	Tangerang	MTs Al Ikhlas Cisereh	MTs	Private
Central Java	Pekalongan	SMPN 2 Wonokerto	SMP	Public
Central Java	Pekalongan	SMPN 3 Kajen	SMP	Public
Central Java	Pekalongan	MTsN Kesesi	MTs	Public
Central Java	Wonosobo	SMPN 1 Garung	SMP	Public
Central Java	Wonosobo	SMPN 3 Kertek	SMP	Public
Central Java	Wonosobo	MTs Ma'arif Garung	MTs	Private
East Java	Lumajang	SMPN 2 Sukodono	SMP	Public
East Java	Lumajang	SMPN 4 Lumajang	SMP	Public
East Java	Lumajang	MTs Miftahul Ulum Sukodono	MTs	Private
East Java	Ngawi	SMPN 1 Kwadungan	SMP	Public
East Java	Ngawi	SMPN 2 Geneng	SMP	Public
East Java	Ngawi	MTs Satu Atap Mlarik Baderan	MTs	Public
South Sulawesi	Bone	SMPN 1 Awangpone	SMP	Public
South Sulawesi	Bone	SMPN 4 Barebbo	SMP	Public
South Sulawesi	Bone	SMPN 4 Watampone	SMP	Public
South Sulawesi	Kota Parepare	SMPN 3 Parepare	SMP	Public

Province	District	School Name	Type	Status
South Sulawesi	Kota Parepare	SMPN 4 Parepare	SMP	Public
South Sulawesi	Kota Parepare	MTsN Parepare	MTs	Public
South Sulawesi	Takalar	SMPN 1 Takalar	SMP	Public
South Sulawesi	Takalar	SMPN 2 Galesong Selatan	SMP	Public
South Sulawesi	Takalar	SMPN 2 Takalar	SMP	Public
South Sulawesi	Tana Toraja	SMPN 5 Makale	SMP	Public
South Sulawesi	Tana Toraja	SMPN 3 Bittuang	SMP	Public
South Sulawesi	Tana Toraja	MTsN Rantepao	MTs	Public

#### Comparison Primary Schools

Province	District	School Name	Type	Status
Aceh	Aceh Barat Daya	SDN Kedai Manggeng	SD	Public
Aceh	Aceh Barat Daya	SDN Ladang	SD	Public
Aceh	Aceh Barat Daya	SDN Seuneulop	SD	Public
Aceh	Aceh Barat Daya	MIN KP Rawa	MI	Public
Aceh	Aceh Tamiang	SDN 1 Kuala Simpang	SD	Public
Aceh	Aceh Tamiang	SDN 1 Rantau Pauh	SD	Public
Aceh	Aceh Tamiang	SDN Muka Sungai Kuruk	SD	Public
Aceh	Aceh Tamiang	MIN Simpang Upah	MI	Public
Aceh	Aceh Utara	SDN 1 Baktiya	SD	Public
Aceh	Aceh Utara	SDN 5 Baktiya	SD	Public
Aceh	Aceh Utara	SDN 5 Baktiya Barat	SD	Public
Aceh	Aceh Utara	MIN Sampoiniet	MI	Public
Aceh	Pidie Jaya	SDN 1 Ulim	SD	Public
Aceh	Pidie Jaya	SDN Antara	SD	Public
Aceh	Pidie Jaya	SDN Kuta Bate	SD	Public
Aceh	Pidie Jaya	MIN Kuta Rentang	MI	Public
North Sumatra	Langkat	SDN 054929 Kampung Baru Pasar VIII	SD	Public
North Sumatra	Langkat	SDN 050594 Sambirejo	SD	Public
North Sumatra	Langkat	SDN 053970 Perdamean	SD	Public
North Sumatra	Langkat	MIN Tanjung Mulia	MI	Public
North Sumatra	Toba Samosir	SDN 173529 Tampahan	SD	Public
North Sumatra	Toba Samosir	SDN 173582 Sigumpar	SD	Public
North Sumatra	Toba Samosir	SDN 173592 Sigumpar	SD	Public
North Sumatra	Toba Samosir	SDN 175803 Tampahan	SD	Public
West Java	Bekasi	SDN 1 Sertajaya	SD	Public
West Java	Bekasi	SDN 1 Simpangan	SD	Public
West Java	Bekasi	SDN 2 Sertajaya	SD	Public
West Java	Bekasi	MIS Nurul Yaqin	MI	Private
West Java	Cirebon	SDN 2 Pegagan	SD	Public
West Java	Cirebon	SDN 2 Setu Wetan	SD	Public
West Java	Cirebon	SDN 3 Setu Wetan	SD	Public
West Java	Cirebon	MI Alwahdah	MI	Private
West Java	Kuningan	SDN 1 Kertayasa	SD	Public
West Java	Kuningan	SDN Jambugeulis	SD	Public
West Java	Kuningan	SDN Tirtawangunan	SD	Public
West Java	Kuningan	MI Manbaul Ulum	MI	Private
West Java	Tasikmalaya	SDN 1 Dirgahayu	SD	Public
West Java	Tasikmalaya	SDN 1 Kadipaten	SD	Public
West Java	Tasikmalaya	SDN Salebu	SD	Public
West Java	Tasikmalaya	MIS Nurul Ikhsan	MI	Private
Banten	Kota Tangerang Selatan	SDN Cireundeu 2	SD	Public
Banten	Kota Tangerang Selatan	SDN Pucung 2	SD	Public

