

EQuALLS2 Final Report (Part 1)

July 2006 to June 2013



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Abbreviations

ARMM	Autonomous Region in Muslim Mindanao
BBF	Brother's Brother Foundation
BEAM	Basic Education Assistance for Mindanao
BE	Basic Education
BEE	Bureau of Elementary Education
BL	Basic Literacy
BLP	Basic Literacy Program
BERC	Barangay Education Report Card
BIPI	Beliefs and Instructional Practices Inventory
DepED	Department of Education
EDC	Education Development Center
EGRA	Early Grade Reading Assessment
EPDP	Educators' Professional Development Program
EQaALLS2	Education Quality and Access for Learning and Livelihood Skills Phase 2
EQUIP3	Educational Quality Improvement Program 3
GDA	Global Development Alliance
ICT	Information and Communications Technology
IR	Intermediate Result
LGU	Local Government Unit
LSB	Local School Board
M&E	Monitoring and Evaluation
MIS	Management Information System
MLE	Multilingual Education
NAT	National Achievement Test
NCBTS	National Competency Based Teacher Standards
NEPP	National English Proficiency Program
NETRC	National Education Testing and Research Center
ORFA	Oral Reading Fluency Assessment
O&C	Outreach and Communications
Phil IRI	Philippines Informal Reading Inventory
PPP	Public-Private Partnership
PTA	Parent Teacher Association
PTCA	Parent Teacher Community Association
RBEC	Revised Basic Education Curriculum
RPO	Regional Program Officer
RR	Retention Rate
SBM	School-Based Management
SCOPE-L	Standards-based Classroom Observation Protocol for Educators in Literacy
STAR	Situation-Tasks-Action-Result
TA	Technical Assistance
TEI	Teacher Education Institute
TEPT	Test of English Proficiency of Teachers
TOT	Training of Trainers
TWG	Technical Working Group
USAID	United States Agency for International Development
WSRP	Whole School Reading Program

EXECUTIVE SUMMARY

Education Development Center is pleased to submit to USAID Part 1 of the EQuALLS2 Final Project Report, covering January 1, 2012 to June 30, 2013. Taken together with Part 2, submitted earlier as the Life of Project Report, 2006-2011, this report constitutes a full final summary of the achievements and lessons learned during the implementation of the EQuALLS 2 project.

The no-cost extension phase of EQuALLS2 continued specific work that was implemented under the project's Intermediate Result (IR) 2: Strengthened capacity for teaching English, math, and science. The whole-school approach to improving reading instruction was started during the last few years in the implementation of the project. In the 2010-11 school year, EQuALLS2 piloted a whole school reading program (WSRP) in which all teachers, regardless of subject and grade, were focused on improving their own English reading skills and those of their students. Based on positive assessment results, this activity was expanded and enhanced for implementation in 53 schools in 7 divisions of Regions 9, 12 and the Autonomous Region in Muslim Mindanao (ARMM).

Key components of the WSRP model include assessment of students' literacy skills and teachers' instructional practices; professional development courses for teachers and school administrators on teaching reading and writing, as well as on using assessment results to inform instruction; development and use of locally produced reading materials; development and implementation of a school-wide reading improvement plan; and on-going technical guidance and support – all of which lead to strengthened classroom instruction focused on explicit teaching of phonics, phonemic awareness, word recognition, vocabulary development, fluency, and comprehension; oral language development; and opportunities to engage in authentic read and writing activities.



The primary achievements of the extension period are grouped by the four primary objectives that guided the work:

Objective 1: Expand the reach of EQuALLS2 to more educators to improve their capacity to teach reading and writing more effectively

- Intensive professional development in methods and strategies for teaching reading and writing provided to 977 teachers and principals from 53 target schools.

- Improved teacher scores on instructional practices as measured by a standards-based observation protocol (SCOPE Literacy) and on self-reported beliefs and practices about teaching reading and writing.
- Strengthened capacity of DepEd supervisors to provide technical assistance and support to schools as they work to improve students' reading skills and to administer assessments and observation protocols.
- Exploratory use of Short Messages Service (SMS) as a tool to supplement on-site or face-to-face training instructional practices to improve reading skills

Objective 2: Increase students' English proficiency and ability to read at their grade level

- Statistically significant gains on 7 out of 10 Early Grade Reading Assessment (EGRA) subtests by WSRP 2nd graders and statistically significant gains by third graders 3 out of 10 EGRA subtests
- 136% increase in students reading at the Instructional Level (at grade level) on the Philippines Informal Reading Inventory (Phil IRI), grades 2 to 6.

Objective 3: Help the Philippine Department of Education (DepED) develop a scalable model for educator professional development in teaching reading and writing in English

- Refinement of a sustainable and scalable model for improving instruction in basic literacy skills
- Replication and expansion of the WSRP model by all seven of the participating DepEd divisions

Objective 4: Leverage additional resources from private organizations to increase support for English and reading programs

- Contribution of in-kind and cash resources totaling approximately \$392,451.71 by Petron Foundation, National Book Store Foundation, and Brothers Brother Foundation.

Introduction

In December 2011, EDC was granted a no-cost extension to continue EQuALLS 2 educator professional development programming through June 2013. The no-cost extension provided an opportunity for EDC to build on the gains and lessons learned to date, to further strengthen teachers' English language skills and students' capacity to read at their grade level. This report focuses on EQuALLS2 project accomplishments during the extension period, and completes the EQuALLS 2 Final Report.

