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EGRA Plus: Liberia

Quarterly Progress Report:
April – June 2009



Early Grade Reading Assessment (EGRA) Plus: Liberia
EdData II Task Number 6
Contract Number EHC-E-06-04-00004-00
Strategic Objective 3
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Prepared for
USAID/Liberia

Prepared by
RTI International
3040 Cornwallis Road
Post Office Box 12194
Research Triangle Park, NC 27709-2194

RTI International is a trade name of Research Triangle Institute.

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Abbreviations

BPA	Blanket Purchase Agreement
CDIE	[USAID] Center for Development Information and Evaluation
COTR	Contracting Officer’s Technical Representative
cwpm	correct words per minute
EGRA	Early Grade Reading Assessment
EMIS	education management information system
FI	Full Intervention [schools]
LET	Liberian Education Trust
LI	Light Intervention [schools]
M&E	monitoring and evaluation
MOE	Ministry of Education
n/a	not applicable
NGO	nongovernmental organization
PAS	[RTI] Project Administration Specialist
PMP	Performance Monitoring Plan
PTA	parent-teacher association
QPR	Quarterly Performance Report
RTI	Research Triangle Institute
SoW	Scope of Work
TBD	to be determined
USAID	United States Agency for International Development
USG	U.S. Government

Key Project Participants

RTI International

Luis Crouch, Principal Investigator
Medina Korda, Task Coordinator
Marcia Davidson, Reading Expert
Eileen Reynolds, Monitoring and Evaluation Specialist
Anudari Altangerel, Project Administration Specialist

Liberian Education Trust

Evelyn Kandakai, Project Supervisor
Ollie White, Technical Coordinator
Eli Lumei, Assistant to Technical Coordinator
David Walton, Finance Director
Toe Adolphus, Accountant
Moulton Seward, Office Manager

Ministry of Education

James E. Roberts, Deputy Minister for Policy and Planning
Hester Williams-Catakaw, Deputy Minister for Curriculum and Instruction
Rosaline Sherman, Primary Education Department Director
Isaac Fufflay, Reading Expert
Farwenee Dormu, Education Management Information System (EMIS) Administrator

USAID and other U.S. Government

George (“Gib”) Brown, USAID/Liberia Contracting Officer’s Technical Representative (COTR)
Margaret Sancho-Morris, USAID/Liberia, Education Team Leader

This report summarizes activities for the Early Grade Reading Assessment (EGRA) Plus: Liberia program, under United States Agency for International Development (USAID) Contract Number Contract EHC-E-06-04-00004-00 for the period April–June 2009.

I. Overview of Significant EGRA Plus: Liberia Accomplishments

The accomplishments summarized here are grouped to facilitate reading and are listed in random order.

- **Project management and systems improvement:** RTI continued providing support needed by the Liberian Education Trust (LET) to improve its financial management systems and to deepen its skills in monitoring and evaluation, technical aspects of the project, and supervision and management. Ms. Medina Korda, Task Coordinator, spent five weeks in May/June 2009 supporting preparation and implementation of the midterm assessment as well as supporting improvements in LET’s management systems.
- **Midterm assessment:**
 - **Instruments adjustments, assessor training, and data collection.** The EGRA team adjusted the instruments and calibrated them through a mini-pilot in four schools. The instruments for the midterm assessment are fully comparable to those of the baseline assessment. A total of 47 assessor candidates were trained to administer the EGRA. Using the inter-rater reliability tools, the EGRA team chose the best 18 assessors, who were then deployed for data collection.¹ The data collectors reached 179 out of 180 target schools and completed their work in four weeks.²
 - **Data entry, cleaning, and report writing.** The EGRA team commenced the review and scoring of filled-out instruments. RTI hired the services of a software programmer to develop EGRA data entry software in Visual Basic that would reduce the time for data entry to a third of what would have been needed previously. Data entry is planned to take place in August 2009.
- **Full Intervention (FI) efforts:**
 - **Monthly support visits to grade 2 and grade 3.** Coaches visited Full Intervention schools twice in April, twice in May and once in June. To ensure consistency of support, visits followed a schedule and scope of work determined by the workplan.

¹ The idea behind the interrater tool is that a person- usually the trainer- is chosen to represent the “gold standard”. This person pretends to be a student and then intentionally makes a number of mistakes in a given instrument. The closer the assessor is to the gold standard, the better his/her performance is. In other words, if the trainer made four intentional reading errors, then all assessors should have caught the same mistakes.

² Assessors could not reach one school because of the hard road conditions at the time of the assessment.

- **Support to trainers of teachers (Coaches).** The EGRA technical coordinator ensured that continuous support was provided to Coaches via phone. Coaches based close to the project office in Monrovia received support there.
- **Light Intervention (LI) efforts:** Coaches visited Light Intervention schools once in April and once in May.³ Teachers in these schools received support in assessing students' reading performance and completing student report cards.
- **Retreat for Coaches.** RTI's Reading Expert, Dr. Marcia Davidson, facilitated a week-long workshop in April during which lessons learned and challenges were discussed with Coaches and MOE representatives.
- **Intervention adjustments.** Invaluable information and lessons learned with respect to the effectiveness and ease of implementation had been collected since the outset of the reading intervention implementation. These were used by the EGRA team during this quarter to adjust the intervention in order to maximize the impact in the last year of the project.
- **Capacity-building efforts of the Ministry of Education (MOE) staff.** Discussions with respect to creating more opportunities for building the capacity of a larger number of MOE staff were held with the MOE. Several avenues were discussed and it was agreed that the EGRA team will look into this matter over the next couple of months.

The sections below present additional details.

³ Some visits to Light Intervention schools took place in early June instead of May to accommodate scheduling of visits to different schools.

II. EGRA Plus: Liberia—Overview

EGRA Plus: Liberia follows a randomized controlled trial by which the target schools will be classified into control and treatment schools. As depicted in *Exhibit 1*, EGRA Plus: Liberia fits into a complete cycle of learning support and improvement. It is used as a comprehensive approach to improving student reading skills, with the first step being an overall system-level diagnosis and identification of areas for improvement. Based on the assessment results, EGRA Plus: Liberia remediates the identified problems by implementing evidence-based reading instruction.

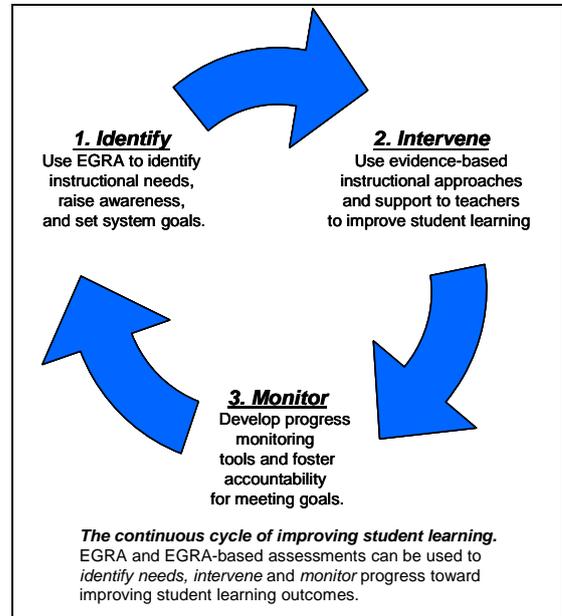
The implementation of EGRA Liberia commenced in June 2008 with World Bank funding and has continued since October 2008 with funding from USAID.

The funding responsibilities between the two donors were agreed upon during RTI's EGRA Expert Panel organized in Washington, DC, in March 2008. The following points were agreed: All activities on or before September 30, 2008, would be funded by the World Bank; all activities following that date are to be funded by USAID.

As part of the **World Bank's task order**, the pilot assessment was conducted in June 2008 in 46 randomly selected schools at the national level, in order to establish the current levels of student reading performance, but even more importantly to collect empirical evidence that fed into the design of the remedial intervention. The design of EGRA Plus: Liberia classifies schools into three different groups: control schools, Light Intervention schools, and Full Intervention schools. Control schools will serve as a comparison group for measurement of impact—that is, improvements in student reading performance in treatment schools. To elaborate, treatment schools are classified into Light Intervention and Full Intervention schools, as follows:

The Light Intervention will test both the *power* of information and *accountability* when it comes to improving student performance. That is, it will examine the hypothesis of whether, if parents and teachers are informed that their students are not performing at the desired level, they will simply take advantage of the resources available to them in the existing context and take actions to improve teaching. It is also believed that the availability of such information will increase the level of accountability between parents and teachers, parents and students, and teachers and students, resulting in improved teaching and more effort at home in helping students with their homework. It is to this end that the intervention for Light Intervention

Exhibit 1. The continuous cycle of improving student learning



schools will simply consist of sharing information with schools and parents on their students' performance.

Students in Light Intervention schools will be assessed three times during the project (November 2008, June 2009, and June 2010), and the findings of the assessment will be provided to students, parents, school administrators, teachers, and community groups in the form of a school report card. The report card will also communicate what it is reasonable to expect, in terms of performance, at each grade level (based on the curriculum and on analysis of data from the June 2008 pilot and further analysis of data from the November 2008 baseline). At that time, schools will be informed that their students will have another opportunity to take the EGRA at the end of the 2008–2009 and 2009–2010 academic years to measure improvement. In a sense, then, Light Intervention schools will measure the power of pure information dissemination to lead to improvements.

Students in Full Intervention schools will take the EGRA and assessment findings will be disseminated to parents, school administrators, and community groups in a school report card, as in the Light Intervention schools. All will be notified that the same students will have another opportunity to take the EGRA again at the end of the 2008–2009 and 2009–2010 academic years to measure improvement. Teachers of grades 2 and 3 in Full Intervention schools will be trained in specific techniques for teaching reading. Teacher training will consist of two week-long, face-to-face capacity-building workshops (provided at the beginning of each academic year—December 2008 and September 2009). Additionally, grade 2 and grade 3 teachers in Full Intervention schools will be given ongoing school-based support and training.