Province	District	School Name	Type	Status
Banten	Kota Tangerang Selatan	MI Miftah Sa'adah	MI	Private
Banten	Kota Tangerang Selatan	MI Nurul Falah Pondok Ranji	MI	Private
Banten	Tangerang	SDN Panongan 3	SD	Public
Banten	Tangerang	SDN Rancabuaya 1	SD	Public
Banten	Tangerang	MI Al Ittihad Daru	MI	Private
Banten	Tangerang	MI Darussalam	MI	Private
Central Java	Pekalongan	SD Muhammadiyah 3 Pekajangan	SD	Private
Central Java	Pekalongan	SDN 02 Pakis	SD	Public
Central Java	Pekalongan	SDN 03 Kedungwuni	SD	Public
Central Java	Pekalongan	MI Salafiyah Tanjung	MI	Private
Central Java	Wonosobo	SDN 1 Kalibeber	SD	Public
Central Java	Wonosobo	SDN 1 Kalikajar	SD	Public
Central Java	Wonosobo	SDN 1 Kejajar	SD	Public
Central Java	Wonosobo	MI Ma'arif Kliwonan	MI	Private
East Java	Lumajang	SDN Dawuhan Lor 1	SD	Public
East Java	Lumajang	SDN Kepuhharjo 2	SD	Public
East Java	Lumajang	SDN Tompokersan 3	SD	Public
East Java	Lumajang	MI Nurul Islam Kota Lumajang	MI	Private
East Java	Ngawi	SDN Kendung	SD	Public
East Java	Ngawi	SDN Klitik 1	SD	Public
East Java	Ngawi	SDN Paron 1	SD	Public
East Java	Ngawi	MIN Gelung Paron	MI	Public
South Sulawesi	Bone	SDN 17 Bajoe	SD	Public
South Sulawesi	Bone	SDN 20 Panyula	SD	Public
South Sulawesi	Bone	SDN 48 Pacing	SD	Public
South Sulawesi	Bone	SDN 50 Jaling	SD	Public
South Sulawesi	Kota Parepare	SDN 28 Bacukiki	SD	Public
South Sulawesi	Kota Parepare	SDN 43 Soreang	SD	Public
South Sulawesi	Kota Parepare	SDN 55 Ujung	SD	Public
South Sulawesi	Kota Parepare	MI DDI Labukang	MI	Private
South Sulawesi	Takalar	SDN 147 Inpres Pa'lalakkang	SD	Public
South Sulawesi	Takalar	SDN 150 Inpres Tamala'rang	SD	Public
South Sulawesi	Takalar	SDN 151 Inpres Kalampa	SD	Public
South Sulawesi	Takalar	SDN 190 Inpres Bura'ne	SD	Public
South Sulawesi	Tana Toraja	SDN 120 Buntu Masakke	SD	Public
South Sulawesi	Tana Toraja	SDN 126 Garampa'	SD	Public
South Sulawesi	Tana Toraja	SDN 161 Leppan	SD	Public
South Sulawesi	Tana Toraja	SDN 184 Inpres Ulsalu	SD	Public

#### Comparison Junior Secondary Schools

Province	District	School Name	Type	Status
Aceh	Aceh Barat Daya	SMPN 3 Susoh	SMP	Public
Aceh	Aceh Barat Daya	SMPS Babul Istiqamah	SMP	Private
Aceh	Aceh Barat Daya	MTsN Kuala Bate	MTs	Public
Aceh	Aceh Tamiang	SMPN 1 Banyak Payed	SMP	Public
Aceh	Aceh Tamiang	SMPN 2 Kualasimpang	SMP	Public
Aceh	Aceh Tamiang	MTsS Yaspindi Sungai Iyu	MTs	Private
Aceh	Aceh Utara	SMPN 1 Baktiya	SMP	Public
Aceh	Aceh Utara	SMPN 2 Baktiya	SMP	Public
Aceh	Aceh Utara	MTsN Sampoiniet	MTs	Public
Aceh	Pidie Jaya	SMPN 1 Trieng Gadeng	SMP	Public
Aceh	Pidie Jaya	SMPN 3 Bandar Dua	SMP	Public
Aceh	Pidie Jaya	MTsN Trieng Gadeng	MTs	Public

Province	District	School Name	Type	Status
North Sumatra	Langkat	SMPN 1 Binjai	SMP	Public
North Sumatra	Langkat	SMPN 3 Hinai	SMP	Public
North Sumatra	Langkat	MTs Swasta Sabilal Akhyar Bnjai	MTs	Private
North Sumatra	Toba Samosir	SMPN 1 Satap Tampahan	SMP	Public
North Sumatra	Toba Samosir	SMPN 1 Sigumpar	SMP	Public
North Sumatra	Toba Samosir	SMPN 2 Satap Pargaolan	SMP	Public
West Java	Bekasi	SMPN 1 Cikarang Timur	SMP	Public
West Java	Bekasi	SMPN 2 Cikarang Utara	SMP	Public
West Java	Bekasi	MTs Al Islah	MTs	Private
West Java	Cirebon	SMPN 1 Weru	SMP	Public
West Java	Cirebon	SMPN 2 Weru	SMP	Public
West Java	Cirebon	MTsN Palimanan	MTs	Public
West Java	Kuningan	SMPN 1 Jalaksana	SMP	Public
West Java	Kuningan	SMPN 2 Sindangagung	SMP	Public
West Java	Kuningan	MTsN Sangkanhurip	MTs	Public
West Java	Tasikmalaya	SMPN 1 Sukarame	SMP	Public
West Java	Tasikmalaya	SMPN 2 Mangunreja	SMP	Public
West Java	Tasikmalaya	MTsN Sukamanah	MTs	Public
Banten	Kota Tangerang Selatan	SMPN 10 Tangsel	SMP	Public
Banten	Kota Tangerang Selatan	SMPN 5 Tangsel	SMP	Public
Banten	Kota Tangerang Selatan	MTs Jam'iyyatul Islamiyah	MTs	Private
Banten	Tangerang	SMPN 1 Jambe	SMP	Public
Banten	Tangerang	SMPN 1 Panongan	SMP	Public
Banten	Tangerang	MTs Miftahul Anwar	MTs	Private
Central Java	Pekalongan	SMPN 2 Kedungwuni	SMP	Public
Central Java	Pekalongan	SMPN 1 Karanganyar	SMP	Public
Central Java	Pekalongan	MTs NU Tirto	MTs	Private
Central Java	Wonosobo	SMPN 2 Selomerto	SMP	Public
Central Java	Wonosobo	SMPN 1 Mojotengah	SMP	Public
Central Java	Wonosobo	MTs Ma'Arif Kejajar	MTs	Private
East Java	Lumajang	SMPN 1 Lumajang	SMP	Public
East Java	Lumajang	SMPN 1 Sukodono	SMP	Public
East Java	Lumajang	MTsN Lumajang	MTs	Public
East Java	Ngawi	SMPN 2 Paron	SMP	Public
East Java	Ngawi	SMPN 3 Ngawi	SMP	Public
East Java	Ngawi	MTsN 1 Paron	MTs	Public
South Sulawesi	Bone	SMPN 2 Awangpone	SMP	Public
South Sulawesi	Bone	SMPN 2 Watampone	SMP	Public
South Sulawesi	Bone	SMPN 3 Palakka	SMP	Public
South Sulawesi	Kota Parepare	SMPN 10 Parepare	SMP	Public
South Sulawesi	Kota Parepare	SMPN 2 Parepare	SMP	Public
South Sulawesi	Kota Parepare	MTs DDI Taqwa Parepare	MTs	Private
South Sulawesi	Takalar	SMPN 1 Galesong Utara	SMP	Public
South Sulawesi	Takalar	SMPN 1 Mapakasunggu	SMP	Public
South Sulawesi	Takalar	SMPN 3 Takalar	SMP	Public
South Sulawesi	Tana Toraja	SMPN 2 Rantetayo	SMP	Public
South Sulawesi	Tana Toraja	SMPN 2 Saluputi	SMP	Public
South Sulawesi	Tana Toraja	SMPN 2 Sangalla	SMP	Public

