School Support Program

Cooperative Agreement No. 294-A-13-00006

Performance Management Plan

for the period

October 1, 2014 to September 30, 2015

For further questions, please contact:

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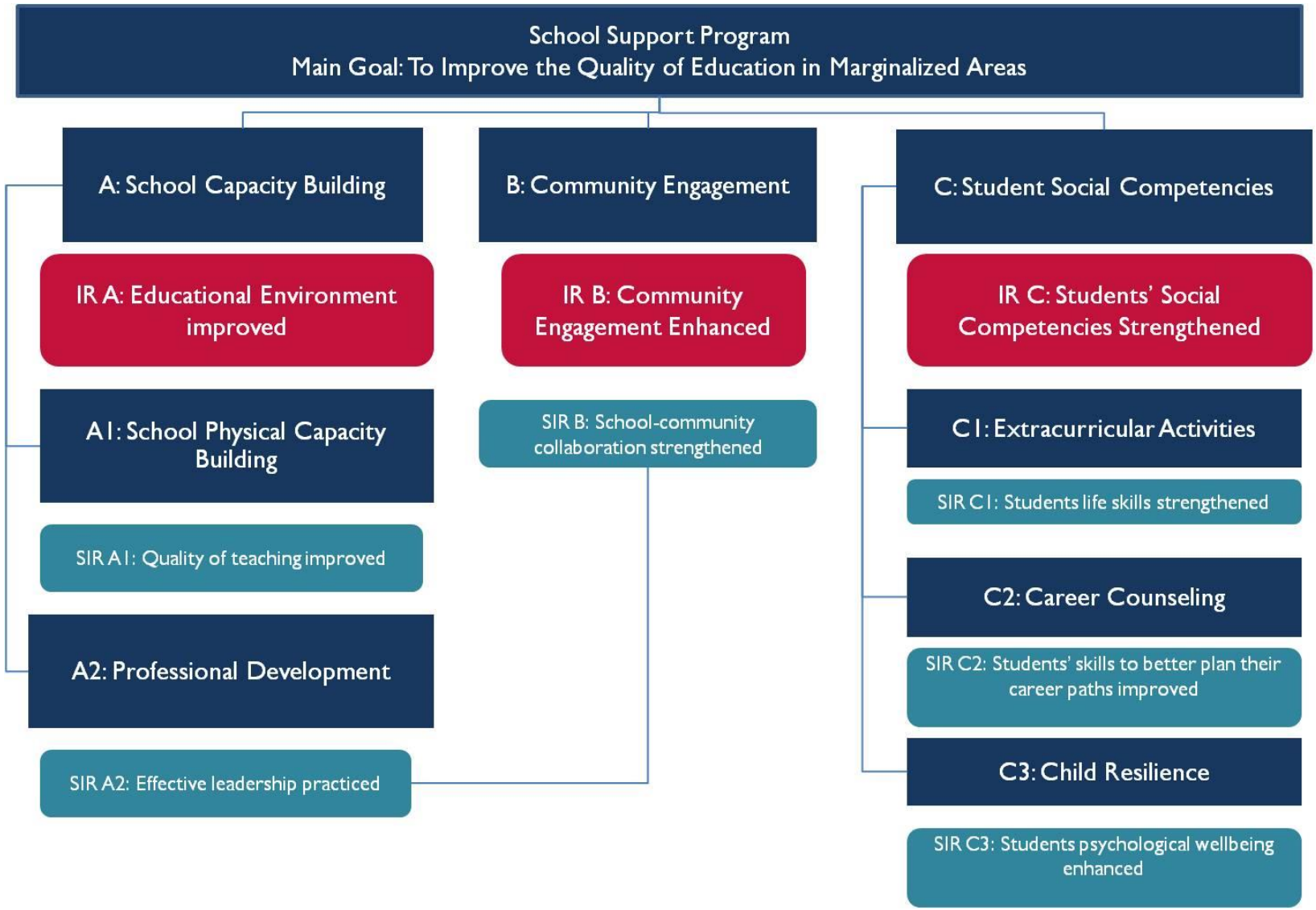
ACRONYMS

SSP	School Support Project
AED	Assessment and Evaluation Department (MoEHE)
AOR	Agreement Officer's Representative (USAID)
COP	Chief of Party
DLT	District Leadership Teams
JFP	Joint Funding Partners
LDP	Leadership Diploma Program
LTD	Leadership and Teacher Development Project
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoEHE	Ministry of Education and Higher Education
NIET	National Institute for Educational Training
PC	Parent Councils
PCIP	Parent Council Incentive Program
RFP	Request for Proposal
RFQ	Request for Quotation
SIP	School Improvement Plan
SIT	School Improvement Team

RESULTS FRAMEWORK



INTRODUCTION

Since its creation in 1994, the Palestinian Authority has demonstrated a commitment to education. Investment in new schools has increased access and literacy rates are among the highest in the Arab world[1]. With improved access, the Ministry of Education and Higher Education (MoEHE) has shifted its focus to the quality of basic education, including improved teacher training and improved school and district management. Framed by the MoEHE's Five-Year Education Strategic Plan as well as USAID's 2011 Global Education Strategy, USAID's School Support Program (SSP) is designed to improve the quality of education in marginalized areas in the West Bank. In close consultation with its key partners in the MoEHE, SSP has developed a robust evidence-based performance management plan (PMP) to: 1) provide continuous monitoring and feedback for guiding improvements at all levels and stages of SSP's interventions; 2) generate data for USAID's Geo-MIS and TraiNet systems; 3) ensure the program meets its overall goals; and, 4) evaluate the impact of SSP's interventions.

This PMP submission is a revision for FY15 starting October, 2014 through September 2015.

Program Objectives

The MoEHE and AMIDEAST/Save the Children are working together to implement an integrated system of interventions to improve the educational environment in schools; enhance community engagement in the lives of schools; and strengthen students' social competencies. A central tenet of the SSP approach is to build close working relationships with key stakeholders and units in the MoEHE in order to align program goals and objectives. The SSP approach is thus firmly grounded in a broad-based consultative process among all stakeholders to identify needs and plan strategically in support of school improvement initiatives.

SSP's Theory of Change

SSP's theory of change holds that the school is the unit of change. SSP's strategy to improve the quality of education is rooted in the idea that school improvement should be approached holistically, focusing on both the academic and personal needs of the child. Child-friendly schools that are welcoming to all school community members support the quality of

[1] UNICEF: http://www.unicef.org/oPt/education.html

education and success of their students. As a result, SSP will engage the agents of change in the whole school community—-students, teachers, principals, parents, and stakeholders from local communities and the MoEHE—in school-based improvement activities that promote shared leadership and include professional development, co- and extracurricular activities, counseling support, physical capacity building and school improvement planning. SSP believes that schools that engage in holistic approaches to reform, on the whole, see more improvement than schools that focus on isolated improvement activities; in short, the whole is greater than the sum of the parts. Therefore, the primary research question for SSP is:

To what extent has a holistic approach to education development improved the quality of education in SSP schools?

Organization of the SSP Performance Management System

The organization of SSP's performance management system is intended to support the development of a results-based M&E system that informs school improvement for the public schools in the West Bank. The SSP performance management system is coordinated by SSP's M&E Department. The department managers for each of SSP's program components—Professional Development, Parent and Community Engagement, Co- and Extracurricular Activities, and School Physical Capacity Building—participate in collecting data relevant to the components they manage, and department managers in turn coordinate with their primary counterparts at the MoEHE to contribute to data analysis and reporting. Throughout the life of program, SSP's partners and stakeholders will receive periodic feedback from SSP's M&E Department regarding progress toward targets.

Gender Strategy

SSP has integrated gender considerations into its implementation, and this integration is reflected in the project's M&E activities. The program has identified three areas relevant to SSP in which gender gaps exist within the context of schools in the West Bank. These three areas are: 1) boys' academic achievement; 2) parent council representation; and 3) co and extracurricular activity participation.

- **Boys academic achievement:** Due to the selection criteria for the program, which restricted eligibility to schools with below average achievement in comparison

to the district average, boys are overrepresented in the program, comprising 60% of the enrollment and 54% of the schools. SSP provides an opportunity to focus on boys' academic achievement in the context of holistic education development, and achievement data will be disaggregated by sex.

- **Parent council representation:** Parent council representation for most schools falls along the lines of sex: for girls' schools, the parent council is usually comprised of women, while for boys' schools, it is usually comprised of men. SSP aims to raise awareness on the importance of both parents in children's education and to encourage schools to provide more opportunities for parents of both sexes to be engaged in the life of the school, including on the parent council. SSP has chosen a custom PPR indicator to reflect this emphasis (Ind. P: Percentage of female parent council members).

- **Co and extracurricular activity participation:** Afterschool activity participation is generally higher among boys than among girls. SSP aims to design opportunities that are accessible to all students and to increase the percentage of girls participating in such activities, while expanding participation to larger numbers of students in general. The percentage of boys vs. girls participating in voluntary, outside-of-class activities will be tracked over the life of the program.

In addition to the indicators that monitor these cases of inequity, SSP will also disaggregate all indicators for participants by sex, and though that data will not be reported through Geo-MIS (with the exception of the PPR indicators), it will be available upon request.

Finally, the SOW for the external evaluation team requires that the external evaluation take equity into consideration in the evaluation as one of the key purposes of the reports. Gender equity, as well as other equity issues, will be highlighted as a part of external evaluation team's work, and the evaluation will include a qualitative focus on this area of emphasis, in addition to the quantitative data.

