

New Horizons for Primary Schools

PERFORMANCE MONITORING PLAN

Prepared for:

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Summary

As part of the baseline for performance and monitoring of the New Horizons for Primary Schools (NHP), a formative evaluation was carried out in May 1999 through visits to 13 schools, or 18% of the 72 NHP. Using interview and observation data from the formative evaluation, as well as National Assessment Programme (NAP) test data and survey data from all 72 schools and the baseline survey data, the baseline values for the NHP indicators were established and projections of performance were made by year over the life of the project.

Baseline values and projections are as follows:

- A. *Strategic Objective 4: Increased Literacy and Numeracy Among Targeted Jamaican Youth*
Girls 3rd grade maths go from 47.2% reaching near mastery in 1998 to 60% in 2002
Boys 3rd grade maths go from 32.9% near mastery to 50% in 2002
Girls 3rd grade language arts go from 73.1% near mastery to 83% in 2002
Boys 3rd grade language arts go from 51.3% near mastery to 65% in 2002
Girls 6th grade maths go from 14.3% near mastery to 25% in 2002
Boys 6th grade maths go from 5.7% near mastery to 20% in 2002
Girls 6th grade language arts go from 42.6% near mastery to 56% in 2002
Boys 6th grade language arts go from 17.3% near mastery to 30% in 2002
- B. *Intermediate Result 1: Improved Quality of Teaching*
The index of teaching quality goes from the current 0.43 to 0.71 in 2003
(The index includes the proportion of students reaching near mastery over all students in a class, the classroom environment score, and the proportion of student-initiated interactions over the expected frequency of student-initiated interactions).
- C. *Lower Level Intermediate Results 1.1: Improved teaching-skills competency*
The proportion of interactions involving explanation and feedback goes from 0.14 to 0.35 in 2002.
- D. *Lower Level Intermediate Result 1.2: Improved knowledge of subject matter*
The proportion of NHP teachers who can identify the NHP interventions goes from 0.12 to 1.0 or all the teachers involved in the project.
- E. *Lower Level Intermediate Results 1.1a and 1.2a: Professional development*
The proportion of NHP teachers who have participated in project related training goes from zero to .70. The number of schools with resource teachers increases from .15 to .55 in 2003.
- F. *Lower Level Intermediate Result 1.3: Improved instructional materials*
The proportion of students who have maths and language materials goes from 0.2 and 0.4 to 0.5 and 0.8 in 2003, respectively. The proportion of students who have math

and language materials and are using them goes from 0.25 and 0.27 to 0.45 and 0.50 in 2003, respectively.

- G. Lower Level Intermediate Result 1.4: Improved teacher-student ratios*
Not within the scope of NHP.
- H. Intermediate Level Result 2: Increased student attendance*
The total corrected average attendance ratio goes from 0.76 to 0.84 in 2003.
The male corrected average attendance ratio goes from 0.74 to 0.82 in 2003.
The female corrected average attendance ratio goes from 0.79 to 0.87 in 2003.
- I. Lower Level Intermediate Result 2.1: Special incentives program implemented*
The proportion of teachers who have functioning special incentive programs to encourage attendance goes from 0.5 to 0.9 in 2003.
- J. Lower Level Intermediate Result 2.2: Improved school/parent/community involvement*
The total proportion of students receiving parental help goes from 0.36 to 0.50 in 2003.
- K. Lower Level Intermediate Result 2.2.1: PTAs effectively functioning*
The proportion of schools with regular PTA meetings goes from 0.33 to 0.70 in 2003.
- L. First Level Intermediate Result 3: Improved management of schools*
The proportion of schools with development plans goes from 0.33 to 0.70 in 2003.
- M. Lower Level Intermediate Results 3.1: Improved Effectiveness of School Boards*
This indicator will be monitored as part of the work of the NCE.
- N. Lower Level Intermediate Result 3.2: Effective School Principals and Administrators*
Schools using computers for administration go from zero to 0.80 in 2003.

I. Introduction

The New Horizons for Primary Schools Project (NHP) has the objective to enhance the performance of Jamaican primary school students in numeracy and literacy. The focus is on those children who, because of poverty and other disabling conditions, have had little academic success in school. Increased academic success is to be accomplished through the development of model interventions that, when tested, can be used to improve the performance of low-achieving children throughout Jamaica. Thus, the products of the contractor's work will be changes in schools and classrooms that result in individual students having greater academic success in primary school. Such results will include measurement of the indicators for USAID strategic objective.