The overall implementation of the EGRA Plus: Liberia project will be **funded by USAID** and by the end of 2010, the project will have accomplished the following:

- Establish and monitor student reading performance by conducting three nationally representative quantitative assessments of early grade reading in a total of 180 schools that will provide empirical data for national education policy, planning, and decision-making.
- Finalize the design of remedial interventions for 120 schools; implementing the interventions will introduce more effective practices for teaching reading.
- Improve student reading performance in grades 2 and 3 over the period of two years, namely: second-grade letter recognition improved and second- and third-grade reading fluency increased due to the newly introduced teaching practices.
- Foster significant interaction with all relevant stakeholders by ensuring that all of the project activities, schedules, and proposed accomplishments are achieved in a collaborative and transparent manner.
- Conduct a series of workshops that will strengthen the capacity of government officials and other stakeholders to design and use EGRA instruments and remedial interventions.

- Implement all of the project’s activities in close collaboration with the Ministry of Education, and thus increase the technical capacity of the education management information system.

EGRA Plus: Liberia districts: As per the commitment to USAID and the MOE, the sampling procedure focused on public schools only. The project selected 60 control schools, 60 Light Intervention schools, and 60 Full Intervention schools. It was agreed previously that in order to make this a proper experiment, allocation of schools into these three groups would be randomized. It also was agreed that to make the schools representative of all of Liberian *children* (because the unit of interest, ultimately, is the child), selection would be random but proportional to school population (enrollment).

In order to make the intervention cost-effective, and to make its implementation reminiscent of what a scaled-up process would look like, the project team proceeded to select groups of schools that were similar in nature to the natural intervention or supervision area of district officers. Thus, schools were selected in clusters. Schools are assisted in clusters of four. It is extremely important to note that this sampling is not for a study, but for an intervention, and the sampling has to respect the nature of such an intervention.

The EGRA Plus: Liberia is targeting the following districts (*Exhibit 2*).

Exhibit 2. Targeted districts and schools

Number	District/County	No. of Schools to Choose From, According to EMIS Data
1	Foya/Lofa	51
2	Voinjama/Lofa	64
3	Kolahun/Lofa	82
4	Gbarnga/Bong	27
5	Salala/Bong	38
6	Greater Monrovia I/Montserrado	65
7	Greater Monrovia II/Montserrado	83
8	Saclepea #1/Nimba	38
9	Sanniquellie/Nimba	46
10	Zoe-geh/Nimba	55
11	Right Bank St. Paul*/Montserrado	72
12	Right Bank St. Paul*/Montserrado	72

Number	District/County	No. of Schools to Choose From, According to EMIS Data
13	Kakata/Margibi	69
14	Klay/Bomi	75
15	Kongba/Gbarpolu	14

* The reader may note that some districts are included twice (in this case, Right Bank St. Paul). That is as it should be if one is sampling proportional to population. For example, the largest three districts in Liberia (Monrovia I, Monrovia II, and Right Bank St. Paul) have 11% of the (public) student population. Since 11% of 15 is more than 1, it makes sense that one district might appear twice in the average sample.

III. Implementation of EGRA Plus: Liberia

III.1. Project management and systems improvement

EGRA Plus: Liberia (October 2008–2010) is jointly implemented by RTI International and the Liberian Education Trust –Monrovia. One of the EGRA Plus: Liberia goals is continuous support to LET. Having rapidly mobilized the project in the first quarter (Oct–Dec 2008), RTI and LET focused on management systems improvement starting in January 2009, as follows: financial management systems, monitoring and evaluation, technical support, human resources management, and supervision and management.

LET systems improvement

LET–Monrovia (hereinafter LET) was established in Washington, DC, in 2005 to support the restoration of education in Liberia. LET has implemented several activities so far, with the goals of building and renovating a number of schools, training teachers, and disbursing scholarships. These tasks were successfully completed and with support from LET–U.S., LET–Monrovia embarked on an important path of becoming an independent, efficient, and astute organization capable of implementing large and complex projects in Liberia. One such project is EGRA Plus: Liberia.

At the time of the proposal negotiations, RTI and USAID agreed to assist LET with improvements in its systems so that it could implement EGRA Plus: Liberia. Upon contract award in October 2008, the project was rapidly mobilized in order to collect baseline data at the beginning of the academic year and commence the reading interventions as soon as possible. Consequently, RTI delayed the subcontractor system improvements until January 2009. RTI assistance in capacity building focused on three aspects: finance, monitoring and evaluation, and management overall.

Before we turn to discussing each of these aspects in detail in this section, we note the following. The task at hand not only is important for LET, but also represents a step forward in an overall effort put forward by local governments and the international community to revive civil society and the nongovernmental sector in Liberia. Yet the task is very demanding and complex, and calls for higher standards of project management and delivery.

LET was a small nongovernmental organization (NGO) that, due to the EGRA project, grew from two to more than 15 members (inclusive of Coaches) in a matter of a couple of months. This level of growth is challenging even for bigger and established firms in both the developing and developed world. And in the context of rigorous demands to meet USAID rules and regulations, LET is learning fast. RTI will continue building the capacity of LET for the remainder of the project.

Financial systems improvement

First, RTI focused on assisting LET in establishing and strengthening financial systems that are necessary for full compliance with USAID regulations. In January

2009, RTI's Project Administration Specialist (PAS) traveled to Liberia to conduct a financial compliance review and to assist with the recommended changes. The PAS conducted an immediate assessment of the following: organizational management, policies and procedures, organization and staffing, organizational information, travel expenditures, cash receipt process, cash/check disbursement process, fixed-asset management, accounts receivable, time reporting and payroll, information and technology security, general controls, accounting systems, internal controls, financial controls, and acquisition and procurement process.

Following this assessment, PAS and LET spent time improving and institutionalizing various systems. This marked the beginning of RTI's support to LET in this realm. At the end of January 2009, USAID/Liberia conducted its own financial review, and the findings of this mission were almost identical to those of RTI.

In February 2009, the project's Task Coordinator spent two weeks in Liberia in support of the project implementation. With respect to the financial systems improvement, in further discussions among RTI, USAID, and LET, it was agreed that support to LET would be carefully planned, indicating clear goals and timelines between March and August 2009. The Task Coordinator dedicated a week to supporting LET in improving its financial and oversight systems.

In March 2009, the project's Finance Director and Accountant attended a three-day training organized by USAID/Liberia's Office of Financial Management, the Regional Inspector General, and Regional Legal Advisor. The training was held in March 2009 and reviewed the following topics: Requirements for Financial Audits of USAID Programs, U.S. Government Auditing Standards, and Fraud Awareness and the Performance Audit Process.

In May 2009, the Task Coordinator spent five weeks in Liberia, of which 1½ weeks were spent on continuing the support to LET in the area of financial systems improvements (see *Annex 1* for Task Coordinator's trip report). The Task Coordinator, Finance Director, and Accountants together reviewed the accounting system in great detail. The items for improvement were listed (see *Annex 2*) in form of an action plan. Note that LET uses QuickBooks as a platform for its accounting system, which is commendable. QuickBooks is a powerful tool that entirely eliminates the possibility of making the common mistakes that occur when Excel is used. Two of LET's finance staff members are proficient in using this software, and a third has started attending training to improve his skills. Great improvements in the accounting system overall have been made since January 2009.

The independent financial audit of LET has been tentatively planned for August 2009. Prior to this, RTI's financial specialist and the Task Coordinator will spend one week working with LET to make final changes.

Monitoring and evaluation (M&E)

LET's awareness and experience in M&E are not extensive, and one of the largest challenges in this area will be the demands on LET staff's time, due to multiple project activities and taxing schedules. Another challenge will be the project's reliance on the Coaches to provide high-quality data for M&E. They will need the

right tools and frequent support to ensure they are reporting consistently and understand the data they are to collect. With support from RTI, LET's capacity will be built to respond to the requirements as the project unfolds.

Following the approval of the Performance Monitoring Plan (PMP) in January 2009, the EGRA team reviewed and adjusted all data collection forms. While in Liberia (February 2009), the project's Task Coordinator ensured that LET was fully familiar with the data collection forms. During the second technical and managerial visit to Coaches in March 2009, the EGRA team provided additional training to Coaches and distributed data collection forms.

Additional capacity building was needed for some Coaches. For this purpose, RTI developed a reference sheet for each indicator that contains the following: indicator's precise definition, method of calculation for different school types (Full Intervention, Light Intervention, and control schools), data collection method, information analysis and use (including indicator significance and management utility), data quality and interpretation issues, and project targets.

During the Coaches' retreat in April, the EGRA Technical Coordinator firmed up the Coaches' knowledge on how to use various trackers. The EGRA Technical Coordinator stated that trackers have proved to be invaluable tools not only for data collection but also for project management. The support that Coaches are providing to schools is systemized and each visit is then recorded on its relevant tracker, and then transferred into a form of the "Coach's Report." While improvements can be still made, the data being collected so far are proving to be useful and accurate for reporting on the project's PMP. The only challenges are the fact that Coaches' visits some times do not coincide with the reporting schedules, and that Coaches' reports from the field (e.g., Lofa) sometimes have not made it to Monrovia in time for the analysis.

At this stage, the EGRA team has learned all that is needed for reporting on the project's progress indicators (see Section VI).

Technical support, management, and supervision

RTI provides continuous support to the EGRA team on any matter related to the project implementation. With respect to technical and intervention related questions, Dr. Davidson (EGRA specialist) is consulted on a regular basis. For other project management aspects, the EGRA team is supported by the project's Principal Investigator, Task Coordinator, and Project Administration Specialist. The Task Coordinator visited Liberia between May 3 and June 5, 2009, mainly to support implementation of the midterm assessment, but also to carry out other tasks pertaining to project management. The EGRA Task Coordinator and EGRA Technical Coordinator spent time (together with other team members) going through all of the project records in preparation for the financial audit. All of the technical reports and other documentation were organized and filed.

Other

The EGRA Technical Coordinator participated in series of discussions organized by the MOE with the goal of assisting the Education Sector Review effort that is spearheaded by MOE.

Finalization of LET staffing

In addition to the existing staff, LET hired a new staff member to help with financial, management, and logistical issues.

The new staff member is:

- Mr. Adolphus Toe – Accountant. As of April 1, 2009, Mr. Toe will assist the Finance Director with day-to-day financial management. He is a trained accountant with strong skills in Excel and in project and financial management overall.

