



**USAID**  
FROM THE AMERICAN PEOPLE

# USAID EARLY GRADE READING YEAR 1 ANNUAL REPORT

**Contract No. AID-294-C-17-00006**

**September 1, 2017 – September 30, 2022**

**Prepared for**

USAID/WBG

Nadia Basel, Contracting Officer's Representative

United States Agency for International Development

25 Hammered Street, 10<sup>th</sup> Floor, Tel Aviv, Israel

**Prepared by**

RTI International

3040 Cornwallis Road

Post Office Box 12194

Research Triangle Park, NC 27709-2194

October 21, 2018

This publication was produced for review by the United States Agency for International Development. It was prepared by RTI International.

# USAID Early Grade Reading (EGR)

## EGR YEAR 1 ANNUAL REPORT

September 2017 – September 2018

**Contract No. AID-294-C-17-00006**

Prepared for:

USAID/West Bank/Gaza  
Nadia Basel  
Contracting Officer's Representative  
25 Hammered Street, 10<sup>th</sup> Floor, Tel Aviv, Israel

Prepared by:

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

RTI International is one of the world's leading research institutes, dedicated to improving the human condition by turning knowledge into practice. Our staff of more than 3,700 provides research and technical services to governments and businesses in more than 75 countries in the areas of health and pharmaceuticals, education and training, surveys and statistics, advanced technology, international development, economic and social policy, energy and the environment, and laboratory testing and chemical analysis.

RTI International is a registered trademark and a trade name of Research Triangle Institute.

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

# Table of Contents

List of Tables .....	iv
List of Abbreviations.....	v
1. Executive Summary.....	1
2. Project Overview .....	2
2.1 Implementation Challenges.....	2
2.2 Core Activities.....	3
3. Project Components.....	4
3.1 IR 1. Policy Framework for the Instruction of Reading and Writing in Grades KG–2 in the West Bank Strengthened .....	4
3.1.1 Time allocated for early grade reading and writing instruction increased (IR 1.1).....	4
3.1.2 Updated national standards for early reading and writing adopted (IR 1.2) .....	8
3.1.3 Opportunities for strengthening early grade reading and writing instruction in the Grade 1–2 curriculum identified (IR 1.3) .....	9
3.1.4 Opportunities for strengthening early grade reading and writing instruction in the upcoming KG curriculum identified (IR 1.4).....	9
3.1.5 West Bank and Gaza systems for student assessment in reading and writing strengthened (IR 1.5).....	9
3.2 IR 2. Classroom Instruction in Modern Standard Arabic in Grades KG, 1, and 2 Improved .....	11
3.2.1 Evidence-based essential reading materials for grades KG–G2 distributed to classrooms (IR 2.1) .....	11
3.2.2 Teachers, directors, and supervisors’ skills in EGR instruction improved (2.2) .....	13
3.2.3 Coaching of early grade reading instruction improved (IR 2.3) .....	13
3.2.4 Early grade reading instruction enhanced through applied research (IR 2.4) .....	15
3.3 IR 3. Reading Enrichment and Awareness Activities Expanded .....	15
3.3.1 School and community-based extracurricular reading activities expanded (IR 3.1).....	15
3.3.2 Family awareness of and engagement in supporting reading increased (IR 3.2).....	16
Annex A: Early Grade Reading Results Framework.....	18
Annex B: Updated Performance Indicators Tracking Table .....	19
Annex C: EGR PPR indicators exported from GEOMIS .....	30
Annex D: Status of EGR Technical Deliverables .....	32

## List of Tables

Table 1.	MOEHE Action Plan to Implement Policy Revisions.....	6
Table 2.	MOEHE Action Plan to Implement Administrative Revisions .....	7
Table 3.	MOEHE Action Plan to Implement Instructional Revisions .....	8
Table 4.	Schools Participating in Pilot of Project Baseline.....	10
Table 5.	Supplementary Materials Provided by EGR .....	12
Table 6.	Schools Selected for the EGR Remediation Activity.....	16

## List of Abbreviations

AED	Assessments and Evaluation Department
CBO	community-based organization
CC	Curriculum Center
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
FY	fiscal year
ICT	Information and Communications Technology
KG	kindergarten
M&E	monitoring and evaluation
MOEHE	Ministry of Education and Higher Education
MSA	Modern Standard Arabic
NGO	nongovernmental organization
NIET	National Institute of Education and Training
SBCC	social and behavior change communications
SRC	School Remediation Coordinator
TLC	Teacher Learning Circles
TOT	Time on Task
TWG	Technical Working Group
USAID	US Agency for International Development
USG	US Government

# 1. Executive Summary

The US Agency for International Development (USAID) Early Grade Reading (EGR) Project ended its first year successfully with the completion of assessments and surveys, curriculum and standards reviews, and instructional materials in preparation for Year 2 implementation in schools. In all activities, EGR worked closely with the Ministry of Education and Higher Education (MOEHE) to ensure their partnership in project activities.