The performance of the contractor should, however, not be judged on the change in these indicators but rather on those reflecting the objective of assisting those children who have failed to acquire numeracy and literacy skills to reach acceptable levels of performance. This means that appropriate intermediate indicators relate to the teaching-learning environment that allows these students to improve. Thus, contractor performance is directly supportive of the Strategic Objective but performance indicators are not identical to those currently defined in the USAID strategy. Additionally, contract work directly supports Intermediate Result 1: Improved Quality of Teaching and Lower Level Intermediate Results 1.1, 1.2, and 1.3. Similarly, the contractor efforts directly support Intermediate Result 2: Increase student attendance through Lower Level Intermediate Result 2.1- *Special incentive programs implemented* and Intermediate Result 3: Improved Management of Schools through Lower Level Result 3.2 - *Effective school principals and Administrators*. Lower Level Intermediate Results 1.4, 2.2, 2.2.1, and 3.1 are supported indirectly through coordination with other NHP partners.

Over the course of the project, systems, such as administrative computers, will be implemented that assist schools to monitor their own performance. The results of individual school monitoring can be aggregated to examine project performance. Similarly, NHP will integrate MOEYC databases to provide additional data sources for monitoring performance. Initially, however, monitoring was carried out as part of the formative evaluation effort designed to provide feedback to program technicians implementing the interventions. As formative evaluation requires in-depth data collection, a representative sample of 18% of project schools were selected for evaluation. As it is envisioned that formative evaluation will take place on a yearly basis, systematic monitoring of performance will occur at this time.

The initial formative evaluation was carried out during May 1999, forming the baseline for Performance Monitoring and has been used to make projections of performance over the life of the project.

II. Definition of Indicators, Data Sources and Collection Procedures

A. Strategic Objective 4: Increased Literacy and Numeracy Among Targeted Jamaican Youth

Performance Indicators:

- \$ Language Arts scores - grades 3 and 6
- \$ Mathematics scores - grades 3 and 6

Indicator Definition:

- \$ % of students in grades 3 through 6 of NHP schools meeting near mastery criteria in Language Arts
- \$ % of students in grades 3 through 6 of NHP schools meeting near mastery criteria in Mathematics

Data Requirements:

Number of students taking NAP tests in project schools by gender at 3rd and 6th levels.

Data Source: NAP database

Frequency: Yearly updates for monitoring and diagnostic purposes. Impact will be measured in the last two years of the activity when interventions are fully in place.

Data Collection: Analysis of the NAP database for project schools

Purpose and Issues: The purpose of this indicator is to measure the degree to which the New Horizons approach increases the performance of those students who have failed to acquire numeracy and literacy skills to levels considered acceptable. NAP defines less than 50% of the items in each domain correct as **No mastery** at the third grade level. Currently available NAP data for 1998 suggest that in NHP schools, over half of the third graders fail to reach this level in maths (boys 67.1%, girls 52.8%). In language arts, the percentages are 48.7% and 26.9% of NHP boys and girls, respectively, who fall into the category of **No mastery**. Although NAP does not designate mastery levels for the sixth grade GSAT, the criteria used at the third grade level will be employed in determining student progress (less than 50% correct = **No mastery**, 50% to 75% correct = **Near mastery** and above 75% = **Mastery**). Using these criteria, over 80% of boys are in the **No mastery** group in both subjects, whereas 57% and 86% of sixth grade girls are in this group in language and maths, respectively performance in numeracy and literacy. Criteria for near mastery are: 30 correct responses on the third grade language arts test; 35 correct responses on the third grade mathematics test; and 40 correct responses on both the GSAT sixth grade language arts and mathematics measures.

Jamaica is promoting pupil-centered **Everyone can learn** concept of teaching rather than a norm-based **cream of the crop** approach. Thus, the focus is shifting to all children's mastery

of the curricular content. This means that the array of individual scores will shift from the normal distribution or bell shaped curve associated with a norm-based assessment and mean scores, toward a J-curve with a few students falling at the low end and the middle and most scores reflecting a high degree of learning. However, with the current inverse J-curve, the first step will be to move students to near mastery levels. As students in NHP schools currently have between 10%-15% more students at the no mastery level than other Jamaican schools (see Appendix A), increasing the percentage of students in the near mastery level to that of the general population will be a goal for the activity. However, the percentage of students reaching mastery levels will also be monitored.

B. Intermediate Result 1: Improved Quality of Teaching

Performance Indicator: Index of teacher quality

Indicator Definition: Composite of the three basic components of teacher performance, including 1) content knowledge of students (number of students reaching near mastery in math and language arts over all students at a grade level); 2) classroom learning environment (measured on a classroom environment scale); and 3) teaching for learning (percentage of student initiated interactions) aggregated across sample classrooms, expressed as a value between 0 (minimum) and 1 (maximum). Scores on these dimensions have been averaged as an overall index:

$(NML_{py} + NMM_{py} + CE + SI) \div 4$ where

NML_{py} = Percent of all third grade students reaching near mastery in language arts in the previous year

NMM_{py} = Percent of third grade students reaching near mastery in mathematics in the previous year

CE = Average score of sample classrooms on classroom environment scale

SI = Percent of student-initiated interactions over the expected frequency of such interactions averaged across sample classrooms.