Youth Strategy

SSP's youth strategy focuses on the age groups defined by USAID as the *early adolescence phase* (10-14 years) and the *adolescence phase* (15-19 years) – groups of youth that are still

attending K-12 schools. By working through the public school system, SSP aims to ensure access to its activities for the broadest range of Palestinian youth within this age group, regardless of gender, sexual orientation, ethnicity, religion, economic status, or disability status. In the monitoring and evaluation of the program, SSP will disaggregate for youth under indicator C1.1:

- Number of students who participated in SSP sponsored co-and extracurricular activities.

Youth are also targeted by the Career Counseling Program and will report against the indicator C2.5:

- Percentage of students in the CCDP that report having the skills to better plan their future.

In addition, SSP disaggregates all of its indicators dealing with youth as direct beneficiaries by grade level so as to monitor differences in access to opportunity and participation between younger and older students, based on lessons from MSN that older students had more access to extracurricular activities and special facilities such as labs.

CORE MONITORING AND EVALUATION ACTIVITIES

Guided by the major performance indicators linked to the program's Results Framework, SSP will collect data for baseline, monitoring, and evaluation purposes during the life of the program.[2] Because SSP has many of the same programmatic components of LTD and the Model Schools Network Program (MSN), SSP has adopted elements of both LTD's and MSN's successful monitoring and evaluation frameworks for its own M&E approach. Like LTD and MSN, the SSP framework is built upon an integrated two-pronged approach comprised first of a system of formative and summative assessments and second by evaluation research to measure, to the extent feasible, the impact of interventions on achieving the program's intended outcomes. Together this approach provides a robust system of comprehensive data collection and triangulation of research findings.

Additionally, AMIDEAST, in partnership with its relevant partners in the MoEHE, will frame its M&E approach for the Leadership Diploma Program and teacher professional

[2] A spreadsheet detailing all M&E activities planned for the entire duration of the SSP program will be provided to USAID as a separate document.

development program based on Donald Kirkpatrick's four-level scale for assessing professional development trainings: [3]

Level 1—Reaction: measurement of trainee's satisfaction with the training program

Level 2—Learning: measurement of learning that took place—that is, what knowledge, understandings, techniques, approaches, and methods were learned by trainees

Level 3—Behavior: the application of acquired knowledge, competencies and skills in an authentic setting or context

Level 4—Results: measures outcomes and longer-term effects of the professional development program on the schooling environment and student learning

Monitoring

Anchored by the program's performance indicators, SSP's monitoring of inputs and outputs across the Intermediate Results will include the following activities: conducting baseline and recurring surveys of principals, teachers, students, and, in some cases, parents; collecting data from participations through periodic quantitative and qualitative assessments; recording attendance; collecting artifacts associated with inputs and outputs; and assessing teachers' and principals' progress as documented in their portfolios of professional practice.

Impact Evaluation

In addition to SSP's attention to results-based monitoring, SSP seeks to conduct a rigorous impact evaluation to determine, to the extent possible, the effects of its interventions on outcomes. Put simply, SSP will seek to answer the question, "To what change did SSP directly or indirectly contribute? Framed by SSP's theory of change and the intended outcomes across the program's Intermediate Results, SSP will coordinate with its various M&E partners at the MoEHE to use a mixed-methods and quasi-experimental evaluation design in order to test whether changes in specific outcomes can be attributed to the program. This framework compares data and findings collected from SSP beneficiaries (primarily principals, teachers, counselors, students and parents) against control groups ("counterfactuals") who did not participate in the program. To meet its staffing needs for

3Kirkpatrick's four-level evaluation model is described at http://www.mindtools.com/pages/article/kirkpatrick.htm.

fieldworkers and data collection, SSP, in partnership with LTD, will use its resources to provide researchers with advanced training in theories and methods of qualitative research.

Evaluation Research Questions

The following set of key research questions are derived from SSP's Theory of Change (described above). Organized around SSP's three Intermediate Results, these questions provide the conceptual framework that guides the development of research protocols and instruments for the collection, analysis and interpretation of data and findings, the sum of which will establish a logically coherent, systematic, and robust impact evaluation of SSP's interventions and outcomes.

Intermediate Result A: *Educational environment improved.* The following key research questions will be explored using a combination of surveys, focus groups, in-depth interviews, documents related to the school improvement plans, and direct observations of teacher-student interactions in school classrooms. Additionally, AMIDEAST will work with the Assessment and Evaluation Department (AED) at the MoEHE to conduct student achievement testing in four core academic subjects over two years and use the results as a proxy to evaluate the impact of SSP teachers' training on students learning outcomes (see details below).

1) *Teachers' Question:* What evidence do we have that teachers use learner-centered strategies in lesson planning and instruction and in developing alternative and authentic assessments of students' understanding and ability to transfer their new learning and skills to different and meaningful contexts?
2) *Principals' Question:* What evidence do we have that principals support teachers through effective instructional leadership and promote healthy and safe learner-centered environments by leading the school improvement planning process based the seven Effective School Standards developed by NIET?
3) *School Improvement Team Question:* What evidence do we have that the SITs have implemented SSP strategies for school change toward a learner-centered environment?
4) *School Physical Capacity Question:* What evidence do we have that teachers have utilized enhanced school specialty facilities and equipment at SSP schools—such as computer labs, science labs, libraries, connectivity and laptops—to improve teaching and learning, specifically in the *application* of concepts from the Palestinian curriculum?

Intermediate Result B: *Community engagement enhanced.* The following key research questions will be explored using a combination of surveys, focus groups, in-depth interviews, attendance records and documents related to school improvement plans.

1) *Parents' Question:* What evidence do we have that parents and parent councils have shared in the practice of effective, equitable leadership of the school, through parent council projects and other activities, parent engagement in school activities and parent participation/representation in school planning activities?
2) *Local Communities' Question:* What evidence do we have that local communities have contributed positively (in physical resources or in time) to the success of the schools in their community?

Intermediate Result C: *Student social competencies strengthened.* The following key research questions will be explored using a combination of surveys, focus groups, in-depth interviews, and attendance records.

1) *Counselors' Question:* What evidence do we have that counselors have better supported students in their career planning and psychosocial needs?
2) *Students' Question:* What evidence do we have that students have enhanced their social competence, through co and extracurricular activities, career planning and resilience programs?

Student Achievement Assessment

Increasingly, international evaluation methodologies focusing on improving teacher performance have attempted to benchmark success by examining changes in student achievement. In actuality, the process of linking causality of teacher professional development to specific student test results is recognized as extremely difficult to substantiate in the limited timeframe of most capacity-building programs. Given this caveat and based on lessons learned from MSN, AMIDEAST believes it is important to make a strategic investment of time and resources to undertake a systematic comparison over three years of student achievement results.

SSP has not explicitly included the results of the student assessment as an impact indicator for the program because of the difficulty of measuring change in student achievement over such a short period (ranging from one to three years for different cohorts), and because there is insufficient data available on the extent of achievement gains possible from such

intervention to serve as the basis for establishing realistic targets. However, the project will track and report on student achievement gains.

SSP will work with AED to implement achievement tests, based on the national exams, in four of the five content areas that make up the teacher professional development program: math, science, Arabic and English (technology is excluded because the curriculum is under revision and it is not a core subject). For the first cohort of schools, baseline testing took place in the fall of 2014; students will be tested again at the end of academic year in May 2015, and again one year later in May 2016. For the second cohort, these exams will be given in the fall of 2015 and at the end of the 2015-16 academic year (May 2016). SSP will conclude before the one-year ex-post testing can be done in May of 2017, and AMIDEAST would welcome USAID's facilitation of such testing in cooperation with the Ministry in order to ensure full comparability of data for the second cohort.

In addition, working with data provided by AED, SSP will track the unified test scores of participating schools in comparison with the baseline data used for selection as well as in relation to the district means. Unified tests are administered at the end of each semester of the school year. As gains in student achievement will not be fully evident during the life of program itself, SSP will also track proxy variables that provide evidence of change in students' attitudes and behaviors that would be expected to correlate with changes in student achievement. These variables include student attendance, reported instances of violence, and student engagement.

MONITORING AND EVALUATION METHODOLOGY

Throughout the life of the program, the linkage between inputs, outputs and outcomes will be closely monitored and evaluated through the creation and application of logging and recording tools, and through regular documentation of program activities. This will be carried out on an ongoing basis. Data collected will provide descriptions of the implemented activities and key demographic variables such as numbers, geographic location, and background information of beneficiaries (age, sex, role in community, etc.). While SSP, in collaboration with its various M&E partners described above, will take responsibility for

overall design and analysis, SSP will rely primarily on coordinated fieldwork operations to collect data, for example at schools and in classrooms.

Indicators

The SSP Program Performance Monitoring methodology seeks to identify the most relevant indicators to demonstrate program inputs, outputs and outcomes while also making the most economical, efficient, and sustainable use of program resources and time. This is especially important because parts of the monitoring and evaluation system will be inherited by the MoEHE and will be implemented across a number of departments once the SSP Program has ended.

Indicators listed in this document include both output and outcome indicators. Many of these will be based on data that relevant departments of the MoEHE will collect. The M&E Department will lead the process of monitoring progress toward targets and provide regular feedback to relevant stakeholders as appropriate, using the indicators defined in this plan and in full cooperation with departments in the MoEHE that are collecting data for SSP.