In the first half of the year, EGR administered two important assessments: a Time on Task (TOT) study, which determined the amount of time classroom teachers spent on reading and writing instruction, and the project baseline assessment, which provided a snapshot of the strengths and weaknesses of the students in the EGR-supported schools. The team also conducted a comprehensive review of the MOEHE's standards and curricular documents related to early grade reading and writing to inform the development of the training materials and the complementary reading materials. To ensure all students' learning needs were addressed, EGR designed an after-school remediation program and at-home reading activities to involve parents in their children's learning. By the end of the first year, EGR had everything in place to support the MOEHE to implement a high-quality reading and writing program in 104 EGR-supported primary schools.

Highlights of EGR's first year of implementation include:

- Conducting the TOT study in 18 West Bank schools in December
- Conducting the baseline assessment in kindergarten (KG) to Grade (G) 2 classrooms to assess students' reading and writing skills
- Conducting a comprehensive review of the MOEHE standards and curriculum related to KG–G2 reading and writing in Modern Standard Arabic (MSA)
- Surveying MOEHE coaches to determine their capacity to deliver quality training in early grade reading and writing
- Writing, designing, and piloting five reading modules (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Reading Comprehension) and one activity resource book
- Distributing electronic tablets, downloaded with EGR training materials and assessment tools, to 83 MOEHE coaches and 479 tablets to schools for teachers to use
- Training 90 MOEHE coaches and Ministry staff
- Conducting a workshop for 104 principals from EGR-supported schools to inform them of EGR activities
- Supporting MOEHE coaches to train 370 KG–G2 teachers
- Developing a book leveling tool to determine the grade-level appropriateness of text
- Creating 56 decodable readers and one wordless big book for KG–G1 students and six leveled readers for second-grade students
- Inventorying KG–G2 books available in schools
- Inventorying community-based organizations (CBOs) and nongovernmental organizations (NGOs) to receive potential grants to implement remediation activities
- Developing an after-school remediation program for supporting struggling students
- Producing a video to train volunteers who will participate in the remediation program

- Conducting a survey of home reading practices within the EGR-supported school communities
- Producing a series of at-home reading activities to engage parents in their children's learning
- Working with a design firm to create EGR publications including training modules, roll-up banners, folders, training certificates, and reading fact sheets
- Ensuring the delivery of training supplies to multiple training sites throughout the West Bank

Project staff remained focused on their tasks, despite the challenges of US legislative restrictions, heightened political tensions, and funding uncertainties that plagued the project's first year of operation. The results described above, and those illustrated throughout this Annual Report, demonstrate what is possible when project, Ministry, and USAID staff work together as one team to reach a common goal. When EGR must end when fiscal year (FY) 2016 funding is depleted in January 2019, EGR will be able to hand over to the MOEHE the data, materials, and tools that have been trialed and tested to implement a quality early grade reading program.

## 2. Project Overview

In its productive first year of implementation, EGR worked closely with the MOEHE to develop evidence-based sustainable and scalable reading and writing instructional interventions to achieve the following three outcomes:

- **Outcome 1:** Policy framework for the instruction of reading and writing in grades KG–G2 in the West Bank strengthened
- **Outcome 2:** Classroom instruction in MSA in grades KG, 1, and 2 improved
- **Outcome 3:** Reading enrichment and awareness activities expanded

Though the project faces early closure—beyond the control of USAID or RTI—EGR is confident that the materials, instructional strategies, and policy recommendations developed by the project will have a sustainable impact on the West Bank educational system.