Data Requirements: Representative sample of NHP teachers/classrooms.

Data Source: Project schools and NAP data

Data Collection: Observations and analysis of NAP database

Frequency: Yearly Updates.

Purpose and Issues: Teaching quality has been measured through three generally accepted standards for determining teacher performance C content knowledge of students, environment for student learning, and teaching for student learning. The first of these dimensions was measured by the SO performance indicator. As mentioned, the focus has been on those children who have not mastered the subject matter. As current year NAP scores are not available in May-June when observational data are collected, previous year scores will be used. Learning environment standards relate to the social and emotional components of learning as prerequisites to and context for academic achievement. Thus, the focus was on the physical setting created by the teacher and the resources available. Teaching for student learning concerns the act of teaching and its overall goal of helping students understand the content and teachers' abilities to present content in a manner that is consistent with the knowledge, interests and abilities of the students. For the purposes of monitoring, the focus was on interactions in the classroom between teachers and students. Specifically, the percentage of student-initiated interactions over the expected frequency (50%) of such interactions in interchanges between students and teachers. Evidence is drawn primarily from classroom observation.

C. Lower Level Intermediate Results 1.1: Improved teaching-skills competency

Performance Indicator: Quality of teacher-student interactions

Indicator Definition: Number of interactions involving expansion and feedback divided by the total number of observed interactions between teachers and students.

Data Requirements: Representative sample of project schools

Data Source: NHP Schools

Data Collection: Structured Observations

Frequency: Yearly Updates

Purpose and Issues: Teachers' ability to impart information and encourage inquiry rests largely with the types of verbal and non-verbal interactions that they use to engage students. To be effective, such interactions create situations that allow students to apply their knowledge and not merely memorize facts. Teachers must also monitor learning to make certain that students assimilate information accurately and can use what they have learned. Permitting students to expand ideas together with providing feedback and explanation as needed are generally considered manifestations of these skills.

D. Lower Level Intermediate Result 1.2: Improved knowledge of subject matter

Performance Indicator: Teacher mastery of intervention principles

Indicator Definition: Number of teachers who identify the principles of a given intervention divided by the total number of teachers in a sample who are employing the intervention.

Data Requirements: Representative sample of project schools.

Data Source: Teachers

Data Collection: Teacher interviews

Frequency: Yearly Updates

Purpose and Issues: There is consensus in the international literature on educational innovation that mastery of new instructional approaches by teachers is a critical factor in adoption and sustainability. A second factor closely associated with mastery of the innovation is commitment to the new approach. This was measured through a series of questions in the teacher interview designed to measure the knowledge of NHP purpose, approach, adoption and continued use of new methods.

E. Lower Level Intermediate Results 1.1a and 1.2a: Professional development program

Performance Indicator: Professional development program functioning

Indicator Definition:

\$ Number of teachers who have participated in training divided by total number of NHP teachers

\$ Number of NHP schools with resource teachers divided by all NHP schools

Data Requirements: Teachers and resource teachers participating in New Horizons training programs.

Data Source: PDU records, teachers, and principals

Data Collection: Document review and questionnaires

Frequency: Yearly Updates

Purpose and Issues: The purpose of this indicator is to establish the number of teachers that have engaged in professional development activities as a consequence of their participation in

the New Horizons project. The indicator takes into account training in Jamaica and abroad. Data from the NHP diagnostic survey and the formative evaluation were used to establish the baseline. Subsequent monitoring will be undertaken in collaboration with the PDU.

F. Lower Level Intermediate Result 1.3: Improved instructional materials

Performance Indicator: Utilization of instructional materials

Indicator Definition:

\$ Average number of instructional materials available per student in classrooms

\$ Average number of students utilizing materials divided by the total number of students present

Data Requirements: Representative sample of NHP classrooms

Data Source: NHP Schools

Data Collection: Structured Observations

Frequency: Yearly Updates

Purpose and Issues: The purpose of this indicator is to confirm the provision to classrooms of project schools of sufficient supplementary materials to enrich the teaching and learning of literacy and numeracy. However, availability of materials alone is not an adequate measure, as students must use materials in order to enhance academic achievement.

G. Lower Level Intermediate Result 1.4: Improved teacher-student ratios

This result is beyond the manageable interest of NHP to affect.