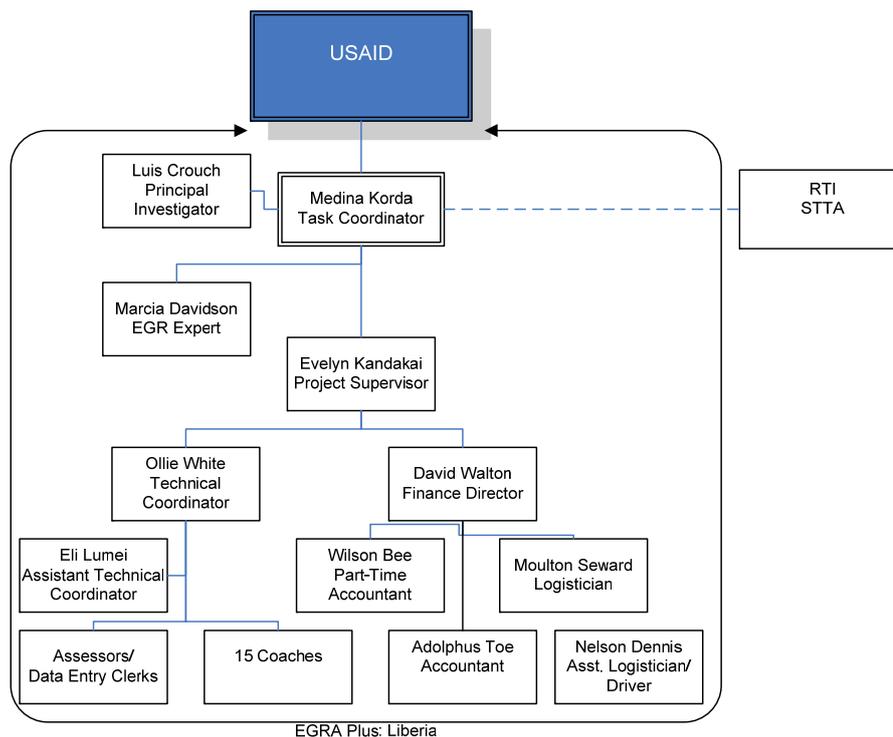
Prior staff members remain unchanged:

- Dr. Evelyn Kandakai – EGRA Project Supervisor (part-time). Dr. Kandakai will ensure timely and planned implementation of the EGRA project by overseeing the project activities and providing leadership and advice.
- Ms. Ollie White – EGRA Technical Coordinator. Ms. White will be in charge of orchestrating all of the project activities, and most importantly will provide technical expertise in teaching reading. Ms. White is a reading expert and brings to the project precious expertise.
- Mr. Eli Lumei – EGRA Assistant to Technical Coordinator. Mr. Lumei will assist with all of the data-driven project activities. Mr. Lumei holds degrees in statistics and he will coordinate most of the tasks related to data collection and analysis.
- Mr. David Walton – EGRA Finance Director. Mr. Walton will manage the EGRA project finances.
- Mr. Wilson Bee – Assistant Finance Officer (part-time). Mr. Bee will assist Mr. Walton, on a part-time basis, during the busy times in project implementation.
- Mr. Moulton Seward – EGRA Office Manager. Mr. Seward will assist the EGRA team by organizing all of the logistics needed for the project implementation.
- Mr. Nelson Dennis – Assistant Logistician/Driver. Mr. Dennis will assist with day-to-day logistical needs, transportation arrangements, and other tasks as they arise.
- Mr. Dekonte Kun – Secretary/Typist. Mr. Kun will assist with typing up various documents produced by the core EGRA team and, most importantly, reports coming from the field, such as reports by Coaches, various data collection forms, and other project-related documentation.

- 18 part-time data enumerators contracted on a per-need basis. Assessors were hired as service providers in November 2008, and again in June 2009, and will be employed for the last assessment in June 2010.
- 15 trainers of teachers (Coaches). Employing a three-stage selection process, LET selected 15 Coaches who will be assisting teachers in 15 districts.

For all of these positions, LET has written Scopes of Work (SoWs) and executed contracts and service agreements. *Exhibit 3* shows the positions and reporting arrangements.

Exhibit 3. Project positions and reporting lines



III.2. Midterm EGRA assessment

Adjustments to the EGRA instruments

In order to prevent “teaching to the test,” or memorization, the midterm assessment used different word lists and passages. Although every effort was made to calibrate the difficulty ex ante using various analyses in May 2009, such as Spache analysis, this type of ex ante calibration typically is not good enough, in our experience. Thus, in addition to the ex ante calibration, we also conducted an empirical or statistical calibration. In this section we discuss both the Spache analysis and the calibration.

The advantage of EGRA as a tool for measuring reading fluency is that it is an assessment of skills and not the content. For every EGRA that is done in a particular setting, the content of the EGRA tests is entirely changed. In other words, the story used for assessing student performance in reading connected text is never the same, which eliminates the possibility of “test leaking” and “teaching to the test.” However,

for EGRA Plus: Liberia, it is important that the data collected be comparable from baseline to midterm to final assessments if we are to make any inferences about improvements in student performance over time. To this end, the EGRA team calibrated (or equated) the midterm assessment student instrument to be of equal difficulty to the one used in November 2008 baseline, as follows:

- First, the new passage was developed by RTI's Reading Specialist, Dr. Davidson. She used the Spache readability online tool to determine the grade level of this passage. It was important that the new passage be as close as possible in terms of its difficulty level to the one used in the baseline.
- Once the passages were equated using Spache analysis, they had to be tested in a "live" setting. The EGRA team went to four schools in Monrovia and tested 80 students. The sample of 80 children was independent of the sample of children in any of the project schools. Each student was asked to read both passages (baseline and midterm), and the time taken to read each passage was recorded. The order in which students were asked to read the passage was alternated in order to create a randomization effect (e.g., Student 1 read the old passage first and then the new passage, Student 2 read the new passage first and then the old, and so on until all 80 students were tested). Children in both grades 2 and 3, in several schools, were part of the sample.
- Once the 80 observations were collected, the data were entered and analyzed by the Task Coordinator (two assessments were excluded from the data entry and analysis as the data were incomplete). An analysis of the averages showed that in general, the correlation between the two (2008 and 2009) was excellent. But the analysis also confirmed that the levels of difficulty appeared slightly different. These differences will be adjusted during the analysis stage (more technical detail with respect to this step will be presented in the EGRA Analytical Report—Midterm Assessment).

While letters and non-familiar words were only reshuffled in the 80-observation instrument, we needed to include new familiar words. Dr. Davidson recommended calibrating these as well, which the EGRA team did using the same approach described above.

Other sections of Student, Teacher, and Principal instruments were reviewed and adjusted jointly with the assessors during their training. Each question in the instruments was discussed and approved by all of the participants. It needs to be noted that Student, Teacher, and Principal instruments were vetted by the Liberian stakeholders in June 2008 at the time of conducting in at the time of pilot assessment and in November 2008 at the time of conducting baseline assessment. The same was done in June 2009 with the workshop participants. See *Annex 3* for the EGRA midterm instruments.

EGRA assessor training

The training was organized for May 11–15, and it was facilitated by the Task Coordinator and EGRA Technical Coordinator. The training was also attended by the

MOE EGRA Core Team. The EGRA team always trains more assessors than needed, in order to ensure that the assessors who are chosen at the end to be deployed are the best possible performers. The total number of trainees was 47, from which the 18 best assessors were selected. The total number of MOE staff trained at this training was 15. At the core of the training approach was the use of an interrater reliability tool for both training and selection of assessors. The idea behind this tool is that a person—usually the trainer—is chosen to represent the “gold standard.” This person pretends to be a student and then intentionally makes a number of mistakes in a given instrument. The closer the assessor is to the gold standard, the better his/her performance is. In other words, if the trainer made four intentional reading errors, then all assessors should have caught the same mistakes.

This approach allowed the trainers to pinpoint the struggles that assessors were experiencing. For instance, they would mix up the sounds for the letters “m” and “n”; they would not hear the word “the”; or they would not be accurate enough in marking the student sheet. The mistakes were discussed in plenary, which allowed all participants to compare their mistakes together and explain why some mistakes were being made.

The interrater reliability tool also assisted trainers in the final selection of assessors. After the candidates had completed one interrater exercise, the instruments they had filled out were collected by trainers and scored. Scoring consisted of adding up mistakes that the candidate assessors had made across different tasks. The added scores then were used for ranking the assessors—the lower the number of mistakes, the higher the chance that candidate would be selected. Two such tests were used to rank the candidate assessors. The EGRA team looked at both tests and chose the better of the two performances for ranking the assessors. One of these tests was unannounced, as a way of reducing pre-test anxiety. The other test was announced, to avoid the possibility that some assessors would think it was an exercise and would not perform as well as if they had been warned. At the end, the candidate assessors were ranked and chosen based foremost on their performance, but also on whether they had participated in the baseline assessment. It needs to be noted that the selection process was done together with the MOE’s EGRA Core Team.

EGRA data collection

Data collection commenced on May 25, 2009 and lasted four weeks. Nine teams were formed, each consisting of two members. They were both tasked with conducting assessments and had the same responsibilities. One of them was chosen to be the team leader and to make sure that all tasks were completed. Overall, schools were cooperative and open to assessment based on their familiarity with the project. Teams needed to put in extra effort in a few cases, however, where schools were closed due to the rainy season. Together with the EGRA team, the assessors managed to reach their schools. Out of the total 180 schools, 179 EGRA schools were assessed.

It needs to be mentioned, however, that the data collection did not start well in one of our districts. Due to a number of misunderstandings by the community, which were based only on what they saw, they concluded that one of our teams was a group of

kidnappers, and as a result the community attacked our vehicle. Fortunately, the assessors received only minor injuries. The EGRA team and MOE (the EGRA project is profusely grateful for MOE's assistance in this matter), conducted an inquiry into what happened and a report was provided to USAID. In discussions with the community and authorities, it was agreed that the incident was a huge misunderstanding.

The instruments were submitted by the assessors in mid-June. The EGRA team checked every instrument and checked the assessors' scoring. At the same time, the EGRA Task Coordinator checked instruments for missing data and found that unlike in November 2008, when some problems arose with collecting data on enrollment, in June 2009 there were very few instances of missing data.