Previously, during the 2010-11 school year, EQuALLS2 piloted a whole school reading program (WSRP) in which all teachers, regardless of subject and grade, were focused on improving their own English reading skills and those of their students¹. Based on the positive assessment results of this pilot implementation, WSRP was expanded during the no-cost extension, from 12 to 53 schools; from 218 to 900 teachers; and from 9,110 to over 38,560 students. Working closely with the Philippine Department of Education (DepEd) Regions 9, 12 and the ARMM, EQuALLS2 aimed to refine the WSRP model, document the outcomes for teachers and students, and develop a potentially replicable and scalable program model for improving teachers' instructional skills and students' literacy skills.

The WSRP Model

The Whole School Reading Program is designed to strengthen teachers' skills in teaching reading in order to improve students' decoding, fluency, and comprehension skills. It involves the school administrators and all English, science, and math teachers at all grade levels (1–6) in a series of activities focused on building reading, writing, listening, speaking, and literacy skills in English classes, and further reinforcing these skills in math and science classes.

Figure 1. WSRP Model



The WSRP model includes several key components focused on planning; professional development in literacy instruction for all educators in the school; assessment of student skills and use of the results to plan instruction; strengthened and explicit instruction in reading and writing skills, including remedial and enrichment activities; support from stakeholders; and on-going technical support and monitoring by DepEd district and division staff. Over the course of the implementation period, these components were modified slightly and revised based on consultation with DepEd Division staff and participating schools during end-of-project workshops. The program's original components are summarized in Table 1, and the revised model is shown in Figure 1, at left.

Anchoring the WSRP approach is the preparation of a School Reading Improvement Plan (SRIP), a practice introduced by EQuALLS2 for schools to commit to a year-long school-wide reading program that is focused primarily on

¹ The WSRP pilot is described in the following publications: Learning Series #5 and #12 <http://www.equalls2.com/resources>

improving the reading skills of students who are reading below grade level. The SRIP is developed by teachers and the school head and outlines the goals and activities regarding each component of the WSRP. To ensure budget and institutional support, the School Reading Improvement Plan is integrated into the School Improvement Plan.

All teachers in the school participate in several professional development courses on teaching reading and writing. While the emphasis is on early grade reading instruction, upper grade teachers learn how to use instructional strategies to help struggling readers in their subject-specific classes. Teachers learn to use simple classroom assessments to track students' skills and plan focused instruction.

Explicit instruction in the component skills of reading is integrated into teachers' daily lesson plans. Remedial and enrichment reading activities are conducted school-wide, based on the school's reading improvement plan. In addition, teachers develop and use their own instructional materials that support students' active engagement in reading activities.

Technical assistance and support is provided by DepEd supervisors, who are trained to observe reading instructional activities and give feedback, using the SCOPE Literacy instrument. Schools encourage involvement of parents and engage local government units and PTAs in supporting the school-wide reading improvement plans.

Table 1. WSRP Components

School Reading Improvement Plan	Developed and implemented by teachers and the school head
Educator Professional Development Courses	Courses on Learning to Read, Reading to Learn, Reading-Writing Connections; administration and use of assessments
Assessment of student skills	By teachers and external administrators, to diagnose students' gaps in reading skills, plan instruction, and track progress
Strategy-focused reading and writing instruction	Explicit instruction in phonics, phonemic awareness, word recognition, vocabulary development, fluency, and reading comprehension.
<ul style="list-style-type: none"> Remedial reading activities Structured instruction for non-readers and frustrated readers in all grades Enrichment reading activities Structured instruction for instructional and independent readers in all grades Instructional materials development Provision of materials to support student assessments, and mainstream, remedial, and enrichment reading instruction 	
Monitoring and technical support	Regular monitoring and technical support by DepED administrators to implement the reading program. Use of the Standard Classroom Observation Protocol for Education (SCOPE) tool for literacy instruction
Support from stakeholders	School-initiated activities to generate parent involvement and support from LGUs and PTAs on the school's reading initiatives

Together, these components make up the WSRP model that was implemented in the 53 participating schools.

Implementation overview

The following calendar (Table 2) shows the main implementation activities from January 2012 through June 2013.

Table 2: WSRP Implementation Calendar

Area	Activity	2012												2013					
		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Consultation activities with DepEd	Project start-up																		
	Consultations with DepEd																		
	School & Teacher Surveys																		
	FGD with teachers																		
	Exit Conferences with DepEd																		
	Project close-out																		
Capacity building and TA to educators	Modules review & training design																		
	Summer Trainings																		
	Post-training TA																		
	SMS Text Messages																		
	School Monitoring																		
	SMS Training																		
Research Activities	Training on EGRA																		
	EGRA Baseline Administration																		
	SCOPE Baseline Administration																		
	Semestral break training																		
	WSRP Case Studies																		
	EGRA & SCOPE Refresher Training & Posttest																		
Materials Support	Brigada Eskwela																		
	BBF book shopping activity																		
	Search for Best WSRP School																		
	Distribution of Reading and Teachers' Kits																		

During the initial months of the extension period, EQuALLS2 worked closely with DepEd to select participating schools, plan project implementation, and confirm the involvement of appropriate regional and division staff in providing technical assistance (TA), monitoring program implementation and conducting baseline and end of project assessments. Surveys were conducted to identify current reading activities in the selected WSRP schools and to informally assess teachers' capacity and experience in teaching reading. These initial activities helped the team refine and adapt materials and training modules from the previous small WSRP pilot to ensure that the intervention would be relevant to the needs of the 53 participating schools.