H. Intermediate Level Result 2: Increased student attendance

Performance Indicators: Number of enrolled students in project schools attending classes

Indicator Definition: Average number of students attending class on a given day, divided by the number of students enrolled in sample schools, corrected for observed attendance, disaggregated by gender. The formula for attendance is:

$AA_{tot} \times CF$ where

AA_{tot} = Average percentage of sample school attendance in a given year

CF = The correction factor of $1 - (AA_{tot} - AA_{cl})$

AA_{cl} = Average sample classroom attendance in a given year

Data Requirements: Representative sample of NHP schools

Data Source: School records and observational counts

Data Collection: Document review and school visits

Frequency: Yearly Updates

Purpose and Issues: The purpose of this indicator is to measure the extent to which project activities impact absenteeism rates among students. Attendance was examined by gender, as male attendance is traditionally lower than female attendance throughout the country. As official school attendance may run the risk of inflation or deflation, a correction factor of observed attendance recorded by the evaluation team was incorporated into the measure.

I. Lower Level Intermediate Result 2.1 : Special incentives program implemented

Performance Indicator: Special incentive programs functioning in classrooms

Indicator Definition: Number of sample teachers identifying incentive programs in their classrooms divided by all teachers in the sample.

Data Requirements: Representative sample of NHP schools

Data Source: NHP Teachers

Data Collection: Teacher Interview

Frequency: Yearly Updates

Purpose and Issues: The key to the success of incentive programs is their integration with the teaching-learning process; thus, classroom teachers are the appropriate source of information about incentives. As NHP provides a variety of incentives, teachers were asked to list all of those with which they are involved.

J. Lower Level Intermediate Result 2.2: Improved school/parent/community involvement

Performance Indicators: Parents assist students with academic studies

Indicator Definition: Number of students stating that parents assist with reading/math divided by the total sample of students.

Data Requirements: Representative sample of NHP schools

Data Source: Sample of NHP students

Data Collection: Student Interviews

Frequency: Yearly Updates

Purpose and Issues: The body of research on parent participation shows positive effects brought about by parental emphasis on literacy and other achievement in the home. As the focus of the project is on improved student learning, parental participation in learning has been measured. In the baseline year, this was based on the sample of students interviewed in the NHP diagnostic survey. In subsequent years, it will be monitored through the formative evaluation. Other indicators, such as the number of schools with parent participation programs, will be monitored in partnership with the NCE.

K. Lower Level Intermediate Result 2.2.1: PTAs effectively functioning

Performance Indicators: PTAs meet regularly

Indicator Definition: Number of schools with PTAs adhering to a regular schedule of meetings divided by all NHP schools.

Data Requirements: NHP schools

Data Source: School principal

Data Collection: Questionnaire

Frequency: Yearly Updates

Purpose and Issues: This indicator will continue to be monitored as part of the work of the NCE.

L. First Level Intermediate Result 3: Improved management of schools

Performance Indicators: Management plans in place

Indicator Definition: Number of schools with school development plans divided by all NHP schools

Data Requirements: NHP Schools

Data Source: School principal

Data Collection: Questionnaires

Frequency: Yearly Updates

Purpose and Issues: The purpose of the indicator is to measure the integration of project interventions with school activities. The indicator will be monitored in collaboration with NCE and takes into account training for school, parent and community leaders.

M. Lower Level Intermediate Results 3.1: Improved Effectiveness of School Boards

Performance Indicators: School Boards meeting performance standards

Indicator Definition: Percentage of schools whose Boards meet established performance standards.

Data Requirements: School Boards servicing schools included in the New Horizons project.

Data Source:

- 1) School Boards
- 2) Board Plans
- 3) Board Members
- 4) School Management Teams

Data Collection:

- 1) Questionnaires
- 2) Interviews
- 3) Observations
- 4) Document Review

Frequency: Yearly Updates

Purpose and Issues: This indicator will be monitored as part of the work of the NCE.

N. Lower Level Intermediate Result 3.2: Effective School Principals and Administrators

Performance Indicators: School administrators utilizing computer assisted management procedures

Indicator Definition: Number of principals using computers for school administration divided by all NHP principals

Data Requirements: NHP schools

Data Source: School Principals

Data Collection: Questionnaires

Frequency: Yearly Updates

Purpose and Issues: The purpose of this indicator is to ascertain the degree to which project activities have influenced the effectiveness of project school principals and other administrators. Utilization of the computer and accompanying administrative software can speed principals= decision-making and ease reporting burdens.