EGRA data entry

An EGRA data entry application was developed in June 2008 by Mr. Farwenee Dormu of the MOE, with guidance and support from RTI. According to Mr. Dormu, the EGRA database was the first database that the MOE had developed since the end of the conflict in Liberia. Mr. Dormu was grateful to be given an opportunity to engage in such important work and to use it to build the capacity of the EMIS staff. Lessons learned were used to adjust the data entry application in November 2008 and this resulted in a brief manual for data entry. Entry of the baseline EGRA data was completed at the end of January 2009. Both the Principal Investigator and the Task Coordinator determined that compared to June 2008, the accuracy of data entry was greatly improved.

For midterm data entry, RTI developed a data entry application using Visual Basic that will reduce the time for data entry to a third of what would have been needed previously. The data entry application will be ready by July 25, 2009. With this data entry system, the data sets will not need any further cleaning.

Report writing

Midterm assessment data will be analyzed as soon as the data are ready in the next quarter, and the report will be forwarded to both USAID and MOE along with the data sets.

III.3. Reading intervention: Design and implementation

As mentioned in Section II, the EGRA intervention design was jointly funded by the World Bank and then finalized with USAID's support. In the summer of 2008, RTI analyzed the revised National Language Arts Curriculum standards (published in June 2008). The main conclusion from this analysis was that many of the learning outcomes that were stated resulted from good instruction, yet improvements in the content and pedagogy of instructions were identified as needed.

Based on this assessment, RTI and local stakeholders determined that the remedial intervention should begin with the creation of an instructional model and key reading sub-skills that need to be taught. A clear model and a scope and sequence of instruction for each of the five key components of reading, and for each grade (2 and

3), was developed. In addition to the mentioned analysis, RTI used the findings of the June 2008 EGRA assessment to inform the finalization of the remedial intervention. In September 2008, RTI worked with local stakeholders during a week-long workshop to begin finalizing the intervention. Finally, RTI, LET, and MOE worked to finalize the Full and Light Interventions.

During the several months of reading intervention implementation in Year 1, the EGRA project team compiled lessons learned and used these to further simplify the reading intervention. One of the main goals of this adjustment was to ensure that the reading intervention was even more simplified and structured. Teachers clearly lacked skills in lesson planning and there was a need to develop detailed lesson plans as well as clear and guidelines as to how to implement a given lesson plan. In Year 1, the intervention consisted of the main manual and several supplementary manuals. For Year 2, there will be only one manual that combines all exercises that were contained in supplementary manuals.

Dr. Davidson worked on this manual in May and June 2009. She was supported by the Principal Investigator, Task Coordinator, and EGRA technical coordinator. Samples of lesson plans were also provided to USAID for review. Note that the manual used in Year 1 was approved by the MOE and the plans for these adjustments were discussed with the MOE representatives during the Coaches' retreat organized in April 2009.

The Year 2 reading intervention consists of:

Full Intervention

- **Main teacher manual:** The manual consists of the scope and sequence for teaching reading, with daily lesson plans.
- **Decodable books:** Each student in grades 2 and 3 in Full Intervention schools will receive a set of three compilations of decodable books; each compilation has around 20 small (decodable) stories. These books are for students and each book is linked to a specific lesson plan presented in the main manual. These books were downloaded from www.teachtheworldtoread.com and permission for use was granted by the Teach the World to Read website manager. The final set of books was presented to and approved by the MOE.
- **OYSS/Stella Maris books:** The inclusion of OYSS books was suggested by the MOE. Enough OYSS books for grades 2 and 3 were procured and will be used to build small libraries for students in grades 2 and 3. Teachers will be in charge of making sure that these books are safe (not locked) but also checked out by students for reading at home. A reading-at-home tracker was developed as well, thereby introducing three-way accountability among teachers, students, and parents. Students will be required to read at home (either OYSS books or their own personal books) every day for 20 minutes, and at the end of the week all students, teachers, and parents will sign and confirm that students indeed spent that much time reading at home every day.

Light Intervention (also used in Full Intervention schools)

- **Student report card manual:** Students' performance on reading was assessed by teachers three times before the 2008–2009 academic year ended. Teachers have been given a manual that contains all of the instructions on how to assess and track student performance. Teachers assessed and reported on reading performance at the end of Periods 4, 5, and 6. Data collected by Coaches was analyzed for Period 5 for the purpose of PMP reporting.
- **Student report card:** Teachers will fill out the student report card and send it home to parents by way of their children. Given that the student report card will list goals to be achieved by students, a discussion arose around the issue of illiterate parents who may not know what the card says. It is customary in Liberia for students whose performance is below a certain benchmark to have their scores written using red ink. For students whose performance is above a certain benchmark, their performance is written in blue ink. Parents are accustomed to interpreting red as performance under a certain benchmark, and blue as performance above a benchmark. It was agreed that teachers should follow this practice with the EGRA student report card.
- **Parent-teacher association (PTA) report card:** Teachers and principals will fill out a PTA card and discuss it with parents and teachers at the time of the PTA meeting.

The reading intervention materials described above are available upon request.

Full Intervention implementation efforts

The implementation of the reading intervention in 60 FI schools commenced with teacher training in December 2008. The school academic year did not resume on January 5, 2009, as per the academic calendar, but rather on January 19, due to a volunteer-teacher strike caused by the MOE's dismissal of all volunteer teachers. This was seen as unfortunate and as having a negative effect on the momentum created in December 2008.⁴

While in some schools, mainly in Monrovia, teachers started teaching on time (January 5), most of the schools did not open their doors to children until late January. Even when classes resumed, teachers focused on wrapping up exams and reports for Period 3, and in reality, the EGRA reading intervention did not start until mid-February 2009. The late start will have some impact on student performance. Other factors that will most likely affect the intervention are insufficient time spent teaching reading, insufficient skills for teaching reading, and lack of general skills such as lesson planning.⁵

⁴ The EGRA team continued supporting teachers in their schools as soon as the schools opened in January 2009, but it also supported teachers and Coaches even when schools were closed. The EGRA team traveled to all 15 districts for this purpose, and made sure that the momentum for the project implementation was sustained to the extent possible.

⁵ There is a need to further elaborate on the amount of time spent on teaching reading. As stated above, the intervention started in mid-February 2009 and teachers taught reading on average 3–4 times a week instead of

Once the schools opened, the project records indicate that Coaches visited FI schools on average 2–3 times every month. Some Coaches visited some schools more often because they needed more support. The schedule of visits by Coaches is standardized across all 15 districts. For instance, if a scheduled activity was a classroom observation in the second week of April, then all Coaches deployed to their schools at that time. The same approach applies to LI schools. Overall, Coaches spent most of their time visiting schools, while preparations for these visits were done during non-school-visiting days, in the evenings, and over the weekends.

We are currently in the process of reviewing Coaches' reports; in the next quarter, we will provide a detailed overview of Coaches' visits. In the April–June quarter, the Coaches were tasked with visiting schools twice in April and twice in May, once in June. In June, they were also tasked with assisting assessment teams with the midterm assessment.

In addition to continually improving their skills in supporting teachers, another area in which the capacity of Coaches is being strengthened is data collection for the project monitoring and evaluation needs. Coaches' visits, depending on the schedule, focus on assisting teachers with student assessment, classroom observation and support, school-based training for individual or all teachers in a given school, and informal assessment of student performance. As mentioned above, Coaches are given a clear schedule about when to visit schools and what tasks to perform during each visit.

In summary, the following activities were completed by Coaches in FI schools during this reporting period:

- Additional training for all teachers in FI schools through 2–3 visits per month. Some Coaches visited some schools more often if there was a need. In April and May, Coaches were tasked with visiting schools twice per month, while in June they went to schools once.
- Teachers in FI Schools were tasked with sending out the student report card and PTA report cards at the end of Period 5 and Period 6. Given that Period 6 was the end of the school year and given that Coaches will not be able to collect data on Period 6 until in September, the EGRA team analyzed data for Period 5. In previous reporting period, we indicated that slightly more than a half of teachers, 53%, sent student report cards back to parents for Period 4. For Periods 5, we noted **an increase** in this percentage, 86% of teachers sent out the student report card.

Finally, the EGRA team supported all 15 Coaches two times during this reporting period.

five times a week. Then, teachers and students were expected to be off during the Easter holidays (April 5–12); during the exams for Periods 4 and 5, little teaching took place; and the project commenced its midterm assessment starting with May 18, 2009. Thus, reading was taught during a period of 3 months. When all this is taken into account, it is quite possible that the project will not meet its first-year goals.

Light Intervention implementation efforts

The same factors and assumptions described for FI schools above also apply to LI schools.

The LI schools are visited 1–2 times per month. The visits are scheduled around the end of school Periods, as follows: Coaches (1) assist LI schools with assessment and preparations of student report cards before the end of a given Period (e.g., Period 4), and then (2) go back after the period ends to confirm that teachers have indeed sent out the student report cards.

The first report cards were prepared for the end of Period 4 with support from Coaches. As with the FI schools, the data collected by Coaches indicate that 35% of teachers in LI schools actually sent the report cards out. While less-than-full participation was expected given that all teachers were new at both assessing student reading performance using stopwatches and then reporting back to parents, this was flagged as an issue. The EGRA team devised strategies for mitigating this situation for Periods 5 and 6, such as assisting teachers with preparing the student report card and then following up to see if these were actually sent out. Additionally, Coaches worked with the PTAs and teachers more closely for the rest of this academic year, which concluded on June 30, 2009, but most importantly during Year 2. As a result, in Period 5, there was **an increase** in the number of teachers who sent out the student report card – it went from 35% to 69%.

As was the case with teachers in FI schools, teachers in LI schools struggled with performing some mathematical functions such as addition, division, and calculating averages. The EGRA team has purchased small solar calculators to be distributed to both FI and LI schools in Year 2 of the project. These will be distributed in September 2009. The EGRA team has already provided additional stopwatches to all FI and LI teachers (one per school), given that most of the teachers did not have watches and schools did not have clocks.

For this reporting period, teachers in LI schools sent out two student report cards: one each for Period 5 and Period 6. While only 35% of teachers performed this task at the end of Period 4, in Period 5 we witnessed **an increase**. It was found that 69% of teachers had sent out the student report card.

In summary, the following activities were completed by Coaches in LI schools during this reporting period:

- Two visits to LI school in support of preparations for Period 5 and 6 student report cards. One in April to support with preparations of the student report card for Period 5, and one in June to collect data on Period 5 student report card and assist teachers with preparing for Period 6 student report card.

