Performance Monitoring Plan (PMP)

Liberia Teacher Training Program (LTTP II)

June 2010 – May 2015

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List of Acronyms

CEO	County Education Officer
DEO	District Education Officer
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Mathematics Assessment
EMIS	Electronic Management and Information System
ESP	Education Sector Planation
ETF	Event Tracking Form
FHI 360	Family Health International 360
LTTP	Liberian Teacher Training Program
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MET	Monitoring and Evaluation Team
NGO	Non-Governmental Organization
OTL	Opportunity to Learn
PMP	Performance Management Plan
PTA	Parent Teachers Association
RF	Result Framework
RTTI	Rural Teacher Training Institute
TBD	To be developed
TEPS	Teacher Education Program Standards
TOT	Training of Trainers
USAID	United States Agency for International Development

Part I: Introduction and Background

Introduction:

The cornerstone of performance management is the *performance monitoring plan (PMP).* The PMP maps out how information on progress towards achievement is organized, collected, processed and presented to stakeholders. The PMP contains performance indicators, information on data collection, analysis and reporting. It is an important guide to all stakeholders on how project inputs, processes and results are logically inter-connected to produce the changes required at the end.

USAID guidance requires the PMP, at a minimum, to include:

- a detailed definition of each performance indicator, baselines and targets for each result to be achieved (strategic objective, results, and intermediate result, or sub-results);
- plans for data collection (source, method, frequency and schedule of data collection);
- the office, team, or individual, responsible for ensuring data are available on time;
- plans for monitoring the development hypothesis, critical assumptions and context;
- data quality assessment procedures;
- data limitations, significance and actions to address weaknesses, and
- Estimated costs for collecting data and plans for financing.

The PMP for the Liberia Teacher Training Program II (LTTPII) has the following sections:

Part I introduces the PMP, provides a brief description of the purpose of the LTTPII, and the principles that have guided the development of the PMP.

Part II describes the problem, the development hypothesis, the Result Framework and the relationship between its different components.

Part III discusses the organization and management of the PMP, the flow of monitoring and evaluation data, reporting and responsibilities.

Part IV presents the evaluation and assessment work plan.

Parts V, VI, and VII include: the Performance Indicator Reference Sheet (PIRS), the PMP monitoring matrix and Tools for data collection.

Background:

The Liberian education system is emerging from a prolonged and brutally destructive period of civil unrest and lags significantly behind most other countries in the African Region in nearly all education statistics. After 14 years of civil war, which resulted in the destruction of much of the country's trained workforce, Liberia was faced with the urgent need to rebuild its education system. The 2006 school census revealed that 31% of public schools were destroyed during the conflict and the average learner-to-classroom ratio was 300:1 (with most learners in the primary system over-aged). This also results in an equally large teacher-learner ratio.

This situation prompted USAID to design a comprehensive program to train Liberian citizens to become teacher trainers and to better prepare pre-service and in-service teachers for teaching at the primary school level. It also prompted USAID to develop a program designed to train over-aged primary schoolchildren in Accelerated Learning Programs (ALP). The war had exacerbated the deficiencies of an education system that was already inefficient and of low quality, and USAID, in concert with other donors, began work to help Liberia address challenges in infrastructure, access, quality of instruction, and human and financial resources.

The Objective of the LTTPII Associate Cooperative Agreement is to provide technical assistance needed to enhance the quality and effectiveness of the teaching force to lead to improved access to, and quality, equity and efficiency of basic education, by focusing on:

- increasing teacher effectiveness;
- enhancing reading and math skills;
- improving classroom learning environments;
- extending access to women and girls; and
- Expanding parents', communities' and stakeholders' participation in student learning.

The specific desired results described below are not only intended to expand and improve teacher training activities, but also to address underlying institutional, policy and system weaknesses that impact capacity to deliver a professional development program for Liberia's educators.

Expected achievements by 2015 are the following;

- About 258,000 students will pass through the Reading Program, with about 60,000 reaching proficiency in reading and comprehension.
- A total of 3,316 (Male – 2724, Female – 592) will be trained in the Pre-service teacher training program in the three RTTIs. It is expected that at least 80% of the graduates will be working in the public primary schools.
- It is expected that the three RTIs, the county education offices and the Ministry of Education will have improved institutional capacity.
- Liberia education will have a functioning Education Management Information System.

Part II: Results Framework (RF)

LTTP II's PMP is based on, first, the objective, results and sub-results laid out in the Cooperative Agreement. The Cooperative Agreement, on the other hand, is based on the needs of the Liberian education system as articulated in the Liberian Education Sector Plan (ESP) as well as consultations with the Ministry of Education, universities, and RTTIs, USAID's New Education Strategy; and the experience gained during LTTP I.

The Problem and Development Hypothesis

The Problem	The Solution	Assumptions
Low equitable access to quality basic education	Increased equitable access to Quality Basic Education	Liberia will continue to build more learning space, produce necessary textbooks and reading materials and train teachers

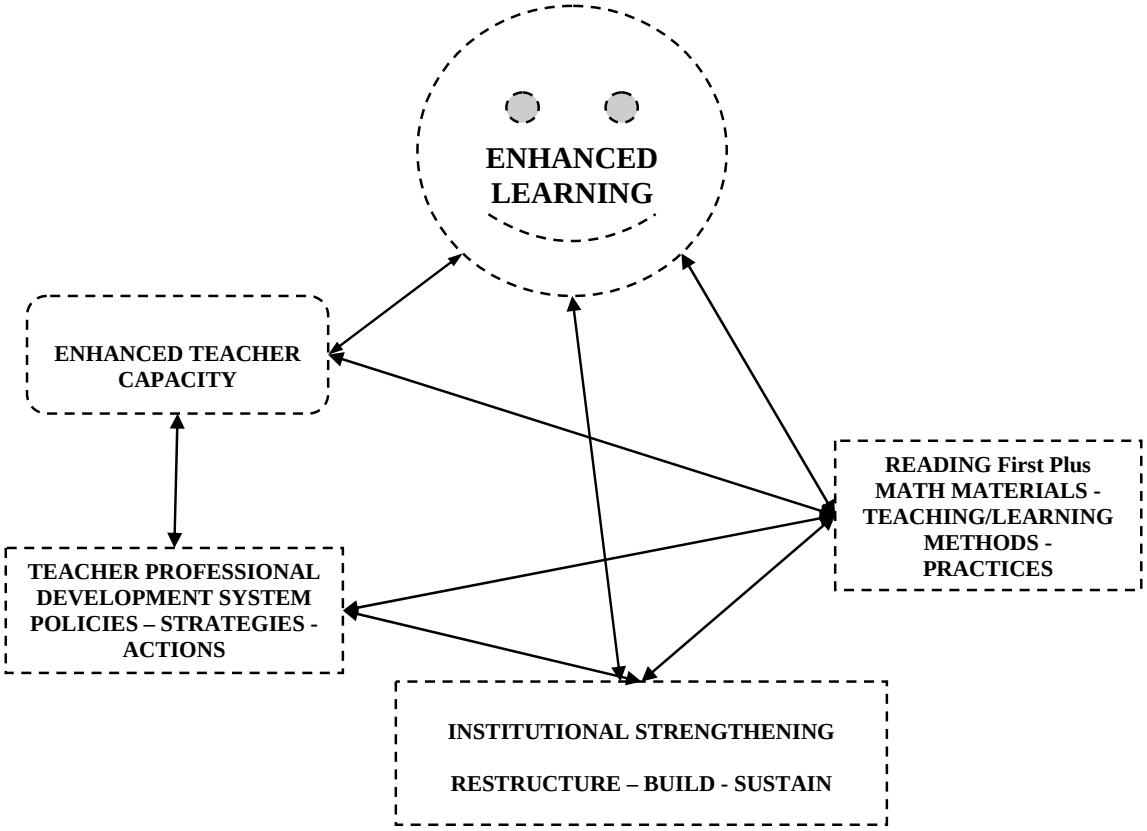
Low reading proficiency	Enhanced reading skills	The MoE will incorporate reading into the curriculum framework and will help in creating awareness on its importance among educators and the general public.
Low effectiveness of teachers in the classroom	Increase effectiveness of teachers through opportunity to learn (OTL) indices and related research-based strategies.	- Training of teachers will be a priority for the government - Appropriate incentive and career growth system will be established. - Working conditions will improve
High percentage of unqualified teachers at the primary level	Increased percentage of qualified teachers	Training of " C" certificate teachers is prioritized by GoL - The MoE organizes school-based support system to enhance the skills of teachers. - The MoE, with LTTP support, develops teacher recruitment, training, deployment and career growth policies and guidelines, which will help in teacher motivation and incentive to the teaching profession.
Absence of teacher development policies and procedures (recruitment, training, deployment, support, growth and incentive)	Setting policies and laying procedures	The enforcement and implementation of policies and procedures by GoL
Poor institutional capacity to support teacher development	Strengthen institutions that support the development of teachers	The MoE undertakes restructuring within the framework of the new Education Act and decentralization drive, identifies roles and responsibilities clearly and undertakes necessary institutional strengthening steps in cooperation with development partners.

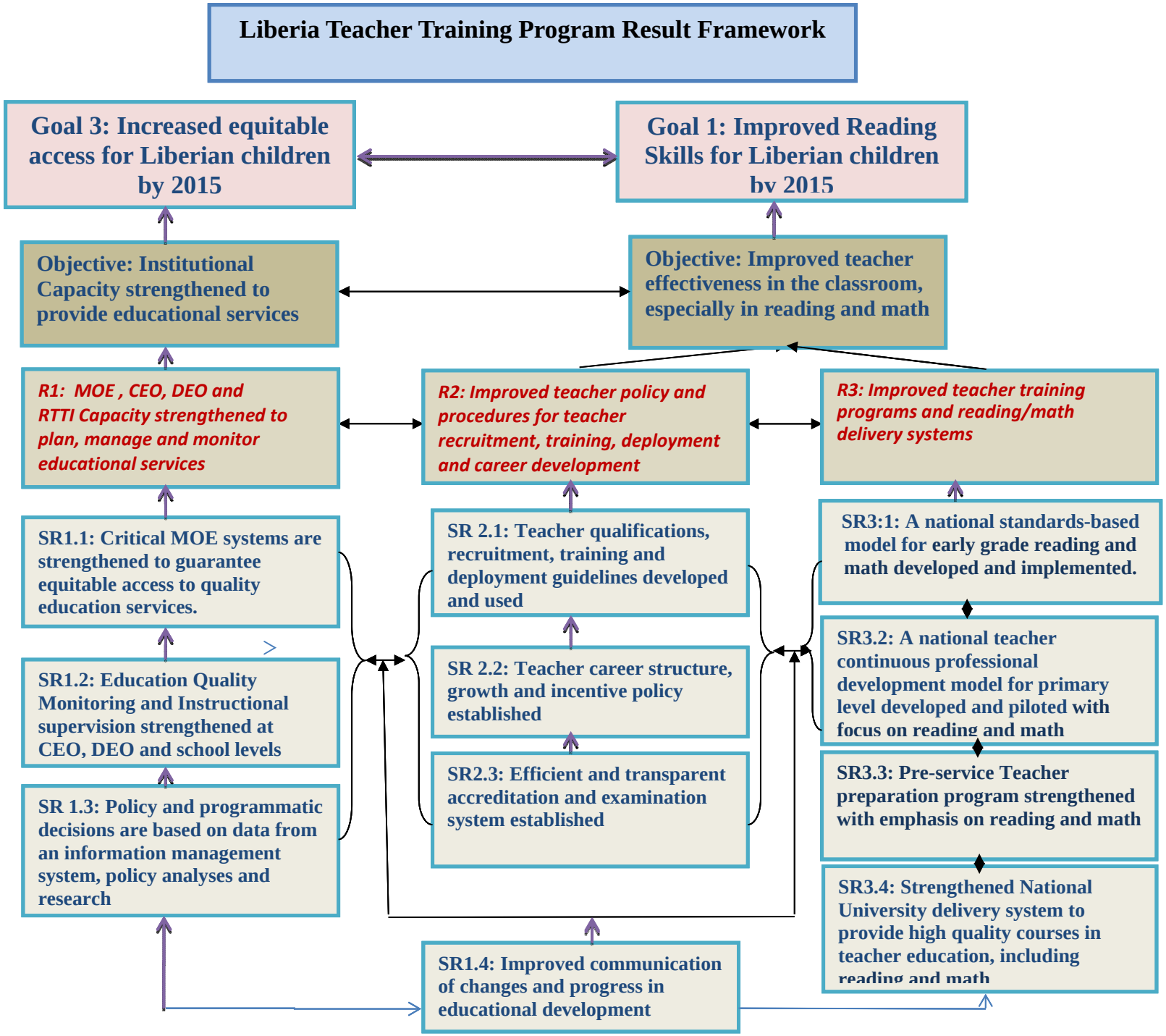
The Challenge with the Liberian education is its low access and quality, with early grade reading proficiency and math as the core problem areas. Since class interaction between the teacher and the student contributes to whether students can master learning materials, the poor quality of teachers plays a major part in aggravating the problem. On the other hand, the planning, management, and monitoring of teacher development requires policies, strategies, procedures, guidelines, and an array of resources to be deployed by a well-structured institutional setup from the Ministry to the CEOs, DEOs, and the schools.

The development hypothesis, as depicted below, is based on the premise that if the institutional and manpower capacities for teacher development are strengthened at critical management entities, including the MoE and lower level administration and institutions of teacher training, teacher development will be better articulated, planned, managed and monitored, and result in enhanced capacity of the quality, efficiency, and effectiveness of teachers. Coupled with intensive school-based reading and math interventions, a higher level of student learning will be achieved.