As certain indicators may be based on needs assessments that have not yet taken place, in some cases targets may be adjusted to reflect results of those assessments. In addition, with regard to gender equity, targets will be adjusted after an initial survey is undertaken and ratios of eligible female and male participants in each trainee group are established. Numbers of trainees will be disaggregated by sex, geographic area, job title, subject taught, and other relevant categories, depending on the indicator. This disaggregated information will not be reported through Geo-MIS, but rather used as a part of SSP reporting and public event presentations. Because many activities related to professional development are modeled in important ways on the LTD and MSN programs, SSP will use some of the same indicators. These indicators will allow USAID to aggregate or compare the program data as needed across programs. USAID operational indicators (OP/PPR) indicators are part of this matrix.

Importance of qualitative and quantitative data

Both qualitative and quantitative data are important in measuring the outcomes of a program and the SSP approach will incorporate both to ensure a robust evaluation framework. Quantitative indicators are included in the Table of Indicators below (see page 21) and will be reported to USAID via Geo-MIS. Qualitative data will be used for narrative reports. For

both the monitoring and the evaluation of the SSP Program, AMIDEAST wishes not only to find answers to the question of how much change has occurred, but also to explain why it happened and how and, equally important, to determine the extent to which observed changes can be attributed to SSP intervention. SSP's mixing of quantitative and qualitative methods will thus add methodological depth and breadth to its M&E framework. At the end of the program, the results of SSP's M&E work will be shared in a series of final reports presented at mini-workshops for relevant stakeholders. The reports will serve as the guiding framework by which stakeholders will review and discuss SSP's accomplishments, best practices, lessons learned and, most importantly, these reports will give policymakers results-based recommendations on ways to scale up and sustain SSP's model of leadership and teacher development.

Instrument design and revision

Newly designed instruments, such as those to be used for quantitative research for baseline and post-intervention assessments (described below) and those linked to outcome indicators, will be piloted whenever possible.

Baseline Assessment

For most PMP indicators, baseline values were collected before the inception of project activities. Some indicator baseline are still planned to be collected before the beginning of some activities planned to start during the second semester of the academic year 2014/2015. In order to be able to benchmark and validate impact at the targeted schools, SSP has also contracted Arab World for Research and Development (AWRAD) to conduct an external evaluation of key areas that the program is planning to influence through its activities over the next three years. The external evaluation serves to answer the following questions:

- How, why and to what extent has a holistic approach to educational development improved the quality of education in SSP schools?
- To what change did SSP directly or indirectly contribute?
- What lessons can be identified for future programming as a result of program interventions?

The assessment addresses the major areas of project interventions:

A: Educational Environment

B: Community Engagement

D: Co- and extracurricular activities

The external baseline assessment was conducted between October and December 2014 prior to the implementation of the majority of project interventions. However, parental participation and engagement in school activities and teacher and principle development activities had already started during the baseline assessment and therefore, results of the baseline assessment may reflect project input under these categories. AWRAD is planned to repeat this evaluation towards the end of the program to produce a pre/post evaluation of the project impact.

Targets

Targets for indicators were set in close consultation with SSP technical program managers in charge of the various project interventions. For output indicators, targets were set based on the implementation plan and deliverables of the project. For outcome indicators that involve surveys and assessments baseline values were reviewed closely and targets were set to reflect what the project can realistically achieve during its lifetime. For examples, for areas such as teacher and principle development and parental engagement, baseline values were high partially because it was taken during the implementation of project activities in addition to other possible reasons such as respondent bias and lack of awareness of exact meaning of parameters measured. Therefore, since baseline partially reflects initial project outcome and are generally high, targets were set relatively close to the baseline value in order to be realistic and achievable.

DATA COLLECTION

SSP utilizes its M&E personnel and available staff from the program and from MoEHE partners, as well as from other stakeholders, to collect data. SSP Program staff, as well as relevant M&E partners from the MoEHE, were introduced to the Performance Management Plan and the tools used to collect data. In addition to clarifying the main purpose behind creating and maintaining high quality M&E management and operations, this orientation emphasized the following: the importance of collecting reliable data; competency in administering different data collection tools; and, methods and procedures to ensure the proper storage, protection, and management of data.

Data Quality Assessment

In order to ensure confidence in the quality and reliability of data, data collected will be subject to a routine process of data quality assessment (DQA). To assess quality, SSP will use well-established data quality standards—validity, reliability, precision, integrity, and timeliness.

First, at the M&E Department level, data from various departments will be cross-checked against targets and monthly reports for validation purposes, to ensure precision and timeliness of data collection and entry, and to expedite the addressing and correcting of issues as they emerge. SSP will also utilize the Data Verification Checklist for each indicator as a systematic data quality measure. The administration of this checklist will be timed based on the each indicator reporting frequency.

M&E Data Verification Checklist
School Support Program

1	Type of Verification				
2	Date of Verification				
3	Location				
4	Purpose of Data Entry				
5	SSP Department Responsible for Data Entry				
6	IR/Program component				
7	Targeted Group				
8	Type of Data (Attendance Sheet, Survey…)				
9	Sample Size				
	Action	Yes	No	N/A	Comments/notes
1	Required documentation submitted (surveys, tracking sheets, etc.)				
2	Data entered correctly				
	Signatures				
	Role:	Name			Signature
1	Data Entered by				
2	Data Verified by				
3	Department Manager (of relevant department)				
	Other comments				

Second, to ensure the reliability of data collected for each indicator, triangulation will be accomplished through the use of multiple sources of data and a variety of data collection methods (e.g., structured and unstructured interviews, focus groups and systematic observation) to explore the same key variables or phenomena. Together, AMIDEAST and key Ministry partners will develop instruments and activities enabling program staff to collect

data that is both descriptive (i.e., captures ground-level programming realities) and analytically-prescriptive (i.e., identifies areas of need and lays the groundwork for further program-based solutions).

Third, at the programmatic level, SSP program managers and others with expertise and knowledge about SSP will verify data by using worksheets designed by the M&E team that track indicators in their disaggregated form to the sources of data, producing documentation of disaggregated data reported on a regular basis. This system will also allow program staff to guarantee monthly and quarterly reconciling of data for Geo-MIS reporting at the program level.

Fourth, to protect the integrity of data collected (i.e., preventing the occurrence of factors harmful to data integrity such as transcription error or deliberate manipulation of data), the M&E Department and individuals under its supervision will take responsibility for entering, cleaning and storing the data. Furthermore, data will be organized and safely stored on the AMIDEAST server for easy retrieval and analysis, and for periodic data quality assessment. Similarly, all hard copies of completed instruments and supporting documentation will be kept in a secure location in the joint SSP-LTD M&E office of AMIDEAST.

Data analysis

Data analysis (quantitative and qualitative) will be conducted primarily by the M&E Department and senior SSP staff. Initial data analysis may be also performed by other SSP departments and by SSP's ministerial partners that engage in the collection of primary or secondary data on behalf of SSP. In this case, data analysis will be shared with SSP staff and external partners before results of the analyses are published.

Data presentation and sharing

Members of SSP's Monitoring and Evaluation Department will present and share results of data analysis to SSP Program staff, USAID, the MoEHE, and to schools where appropriate. Sharing of results may take the form of written feedback or presentations during meetings and conferences organized with the various stakeholders. The purpose of this sharing is to guarantee that key stakeholders, particularly within the MoEHE, are kept informed and have ample opportunities to offer feedback about the project.

REPORTING

In addition to regular reporting to program management to maintain a cycle of continuous monitoring, evaluation, and improvement, SSP will also complete USAID's mandatory reporting as required. The following reports are planned:

***Performance Management Plan*:** SSP will submit an updated Performance Management Plan annually at the beginning of the fiscal year. Updated plans will reflect changes made to program implementation during the previous year as well as any anticipated changes with respect to roles and timelines for data collection and analysis through the end of the program.

Quarterly reporting: In accordance with USAID regulations, SSP will submit a quarterly report every three months within 30 days after the end of the quarter. This report will include a narrative description of activities that took place during the previous quarter as well as all required Geo-MIS forms. Any supplemental reports produced during the quarter will be attached as appendices. The summary table of indicators with progress on each indicator that are to be reported quarterly will be submitted on a quarterly basis as an annex to the quarterly report.

Annual reporting: In accordance with USAID regulations, SSP will submit an annual report within 90 days after the end of the fiscal year and in lieu of a 4th quarter report. This report will include a narrative description of activities that took place during the previous year. Any supplemental reports produced during the fiscal year will be attached as appendices.

Geo-MIS reporting: The Performance Management Plan will include indicators to be linked to Geo-MIS. SSP staff received training on Geo-MIS from USAID and will enter regular updates to the system accordance with USAID instructions. Once the output indicators are entered into Geo-MIS, SSP staff will update the activity-level reporting monthly and the program-level reporting (including the indicator data from the PMP) quarterly.

***TraiNet reporting*:** In accordance with ADS 253, SSP will meet the TraiNet reporting requirements for any in-country training programs and sub-programs of more than three consecutive class days, or 15 contact hours scheduled intermittently. The SSP staff working with each set of training participants will compile data on participant numbers and demographic data as well as position and contact information. SSP fully understands the

importance of keeping these data current as changes may occur during the program and many participants will be participating in training programs that are longer than one quarter.