Ateneo de Zamboanga University faculty and EDC trained 31 selected DepEd regional and division supervisors, subject coordinators and English teachers to become trainers for the "Learning to Read and Reading to Learn" courses. Five days of training workshops were conducted at the division level in April and May for all administrators and teachers from grades 1 to 6, followed by a second 4-day training in October 2012. Training sessions designed to improve teachers' ability to assess students' reading level and use the result to inform intervention; to improve teachers' skills in teaching reading in order to improve students' encoding & decoding, vocabulary, fluency, reading comprehension; and to integrate

authentic writing activities into reading instruction. During the first training event, school teams drafted the school's School Reading Improvement Plan.

These combined 9 days of training were supplemented with on-going technical support from project staff and DepEd supervisors, both in-person and via text messaging. Following each training event, EQ2 and DepEd provided post-training technical assistance via school visits; following the October training, EQuALLS2 also provided technical assistance and support to teachers through SMS text messaging. Initially focused on reminders and encouragement, these messages became more focused on specific reading and writing instructional strategies. A short pilot was conducted during the second quarter of FY 13, to test the usefulness of text messages as a form of technical support. EQ2 trained ESM division supervisors as a sustainability strategy to continue the use of SMS as a supplemental tool in promoting teaching reading skills. (See WSRP Update #3 in Annex 2.)

Books and instructional materials were provided to each school to ensure that classrooms are environments that support the development of reading skills. During initial training, teachers received kits containing supplies to develop their own instructional materials and big books. Through a partnership with Petron Foundation and National Book Store Foundation, locally published books were provided to each school, including local folktales and legends in English and Tagalog. In addition, US-produced materials provided by another EQ2 partner, the Brothers Brother Foundation, expanded the range of reading materials available to students, including big books, audio books, and language worksheets.

To provide evidence of project progress and impact, a research study was conducted to describe reading outcomes of students, measured by the Early Grade Reading Assessments (EGRA); improvements in instructional practices of teachers, measured by the Standards-based Classroom Observation Protocol for Educators (SCOPE) for Literacy Instruction; and changes in teachers' beliefs and attitudes about teaching reading, documented by the Beliefs and Instructional Practices Inventory (BIPI). Trained DepED EGRA enumerators administered the baseline in July 2012 and the posttest in January to February 2013. Trained SCOPE administrators observed teachers at baseline in August to September 2012 and posttest at the same time as the EGRA posttest. A case study was also completed to document best practices and challenges faced by teachers and schools in the course of implementing WSRP. Preliminary results of the research were presented to DepED officials during the division-based WSRP turn-over and exit conference. The full technical evaluation report is found in Annex 4.

Results and Accomplishments

Implementation activities were designed to achieve four primary objectives. Discussion of the project accomplishments and results are organized by these four objectives.

Objective 1: Expand the reach of EQuALLS2 to more educators to improve their capacity to teach reading and writing more effectively

Over 950 teachers and school principals in 53 elementary schools participated in the Whole School Reading Program, extending the reach of potentially improved instruction to over 38,500 Grade 1-6

students in seven DepEd Divisions in Regions 9, 12 and the ARMM. By the end of the project period, the superintendents for all seven participating Divisions were implementing training activities designed to further expand the WSRP to reach more (all, in some cases) schools in their Divisions. (For a summary of planned expansion activities, see the discussion of Objective3.)

All educators in the WSRP schools participated in 9 days (72 hours) of intensive professional development in evidence-based methods and strategies for teaching reading and writing in the early grades and strengthening an emphasis on these skills in the upper grades. Before and after each training event, an informal assessment was administered to teachers to check their knowledge about reading instruction and to document retention of concepts covered during workshop sessions. For example, before the initial training, teachers scored an average of 7 correct out of 15 questions, and at posttest, the average score increased to 11. These informal assessments served to provide feedback on the training design as well as help teachers realize their own gaps in knowledge about teaching reading.

To complement traditional in-person professional development sessions, the project conducted an ICT pilot program for WSRP teachers using Short Messages Service (SMS). The main objective of this intervention was to supplement on-site training in improving reading instructional practices. EQ2 implemented this activity for three months (January to March 2013) reaching 870 teachers through SMS messages addressing topics that included reading & writing, developing fluency, vocabulary, asking questions to develop comprehension and encouraging independent writing.

Changes in instructional practices and self-reported beliefs and practices

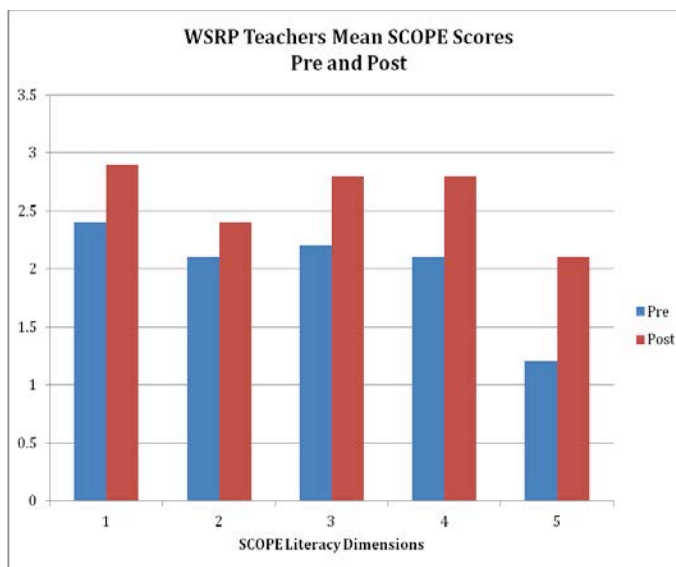
To document changes in teachers' instructional practices, a sample of early grade teachers in WSRP and comparison schools were observed twice (at the beginning and end of the project), using an abbreviated version of EDC's Standards-based Classroom Observation Protocol for Educators of Literacy (SCOPE Literacy). This same sample completed a self- assessment of practices and beliefs about teaching reading and writing, EDC's Beliefs and Instructional Practices Inventory (BIPI). The results from both instruments indicated positive change.