Relationship between components of LTTPII

Figure 1: Relationship between components of LTTP II




Liberia Teacher Training Program Result Framework
Goal 3: Increased equitable access for Liberian children by 2015
Goal 1: Improved Reading Skills for Liberian children by 2015
Objective: Institutional Capacity strengthened to provide educational services
Objective: Improved teacher effectiveness in the classroom, especially in reading and math
R1: MOE , CEO, DEO and RTTI Capacity strengthened to plan, manage and monitor educational services
R2: Improved teacher policy and procedures for teacher recruitment, training, deployment and career development
R3: Improved teacher training programs and reading/math delivery systems
SR1.1: Critical MOE systems are strengthened to guarantee equitable access to quality education services.
SR1.2: Education Quality Monitoring and Instructional supervision strengthened at CEO, DEO and school levels
SR 1.3: Policy and programmatic decisions are based on data from an information management system, policy analyses and research
SR 2.1: Teacher qualifications, recruitment, training and deployment guidelines developed and used
SR 2.2: Teacher career structure, growth and incentive policy established
SR2.3: Efficient and transparent accreditation and examination system established
SR3:1: A national standards-based model for early grade reading and math developed and implemented.
SR3.2: A national teacher continuous professional development model for primary level developed and piloted with focus on reading and math
SR3.3: Pre-service Teacher preparation program strengthened with emphasis on reading and math
SR3.4: Strengthened National University delivery system to provide high quality courses in teacher education, including reading and math
SR1.4: Improved communication of changes and progress in educational development

Expectations by 2015

Result 1: MOE, CEO, DEO and RTTI Capacity strengthened to plan, manage and monitor educational services.

There are five areas of system strengthening: the school, the CEO, DEO, and MOE as well as the RTTIs. The system strengthening would include:

- Policies related to teacher education;
- Laying out procedure, guidelines and standards for the various teacher education functions of the sector;
- Assessment of capacity gaps in counties and training institutions for teachers;
- Development of national capacity building strategic plan for teacher education;
- Building capacity in strategic planning, management, monitoring and instructional supervision in the counties to support teacher development; and
- Building a functioning education management information system to better inform decision making.

These interventions will be linked to specific results to be achieved in terms of enhancing teacher effectiveness and student learning, with focus on reading and math.

a. Policy: In cooperation with the pre-service, In-service/CPD and Reading First +Math teams, LTTPII will push the policy dialogue to ensure that different policies governing the management and operations of teacher professional development models are in place. Possible policy areas include:

- Integration of reading and math to national curriculum;
- Adoption of CPD operating structure from school-based support to DEO, CEO and MOE;
- Revision of structure of DEO and CEO in relation to the new CPD model that will evolve;
- Teacher career structure and incentive system, and
- Female participation.

b. Strategic Planning, Management, M&E and Instructional Supervision:

- Educational planning, management, monitoring and evaluation guidelines, standards and procedures will be in place and used at all levels.
- There will be a critical mass of trained staff at CEO and DEO in strategic planning, monitoring and instructional supervision with focus on reading and math.
- Schools will develop their own School Improvement Plans (SIP).
- DEOs will develop their district strategic education plans based on planning indicators and guidelines from the MOE.
- CEOs will develop their district strategic education plans based on planning indicators and guidelines from the MOE.
- DEOs will undertake instructional supervision at least in the LTTPII supported schools
- RTTIs will be able to develop their strategic plans based on empirical data fed by EMIS.

- Each level will use EMIS-generated data for planning, management and M&E.
- MOE will be able to coordinate donor activities and resources better into its sector strategic planning and management system.

c. EMIS

- All schools will have data recording system, including data on reading and math report cards.
- A comprehensive annual data collection questionnaire will be used by schools to enter data from the school-based recording system to provide feedback to the DEO.
- DEO will be able to aggregate the data received from schools to feed to the CEOs.
- CEOs will be able to aggregate the data received from DEOs at county level and feed to MOE
- MOE will be able to process national level data and come up with a comprehensive national statistical abstract.

Result 2: Improved teacher policy and procedures for teacher recruitment, training, deployment and career development.

Result 2 and associated sub-results below are closely interlinked to system strengthening and the effectiveness of the teaching force beyond the teacher professional capacity building provided by LTTPII under Result 3.

Sub-result 2.1: Teacher qualifications, recruitment, training and deployment guidelines developed and used.

Sub-result 2.2: Teacher career structure, growth and incentive policy established.

Sub-result 2.3: Efficient and transparent accreditation and examination system established.

The effectiveness of teachers is affected by lack of knowledge and skills of teaching. However, various researches in this area showed that the teacher's motivation and commitment as well as the policy and operational environment under which the teacher functions have no less impact on teacher effectiveness. In the Liberian situation it is abundantly clear that these factors have long been neglected. As a result, the teacher professional development efforts have not produced the desired results. It is, therefore, expected that Result 2 will help produce the following:

a. By 2015, Liberia will have a revised teacher recruitment, training, deployment and career growth policies and procedures in place.

b. Efficient and transparent accreditation and examination system will be established.

c. Policies and procedures will be used to plan, manage and monitor teacher development.

Result 3: Improved teacher training programs and reading/math delivery systems

The overall purpose of Result 3 is to improve teacher training in Liberia by strengthening the MoE and its teacher training institution to better manage the teacher training process, delivery

systems and teacher training institutions at the end of the project cycle. Building upon achievements in year one, focus will be on the integration of reading and math skills into primary school curriculum and learning–teaching at the classroom, the teacher preparation programs and curricula at the Rural Teacher Training Institutions and Universities.

Enhancing Reading and Math Proficiency

a. Reading will be approved by the Ministry of Education as a part of the national primary level curriculum (already done in year 1).

b. LTTPII will support efforts by the MoE to develop a procedure for ensuring that materials for teachers and students are replenished annually. That includes both printing and distribution of appropriate, targeted reading and math materials for students in grades 1-6.

c. Pre-service teacher training curriculum and staff development at the RTTIs will include reading and math courses to increase capacity, and will also build capacity in the demonstration schools. LTTPII will work with instructors to develop and expand focused systems of classroom observations during practicum and student teaching.

d. LTTPII will work closely with the MoE to ensure that the reading and math report cards are included in the new national report card, including the school report card data in reading and math.

e. There will be a critical mass of qualified reading/math experts at the Ministry, CEO and DEO levels.

Continuous Professional Development (CPD)

a. Reading and math expanded to grades 4-6.

b. A TCPD guideline developed.

c. A nationally validated CPD program will be in place with skilled trainers, coaches and a coordinated assessment system with the reading/math model as an integral part of the TCDP model.

d. Pilot Cluster Resource Centers established where schools will be organized into "clusters" and where resources are placed for the use of teachers in the cluster.

Pre-service Teacher Training Program

At the end of the five-year of LTTPII, the milestones of the pre-service program are the following:

a. Demonstrated proficiency in reading skills of all teacher graduates.

b. Reading instruction and materials incorporated, via a structured and validated format, in pre-service teacher training.

c. Effective use of school instructional time (OTL), time-on-task, teacher attendance, and student attendance.

d. C-certificate curriculum reviewed, revised and implemented with a focus on integrating early grade reading and math and reading across the content areas.

e. Reading clubs, labs and resource center operational guidelines and procedures established and operationalized.

f. Mechanisms for measuring and tracking student (pre-service trainees) performance in reading, writing and math established.

g. MoE defines a specific requirement for teachers to meet a standard literacy level (reading, English, math) as part of any certification or career ladder structure.

h. Demonstrating competence in teaching reading and teaching mathematics in the early grades would be added to the comprehensive exam, as a MoE policy requirement for certification.

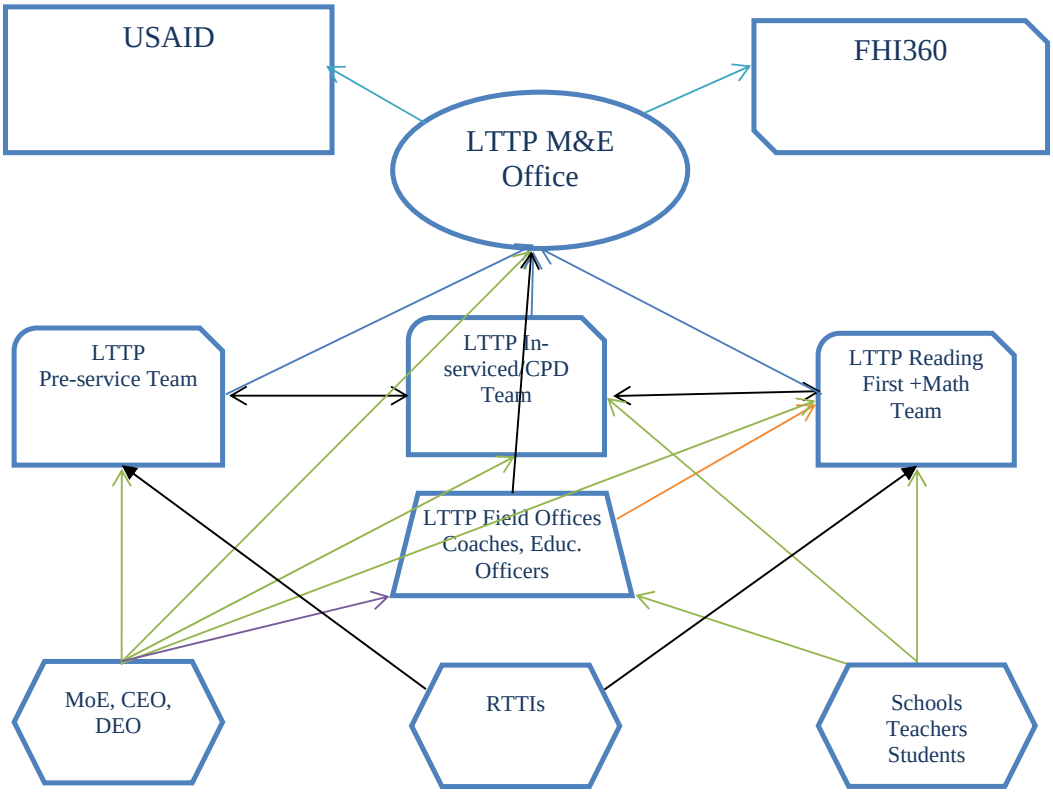
i. Teacher training institutes will use EMIS data to inform the planning, management and monitoring of their training programs.

Part III: Management of the Performance Monitoring Plan

The Performance Monitoring Plan is based on the LTTPII results framework, which is linked to the cause-effect development hypothesis. The objectives of the PMP is to layout the processes of collecting, analyzing and reporting information useful to follow-up LTTPII's progress, design future plans and guide management decisions to improve project implementation. The LTTPII monitoring and management system integrates both management and program reporting needs.

Technical coordination and implementation of the PMP is the responsibility of the LTTPII Monitoring and Evaluation Team (MET). Other advisors and officers of all program components will use the PMP as a guiding document in their key areas of program implementation. The management of the PMP is a participatory process and will involve periodic meetings for monitoring developments in the project. Technical Team leaders will consult their staff in order to review the indicators and progress made to date in achieving targets. Progress will also be assessed as part of the process of preparing the quarterly and annual reports. Progress on key indicators will be reported to USAID on a biannual basis during the project portfolio review. Finally, at the end of the program period LTTPII will present a final report to USAID regarding achievement for each indicator in relation to its specified target.

Organizational flow of monitoring and evaluation data



M&E Information Flow and responsibilities: The MoE, CEOs, DEOs, RTTIs and schools are the primary sources of data for the project. Efforts will be made by the EMIS component of LTTPII to ensure that most of the information needs of the project are part and parcel of the MoE EMIS. LTTPII Education Officers and Coaches will collect data as per the indicators and timeline shown in the Performance Indicator Reference Sheet (Part V). The field offices will forward the hard copy of the data to the M&E designees of the three LTTP technical teams, pre-service, In-service/CPD and Reading First +Math, as well as directly to the MET. The LTTP MET will process, analyze and report according to the requirements of the project, FHI 360 and USAID/Liberia. The LTTP MET will undertake planned monitoring visits to all program sites to validate the data it has been receiving from different sources. It will also train the M&E designees at different levels on the PMP and their responsibilities.

Reporting: there are various stakeholders that need information on the progress and impact of LTTPII. The main stakeholders are: USAID, FHI 360, the MoE and the LTTP management. Annual reports will inform to what extent targets have been met and this information will be used to review and determine appropriate targets for the following project year. Monitoring project level activities and outcomes against the implementation schedule will be conducted quarterly, entered into the LTTP database and the performance indicator Database System (PIDS) that is managed by the Liberia Monitoring and Evaluation Program and used to inform annual progress. It is important to note that most of LTTP indicators will be reported annually. The quarterly and annual reports as well as USAID's bi-annual Portfolio report are the major means of communicating the progress of LTTP to the key stakeholders.

The Activity Responsibility Chart (ARC) is a more detailed monthly action plan. The ARC is developed based on the activities in the LTTP annual plan and is a critical monitoring instrument on how far activities have been implemented on a monthly basis. It feeds into the quarterly report as well as the annual report.

LTTP Newsletter: The LTTP INSIDER has come up with its first issue. The newsletter will continue to come out quarterly and will cater to wider audience, including the MoE, the donor and NGO community.

Success stories: It is important to communicate the successes of the project as soon as they happen to ensure that stakeholders are aware of it and learn from it. The LTTPII MET will make sure that teams give focus on success stories and report them on time.

Part IV. Evaluations and assessments

The Evaluation and assessment component of LTTP's M&E system is designed to establish baselines, inform the reform and policy implementation processes and undertake mid-term and final program evaluations of the project.

Program/project-level work: At the project level, a plan for monitoring activities establishes a regular process of tracking activities and outcomes against the implementation schedule to assure that anticipated progress is being made. This project-level management tool answers the question: "Are we on schedule and on budget to accomplish the activities and products in the work plan?"

Program/project level evaluation also includes critical formative questions that provide feedback to continuously improve the quality and impact of both project management and component activities. Formative assessment is also a project management tool to answer the question: “Are the products and services effective and high quality? How can they be improved?” The formative assessment allows staff to identify strategies and innovations that improves educational quality, and leads to improved understanding of the conditions that allow those strategies or innovations to flourish. These conditions that enable success have both institutional and policy implications, thus requiring a deeper understanding of institutional frameworks and capacity and how these elements clear space or hinder institutionalization of reform.