### 2.1 Implementation Challenges

***Political tensions following US recognition of Jerusalem as the capital of Israel.*** The announcement in December 2017 by the United States Government that it would recognize Jerusalem as the capital of Israel triggered a series of Palestinian protests. The US announcement came during the week of training for the TOT assessment. In anticipation of protests, EGR shortened the training day to enable participants to avoid potential unrest on the roads. EGR also shifted the training days in recognition of the Palestinian Authority's call for a nationwide strike on Thursday, December 7. Training resumed the following week. The shift resulted in EGR exceeding the limit for engaging participants without conducting the full vetting process. EGR immediately requested a special vetting waiver due to the extraordinary circumstances of the training extension, which USAID granted specifically for the TOT training exercise.

***Limited engagement with the MOEHE.*** In response to the US recognition of Jerusalem as the capital of Israel in December 2017, the MOEHE limited contact with American staff on donor projects, preferring only Palestinian staff meet with their Ministry counterparts at the Ministry. To mitigate this challenge, EGR arranged to have meetings with MOEHE personnel in the EGR office to enable the participation of international EGR and USAID staff. Although the political situation in the weeks following the announcement precluded the participation of the MOEHE General Directors, their staff members participated in the meetings. By March,

project engagement with most MOEHE departments resumed. During this time of heightened political tensions, EGR proceeded cautiously, in deference to the difficult position cooperation with American projects could potentially cause the MOEHE.

***Relationship with MOEHE Curriculum Center.*** By the end of EGR's first year, the relationship between all project staff and the MOEHE returned to normalcy, apart from the Curriculum Center (CC), which abstained from contact with US projects. This abstention resulted in EGR conducting the reviews of the standards and curriculum independently of MOEHE input.

***Inventorying early grade complementary reading materials available in public schools.*** In January, EGR requested an inventory of the reading materials, maintained by the Information and Communications Technology (ICT) Department, and currently used in the public schools. Although the MOEHE agreed to provide the list, upon reflection, the MOEHE changed its position. Because of the criticism from international donors for the presumed politicized content in curriculum, the MOEHE was sensitive to external reviews of the books that were in schools. Mistakenly assuming EGR was critiquing the curriculum, the MOEHE put all EGR activities on hold in late January until the project presented an overview of activities to the Ministry. Despite EGR's numerous requests, the Ministry postponed the overview meeting until March 4. At that meeting, which international project staff and USAID personnel were requested not to attend, the Ministry affirmed its refusal to allow EGR to inventory the early grade reading materials available in schools; however, the Ministry approved the resumption of all other EGR activities. Subsequently, the MOEHE Department of Supervision and Qualifications provided EGR with lists of the books in schools, and the National Institute of Education and Training (NIET) provided hard copies of a few titles, but EGR has been unable to confirm these lists with ICT, the MOEHE department that maintains the inventory list.

***The Taylor Force Act.*** Following the passage of the Taylor Force Act in March 2018, EGR prepared to disengage the MOEHE when FY 2016 funding was depleted. USAID confirmed to EGR on August 30 that the restrictions imposed by the Taylor Force Act precluded EGR from continuing to work with future funding. In response, EGR specifically designed project activities to use available FY 2016 resources to continue to build the MOEHE's capacity to deliver a quality early grade reading program.

## **2.2 Core Activities**

To realize project outcomes, modified in response to funding and legislative constraints, RTI International and its partner AMIDEAST, the co-implementers of EGR, supported the MOEHE to strengthen organizational systems and professional development initiatives during the project's first year of implementation. Activities included:

- Developing or procuring leveled readers, decodable readers, "big books," and complementary instructional materials to be provided to approximately 370 public kindergarten, G1, and G2 classrooms in 104 schools in the West Bank
- Developing training materials on best practices for instruction in the five basic reading skills for approximately 370 KG, G1, and G2 teachers
- Mobilizing 83 coaches and 104 school principals to deliver and support early grade teacher coaching and peer learning in the 104 EGR-supported schools
- Preparing remediation and at-home materials to foster greater cooperation among schools, teachers, and communities in support of early grade reading initiatives
- Providing the MOEHE with reliable data to facilitate establishing policies to strengthen early grade reading instruction



### 3. Project Components

EGR’s systematic approach has been designed to ensure that instructional change and literacy gains achieved through the activities described below are scalable and sustainable. The EGR team has worked closely with the Ministry to foster an enabling policy environment, model interventions, introduce innovations to meet established goals, and develop and assemble the evidence base needed to foster longer-term sustainability. During Year 1, EGR piloted assessments, training activities, and reading materials, developed with and implemented by the MOEHE, to ensure their usability and effectiveness. The research conducted and instructional materials developed in Year 1 lay a solid foundation for the implementation of the activities in schools during the first semester of the Fall 2018 school year.