Final Evaluation Reporting: The best designed and administered evaluation studies cannot inform policy or practice without a strategic plan for dissemination and a receptive audience willing to review and consider the results. In this regard, SSP intends to produce a series of thematic short reports focusing on various program areas, as well as an aggregated final report, both of which have the same level of robust data analysis and insight as produced by the MSN Program, and which will provide strong, evidence-based statements of outcomes and recommendations. The proposed themes for the short reports are:

- Classroom instruction
- Leadership and school improvement planning
- Parent and community engagement
- Co- and extracurricular activities
- Career and psychosocial counseling
- Use of IT

The thematic reports will be disseminated to MoEHE stakeholders and schools, as well as USAID, at a series of events. These reports will contain concrete recommendations for the MoEHE. The focus of the aggregated final report—intended for USAID—will be a comprehensive presentation of the project's interventions and their impact on the quality of education in marginalized areas of the West Bank. While SSP will consult with MoEHE stakeholders regarding the findings of the report where necessary before its publication, senior SSP staff will work with the external evaluation team to produce these reports.

BUDGET IMPLICATIONS

AMIDEAST has budgeted for three full-time M&E staff who will, in addition to their other M&E responsibilities, design and lead all elements of the Performance Management Plan. This calculation depends heavily on the level of MoEHE engagement. For example, SSP assumes that MoEHE district staff will be responsible for coordinating the vast majority of data collection, but data entry and cleaning are time-consuming tasks, and at least some of the qualitative data collection will likely need to be collected by external consultants or SSP staff directly. Even though such tasks are not costly, AMIDEAST will need to allocate funds and time for this aspect of implementation. Additionally, other tasks associated with the

management and analysis of large amounts of qualitative data may also require hiring consultants to help complete the research.

LIMITATIONS

(The section on limitations applies throughout the project duration)

The SSP Program faces a variety of limitations to M&E research that must be acknowledged. First, SSP has made a commitment to working closely with the MoEHE as both a partner in conducting M&E and as a provider of M&E capacity building. In this context, SSP seeks to implement monitoring and evaluation that meets accepted international standards, with the caveat that existing material, fiscal, and human resources available to the MoEHE may limit some of what SSP can actually achieve and sustain. Illustrative of this point is the Ministry's preference for civil servants from the MoEHE to carry out evaluation research instead of the donor-driven tendency to hire external (often international)consultants, In this context, SSP will work closely with the MoEHE to design and implement the most monitoring and evaluation.

The development of research instruments is another challenge. Given the large scope and complexity of the SSP program, SSP will strive to adopt, and modify where necessary, existing protocols and instruments used by MSN, LTD and the Ministry so as to avoid duplication and to maximize the available budgetary and human resources. As a result, SSP will work to tailor its program indicators wherever possible to align with instruments developed by particular departments in the Ministry. SSP views this approach as generally positive, but some of the thoroughness of data collected may be affected. For example, budgetary constraints may limit the number of data-entry personnel that the Ministry can retain, and this in turn may force the decision to minimize the number of items to be included on a particular instrument. Nonetheless, AMIDEAST and its chief partners will work closely together to ensure the integrity of instrument design and data collection. Currently all tools used for monitoring and evaluation purposes have been developed in consultation with the project partners.

There are also limitations to data collection as they apply to particular indicators. Surveys will be designed in conjunction with stakeholders and piloted to ensure for both construct and internal reliability. For any indicator requiring observation or the use of rubrics raises the issue of inter-rater reliability. SSP, in conjunction with the MoEHE, will provide training

on the observation instruments and rubrics for researchers who will use them. These rubrics and instruments will also be carefully designed in conjunction with relevant stakeholders to ensure that they are accurate and reliable. Surveys will also be designed in conjunction with stakeholders and piloted to ensure for both construct and internal reliability.

Another challenge is in the context of the Leadership Diploma Program (LDP) where documentation only capture attendance and not principal learning or performance, or even reactions and satisfaction, therefore, other indicators have been added so that these facets of principal professional development will be captured.

Sampling strategy is yet another area of potential challenge. SSP will use stratified sampling extensively when conducting surveys. While stratified sampling is useful because it ensures that particular groups of interest are represented, it can at the same time exclude others not explicitly identified in the sample frame. For example, the inclusion of specific categories of MoEHE staff (e.g., DLT members) in surveys or focus groups could result in a sample that skews the representation of one sex over another. For this reason, SSP attempts to define sub-categories precisely and give careful consideration to the inclusion of specific groups, especially women, so that an explicit classification of key sub-groups for each sample is assured throughout all phases of data collection.

The time frame for implementing and monitoring interventions is another challenge to collecting data on programs for educational development. SSP is a four-year program, but only three years of concentrated activity will be reflected in much of the data collection. An education reform program of SSP's scope is best represented on a much longer time frame of five years or more. SSP involves staff from the MoEHE in any data collection that is important for identifying long-term trends so that data collection on key indicators after SSP ends can be continued by the Ministry should it wish to do so. In addition, USAID may decide to fund further impact assessments, specifically in the area of student achievement, after the SSP program has ended in 2017. Such a commitment will require separate funding and coordination beyond the lifespan of the SSP program.

A final challenge relates to the tracking of individual beneficiaries (vs. participants) for both the students and parents engaged in the program. SSP has ambitiously planned to track individuals over the life of the program. Such tracking provides USAID with a much higher quality of data on the reach of SSP's effects, but requires extensive cooperation from school extracurricular activity sponsors, counselors and principals. At the end of the program, SSP will therefore know the difference between, for example, one student who has participated in ten extracurricular activities and ten individual students who have each participated in one activity. Such tracking will allow SSP to address equity issues in student and parent engagement more effectively. In consultation with the DGs of Student Activities and Counseling, SSP plans to provide templates for schools to register both students and parents in SSP activities to facilitate the tracking of individuals.

Although student achievement is not an indicator in the SSP PMP, yet the Project is coordinating with the AED at the MoEHE to report student achievement results on an annual basis. This brings up challenges of having secondary data sources and the reliability of data from these sources. However, AED has been a partner of previous and current projects working in the educational sector such as the MSN and LTD projects. Data quality measures implemented by AED include:

1. Rescoring a random sample of 25% of the test booklets for validity purposes
2. Monitoring of the data entry process by a data entry manager
3. Double-checking data entry by re-entering a random sample of 10% of the booklets
4. Cleaning datasets using statistical tools

PERFORMANCE MONITORING AND EVALUATION PLAN

The Performance Monitoring and Evaluation Plan below offers a comprehensive tabular representation of SSP's strategy for achieving its strategic objective and intermediate results and specifies the indicators and methods by which the intermediate results will be measured and reported.

SSP was awarded its cooperative agreement by USAID in March 2013. Per USAID's request, the first-year implementation plan merged FY2014 and the seven months of FY2013 into one plan. This entire time period is also captured as FY2014 in the PMP, in part because

implementation of activities did not begin until April 2014, and a separate tracking of the start-up phase of the program is not needed.

PMP Annexes:

- Annex 1: Monitoring & Evaluation Annual Implementation Plan FY2015
- Annex 2: Performance Monitoring and Evaluation Plan Indicator Table – Baselines and Targets
- Annex 3: Indicators' Tools and Data Collection Timeline: FY15- FY17
- Annex 4: PIRS Document

Program Name: SCHOOL IMPROVEMENT PROGRAM (SSP) **OP Objective: INVESTING IN PEOPLE**
OP Program Area: EDUCATION **OP Program Element: BASIC EDUCATION**

Performance Monitoring and Evaluation Plan – Detailed Indicator Table

Ind. number	Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis.	Method of Analysis and Use	End of Project Target
IR A: Educational Environment Improved						
A1: School physical capacity building						
Ind. A1.1	Number of educational facilities renovated	Total number of classrooms - including science labs, computer labs, libraries - receiving any type of infrastructure upgrade, including construction of new walls, painting, installation of gas/water lines, internet connectivity or other major renovation work. Data disaggregated by: • Type of upgrade received • School • Sex (school) • Type of classroom (computer lab, science lab, etc.) • District	**Data Source:** Teachers, principals at the school; procurement team **Collection Tools:** Procurement tracking sheets; survey for comparison group	**Frequency:** Quarterly (SSP schools); Yearly (comparison group) **Collection:** Procurement Officer to M&E Assistant; District offices to M&E Assistant	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:** • USAID • DLTs • SSP Senior Management	129
Ind. A1.2	Number of educational rooms provided with furniture and equipment	Total number of classrooms - including science labs, computer labs, and libraries - that receive any type of furniture or equipment including chairs, tables, desks, materials, boards, laptops or computers. Data	**Data Source:** Teachers, principals at the schools; procurement team	**Frequency:** Quarterly (SSP schools); Yearly (comparison group)	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools	129

Ind. number	Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis.	Method of Analysis and Use	End of Project Target
		disaggregated by: • Type of furniture or equipment received • School • Sex (school) • Type of classroom (computer lab, science lab, etc.) • District • Community type	**Collection Tools:** Procurement tracking sheets; survey for comparison group	**Collection:** Procurement Officer to M&E Assistant; District offices to M&E Assistant	**Use:** • Geo-MIS reporting • External evaluation **Feedback to:** • USAID • DLTs • SSP Senior Management	
Ind. A1.3	Percentage of teachers utilizing laptops	Total number of teachers utilizing laptops once month/class, divided by total number of teachers. "Utilizing" is defined as teachers or students using the laptop for a relevant in-class activity, or teachers using the laptop outside of class for planning, grading, school communication or professional development purposes. All teachers in the school will be counted, including teachers who are not participating in SSP training. Data disaggregated by: • School • Sex (school) • Sex (teacher) • Age (teacher) • Age (student class) • Community type	**Data Source:** Teachers, principals, and students at the school **Collection Tools:** Surveys; laptop log	**Frequency:** Yearly **Collection:** Principals to district offices to SSP officers to M&E Assistant	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:** • USAID • DLTs • SSP Senior Management	70%