Institutional Level Evaluation: Institutional evaluation relates to the development of institutions capable of providing technically and systematically sound support for educational development. It also allows the project to monitor changes in the conditions that allow for education reform and begin to monitor and ensure sustainable changes occur within Ministries. Institutional evaluation allows projects to identify who are key players on particular reform issues; what structural or organizational changes need to happen to allow strategies or innovations to take hold; what opportunities or leverage points exist for engaging stakeholders; and what will get relevant stakeholders to support institutional change.

Policy Level Evaluation: By consolidating data from the project and institutional formative evaluations, projects can provide recommendations about strategies for engaging stakeholders, building constituencies, leveraging institutional reform and improving decision-making about where Ministries should invest limited resources to improve the quality of education. Ultimately, projects will be able to inform ministries about policy choices.
In the context of these three levels of evaluation (project, institutional, and policy), the following work plan is developed. It should be noted that the work plan is not exhaustive and will be updated on an annual basis to cater to the policy and reform needs of the key stakeholders and the sector.

Evaluation and Assessment Work plan

Focus/Objective	Indicators (illustrative)	Research Question/Methodology/ Instruments	Time schedule	Responsible
Baseline				
Improved Reading Skills for Liberian children by 2015	Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	Research question: Where do Liberian students stand in terms of level of proficiency in reading skills in early grades (grades 1 – 3) and math skills? Methodology: Proficiency tests, student and family background as well as school factors	2012	In-service/CPD and Reading First +Math teams
Grade 4 – 6 reading and math baseline assessment	proportion of students who, by the end of the primary cycle, are able to read and demonstrate understanding as defined by a country curriculum, standards	Research question: Where do Liberian students stand in terms of level of reading skills and comprehension as well as math skills? Reading and comprehension skills as well as math tests. Correlations with in-school and out-of-school factors affecting student learning.	2012	In-service/CPD
Process				
Objective 2: Institutional Capacity strengthened to provide educational services	Training needs at MoE, CEO, DEO	Review current qualification, identify training gaps	2012	Consultant

School Level Management Study (OTL index)	Teacher effectiveness.	Issue: Are students getting the opportunities to learn as affected by school and non-school inputs and factors? Methodology: Incorporate OTL measures in management and information systems at the school level	2012	LTTPII Pre-service team, MoE.
Basic Literacy Intervention Study for Pre-service Teachers		Standardized reading test	2012	LTTPII Pre-service team , MoE

Impact				
Objective: Improved teacher effectiveness in the classroom, especially in reading and math	Percent of teachers who attained effectiveness as observed in the classroom.	Reading First Classroom Observation Protocol.	2013, 2015	In-service/CPD, Reading First +Math, LTTP MET
Objective: Institutional Capacity strengthened to provide educational services	Increase in institutional capacity index by institution	Opinion survey through questionnaire and institutional analysis	2013, 2015	LTTP MET and consultant
Reading and math	Mid-term evaluation	An array of instruments, including tests	2013	Reading First +Math
LTTP	Mid-term evaluation	An array of instruments	2013	External evaluator
LTTP	Final evaluation	An array of instruments	2015	External evaluator

Part V: Performance Indicator Reference Sheet (PIRS)

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Goal 1: Improved Reading Skills for 60,000 Liberian children by 2015			
Name of Indicator: Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text (USAID INDICATOR)			
Geographic Focus: Reading and Math target counties - Lofa, Nimba, Montserado, Bong, Margibi counties, schools			
Is this an Annual Report indicator? No __X_ Yes ____, for Reporting Year(s) 2013, 2015			
DESCRIPTION			
Precise Definition(s): Percent of students from each target schools and grades who succeeded in attaining proficiency will be calculated based on tests administered.			
Unit of Measure: Percent			
Method of Calculation: Count			
Disaggregated by:			
Justification & Management Utility: This indicator is important as it measures Goal 1 of USAID's new education strategy. It is also critical for Liberia for attaining universal primary education.			
PLAN FOR DATA ACQUISITION			
Data collection method: Tests administered.			
Data Source: School administration/RTI Reading First +Math database			
Method of data acquisition: Data will be acquired through tools administered at school level, including tests and questionnaire for student and teacher background data			
Frequency and timing of data acquisition by USAID: Every two years			
Estimated cost of data acquisition:			
Individual responsible at USAID:			
Individual responsible for providing data to USAID:LTTP Monitoring and Evaluation Team (TEAM)			
Location of Data Storage: RTI and LTTP			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment: 2011			
Known Data Limitations and Significance (if any): None			
Actions Taken or Planned to Address Data Limitations: None			
Date of Future Data Quality Assessments: October 2013			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis: Data analyzed and summarized by RTI Reading First +Math Team			
Presentation of Data:			
Review of Data:			
Reporting of Data:			
OTHER NOTES			
Notes on Baselines/Targets: Baselines have been set in September 2011			
Year	Target	Actual	Notes
2011	Grade 1 – NA, grade 2 – 8%, grade 3 – 16%		Proficiency defined as reading 45 words per minute
2012			
2013	Grade 1 - 10%, grade 2 - 16% , grade 3 - 30%	24,872	
2014			
2015	Grade 1 - 15%, grade 2 - 25%, grade 3 - 40%	33,334	
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Result: Objective: Improved teacher effectiveness in the classroom, especially in reading and math.			
Name of Indicator: Percent of teachers who attained effectiveness in teaching reading and math as observed in the classroom. (LTTP)			
Geographic Focus: Reading and Math target counties - Lofa, Nimba, Montserrado, Bong, Margibi counties, schools			
Is this an Annual Report indicator? No _X_ Yes ____, for Reporting Year(s) 2013, 2015			
DESCRIPTION			
Precise Definition(s): Effectiveness in this context refers to the effective use of the four domains of teaching: Lesson planning, classroom management, student assessment, teaching methods.			
Unit of Measure: Percent			
Method of Calculation: The percentage of teachers within an interventional school that are using effective teaching methods relative to those that are not.			
Disaggregated by: Sex and counties			
Justification & Management Utility: It measures the extent of progress made by LTTP in attaining the most important objective of its intervention and will give direction on further improving the teacher training processes.			
PLAN FOR DATA ACQUISITION			
Data collection method: Classroom observation			
Data Source: School administration/LTTP database			
Method of data acquisition: Data will be collected though classroom observation schedule and questionnaire for school background information.			
Frequency and timing of data acquisition by USAID: Every two years			
Estimated cost of data acquisition:			
Individual responsible at USAID: Education Team Leader			
Individual responsible for providing data to USAID:LTTP MET			
Location of Data Storage: LTTPII Database			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment: October 2011			
Known Data Limitations and Significance (if any): None			
Actions Taken or Planned to Address Data Limitations: None			
Date of Future Data Quality Assessments: October 2013			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis: Data analyzed and summarized by RTI Reading +Math Team and Pre-service Team			
Presentation of Data:			
Review of Data:			
Reporting of Data: Data will be reported after every two years of intervention			
OTHER NOTES			
Notes on Baselines/Targets:			
Other Notes:			
Year	Target	Actual	Notes
2011		5%	Based on a baseline done in 2011.
2012	TBD		
2013	40%		Reading First +Math and Pre-service teams to undertake the study with MET.
2014			
2015	60%		
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Result: R3: Improved teacher training programs and operations for effective reading and math.			
Name of Indicator 1: An integrated Teacher training curriculum developed. (LTTP)			
Geographic Focus: National			
Is this an Annual Report indicator? No ___ Yes __X__, for Reporting Year(s) ____2012_____			
DESCRIPTION			
Precise Definition(s): An integrated curriculum for teacher training will include the early grade reading and math curriculum that will be used at all levels in teacher training and/or higher learning institutions.			
Unit of Measure: Number			
Method of Calculation: Analyze document.			
Disaggregated by: N/A			
Justification & Management Utility: Currently, reading and math are not integral part of the teachers training and primary school curriculums. The indicator is important since it measures the efficacy of the pre-service training and primary level curriculums.			
PLAN FOR DATA ACQUISITION BY USAID			
Data collection method: LTTP will acquire copies of the integrated curriculum			
Data Source: MoE and the LTTP Pre-service and Reading First Plus Math teams.			
Method of data acquisition by USAID: A copy will be submitted.			
Frequency and timing of data acquisition by USAID:			
Estimated cost of data acquisition:			
Individual responsible at USAID:			
Individual responsible for providing data to USAID: LTTP MET			
Location of Data Storage: LTTP			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment: September 2011			
Known Data Limitations and Significance (if any): None			
Actions Taken or Planned to Address Data Limitations: None			
Date of Future Data Quality Assessments: October 2013			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis: **Presentation of Data:** **Review of Data:** **Reporting of Data:**			
OTHER NOTES			
Notes on Baselines/Targets:			
Other Notes:			
PERFORMANCE INDICATOR VALUES			
Year	**Target**	**Actual**	**Notes**
2011		0	
2012	1		
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Result:R3: Improved teacher training programs and operations for effective reading and math			
Name of Indicator 2: Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (USAID INDICATOR)			
Geographic Focus: Reading and Math target counties and RTTIs - Lofa, Nimba, Montserado, Bong, Margibi counties, schools			
Is this an Annual Report indicator? No ___ Yes __X__, for Reporting Year(s) 2012 - 2015			
DESCRIPTION			
Precise Definition(s): Learning materials in reading and math will be counted as they reach children and teachers.			
Unit of Measure: number			
Method of Calculation: Count			
Disaggregated by:			
Justification & Management Utility: Learning materials in Liberian schools are scarce and especially in reading and math. The indicator will help in monitoring the availability of learning materials for students and teachers.			
PLAN FOR DATA ACQUISITION BY USAID			
Data collection method: LTTP team will record the distribution of learning materials and feed to the LTTP M&E database.			
Data Source: Schools, Reading First +Math, In-service/CPD and Pre-service teams.			
Method of data acquisition by USAID: Data will be submitted to USAID by through reports and USAID data reporting matrix**.**			
Frequency and timing of data acquisition by USAID: Annually			
Estimated cost of data acquisition:			
Individual responsible at USAID: CTO			
Individual responsible for providing data to USAID: LTTP MET			
Location of Data Storage: LTTP database			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment: September 2011			
Known Data Limitations and Significance (if any): None			
Actions Taken or Planned to Address Data Limitations: None			
Date of Future Data Quality Assessments: October 2013			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis: Sum of all learning materials**.** **Presentation of Data:** Data will be presented through reports. **Review of Data:** The data will be reviewed during the reporting period. **Reporting of Data:** Data will be reported during the portfolio review.			
OTHER NOTES			
Notes on Baselines/Targets:			
PERFORMANCE INDICATOR VALUES			
Year	**Target**	**Actual**	**Notes**
2011	213,280	Goal 1 – 44,332 Goal 3 – 6,425 Total - 50,757	
2012	Goal 1 – 1,534,084 Goal 3 – 1,525 Tot - 1,535,609		
2013	Goal 1 – 9,170 Goal 3 – 1,525 Tot – 10,695		
2014	Goal 1 – 1443371 Goal 3 – 1,525 Tot – 1,444,896		
2015	Goal 1 – 9,170 Goal 3 – 1,525 Tot – 10,695		