#### 3.1 IR 1. Policy Framework for the Instruction of Reading and Writing in Grades KG–2 in the West Bank Strengthened

EGR supports the MOEHE to develop a scalable model to strengthen reading and writing in the lower primary grades. In partnership with the MOEHE, EGR addresses systemic, institutional, and community capacities to deliver effective reading and writing instruction in MSA for all West Bank KG–G2 students. In close cooperation with the MOEHE, EGR has undertaken a comprehensive process that included collecting data, discussing the data with the Ministry, assessing the needs of classroom teachers, designing classroom interventions, and finally evaluating performance and outcomes. EGR will pilot interventions in 104 schools administered by the MOEHE in the project’s remaining months.

At a meeting in September during the consultancy of Joseph DeStefano, RTI Director of Education Systems and Policy, Dr. Sabri Saidam, Minister of Education and Higher Education, expressed his appreciation of EGR’s efforts and requested a workshop near the end of the project to ensure the Ministry had access to EGR data, materials, and recommendations to continue the initiatives begun by the project.

##### 3.1.1 Time allocated for early grade reading and writing instruction increased (IR 1.1)

To determine the time currently allotted to reading and writing in West Bank KG–G2 classes, EGR, in collaboration with the MOEHE, conducted a TOT study during six days in December 2017 despite ongoing political protests (described in “Challenges” above.) The TOT was the first study of its type conducted in West Bank schools. This study conducted by 21 MOEHE data collectors—4 from General Education and 17 from Supervision—determined how much time students practiced reading and writing during the school day.

Before implementing the study, EGR trained the data collectors for four days. EGR Education Specialist Dr. Peggy Dubeck, with support from EGR staff, delivered the training sessions. The interactive training included guidance on observing classroom practice at two-minute intervals. The TOT instruments adapted during the training sessions included the following:

- Timed Lesson Observation: to provide a snapshot of the classroom at two-minute intervals, noting instruction, materials, student response, focus, and engagement for the duration of the Arabic lesson



MOEHE assessors from the northern region participating in the TOT training. Photo: RTI

- Binary Checklist: to collect information on teachers' pedagogical literacy practices and the resources used during the Arabic lessons
- Time Tracking Tool: to track the use of time throughout the entire school day
- Teacher Interview: to collect data about teachers' enjoyment of and their needs for providing Arabic instruction
- Principal Interview: to collect information regarding the allocation of time and KG–G2 instructional needs

To ensure the reliability of the TOT survey instruments, EGR piloted the survey instruments in three schools during one of the training days. The schools selected were:

- North: Nablus: Erak Al Tayeh Girls School
- Middle: Ramallah: Safa Primary Co-ed School
- South: Hebron: Abdel Kader Al Kawasmeh Primary Co-ed School

The piloting of the tools verified that under real-time conditions, the instruments could be used effectively. Feedback provided on the tools resulted in minimal modifications to the original tools.

Dr. Dubeck used several methods for measuring inter-rater reliability to measure data consistency across assessors. Consistency among observers during the pilot was 73% agreement on the timed tool and 79% on the untimed checklist. Both percentages were within acceptable ranges for classroom observations data

December 13–20, EGR conducted data collection activities at 18 schools, 6 in each region. The 21 trained data collectors formed three data collection teams comprised of six observers/data collectors and one coordinator. The supervisors enthusiastically conducted the study, highlighting that the tools brought to their attention aspects of Arabic instruction that they previously had overlooked.

To continue data quality during the collection process, EGR created tips to send to the assessors via email during data collection. The tips averaged 50 words and were intended to increase data quality and maintain assessors' positive attitudes toward data collection.

Following the data collection, EGR engaged RTI consultant Aarnout Brombacher to replicate and adapt the Excel-based TOT database developed by RTI for previous TOT studies. The EGR team supervised data entry, and RTI statisticians in the home office analyzed the results and compiled the final report. USAID approved the TOT report in June 2018. In September, EGR presented the results at a meeting of the relevant MOEHE general directors during the consultancy of Joseph DeStefano, RTI Director of Education Systems and Policy. The presentation included recommendations for policy revisions based on data collected in the study.

EGR combined the recommendations from the TOT study and the project baseline assessment (described in 3.1.5 below) into three categories: policy, administrative, and instructional. At the meeting on September 10 with the MOEHE general directors and directors, the group prioritized the recommendations and agreed on next steps. A summary of the recommendations from the TOT study and the project baseline assessment with the MOEHE’s response is below.