Ind. number	Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis.	Method of Analysis and Use	End of Project Target
		• District • Subject taught • Teacher training status (participating/ not participating)				
Ind. A1.4	Percentage of teachers utilizing computer labs	Total number of teachers utilizing computer lab once month/class, divided by total number of teachers. "Utilizing" is defined as teachers bringing their class into the lab and assigning tasks that require usage of the computers in the room. (Teachers that give traditional classes without using the computers do not count in the indicator). All teachers in the school will be counted, including teachers who are not participating in SSP training. Data disaggregated by: • School • Sex (school) • Sex (teacher) • Age (teacher) • Age (student class) • District • Subject taught • Teacher training status (participating/ not participating)	**Data Source:** Teachers and students at the school **Collection Tools:** Surveys; computer lab log	**Frequency:** Yearly **Collection:** Principals to district offices to SSP officers to M&E Assistant	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:** • USAID • DLTs • SSP Senior Management	45%
Ind. A1.5	Percentage of teachers	Total number of teachers utilizing library once month/class, divided by	**Data Source:** Teachers, and	**Frequency:** Yearly	**Analysis:** • Disaggregation of	45%

Ind. number	Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis.	Method of Analysis and Use	End of Project Target
	utilizing libraries	total number of teachers. "Utilizing" is defined as teachers bringing their class into the library and assigning tasks that require reading or usage of books in the room. (Teachers that give traditional classes without using the books/computers do not count in the indicator). All teachers in the school will be counted, including teachers who are not participating in SSP training. Data disaggregated by: • Sex (school) • Community type • District • Subject taught • Teacher training status (participating/ not participating)	students at the school **Collection Tools:** Surveys; library log	**Collection:** Principals to district offices to SSP officers to M&E Assistant	data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:** • USAID • DLTs • SSP Senior Management	
Ind. A1.6	Percentage of science teachers utilizing science labs	Total number of science teachers utilizing science lab once month/class, divided by total number of teachers. "Utilizing" is defined as teachers bringing their class into the lab and assigning tasks that require usage of the science equipment in the room. (Teachers that give traditional classes without using the science equipment do not count in the indicator). All science teachers in the school will be counted, including teachers who are	**Data Source:** Teachers and students at the school **Collection Tools:** Surveys; science lab log	**Frequency:** Yearly **Collection:** Principals to district offices to SSP officers to M&E Assistant	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation	70%

Ind. number	Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis.	Method of Analysis and Use	End of Project Target
		not participating in SSP training. Data disaggregated by: • Sex (school) • Community type • District • Subject taught • Teacher training status (participating/ not participating)			**Feedback to:** • USAID • DLTs • SSP Senior Management	
A2: Professional Development (Leadership Training, in service Teachers' Training and Study Tours)						
A2.1	Number of teachers trained on inclusive education	Total number of teachers who complete the inclusive education training. Completion is defined as attending all days of the training. Data disaggregated by: • School • Sex (teacher) • Sex (school) • District Community type	**Data Source:** Teachers participating in inclusive education training **Collection Tools:** Attendance records	**Frequency:** At conclusion of training program **Collection:** Master Trainers to Co- and Extracurricular Activities Manager to M&E Assistant	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:** • USAID • SCI • DLTs • SSP Senior Management	40
A2.2	Percentage of trained teachers applying inclusive	Total number of teachers who apply inclusive education concepts when	**Data Source:** Teachers and	**Frequency:** Yearly	**Analysis:** • Disaggregation of	TBD (will be

Ind. number	Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis.	Method of Analysis and Use	End of Project Target
	education guidelines	dealing with students with different needs, divided by total number of teachers. Teachers who apply inclusive education concepts demonstrate that they can: 1) identify students with different needs; 2) refer students with different needs to school counselor; 3) design adaptive plans for students for different needs; 4) apply adaptive plans for students who have them. Data disaggregated by: • School • Sex (school) • Sex (teacher) • District • Community type	students **Collection Tools:** Survey	**Collection:** SSP Officers to M&E Assistant	data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:** • USAID • SSP managers • NIET • Counseling & Special Education • DLTs	based on baseline)
A2.3	Percentage of participating teachers applying effective teaching methods in their classrooms *Corresponds to LTD Indicator 3.2	SSP defines effective teaching as focused on learner-centered methods. SSP's operational definition of learner-centered methods is derived from the Ministry of Education's national standards for teacher performance in which classroom instruction is designed to: 1) select appropriate learning outcomes and clarify these to students; 2) employ a variety of diagnostic, formative and summative	**Data source:** Teachers, students **Collection tool:** Survey	**Frequency**: Yearly for survey **Collection**: M&E Manager **Analysis:** M&E Manager	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:**	60% (will be updated based on reconstructed baseline)

Ind. number	Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis.	Method of Analysis and Use	End of Project Target
		assessments to support learning progress; 3) foster critical thinking and problem solving; 4) connect curriculum content and skills to real-world contexts; 5) accommodate differentiated learning styles of students; and, 6) integrate educational technology to enhance learning. Total number of teachers who meet the above criteria according to classroom observations, divided by number of teachers in the SSP PD program. Data disaggregated by: • School • Sex (school, and teacher) • Subject taught • Grade level taught • District • Community type (urban, rural)			• USAID • NIET • DLTs • Principals • SSP Senior Management	
A2.4	Number of study tour participants	Total number MoEHE/principals/ teachers/counselors who participate in at least one US study tour. Data disaggregated by: • Sex • Employee title • Years at the Ministry • Year of the study tour	**Data Source:** Study tour participants **Collection Tools:** Attendance sheet; visa process	**Frequency:** Yearly **Collection**: Relevant component manager to M&E Manager	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation	45

Ind. number	Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis.	Method of Analysis and Use	End of Project Target
					Feedback to: • USAID • DLTs • SSP Senior Management	
A2.5	Percentage of study tour participants who complete their post-tour action plans	Total number of study tour participants who complete their action plans, divided by the total number of study tour participants. Completion will be determined by the definition set by each study tour participant for his/her project. Data disaggregated by: • Position • Sex (participant) • Year	**Data Source:** Study tour participants and school principals, teachers, counselors, parents and/or students **Collection Tools:** Survey; other affiliated documents/evidence, according to action plans	**Frequency:** According to the timelines for post-tour action plan completion **Collection:** Relevant DG to M&E Manager	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:** • USAID • DLTs • SSP Senior Management	60%
IR B: Community Engagement Enhanced						
Ind. B1.1	Number of schools that develop their SIT plans cooperatively	Total number of schools that used a collaborative approach to develop their School Improvement Team plans. SSP defines cooperatively as the SIT having at least 3 members	**Data Source:** SIT members and principal at the school	**Frequency:** Yearly	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against	50

Ind. number	Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis.	Method of Analysis and Use	End of Project Target
		(the principal, one parent and one teacher) . Data disaggregated by: • School • Sex(SIT members) • Sex (School) • District • Community Type	**Collection Tools:** Receiving a copy of SIT plan	**Collection:** SIT and School Principal to Teacher Education Manager to M&E Assistant	comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:** • USAID • SITs • DLTs • SSP Senior Management	
Ind. B1.2	Percentage of activities co-sponsored by local communities	Number of activities co-sponsored by local communities, divided by total number of activities conducted by school. Local community organizations include NGOs, private sector institutions, and youth organizations. . "Sponsored" is defined as financial/in-kind support or volunteer time, during either the planning phase or implementation phase of the activity. "Activities" are defined as events in which students or school educators, or parents participate but that are not conducted during regular classes. Data disaggregated by:	**Data Source:** Principal and parent council members **Collection Tools:** Survey School Records	**Frequency:** Yearly **Collection:** Principal to Field Officers to Parent Council and Community Engagement Manager to M&E Assistant	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:** • USAID • SITs • DLTs • SSP Senior Management	Baseline = 26% Target : 40%

Ind. number	Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis.	Method of Analysis and Use	End of Project Target
		• Activity type • Organization type • # of activities co-sponsored by the same organization • School • Sex (school) • District • Community Type				
Ind. B1.3	Percentage of participating principals demonstrating effective school leadership *Corresponds to LTD Indicator 2.1	Total number of principals who meet the minimum standard for the MoEHE's Effective School Standards and Competencies, divided by the total number of principals. The standards use following criteria: 1) principal knowledge; and 2) principal practice in the areas of: planning; public relations; resources; teaching and learning; school environment; assessment; and technology. Data disaggregated by: • School • Sex (schools, principals, and teachers) • District • Community type (urban, rural) • Educational background (principal, and teacher) • Years of experience (principal, and teacher)	**Data Source:** Principals, teachers, counselors, parents, and students **Collection Tools:** Principal self-assessment survey; teacher assessment of principals; principal focus groups, and school self-assessment survey	**Frequency:** Yearly **Collection:** NIET Studies Department; Teacher Education Manager, and M&E Manager	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:** • USAID • NIET • DLTs • SSP Senior Management	60%