III. Performance Data Tables

Table 1: Language and Mathematics Scores

Strategic Objective 4: Increased literacy and numeracy among Jamaican youth in targeted primary schools

Result Name: Increased literacy and numeracy among Jamaican youth in targeted primary schools

Indicator: Language and Mathematics scores

Unit of Measure: Percentage of students in grades 3 and 6 of NHP schools meeting near mastery criteria in Language Arts and in Mathematics

Source: National Assessment Programme (NAP) annual primary school test results

Indicator Description: This indicator is the percentage of students in the third and sixth grade of NHP schools that have over 50% of the items in each domain correct on NAP tests. It reflects the degree to which the New Horizons approach increases the performance of those students who have failed to acquire numeracy and literacy skills to levels considered acceptable, as the NAP defines less than 50% of the items in each domain correct as **no mastery** at the third grade level. Although NAP does not designate mastery levels for the sixth grade GSAT, the criteria of less than 50% will be used in determining student progress at sixth grade.

Projected Performance:

Year/ Subject	Actual		Planned							
	1998		1999		2000		2001		2002	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Grade 3 Maths	47.2%	32.9%	50%	34%	54%	39%	58%	43%	60%	50%
Grade 3 Lang. Arts	73.1%	51.3%	75%	53%	77%	55%	80%	60%	83%	65%
Grade 6 Maths	14.3%	5.7%	16%	7%	18%	10%	20%	13%	25%	20%
Grade 6 Lang. Arts	42.6%	17.3%	45%	19%	48%	22%	52%	25%	56%	30%

Table 2: Index of Teaching Quality

Strategic Objective 4: Increased literacy and numeracy among Jamaican youth in targeted primary schools

Result Name: Intermediate Result 1 - Improved quality of Teaching

Indicator: Index of teaching quality

Unit of Measure: Scores on three basic components of teacher performance aggregated across sample schools, averaged in an overall index.

Source: NAP database and formative evaluation data.

Indicator Description: Composite of the three basic components of teacher performance: 1) content knowledge of students (number of students reaching near mastery over all students at a grade level); classroom learning environment (measured on a classroom environment scale); and teaching for learning (percentage of student initiated interactions) aggregated across sample classrooms, expressed as values between 0 (minimum) and 1 (maximum) and averaged in an overall index.

Projected Performance:

Year	Actual	Planned			
	1999	2000	2001	2002	2003
Teacher Quality	.43	.50	.58	.65	.71

Table 3: Quality of Teacher-Student Interactions

Strategic Objective 4: Increased literacy and numeracy among Jamaican youth in targeted primary schools

Result Name: Intermediate Result 1.1 - Improved teaching skill quality

Indicator: Quality of teacher-student interactions

Unit of Measure: The number of interactions with students involving explanation and feedback on performance divided by the total number of interactions.

Source: Formative evaluation classroom observation

Indicator Description: Number of interactions involving explanation, and feedback divided by the total number of observed interactions in a sample of NHP teachers.

Projected Performance:

Year	Actual	Planned			
	1999	2000	2001	2002	2003
Quality of Interactions	.14	.20	.25	.30	.35

Table 4: Teacher Mastery of NHP Interventions

Strategic Objective 4: Increased literacy and numeracy among Jamaican youth in targeted primary schools

Result Name: Intermediate Result 1.2C improved knowledge of subject matter

Indicator: Teacher mastery of NHP interventions

Unit of Measure: Score on mastery scale (0-1)

Source: Formative evaluation

Indicator Description: Number of teachers who identify the principles of a given intervention divided by the total number of teachers in a sample who are employing the intervention.

Projected Performance:

Year	Actual	Planned			
	1999	2000	2001	2002	2003
Mastery Level	.12	.4	.6	.8	1.00
Comment: Initial mastery levels are low as interventions did not begin in schools during 1999 school year.					

Table 5: Professional Development Program Functioning

Strategic Objective 4: Increased literacy and numeracy among Jamaican youth in targeted primary schools

Result Name: Lower Level Intermediate Results 1.1a and 1.2a: Professional development program

Indicator: Professional Development Program functioning

Unit of Measure: Teacher participation in training.

Source: Formative evaluation and NHP diagnostic survey.

Indicator Description: Number of teachers who have participated in training divided by total number of NHP teachers.
Number of NHP schools with resource teachers divided by all NHP schools.

Projected Performance:

Year	Actual	Planned			
	1999	2000	2001	2002	2003
Teacher Participation	0	.25	.35	.50	.70
Schools with Resource Teachers	.15	.25	.35	.45	.55
Comment: Current resource teachers have been trained as part of other programs/initiatives					

Table 6: Utilization of Instructional Materials

Strategic Objective 4: Increased literacy and numeracy among Jamaican youth in targeted primary schools

Result Name: Improved Instructional Materials

Indicator: Utilization of Instructional Materials

Unit of Measure: Average proportion of children observed using materials (0-1)

Source: Formative evaluation classroom observation

Indicator Description: Average number of instructional materials per student available in observed classrooms
Average number of students utilizing materials divided by total number of students present.