- *Improved SCOPE Literacy Scores:* Using a modified and abbreviated version of EDC's SCOPE Literacy instrument, trained DepEd administrators conducted two classroom observations of teachers in the intervention and comparison groups. The observations focused on the degree to which the teacher:
 1. Provides students with structured opportunities to develop their encoding (spelling/writing) and decoding skills
 2. Provides students with structured opportunities to increase their vocabulary in order to improve their reading comprehension and writing skills
 3. Uses diverse instructional strategies to develop students' reading fluency
 4. Uses diverse instructional strategies to develop students' comprehension skills
 5. Implements instruction that recognizes the importance of independent, original writing in the development of reading skills

Ratings ranged from a low of 1 (never or rarely) to a high of 5 (consistently and appropriately), based on a detailed scoring rubric. WSRP teachers scored higher than comparison group teachers at posttest on all five SCOPE Literacy dimensions observed. Further, WSRP teachers improved between pretest and posttest on all dimensions, as shown in Figure 2. The mean scores for all WSRP teachers show that teachers scored highest at posttest on dimension 1 and lowest on dimension 5, though the greatest gain in mean scores was for dimension 5. The data indicate that WSRP teachers are on a trajectory to achieve SCOPE ratings of 3, which indicates competence in reading instructional practices.

- *Improved BIPI Scores:* The BIPI provides information about what teachers think about their students’ abilities, about their own beliefs about how students learn to read and write, the appropriateness of different instructional methods for teaching literacy, as well as their own classroom practice. Overall, statistical analyses of changes in BIPI survey responses between the pretest and the posttest showed larger overall positive change in three BIPI sections for the WSRP teachers compared to non-WSRP teachers.

Figure 2. WSRP Teachers’ Mean SCOPE Scores – Pre and Post



Full discussion of the results of the Beliefs and Instructional Practices Inventory and the SCOPE Literacy are found in Annex 4: Whole School Reading Program Evaluation Findings.

Capacity-building for DepEd Administrators

In addition to strengthening the capacity of classroom teachers, EQuALLS2 provided opportunities for DepEd administrators to build their skills in conducting classroom observations, administering electronic EGRA, and providing technical assistance in teaching reading and writing. Assessment administration training sessions were professional development events that included a focus on the concepts underlying the SCOPE Literacy and EGRA items. These same supervisors and administrators, as well as others, partnered with WSRP staff in conducting school visits to provide mentoring and coaching to school staff.

To increase use and sustainability of the promising practice of technical support through SMS, EQuALLS2 trained a total of 29 ESM division supervisors and division ICT coordinators. The training focused on identifying the division’s current ICT practices, specifically on current ways the division communicates with their schools, administrators and teachers. Following this process, participants were trained on the use and features of *FrontlineSMS*

My students are curious when I graph the results after I administer RARS, so I tell them that the more words they are able to read, the higher the line will go. Now, they anxiously wait [to see] how their line will go every week.

LCPEs teacher

technology with the purpose of developing action plan to be implemented in their divisions. Action plans developed included activities, a timeline and persons responsible. Divisions were equipped with the equipment needed to deploy *FrontlineSMS*.

Objective 2: Increase students’ English proficiency and ability to read at their grade level

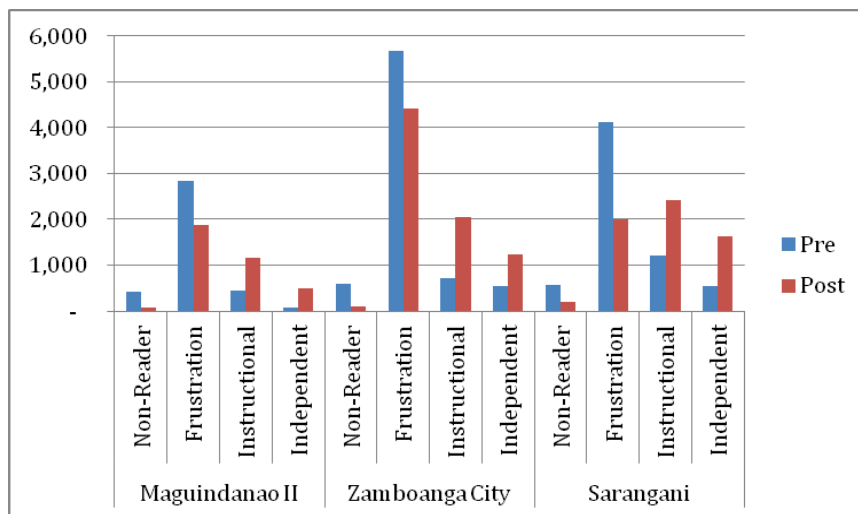
Teachers and school heads received training and coaching in administering and interpreting the results of several assessments, both informal (RARS) and formal (Phil IRI). In addition, the WSRP and non-WSRP students randomly selected for the research study were given the Early Grade Reading Assessment (EGRA) by external assessors, and their results were compared.