## ANNEX 2: MONITORING AND EVALUATION FRAMEWORK

### Key

- \* Indicator relating to Cross Cutting issue
- \* Indicator relating to early grades reading
- A Denotes activity (or input) indicator
- R Denotes results (or outcomes) indicator

INDICATOR & DETAILED INDICATOR	BASELINE	Year 2 Target	MONITORING 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	MONITORING 5
<p><b>1R1. Teachers demonstrate good practices in teaching and assessment<sup>16</sup></b></p> <p><b>Detailed Indicators:</b></p> <p>% of teachers demonstrating <u>at least four</u> of the following good practices:</p> <p>a. Organized the physical students to facilitate interactive learning (furniture, teaching aids, displays)</p> <p>b. Used a mix of whole class/group/ partner and individual work with students</p> <p>c. Asking non recall questions and allow students time to answer</p> <p>d. Using varied learning approaches (other than lecturing and text book) such as giving open ended tasks, using the environment and using learning aids</p> <p>e. Used tools<sup>17</sup> to gather data about student achievement</p> <p>f. Moving around the room, observing and assisting students to complete their tasks</p>	<p><b>C1: (2012)</b> All teachers: 21.5% PS Teachers: 23.9% JSS Teachers: 18.4%</p> <p><b>C2: (2013)</b> All teachers: 16.8% PS Teachers: 16.9% JSS Teachers: 16.7%</p> <p><b>C3: (2014)</b> All teachers: 19.0% PS Teachers: 20.2% JSS Teachers: 17.5%</p> <p><b>TTI Lab School (2014)</b> All teachers: 42.5% PS Teachers: 45.1% JSS Teachers: 38.5%</p>	50% of teachers trained	<p><b>C 1 : (2013)</b> All teachers: 55.2% PS Teachers: 58.5% JSS Teachers: 50.7%</p> <p><b>C 2: (2014)</b> All teachers: 70.4% PS Teachers: 71.6% JSS Teachers: 68.6%</p> <p><b>C3: (2015)</b> All teachers: 85.0% PS Teachers: 84.5% JSS Teachers: 85.7%</p> <p><b>TTI Lab School (2015)</b> All teachers: 66.0% PS Teachers: 72.0% JSS Teachers: 57.1%</p>		<p><b>C 1: (2014)</b> All teachers: 59.6% PS Teachers: 60.7% JSS Teachers: 58.0%</p> <p><b>C 2: (2015)</b> All teachers: 75.7% PS Teachers: 77.4% JSS Teachers: 73.2%</p>	<p><b>C 1: (2015)</b> All teachers 71.5% PS Teachers: 72.8% JSS Teachers: 69.7%</p>		

<sup>16</sup> For numbers of teachers trained through the project, see USAID Custom Indicator 4

<sup>17</sup> Tools such as running books, portfolios, checklists, observation reports

INDICATOR & DETAILED INDICATOR	BASELINE	Year 2 Target	MONITORING 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	MONITORING 5
<p><b>1 R2. Early Grades teachers demonstrate good practice in teaching and assessing reading</b></p> <p><b>Detailed Indicator</b> % of early grades teachers demonstrating <u>At least five</u> of the following:</p> <p>g. Provide specific instruction appropriate to the learner in order to build word knowledge and teach word analysis<sup>18</sup> (for children who cannot read)</p> <p>h. Provide opportunities for students to engage in sustained reading activities<sup>19</sup> to practice their reading skills</p> <p>i. Create a literacy rich<sup>20</sup> students environment</p> <p>j. Check students comprehension on what they are reading<sup>21</sup></p> <p>k. Read aloud to students/asks students to read aloud using a range of materials<sup>22</sup> to enhance children’s print and phonological awareness</p> <p>l. Conduct regular and purposeful monitoring of children’s progress in reading<sup>23</sup></p>	<p><b>C1 : (2012)</b> All teachers: 13.0%</p> <p><b>C 2 : (2013)</b> All teachers: 15.0%</p> <p><b>C 3: (2014)</b> All teachers: 5.3%</p> <p><b>TTI Lab.Sch (2014)</b> All teachers: 26.6%</p>	50% of teachers trained	<p><b>C 1: (2013)</b> All teachers 47.3%</p> <p><b>C2: (2014)</b> All teachers 72%</p> <p><b>C3 : (2015)</b> All teachers: 67.9%</p> <p><b>TTI Lab.Sch (2015)</b> All teachers: 56.6%</p>		<p>C1: All Teachers 66.5%</p> <p>C2 : 77.6%</p>	C1: 76.1%		

<sup>18</sup> Phonemic awareness, phonics, word recognition, structural analysis, context clues and vocabulary

<sup>19</sup> This can be silent or oral reading, individual or small group reading

<sup>20</sup> Literacy rich environment includes displaying words and print in and possibly outside the classroom, provide opportunities, materials and tools that engage students in reading activities, including, for example, creating book corners to ensure students have access to a range of interesting material, in different media appropriate to the instructional levels

<sup>21</sup> Talks to students about what they are reading, asks them to re-tell events and details, asking them to predict next events,

<sup>22</sup> Including repetitive texts, rhymes, poems, and songs

<sup>23</sup> This includes listening to individual children read aloud, keeping progress records and observation of students reading