Intervention implementation: Next steps

Coaches will submit their reports to the EGRA Technical Coordinator and work together to summarize their visits and develop a final report. They will also assist the

EGRA Technical Coordinator as needed. However, most importantly they will take time off to rest for the Year 2 intervention implementation. The Coaches will be retrained in August 2009 and start with teacher training in September 2009.

The EGRA team will prepare teacher kits in July and August 2009 for distribution to teachers.

The EGRA team will analyze Coaches' reports and prepare data for the reporting requirements.

III.4. Project technical and management support

In this section we address the support provided by the EGRA team to Coaches and target schools. In Year 1, the EGRA team scheduled two field visits to support Coaches and teachers.

First we list some of the challenges that the project faced, which were caused by variables outside of the project's control. Then we describe some of the actions that the project undertook as well as plans for mitigating some of these challenges in Year 2.

- The reading program is very specific and organized; it demands good planning skills from teachers and, most importantly, dedication. If followed, this program will lead to significantly improved student performance in reading in less than a year. However, teaching reading, and not language arts, is new to many teachers and they find it challenging. Teachers also struggle with lesson planning and delivery. The idea of working toward clearly specified goals while measuring their progress along the way is also demanding of teachers simply because it requires time, skills, and dedication. We also believe that teachers need to be held accountable for delivery and that accountability mechanisms, such as strong and empowered PTAs, need to be supported and strengthened systematically. Through the EGRA Plus: Liberia project, some of this accountability has been put into place. Teachers are continually assessed, they are supported by Coaches, and they know that the project is tracking improvements in progress. This introduces accountability for results, but it also adds factors of anxiety and pressure that may or may not be working in their favor.
- Tied to the above, teachers complain that EGRA work is extra effort imposed in addition to the regular school curriculum. Coaches continually remind teachers that teaching reading *is* a subject that is part of the curriculum. In further discussions with the MOE, we will suggest that teaching reading in all schools in Liberia become a policy. While teaching language arts is very important, teaching children how to read proficiently as early as possible is the most important precondition for the child's further cognitive development. Without reading, children will lag behind and it will become harder and harder for them to catch up as they get older. They will also perform poorly on other subjects given their insufficient reading skills.
- There is another very important aspect that may be of interest for further research by donors or the MOE, and that is "time on task." Some teachers' attendance is

not regular. They come late, or leave early for various reasons such as second employment or going to the market. On most Fridays, there is hardly any academic activity taking place in schools. At best, schools in rural areas are open between 10:00 am and noon. On market days, as a rule, schools are closed as teachers *and* students go to the market. What is interesting is that attendance in public schools is highest during examination or testing periods, or when food is distributed. This was more pronounced in rural than urban areas. Another factor is that students often choose to work for companies in their area rather than go to school. This is also the case with farm families; they keep their children to help on the farm. As a result, teaching reading takes place 3–4 times a week at best, whereas the MOE requested all teachers in the project to teach reading five times a week (every day).

While this situation will most likely have some impact on the project, we suggest that the issue be analyzed carefully through a well-structured quantitative and qualitative survey in order to give the MOE representative data at the national level. The factor that has the greatest positive impact on student performance is “time spent on task.” In other words, the more time students spend learning and being taught, the better their performance.

Here we list some of the actions undertaken by the EGRA Team in response to the above listed challenges:

- As noted earlier, in April 2009, the EGRA team organized a retreat for Coaches during which various techniques on how to more effectively support teachers were discussed (e.g., how to assist teachers who are teaching multigrade classes, how to maximize the little available time spent on teaching). But most importantly, the participants learned how to intensify the support to schools in order to ensure that the available months for teaching reading are used by teachers to the maximum extent possible.
- The EGRA team intensified support by Coaches to schools in April, May, and June with the hopes that more support would lead to better results. In April and May 2009, Coaches went to each school twice, while in May 2009, and in June 2009 once.
- In five out of 15 districts, Coaches expressed problems with arranging transportation to schools. They praised the sampling approach and said that some of the schools that are supported by the program had not seen a lot of assistance before this project. However, they said that these schools are hard to reach. They mentioned that hiring a motorbike and driver to take them to the school is not a problem, but once they are done with the day, finding another motorbike to return to their homes is almost impossible. Coaches were advised to hire motorbikes and drivers for a day for those schools that are very far away from their homes.
- Coaches reported that most of the teachers they are supporting have insufficient skills in teaching reading, planning lessons, and managing their classrooms overall. Despite their hard efforts, almost half of the teachers in Full Intervention schools were behind schedule by at least one or two weeks. This can be attributed

in part to the delay in the continuation of the school year, but the low skill levels of some teachers also play a role. We have further simplified the EGRA intervention that will maximize teachers' time spent on teaching reading. We also hope that the Coaches' support will be more effective in Year 2 given their experience and all the lessons learned.

- Coaches categorized the work of some PTAs as a formality, in that the PTAs are structured but are not functional. In some districts, the PTAs are not functional at all, whereas in others, Coaches have already succeeded in reviving the PTAs. The EGRA team will work with schools and Coaches to organize cluster-level PTA meetings and garner broader support for the EGRA efforts.

III.5. Capacity-building efforts for MOE

A component of the EGRA Plus: Liberia contract is to assist in building the capacity of MOE staff. Two annual capacity-building workshops have been planned (2008/09 and 2009/10), with topics in two areas: (1) reading instruction and (2) design and implementation of education student-assessment-based surveys for quality assurance.

To date, two workshops focusing on reading instruction have been organized: (1) initial training for Coaches in December 2008; and (2) retreat for Coaches in April 2009. Both of these workshops were attended by the MOE staff, with much higher representation in April 2009. Two (2) MOE experts who were assigned to form an MOE EGRA Core Team attended the first workshop, whereas in April 2009, 7 MOE representatives attended the meeting. In addition, the EGRA team also organized two assessor training workshops that focused on implementing EGRA assessments. At both of these workshops—baseline assessor training in November 2008 and midterm assessor training in May 2009—dozens of MOE staff members participated and were fully trained in implementing EGRA tools.

The following are the next activities planned for support of MOE staff capacity-building efforts: (1) refresher workshop for Coaches with a focus on reading instruction, August 2009; and (2) workshop on the use of data in decision making using EGRA Plus: Liberia as a case in point, September 2009. Upon the completion of these, the EGRA project will have completed its contractual obligations in this area.

Recall that the EGRA project was requested by the Ministry of Education; since its inception, it has grown very important in terms of its value to the MOE. In May 2009, the EGRA team met with both USAID and MOE to discuss providing more opportunities for capacity building through the existing project, but also to start discussing the future of the reading intervention in Liberia beyond the project itself.

The EGRA team will review its budget and to the extent possible create more opportunities for building the capacity of MOE staff at both the national and district levels. To this end, a short concept note will be written and provided for discussions. Our suggestions for creating more opportunities for capacity building of a larger number of MOE staff are somewhat bound by budget limitations, yet we believe they are sufficient for creating a solid foundation for subsequent scale-up efforts.

In this context, it needs to be noted that the EGRA Plus: Liberia was mainly designed as a student reading performance effort and that as such has limited funding for capacity-building efforts. More importantly, EGRA Plus: Liberia was designed as a pilot effort, to see if the ideas had merit. If the EGRA Plus ideas turn out to be less meritorious than one had hoped or envisioned, training a lot of staff in EGRA Plus: Liberia techniques will turn out not to have been a good idea.

In other words, we believe it is important to be a little cautious until EGRA Plus: Liberia demonstrates its merit beyond question. We are confident of the techniques, but it is always appropriate to wait until one is quite sure of the value of a pilot before moving to a large scale-up. This consciousness was built into the budget. That is, because this was a pilot to test a methodology, the budget did not envision dramatic scale-up. Instead it was envisioned that such scale-up would take place under other funding (including funding from donors by USAID, or by the government itself), if the pilot were to prove worthy.

Overall, we suggest that the plans for scale-up of reading intervention between donors and the MOE start soon and that a more comprehensive framework for capacity-building efforts be built into this design.

Note: by the end of Year 1, EGRA project will have conducted 6 capacity building workshops at which MOE staff were present and trained, as follows: 2 EGRA assessment workshops; 3 EGRA reading workshops; and 1 workshop on data analysis and reporting.

III.6. Performance monitoring plan

The development of the PMP was led by RTI's Monitoring and Evaluation Expert, Ms. Eileen Reynolds, who spent November 19–26, 2008, in Liberia. Draft documents were discussed with relevant stakeholders and the final version of the PMP was submitted to USAID/Liberia for discussion on December 9, 2008.

On February 4, 2009, USAID approved RTI's PMP. The PMP serves as a guideline to the EGRA Plus: Liberia project team, USAID/Liberia, the Liberian MOE, the World Bank, and other partners and stakeholders for measuring and analyzing project results. The PMP is a requirement of RTI's contract with USAID/Liberia for the EGRA Plus: Liberia project and USAID will use it to conduct yearly performance reviews of the program, which will be led by USAID's Contracting Officer's Technical Representative (COTR). As the project's implementation unfolded, it was found that some of the project's targets, such as number of teachers, were lower than anticipated.