THIS SHEET LAST UPDATED ON:			
Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Result: SR3:1: A national standards-based model for early grade reading and math (Grades 1- 3) developed and implemented.			
Name of Indicator 1: % of teachers observed using the reading kit materials provided by LTTP. (LTTP)			
Geographic Focus: Reading and Math target counties - Lofa, Nimba, Montserado, Bong, Margibi counties, schools			
Is this an Annual Report indicator? No ___ Yes _X___, for Reporting Year(s) 2012-2015			
DESCRIPTION			
Precise Definition(s): Percent of targeted teachers will be assessed by the reading/math coaches and LTTP education officers			
Unit of Measure: Percent			
Method of Calculation: Percent of teachers effectively using the kits relative to total			
Geographic Focus: Reading and Math target counties - Lofa, Nimba, Montserado, Bong, Margibi counties, schools			
Justification & Management Utility: This is useful to monitor how the resources are being used in the classroom and ultimately how effectively the model is being implemented.			
PLAN FOR DATA ACQUISITION BY USAID			
Data collection method: Reports from coaches following observation visits to their schools			
Data Source: Schools			
Method of data acquisition by USAID: Data will be submitted to USAID through the indicator reporting matrix.			
Frequency and timing of data acquisition by USAID: Annually			
Estimated cost of data acquisition:			
Individual responsible at USAID:			
Individual responsible for providing data to USAID: LTTP MET			
Location of Data Storage: RTI			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment: September 2011			
Known Data Limitations and Significance (if any):			
Actions Taken or Planned to Address Data Limitations:			
Date of Future Data Quality Assessments: October 2013			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis: Comparative analysis of all teachers using the kit to those that are not using the kit. **Presentation of Data:** Data will be presented through reports **Review of Data:** The data will be reviewed during the reporting period **Reporting of Data:**			
OTHER NOTES			
Notes on Baselines/Targets:			
PERFORMANCE INDICATOR VALUES			
Year	**Target**	**Actual**	**Notes**
2012	75%		
2013	85%		
2014	75%		
20115	85%		
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Result: SR3:1: A national standards-based model for early grade reading and math (Grades 1- 3) developed and implemented.			
Name of Indicator 2: % of teachers following the schedule of intervention. (LTTP)			
Geographic Focus: Reading and Math target counties - Lofa, Nimba, Montserado, Bong, Margibi counties, schools			
Is this an Annual Report indicator? No _X__ Yes ____, for Reporting Year(s) 2012 - 2015_____			
DESCRIPTION			
Precise Definition(s): The schedule outline the time table for intervention at every level within the school calendar year			
Unit of Measure: Percent			
Method of Calculation: Percentage of teachers following the schedule relative to the total.			
Disaggregated by:			
Justification & Management Utility: Helps in following if intervention is implemented as planned in the classroom.			
PLAN FOR DATA ACQUISITION BY USAID			
Data collection method: Reports from trainer/coaches following observation visits to their schools.			
Data Source: Schools			
Method of data acquisition by USAID: The data will be provided to USAID by the use of the indicator reporting matrix.			
Frequency and timing of data acquisition by USAID: Quarterly			
Estimated cost of data acquisition:			
Individual responsible at USAID: CTO			
Individual responsible for providing data to USAID: LTTP MET			
Location of Data Storage: RTI database			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment: September 2011			
Known Data Limitations and Significance (if any):			
Actions Taken or Planned to Address Data Limitations:			
Date of Future Data Quality Assessments:			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis: **Presentation of Data:** Data will be presented through reports. **Review of Data:** The data will be reviewed during the reporting period. **Reporting of Data:** The data will be reported during the portfolio review.			
OTHER NOTES			
Notes on Baselines/Targets:			
PERFORMANCE INDICATOR VALUES			
Year	**Target**	**Actual**	**Notes**
2012	75%		
2013	85%		
2014	75%		
2015	85%		
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Result: SR3:1: A national standards-based model for early grade reading and math (Grades 1- 3) developed and implemented.			
Name of Indicator 3: Number of learners receiving reading interventions at the primary level. (USAID INDICATOR)			
Geographic Focus: Reading and Math target counties - Lofa, Nimba, Montserado, Bong, Margibi counties, schools			
Is this an Annual Report indicator? No ___ Yes __X__, for Reporting Year(s) 2012 - 2015_____			
DESCRIPTION			
Precise Definition(s): This indicator is designed to measure the number of primary-level students exposed to reading intervention.			
Unit of Measure: Number			
Method of Calculation: Count and sum.			
Disaggregated by: Sex			
Justification & Management Utility: This indicator will help to determine the number of students that benefitted from the reading intervention both directly and indirectly			
PLAN FOR DATA ACQUISITION BY USAID			
Data collection method: Reading First +Math team and In-Service team will use the school statistical information tracker to collect data on students			
Data Source: Schools			
Method of data acquisition by USAID: The data will be provided to USAID through use of the indicator reporting matrix.			
Frequency and timing of data acquisition by USAID: Annually			
Estimated cost of data acquisition:			
Individual responsible at USAID:			
Individual responsible for providing data to USAID: LTTP MET			
Location of Data Storage: LTTP Database			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment: September 2011			
Known Data Limitations and Significance (if any):			
Actions Taken or Planned to Address Data Limitations:			
Date of Future Data Quality Assessments: October 2013			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis: The number of students receiving reading intervention will be disaggregated by sex and county **Presentation of Data:** The data will be presented in reports **Review of Data:** Data will be reviewed during the project period **Reporting of Data:** The data will be reported during the portfolio review			
OTHER NOTES			
Notes on Baselines/Targets:			
PERFORMANCE INDICATOR VALUES			
Year	**Target**	**Actual**	**Notes**
2012	Male - 73,260 Fem. - 59,940 Tot. - 133,200		
2013			
2014	Male - 68,750 Fem. - 56,250 Tot. - 125,000		
2015			
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Result: SR3:1: A national standards-based model for early grade reading and math (Grades 1- 3) developed and implemented.			
Name of Indicator 4: Number of PTAs or similar 'school' governance structures supported. (USAID INDICATOR)			
Geographic Focus: Reading and Math target counties - Lofa, Nimba, Montserado, Bong, Margibi counties, scho			
Is this an Annual Report indicator? No ___ Yes _X___, for Reporting Year(s) 2012 - 2015_____			
DESCRIPTION			
Precise Definition(s): PTAs and other governance structures in schools will be supported by coaches in understanding the usage of the students report card and the importance of proficiency in reading for their children and follow-up at home. The LTTP technical team will also build the capacity of county school boards in planning and monitoring and managing county school systems.			
Unit of Measure: Number			
Method of Calculation: Count			
Disaggregated by:			
Justification & Management Utility: Providing support to PTAs is very critical in improving the children's proficiency in reading. This support will help parents to monitor their children progress and at the same time ensure the usage of the read at home tracker and the report cards.			
PLAN FOR DATA ACQUISITION			
Data collection method: Information on PTAs in EGRA operational schools will be collected by coaches			
To Data Source: Schools			
Method of data acquisition: Tracking forms			
Frequency and timing of data acquisition by USAID: Annual			
Estimated cost of data acquisition:			
Individual responsible at USAID:			
Individual responsible for providing data to USAID:LTTP MET			
Location of Data Storage: LTTPII Database			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment: September 2011			
Known Data Limitations and Significance (if any): None			
Actions Taken or Planned to Address Data Limitations: None			
Date of Future Data Quality Assessments: October 2013			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis: The data will be analyzed by finding the sum of all PTAs established in the EGRA operational areas			
Presentation of Data: Data will be presented through reports			
Review of Data: Data are review during the reporting period			
Reporting of Data: Data are reported to USAID during the portfolio review			
OTHER NOTES			
Notes on Baselines/Targets:			
Other Notes:			
Year	Target	Actual	Notes
2011	632	302	
2012	804		
2013	804		
2014	650		
2015	650		
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Result: SR3:1: A national standards-based model for early grade reading and math (Grades 1- 3) developed and implemented.			
Name of Indicator: Number of schools using Information and Communication Technology due to USG support (USAID INDICATOR)			
Geographic Focus: Reading and Math target counties - Lofa, Nimba, Montserrado, Bong, Margibi counties, schools			
Is this an Annual Report indicator? No ___ Yes _X___, for Reporting Year(s) 2012 - 2015_____			
DESCRIPTION			
Precise Definition(s): Number of schools using video and other technology.			
Unit of Measure: Number			
Method of Calculation: Count			
Disaggregated by:			
Justification & Management Utility: The information is important since it shows how much the reading program is supported by technology in order to achieve its objective.			
PLAN FOR DATA ACQUISITION			
Data collection method:			
To Data Source: Schools			
Method of data acquisition: Tracking forms			
Frequency and timing of data acquisition by USAID: Annual			
Estimated cost of data acquisition:			
Individual responsible at USAID:			
Individual responsible for providing data to USAID:LTTP MET			
Location of Data Storage: LTTPII Database			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment:			
Known Data Limitations and Significance (if any): None			
Actions Taken or Planned to Address Data Limitations: None			
Date of Future Data Quality Assessments: October 2013			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis:			
Presentation of Data: Data will be presented through reports			
Review of Data: Data are review during the reporting period			
Reporting of Data: Data are reported to USAID during the portfolio review			
OTHER NOTES			
Notes on Baselines/Targets:			
Other Notes:			
Year	Target	Actual	Notes
2011			
2012			
2013	100		
2014	200		
2015	300		
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Result: SR3.2: A national teacher continuous professional development model for primary level developed and piloted with focus on reading and math			
Name of Indicator 1 Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support. (USAID INDICATOR)			
Geographic Focus: Teachers in target Catchment schools around the three RTTIs and Reading First Plus Math schools.			
Is this an Annual Report indicator? No ___ Yes __X__, for Reporting Year(s) 2012, 2014_____			
DESCRIPTION			
Precise Definition(s): Number of teachers/educators/teaching assistants (hereafter, teachers) who have successfully completed an in-service training program to teach in schools. To be counted here, trainees must receive at least 2 days (or 16 hours) total in training time.			
Unit of Measure: Number			
Method of Calculation: Count and sum.			
Disaggregated by: Sex and Goals			
Justification & Management Utility: Useful to monitor if training is conducted according to plan.			
PLAN FOR DATA ACQUISITION BY USAID			
Data collection method: Bio data registration form			
Data Source: In-Service CPD Team			
Method of data acquisition by USAID: The data will be provided to USAID by the use of the indicator reporting matrix.			
Frequency and timing of data acquisition by USAID: Annually			
Estimated cost of data acquisition:			
Individual responsible at USAID:			
Individual responsible for providing data to USAID: LTTP MET			
Location of Data Storage: LTTP Database			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment: September 2011			
Known Data Limitations and Significance (if any):			
Actions Taken or Planned to Address Data Limitations:			
Date of Future Data Quality Assessments: October 2013			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis: Sum of all teachers trained. It will be disaggregated by sex and county **Presentation of Data**: Data will be presented through reports **Review of Data:** The data will be reviewed during the reporting period **Reporting of Data:** The data will be reported during the portfolio review			
OTHER NOTES			
Notes on Baselines/Targets:			
PERFORMANCE INDICATOR VALUES			
Year	**Target**	**Actual**	**Notes**
2012	Male – 2,803 Fem. – 699 Tot. – 3,502		
2013	Male – 2,803 Fem. – 699 Tot. – 3,502		
2014	Male – 2,803 Fem. – 699 Tot. – 3,502		
2015	Male – 2,648 Fem. – 656 Tot. – 3,304		
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Result:SR3.3: Pre-service Teacher preparation program strengthened with focus on reading/math			
Name of Indicator: Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support. (USAID INDICATOR)			
Geographic Focus: National – Kakata, Zorzor and Webbo Rural Teacher Training Institutes			
Is this an Annual Report indicator? No ___ Yes __X__, for Reporting Year(s) 2011 - 2015_____			
DESCRIPTION			
Precise Definition(s): Number of individuals who have successfully completed a pre-service training program to teach in schools. Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered.			
Unit of Measure: Number			
Method of Calculation: Count and sum.			
Disaggregated by: Sex and RTTI			
Justification & Management Utility: Helps to better plan, manage and monitor pre-service teacher training.			
PLAN FOR DATA ACQUISITION BY USAID			
Data collection method: Trainees' Bio data through registration form by the Pre-Service Team and validated by MET			
Data Source: RTTIs & Pre-Service			
Method of data acquisition by USAID: The data will be provided to USAID by the use of the indicator reporting matrix.			
Frequency and timing of data acquisition by USAID: Annually			
Estimated cost of data acquisition:			
Individual responsible at USAID: CTO			
Individual responsible for providing data to USAID: LTTP MET			
Location of Data Storage: LTTP M&E Database			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment: September 2011			
Known Data Limitations and Significance (if any): N/A			
Actions Taken or Planned to Address Data Limitations:			
Date of Future Data Quality Assessments: October 2013			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis: Sum of all teachers trained. It will be disaggregated by sex and county **Presentation of Data:** Data will be presented through reports **Review of Data:** The data will be reviewed during the reporting period **Reporting of Data:** The data will be reported during the portfolio review			
OTHER NOTES			
Notes on Baselines/Targets:			
PERFORMANCE INDICATOR VALUES			
Year	**Target**	**Actual**	**Notes**
2011		M - 436: F - 80: T - 516	
2012	M - 615: F - 85: T - 700		
2013	M - 581: F - 119: T - 700		
2014	M - 560: F - 140: T 700		
2015	M - 532: F - 168: T 700		
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Result:SR3.3: Pre-service Teacher preparation program strengthened with focus on reading/ math			