INDICATOR & DETAILED INDICATOR	BASELINE	Year 2 Target	MONITORING 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	MONITORING 5
<p><b>1R3. Teachers of all subjects support the development and reinforcement of students reading skills</b></p> <p><b>Detailed indicator</b> % of teachers in grades 4, 5 &amp; 8 reinforcing students reading skills through using <u>at least two</u> of the following strategies:</p> <p>a. Allow time for students to read in the lessons (independently, in pairs, groups or chorally)</p> <p>b. Provide different types of materials for students to read other than the textbook<sup>24</sup></p> <p>c. Check students comprehension as they are reading<sup>25</sup></p> <p>d. Discuss new words and concepts in texts to build word recognition and vocabulary</p>	<p><b>C1 (2012)</b> All teachers: 8.7% PS teachers: 8.7% JSS teachers: 8.7%</p> <p><b>C2 (2013):</b> All Classrooms:16.8% PS Classrooms:16.9% JSS Classrooms:16.7%</p> <p><b>C3 (2014):</b> All teachers: 8.2% PS teachers: 9.5% JSS Teachers: 6.3%</p> <p><b>TTI Lab Sch (2014)</b> All teachers: 32.5% PS teachers: 31.3% JSS Teachers: 34.4%</p>	40% of teachers trained	<p><b>C 1 (2013)</b> All teachers: 40.1% PS Teachers : 41.9% JSS Teachers: 37.7%</p> <p><b>C2: (2014)</b> All teachers: 38.1% PS teachers: 41.1% JSS Teachers: 35.2%</p> <p><b>C3 (2015):</b> All teachers: 57.8% PS teachers: 56.0% JSS Teachers: 60.3%</p> <p><b>TTI Lab Sch (2015)</b> All teachers: 40.7% PS teachers: 41.6% JSS Teachers: 39.9%</p>		<p><b>C1:(2014)</b> All teachers: 48.4% PS Teachers: 53.1% JSS Teachers: 42.0%</p> <p><b>C2: (2015)</b> All teachers: 53.8% PS Teachers: 55.1% JSS Teachers: 51.8%</p>	<p><b>C1:(2015)</b> All teachers: 57.1% PS Teachers: 58.3% JSS Teachers: 55.4%</p>		

<sup>24</sup> Such as newspapers, magazines, websites, text, story books)

<sup>25</sup> For example, asking students to talk about what they have read)

INDICATOR & DETAILED INDICATOR	BASELINE	Year 2 Target	MONITORING 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	MONITORING 5
<p><b>1R5. Students demonstrate positive learning behaviors</b></p> <p><b>Detailed Indicator</b> % of students where students demonstrate <u>at least four</u> of the following:</p> <ul style="list-style-type: none"> <li>a. 80% of the students are engaged in their task (not easily distracted)</li> <li>b. Demonstrating problem solving skills</li> <li>c. Their work is the result of their own thinking (e.g. written in their own words)</li> <li>d. They are expressing their feelings and opinions during lessons or asking questions (verbally)</li> <li>e. They are participating in cooperative activities such as experiments or discussion</li> </ul>	<p><b>C 1 (2012)</b> All students: 16.8% PS Students: 16.7% JSS Students: 16.9%</p> <p><b>C 2 : (2013)</b> All Students: 22.9% PS Students: 21.9% JSS Students: 24.4%</p> <p><b>C 3: (2014)</b> All Students: 15.6% PS Students: 20.2% JSS Students: 9.5%</p> <p><b>TTI Lab Sch (2014)</b> All teachers: 62.1% PS teachers:58.3% JSS Teachers: 67.7%</p>	<p>50% of students observed</p>	<p><b>C 1: (2013)</b> All students: 73.1% PS Students: 71.8 % JSS Students: 74.9%</p> <p><b>C 2 : (2014)</b> All Students:75.2% PS Students: 74.2% JSS Students: 76.7%</p> <p><b>C3 (2015):</b> All Students: 82.3% PS Students: 79.8% JSS Students: 85.7%</p> <p><b>TTI Lab Sch (2015)</b> All teachers: 80.4% PS teachers: 80.8% JSS Teachers: 79.8%</p>		<p>C1 (2014) All students: 81.3% PS Students: 80.7% JSS Students: 82.0%</p> <p><b>C2 (2015)</b> All students: 80.8% PS Students: 79.4 % JSS Students: 82.7%</p>	<p>C1 (2015) All students: 86.0% PS Students: 86.2% JSS Students: 85.6%</p>		
<p><i>Assessing the Impact of the USAID PRIORITAS Program on Schools in Cohort 2 Districts</i></p>								

INDICATOR & DETAILED INDICATOR	BASELINE	Year 2 Target	MONITORING 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	MONITORING 5
<p><b>1R6 Early grades reading materials are regularly used</b></p> <p><b>Detailed Indicator</b> % of early grades classes where there are</p> <ul style="list-style-type: none"> <li>a. Regular reading periods</li> <li>b. Students take books home to read</li> </ul>	<p><b>C 1: (2012)</b> 21.7%</p> <p><b>C2: (2013)</b> 30%</p> <p><b>C 3: (2014)</b> 31.6%</p> <p><b>TTI Lab Sch. (2014)</b> 38.5%</p>	50% of classes	<p><b>C1: (2013)</b> 43.5%</p> <p><b>C2: (2014)</b> 61.6%</p> <p><b>C3 (2015)</b> 41.1%</p> <p><b>TTI Lab Sch. (2015)</b> 53.0%</p>		<p><b>C1 : (2014)</b> 50%</p> <p><b>C2: (2015)</b> 59%</p>	<p><b>C1: (2015)</b> 54.9%</p>		
<p><b>1R7. Students performance in district/or national examinations improves</b></p> <p><b>Detailed Indicator</b> % Average improved performance as measured by results in GOI tests by subject</p> <p>PS: Mathematics, Science and Indonesian JSS: Mathematics, Science and Indonesian</p>	<p><b>C 1:</b> <i>JSS Grade 9</i> Mathematics: 7.41 Science: 7.42 Indonesian: 8.02</p> <p><b>C 2:</b> <i>JSS Grade 9</i> Mathematics: 5.51 Science: 5.69 Indonesian: 6.59</p> <p><b>C 3:</b> Data not available</p>	3% improvement of scores on each subjects compared to baseline	<p><b>C 1 (2013)</b> <i>JSS Grade 9</i> Mathematics: 6.71 Science : 6.83 Indonesian : 7.45</p> <p><b>C 2:</b> Data not available<sup>26</sup></p>					
<p><b>1R8A. Reading performance in early grades improves</b></p> <p><b>Detailed Indicator</b> % of early grade students demonstrate that they can read and understand the meaning of grade-level text (as measured by EGRA tests)</p>	<p><b>C 1:(2012)</b> 50.5%</p> <p><b>C2 : (2013)</b> 55.6%</p> <p><b>C3: (2014)</b> <b>75.3%</b></p>	60% (in year 3)			<p><b>C1 : (2014)</b> 71.1%</p> <p><b>C2: (2015)</b> 72.6%</p>			

<sup>26</sup> Data from the national junior secondary school examination (Ujian Nasional – UN) is no longer readily available. The project is still trying to obtain the data from MOEC. Even is the data is obtained its level of reliability is very low, as has been emphasized by the recent ‘integrity index’ published by MOEC, which shows widespread cheating.