Joseph DeStefano presenting TOT results at Sept. 10 meeting. Photo: RTI

### Policy Recommendations

1. Increase time devoted to reading and writing instruction
2. Require, provide, or encourage teacher professional development for early grades
3. Develop a specialization for teachers of early grade reading and writing
4. Develop teacher performance standards related to early grade reading
5. Review teacher assignment and promotion policy to ensure that experienced teachers teach in the early grades

The MOEHE recommended the second and fifth recommendations be combined into one recommendation. The plan of action it developed to work on the revised recommendation is described in **Table 1**.

**Table 1. MOEHE Action Plan to Implement Policy Revisions**

Review teacher assignment, promotion policy, and professional development schemes to ensure that experienced teachers teach in the early grades (revised)	
Action	MOEHE department to be involved
Revise the teacher examination and school/grade level assignment process	Supervision, General Education, and Assessments and Evaluation (AED)
Revise university curriculum to include courses in early grade education	Accreditation and Quality Assurance Commission, Supervision, and NIET
Include “Readiness to Teach Index” (suggested by AED), specifically designed for early grade teachers, as part of teachers’ evaluation rather than the traditional teacher evaluation mechanism	Supervision, AED, and Field Follow-up
Activate the Teacher Categorization Law, which allows a teacher to remain at a specific grade level yet continue to progress professionally, to maintain teachers at a specific grade level if they excel at this level	Supervision, NIET, and Teacher Development Association
Emphasize professional development through providing in-service training programs	Supervision and NIET

### *Administrative Recommendations*

1. Review the organization and management of school time
2. Use time optimally during the school day
3. Identify opportunities for enrichment and remediation for students who are struggling
4. Engage parents and the communities in activities that support early grade reading

The MOEHE prioritized the first and fourth recommendations. The plans of action it developed to work on the two recommendations are described in **Table 2**.

**Table 2. MOEHE Action Plan to Implement Administrative Revisions**

<b>Organization and management of the school time (#1)</b>	
<b>Action</b>	<b>MOEHE department to be involved</b>
Emphasize that quality instruction involves all stakeholders: supervisor, principal, teacher, student, and parent	Supervision, General Education, Planning, and Field Follow-up
Stress teacher preparedness	Policies Committee and Education Development departments
Create an interactive class environment by preparing students for the lesson, linking the current lesson to past lessons and experiences, and connecting the past and present experiences	
Stress student-centered approaches to learning and student involvement during the lesson through a variety of activities and instructional techniques	
Include active instructional methods and instructional tools	Policies Committee and Education Development departments; AED
Include a variety of informal assessment and evaluation tools	
Consider evaluating teachers based on student outcomes	
<b>Engage parents and the communities in activities that support early grade reading (#4)</b>	
<b>Action</b>	<b>MOEHE department to be involved</b>
Actively engage parents	Supervision, Students Activities, school counselors, AED, and Planning
Provide materials and home activities to involve parents and the community in the instruction process	Supervision, Students Activities, school counselors, AED, and Planning
Focus on activities that highlight the differences between dialects of Arabic and MSA	Supervision, Students Activities, school counselors, AED, and Planning

### *Instructional Recommendations*

1. Adjust the instructional activities to reflect a balanced “literacy diet,” i.e., the components necessary for students to have effective instruction in reading and writing
2. Create opportunities so that all classrooms (KG–G2) provide a word awareness environment/word rich environment
3. Offer a variety of reading activities; teacher read alouds, partner reading, individual reading

4. Use decodable and leveled readers developed by EGR to encourage children to begin reading earlier
5. Introduce students to a variety of text, i.e., fiction, non-fiction, poetry, when teaching Arabic lessons
6. Use informal assessments (quick checks for understanding) to monitor students' instructional needs continuously
7. Introduce and emphasize comprehension activities throughout the early grades
8. Include opportunities for students to develop the mechanics, accuracy, and expression of thoughts in writing

The MOEHE prioritized the fourth recommendation. The plan of action it developed to work on the recommendation is described in **Table 3**.