Name of Indicator: Number of policy, guidelines, procedures, and or curriculum reviewed/developed, focus on reading/math. (LTTP)			
Geographic Focus: National			
Is this an Annual Report indicator? No ___ Yes __X__, for Reporting Year(s) 2012 - 2015_____			
DESCRIPTION			
Precise Definition(s): The policy, guidelines, procedures and or curriculum will set the basis for strengthening the RTTIs institutionally and instructionally. These will be through desk review, validation and adoption by stakeholders			
Unit of Measure: Number			
Method of Calculation: Count			
Disaggregated by: N/A			
Justification & Management Utility: Will help in monitoring what policies and procedures are needed			
PLAN FOR DATA ACQUISITION BY USAID			
Data collection method: Meeting reports/minutes and event tracking form will be submitted by Pre-Service Team			
Data Source: Pre-Service			
Method of data acquisition by USAID: The data will be provided to USAID by the use of the indicator reporting matrix.			
Frequency and timing of data acquisition by USAID: Annually			
Estimated cost of data acquisition:			
Individual responsible at USAID: CTO			
Individual responsible for providing data to USAID: MET			
Location of Data Storage: LTTP M&E Database			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment: September 2011			
Known Data Limitations and Significance (if any): N/A			
Actions Taken or Planned to Address Data Limitations:			
Date of Future Data Quality Assessments:			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis: Sum of all policy and guidelines. **Presentation of Data:** Data will be presented through reports. **Review of Data:** The data will be reviewed during the reporting period. **Reporting of Data:** The data will be reported during the portfolio review.			
OTHER NOTES			
Notes on Baselines/Targets:			
Other Notes:			
PERFORMANCE INDICATOR VALUES			
Year	**Target**	**Actual**	**Notes**
2012	2		
2013	2		
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Result:SR3.4: Strengthened National University delivery system to provide high quality courses in teacher education, including reading and math			
Name of Indicator: # of courses in the Curriculum of the university with focus on reading and math. (LTTP)			
Geographic Focus: National			
Is this an Annual Report indicator? No ___ Yes __X__, for Reporting Year(s) 2012 - 2015_____			
DESCRIPTION			
Precise Definition(s): These are course to be developed along with universities faculty and experts in reading and math to be thought in teacher colleges at various universities.			
Unit of Measure: Number			
Method of Calculation: Count			
Disaggregated by: *N/A*			
Justification & Management Utility: This indicator is important in measuring the involvement of the university to enhance learning teaching in the RTTIs.			
PLAN FOR DATA ACQUISITION BY USAID			
Data collection method: MET will obtain copies of the curriculum			
Data Source: Universities(UL, CUC, etc)			
Method of data acquisition by USAID: The data will be provided to USAID by the use of the indicator reporting matrix			
Frequency and timing of data acquisition by USAID: Annually			
Estimated cost of data acquisition:			
Individual responsible at USAID: CTOII MET			
Individual responsible for providing data to USAID: LTTP			
Location of Data Storage: LTTP Database			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment: September 2011			
Known Data Limitations and Significance (if any):			
Actions Taken or Planned to Address Data Limitations:			
Date of Future Data Quality Assessments:			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis: Count of all courses. **Presentation of Data:** Data will be presented through reports. **Review of Data:** The data will be reviewed during the reporting period. **Reporting of Data:** The data will be reported during the portfolio review.			
OTHER NOTES			
Notes on Baselines/Targets:			
PERFORMANCE INDICATOR VALUES			
Year	**Target**	**Actual**	**Notes**
2012	1		
2013	2		
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Result:SR3.4: Strengthened National University delivery system to provide high quality courses in teacher education, including reading and math			
Name of Indicator: Number of individuals from underserved and/or disadvantaged groups accessing tertiary education programs. (USAID INDICATOR)			
Geographic Focus: National			
Is this an Annual Report indicator? No ___ Yes __X__, for Reporting Year(s) 2012 -2015			
DESCRIPTION			
Precise Definition(s): Female students who receive US Government financial support to attend the RTTIs and UOL			
Unit of Measure: Number			
Method of Calculation: Count and sum.			
Disaggregated by: Sex			
Justification & Management Utility: This will help to monitor the extent of support to enhance female education.			
PLAN FOR DATA ACQUISITION BY USAID			
Data collection method: Registration of beneficiaries			
Data Source: RTTIs and University of Liberia beneficiary registration records			
Method of data acquisition by USAID: The data will be provided to USAID by the use of the indicator reporting matrix			
Frequency and timing of data acquisition by USAID: Annually			
Estimated cost of data acquisition:			
Individual responsible at USAID: CTO			
Individual responsible for providing data to USAID: MET			
Location of Data Storage: LTTP M&E Office			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment: September 2011			
Known Data Limitations and Significance (if any):			
Actions Taken or Planned to Address Data Limitations:			
Date of Future Data Quality Assessments:			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis: sum of educators awarded scholarship. **Presentation of Data:** Data will be presented through reports. **Review of Data:** The data will be reviewed during the report period. **Reporting of Data:** The data will be reported during the portfolio.			
OTHER NOTES			
Notes on Baselines/Targets:			
PERFORMANCE INDICATOR VALUES			
Year	**Target**	**Actual**	**Notes**
2012	213	183	
2013	202		
2014	223		
2015	251		
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Result:SR3.4: Strengthened National University delivery system to provide high quality courses in teacher education, including reading and math			
Name of Indicator: Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education programs. (USAID INDICATOR) .			
Geographic Focus: National			
Is this an Annual Report indicator? No ___ Yes ____, for Reporting Year(s) 2012 - 2015 _____			
DESCRIPTION			
Precise Definition(s): This indicator includes all LTTP awardees of various scholarships. These are staff from the various university and RTTIs			
Unit of Measure: Number			
Method of Calculation: Count and sum.			
Disaggregated by: Sex			
Justification & Management Utility: This helps in strengthening the human resource capacity of these institutions to improve the system and deliver quality education.			
PLAN FOR DATA ACQUISITION BY USAID			
Data collection method: All beneficiaries will fill in a bio data form and submit to MET.			
Data Source: RTTIs and Universities			
Method of data acquisition by USAID: The data will be provided to USAID by the use of the indicator reporting matrix			
Frequency and timing of data acquisition by USAID: Annually			
Estimated cost of data acquisition:			
Individual responsible at USAID: CTO			
Individual responsible for providing data to USAID: MET			
Location of Data Storage: LTTP Database			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment: September 2011			
Known Data Limitations and Significance (if any):			
Actions Taken or Planned to Address Data Limitations:			
Date of Future Data Quality Assessments: October 2013			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis: The sum of all beneficiary and disaggregated by sex. **Presentation of Data:** Data will be presented through reports. **Review of Data:** The data will be reviewed during the report period. **Reporting of Data:** The data will be reported during the portfolio.			
OTHER NOTES			
Notes on Baselines/Targets:			
PERFORMANCE INDICATOR VALUES			
Year	**Target**	**Actual**	**Notes**
2012	23	23	19 masters and 4 PhDs
2013	60		Additional 31 Masters and 6 PhDs
2014	41		31 remaining Masters and 10 PhDs
2015	6		Remaining 6 PhDs
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Goal 3: Increased equitable access for Liberian children by 2015			
Name of Indicator 1: Primary Net Enrollment Rate (NER). (USAID INDICATOR)			
Geographic Focus: National			
Is this an Annual Report indicator? No ___ Yes __X__, for Reporting Year(s) 2012 - 2015_____			
DESCRIPTION			
Precise Definition(s The number of children of official primary school age (as per the Liberia Educational System) who are enrolled in primary education as a percentage of the total children of the official school-age population			
Unit of Measure: Percent			
Method of Calculation:			
Disaggregated by gender			
Justification & Management Utility: The NER is an important indicator since it shows the extent of coverage of the primary school system and it is used to develop national strategic plans, such as determining future enrollment of children, drop-out and other bottlenecks with regard to retention in school			
PLAN FOR DATA ACQUISITION			
Data collection method: The GER will be extracted from the Ministry's Educational Management Information System annual statistical reports			
Data Source: MoE			
Method of data acquisition: MoE statistical abstract			
Frequency and timing of data acquisition: Annual			
Estimated cost of data acquisition:			
Individual responsible at USAID:			
Individual responsible for providing data to USAID: LTTPII MET			
Location of Data Storage: LTTPII Offices			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment: 2011			
Known Data Limitations and Significance (if any): None			
Actions Taken or Planned to Address Data Limitations: None			
Date of Future Data Quality Assessments:			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis: Analysis will include comparisons by sex and geographic location			
Presentation of Data:			
Review of Data:			
Reporting of Data: Annually			
OTHER NOTES			
Notes on Baselines/Targets: Baseline will be for 2011			
Other Notes:			
Year	Target	Actual	Notes
2011	M – 93%; F – 85%; T – 89%		Census data for 2009/2010
2012	TBD		Waiting for new EMIS figures
2013	TBD		
2014	TBD		
2015	TBD		
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Goal 3: Increased equitable access for Liberian children by 2015			
Name of Indicator 2: Number of learners enrolled in USG-supported primary schools or equivalent non-school-based settings. (USAID INDICATOR)			
Geographic Focus: Ministry of Education, County Education Offices, District Education Offices, Rural Teacher Training Institutions and schools.			
Is this an Annual Report indicator? No ___ Yes __X__, for Reporting Year(s) 2012 - 2015_____			
DESCRIPTION			
Precise Definition(s): Counting the number of pupils covered by the LTTP II reading and math programs in grades 1-6			
Unit of Measure: number			
Method of Calculation: Count and sum.			
Disaggregated by Sex			
Justification & Management Utility: Although this is a proxy indicator for access, it is important here to know the extent of support provided by USAID's support to enhance access for quality education.			
PLAN FOR DATA ACQUISITION			
Data collection method: Data will be collected using tools developed by LTTP from each school.			
Data Source: Schools			
Method of data acquisition: Data will be collected using tools developed by the Reading First +Math team			
Frequency and timing of data acquisition: Annual			
Estimated cost of data acquisition:			
Individual responsible at USAID:			
Individual responsible for providing data to USAID: LTTP MET			
Location of Data Storage: LTTPII Offices			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment: 2011			
Known Data Limitations and Significance (if any): None			
Actions Taken or Planned to Address Data Limitations: None			
Date of Future Data Quality Assessments: October 2013			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis: Analysis will include comparisons by sex and geographic location.			
Presentation of Data: Data will be presented through reports.			
Review of Data: The data will be reviewed during the report period.			
Reporting of Data: Annually			
OTHER NOTES			
Notes on Baselines/Targets: Baseline will be for 2011			
Other Notes:			
Year	Target	Actual	Notes
2011	M – 41,000; F – 35,000; T – 76,000	M – 58,777; F – 48,891; T – 107,668	
2012	M- 73,260; F - 59,940; T -133,200		
2013	M- 73,260; F - 59,940; T -133,200		
2014	M - 68,750; F - 56,250; T -125,000		
2015	M - 68,750; F - 56,250; T -125,000		
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of development objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Result: Objective: Institutional Capacity strengthened to provide educational services			
Name of Indicator: Increase in institutional capacity index by institution. (LTTP)			
Geographic Focus: Ministry of Education, County Education Offices, District Education Offices, Rural Teacher Training Institutions.			
Is this an Annual Report indicator? No _X__ Yes ____, for Reporting Year(s) 2013, 2015 _____			
DESCRIPTION			
Precise Definition(s): The result is strengthened capacity to plan, manage and monitor education quality. There are four areas that will be covered by an annual institutional survey: Strategic Alignment; Management; Administration and Resource. Each institution supported by LTTPII: MOE, CEO, DEO and RTTIs will be surveyed			
Unit of Measure: Numbers			
Method of Calculation: The areas of system capacity a number of sections that each institution is supposed to meet. Based on response of the survey, the number of sections met by each institution out of total sections of each comp although onent is considered in calculating the index. For example: for the baseline, the MOE has attached a score of 4/17 under strategic alignment. This means the MoE has met 4 of the 17 sections of the strategic alignment component. The same institutions will be followed although the respondents might change due to turnover in the system. It is expected this indicator would be adopted by other stakeholders.			
Disaggregated by institution			
Justification & Management Utility: Strategic alignment, management, administration and resource are critical indicators in determining the level of institutional capacity. Considering the low rate at this point of intervention these areas will be the focus to strengthen the MoE, CEO, DEO and RTTIs.			
PLAN FOR DATA ACQUISITION			
Data collection method: Experts and researchers will collect data from the RTTIs, MOE, CEO, DEO using a standardized data collection tool. They will collect data from administrators, technicians, trainees of the RTTIs, Deans, Directors, etc.			
Data Source: MOE, CEO, DEO and RTTIs			
Method of data acquisition: Questionnaires			
Frequency and timing of data acquisition: Every two years			
Estimated cost of data acquisition:			
Individual responsible at USAID:			
Individual responsible for providing data to USAID: LTTP MET			
Location of Data Storage: LTTP Offices			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment:			
Known Data Limitations and Significance (if any): None			
Actions Taken or Planned to Address Data Limitations: None			
Date of Future Data Quality Assessments:			
Procedures for Future Data Quality Assessments:			
Procedures for Future Data Quality Assessments:			
Data Analysis: The data analysis will be based on comparison using the index			
Presentation of Data:			
Review of Data:			
Reporting of Data: Every two years			
OTHER NOTES			
Notes on Baselines/Targets:			
Other Notes:			