Teacher-administered assessments of reading skills

- The *Rapid Assessment of Reading Skills (RARS)* is a word recognition test developed by EDC to quickly assess students’ approximate reading levels. During the first 5-day professional development event, participants learned how to administer this simple assessment and to work with students to track their own progress. WSRP staff did not collect this data; it was used solely by teachers to tailor their instructional activities to the needs of their students.
- WSRP educators received refresher training in the proper way to administer and interpret the results for the *Philippines Informal Reading Inventory (Phil IRI)*. One of the motivating factors for the Whole School Reading Program was the large number of students who seemed ‘stuck’ at the Frustration level on the Phil IRI. (DepEd defines frustrated readers as those who cannot read fluently or with comprehension and who are reading below grade level.) When the Phil IRI was administered to schools in the WSRP pilot in 2010, over 60% of the students in grades 2 to 6 scored at the Frustration level on the oral portion of the test.²

The Phil IRI data was collected from all WSRP schools at the beginning of the academic year; however, several months into the year, DepEd issued a memo rescinding the mandatory reporting of Phil-IRI data. EQuALLS 2 made every effort to collect post-test data but not all Divisions were able to provide complete Phil IRI pre-post data sets for WSRP schools. Figure 3 summarizes the progress in three of the seven Divisions: Maguindanao II, Zamboanga City and Sarangani.

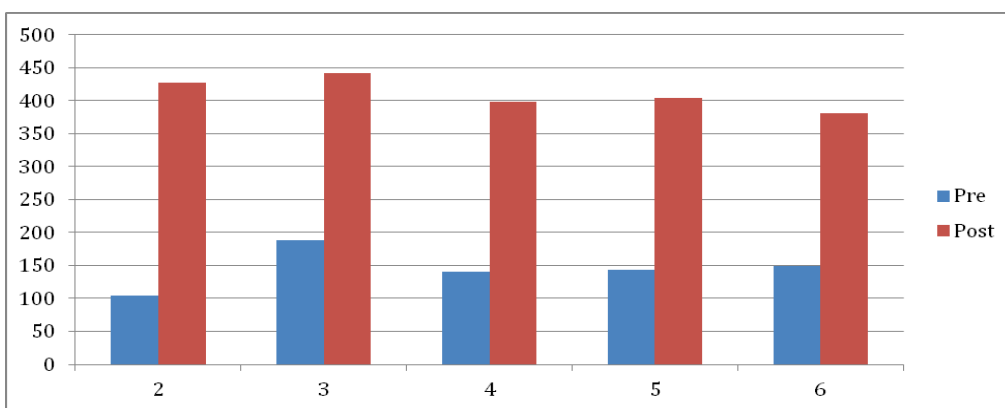
Figure 3: Pre-Post Phil IRI data for 3 D 1



² EQuALLS2 Learning Series #5.

In each of these divisions, at posttest the number of students reading at the Frustration Level decreased and the number of Instructional (reading at grade level) and Independent Level readers increased. In the largest Division, Zamboanga City, the number of students scoring at the instructional level increased but still remained relatively low overall. However, analysis by grade (Figure 4) indicates that gains were fairly consistent at each grade level.

Figure 4: Pre-Post Phil IRI Instructional Level Readers by Grade, Zamboanga City Division



Externally-administered assessment of reading skills

The electronic form of the *Early Grade Reading Assessment* (eEGRA) was administered at the beginning and end of the school year to a sample of students from intervention and comparison schools by DepEd Division supervisors who were trained prior to each administration of the test. The EGRA instrument uses ten subtests to assess students' skills in four literacy-related areas: pre-literacy skills, fluency skills, comprehension skills, and writing skills.

Second grade students from the intervention group gained significantly more between the pretest and the posttest in seven out of ten tested subtests, compared to just one subtest that registered superior comparison group performance. In the third grade, students from the intervention group gained significantly more in three subtests, while students from the comparison group gained significantly more in two other subtests. Overall, the intervention appeared to be particularly effective for the second grade classrooms.

Table 3. Significance of difference in learning gains between WSRP and intervention students, by grade

	Second grade		Third Grad	
	WSRP	comparison	WSRP	comparison
Pre-Literacy skills	Orientation to print	sig. ($p < .05$)		
	Letter naming	sig. ($p < .001$)	sig. ($p < .01$)	
	Letter sounds		sig. ($p < .05$)	
	Initial Sound Identification		sig. ($p < .05$)	sig. ($p < .05$)

Fluency skills	Familiar word reading	sig. ($p < .01$)	
	Invented word reading		sig. ($p < .05$)
	Oral passage reading	sig. ($p < .01$)	
Comprehension skills	Reading comprehension	sig. ($p < .001$)	sig. ($p < .001$)
	Listening comprehension	sig. ($p < .001$)	
Writing skills	Dictation	sig. ($p < .001$)	

The gain difference was particularly significant for female students, with the intervention group girls registering larger gains for a larger number of subtests compared to their male counterparts. In the second grade girls also outscored boys on both the pre-and the posttest. A similar, though less pronounced, gender pattern holds for third graders.

Complete results, organized by the three subtests of the EGRA, are found on pp 11-50 of the Research Report: Evaluation of the Whole School Reading Program (Annex 4).