Ind. number	Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis.	Method of Analysis and Use	End of Project Target
Ind. B1.4	Percentage of participating teachers involved in effective school leadership	Total number of teachers (not only those participating in training) who meet the minimum standard for the MoEHE's Effective School Standards and Competencies, divided by the total number of individual teachers. Part-time teachers should be counted as 1, not ½. SSP will measure leadership using the following criteria: 1) teacher knowledge of school leadership; and 2) teacher practice in the areas of: planning; teaching and learning; school environment; assessment; and technology. Data disaggregated by: • School • Sex (schools, principals, and teachers) • District • Community type (urban, rural) • Educational background (principal and teacher) • Years of experience (principal and teacher)	**Data Source:** Teachers, principals, parents, and students **Collection Tools:** Teacher self-assessment survey; principal assessment of teachers; teacher focus groups, and school self-assessment survey	**Frequency:** Yearly **Collection:** DGs to SSP Officers to Teacher Education Manager to M&E Assistant	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:** • USAID • NIET • DLTs • SSP Senior Management	78%
Ind. B1.5	Percentage of participating parents engaged in effective school leadership	Total number of all parents who meet the minimum standard for the MoEHE's Effective School Standards and Competencies, divided by the total number of parents. Parents	**Data Source:** Principals, teachers, counselors, parents and	**Frequency:** Yearly	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against	67%

Ind. number	Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis.	Method of Analysis and Use	End of Project Target
		should be counted as individuals, not once for each child in the school. SSP will measure leadership using the following criteria: 1) parent knowledge of school leadership; and 2) parent practice in the areas of: planning; resources; teaching and learning; school environment; and technology. Data disaggregated by: • School • Sex (schools, principals, and teachers) • District • Community type (urban, rural) • Educational background (principal, and teacher) • Years of experience (principal, and teacher)	students **Collection Tools:** Parent self-assessment survey; principal and teacher assessment of principals; parent focus groups, and school self-assessment survey	**Collection:** DGs to SSP Officers to Teacher Education Manager to M&E Assistant	comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:** • USAID • SITs • DLTs • SSP Senior Management	
Ind. B1.6	Average rating of local community organizations engaged in the lives of the schools	Average of all SSP schools' total scores on inventory regarding the engagement of community organizations in school life according to the principals. SSP defines engagement as financial, in-kind or labor time contributions by community members or institutions. Data disaggregated by: • Type of organization (private	**Data Source:** Principal, teachers, counselors, parents and students **Collection Tools:** Survey	**Frequency:** Yearly **Collection:** Principal to SSP Officers to M&E	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:**	Baseline 2.225 – reflects partial input by the project End of project target

Ind. number	Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis.	Method of Analysis and Use	End of Project Target
		sector, NGO, local government, individual community members.) • School • Sex (school) • District • Community type		Assistant	• USAID • SITs • DLTs • SSP Senior Management	2.6
IR C: Students' social competencies strengthened						
C1: Co and Extracurricular activities: (Drama/ Debate/ Visits)						
Ind. C1.1	Number of students who participated in SSP-sponsored co- and extra-curricular activities	Total number of students who participated in co- and extra-curricular activities sponsored by SSP. These activities are: museum visits, Debate Forum, environment club, drama club, and spelling bees. Data disaggregated by: • School • Sex (student) • Sex (school) • Activity type • District • Community Type • Year	**Data Source:** Teachers responsible for activity implementation **Collection Tools:** Co- and Extracurricular activities tracking sheets, attendance sheet, and school records	**Frequency:** Quarterly **Collection:** Relevant teachers to principals to SSP Officers to M&E Assistant	**Analysis:** • Disaggregation of data/analysis of equity / youth participation • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:** • USAID • DLTs • SSP Senior Management • Principals	16,620
Ind. C1.2	Percentage of the students in grades 5-10 that participate	Total number of students in grades 5 – 10 that participated in at least on extracurricular club/year, divided by	**Data Source:** Students, reported via	**Frequency:** Annually	**Analysis:** • Disaggregation of data/analysis of equity	24%

Ind. number	Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis.	Method of Analysis and Use	End of Project Target
	in extracurricular clubs #Indicator added at suggestion of METF	the total number of students in these grades. Data disaggregated by: • School • Gender (school) • District • Grade level • Community type	extracurricular activity coordinators **Collection Tools:** Survey	**Collection:** Principal to District Office to M&E Manager	• Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:** • USAID • DLTs • Principals • SITs • Parent Councils • SSP Senior Management	
Ind. C1.3	Number of teachers trained on co- and extra-curricular activity sponsorship	Total number of teachers who received a training on sponsoring any of the co- or extra-curricular activities of the types that SSP implements: museum visits, Debate Forum, environment club, drama club, and spelling bees. Each training will last less than one full day, so completion is defined as attending the training, as training will not be long enough to attend only partially. Data disaggregated by: • School	**Data Source:** Principals at the school **Collection Tools:** Co- and Extracurricular Tracking Sheet, Attendance sheet	**Frequency:** Quarterly **Collection:** Principal to Field Officers to Co- and Extracurricular Activities Manager to M&E Assistant	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:** • USAID	220

Ind. number	Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis.	Method of Analysis and Use	End of Project Target
		• Sex (school) • Sex (teacher) • Activity type • District • Community type • Year			• DLTs • SSP Senior Management • Principals	
C2: Career Counseling						
Ind. C2.1	Number of counselors/ teachers trained on Career Counseling Development Program	Total number of counselors/ teachers that complete the Career Counseling Development Program. "Completion" is defined by attending at least 10 of 12 days (83.3%) of the training. Data disaggregated by: • School • Sex (school) • Sex (counselor/teacher) • District • Community Type • Year	**Data Source:** Principal at the school **Collection Tools:** Co- and Extracurricular activities tracking sheet, attendance sheet, Record of trainers	**Frequency:** Quarterly **Collection:** Principal to Field Officers to Co- and Extracurricular Activities Manager to M&E Assistant	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:** • USAID • DLTs • SSP Senior Management	44
Ind. C2.2	Number of parents/caregivers trained on Career Counseling Development Program	Total number of parents/caregivers who participate in CCDP training. Participation is defined as attending 50% of the training. Data	**Data Source:** Principal and Counselors at the school	**Frequency:** Quarterly **Collection:** Principal to Field	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against	3,000

Ind. number	Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis.	Method of Analysis and Use	End of Project Target
		disaggregated by: • School • Sex (school) • Sex (parent/caregiver) • District • Community Type • Year	**Collection Tools:** Co- and Extracurricular activities tracking sheet, attendance sheet, trainer records	Officers to Co- and Extracurricular Activities Manager to M&E Assistant	comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:** • USAID • DLTs • SSP Senior Management	
Ind. C2.3	Number of students trained on Career Counseling Development Program	Total number of students in 8th, 9th, 10th grades that complete CCDP counseling activities. This program is set to be an in-class activity during the school time, and it is obligatory for all students in 8th, 9th, and 10th grades. Moreover, the classes is distributed to be one class / week for each grade Completion is defined as attending all days of the training. Data disaggregated by: • School • Sex (school) • Sex (student) • Activity Type • District • Community Type • Year	**Data Source:** Students **Collection Tools:** Co- and Extracurricular activities tracking sheet, attendance sheet, trainer records	**Frequency:** Quarterly **Collection:** Principal to Field Officers to Co- and Extracurricular Activities Manager to M&E Assistant	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:** • USAID • DLTs • SSP Senior Management	8,600

Ind. number	Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis.	Method of Analysis and Use	End of Project Target
Ind. C2.4	Number of printed Career Counseling Development Program materials distributed to students and community members	Total number of Career Counseling Development Program materials printed and distributed. Data disaggregated by: • Community • Beneficiary type (counselors, parents, students)	**Data Source:** Principals at the schools **Collection Tools:** Procurement Tracking sheets, Co- and Extracurricular Tracking Sheets and signing sheets	**Frequency:** Yearly **Collection:** Principal to Field Officers to Co- and Extracurricular Activities Manager to M&E Assistant	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:** • USAID • DLTs • SSP Senior Management	23,280

Ind. number	Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis.	Method of Analysis and Use	End of Project Target
Ind. C2.5	Percentage of students that report having the skills to better plan their career paths	Total number of SSP students in 8th , 9th, and 10th grades that report 1) knowing their career interests; 2) knowing the qualifications needed for certain careers 3knowing how to search for jobs in their career path ; and 4) are satisfied with the CCPD program divided by the total number of students. Data disaggregated by: • School • Sex (school) • Sex (student) • District • Grade level • Community type	**Data Source:** Students in grades 8-10 **Collection Tools:** Survey	**Frequency:** Yearly **Collection:** Counselors to DGs to SSP Officers to M&E Assistant	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:** • USAID • SSP Senior Management	Will be based on baseline
C3: Resilience Program						
Ind. C3.1	Number of students that participate in the Resilience Program	Total number of students who participated in the Resilience Program over the 12 sessions/ semester. Participation is defined by attendance at least 11 (91.6 %) Resilience Program activity. Data disaggregated by: • School • Sex (school) • Sex (student) • Grade level	**Data Source:** Students **Collection Tools:** Co- and Extracurricular activities tracking sheet, Attendance sheet,	**Frequency:** Yearly **Collection:** Principal to Field Officers to Co- and Extracurricular Activities Manager	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation	7,500

Ind. number	Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis.	Method of Analysis and Use	End of Project Target
		• District • Community type		to M&E Assistant	**Feedback to:** • USAID • DLTs • SSP Senior Management	
Ind. C3.2	Number of counselors/teachers trained on Resilience Program activities	Total number of counselors/ teachers who complete the training on the implementation of the Resilience Program. Completion is defined as attending all 4 days of the training. Data Disaggregated by: • School • Sex (school) • Sex (counselor/teacher) • District • Community type • Year	**Data Source:** Counselors/ teachers **Collection Tools:** Co- and Extracurricular activities tracking sheet, attendance sheet, Trainer records	**Frequency:** Yearly **Collection:** Principal to Field Officers to Co- and Extracurricular Activities Manager to M&E Assistant	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:** • USAID • DLTs • SSP Senior Management	44
Ind. C3.3	Number of parents/caregivers who participated in Resilience Program activities	Total number of parents/caregivers who attended at 50% of the Resilience Program activities (4.5 of 9 hours). Data disaggregated by: • School • Sex (school) • Sex (parent/caregiver) • District • Community Type	**Data Source:** Principal and Counselors at the school **Collection Tools:** Co- and Extracurricular	**Frequency:** Yearly **Collection:** Principal to Field Officers to Co- and	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting	900