**Table 3. MOEHE Action Plan to Implement Instructional Revisions**

Use decodable and leveled readers developed by EGR to encourage children to begin reading earlier (#4)	
Action	MOEHE Department to be involved
Provide audio records and flash cards (pictures) to ensure consistency when introducing students to the pre-reading skills	Curriculum, General Education, and (Educational) Supervision
Consider going back to teaching the syllable approach (Khalil Al Sakakini Approach) and then gradually moving toward words (audiovisual aids), sentence fragments, short sentences, and sentences	Curriculum, General Education, and (Educational) Supervision

EGR will continue to provide guidance to the MOEHE to implement the recommendations from the TOT study and project baseline assessment.

### **3.1.2 Updated national standards for early reading and writing adopted (IR 1.2)**

Led by the EGR Senior Teacher Training Officer with support from short-term consultants, EGR reviewed the applicable standards for early grade reading and writing. EGR conducted the review to determine the capacity of the MOEHE program to deliver quality reading and writing instruction to primary students. Before studying the MOEHE's provisional standards from 2016 or related MOEHE standards documents, EGR looked at international standards, particularly ones developed regionally for MSA, to determine the ones most applicable to the West Bank context. The review included international standards from California, Wisconsin, and Canada. Regional standards included Qatar, United Arab Emirates, and Jordan. Following the targeted review of G1 and G2 standards relevant to instruction in MSA, EGR compared the results to international examples of standards in the target grade levels and prepared recommendations for standards' revisions.

EGR completed the standards and curriculum review and submitted the report to USAID on August 14, expecting to present the results to the MOEHE during the meeting of the general directors on September 10. Yet, Deputy Minister Dr. Basri Saleh requested that EGR not present the findings from the standards review to the MOEHE general directors at that time. Standards and curriculum have been sensitive topics, attracting much criticism from donors and international organizations. Accordingly, Dr. Basri Saleh accepted the recommendations from the review and requested that appropriate channels first be identified to disseminate the findings within the MOEHE to those best equipped to support the recommendations.

Developing benchmarks proved more problematic than reviewing the standards and curriculum. In October 2017, EGR met with representatives from the CC to discuss

establishing benchmarks. In November 2017, EGR engaged an international consultant to continue the benchmarks task. However, subsequent work with CC was stymied due to recent political developments and the CC's reluctance to engage US projects following the US recognition of Jerusalem as the capital of Israel. In October 2018, EGR will engage an RTI education specialist to support the MOEHE to develop benchmarks based on the 2014 EGRA and the 2018 project baseline results. If the CC will not meet with the project consultant, EGR will seek alternative MOEHE departments, such as Assessments and Evaluation (AED), to assist in benchmarking.

### **3.1.3 Opportunities for strengthening early grade reading and writing instruction in the Grade 1–2 curriculum identified (IR 1.3)**

One of the first challenges EGR faced in the curriculum review was the MOEHE CC's insistence that an analysis of *Our Beautiful Language* was unnecessary. The MOEHE had determined that the curricula exemplified best practices for early grade reading and writing in Arabic and did not require any revisions. Consequently, EGR's Senior Teaching Training Officer mapped the G1 and G2 curricula in MSA independently of the MOEHE CC. The mapping provided critical information that contributed to the development of standards and benchmarks as well as EGR training materials.

The results of the mapping are part of the standards review described in 3.1.2. EGR had planned to present the results of the review during the September 10 meeting yet a decision was made to not disseminate the review more broadly within the MOEHE at this time.

### **3.1.4 Opportunities for strengthening early grade reading and writing instruction in the upcoming KG curriculum identified (IR 1.4)**

The MOEHE has not developed a curriculum for Arabic reading instruction for kindergarten. The Ministry developed guidelines for teachers, which primarily serve as a curriculum, but without basing the activities on clear kindergarten standards and benchmarks. However, a list of indicators related to listening and speaking skills, and pre-reading and writing skills is stated in the *Kindergarten Teacher Guidelines*.

Concurrent with the mapping of the G1–G2 curriculum, EGR mapped the KG guidelines. Following the review, EGR compared the mapping to regional curricula in early grade MSA. The results of the mapping are part of the standards review described in Section 3.1.2. Again, as noted above, EGR had planned to present the results of the review during the September 10 meeting with the MOEHE general directors, however, it was requested that EGR not disseminate the information at this time.