Objective 3: Help the Philippines Department of Education (DepED) develop a scalable model for educator professional development in teaching reading and writing in English

Refined Model

DepEd Division and district staff were involved at each step of the Whole School Reading Program, from designing content for teacher training to collecting data as trained observers and assessment administrators. Their input helped shape the initial model (Figure 1, p X) and contributed to the refined model represented in the graphic to the right. The division staff and school teams (school head and teacher representatives) that participated in the end-of-project conferences recommended adding one additional component (program evaluation, leading to the next reading improvement plan). Further, qualitative findings from the case studies and the results of quantitative research data indicate a need for increased focus on strengthening teachers' understanding and use of comprehension strategies with students as well as an increased focus on writing.



The refined model emphasizes the importance of oral language development and opportunities for authentic reading and writing, in addition to explicit instruction in component reading and writing skills. Assessment of students' skills and teachers' instructional practices inform the content of educator professional development activities in teaching reading and writing (for all teachers across all grades),

and provides information for setting the school's Reading Improvement Plan (SRIP). In this refined model, the SRIP remains the central mechanism for coordinated school-wide efforts to improve reading skills in all grades, and is the document by which the school staff evaluate their progress at the end of the year. The planning cycle starts again, using the results from the SRIP evaluation. Technical support and monitoring by DepEd is on-going.

Scalability and Sustainability

Activities conducted during the final Division-level close-out and turn-over events provided strong evidence that the WSRP model is sustainable and scalable: schools developed plans to continue their activities without the support of EQuALLS2, and Divisions confirmed their intent to implement WSRP training on their own during the 2013 summer break. These final events were attended by a team from each participating school (school head and 2-3 teachers) and the Division superintendent and supervisors.

School Self-Assessments

School teams assessed their level of development and their progress toward a sustainable school-wide reading program, using a four-level rubric for each of the 9 WSRP components. The results of this self-assessment yielded data that was used to revise the WSRP model; provided insights into each of the components of the program; and painted a picture of how the WSRP schools see their efforts. Results were also used to guide the development of the SRIPs for school year 2013-14.

The assessment rubrics reflect the various levels of development of a WSRP school moving from the *forming* (or getting started) stage to *developing*, *established* and finally to *leading to excellence*. Each Division scored in the *Established* stage, with individual schools within the Divisions ranging from *Developing* to *Leading to Excellence*. On average, schools rated themselves the highest on 1) assessing students and using assessment to inform instruction and 2) instructional materials development, and the lowest on enrichment reading activities for students who are reading at or above grade level. A summary of the Division-level results and the school self-assessment rubrics are found in Annex 1.

Division-level Expansion of WSRP

Each of the seven Division Superintendents is expanding the WSRP approach within their Division without project support, indicating a high degree of satisfaction with the results of the project as well as the feasibility of taking the model to scale and sustaining it at the Division level.

During the planning activities of the turnover event, each Division Superintendent (or designated staff) discussed specific plans for extending the reach of WSRP to all schools in their Divisions, as summarized below. Divisions are using the WSRP professional development course materials, reading materials, and instructional materials supplies as the basis for the activities outlined below; otherwise, they are conducting the expansion activities on their own, using their own resources to cover associated expenses.

Table 4: WSRP expansion activities by Division

Division	Description of Expansion Activity	Approximate Number of Beneficiaries	Implementation Dates
Isabela City	<ul style="list-style-type: none"> Training of all Grades 1-3 teachers in the Division on Learning to Read Modules (First Phase) Training of all Grades 4-6 on Vocabulary Development, Fluency, Reading Comprehension, and Writing Modules 	800 teachers 15,000 students	May 15-30, 2013
Zamboanga City	<ul style="list-style-type: none"> Training of Trainers (5 teachers or administrators from each of the 12 districts) on Learning to Read and Reading to Learn Modules. The trained facilitators will conduct workshops for all Grades 1-2 teachers (first phase) 	80 Master Trainers: 1,000 Grade 1-2 teachers 51,000 Grade 1 and 2 students	June 2013
Sultan Kudarat	<ul style="list-style-type: none"> Participate in the Regional TOT to increase the pool of WSRP trainers in the division Prioritize training for teachers and school heads of low performing schools in the division 3-day Training on Strengthening Classroom Reading and Writing Instruction for Lutayan district 2 	144 teachers and school heads from all schools in the division	June 2013 June-July 2013 June 27-29, 2013
South Cotabato	<ul style="list-style-type: none"> 5-day training for grades 4 to 6 English teachers in Summer 2013 on learning to read and reading to learn modules Training for all grades 2 to 4 multigrade teachers in June 2013 on learning to read and reading to learn modules Training for all grades 5 and 6 multigrade teachers in October 2013 on learning to read, and reading to learn modules 	180 teachers 500 students 90 teachers and 400 students 90 teachers and 400 students	Summer 2013 and 2014 June 2013 October 2013
Maguindanao 2	<ul style="list-style-type: none"> Training of Trainers on Developmental Reading and Writing Connections for selected participants from all districts. Training for all Grades 1-3 teachers on Developmental Reading and Writing Connections. 	50 trainers 2,914 Grades 1-3 teachers 49,511 students	July, 2013 August- October, 2013
Cotabato City	<ul style="list-style-type: none"> 3 day training for all Grades 1-3 teachers on learning to read and reading to learn modules 	200 teachers and 10, 750 pupils	June, 2013
Sarangani	<ul style="list-style-type: none"> Training for school heads of non-pilot schools utilizing some teachers and administrators from Malapatan Training for Grades 1-3 teachers from non-pilot schools in 19 districts will be prioritized 	To be determined	June-July 2013 June-July 2013

Objective 4: Leverage additional resources from private organizations to increase support for English and reading programs

EQuALLS2 strong private sector engagement continued during the no-cost extension during which a total of approximately \$392,451.71 of both cash and in-kind resources were leveraged to improve reading and literacy in Mindanao.