Projected Performance:

Year	Actual		Planned							
	1999		2000		2001		2002		2003	
	Math	Lang	Math	Lang	Math	Lang	Math	Lang	Math	Lang
Avg No. of Materials Available	.2	.4	.25	.5	.33	.6	.42	.7	.50	.80
Ave. No. of Students Using Materials	.25	.27	.30	.33	.36	.40	.41	.45	.45	.50

Table 7: Number of Enrolled Students in Project Schools Attending Classes

Strategic Objective 4: Increased literacy and numeracy among Jamaican youth in targeted primary schools

Result Name: Intermediate Result 2 - Increased student attendance

Indicator: Number of enrolled students in project schools attending classes

Unit of Measure: The number of students attending class on a given day, divided by the number of students enrolled in sample schools disaggregated by gender

Source: School records
Observational counts

Indicator Description: Since male attendance is traditionally lower throughout Jamaica, attendance has been disaggregated by gender. To correct for possible inflation or deflation of official school counts, the ratios have been corrected by observed attendance in selected classrooms.

Projected Performance:

Year	Actual	Planned			
	1999	2000	2001	2002	2003
Total Attendance Ratio	.76	.78	.80	.82	.84
Male Attendance Ratio	.74	.76	.78	.80	.82
Female Attendance Ratio	.79	.81	.83	.85	.87

Table 8: Special Incentive Programs Functioning in the Classroom

Strategic Objective 4: Increased literacy and numeracy among Jamaican youth in targeted primary schools

Result Name: Lower Level Intermediate Result 2.1 - Special incentives program implemented

Indicator: Special incentive programs functioning in the classroom

Unit of Measure: The number of sample teachers who identified attendance incentive programs divided by all teachers in the sample

Source: NHP teachers

Indicator Description: All teachers were asked to list all the incentives used to encourage student attendance

Projected Performance:

Year	Actual	Planned			
	1999	2000	2001	2002	2003
Teachers with special incentive programs	.50	.60	.70	.80	.90

Table 9: Parents Assist Students with Academic Studies

Strategic Objective 4: Increased literacy and numeracy among Jamaican youth in targeted primary schools

Result Name: Lower Level Intermediate Result 2.2 - Improved school/parent/community involvement

Indicator: Parents assist students with academic studies

Unit of Measure: The number of students in a sample who stated that parents assist with reading/maths divided by all sample students, disaggregated by gender

Source: Sample of NHP students

Indicator Description: NHP students were asked if relatives assisted with reading/maths; that data presented here has been limited to direct parental involvement.

Projected Performance:

Year	Actual	Planned			
	1999	2000	2001	2002	2003
Parental help: total students	.36	.40	.45	.50	.50
Parental help: males	.38	.40	.45	.50	.50
Parental help: females	.35	.40	.45	.50	.50
Comment:	It is anticipated that half the students will receive parental help by 2002 and that this level will then be sustained.				

Table 10: PTA-s Hold Regular Meetings

Strategic Objective 4: Increased literacy and numeracy among Jamaican youth in targeted primary schools

Result Name: Lower Level Intermediate Result 2.2.1CPTAs effectively functioning

Indicator: Schools with PTAs meet on a regular schedule

Unit of Measure: The number of schools with PTAs meeting on a regular monthly schedule divided by all NHP schools

Source: School principals

Indicator Description: The total number of schools with PTAs was measured by the NHP diagnostic survey and the meeting frequency has been estimated from the schools in the formative evaluation sample

Projected Performance:

Year	Actual	Planned			
	1999	2000	2001	2002	2003
Schools with PTAs	.89	.93	.97	.98	.98
Schools with regular PTA meetings	.33	.40	.50	.60	.70

Table 11: Management Plans in Place

Strategic Objective 4: Increased literacy and numeracy among Jamaican youth in targeted primary schools

Result Name: First Level Intermediate Result 4C Improved Management of Schools

Indicator: NHP schools have designed development plans

Unit of Measure: The number of schools with development plans divided by the number of NHP schools

Source: School principals

Indicator Description: As part of the NHP program, principals were asked to design development plans taking into consideration school needs, teacher training, curriculum design and parent/community involvement.

Projected Performance:

Year	Actual	Planned			
	1999	2000	2001	2002	2003
Schools with development plans	.30	.75	.90	.90	.90

Table 12: School Administrators Using Computers for School Administration

Strategic Objective 4: Increased literacy and numeracy among Jamaican youth in targeted primary schools

Result Name: Lower Level Intermediate Result 4.2C Effective School Principals and Administrators

Indicator: Principals or school administrators using computers for school administration

Unit of Measure: The number of principals using computers divided by the number of NHA principals

Source: NHP principals

Indicator Description: Use of computers with appropriate administrative software will increase the efficiency of decision-making and monitoring of school enrollments, attendance, student promotion and grades.