In addition to the KG curricular review, EGR has begun an inventory of early grade reading materials appropriate for kindergarten that includes titles currently in use and the titles that EGR plans to develop or procure. EGR derived the inventory of books currently in use from lists provided by the MOEHE Supervision Department and hard copies of titles provided by NIET, as the MOEHE ICT, the department which maintains the inventory list, did not want EGR to be engaged with its inventory. In the past year, the MOEHE had been criticized by international donors for including politicized content in primary reading materials. As a result, the Ministry was reluctant to have any donor project review the materials in schools, thus EGR developed the inventory independently of ICT input.

### **3.1.5 West Bank and Gaza systems for student assessment in reading and writing strengthened (IR 1.5)**

In November, Deputy Minister Dr. Basri Saleh requested that EGR not administer a national early grade reading assessment (EGRA). RTI had administered an EGRA in 2014 and Dr. Basri felt the information was sufficient; however, he consented to EGR administering a project baseline assessment, a USAID requirement. EGR planned to administer a baseline

assessment that would be similar to an EGRA and measure the impact of project interventions.

In partnership with the MOEHE, EGR administered a project baseline assessment of early grade reading skills in April and May 2018. The goal of the baseline assessment was to gain a deeper understanding of the pre-literacy, reading, and writing abilities of KG, G1, and G2 students in MSA. EGR conducted the project baseline assessment with 293 KG students, 1,492 G1 students, and 1,465 G2 students randomly selected and equally divided between girls and boys. The assessment measured the students’ pre-literacy and early grade reading ability and writing skills, including letter sound knowledge, word recognition, oral reading fluency, listening comprehension, reading comprehension, and writing.

EGR’s project baseline assessment represented many “firsts” for educational assessments in the West Bank. For the 2018 assessment, EGR modified the Measuring Early Learning and Quality Outcomes assessment to measure the pre-reading and writing skills of kindergarten students, the first KG assessment to be used in West Bank schools. The writing component for KG–G2 was also a first-time assessment used in the Palestinian educational system. And finally, the use of electronic tablets, downloaded with the Arabic interface of Tangerine software, represented an innovation in data collection. The MOEHE assessors welcomed the introduction of these new assessments and data collection methods and requested additional training to ensure their future use.

On April 1, EGR began a four-day training for the MOEHE supervisors who would serve as project baseline enumerators. The training focused on introducing EGR’s baseline activity and instruments to ensure accurate and quality data collection at the 80 baseline schools. Aarnout Brombacher, supported by EGR’s Monitoring and Evaluation (M&E) Specialist, conducted the training. Forty-one MOEHE supervisors from 17 directorates and two NIET trainers attended the training.

EGR piloted the assessment tool in six schools on the third day of the training (**Table 4**). Following the pilot, EGR revised the assessment based on the supervisors’ field experience.

**Table 4. Schools Participating in Pilot of Project Baseline**

Region	Directorate	School Name	School Code
Middle	Jericho	Al Buhturi Elementary Boys School	24112024
	Salfeet	Rafat Elementary Co-ed School	13112068
North	South Nablus	Awlad Secondary Co-ed School	11112028
	Tulkarem	Kufr Aboush Elementary Co-ed School	14112185
South	Hebron	Sadeyah Al Hadad Elementary Co-ed School	26111358
	Northern Hebron	Al Sakhra Elementary Co-ed School	25112808

During the final day of training, EGR conducted an inter-rater reliability exercise to assess the degree of agreement among supervisors when recording responses. The exercise resulted in a 98% agreement level among G1–G2 supervisors and 90% among KG supervisors. The percentage for both groups fell in the upper range of acceptability.

Data collection began on April 8. The teams of enumerators assessed in six schools daily for a total of 30 schools per week. Data collection concluded on April 29 after administering the assessment in 80 schools—60 EGR and 20 comparison schools—and interviewing approximately 3,400 KG–G2 students. RTI statisticians analyzed the data in the office and prepared the report.



*Student completing writing component of the baseline assessment in Jericho. Photo: RTI*

USAID approved the baseline assessment report on August 6, 2018. EGR presented the results of the assessments,

along with key findings and recommendations at the meeting of MOEHE general directors on September 10. EGR Senior M&E Specialist Dina Husary, with support from RTI Director of Education Systems and Policy Joseph DeStefano, made the presentation. The MOEHE's response to the recommendations is described in 3.1.1 above.

### **3.2 IR 2. Classroom Instruction in Modern Standard Arabic in Grades KG, 1, and 2 Improved**

Increasing teacher knowledge of innovative practices leads to informed instructional decisions. EGR worked closely with the MOEHE to identify ways to enhance KG–G2 classroom instruction in MSA and to increase the availability of complementary materials for use in-classroom instruction. The MOEHE and EGR agreed that the training program would focus on international instructional best practices to be offered continuously in the project's abbreviated second year, complemented by instructional materials and regular classroom observations to support the implementation of the new practices.