GDA Agreement with Petron Foundation

During the no-cost extension period, USAID and Petron Foundation signed an agreement in which Petron pledged PhP 21M (US\$500,000) to support the EQuALLS2 Whole School Reading Program. The half million dollars provided by Petron Foundation, the result of a long and successful partnership between EDC and Petron Foundation, positioned EQuALLS2 as one of the most effective education initiatives at leveraging private sector resources in support of USAID education programming. With the signing of this GDA agreement with Petron Foundation, EQuALLS2 fully achieved its private sector leveraging goal for this extension period

National Book Store Foundation's partnership with EDC

Similarly, during the no-cost extension period, EDC and National Book Store Foundation signed a Commitment to Partnership through which National Book Store Foundation pledged to donate 7 libraries to the model reading schools selected in each of the 7 WSRP divisions in Regions 9, 12 and ARMM. Each library consisted of 2 bookshelves with 500 brand-new locally published picture books, area mats, tables and chairs. The total amount leveraged from NBS between both the library sets and the books amounts \$54,285.71. Schools competed to win a library by documenting their remedial or enrichment reading sessions, including pictures and detailed lesson plans for specific activities.

Extension of the BBF and EDC Alliance

Further, EDC and BBF's partnership was extended during the no-cost extension. This PPA translated into 18,787 brand-new storybooks, picture books, big books and instructional materials distributed to more than 120 grades 2 and 3 teachers from 47 WSRP schools during book shopping activities held throughout the month of September 2012. Grades 2 and 3 teachers were prioritized due to the fact that adequate reading materials in English are critically needed in order to help grade 2 and 3 students make the transition from mother tongue to English as part of DepED's mother tongue initiative. The value of the over 18,000 books (leverage) is estimated to be \$338,166.

Monitoring and Evaluation

EQuALLS2 successfully met and exceeded all of its original indicators for both the original phase (July 2006 – December 2011) and the no-cost extension (January 2012 – June 2013). The table below provides a breakdown of all nine indicators by Intermediate Result for both phases and the total cumulative.

Table 5: Life of Project M&E Target and Accomplishments by Intermediate Result and Indicator

	LOP Target	Accomplishments as of Dec 2011	WSRP Jan 2012 - June 2013		OVERALL		
			Additional Targets	Accomplishments as of June 2013	Target	Accomplishments	%
IR 1: Increased Access to Learning Opportunities							
Number of classrooms repaired with USG assistance	1,180	1,242			1,180	1,242	105%
Number of classrooms constructed with USG assistance	120	193			120	193	161%

Number of learners enrolled in USG-supported primary schools or equivalent non-school-based settings	310,000	465,574	35,000	38,566	345,000	504,140	146%
Number of PTAs or similar "school" governance structures supported by USG	850	1,344			850	1,344	158%
IR 2: Improved educational quality through strengthened capacity for teaching English, math, and science							
Number of administrators and officials trained (e.g., in school finance, management or governance)	2,238	3,551			2,238	3,551	159%
Number of teachers and educators trained with USG support	35,000	38,490	900	1,942	35,900	40,432	113%
Number of textbooks and other learning materials provided with USG assistance	1,800,000	2,116,701	25,000	88,787	1,825,000	2,205,488	121%
IR 3: Improved relevance of education and training for out-of-school children and youth (OSCY)							
Number of persons participating in USG-funded WFD programs	35,000	43,960			35,000	43,960	126%
Number of WFD initiatives through USG-assisted public-private partnerships	12	33			12	33	275%

The table below provides a breakdown of the three indicators agreed on for the no-cost extension period, including targets for the extension period; accomplishments by fiscal year and total accomplishments.

Table 6: FACTS indicators

Indicators	Target for Extension Period (Jan 12 – June 13)	Accomplishment for FY2012 (Oct 11 – Sep 12)	Accomplishment for FY2013 (Oct 12 – Jun 13)	Accomplishment Extension Period (Jan 12 – June 13)
Number of learners enrolled in USAID-supported schools or equivalent non-school based settings	35,000	38,566	0	38,566
Number of teachers / educators trained with	900	965	977	1,942 ³

³ 1,942 refers to total service count. Based on the EQUALLS2 M&E Strategic Plan, this indicator is a service count. According to the M&E plan, "an individual trainee, even if he/she is trained in more than one area or instance of training that year, should be counted only once. Each year in which a training occurs results in a service count. A trainee can receive multiple service counts over the life of project, but only one count per year." Since the October training happened in the new fiscal year, individual teachers who were trained last April and May and again this October were counted twice.

Indicators	Target for Extension Period (Jan 12 – June 13)	Accomplishment for FY2012 (Oct 11 – Sep 12)	Accomplishment for FY2013 (Oct 12 – Jun 13)	Accomplishment Extension Period (Jan 12 – June 13)
USG support				
Number of textbooks and other teaching and learning materials provided with USG assistance	25,000	18,787	70,000	88,787

Research study

EQuALLS2 conducted an evaluation study to determine the outcomes of the one-year implementation of WSRP on teaching quality and student achievement in grades 2 and 3. The WSRP evaluation was designed to test whether the program was successful in effecting a positive change in teacher beliefs about literacy instruction and instructional practices, and student performance. The evaluation addressed the following four research questions related to teacher and student performance.