Projected Performance:

Year	Actual	Planned			
	1999	2000	2001	2002	2003
Schools with one or more computers	.25	1.0	1.0	1.0	1.0
Schools using computers for administration	0	.2	.4	.6	.8

IV. Performance Measurement Plan

PERFORMANCE INDICATOR	INDICATOR DEFINITION AND UNIT OF MEASUREMENT	DATA SOURCE	METHOD/APPROACH OF DATA COLLECTION OR CALCULATION	DATA ACQUISITION BY MISSION		ANALYSIS, USE & REPORTING	
				Schedule/Frequency	Responsible Person(s) and Team	Schedule by Management Event	Responsible Person(s) and Team
STRATEGIC OBJECTIVE: Increased literacy and numeracy among youth targeted schools							
- Language arts scores grader 3 and 6 - Mathematics scores grades 3 and 6	Definition: % of students in grades 3 through 6 of NHP schools meeting near mastery criteria in Language Arts Unit: % approx.10% increase over LOP	NAP Database	Analysis of the NAP database for Project Schools	Yearly Updates	Formative Evaluation Specialist and Team	Annual Report	COP and Evaluation Specialist
IR 1: Improved quality of teaching							
Index of Teacher Quality	Definition: Composite of three components of teacher performance: 1) content knowledge of students; 2) classroom learning environment, and 3) teaching for learning Unit: Scores on a three dimensions and averaged in an overall index –baseline established with 1999 formative evaluation data	Sample of Project Schools and NAP Data	Observations Analysis of NAP database	Yearly Updates	Formative Evaluation Specialist and Team	Formative Evaluation Report	Formative Evaluation Specialist
IR 1.1: Improved teaching-skills competency							
Quality of teacher-student interactions	Definition: Number of interactions involving expansion, explanation, and feedback divided by the total number of observed interactions. Unit: % - baseline established with 1999 formative evaluation data	Sample of NHP Schools	Structured Observations	Yearly Updates	Formative Evaluation Specialist and Team	Formative Evaluation Report	Formative Evaluation Specialist

PERFORMANCE INDICATOR	INDICATOR DEFINITION AND UNIT OF MEASUREMENT	DATA SOURCE	METHOD/APPROACH OF DATA COLLECTION OR CALCULATION	DATA ACQUISITION BY MISSION		ANALYSIS, USE & REPORTING	
				Schedule/Frequency	Responsible Person(s) and Team	Schedule by Management Event	Responsible Person(s) and Team
LLIR 1.2: Improved knowledge of subject matter							
Teacher mastery of intervention principles	<p>Definition: Number of teachers who identify the principles if a given intervention divided by the total number of teachers in a sample who are employing the intervention.</p> <p>Unit: % - baseline established with 1999 formative evaluation data</p>	Teachers in sample of NHP schools	Teacher Interviews	Yearly Updates	Formative Evaluation Specialist And Team	Formative Evaluation Report	Formative Evaluation Specialist
LLIR 1.1a and 1.2a: Professional development program							
Professional development program functioning	<p>Definition: Number of teachers who have participated in training divided by total number of NHP teachers. Number of NHP schools with resource teachers divided by all NHP schools</p> <p>Unit: %</p>	PDU Records Teachers Principals	Document Review Questionnaires	Yearly Updates	Professional Development Specialist	PDU and Contractor Training Reports	COP and Training Coordinator
LLIR 1.3: Improved instructional materials							
Utilization of instructions materials	<p>Definition: Average number of instructional materials available in classrooms; average number of students utilizing materials divided by all student in classroom.</p> <p>Unit: % baseline established with 1999 formative evaluation data</p>	Sample of NHP Schools	Structured Observations	Yearly Updates	Formative Evaluation Specialist and Team	Formative Evaluation Report	Formative Evaluation Specialist
LLIR 1.4: Improved teacher student ratios							
This result is beyond the manageable interest of the NHP to affect.							