Year	Target	Actual	Notes
2011	MOE	Baseline: Strategic Alignment = 4/17 Management = 0/20	
	CEO	Baseline: Strategic Alignment = 1/10 Service delivery = 2/5 Direction = 0/2	
	RTTIs	Strategic Alignment = 5/10 Service delivery = 0/5 Direction = 0/2	
2013	MOE Strategic Alignment = 17/17 Management = 10/2		
	CEO		

	Strategic Alignment = 5/10 Service delivery = 3/5 Direction = 1/2		
	RTTIs Strategic Alignment = 7/10 Service delivery = 3/5 Direction = 1/2		
2015	MOE Strategic Alignment = 10/17 Management = 5/20		
	CEO Strategic Alignment = 10/10 Service delivery = 5/5 Direction = 2/2		
	RTTIs Strategic Alignment=10/10 Service delivery=5/5 Direction=2/2		
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Result:Result1: MOE , CEO, DEO and RTTI Capacity strengthened to plan, manage and monitor educational services			
Name of Indicator: Number of institutions with adequate strategic plans and monitoring and evaluation systems			
Geographic Focus: Ministry of Education, County Education Offices, District Education Offices, RTTIs.			
Is this an Annual Report indicator? No ___ Yes __X__, for Reporting Year(s) 2013 - 2015_____			
DESCRIPTION			
Precise Definition(s): The result is strengthened capacity to plan, manage and monitor education quality. MOE, CEO, DEO and RTTIs' strategic plans and M&E systems will be analyzed for adequacy based on criteria.			
Unit of Measure: Number			
Method of Calculation: An institution meeting 75% of the criteria will be considered to have an adequate system.			
Disaggregated by Institution			
Justification & Management Utility: Planning, monitoring and evaluation systems and capacity are critical for the overall system strengthening. This indicator will help decision makers follow the progress made in by the institutions in their strategic plans and monitoring capacity.			
PLAN FOR DATA ACQUISITION			
Data collection method: The LTTP MET will analyze the adequacy of the plan documents and systems of RTTIs, MOE, CEO, DEO, using the set criteria.			
Data Source: MoE, CEO, DEO, RTTIs			
Method of data acquisition: Document procedure analysis			
Frequency and timing of data acquisition: Annual			
Estimated cost of data acquisition:			
Individual responsible at USAID:			
Individual responsible for providing data to USAID: LTTP MET			
Location of Data Storage: LTTPII Offices			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment:			
Known Data Limitations and Significance (if any): None			
Actions Taken or Planned to Address Data Limitations: None			
Date of Future Data Quality Assessments:			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis: Analysis will include looking at planning and monitoring documents and processes			
Presentation of Data:			
Review of Data:			
Reporting of Data: Annually			
OTHER NOTES			
Notes on Baselines/Targets: Baseline will be for 2011			
Year	Target	Actual	Notes
2011	4		
2012	6		MoE and 3 RTTIs
2013	9		MoE, 3 RTTIs and 2 CEOs
2014	6		MoE, 3 RTTIs and 5 CEOs
2015	11		MoE, 3 RTTIs and 7 CEOs
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Result: SR1.1: Critical MOE systems are strengthened to guarantee the quality of education services.			
Name of Indicator: Number of administrators and officials successfully trained. (USAID INDICATOR)			
Geographic Focus: MoE and focus counties (Montserado, Nimba, Lofa, Margibi, Bong, Bomi) and districts			
Is this an Annual Report indicator? No ___ Yes __X__, for Reporting Year(s) 2012 - 2015_____			
DESCRIPTION			
Precise Definition(s): Number of administrators and officials trained from the MoE, CEOs, DEOs and schools to strengthen critical planning and implementation systems.			
Unit of Measure: cumulative number trained.			
Method of Calculation:			
Disaggregated by: gender and goal			
Justification & Management Utility: Capacity building is critical for strengthening systems within the MoE and lower levels and tracking it helps decision-makers plan capacity building better.			
PLAN FOR DATA ACQUISITION			
Data collection method: Use registration and LTTP's Event Tracking Form			
Data Source: MoE and LTTP II team leaders			
Method of data acquisition: It will be provided USAID by the use of the indicator reporting matrix.			
Frequency and timing of data acquisition: Annually			
Estimated cost of data acquisition: None			
Individual responsible at USAID:CTO			
Individual responsible for providing data to USAID: LTTPII MET			
Location of Data Storage: LTTP Database			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment: 2011			
Known Data Limitations and Significance (if any): None			
Actions Taken or Planned to Address Data Limitations: None			
Date of Future Data Quality Assessments:			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis: The sum of all the administrators trained by the project.			
Presentation of Data: The data will be presented through reports.			
Review of Data: The data will be reviewed during the report period.			
Reporting of Data: The data will be report during the portfolio review.			
OTHER NOTES			
Notes on Baselines/Targets:			
Other Notes:			
Year	Target	Actual	Notes
2011	M – 67; F – 18; T - 85	M – 231; F – 25; T - 255	
2012	M – 476; F –100; T - 576		
2013	M – 255; F – 55; T - 310		
2014	M – 242; F – 58; T - 300		
2015	M – 156; F – 50; T - 206		
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Result: SR1.2: Education Quality Monitoring and Instructional supervision strengthened for enhance learning.			
Name of Indicator:# of EOs trained in monitoring and instructional supervision			
Geographic Focus: Five LTTPII focus counties (Montserado, Nimba, Lofa, Margibi, Bong, Bomi) and districts			
Is this an Annual Report indicator? No ___ Yes _X___, for Reporting Year(s) _____			
DESCRIPTION			
Precise Definition(s): Monitoring and supervision encompass the regular and or routine check, collection of data, supervising Learning activities at schools level. Education officers at focus counties and districts will be trained in monitoring and instructional supervision at classroom and higher levels. Number of staff trained at each level will be counted.			
Unit of Measure: Number			
Method of Calculation: Trainees will be registered and counted.			
Disaggregated by: Sex			
Justification & Management Utility: This data is important for decision makers since it informs them on the number of people whose capacity is being developed.			
PLAN FOR DATA ACQUISITION			
Data collection method: Training officers will ensure that the LTTP training attendance form/register is filled-in during the training using LTTPII Event Tracking Form (ETF).			
Data Source: LTTPII Registration forms and Event Tracking Form.			
Method of data acquisition: Registration and Event Tracking Forms.			
Frequency and timing of data acquisition by USAID: Bi-annual			
Estimated cost of data acquisition:			
Individual responsible at USAID: CTO			
Individual responsible for providing data to USAID:LTTPII MET			
Location of Data Storage: LTTPII Database			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment:			
Known Data Limitations and Significance (if any): None			
Actions Taken or Planned to Address Data Limitations: None			
Date of Future Data Quality Assessments:			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis: Comparison of data to targets annually			
Presentation of Data: The data will be presented through reports			
Review of Data: The data will be presented through reports			
Reporting of Data: The data will be reported during the portfolio review			
OTHER NOTES			
Notes on Baselines/Targets:			
Other Notes:			
Year	Target	Actual	Notes
2011	M - 73; F - 24; T - 97	M - 64; F - 5; T - 69	
2012	M - 102; F -18 ; T - 120		
2013	M - 136; F - 24; T - 160		
2014	M - 84; F - 16; T - 100		
2015	M - 50; F -10; T - 60		
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Result: SR 1.3: Policy and programmatic decisions are based on data from an information management system, policy analyses and research			
Name of Indicator 1: Number of principals and registrars trained in the use of data collection tools and information system			
Geographic Focus: National – All counties and districts and public schools.			
Is this an Annual Report indicator? No ___ Yes _X___, for Reporting Year(s) 2012 - 2015_____			
DESCRIPTION			
Precise Definition(s): Principals and registrars will be trained in school-based data recording system, including questionnaires and recording formats. Principals and registrars, who are responsible for school data upkeep, will be trained and counted.			
Unit of Measure: Number			
Method of Calculation: Trainees will be registered and counted.			
Disaggregated by: Sex			
Justification & Management Utility: This data is important for decision makers since it informs them on the number of people whose capacity is being developed to run EMIS.			
PLAN FOR DATA ACQUISITION			
Data collection method: Training officers will ensure that the LTTP training attendance form/register is filled-in during the training using LTTPII trainees registration and Event Tracking Form (ETF).			
Data Source: LTTPII Registration forms and Event Tracking Form			
Method of data acquisition: Registration and Event Tracking Forms.			
Frequency and timing of data acquisition by USAID: Bi-annual			
Estimated cost of data acquisition:			
Individual responsible at USAID: CTO			
Individual responsible for providing data to USAID:LTTPII MET			
Location of Data Storage:LTTPII Database			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment:			
Known Data Limitations and Significance (if any): None			
Actions Taken or Planned to Address Data Limitations: None			
Date of Future Data Quality Assessments:			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis:			
Presentation of Data:			
Review of Data:			
Reporting of Data:			
OTHER NOTES			
Notes on Baselines/Targets:			
Other Notes:			

Year	Target	Actual	Notes
2011			
2012	4000		
2013			
2014			
2015			
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Result: SR 1.3: Policy and programmatic decisions are based on data from an information management system, policy analyses and research			
Name of Indicator 2: # of research studies undertaken on key education issues. (USAID INDICATOR)			
Geographic Focus: National			
Is this an Annual Report indicator? No ___ Yes _X___, for Reporting Year(s) 2012 - 2015_____			
DESCRIPTION			
Precise Definition(s): Number of research studies undertaken.			
Unit of Measure: Number			
Method of Calculation: Count			
Disaggregated by:			
Justification & Management Utility: Given the importance of making informed decisions, the research is expected to inform decision makers on issues within the sector and also provide recommendations that will influence decision			
PLAN FOR DATA ACQUISITION			
Data collection method: The data will be collected through surveys, interviews, focus group discussions, etc with stakeholders			
Data Source: Education Stakeholders and institutions.			
Method of data acquisition: Counting the number of studies undertaken as well as reviewing the quality.			
Frequency and timing of data acquisition by USAID: Annual			
Estimated cost of data acquisition:			
Individual responsible at USAID:			
Individual responsible for providing data to USAID:LTTPII MET			
Location of Data Storage: LTTPII Database			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment:			
Known Data Limitations and Significance (if any): None			
Actions Taken or Planned to Address Data Limitations: None			
Date of Future Data Quality Assessments:			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis:			
Presentation of Data: The data will be presented through reports.			
Review of Data: Data will be reviewed during the reporting period.			
Reporting of Data:			
OTHER NOTES			
Notes on Baselines/Targets:			
Other Notes:			
Year	Target	Actual	Notes
2011		4	
2012	2		
2013	2		
2014	2		
2015	1		
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Result: SR 1.3: Policy and programmatic decisions are based on data from an information management system, policy analyses and research			
Name of Indicator 3: Number of institutions with improved Management Information Systems, as a result of USG assistance (USAID indicators). (USAID INDICATOR)			
Geographic Focus: MoE, RTTIs, CEOs, DEOs			
Is this an Annual Report indicator? No ___ Yes _X___, for Reporting Year(s) 2012 - 2015_____			
DESCRIPTION			
Precise Definition(s): Number of institutions			
Unit of Measure: Number			
Method of Calculation: Count			
Disaggregated by:			
Justification & Management Utility: The indicator is useful to plan future intervention to strengthen institutions' information system.			
PLAN FOR DATA ACQUISITION			
Data collection method: The data will be collected through surveys of institutional improvements			
Data Source: Institution			
Method of data acquisition:			
Frequency and timing of data acquisition by USAID: Annual			
Estimated cost of data acquisition:			
Individual responsible at USAID: CTO			
Individual responsible for providing data to USAID:LTTPII MET			
Location of Data Storage: LTTPII Database			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment:			
Known Data Limitations and Significance (if any): None			
Actions Taken or Planned to Address Data Limitations: None			
Date of Future Data Quality Assessments:			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis: counting of institutions			
Presentation of Data: Data will be presented through reports			
Review of Data: The data will be reviewed during the reporting period			
Reporting of Data: The data will be report during the portfolio review			
OTHER NOTES			
Notes on Baselines/Targets:			
Other Notes:			
Year	Target	Actual	Notes
2011			
2012	1250		Includes schools
2013	750		
2014	250		
2015	100		
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Result: SR1.4: Improved communication of changes and progress in educational development feedback and information dissemination			
Name of Indicator: Communication Strategy developed.			
Geographic Focus: National			
Is this an Annual Report indicator? No ___ Yes _X___, for Reporting Year(s) 2012 _____			
DESCRIPTION			
Precise Definition(s): A Communication strategy is a high-level plan that defines how the Ministry of Education will communicate its development and feedbacks.			
Unit of Measure: Number			
Method of Calculation: Count			
Disaggregated by:			
Justification & Management Utility: The strategy will improve the MoE's ability to effectively communicate. This will help to clearly indicate the level of progress made in the sector.			
PLAN FOR DATA ACQUISITION			
Data collection method: Review strategy			
Data Source: MoE			
Method of data acquisition:			
Frequency and timing of data acquisition by USAID: Annual			
Estimated cost of data acquisition:			
Individual responsible at USAID:			
Individual responsible for providing data to USAID:LTTPII MET			
Location of Data Storage: LTTP Database			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment:			
Known Data Limitations and Significance (if any): None			
Actions Taken or Planned to Address Data Limitations: None			
Date of Future Data Quality Assessments:			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis:			
Presentation of Data:			
Review of Data:			
Reporting of Data:			
OTHER NOTES			
Notes on Baselines/Targets:			
Other Notes:			

Year	Target	Actual	Notes
2011		0	
2012	1		
2013			
2014			
2015			
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Result: SR1.4: Improved communication of changes and progress in educational development feedback and information dissemination			
Name of Indicator: Number of radio programs to communicate educational progress.			
Geographic Focus: National			
Is this an Annual Report indicator? No ___ Yes _X___, for Reporting Year(s) 2012 -2015_____			
DESCRIPTION			
Precise Definition(s): Radio programs transmitted by the MoE to communicate education messages to the public.			
Unit of Measure: Number			
Method of Calculation: Count			
Disaggregated by:			
Justification & Management Utility: These messages are important to get public support to education development in the country.			
PLAN FOR DATA ACQUISITION			
Data collection method:			
Data Source: MoE			
Method of data acquisition: Counting the number of programs transmitted.			
Frequency and timing of data acquisition by USAID: Annual			
Estimated cost of data acquisition:			
Individual responsible at USAID:			
Individual responsible for providing data to USAID:LTTP MET			
Location of Data Storage:LTTPII Database			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment:			
Known Data Limitations and Significance (if any): None			
Actions Taken or Planned to Address Data Limitations: None			
Date of Future Data Quality Assessments:			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis:			
Presentation of Data:			
Review of Data:			
Reporting of Data:			
OTHER NOTES			
Notes on Baselines/Targets:			
Other Notes:			
Year	Target	Actual	Notes
2011		0	
2012	6		
2013	6		
2014	6		
2015	6		
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Result: R2: Improved teacher policy and procedures for teacher recruitment, training, deployment and career development			
Name of Indicator: Number of policies and or guidelines applied in planning, implementing and monitoring teacher recruitment, training, deployment and career development			
Geographic Focus: National			
Is this an Annual Report indicator? No ___ Yes _X___, for Reporting Year(s) 2012 - 2014 _____			
DESCRIPTION			
Precise Definition(s): These are policies to improve recruitment, training, deployment and career of teachers thus making the teaching force effective and motivated			
Unit of Measure: Number			
Method of Calculation: Count			
Disaggregated by:			
Justification & Management Utility These policies when validated will serve as commitment in improving the teaching workforce			
PLAN FOR DATA ACQUISITION			
Data collection method: Reviewing policies and guidelines			
Data Source: MoE			
Method of data acquisition:			
Frequency and timing of data acquisition by USAID: Annual			
Estimated cost of data acquisition:			
Individual responsible at USAID:			
Individual responsible for providing data to USAID:LTTP MET			
Location of Data Storage:LTTPII Database			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment:			
Known Data Limitations and Significance (if any): None			
Actions Taken or Planned to Address Data Limitations: None			
Date of Future Data Quality Assessments:			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis:			
Presentation of Data:			
Review of Data:			
Reporting of Data:			
OTHER NOTES			
Notes on Baselines/Targets:			
Other Notes:			