INDICATOR & DETAILED INDICATOR	BASELINE	Year 2 Target	MONITORING 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	MONITORING 5
	TTI Lab Sch (2014) 55.4%							
<p><b>1R8b Performance of students in grades 4 and 5 in reading, writing, mathematics and science improves</b></p> <p><b>Detailed Indicator</b> % average improved student performance by subject as measured by specially designed tests in reading, writing, mathematics and science</p>	<p><b>C 1: (2012)</b> Grade 4: Reading: 43.0% Writing: 41.8% Mathematics: 40.7% Grade 5: Science: 35.6%</p> <p><b>C 2: (2013)</b> Grade 4: Reading: 37.1% Writing: 38.7% Mathematics: 39.2% Grade 5: Science: 33.8%</p> <p><b>C 3: (2014)</b> Grade 4: Reading: 42.1% Writing: 35.6% Mathematics: 47.8% Grade 5: Science: 38.5%</p> <p><b>TTI Lab Sch.: (2014)</b> Grade 4: Reading: 47.1% Writing: 46.9% Mathematics: 49.6% Grade 5: Science: 43.5%</p>	5% improvement of scores in each subject compared to baseline			<p><b>C 1: (2014)</b> Grade 4 Reading: 47.1% Writing: 44.4% Mathematics: 43.7% Grade 5 Science: 42.3%</p> <p><b>C 2:(2015)</b> Grade 4 Reading: 53% Writing: 47% Mathematics: 47% Grade 5 Science: 42%</p> <p>C 3: Will be available in 2016</p> <p><b>TTI Lab School:(2017)</b> Will be available in 2017</p>			

INDICATOR & DETAILED INDICATOR	BASELINE	Year 2 Target	MONITORING 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	MONITORING 5
<p><b>1 R9 Performance of students in grade 8 in reading, writing, mathematics and science improves</b></p> <p><b>Detailed Indicator</b> % average improved student performance by subject as measured by specifically designed tests in reading, writing, mathematics and science.</p>	<p><b>C1: (2012)</b> <i>Grade 8</i> Reading: 64.0% Writing: 50.1% Mathematics: 33.9% Science: 38.4%</p> <p><b>C2: (2013)</b> <i>Grade 8</i> Reading: 65.6% Writing: 49.1% Mathematics: 34.0% Science: 39.1%</p> <p><b>C 3 : (2014)</b> <i>Grade 8</i> Reading: 70.4% Writing: 47.2% Mathematics: 35.8% Science: 46.2%</p> <p><b>TTI Lab Sch: (2014)</b> <i>Grade 8</i> Reading: 69.8% Writing: 49.8% Mathematics: 42.9% Science: 47.3%</p>	<p>5% improvement of scores in each subject</p>			<p><b>C 1: (2014)</b> <i>Grade 8</i> Reading: 69.7% Writing: 52.5% Mathematics: 43.8% Science: 42.3%</p> <p><b>C 2: (2015)</b> <i>Grade 8</i> Reading: 70% Writing: 50% Mathematics: 38% Science: 42%</p> <p><b>C 3:</b> Will be available in 2016</p> <p><b>TTI Lab Sch.(2017):</b> Data will be available 2017.</p>			

INDICATOR & DETAILED INDICATOR	BASELINE	Year 2 Target	MONITORING 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	MONITORING 5
<p><b>1 R10 Lecturers in TTI's model active learning behaviors</b> <sup>27</sup></p> <p><b>Detailed Indicator</b> % of lecturers in partner TTI's who demonstrate <u>at least five</u> of the following:</p> <ol style="list-style-type: none"> <li>Use a mix of whole class/group/ partner and individual work with students</li> <li>Ask non recall questions and expecting and allowing student teachers time to answer</li> <li>Use varied learning approaches (other than lecturing and text book) such as giving open ended tasks, using the environment and using learning aids</li> <li>Move around the room, observing and assisting student teachers to complete their tasks</li> <li>Allow student teachers to ask questions</li> <li>Allow students to provide feedback</li> <li>Use authentic problems and experiences that link the theory of teaching to the practice of teaching</li> </ol>	41%	50% of lecturers trained	79%		64.2% Updated 28 Dec.15: 67.4%			
<p><b>1R11 TTI's integrate project training materials and programs into pre-service teacher education curricular</b></p> <p><b>Detailed Indicator</b> # of trained lecturers who use project's training programs/materials into pre-service and/or in service teacher education curricula.</p>	Data collection will be carried out in March 2016							
<p><b>1R12 TTI's offer a more practice- oriented practicum</b></p> <p><b>Detailed Indicator</b></p>	NA (The criteria of the indicator were revised)	NA						

<sup>27</sup> The baseline and monitoring 3 data was based on FGD among students assessing their lecturer' teaching performance. Monitoring 2 was based on direct observation of the lecturers.

INDICATOR & DETAILED INDICATOR	BASELINE	Year 2 Target	MONITORING 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	MONITORING 5
<p>% of TTI's which did <u>all</u> of the following:</p> <p>a. Have a teacher practicum program which includes:</p> <ul style="list-style-type: none"> <li>• A program or guide provided to students prior to practice teaching</li> <li>• Clearly stated competencies to be achieved by the students</li> <li>• A sequence of tasks for the students to perform including observation, teaching and assessment</li> </ul> <p>b. Teaching practice makes use of at least 60% of the TTI lab and partner schools</p> <p>c. 50% of students sampled were observed by their in school mentor (teacher) or lecturer whilst implementing a lessons at least twice a month</p>								
<p><b>1 R13 Student teachers demonstrate good practices in teaching and learning</b></p> <p><b>Detailed Indicator</b></p> <p>% of student teachers in partner TTI demonstrating <u>at least four</u> of the following good practices:</p> <p>a. Organized the physical students to facilitate interactive learning (furniture, teaching aids, displays)</p> <p>b. Used a mix of whole class/group/ partner and individual work with students</p> <p>c. Asking non recall questions and allow students time to answer</p> <p>d. Using varied learning approaches (other than lecturing and text book) such as giving open ended tasks, using the environment and using learning aids</p> <p>e. Used tools<sup>28</sup> to gather data about student achievement</p>	63% (2013)	70%	68.0% (2015)					