PERFORMANCE INDICATOR	INDICATOR DEFINITION AND UNIT OF MEASUREMENT	DATA SOURCE	METHOD/APPROACH OF DATA COLLECTION OR CALCULATION	DATA ACQUISITION BY MISSION		ANALYSIS, USE & REPORTING	
				Schedule/Frequency	Responsible Person(s) and Team	Schedule by Management Event	Responsible Person(s) and Team
ILR 2: Increased student attendance							
Number of enrolled students in project schools attending classes	<p>Definition: Average number of students attending classes in the morning and afternoon on a given day, divided by the number of students enrolled in sample schools, corrected for observed attendance, disaggregated by gender.</p> <p>Unit: % - baseline established with 1999 formative evaluation data</p>	School Records Observations in sample NHP schools	Document Review School Visits	Yearly Updates	Formative Evaluation Specialist and Team	Formative Evaluation Report	Formative Evaluation Specialist
LLIR 2.1: Special incentives program implemented							
Special incentive programs functioning in classrooms	<p>Definition: Number of sample teachers identifying incentive programs in their classrooms divided by all teachers in the sample</p> <p>Unit: % - baseline established with 1999 formative evaluation data</p>	NHP Teachers	Teacher Interview	Yearly Updates	Formative Evaluation Specialist and Team	Formative Evaluation Report	Evaluation and Research Contractor
LLIR 2.2: Improved school/parent/community involvement							
Parents assist students with academic studies	<p>Definition: Number of students stating that parents assist with reading and math divided by the total sample of students.</p> <p>Unit: % - baseline established with 1999 formative evaluation data</p>	Students in sample NHP schools	Student Interviews	Yearly Updates	Evaluation and Research Contractor	Formative Evaluation Report	Evaluation and Research Contractor
LLIR 2.2.1: PTA's effectively functioning							
PTA's meet regularly	<p>Definition: Number of schools with PTA's adhering to a regular schedule of meetings divided by all NHP schools.</p> <p>Unit: %</p>	NHP School Principals	Questionnaire	Yearly Updates	NCE Outreach Specialist	NCE Reports	COP and NCE Coordinator

PERFORMANCE INDICATOR	INDICATOR DEFINITION AND UNIT OF MEASUREMENT	DATA SOURCE	METHOD/APPROACH OF DATA COLLECTION OR CALCULATION	DATA ACQUISITION BY MISSION		ANALYSIS, USE & REPORTING	
				Schedule/Frequency	Responsible Person(s) and Team	Schedule by Management Event	Responsible Person(s) and Team
FLIR 3: Improved management of schools							
Management Plans in place	Definition: Number of schools with school development plans divided by all NHP schools. Unit: %	NHP Schools	Questionnaires	Yearly Updates	NCE Management Specialist	NCE Reports	COP and NCE Coordinator
LLIR 3.1: Improved effectiveness of School Boards							
School Boards meeting performance standards	Definition: Percentage of schools whose Boards meet established performance standards. Unit: %	School Boards Board Plans Board	Questionnaires Interviews Observations Document Review	Yearly Updates	NCE Management Specialist	NCE Reports	COP and NCE Coordinator
LLIR 3.2: Effective school principals and administrators							
School administrators utilizing computer assisted management procedures	Definition: Number of principals using computers for school administration divided by all NHP principals. Unit: %	Project Principals	Questionnaires	Yearly Updates	EMIS Specialist	EMIS Reports	COP and EMIS Specialist

**Appendix A:
Summary NAP Scores**

1998 Third Grade NAP Scores - Students below A near mastery[@]				
	Language Arts		Mathematics	
	Males	Females	Males	Females
Non-NHP	38.1%	21.7%	58.3%	44.5%
NHP	48.7%	26.9%	67.1%	52.8%
1998 Sixth Grade GSAT Scores - Students below 50% correct				
	Language Arts		Mathematics	
	Males	Females	Males	Females
Non-NHP	68.4%	40.0%	84.0%	70.6%
NHP	82.7%	57.4%	94.3%	85.7%

**Appendix B:
Sample Schools, Teachers and Classrooms**

The sampling design consisted of randomly selecting 16 schools stratified by Region and size, resulting in a sample representing 22% of the 72 NHP schools. All six Regions were represented in the original design, but due to time limitations 13 schools were visited and observations were made in 28 classrooms. At each school the principal was interviewed in addition to the teachers who were observed. The table below shows the schools visited, size, and the grades observed.

School Number	Region	School	School Size	Classroom Number	Grade
1	I	Mt. James	Small	1	2-3
				2	5-6
2	I	Denham Town	Large	3	3
				4	3
				5	3
				6	3
3	I	Maxfield Park	Large	7	3
				8	3
4	V	Ramble All Age	Small	9	3-4
5	V	Mizpah All Age	Small	10	4-5
6	IV	Negril All Age	Medium	11	4
				12	3
7	VI	Tulloch Primary	Large	13	3
				14	3
8	VI	Horizon Park All Age	Medium	15	3
				16	3
				17	3

School Number	Region	School	School Size	Classroom Number	Grade
9	II	Manchioneal All Age	Medium	18	3
				19	3
11	VI	Polly Ground Primary	Small	21	1
				22	3
12	VI	Linstead Primary and Junior High	Large	23	3
				24	3
				25	3
				26	3
13	I	Greenwich Town All Age	Medium	27	3
				28	3