Year	Target	Actual	Notes
2011		0	
2012	1		Recruitment guideline
2013	2		Training and Deployment
2014	2		Career growth
2015			
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Result: SR 2.1: Teacher qualifications, recruitment, training and deployment guidelines developed and used.			
Name of Indicator: Number of guidelines developed and adopted .			
Geographic Focus: National			
Is this an Annual Report indicator? No ___ Yes _X___, for Reporting Year(s) _____			
DESCRIPTION			
Precise Definition(s): The guidelines clearly spell out the procedures and requirements for recruitment, training and deployments.			
Unit of Measure: Number			
Method of Calculation: Count			
Disaggregated by: N/A			
Justification & Management Utility: The need to develop and adopt a guideline for teacher qualification, recruitment, training and deployment is very relevant for the educational system as it will contribute to the reduction in attrition.			
PLAN FOR DATA ACQUISITION			
Data collection method: The MoE will provide the data to LTTP			
Data Source: MoE			
Method of data acquisition:			
Frequency and timing of data acquisition by USAID: Annual			
Estimated cost of data acquisition:			
Individual responsible at USAID: CTO			
Individual responsible for providing data to USAID:LTTP MET			
Location of Data Storage: LTTPII Database			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment:			
Known Data Limitations and Significance (if any): None			
Actions Taken or Planned to Address Data Limitations: None			
Date of Future Data Quality Assessments:			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis:			
Presentation of Data:			
Review of Data:			
Reporting of Data:			
OTHER NOTES			
Notes on Baselines/Targets:			
Other Notes:			
Year	Target	Actual	Notes
2011			
2012	1		
2013	2		
2014	2		
2015			
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Result: SR 2.2: Teacher career structure, growth and incentive policy established and used.			
Name of Indicator: Number of guidelines on career growth developed and adopted			
Geographic Focus: National			
Is this an Annual Report indicator? No ___ Yes _X___, for Reporting Year(s) 2013 - 2014_____			
DESCRIPTION			
Precise Definition(s): The guidelines clearly spell out the procedures and requirements for career growth.			
Unit of Measure: Number			
Method of Calculation: Count			
Disaggregated by:			
Justification & Management Utility: The need to develop and adopt a guideline for career development is very relevant for the educational system as it will contribute to the a more vibrant teaching corps.			
PLAN FOR DATA ACQUISITION			
Data collection method: MoE will collect all data on the process and provide for LTTP.			
Data Source: MoE			
Method of data acquisition:			
Frequency and timing of data acquisition by USAID: Annual			
Estimated cost of data acquisition:			
Individual responsible at USAID:			
Individual responsible for providing data to USAID:LTTPII MET			
Location of Data Storage: LTTP Database			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment:			
Known Data Limitations and Significance (if any): None			
Actions Taken or Planned to Address Data Limitations: None			
Date of Future Data Quality Assessments:			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis:			
Presentation of Data: Data will be presented through reports			
Review of Data: the data will be reviewed during the reporting period			
Reporting of Data: he data will be reported during the portfolio review			
OTHER NOTES			
Notes on Baselines/Targets:			
Other Notes:			
Year	Target	Actual	Notes
2011			
2012			
2013	1		
2014	1		
2015			
THIS SHEET LAST UPDATED ON:			

Performance Indicator Reference Sheet			
Name of Development Objective: Enhanced quality, equity, efficiency and effectiveness in the classroom			
Name of Intermediate Result:SR2.3: Efficient and transparent accreditation and examination system established and used			
Name of Indicator: Number of efficient and transparent accreditation and examination conducted			
Geographic Focus: National			
Is this an Annual Report indicator? No ___ Yes _X___, for Reporting Year(s) _____			
DESCRIPTION			
Precise Definition(s): Efficient and transparent in this context refer to the use of the system that is established by policy, guidelines and or procedures to administer accreditation and exams for teachers			
Unit of Measure: Number			
Method of Calculation: Count			
Disaggregated by: N/A			
Justification & Management Utility: The number of transparent accreditations and examination will definitely determine the usage of the system			
PLAN FOR DATA ACQUISITION			
Data collection method: MoE will collect all information in the number of accreditations and exams administered			
Data Source: MoE			
Method of data acquisition:			
Frequency and timing of data acquisition by USAID: Annual			
Estimated cost of data acquisition:			
Individual responsible at USAID: CTO			
Individual responsible for providing data to USAID:LTTP M&E			
Location of Data Storage: LTTPII Database			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment:			
Known Data Limitations and Significance (if any): None			
Actions Taken or Planned to Address Data Limitations: None			
Date of Future Data Quality Assessments:			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis: Sum of all accreditations and exams administered			
Presentation of Data: Data will be presented through reports			
Review of Data: Data will be review during the report period			
Reporting of Data: Data are reported to USAID during the portfolio review			
OTHER NOTES			
Notes on Baselines/Targets:			
Other Notes:			
Year	Target	Actual	Notes
2011			
2012	1		
2013	1		
2014	1		
2015	1		
THIS SHEET LAST UPDATED ON:			

Part VI: PMP Monitoring Matrix

No	Goal/DO/Result	Indicator	Type of Indicator	Tool	Source	Timeline/Frequency (Project Life Cycle)					Responsible Person
						Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	
1	**Goal 3: Improved Reading Skills for Liberian children by 2015**	Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text	USAID Indicator	EGRA Assessment Tool	Schools						MoE and Reading First +Math Team
2	**Objective : Improved teacher effectiveness in the classroom, especially in reading and math**	Percent of teachers who attained effectiveness as observed in the classroom.	Project indicator	Teacher classroom observation tool	Schools						Reading First + Math In-service/CPD Team and Pre-Service
3	**Improved teacher training programs and operations for effective reading and math**	An integrated Teacher training curriculum developed	Project indicator	Event Tracking form(the event tracking form will be submitted after a validation program)	LTTP Pre-service and MoE Offices						Pre-Service Team
4	**Improved teacher training programs and operations for effective reading and math**	Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance	USAID Indicator	Distribution log, Resource materials Trackers	Schools and RTTIs						Reading First +Math Team, Pre-service and In-service/CPD
5	**A national standards-based model for early grade reading and math (Grades 1- 3) developed and implemented.**	% of teachers observed using the reading kit materials provided by LTTP II.	Project indicator	Classroom Lesson Observation Checklist and monthly tracker	Schools and RTTIs						Reading First +Math Team, Pre-service and In-service/CPD
6	**A national standards-based model for early grade reading and math (Grades 1- 3) developed and implemented.**	% of teachers following the schedule of intervention	Project indicator	Classroom Lesson Observation Checklist and monthly tracker	Schools and RTTIs						Reading First +Math Team, Pre-service and In-service/CPD
	A national standards-based model for early grade reading and math (Grades 1- 3) developed and implemented	Number of learners receiving reading interventions at the primary level	USAID	School statistical information form	Schools						Reading First +Math Team and In-service/CPD

No	Goal/DO/Result	Indicator	Type of Indicator	Tool	Source	Timeline/Frequency (Project Life Cycle)					Responsible Person
						Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	
8	**A national teacher continuous professional development model for prim. level developed and piloted with focus on reading and math**	Number of teachers/educators/teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support rt	USAID Indicator	Attendance, Registration form & Event Tracking Form	Schools						In-service/CPD
9	**Pre-service Teacher preparation program strengthened with focus on reading/math**	Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support	USAID Indicator	Pre-service Registration form	RTTIS						Pre-service and MET
10	**Pre-service Teacher preparation program strengthened with focus on reading/ math**	Number of policy, guidelines, procedures, and or curriculum reviewed/developed, focus on reading/math	USAID Indicator	Event Tracking form and Attendance	MoE						Pre-service
11	**Strengthened National University delivery system to provide high quality courses in teacher education, including reading and math**	# of courses in the Curriculum of the university with focus on reading and math	Project indicator	Event Tracking form and Attendance (the event tracking form will capture every event leading to the development of a curriculum)	Reports, Universities(UL, CUC, etc)						DCOP Technical, Pre-Service and Reading First +Math teams
12	**Strengthened National University delivery system to provide high quality courses in teacher education, including reading and math**	Number of individuals from underserved and/or disadvantaged groups accessing tertiary education programs	USAID Indicator	Scholarship awardee Registration form	LTTP Offices						Pre-Service
13	**Strengthened National University delivery system to provide high quality courses in teacher education, including reading and math**	Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through USG-supported tertiary education programs	USAID Indicator	Registration form	RTTIs and Universities						DCOP Technical

No	Goal/DO/Result	Indicator	Type of Indicator	Tool	Source	Timeline/Frequency (Project Life Cycle)					Responsible Person
						Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	
14	Goal 1 **Increased equitable access for Liberian children by 2015**	Gross enrollment rate (GER) for lower primary level (grades 1 – 6)	USAID Indicator	National Survey tools	National Education Census						MoE, LTTPII MET
15	Goal 1: **Increased equitable access for Liberian children by 2015**	Number of learners enrolled in USG-supported primary schools or equivalent non-school-based settings	USAID Indicator	Student Enrollment Form and EGRA Treatment School Statistical form	Schools						Technical team and LTTPII MET
16	**Objective 2: Institutional Capacity strengthened to provide educational services**	Increase in institutional capacity index by institution	Project indicator	Index study tool	RTTIs, MoE, TVET, CEOs, DEOs						LTTPII MET and Wes Synder
17	**MOE , CEO, DEO and RTTI Capacity strengthened to plan, manage and monitor educational services**	Number of institutions with adequate strategic plans and monitoring and evaluation systems	Project indicator	Index study tool	RTTIs, MoE, TVET, CEOs, DEOs						LTTPII MET and Wes Synder
18	**Critical MOE systems are strengthened to guarantee the quality of education services.**	Number of administrators and officials trained	USAID Indicator	Attendance, Event Tracking Form,	LTTP Training Report						Technical teams, EMIS Team, LTTPII MET Wes Synder
19	**Education Quality Monitoring and Instructional supervision strengthened for enhance learning.**	# of EOs trained in monitoring and instructional supervision	Project indicator	Attendance, Event Tracking Form,	LTTP, Training report						LTTPII MET and Wes Synder
20	**Policy and programmatic decisions are based on data from an information management system, policy analyses and research**	Number of principals and registrars trained in the use of data collection tools and information system	Project Indicator	Attendance, Event Tracking Form,	LTTP Training Report						EMIS Team, LTTPII MET
21	**Policy and programmatic decisions are based on data from an information management system, policy analyses and research**	# of research studies undertaken on key education issues	USAID and Project indicator	Research/assessment Tools and Event Tracking form							EMIS Team, LTTPII MET
22	**Policy and programmatic decisions are based on data from an information management system, policy analyses and research**	Number of institutions with improved Management Information Systems, as a result of USG assistance	USAID Indicator	Research/assessment Tools and Event Tracking form	MoE						EMIS Team, LTTPII MET
23	**Improved communication of**	Communication Strategy	Project	Event Tracking	LTTP						Wanneh Dixon

No	Goal/DO/Result	Indicator	Type of Indicator	Tool	Source	Timeline/Frequency (Project Life Cycle)					Responsible Person
						Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	
	changes and progress in educational development feedback and information dissemination	developed	indicator	form(the event tracking form will be submitted after a validation or adoption of the document)	Communication Unit						
24	**Improved communication of changes and progress in educational development feedback and information dissemination**	Number of radio programs to communicate educational progress	Project indicator	Event Tracking Form(should be submitted after every major activities)	Reports						Wanneh Dixon and Reading First +Math Team
25	**Improved teacher policy and procedures for teacher recruitment, training, deployment and career development**	Number of policies and or guidelines applied in planning, implementing and monitoring teacher recruitment, training, deployment and career development	Project indicator		Reports and MoE						Pre-service and In-Service Teams and DCOP Technical
26	**Teacher qualifications, recruitment, training and deployment guidelines developed and used.**	Number of guidelines developed and adopted	USAID Indicator	Event Tacking Form	Reports and MoE						Pre-service In-Service Teams, Reading First + Math and DCOP Technical
27	**Teacher career structure, growth and incentive policy established and used.**	Number of guidelines on career growth developed and adopted	USAID Indicator	Event Tracking Form	Reports and MoE						Pre-service,In-Service and Reading First + Math Teams and DCOP Technical
28	**Efficient and transparent accreditation and examination system established and used**	Number of efficient and transparent accreditation and examination conducted	Project indicator	Event Tracking Form	MoE, Report						Pre-service and In-Service Teams and DCOP Technical
29	**: A national standards-based model for early grade reading and math (Grades 1- 3) developed and implemented.**	**:** Number of PTAs or similar 'school' governance structures supported	USAID Indicator	Event Tracking form, Attendance	LTTP						In-Service and Pre-service

Performance Management Tasks		2011				2012				2013				2014				2015			
Result 1: MoE , CEO, DEO and RTTI Capacity Strengthened to Plan, Manage and Monitor Educational Services		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	MoE Re-organized to Better Support the County Office																				
2	Medium and Long-term Capacity Building Plan Developed																				
3	Capacity of MoE, CEOs and DEOs in Decentralized Strategic Planning, Management and Instructional Leadership Built																				
4	Capacity of County School Boards Developed																				
5	M&E System Capacity Strengthened for Education Quality Improvements																				
6	National Teacher Biometric Identity Card System Implemented in All Government Schools																				
7	County, District and School EMIS Infrastructure, Procedures, and Standardized Tools Developed																				
8	Capacity of EMIS staff at MoE, County, District, and School Levels Developed																				
9	Decentralization Process Better Informed Through Teacher Effectiveness and Other Studies																				
10	Cohesive, Coherent, and Innovative Communication Strategies and Tools Developed																				
11	Communication Strategy Implemented																				
Result 2: Improved Teacher Policies and Procedures for Teacher Recruitment, Training, Deployment and Career Development		2011				2012				2013				2014				2015			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Gender –sensitive Recruitment, Training, Deployment and Retention Policies, Procedures, and Guidelines Developed and																				

	Introduced																						
2	Teacher Career Ladder Structure, and Incentive Policies, Procedures Reviewed and Revised																						
3	Teacher Certification Policy, Standards and Existing Structure/system Revised																						
4	Teacher Education Institutions' Accreditation Policy and Standards Developed																						
5	Teacher Education Institutions Accreditation Board (TEIAB) Established																						
Result 3: Improved Teacher Training Programs and Reading/math Delivery Systems		2011				2012				2013				2014				2015					
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
1	Early Grade Reading and Math TCPD Model Designed																						
2	Reading and Math Materials for Grades 1-3 Developed, Validated Printed and Distributed																						
3	Mechanism for Continuous Updating of Reading/Math Materials Established																						
4	Pre-service Teachers Trained in Reading and Math Skills																						
5	Classroom Teachers Trained in Reading and Math Skills																						
6	Capacity of Demonstration Schools Improved in Teaching Reading and Mathematics																						
7	Mechanism to Measure Reading, Comprehension and Math Skills Designed																						
8	Reading and Mathematics Measures Used to Track Student Performance in Reading and Mathematics																						
9	Reading and Math Measures Integrated into the MoE EMIS																						
10	Reading and Math Learning Promotion Activities Undertaken																						
11	Education Stakeholder Coordination in Reading and Math Strengthened																						

12	A TCPD Guidelines Developed (relates to result 1, 2, sub results 3.1, and 3.3)																					
13	Reading and math materials for grades 4-6 developed and validated																					
14	Reading and Math Intervention for Grades 1 -3 placement Schools Delivered																					
15	Research-based Effective School Management Modules Incorporated i*nto Professional Development and Evaluationplan and decisio-making*																					
16	Common Indicators, Mechanisms and Schedules for RTTI Operations Established and Used																					
17	Existing/Revised policies, Procedures and Standards on Teacher Effectiveness Understood and Used by the RTTI Staff																					
18	Academic Records and Certifications in the RTTIs are Properly Documented and Monitored																					
19	C-Certificate Curriculum Reviewed, Revised and Used with Focus on Integrating Reading and Math Across the Content Areas																					
20	Reading Clubs, Labs and Resource Center Operational Guidelines and Procedures Established and Operationalized																					
21	RTTI Trainees, Teachers, and Demonstration School Teachers Trained in Teaching Early Grade Reading and Math																					
22	Mechanism for Measuring and Tracking Student Performance in the RTTI Established and Used																					
23	Use of ICT for RTTI Teachers. Teacher Trainees, and Demonstration Schools Introduced																					
24	RTTI Female Students Academic Performance and Success Enhanced																					
25	Capacity of RTTI Faculty Built Through University Support																					
26	Digital Library Established and Strengthened to support e Learning																					

27	Reading and Math introduced to Universities Faculty of Education																					
28	Support System Established to Ensure Success of Female Students																					
29	MoE, Universities, and RTTI Employees Trained at Masters and PhD Level																					

Part VII: Tools for Data Collection

1. **Event Tracking Form**

EVENT TRACKING FORM
Location and Date

County __ _____City/Town:_____ Venue:
Starting Date:__ Date:_

Event Information

Event: ___

Activity No._

Description

Training workshops/seminars/Conferences (Includes TOTs, workshops and seminars and conferences to draft policies, strategies, develop materials, etc.)