<sup>28</sup> Tools such as running books, portfolios, checklists, observation reports

INDICATOR & DETAILED INDICATOR	BASELINE	Year 2 Target	MONITORING 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	MONITORING 5
f. Moving around the room, observing and assisting students to complete their tasks								
<b>1 R14 TTI function effectively as hubs for continuing professional development</b>  <b>Detailed Indicator</b> % of assisted TTI, the staff of which have been involved in <u>at least four</u> of the following Project activities: a. Facilitating training for teachers, school principals or school supervisors b. Mentoring teachers or school principals in the field c. Implementing monitoring and evaluation activities d. Implementing students action research e. Preparing training materials or resources f. Providing consulting services to districts or provinces using PRIORITAS approaches	0% (Baseline data presents the condition before the project starts; so, there is no project activities)		2013/2014: 31.3%  2014/2015: 43.8%					
<b>1R15 Good Practice Schools are functioning in each District<sup>29</sup></b> <b>Detailed Indicator</b> % of Good Practice Schools which: a. Have been used by the TTI for teaching practicums during the last 12 months, or b. Have received study visits by schools principals and/or teachers from other schools at least three times for the last 12 months	(2015) 70,3%	75%						
<b>1R16 Instructional Leadership in Schools is Improving<sup>30</sup></b>	C 1: (2012) All schools: 7.4% PS Schools: 10.9%	50% of schools trained	C 1: All schools: 14.3% PS Schools: 19.6%	30% of schools trained	C 1: All schools: 19.8% PS Schools: 24.4%	C 1(2015) All schools: 24.2% PS Schools: 30.4%		

<sup>29</sup> This criteria may be modified as the study and characteristics of good practice schools are defined at the end of 2012

<sup>30</sup> For numbers of persons trained on instructional leadership see IR 1.2.I AI

INDICATOR & DETAILED INDICATOR	BASELINE	Year 2 Target	MONITORING 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	MONITORING 5
<p><b>Detailed Indicator</b></p> <p>% of schools where the school principal or delegated senior staff member<sup>31</sup> does <u>at least four</u> of the following:</p> <p>a. Holds meetings with teachers to discuss curricular matters at least once a month</p> <p>b. Makes regular<sup>32</sup> monitoring and mentoring visits to class to observe teaching and learning</p> <p>c. Regularly<sup>33</sup> evaluates teachers</p> <p>d. Organizes or allows teachers to participate in professional development activities for teachers<sup>34</sup></p> <p>e. Provides the resources for learning to take place<sup>35</sup></p>	<p>JSS Schools: 2.9%</p> <p><b>C2: (2013)</b> All schools: 16.4 % PS Schools: 20.0% JSS Schools: 11.7%</p> <p><b>C3: (2014)</b> All schools: 8.2 % PS Schools: 10.7% JSS Schools: 4.8%</p> <p><b>TTI Lab : (2014)</b> All schools: 25.0% PS Schools: 29.2% JSS Schools: 18.8%</p>		<p>JSS Schools: 7.2%</p> <p><b>C 2</b> All schools: 13.8 % PS Schools: 10% JSS Schools: 8.7%</p> <p><b>C3: (2015)</b> All schools: 10.2 % PS Schools: 14.3% JSS Schools: 4.8%</p> <p><b>TTI Lab : (2015)</b> All schools: 21.4% PS Schools: 23.8% JSS Schools: 17.9%</p>		<p>JSS Schools: 13.4%</p> <p><b>C 2</b> All schools: 24.8 % PS Schools: 28% JSS Schools: 21%</p>	JSS Schools: 15.4%		
<p><b>1R17. Teacher Working Groups are more effective and quality training is being provided</b></p> <p><b>Detailed Indicator</b></p> <p>% Assisted KKG and MGMP in early grades, mathematics, science and Indonesia where effective teacher training is taking place as defined by: (TTO and WSD will be asked to observe the KKG and MGMP meetings- do random checks)</p> <p>a. The KKG or MGMP has regular meetings (at</p>	<p><b>C 1: (2012)</b> All assisted teacher working groups: 31.1% KKG: 31.3% MGMP: 33.3%</p> <p>C 2: All assisted teacher</p>	50% of KKGs and MGMPs	<p><b>C1: (2013)</b> All Assisted: 46.4% KKG : 62.7% MGMP : 36.8%</p> <p>C 2: All assisted teacher</p>		<p><b>C 1 : (2014)</b> All assisted: 51.3% KKG: 70.7% MGMP: 30.9%</p> <p>C 2: All assisted teacher</p>	<p><b>C 1 : (2015)</b> All assisted: 51.7% KKG: 79.2% MGMP: 32.4%</p>		

<sup>31</sup> In some large schools, the principal may delegate instructional leadership responsibilities to other senior staff such as the vice principal for curriculum

<sup>32</sup> Regular is defined as at least 2 per semester (4 times per year) per teacher

<sup>33</sup> At least twice per year

<sup>34</sup> At least 2 from (1) Teacher working group meetings (2) study visits (3) participation in external training activities or 4) seminars dealing with education or other issues related to education

<sup>35</sup> (1) non textbook materials (2) learning aids/learning kits and (3) funds for photocopying