The EGRA Plus: Liberia Results Framework (see *Exhibit 4* below) is a hierarchical arrangement of incremental results—composed of the Strategic Objective (SO), intermediate results (IRs), and sub-intermediate results (sub-IRs)—that the project aims to achieve. The SO represents the highest level of achievement anticipated by the end of the project's life. Below the SO are supporting or intermediate results that represent incremental steps toward achievement of the overall SO. The sub-IRs, or lower-level results, are layered beneath the IR. Each sub-IR under IR 2 constitutes an

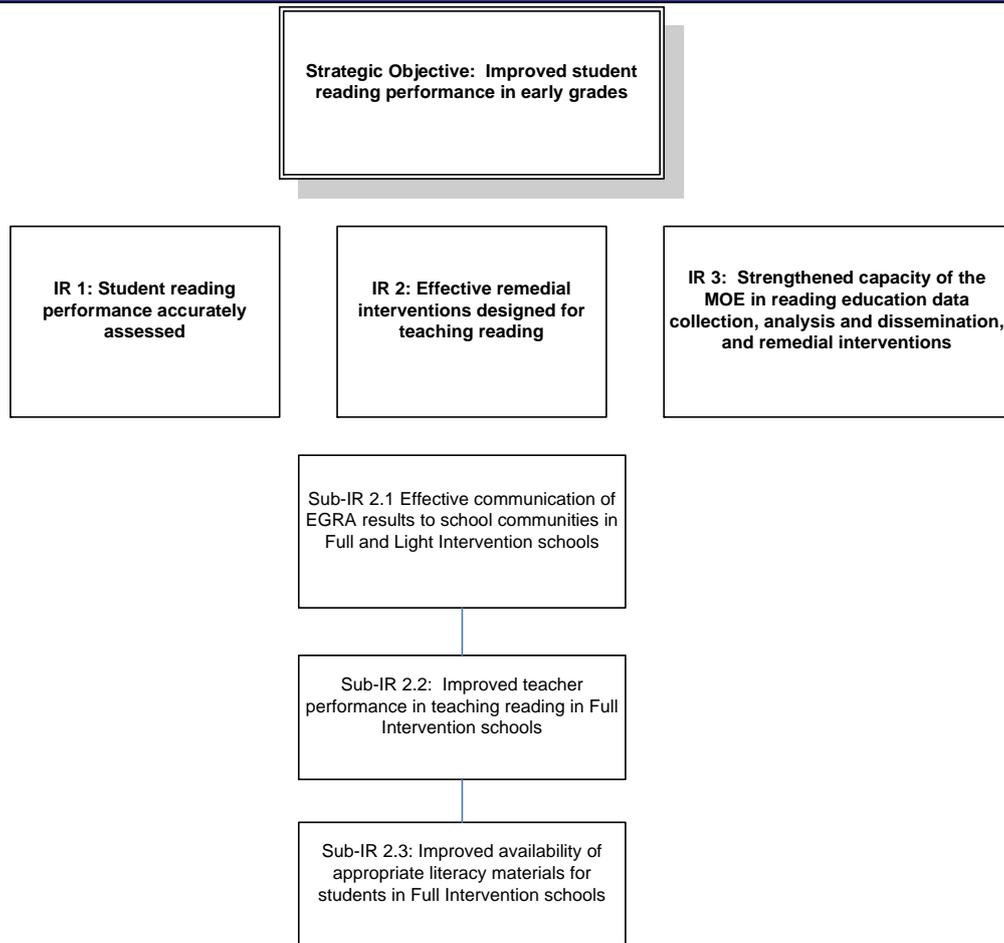
incremental or component result contributing to or leading toward achievement of IR 2.

Indicators are uniquely identified with a specific result. Each indicator isolates one aspect of the result and is defined to measure a quantifiable factor that directly or indirectly captures an element of project progress. The project team will supplement performance indicator data with qualitative data such as that obtained through Coaches' visits to schools, periodic assessments in a sample of schools, and other sources that provide the context needed to interpret the data.

RTI has consulted with the Liberian MOE, the World Bank, LET, and USAID/Liberia to determine the most effective and feasible indicators to measure performance for each result. The EGRA team will collect, analyze, and report performance indicator data to inform USAID/Liberia, the Liberian MOE, the World Bank, and all partners of the project on the progress and results of planned activities. This information will be used by RTI and project stakeholders to inform project implementation.

As we learn lessons from project challenges and successes, we will regularly adjust implementation strategies, understanding of achievable goals, and resource allocations. Indicators may occasionally need to be revised or refined to ensure they are useful in their role as results feedback tools. This PMP will continually support ongoing improvements to project implementation through empirical feedback on results achieved, even as the goals and targets may be modified over the life of the project.

Exhibit 4. The EGRA Plus: Liberia Results Framework



IV. Summary Status on Meeting Workplan Targets

All of the tasks planned for the third quarter were accomplished (see *Exhibit 5*).

Exhibit 5. Summary of status on meeting workplan targets

April–June 2009 Status		
Workplan Tasks	Status	Notes
Subcontractor capacity strengthened and additional staff hired	Ongoing	RTI provided structured support to LET to improve its financial management systems and to deepen its skills in monitoring and evaluation, technical aspects of the project, and supervision and management. To this end, the Task Coordinator spent 1½ weeks working with LET on these matters.
Baseline report writing	April 17, 2009: 100% completed	By December 31, 2008, 75% of data were entered. It was finalized by January 19, 2009. The baseline data were cleaned (intermittently) over two months. (Draft report was written by April 15, 2009, and finalized by April 17, 2009.)
Midterm assessment: Identification and hiring of assessors for midterm assessment	May 5, 2009: 100% completed	Total of 45 candidates were identified.
Midterm assessment: Training of EGRA assessors	May 11–15, 2009: 100% completed	Total of 45 candidates were identified, 32 fully trained, and 18 chosen based on their performance. Total of 15 MOE staff were trained, and 6 were deployed for data collection. 2 members from EGRA MOE Core Team attended training.
Midterm assessment: Field deployment:	June 20, 2009: 100% completed	Assessors were trained during May 10–14 and deployed to schools on May 25. 179 out of 180 EGRA schools were reached. The assessment teams were supported by Coaches.
Adjustments to the data entry application	July 20, 2009: 100% completed	The actual date of completion was July 24, 2009.
Third and fourth monthly visit to FI schools and LI schools	April 30 2009: 100% completed	Coaches visited all of the FI as follows: twice in April and May each; and LI schools once in April 2009.
Fifth monthly visit to FI and LI schools	May 30, 2009: 100% completed	Coaches visited all of the FI and LI schools once in June 2009.
Coaches' retreat	April 7–9, 2009: 100% completed	The EGRA team organized a three-day retreat for Coaches during which lessons learned were discussed. These provide invaluable information for adjustments of the reading intervention. The workshop was facilitated by Dr. Davidson, RTI's reading expert, and Ms. White, EGRA Task Coordinator.
Adjustment of reading intervention	July 15, 2009: 100% completed	The EGRA reading intervention was simplified as discussed during the Coaches' retreat and agreed upon among USAID, LET, RTI, and MOE.
Second capacity-building workshop	March 31, 2009: 0% completed	The workshop is postponed until September 2009.

V. Progress Toward Project Deliverables – Year 1

Exhibit 6 lists all of the deliverables required in the EGRA project award for Year 1.

Exhibit 6. Progress toward project deliverables – Year 1

EGRA Plus: Liberia Deliverables for Year 1	Date Due	Status (June 30, 2009)	Notes
1. Milestone/Annual Workplan	November 7, 2008	Completed	The annual workplan was submitted to USAID on time. The workplan included a logistics and mobilization plan that was discussed and agreed upon among RTI, USAID, and MOE. A shorter version of the workplan was presented to and discussed with MOE.
2. Memorandum of Understanding between the study implementer and Ministry of Education	November 14, 2008	Completed	The Memorandum of Understanding between RTI and MOE was signed on November 14, 2008, at the EGRA Plus: Liberia project launch event.
3. a. Approval letter for visiting the selected schools obtained from the Ministry of Education	November 11, 2008	Completed	The letter of support for the baseline assessment was signed by the Deputy Minister Hester Williams-Catakaw and Assistant Minister Siebu Kerturah. Copies of the letter were given to the assessors as part of their data collection package.
3b. Baseline data – EGRA conducted in target schools	December 12, 2008	Completed	Out of 180 schools, 176 were assessed. The remaining 4 schools were assessed in early 2009, but we did not enter data. We consider this deliverable met since the number of students assessed in 176 schools is sufficient for all of the analysis needed to draw baseline conclusions.
3c. 18 Enumerators trained and deployed	Nov 16, 2008	Completed	A total of 25 enumerators were trained; 18 were engaged and deployed to the field. The majority of them were the MOE staff.
3.d. Data entry clerks trained	November 25, 2008	Completed	The MOE EMIS staff members were trained for EGRA data entry.
3.e. Data entry completed	December 19, 2008	Completed	By January 16, 2009, data were entered. The delay was caused by a need to score instruments, which proved time-consuming for the subcontractor.
3.f. Data analyzed and 2 final assessment reports written (for November 2008 and June 2009 assessments)	December 31, 2008; August 15, 2009	100% completed for the first report; the second (June 2009) report will be written in Aug 2009	The baseline report was written with a delay given that data cleaning took longer than planned. This “lesson learned” was taken into account and a new data entry system was developed. A midterm assessment report will be written in August 2009.
3.g. Data sets provided to MOE and USAID	February 28, 2009	To be completed	Data sets from baseline have been shared with the USAID. Once statistical software is installed on MOE computers (in July 2009), the data sets will be transferred to MOE.
4. Train sufficient teacher trainers to implement Light Intervention and Full Intervention (estimate 16 [sixteen] needed)	December 5, 2008	Completed	A total of 25 candidates were trained; 15 were hired on a full-time basis to serve schools in 15 chosen districts.
5. Suitable literacy materials identified, MOE and USAID approval obtained, and materials provided in sufficient quantities to supply grade 2 and 3 classrooms in at least the 60 (sixty) Full Intervention schools	November 30, 2008	Completed	Planned materials for teachers and students identified and approved by the MOE and USAID. 60 Full Intervention schools received sufficient quantities of OYSS/Stella Maris books to be used to build small libraries in grades 2 and 3. Decodable student books were also distributed to 44 schools in the farthest counties. Remaining 16 schools (located mostly in and around Monrovia) received these books as they became available in January and February 2009.