1. In what ways did teachers' beliefs and attitudes on teaching reading change as a result of the intervention?
2. Were the changes in teachers' beliefs associated with changes in their instructional practices in teaching reading in English?
3. Was there a significant improvement in the reading skills of students in grades 2 and 3 as a result of the intervention?
4. Were the changes in teacher beliefs and instructional practices associated with students' reading skills?

A longitudinal quasi-experimental evaluation was designed to follow the progress of the same group of teachers and their students in WSRP (intervention) and non-WSRP (comparison) schools across the 10-month academic year study period. Two tools were administered to teachers of both intervention and comparison schools: (i) a Teacher Belief and Practice Inventory⁴ (BIPI) to track self-reported changes, and (ii) a modified and shortened version of SCOPE Literacy (Standards-based Classroom Observation

⁴ The BIPI was developed by EDC and has been administered to teachers in several countries. The BIPI consists of the following sections: Teacher's demographic information; questions about frequency of use of literacy-related instructional practices in the classroom; series of statements about teaching literacy; and series of statements about students' abilities in relation to literacy. *Teacher beliefs and attitudes with respect to learning to read: A three-country comparative study* was presented at CIES, 2011.

Protocol for Educators in Literacy)⁵. Students were administered the electronic version of the Early Grade Reading Assessment (eEGRA).⁶

The detailed evaluation results, found in Annex 4, include the following key findings:

- Statistical analyses of the three datasets (BIPI, SCOPE Literacy and eEGRA) showed positive patterns of change between the pretest and posttest that support WSRP's model.
- The WSRP teachers demonstrated statistically significant positive shifts in their beliefs about teaching literacy, as measured by the BIPI survey.
- The WSRP teachers scored higher than comparison group teachers on all five SCOPE Literacy dimensions at the posttest.
- Second grade WSRP students gained statistically significantly more between the pretest and the posttest in seven out of ten tested EGRA subtests, compared to just one subtest in which students from the comparison group gained more.
- The results for EGRA testing showed relatively high pre-literacy and fluency skills, particularly among the third graders; however, students in both grades have very low listening and reading comprehension skills.

Results from the evaluation study were provided to DepEd to inform planning and decision-making about national and regional efforts to improve reading instruction.

Communications

EQuALLS2 was characterized by its ability to rapidly document and communicate relevant information to key audiences. During the initial five years of the project, EQ2 utilized many different strategies and tools to meet this objective. The project continued to draw on these tools during the no-cost extension period, particularly in the last six months when results and lessons learned started to emerge. Key findings, best and promising practices, results and milestones, outcomes, anecdotal evidence of impact and other relevant data were captured under various products developed and disseminated by the project. These products include

- Three issues of the WSRP Update (1: Model Reading Programs Announced; 2) Interesting and Varied Materials Enhance Reading Instruction; 3) Using Text Messages to Support Teachers
- Case Studies Report
- Learning Series publication about the Case Studies Report
- Evaluation of the Whole School Reading Program

EQuALLS2 disseminated these products to USAID, DepEd, educators and teachers, USAID-funded BASA Pilipinas project and other key audiences.

⁵ SCOPE Literacy is an EDC-developed tool that looks at 16 dimensions of instructional practices in literacy classrooms. It is modeled after EDC's original SCOPE, which has been used successfully in many EDC projects around the world to document changes in teaching practices in elementary classrooms. For purposes of this study, it was shortened to five essential dimensions.

⁶ EGRA is a diagnostic instrument designed to assess the foundation skills for literacy acquisition of grades 1 to 3 pupils. It tests alphabetic, phonetic, and phonemic awareness (e.g. letter naming, letter-sound, sound-symbol correspondence), word recognition, fluency and reading comprehension. The development of EGRA was funded by USAID and the World Bank to provide a reliable method of assessing reading skills of readers in early grades. An electronic version has been developed by EDC.

Project Operations

During the last six months of 2011, EQuALLS2 performed due diligence, carrying out project completion tasks including but not limited to approval of disposition of inventory; termination letters to staff and supporting labor market re-insertion; conduct of final lessons learned event; production of final report (which became the Life of Project technical report) among others. The Modification to the Award approving the no-cost extension period from January 2012 – June 2013 was issued in December 2012 and the project immediately switched gears to continue reduced operations for the WSRP. EQuALLS2 technical work for the extension focused on expanding the WSRP work piloted during the regular life of the project and all three offices (Manila, Zamboanga and Cotabato) remained open.

EQ2 retained the minimal number of staff to be able to operate WSRP and research related activities. Functions and tasks were consolidated thus demanding positions to multi-task in order to achieve the levels of efficiency needed to carry out the approved Work Plan within the allotted budget. When data collection and analysis were conducted and the need for documentation and dissemination increased, technical assistance from the home office was provided in country. Additionally, home office support was provided to ensure a the phasing out of staff

EQuALLS2 field offices in Zamboanga City, Koronodal, and Cotabato City closed on May 31 and the Manila-based office closed operations at the end of June 2013 bringing to an end seven years of successful and productive efforts to improve education and livelihoods skills for the children and youth of Mindanao.