INDICATOR & DETAILED INDICATOR	BASELINE	Year 2 Target	MONITORING 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	MONITORING 5
<p>least once a month).</p> <p>b. At least 50% of teachers in the cluster/district regularly attend meetings</p> <p>c. Activities conducted in the meetings directly relate to improving teaching and learning.</p>	<p>working groups: 36.8% KKG: 36.4% MGMP: 37.0%</p> <p>C 3: All assisted teacher working groups: 50.0% KKG: 66.7% MGMP: 38.1%</p>		<p>working groups: 50.9% KKG: 62.7% MGMP: 40.4%</p> <p>C 3: All assisted teacher working groups: 44.1% KKG: 76.9% MGMP: 23.8%</p>		<p>working groups: 50.4% KKG: 67.3% MGMP: 37.9%</p>			
<p><b>1R19. Project Programs are disseminated in line with quality assurance standards<sup>36</sup></b></p> <p><b>Detailed Indicator</b> # of schools/other educational institutions where project programs have been disseminated which meet <u>all</u> of the following standards:</p> <p>a. Complete project training packages are used</p> <p>b. The Training Package is used in its intended timeframe</p> <p>c. Training is implemented by project trained personnel</p> <p>d. Involves a sufficient<sup>37</sup> # of participants from a single school/institution</p>	<p>36 institutions (1.3% of all institutions benefitting from dissemination)</p>	<p>1000 schools / institutions</p>	<p>7502 schools/ institutions</p>					
<p><b>1R20. Non US Government funds are used to support /disseminate project programs<sup>38</sup></b></p> <p><b>Detailed Indicator</b> Total amount of non US Government funds (in USD) used to disseminate the project programs.</p>	<p>216,723 US\$ (99.5% of total dissemination spending) (Quarterly Report 4)</p>	<p>400,000 US\$</p>	<p>627,241 US\$ (Quarterly Report 7)</p>	<p>1,000,000 US \$</p>	<p>2,634,519 US\$ (Quarterly Report 11)</p>	<p>4,567,802 US\$ (Quarterly Report 15)</p>		

<sup>36</sup> PRIORITAS will conduct an impact evaluation in year 3 and 5 to assess improvements in instruction and/or management in dissemination schools.

<sup>37</sup> Sufficient is defined as: 3 persons from a primary school, 5 from a junior secondary school and 5 from a teacher training institute or LPMP for teaching and learning training (PAKEM, CTL), and 2 persons per school (PS and JSS) for School Based Management training

<sup>38</sup> For number of institutions contributing funds for dissemination of project programs see USAID Customs Indicator 9

INDICATOR & DETAILED INDICATOR	BASELINE	Year 2 Target	MONITORING 2	Year 3 Target	Monitoring 3 (Midline)	Monitoring 4	Year 5 Target	MONITORING 5
Source of non USG sources include: a. District Budgets (APBD) b. Ministry of Education (BOS or other special funds) c. Ministry of Religious Affairs d. Other private funds (Schools, foundations, individuals, agencies)								

Component 2: IMPROVED EDUCATION MANAGEMENT AND GOVERNANCE

2.1 Strengthened Capacity at School Level

2.2 More Effective District Based Management

INDICATOR & DETAILED INDICATOR	BASELINE	YEAR 2 TARGET	MONITORING 2	YEAR 3 TARGET	MONITORING 3 (MIDLINE)	MONITORING 4	Year 5 Target	MONITORING 5
<p><b>2R1 Schools produce annual budgeted plans in a transparent and participative manner</b></p> <p><b>Detailed Indicator</b> % of schools which produce a budgeted plan which meets all of the following criteria:</p> <p>a. Focuses on improving teaching and learning outcomes</p> <p>b. Developed with community participation (school committee)</p> <p>c. Are publicly displayed/available</p> <p>d. Addresses issues such as inclusion, retention and transition, gender, and health which are relevant to the particular school</p>	<p><b>C 1: (2012)</b> All schools: 14.9% Primary: 17.4% JSS: 11.6%</p> <p><b>C2: (2013)</b> All schools: 8.6% Primary: 7.5% JSS: 10.0%</p> <p><b>C3: (2014)</b> All schools: 12.2% Primary: 10.7% JSS: 14.3%</p> <p><b>TTI Lab Sch. (2014)</b> All schools: 22.5% Primary: 18.8% JSS: 28.1%</p>	40%	<p><b>C 1:</b> All schools: 28.0% Primary: 26.1% JSS: 30.4%</p> <p><b>C 2: (2014)</b> All schools: 30.4% Primary: 33.8% JSS: 25.9%</p> <p><b>C3: (2015)</b> All schools: 30.6% Primary: 32.1% JSS: 28.6%</p> <p><b>TTI Lab Sch.(2015)</b> All schools: 30.0% Primary: 31.0% JSS: 28.6%</p>		<p><b>C1: (2014)</b> All schools: 26.1% Primary: 22.2% JSS: 31.3%</p> <p><b>C2 (2015)</b> All schools: 42.3% Primary: 41.3% JSS: 43.9%</p>	<p><b>C1: (2015)</b> All schools: 44.0% Primary: 40.0% JSS: 49.2%</p>		
<p><b>2R2 Increased parent and community participation in activities which focus on teaching and learning and/or improving the school environment</b></p> <p><b>Detailed Indicator</b> % of schools which involve parents and community in at least one of the in-school</p>	<p><b>C1: (2012)</b> PS : 27.2%</p> <p><b>C2: (2013)</b> PS : 27.5%</p>	50% of project schools	<p><b>C1: (2013)</b> PS : 50.0%</p> <p><b>C 2:(2014)</b> PS 66.3%</p>	60% of project schools	<p><b>C1: (2014)</b> Primary: 65%</p> <p><b>C2 (2015):</b> Primary: 71.3%</p>	<p><b>C1 (2015):</b> Primary: 69.6%</p>		