EGRA Plus: Liberia Deliverables for Year 1	Date Due	Status (June 30, 2009)	Notes
6. 2 (two) annual policy and capacity-building workshops held with key stakeholders. 1 (one) will focus on capacity building of the MOE's EMIS officers, while the other will focus on capacity building of teacher trainers (estimated 16 of them)	December 5, 2008	First capacity-building workshop completed. Second is planned for September 2009	Training of coaches was completed on December 1–5, 2008, and with this we consider this deliverable complete. Additionally, we organized a retreat for Coaches that was attended by MOE staff as well in April 2009. Additionally, the training for assessors that took place on November 10–13, 2008, and it was an important capacity-building event for the MOE staff. In May 2009, the EGRA assessor training was organized for the mid-term assessment at which MOE assessors (15) were trained as well. NOTE: In Year 1, EGRA project will have conducted 6 capacity building workshops at which MOE staff were present and trained, as follows: 2 EGRA assessment workshops; 3 EGRA reading workshops; and 1 workshop on data analysis and reporting.
Approximately 240 (two hundred forty) teachers trained in Full Treatment schools	December 24, 2008	Completed for Full Intervention schools	A total of 160 teachers (inclusive of principals) in Full Intervention schools were trained. The target of 240 teachers in Full Intervention schools could not be met due to a lower-than-anticipated number of grade 2 and 3 teachers.
Approximately 240 (two hundred forty) teacher resource kits distributed to teachers in Full Intervention schools	December 31, 2008	Completed for all target schools	A total of 160 teachers and principals received a package consisting of reading instruction manuals and student report card manuals.
8 (eight) follow-up capacity building workshop training sessions held for teachers in Full Intervention schools	June 30, 2009	100% completed	Note: In consultations with USAID, this number was lowered to 5 monthly visits. However, Coaches have visited FI schools more often than this. Only in this quarter they have made 4 visits per each school in April and May and 1 visit in June. Goals for this quarter and for Year 1 of the project have been met.
Schools, parents, and students in 60 Light Intervention and 60 Full Intervention schools informed about and understand the implications of their students' reading performance	End of Period 4 of academic year	100% completed for Period 4; 100% completed for Periods 5 and 6	Teachers in Full Intervention schools were informed about low student reading performance (as discovered by the June 2008 assessment). Teachers in Light Intervention schools were informed about the same at the time of their training in early 2009. As part of the project design, teachers are tasked with development of student report card three times in year 1—Periods 4, 5, and 6. All of these have been completed and increase in both FI and LI schools in the number of student report cards sent out by teachers has been recorded.
At least one communication tool developed and used to communicate findings of assessments to diverse audiences of education stakeholders in Liberia	October 2010	Concept developed and provided to USAID for comment	It is suggested that MOE, USAID, LET, and RTI agree upon a communication tool in the summer of 2009. The first draft of the proposed communication strategy was submitted to USAID in July 2009.
Appreciably higher reading fluency and comprehension rates of students in Full Intervention classrooms	June 30, 2009	Report to be written by August 31, 2009	Not until the midterm assessment data are analyzed in August 2009 will we know if the intervention led to higher student scores on reading test. It is expected that due to the EGRA intervention, students will be reading at higher levels than at the time of the baseline assessment.
Measurably improved quality of instruction in Treatment 2 classrooms	June 30, 2009	Report to be written by August 31, 2009	Data will be entered in July or August 2009. The delay was caused due to a need to develop an EGRA data entry system and the fact that MOE EMIS/Department was working on EMIS census data in July and August 2009.

EGRA Plus: Liberia Deliverables for Year 1	Date Due	Status (June 30, 2009)	Notes
Copies (hard and electronic) of all development experience documents submitted to Center for Development Information and Evaluation (CDIE) as required under the Blanket Purchase Agreement (BPA)	Ongoing	Completed for Quarterly Performance Report 1 (QPR1), QPR2, QPR3	First and second quarterly progress reports submitted to CDIE, as well as shared with partners and stakeholders.
Annual Workplan for FY 2010	August 31, 2009		Annual workplan will be submitted in draft format by August 31, 2009, and finalized by September 30, 2009.
3 quarterly reports	Jan 31, Apr 30, Jul 31, 2009	Completed	3 QPRs will be submitted according to fiscal year calendar.
Annual report (end of 4th quarter)	October 30, 2009		Annual report will be submitted as planned on October 30, 2009.

VI. Progress on Project Performance Indicators

Exhibit 7. Performance indicators tailored for EGRA Plus: Liberia

Strategic Objective: Improved Student Reading Performance in Early Grades			
	Year 1 (Oct 7, 2008–Sept 30, 2009)		Year 2 (Oct 1, 2009–Oct 10, 2010)
	Baseline (2008)	Midterm (2009)	Final (2010)
<p>SO A. Average correct words read per minute (cwpm) in connected text.ⁱ</p> <p>(Disaggregated by Light Intervention, Full Intervention, control, grade 2, 3; male/female; urban/rural).ⁱⁱ</p> <p>[Annual]</p>	<p>Grade 2: FI: 12.966 (M: 15.326; F: 10.688); LI: 16.034 (M: 17.572; F: 14.080), C: 14.446 (M: 16.407; F: 11.785)</p> <p>Grade 3: FI: 26.001 (M: 27.659; F: 26.001); LI: 26.699 (M: 28.525; F: 24.101), C: 22.335 (M: 24.811; 19.165)</p>	<p>To be determined (TBD)</p> <p>[Targets for Year 1: 20% increase over baseline (Full Intervention); 5% increase over baseline (Light Intervention)ⁱⁱⁱ]</p>	<p>TBD</p> <p>[Targets for Year 2: 35% increase over baseline (Full Intervention); 10% increase over baseline (Light Intervention)]</p>
<p>SO B. Average score of participating students on comprehension (story understanding) exercise.</p> <p>(Disaggregated by Light Intervention, Full Intervention, control, grade 2, 3; male/female; urban/rural).^{iv}</p> <p>[Annual]</p>	<p>Grade 2: FI: 0.840 (M: 0.915; F: 0.766); LI: 1.024 (M: 1.706; 0.952), C: 1.071 (M: 1.151; F: 0.962)</p> <p>Grade 3: FI: 1.548 (M: 1.638; F: 1.419); LI: 1.592 (M: 1.637; 1.527), C: 1.494 (M: 1.645; 1.301)</p>	<p>TBD</p> <p>[Targets for Year 1: 20% increase over baseline (Full Intervention); 5% increase over baseline (Light Intervention)^v]</p>	<p>TBD</p> <p>[Targets for Year 2: 35% increase over baseline (Full Intervention); (10% increase over baseline (Light Intervention)]</p>
Intermediate Result 1: Student reading performance accurately assessed			
	Year 1		Year 2
	Baseline (2008)	Midterm (2009)	Final (2010)
<p>1.A % of unusable instruments following data collection</p> <p>[Biannual (per assessment)]</p>	<p>1.22% (36 out of 2,957 observations were excluded)</p> <p>[Target for baseline: less than 5% of unusable instruments]</p>	<p>TBD</p> <p>[Target for midterm: less than 5% of unusable instruments]</p>	<p>TBD</p> <p>[Target for final assessment: less than 5% of unusable instruments]</p>

Strategic Objective: Improved Student Reading Performance in Early Grades								
	Year 1 (Oct 7, 2008–Sept 30, 2009)				Year 2 (Oct 1, 2009–Oct 10, 2010)			
	Baseline (2008)		Midterm (2009)		Final (2010)			
Intermediate Result 2: Effective remedial interventions designed for teaching reading								
<i>Sub-Intermediate Result 2.1: Effective communication of EGRA results to school communities in Light and Full Intervention schools</i>								
	Year 1				Year 2			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
2.1.A % of teachers who disseminated student report card to parents after last term (disaggregated by Light Intervention, Full Intervention) [Quarterly]	n/a (not applicable)	FI schools: 53.3% LI schools: 35.6%	FI schools: 86% LI schools: 69%	TBD [Year 1 target for FI: 80%] [Year 1 target for LI: 30%]				TBD [Year 2 target for FI: 80%] [Year 2 target for LI: 60%]
<i>Sub-Intermediate Result 2.2: Improved teacher performance in teaching reading</i>								
	Year 1 (Oct 7, 2008–Sept 30, 2009)				Year 2 (Oct 1, 2009–Oct 10, 2010)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
2.2.A % of teachers in Full Intervention schools observed using the reading kit materials provided by project during last observation. [Quarterly]	n/a (not applicable)	54.3%	92%	TBD [Year 1 target: 80%]				TBD [Year 2 target: 85%]
2.2.B % of Full Intervention teachers following the schedule of intervention. [Quarterly]	n/a (not applicable)	57.1 %	77%	TBD [Year 1 target: 80%]				TBD [Year 2 target: 85%]

Strategic Objective: Improved Student Reading Performance in Early Grades								
	Year 1 (Oct 7, 2008–Sept 30, 2009)			Year 2 (Oct 1, 2009–Oct 10, 2010)				
	Baseline (2008)		Midterm (2009)		Final (2010)			
2.2.C Number of teachers/educators trained with U.S. Government (USG) support in past reporting period (disaggregated by male/female, Full and Light Intervention schools). [Quarterly]	FI schools: teachers/principals Teacher Female: 19 Teacher Male: 91 Principal Female: 3 Principal Male: 54 Total teachers: 110 Total principals: 57 TOTAL teachers/principals: 167 Coaches: 15 Males: 9 Females: 6	FI schools: teachers/principals 7 male new teachers (110 teachers: refreshers through monthly visits by Coaches; we are not reporting on this) LI schools: teachers/principals (face-to face training) Teacher female: 26 Teacher male: 82 Principal female: 7 Principal male: 45 Total teachers: 108 Total principals: 52 TOTAL teachers/principals: 160	FI schools: teachers/principals 1	FI schools: Total: 175 Teachers: 99 male; 19 female Principals: 54 male; 3 female. LI schools: Total: 60 principals/teachers Teachers: 82 male; female 26 Principals: 45 male; 7 female Total: 334 teachers/principals Coaches: 15 Males: 9 Females: 6 [Year 1 target: 360 teachers total + 15 Coaches] ^{vi}				TBD [Year 2 target: 360 teachers total + 15 Coaches]

Strategic Objective: Improved Student Reading Performance in Early Grades								
	Year 1 (Oct 7, 2008–Sept 30, 2009)				Year 2 (Oct 1, 2009–Oct 10, 2010)			
	Baseline (2008)		Midterm (2009)		Final (2010)			
2.2.D Number of hours of reading instruction training provided by Coaches to teachers in the past reporting period (Full Intervention schools) [Quarterly]	Face-to-face training: 6400 hours	Monthly visits: FI: 2,970 hours LI: 1,184 hours (Cumulative progress for this reporting period: 10,554)	Monthly visits: FI: 1,475 hours LI: 457 hours (Cumulative progress for this reporting period: 12,486)	Total hours for Year 1 12,486 ^{vii} [Year 1 target: 11,200]				TBD [Year 2 target: 14,080]
2.2.E Number of teacher resource kits distributed to teachers (disaggregated by Full and Light Intervention schools)	FI schools: 160 teacher kits	LI schools: 240 teacher kits (student report card)		FI schools: 142 LI schools: 179 Total: 321 ^{viii} [Year 1 target: 360]				TBD [Year 2 target: 360]
<i>Sub-Intermediate Result 2.3: Improved availability of appropriate literacy materials for students</i>								
	Year 1 (Oct 7, 2008-Sept 30, 2009)				Year 2 (Oct 1, 2009–Oct 10, 2010)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
2.3.A Number of textbooks and other teaching and learning materials provided with USG assistance (disaggregated by Full and Light Intervention schools) [Annual]	FI schools Books: 26,250 (target textbooks: 26,760) Teacher kits: 160	LI schools Teacher kits: 240		FI schools Books: 23,571 Teacher Kits 142				TBD [Year 2 target: 26,760 (18,000)]