1. Purpose

Topics covered during the event	Time (Minutes/hours)	Score if there is a test administered	Remarks

2. **Number of participants by organization and sex (Attach pictures)**

Organization	Male	Female	Total

3. Testimonials from few participants (Attach picture if possible)

2. Early Grade Reading LTTP2 Schools – Resource Materials Tracker

For each school, please enter **the exact number** of each listed resource. Obtain the signature from the principal, and at the bottom of this table, enter the number of total books given across all the full intervention schools that you are serving. Thank you.

Coach:	**District**	**Date delivered:**		
Early Grade Reading LTTP2 Schools				
	Teacher resource kit (consists of all manuals and letter cards, reading at home trackers, etc.)	Student Report Card Teacher manual (inclusive of student report cards, PTA report cards, trackers, and stopwatches)	OYSS Books and other books used to build libraries at school)	Decodable books (compilation 1, 2, 3 given to students)
School (1)				
Grade 1				
Grade 2				
Grade 3				
Principal's signature/Date:				
School (2)				
Grade 1				
Grade 2				
Grade 3				
Principal's signature/Date:				
School (3)				
Grade 1				

Coach:	District	Date delivered:		
Early Grade Reading LTTP2 Schools				
	Teacher resource kit (consists of all manuals and letter cards, reading at home trackers, etc.)	Student Report Card Teacher manual (inclusive of student report cards, PTA report cards, trackers, and stopwatches)	OYSS Books and other books used to build libraries at school)	Decodable books (compilation 1, 2, 3 given to students)
Grade 2				
Grade 3				
Principal's signature/Date:				

3. LIBERIA TEACHERS TRAINING PROGRAM (LTTP) LEARNING/TRAINING MATERIALS DISTRIBUTION LOG/REGISTER

INSTITUTION (RTTI): _____

LOCATION: _____

No	Item Description	Qty	Recipient	Sex	Inst.(if not trainee)	Signature	Date

4. Classroom Lesson Observation Checklist: Grades 1, 2, and 3

Date:
School:
Observer:
Lesson observed:

	Grade 1: Teacher name	**Grade 1: Teacher name**	**Grade 2: Teacher name**	**Grade 2: Teacher name**	**Grade 3: Teacher name**	**Grade 3: Teacher name**
Phonemic Awareness						
Content						
Syllable and phoneme segmentation						
Syllable and phoneme blending						
Beginning/middle/ending						
Sounds in words						
Teacher Role						
Giving directions						
Telling information						
Questioning						
Modeling						
Assessing						
Student Response						
Listening						
Group oral response						
Group response: raise hands, stand up, thumbs up/down						
Group written response						
Individual student response oral or written						
Phonics						
Content						
Introducing letter names						
Reviewing letter names						

Introducing letter sounds (looking at the letters)						
Reviewing letter sounds						
Using consonant sounds						
Using vowel sounds						
Consonant digraphs						
Consonant blends						
Short-vowel words						
Vowel-consonant-'magic' e						
Vowel teams						
Word decoding						
Introducing new sight words						
Reviewing sight words						
Teacher Role						
Giving directions						
Telling information						
Questioning						
Modeling						
Assessing						
Student Response						
Listening						
Reading orally						
Individual oral response						
Group oral response						
Individual written response						
Group written response						
Group response: raise hands, stand up, thumbs up/down						
Fluency						
Content						
Flash cards with letter names						
Flash cards with letter sounds						
Flash cards with sight words						
Reading orally						

Teacher Role						
Giving directions						
Telling information						
Questioning						
Modeling						
Assessing						
Student Response						
Listening						
Reading orally						
Individual oral response						
Group oral response						
Individual written response						
Group written response						
Group response: raise hands, stand up, thumbs up/down						
Vocabulary/Comprehension						
Content						
Learning new definitions						
Providing context for new words						
Using new words						
Setting a purpose						
Prediction						
Visualization						
Self-monitoring						
Using fix-up strategies						
Self-questioning						
Using prior knowledge						
Summarization						
Personal response						
Story elements						
Expository text structure						
Teacher Role						
Giving directions						
Telling information						
Questioning						

Modeling						
Assessing						
Student Response						
Listening						
Individual oral response						
Every pupil response						
Every pupil response, oral						
Every pupil response, written						

Other comments and observations:

5. Monthly follow-up to schools by Coaches September

GRADE 1: Monthly follow-up to schools by Coaches September – December 2011												
	Sept. 2011		*Oct. 2011*		*Nov. 2011*		*Dec. 2011*		*Jan. 2011*		Feb. 2011	
TASK DESCRIPTION												
Region/District:												
School Name/Code:												
Principal:												
Date of Visit:												
Time of arrival/departure:												
Total Number of Hours Spent												
Coach:												
	G 1	**G 1**	**G 1**	**G 1**	**G 1**	**G 1**	**G 1**	**G 1**	**G 1**	**G 1**	**G 1**	**G 1**
A. General School Information												
Teacher names (write teacher names)												
Enrollment across all sections												
Attendance (day of visit) across all sections												
B. Teaching Reading												
Names of teachers who are using the reading manual												
Do teachers follow the schedule of intervention (enter actual lesson plan, e.g. Week 4, Day 2)												
Do teachers teach reading 5 times a week, 45 minutes a day? If not, state how much by teacher												

Do teachers ensure that students read at home to parents at least 20 minutes a day (enter number of teachers using the read-at-home tracker)											
Total number of students who checked out books from the library - count on a monthly basis											
C. Student Report Card											
Teachers send student report cards to parents (as verified by trackers used by teachers- Yes/No)											
Teachers send student report cards to parents (as verified by reviewing returned Report Card Yes/No)											
Teachers send student report cards to parents (as verified by asking a sample of students if they took report cards home Yes/No)											
Principal shared student report card with PTAs and communities											
Total number of teachers who sent report cards home.											
Total number of Principal who sent report cards home.											
D. Assessment of student performance by Coaches											
Number of students assessed											
Date of assessment											
Date of analysis											
E. Reading culture											
Ask children if they read at home											
Ask children if they read in class aloud											
Ask children if their teachers read to them aloud											

Ask children if the teacher is using pocket chart and letter cards												
Signature of Principal:												

GRADE 2: Monthly follow-up to schools by Coaches September – December 2011												
	Sept. 2011		*Oct. 2011*		*Nov. 2011*		*Dec. 2011*		*Jan. 2011*		Feb. 2011	
TASK DESCRIPTION												
Region/District:												
School Name/Code:												
Principal:												
Date of Visit:												
Time of arrival/departure:												
Total Number of Hours Spent												
Coach:												
	G 2	**G 2**	**G 2**	**G 2**	**G 2**	**G 2**	**G 2**	**G 2**	**G 2**	**G 2**	**G 2**	**G 2**
A. General School Information												
Teacher names (write teacher names)												
Enrollment across all sections												
Attendance (day of visit) across all sections												
B. Teaching Reading												
Names of teachers who are using the reading manual												
Do teachers follow the schedule of intervention (enter actual lesson plan, e.g. Week 4, Day 2)												
Do teachers teach reading 5 times a week, 45 minutes a day? If not, state how much by teacher												

Do teachers ensure that students read at home to parents at least 20 minutes a day (enter number of teachers using the read-at-home tracker												
Total number of new teachers trained during this visit.												
Total number of trained Reading/Math teachers who left the school.												
Total number of students who checked out books from the library - count on a monthly basis												
C. Student Report Card												
Teachers send student report cards to parents (as verified by trackers used by teachers- Yes/No)												
Teachers send student report cards to parents (as verified by reviewing returned Report Card Yes/No)												
Teachers send student report cards to parents (as verified by asking a sample of students if they took report cards home Yes/No)												
Principal shared student report card with PTAs and communities												
D. Assessment of student performance by Coaches												
Number of students assessed												
Date of assessment												
Date of analysis												
E. Reading culture												
Ask children if they read at home												
Ask children if they read in class aloud												
Ask children if their teachers read to them aloud												
Ask children if the teacher is using pocket chart and letter cards												

Signature of Principal:												

GRADE 3: Monthly follow-up to schools by Coaches September – December 2011												
	Sept 2011		*Oct. 2011*		*Nov. 2011*		*Dec. 2011*		*Jan. 2011*	Feb. 2011		
TASK DESCRIPTION												
Region/District:												
School Name/Code:												
Principal:												
Date of Visit:												
Time of arrival/departure:												
Total Number of Hours Spent												
Coach:												
	G 3	**G 3**	**G 3**	**G 3**	**G 3**	**G 3**	**G 3**	**G 3**	**G 3**	**G 3**	**G 3**	**G 3**
A. General School Information												
Teacher names (write teacher names)												
Enrollment across all sections												
Attendance (day of visit) across all sections												
B. Teaching Reading												
Names of teachers who are using the reading manual												
Do teachers follow the schedule of intervention (enter actual lesson plan, e.g. Week 4, Day 2)												

Do teachers teach reading 5 times a week, 45 minutes a day? If not, state how much by teacher												
Do teachers ensure that students read at home to parents at least 20 minutes a day (enter number of teachers using the read-at-home tracker)												
Total number of new teachers trained during this visit.												
Total number of trained Reading/Math teachers who left the school.												
Total number of students who checked out books from the library - count on a monthly basis												
C. Student Report Card												
Teachers send student report cards to parents (as verified by trackers used by teachers)												
Teachers send student report cards to parents (as verified by trackers used by teachers- Yes/No)												
Teachers send student report cards to parents (as verified by asking a sample of students if they took report cards home Yes/No)												
Principal shared student report card with PTAs and communities												
D. Assessment of student performance by Coaches												
Number of students assessed												
Date of assessment												
Date of analysis												
E. Reading culture												
Ask children if they read at home												
Ask children if they read in class aloud												
Ask children if their teachers read to them aloud												

Ask children if the teacher is using pocket chart and letter cards												
Signature of Principal:												

6. Statistical Information on LTTPII Schools

Coach:

County_____ / District_____

No.	*Schools*	*Codes*	*Grade 1*		*Grade 2*		*Grade 3*		*# of teachers Trained*		*# Principals Trained*		*Period teaching began*	*Mileage to City Center*	*Date of Observation*	*Remarks*
			M		M		M		M		M					
			F		F		F		F		F					
			M		M		M		M		M					
			F		F		F		F		F					
			M		M		M		M		M					
			F		F		F		F		F					
			M		M		M		M		M					
			F		F		F		F		F					

7. LTTP RTTI Registration Form

Please fill out this form if you have not completed it before. Once the form is completed you do not need to fill out again unless any of your information needs to be updated.

Program Area: Pre-Service

Date: _____

Last Name: Gender: M ☐ F ☐

First Name/Others **DOB** (MM/DD/YYYY):

Complete contact Information:

City/Town/Village: _____

District: _____ County: _____

Cell Phone # 1:_____ Cell Phone # 2:_____

Email:_____

Highest Level of Education:

Primary ☐ Junior Secondary ☐ Senior Secondary ☐ Emergency Certificate ☐ C-Certificate ☐

B-Certificate ☐ AA ☐ Vocational Certificate Bachelors ☐ asters Doctorate ☐ ☐

Name of school you last graduated from: _____

Signature: _____

8. LTTP Registration Form

Please fill out this form if you have not completed it before. Once the form is completed you do not need to fill out again unless any of your information needs to be updated.

Program Area: (CTPD,Pre-Service or EGR/EGM)_____
Date: _____

Last Name: Gender: M ☐ F ☐

First Name/Others **DOB** (MM/DD/YYYY):

Complete contact Information:
City/Town/Village:_____
District: _____ County:_____
Cell Phone # 1:_____ Cell Phone # 2:_____

Work Place (Name of School, University, MoE Office, etc. In the case of pre-service you need not fill out this segment):
Inst. Name: _____
City/Town: _____ District_____ County:_____
Email: _____

Full Job Title (If not working please write NOT WORKING)
_____

Primary Job Function (Select one): Administrator Educator Official ☐

Primary Work Associate

University ☐

MoE ☐

Public School