INDICATOR & DETAILED INDICATOR	BASELINE	YEAR 2 TARGET	MONITORING 2	YEAR 3 TARGET	MONITORING 3 (MIDLINE)	MONITORING 4	Year 5 Target	MONITORING 5
<p>activities ( a, b) AND in at least one of out of school activities (c, d, e):</p> <p>a. Assisting teachers in teaching and learning activities in the students</p> <p>b. Assisting teachers in non- teaching activities (making displays, materials, portfolios)</p> <p>c. Supporting extra -curricular areas such as sports or local curriculum activities (language, dancing)</p> <p>d. Improving the school environment (e.g. cleaning, maintenance, construction)</p> <p>e. Assisting with specific initiatives to address relevant issues e.g. health, hygiene, inclusive education, participation, transition</p> <p><i>Note: a and b apply to primary school only</i></p>	<p><b>C3: (2014)</b> Ps : 42.9%</p> <p><b>TTI Lab Sch. (2014)</b> PS: 43.8%</p>		<p><b>C3: (2015)</b> Ps : 60.7%</p> <p><b>TTI Lab Sch. (2015)</b> PS: 52.4%</p>					
<p><b>2R3 School managers initiate activities to create a school reading culture</b></p> <p><b>Detailed Indicator</b> % of schools which plan for and implement initiatives to support reading <u>at least three</u> of the following:</p> <p>a. Include school reading policies in their improvement plans</p> <p>b. Use funds to purchase age appropriate reading materials (non-text book)</p> <p>c. Upgrade school libraries</p> <p>d. Establish reading corners</p> <p>e. Set aside specific reading times during school hours</p> <p>f. Establish reading clubs</p> <p>g. Involve parents in reading activities</p> <p>h. Set up systems for home based reading</p>	<p><b>C 1: (2012)</b> All schools: 24.8% PS : 30.4% JSS: 17.4%</p> <p><b>C2: (2013)</b> All Schools: 42.1% PS : 46.3% JSS: 36.7%</p> <p><b>C3: (2014)</b> All Schools: 14.3% PS : 10.7% JSS: 19.0%</p> <p><b>TTI Lab Sch (2014)</b> All Schools: 56.3% PS : 58.3% JSS: 53.1%</p>	60% of sample of partner schools	<p><b>C 1: (2013)</b> All schools: 64.0% PS : 75% JSS: 50.7%</p> <p><b>C2: (2014)</b> All Schools: 65.2% PS : 76.3% JSS: 50.0%</p> <p><b>C3 (2015)</b> All Schools: 73.5% PS : 78.6% JSS: 66.7%</p> <p><b>TTI Lab Sch (2015)</b> All Schools: 77.1% PS : 73.8% JSS: 82.1%</p>	70% of sample of partner schools	<p><b>C1: (2014)</b> Total: 78.3% Primary: 82.2% JSS : 73.1%</p> <p><b>C2 (2015)</b> Total: 87.6% Primary: 91.3% JSS: 82.5%</p> <p><b>TTI Lab Sch (2017)</b> Data Available 2017</p>	<p>C1 (2015) Total: 87.3% Primary:91.3% JSS: 81.5%</p>		
<p><b>2R4 Districts use the teacher deployment tool for improving the efficiency of the education system</b></p>	<p><b>C1: (2014): Class size:</b></p>							

INDICATOR & DETAILED INDICATOR	BASELINE	YEAR 2 TARGET	MONITORING 2	YEAR 3 TARGET	MONITORING 3 (MIDLINE)	MONITORING 4	Year 5 Target	MONITORING 5
<p><b>Detailed Indicators</b></p> <p>% of districts using the teacher deployment tool where:</p> <p>a. The number of over and under sized classes is reduced as measured by a decrease in the student to teacher ratio (STR) outliers</p> <p>b. The number of over- and under staffed schools is reduced</p>	<p>Primary Under size: 3.3% Over size : 4 % JSS Under size : 1.6% Oversize : 5.2%</p> <p><b>C1 (2014): Staffing</b> Primary Only Under staffed: 14.6% Over staffed: 73.2%</p>							
<p><b>2R5 Districts develop needs based in-service training plans and collaborate with provincial training providers to implement these plans</b></p> <p><b>Detailed Indicator</b></p> <p>% of the districts which fulfill all the following criteria:</p> <p>a. a targeted strategic needs based in-service training plan<sup>39</sup> have been made</p> <p>b. An adequate budget has been allocated<sup>40</sup></p> <p>c. The in-service training utilize the service providers (TTI, LPMP, others)</p>	<p>C.1 (2013) 43.5%</p> <p>C.2 (2014) 25%</p> <p>C.3 (2015) 57.1</p>	45%	<p>C.1 (2014) 47.6%</p> <p>C.2 (2015) 45%</p>					

<sup>39</sup> For examples: the training is based on UKG results and for targeted teachers

<sup>40</sup> The budget provided is sufficient to cater designated teachers and the # of training days

INDICATOR & DETAILED INDICATOR	BASELINE	YEAR 2 TARGET	MONITORING 2	YEAR 3 TARGET	MONITORING 3 (MIDLINE)	MONITORING 4	Year 5 Target	MONITORING 5
<p><b>2R6 Districts use financial analysis to allocate more resources to quality improvement</b></p> <p><b>Detailed Indicator</b> # of districts or provinces allocating increased funds for at least two of the following:</p> <ul style="list-style-type: none"> <li>a. Disseminating project programs</li> <li>b. School operations (BOS Daerah)</li> <li>c. Teacher cluster groups (KKG or MGMP)</li> <li>d. Targetted teacher training</li> <li>e. Programs to improve reading</li> </ul>	<p>C.1 (2013) 78.3%</p> <p>C.2 (2014) 75.0%</p> <p>C.3 (2015) 85.7%</p>		<p>C.1 (2014) 76.2%</p> <p>C.2 (2015) 75.0%</p>					
<p><b>2R7 District have better reading program</b></p> <p><b>Detailed Indicator</b> # of districts and provinces have implemented a program to support reading development, including one of the following:</p> <ul style="list-style-type: none"> <li>a. publicity campaign,</li> <li>b. creating facilities,</li> <li>c. supplying books,</li> <li>d. providing training for teachers</li> </ul>	<p>C.1 (2013) 91.3%</p> <p>C.2 (2014) 90.0%</p> <p>C.3 (2015) 100%</p>		<p>C.1 (2014) 85.7%</p> <p>C.2 (2015) 95.0%</p>					

**Component 3 STRENGTHENED CO-ORDINATION BETWEEN ALL LEVELS OF GOI AND KEY EDUCATION INSTITUTIONS**

- 3.1 Greater capacity for staff development**
- 3.2 Greater capacity to inform national policy**
- 3.3 Greater capacity to build linkages**
- 3.4 Greater capacity to advocate for education**

INDICATOR		DETAILED INDICATOR	BASELINE	ESTIMATED YEAR 2 TARGET	MONITORING 1
<b>3R1</b>	Provincial Government coordinates the management and provision of education staff development	# Provincial Government, LPMP, TTI and Districts produce coordinated plans for teacher professional development and upgrading <sup>41</sup>	NA (The indicator and its criteria was completely revised)		
<b>3 R2</b>	Provincial Government channels funds for education staff development	# of provinces providing funds to support the implementation of needs-based teacher professional development and upgrading plans and total amount of funds provided by the provinces.	NA (The indicator and its criteria was completely revised)		
<b>3 R3</b>	Provincial Government holds Public Policy Forums to consult on policies and plans for improvements in education	# multi-stake holder forums held at provincial level # multi-stake holder forums held at district level			
3 R4	National, Provincial and district Government have better policies and plans to improve education	# of policies and plans at the national or provincial or district level to improve basic education as a result of project activities.			20 Regent's decrees related to teacher deployment were issued in 20 districts during 2014-2015

<sup>41</sup> Based on the district plans