Ind. number	Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis.	Method of Analysis and Use	End of Project Target
		• Year	activities tracking sheet, Attendance sheet,	Extracurricular Activities Manager to M&E Assistant	• External evaluation **Feedback to:** • USAID • DLTs • SSP Senior Management	
Ind. C3.4	Percentage of students that demonstrate strengthened psychological coping mechanisms	Total number of students from 6th – 10th grades that demonstrate strengthened psychological coping mechanisms in the following areas: 1) confidence; 2) engagement at home; 3) engagement at school; 4) social relations; and 5) problem solving, plus total number of students in 1st – 3rd grades that demonstrate strengthened psychological coping mechanisms in the areas of 1) communication; and 2) playfulness using expressive arts, divided by total number of students. Data disaggregated by: • School • Sex (school) • Sex (student) • District • Grade level • Community type	**Data Source:** Students in grades 1-10 Parents, and teachers **Collection Tools:** Surveys & interviews	**Frequency:** Yearly **Collection:** Counselors to DGs to SSP Officers to M&E Assistant	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:** • USAID • SSP Senior Management	30% of all participants

Ind. number	Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis.	Method of Analysis and Use	End of Project Target
PPR Indicators (USAID Operational Indicators)						
Ind. PPR 1	Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support *Corresponds to LTD Ind. 2.3	Total number of students enrolled, in grades 1-10, in all participating schools. Grades 1-10 will be reported because these are the grades that constitute basic education according to the Ministry of Education. Data disaggregated by: • School • School (Sex) • District • Community Type • Year	**Data Source:** Principals **Collection Tools:** School profile	**Frequency:** Annual **Collection:** Principals to DGs to Field Officers to M&E Assistant	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:** • USAID • DLTs • SSP Senior Management	18,700
Ind. PPR1.1	Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (male) *Corresponds to LTD Ind. 2.3a	Total number of male students enrolled, in grades 1-10, in all participating schools. Grades 1-10 will be reported because these are the grades that constitute basic education according to the Ministry of Education. Data disaggregated by:	**Data Source:** Principals **Collection Tools:** School profile	**Frequency:** Annual **Collection:** Principals to DGs to Field Officers to M&E Assistant	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools	10,700
Ind. PPR1.2	Number of learners enrolled in primary schools and/or equivalent non-school based settings with	Total number of female students enrolled, in grades 1-10, in all participating schools. Grades 1-10 will be reported because these are the	**Data Source:** Principals **Collection**	**Frequency:** Annual **Collection:**	**Analysis:** • Disaggregation of data/analysis of equity	8,000

Ind. number	Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis.	Method of Analysis and Use	End of Project Target
	USG support (female) *Corresponds to LTD Ind. 2.3b	grades that constitute basic education according to the Ministry of Education. Data disaggregated by:	**Tools:** School profile	Principals to DGs to Field Officers to M&E Assistant	• Comparison against targets • Comparison against comparative group schools	
Ind. PPR2	Number of administrators and officials trained with USG support *Corresponds to LTD Ind. 2.2	Total number of principals who are qualified by NIET under the Leadership Diploma Program (LDP). "Qualified" is a standard MoEHE term referring to individuals who have attended any number of sessions of the Leadership Diploma. Data disaggregated by: • School • Sex (school) • District • Community Type	**Data Source:** Principals **Collection Tools:** NIET LDP attendance sheets and completion records	**Frequency:** At the completion of the LDP **Collection:** NIET LDP administrators to Teacher Education Manager to M&E Assistant	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:** • USAID • DLTs • SSP Senior Management	50
Ind. PPR2.1	Number of administrators/officials trained with USG support (male) *Corresponds to LTD Ind. 2.2a	Total number of male principals who are qualified by NIET under the Leadership Diploma Program (LDP). "Qualified" is a standard MoEHE term referring to individuals who have attended any number of sessions.	**Data Source:** Principals **Collection Tools:** NIET LDP attendance sheets and completion records	**Frequency:** At the completion of the LDP **Collection:** NIET LDP administrators to Teacher Education Manager to M&E Assistant	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation	30

Ind. number	Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis.	Method of Analysis and Use	End of Project Target
					Feedback to: • USAID • DLTs • SSP Senior Management	
Ind. PPR2.2	Number of administrators/officials trained with USG support (female) *Corresponds to LTD Ind. 2.2b	Total number of female principals who are qualified by NIET under the Leadership Diploma Program (LDP). "Qualified" is a standard MoEHE term referring to individuals who have attended any number of sessions.	**Data Source:** Principals **Collection Tools:** NIET LDP attendance sheets and completion records	**Frequency:** At the completion of the LDP **Collection:** NIET LDP administrators to Teacher Education Manager to M&E Assistant	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:** • USAID • DLTs • SSP Senior Management	20
Ind. PPR3	Percentage of female parent council members *Custom USAID gender indicator	Total number of female parent council members, divided by total number of parent council members. Parent council members are those parents listed by the school on the formal list of parent council members submitted to the district office at the beginning of each school year. Data	**Data Source:** Principal **Collection Tools:** Copy of parent	**Frequency:** Yearly **Collection:**	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:**	45%

Ind. number	Indicator	Indicator Definition	Data Source and Collection Tools	Frequency, Responsibility for Collection and Analysis.	Method of Analysis and Use	End of Project Target
		disaggregated by: • School • Sex (school) • District • Community type	council membership list	Principal to SSP Officers to M&E Assistant	• Geo-MIS reporting • External evaluation **Feedback to:** • USAID • DLTs • Principals • SITs • Parent Councils • SSP Senior Management	
Ind. PPR4	Average self-efficacy at school score reported by women at the conclusion of USG-supported training/programming *Custom USAID gender indicator	Sum of scores on efficacy at school index (based on USAID GNDR-3 efficacy scale), divided by sum of total possible scores. Data disaggregated by: • School • Sex (school) • District • Community type • Stakeholder role (teacher, , parent, counselor, principal)	**Data Source:** Teachers, parents, counselors, principals **Collection Tools:** Survey	**Frequency:** Baseline and Endline **Collection:** Principal to District Office to M&E Manager	**Analysis:** • Disaggregation of data/analysis of equity • Comparison against targets • Comparison against comparative group schools **Use:** • Geo-MIS reporting • External evaluation **Feedback to:** • USAID • DLTs • Principals • SSP Senior Management	Baseline: 8.72 Endline: 10.5 (10% increase from baseline value)

ANNEX 1: MONITORING & EVALUATION ANNUAL IMPLEMENTATION PLAN FY2015

Monitoring & Evaluation Activities	Oct 2014	Nov 2014	Dec 2014	Jan 2015	Feb 2015	Mar 2015	Apr 2015	May 2015	Jun 2015	Jul 2015	Aug 2015	Sep 2015
Develop monitoring instruments												
Collect monitoring data												
Provide monitoring data to implementing departments												
Complete PPR reporting for FY13-14 on Geo-MIS												
Collect and update school data												
Develop baseline instruments												
Conduct internal baseline data collection on indicators												
Produce data analysis for baseline on indicators												
Conduct external evaluation baseline data collection												
Receive external evaluation baseline report												
Conduct detailed planning process for second semester AY2014-2015 M&E activities based on baseline data												
Procure supplies and hire consultants for second round of student achievement assessment												
Conduct FY2014-2015 data collection on indicators												
Conduct annual DQA with USAID												
Conduct second round of student achievement assessment												
Submit quarterly report including Geo-MIS												
Revise PMP for FY2015-2016												

ANNEX 2: PERFORMANCE MONITORING AND EVALUATION PLAN INDICATOR TABLE – BASELINES AND TARGETS

Indicator Number	Indicator	Ind. Format	PMP Indicator Type	Frequency	Baseline Value	Planned Year 1 (FY14)	Planned Year 2 (FY15)	Planned Year 3 (FY16)	Planned Year 4 (FY17)	End of Project Target
IR A: Educational Environment Improved										
A1: School Physical Capacity Building										
Ind. A1.1	Number of educational facilities renovated	#	Output	FY15	0	-	129	-	-	129
	Number of Schools receiving renovations				0	-	48	-	-	48
	Number of computer labs renovated				0	-	48	-	-	48
	Number of Libraries renovated				0	-	42	-	-	42
	Number of science labs renovated				0	-	39	-	-	39
	Number of other facilities renovated				0	-	4	-	-	4
Ind. A1.2	Number of educational rooms provided with furniture and equipment	#	Output	FY15	0	-	129	-	-	129
Ind. A1.3	Percentage of teachers utilizing laptops	%	Outcome	Yearly	25%	-	40%	70%	-	70%
Ind. A1.4	Percentage of teachers utilizing computer labs	%	Outcome	Yearly	27%	-	40%	45%	-	45%
Ind. A1.5	Percentage of teachers utilizing libraries	%	Outcome	Yearly	32%	-	40%	45%	-	45%
Ind. A1.6	Percentage of science teachers utilizing science labs	%	Outcome	Yearly	49%	-	67%	70%	-	70%
A2: Professional Development										
Ind.A2.1	Number of teachers trained on inclusive education	#	Output	FY15	0	-	-	40	-	40
Ind.A2.2	Percentage of trained teachers applying inclusive education guidelines	%	Outcome	Yearly	Nov. 2015	-	-	TBD	-	TBD
Ind.A2.3	Percentage of participating teachers applying effective teaching methods in their classrooms	%	Outcome	Yearly	Re-constructed	-	50%	60%	-	60%
Ind.A2.4	Number of study tour participants	#	Output	Yearly	0	-	15	30	-	45
Ind. A2.5	Percentage of study tour participants who complete their post-tour action plans	%	Outcome	Yearly	0	-	60%	60%	-	60%
IR B: Community Engagement Enhanced										
Ind. B1.1	Number of schools that develop their SIT plans cooperatively	#	Output	Yearly	0	-	50	50	50	50
Ind. B1.2	Percentage of activities co-sponsored by local communities	%	Output	Yearly	26%	-	35%	40%	-	40%