Strategic Objective: Improved Student Reading Performance in Early Grades								
	Year 1 (Oct 7, 2008–Sept 30, 2009)				Year 2 (Oct 1, 2009–Oct 10, 2010)			
	Baseline (2008)		Midterm (2009)		Final (2010)			
				LI schools: teacher kits: 179 Total teacher kits: 334 [Year 1 target: 26,760 (18,000 compilations + 8,400 OYSS books (1,200 * an average of 7) + 360 teacher resource kits + manuals] ^{ix}				compilations + 8,400 OYSS books (1,200 * an average of 7) + 360 teacher resource kits + manuals]
Intermediate Result 3: Strengthened in country capacity for data collection, analysis and dissemination								
	Year 1 (Oct 7, 2008–Sept 30, 2009)				Year 2 (Oct 1, 2009–Oct 10, 2010)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
3.A Number of MOE staff that participated in enumerator training [Annual] ^x	15 (Total 25 trained)		7 at reading workshop 15 at assessor workshop (cumulative 37 MOE staff)	TBD [Year 1 target: 30)				TBD [Year 2 target: 10]
3.B Number of MOE staff that were deployed for EGRA data collection [Annual]	10		6	16 [Year 1 target: 15]				[Year 2 target: 2]

Strategic Objective: Improved Student Reading Performance in Early Grades								
	Year 1 (Oct 7, 2008–Sept 30, 2009)				Year 2 (Oct 1, 2009–Oct 10, 2010)			
	Baseline (2008)		Midterm (2009)		Final (2010)			
3.C Number of MOE staff that participated in EGRA data entry application development [Annual]	1 + 6 data entry clerks			[Year 1 target: 7]				[Year 2 target: 1]
3.D Number of MOE staff that participated in data entry training [Annual]	7			[Year 1 target: 7]				[Year 2 target: 1]
3. E Number of MOE staff that performed EGRA data entry [Annual]	7			[Year 1 target: 7]				[Year 2 target: 1]
3. F Number of MOE staff that participated in training on EGRA data analysis and dissemination [Annual]	n/a (not applicable)			[Year 1 target: 20]				[Year 2 target: 20]
U.S. Government Foreign Assistance Framework Indicators for EGRA Plus								
	Year 1 (Oct 7, 2008–Sept 30, 2009)				Year 2 (Oct 1, 2009–Oct 10, 2010)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Number of learners enrolled in USG-supported primary schools or equivalent nonschool settings (disaggregated by male/female) [Annual]	10,719 ^{xi}			TBD [Year 1 target: actual 10,719]				TBD [Year 2 target: actual]
Number of teachers/educators trained with USG support (disaggregated by male/female), (same as Indicator 2.2.C above) [Annual]	FI schools: Teacher female: 19 Teacher male: 91 Principal female: 3 Principal male: 54 Total teachers: 110 Total principals: 57 TOTAL: 167 Total principals: 52	FI schools: 7 male new teachers 110 teachers: refreshers through monthly visits by Coaches LI schools: (face-to face training) Teacher female:	FI schools: teachers/ principals 1	FI schools: TOTAL: 175 Teachers: 99 male; 19 female Principals: 54 male; 3 female. LI schools: 160 principals/tea				[Year 2 target: 360 teachers + 15 Coaches]

Strategic Objective: Improved Student Reading Performance in Early Grades								
	Year 1 (Oct 7, 2008–Sept 30, 2009)			Year 2 (Oct 1, 2009–Oct 10, 2010)				
	Baseline (2008)		Midterm (2009)	Final (2010)				
	TOTAL: 160 Coaches: 15 Males: 9 Females: 6	26 Teacher male: 82 Principal female: 7 Principal male: 45 Total teachers: 108		chers Teachers: 82 male; female 26 Principals: 45 male; 7 female Total: 334 teachers/ principals Coaches: 15 Males: 9 Females: 6 [Year 1 target: 360 teachers + 15 Coaches] ^{xii}				
Number of textbooks and other teaching and learning materials provided with USG assistance (same as Indicator 2.3.A above) [Annual]	FI schools: Textbooks: 26,250 Teacher kits: 160 (target textbooks: 26,760)	LI schools: Teacher kits: 240		FI schools Books: 23,571 Teacher Kits 142 LI schools: teacher kits: 179 Total teacher kits: 334				TBD [Year 2 target: 26,760 (18,000 compila- tions + 8,400 OYSS books (1,200 * an average

Strategic Objective: Improved Student Reading Performance in Early Grades							
	Year 1 (Oct 7, 2008–Sept 30, 2009)				Year 2 (Oct 1, 2009–Oct 10, 2010)		
	Baseline (2008)		Midterm (2009)		Final (2010)		
				[Year 1 target: 26,760 (18,000 compilations + 8,400 OYSS books (1,200 * an average of 7) + 360 teacher resource kits + manuals] ^{xiii}			of 7) + 360 teacher resource kits + manuals]
Number of laws, policies, regulations, or guidelines developed or modified to improve equitable access to or the quality of education services. [Annual]							TBD ^{xiv} [Year 2 target: 1 reading policy]
Number of host country institutions with improved management information systems as a result of USG assistance. [Annual]				TBD [Year 1 target = 2: LET + MOE]			TBD [Year 2 target = 2: LET + MOE]
Number of host country institutions that have used USG-assisted EMIS information to inform administrative/management decisions. [Annual]				TBD [Year 1 target = 1: MOE]			TBD [Year 2 target = 1: MOE]

Strategic Objective: Improved Student Reading Performance in Early Grades							
	Year 1 (Oct 7, 2008–Sept 30, 2009)				Year 2 (Oct 1, 2009–Oct 10, 2010)		
	Baseline (2008)		Midterm (2009)		Final (2010)		
Number of people trained in monitoring and evaluation with USG assistance. [Annual]		25 enumerators 25 Coaches 3 LET staff Total: 53	34 at reading workshop 47 at assessor workshop Total 81 (cumulative 134)	[Year 1 target: 46]			TBD [Year 2 target: 46]
Number of people trained in research with USG assistance. [Annual]				TBD [Year 1 target: 20]			TBD [Year 2 target: 20]
Number of people trained in strategic information management with USG assistance. [Annual]	7			[Year 1 target: 7]			TBD [Year 2 target: 7]

VII. Next Quarter Activities

Ms. Korda will spend three weeks in Liberia, July 24–August 14, 2009, in order to assist with the project implementation, training of Coaches, and development of Year 2 annual plan. RTI’s Finance Specialist will be in Liberia July 24–August 31, furthering LET’s systems improvement (see *Exhibit 8*).

Exhibit 8. Planned activities for July–September 2009

Major Workplan Activities	Dates	Location
Data entry	August 1–15, 2009	
Midterm assessment report writing	August 31–Sept 15, 2009	U.S., Liberia
Finalization of the reading intervention	May 15–July 20, 2009	Liberia
Printing of teacher kits	July 20–Aug 31, 2009	Liberia
Retraining of Coaches	Aug 10–14, 2009	Liberia
Retraining of teachers	Sept 1–15, 2009	Liberia
Distribution of resource materials to teachers	Aug 31–Sept 15, 2009	
Preparations for second capacity-building workshop	Aug 15–31, 2009	U.S., Liberia
Second capacity-building workshop	Sept 21–25, 2009	Liberia
First visit to FI and LI schools	Sept 21–30, 2009	Liberia

ⁱ This is one of the proposed replacement indicators for “Percent of learners that demonstrate increased reading fluency (disaggregated by sex, grade, and urban/rural)” (listed in the RTI contract). Because the project is not tracking individual learners, it will be not be possible to report on the progress of individual students over time (comparing baseline to Year 1 to Year 2 results for any given student). The measurement of “reading fluency” includes both cwpm and comprehension, which although measured in the same section of the EGRA, have different discreet scores. For this reason (because there is no combined “score” for cwpm and comprehension, we divide the measure of oral reading fluency into two indicators: cwpm (indicator SO.A. and comprehension indicator SO.B).

ⁱⁱ Data could not be disaggregated by urban/rural type; this classification is being requested from the MOE for the midterm assessment.

ⁱⁱⁱ The targets are the same for grades 2 and 3 for this indicator.

^{iv} Data could not be disaggregated by urban/rural type; this classification is being requested from the MOE in time for the midterm assessment.

^v The targets are the same for grades 2 and 3 for this indicator.

^{vi} The Liberian academic year does not coincide with USAID’s fiscal year, and since training for the second academic year will take place during this fiscal year, we will report on this training in the first quarter of fiscal 2009/10. At the same time, number of teachers and students in target schools was lower than anticipated, which had an impact on the number of trainees trained and resources distributed. Unused resources will be used in the second academic year.

^{vii} Same as previous.

^{viii} Same as previous.

^{ix} Same as previous.

^x For indicators 3.A through 3.F, estimates are provided for both baseline and midterm assessments taking place in Year 1 of the project.

^{xi} Data used to indicate the total number of learners enrolled in USG-supported primary schools is based on the official EMIS data. EGRA baseline data are still being cleaned and enrollment data collected (as well as missing data). These will be verified in June 2009 at the time of the midterm assessment.

^{xii} The Liberian academic year does not coincide with USAID’s fiscal year, and since training for the second academic year will take place during this fiscal year, we will report on this training in the first quarter of fiscal 2009/10. At the same time, number of teachers and students in target schools was lower than anticipated, which had an impact on the number of trainees trained and resources distributed. Unused resources will be used in the second academic year.

^{xiii} Same as previous.

^{xiv} While EGRA Plus does not have a direct policy component, we hope our interventions will help lead the Ministry of Education to develop a policy or guidelines on reading instruction.