Indicator Number	Indicator	Ind. Format	PMP Indicator Type	Frequency	Baseline Value	Planned Year 1 (FY14)	Planned Year 2 (FY15)	Planned Year 3 (FY16)	Planned Year 4 (FY17)	End of Project Target
Ind. B1.3	Percentage of participating principals demonstrating effective school leadership	%	Outcome	Yearly	reconstructed	-	60%	60%	-	60%
Ind. B1.4	Percentage of participating teachers involved in effective school leadership	%	Outcome	Yearly	-	-	76%	78%	-	78%
Ind. B1.5	Percentage of participating parents engaged in effective school leadership	%	Outcome	Yearly	-	-	60%	67%	-	67%
Ind. B1.6	Average rating of local community organizations engaged in the lives of the schools	Score out of 4	Outcome	Yearly	2.225	-	2.4	2.6	-	2.6
IR C: Students' social competencies strengthened										
C1: Co and Extracurricular Activities: (Drama/ Debate/ Visits)										
Ind. C1.1	Number of students who participated in SSP-sponsored co- and extra-curricular activities	#	Output	Quarterly	0	1620	7500	7500	-	16,620
Ind. C1.2	Percentage of the students in grades 5-10 that participate in extracurricular clubs #Indicator added at suggestion of METF	%	Output	Yearly	12%	-	18%	24%	-	24%
Ind. C1.3	Number of teachers trained on co- and extra-curricular activity sponsorship	#	Output	Quarterly	0	-	120	100	-	220
C2: Career Counseling										
Ind. C2.1	Number of counselors/ teachers trained on Career Counseling Development Program	#	Output	Yearly	0	-	44	44	-	44
Ind. C2.2	Number of parents/caregivers trained on Career Counseling Development Program	#	Output	Yearly	0	-	1500	1500	-	3000
Ind. C2.3	Number of students trained on Career Counseling Development Program	#	Output	Quarterly	0	-	3000	3350	2,250	8600
Ind. C2.4	Number of printed Career Counseling Development Program materials distributed to students and community members	#	Output	Yearly	0	-	5570	8930	8780	23,280
Ind. C2.5	Percentage of students that report having the skills to better plan their career paths	%	Outcome	Yearly	Feb 2015	-	TBD	TBD	-	TBD
C3: Resilience Program										
Ind. C3.1	Number of students that participate in the Resilience Program	#	Output	Quarterly	0		1,500	3,000	3,000	7,500
Ind. C3.2	Number of counselors/teachers trained on Resilience Program activities	#	Output	Quarterly	0	-	44	-	-	44
Ind. C3.3	Number of parents/caregivers who participated in Resilience Program activities	#	Output	Quarterly	0	-	300	600	-	900

Indicator Number	Indicator	Ind. Format	PMP Indicator Type	Frequency	Baseline Value	Planned Year 1 (FY14)	Planned Year 2 (FY15)	Planned Year 3 (FY16)	Planned Year 4 (FY17)	End of Project Target
Ind. C3.4	Percentage of students that demonstrate strengthened psychological coping mechanisms	%	Outcome	Yearly	Feb 2015	-	-	30%	-	30%
PPR Indicators (USAID Operational Indicators)										
Ind. PPR 1	Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support	#	Output	Yearly	0	18,685	18,707	18,700	18,700	18,700
Sub Ind. PPR1.1	Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (male)	#	Output	Yearly	0	10,743	10,731	10,700	10,700	10,700
Sub Ind. PPR1.2	Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (female)	#	Output	Yearly	0	7,942	7,976	8,000	8,000	8,000
Ind. PPR2	Number of administrators and officials trained with USG support	#	Output	Yearly	0	-	50	-	-	50
Sub Ind. PPR2.1	Number of administrators/officials trained with USG support (male)	#	Output	Yearly	0	-	30	-	-	30
Sub Ind. PPR2.2	Number of administrators/officials trained with USG support (female)	#	Output	Yearly	0	-	20	-	-	20
Ind. PPR3	Percentage of female parent council members *Custom USAID gender indicator	%	Output	Yearly	31%	-	35%	40%	45%	45%
Ind. PPR4	Average self-efficacy at school score reported by women at the conclusion of USG-supported training/programming *Custom USAID gender indicator	Score out of 16	Outcome	Baseline	8.72	-	-	-	10.5	10% increase

ANNEX 3: INDICATORS' TOOLS AND DATA COLLECTION TIMELINE: FY15- FY17

Ind. #	Indicator	Tool	Oct-14	Nov-14	Dec-14	Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17
	IR A: Educational Environment Improved																															
A1	School Physical Capacity Building																															
A1.1	Number of educational facilities renovated	Procurement Tracker																														
A1.2	Number of educational rooms provided with furniture and equipment	Procurement Tracker																														
A1.3	Percentage of teachers utilizing laptops	Capacity Building Survey (Teachers & Students)																														
A1.4	Percentage of teachers utilizing computer labs	Capacity Building Survey (Teachers & Students)																														
A1.5	Percentage of teachers utilizing libraries	Capacity Building Survey (Teachers & Students)																														
A1.6	Percentage of science teachers utilizing science labs	Capacity Building Survey (Teachers & Students)																														
A1.7	Percentage of science teachers utilizing science equipment	Capacity Building Survey (Teachers & Students)																														
A2	Professional Development																															
A2.1	Number of teachers trained on inclusive education	Training Attendance Sheets																														
A2.2	Percentage of trained teachers applying inclusive education	Inclusive education tool(TBD)																														
A2.3	Percentage of teachers applying effective teaching	NIET																														
A2.4	Number of study tour participants	Project Records																														
A2.5	Percentage of study tour participants who complete their post-tour action plans	Project Records																														
	IR B: Community Engagement Enhanced																															
B1.1	Number of schools that develop their SIT plans cooperatively	SIT plans sign-off form																														

Baseline Yearly End of project Re-Constructed evaluation

Ind. #	Indicator	Tool	Oct-14	Nov-14	Dec-14	Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17
B1.2	Percentage of activities co-sponsored by local communities	Community engagement surveys - principals																														
B1.3	Percentage of participating principals demonstrating effective school leadership	NIET																														
B1.4	Percentage of participating teachers demonstrating effective school leadership	AWRAD																														
B1.5	Percentage of participating parents demonstrating effective school leadership	AWRAD																														
B1.6	Average rating of local community organizations engaged in the lives of the schools	Community engagement surveys - principals																														
	IR C: Students' Social Competencies Strengthened																															
C1	CO and Extra-curricular Activities																															
C1.1	Number of students who participated in co- and extra-curricular activities	Students' clubs forms																														
C1.2	Percentage of students in grades 1-10 participated in extracurricular clubs	Students' clubs forms																														
C1.3	Number of teachers trained on co- and extra-curricular activity sponsorship	Attendance Sheets																														
C2	Career Counseling																															
C2.1	Number of counselors/ teachers trained on Career Counseling Development Program	Attendance Sheets																														
C2.2	Number of parents/caregivers trained on Career Counseling Development Program	Attendance Sheets																														
C2.3	Number of students trained on Career Counseling Development Program	School Profile / Grade 8-10																														
C2.4	Number of printed Career Counseling Development Program materials distributed to students and community members	Project Records																														
C2.5	Percentage of students that report having the skills to better plan their career paths	CCDP tool																														

Baseline Yearly End of project Re-Constructed evaluation

Ind. #	Indicator	Tool	Oct-14	Nov-14	Dec-14	Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17
C3	Resilience Program																															
C3.1	Number of students that participate in the Resilience Program	School Profiles / Project records																														
C3.2	Number of counselors/teachers trained on Resilience Program activities	Attendance Sheets																														
C3.3	Number of parents/caregivers who participated in Resilience Program activities	Attendance Sheets																														
C3.4:	Percentage of students that demonstrate strengthened psychological coping mechanisms	Resilience + HEART tools																														
	Program Level Indicators PPRs																															
PPR1	Number of learners enrolled	School Profile																														
PPR2	Number of administrators and officials trained with USG support	Project Records / Attendance sheets																														
PPR3	Percentage of female parent council members	PC tracking sheet																														
PPR4	Average self-efficacy	Self-efficacy tool																														
	Other SSP Assessments																															
	Student Achievement Testing	AED testing																														
	School Improvement Teams	SIT focus groups																														
	Classroom Engagement	Classroom engagement survey																														
	External Evaluation	AWRAD																														

Baseline Yearly End of project Re-Constructed evaluation

ANNEX 4: PROGRAM INDICATORS' REFERENCE SHEETS

(Separate document)