Through its technical working groups (TWGs) comprised of MOEHE representatives, EGR developed five training modules in the basic reading skills: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. EGR downloaded the modules onto 600 electronic tablets for training the 90 MOEHE coaches and Ministry staff, who, in turn, will train the 370 KG–G2 teachers. EGR also downloaded the materials onto tablets to provide to the 104 principals. EGR drafted a resource book with reading activities that teachers could use to supplement their instruction in the five basic skills.

In addition to the training sessions, EGR began production and procurement of much-needed complementary materials for classrooms. Currently, students have access to *Our Beautiful Language* textbook, but limited access to age- and grade-level appropriate complementary reading materials. EGR has worked with the MOEHE to develop complementary materials that support the teaching of the basic reading skills (phonemic awareness, phonetic awareness, fluency, vocabulary, and reading comprehension) at each grade level.

#### **3.2.1 Evidence-based essential reading materials for grades KG–G2 distributed to classrooms (IR 2.1)**

During Project Year 1, EGR developed the book leveling tool in cooperation with the materials development TWG comprised of 10 members from four Ministry departments: General Education–KG, Supervision and Qualifications, NIET, and ICT.



The process of creating the leveling tool began with TWG reviews of internationally and regionally available book leveling tools, such as Fountas and Pinnell, Textual Scaffolding for Beginning Readers, and Hanada Taha’s criteria (Zayed University, United Arab Emirates) to level Arabic texts. Next, the group reviewed the linguistic features of approximately 20 books that teachers and students currently used in West Bank KG–G2 classrooms to determine if the books reflected a progression of reading difficulty. The final task before developing criteria specific to assess early grade reading materials in MSA was to review the MOEHE reading standards and KG guidelines.

With the review complete, the TWG developed the leveling tool, considering a variety of text features, such as language, content, and design to determine the appropriate complementary reading materials for each grade level. In September, EGR presented the leveling criteria to the MOEHE as well as to local publishers to facilitate the development and publication of age- and grade-level appropriate materials.



Two decodable readers produced by the project.

Using the leveling tool, EGR supported the MOEHE to identify complementary materials, including leveled readers and “big books” (oversized books) for procurement. EGR plans to procure identified materials by October for distribution to EGR-supported classrooms by December. In addition to procuring reading materials, EGR also developed decodable readers, which are unavailable on the local market, to print and distribute to KG and G1 classrooms. TWG members have also been working on developing wordless books to support emerging literacy skills. EGR expects to have these books completed in time for

December distribution. The TWG has also begun to develop a teacher’s guide for effectively using the books in-classroom instruction.

**Table 5** details status of the provision of the complementary reading materials.

**Table 5. Supplementary Materials Provided by EGR**

Item	Targeted classroom	No. of classrooms	Quantity/classroom	Status	Comments
Decodable reader – level one	KG	32	One set of 28 books	In the illustration phase	Developed by EGR
Decodable reader – level two	KG–G1	207	One set of 28 books	In the illustration phase	Developed by EGR
Wordless book – big book	KG–G1	207	One book/classroom	In the illustration phase	Developed by EGR

Item	Targeted classroom	No. of classrooms	Quantity/classroom	Status	Comments
Levelled reader – G2	G2	168	One set of six books	In the illustration phase	Developed by EGR
Big book (set of 7 books)	KG	32	One set of 7 books	Procuring process – contracting phase	Procured by EGR
Big book (two books)	G1	175	One set of two books	Procuring process – contracting	Procured by EGR
Levelled readers (set of 30 books)	KG–G1	207	One set of 30 books	Procuring process – contracting phase	Procured by EGR
Posters	KG–G2	375	One poster	Developing specification	Developed by EGR
Story circle	KG–G2	375	One poster	Developing specification	Developed by EGR

### **3.2.2 Teachers, directors, and supervisors’ skills in EGR instruction improved (2.2)**

Throughout July and August, EGR conducted training for the 83 coaches who would, in turn, begin training teachers in September. Seven staff from the MOEHE observed the training. During the four-day training, EGR introduced the project’s training model, conducted sessions on formative assessments, classroom observations and delivering descriptive feedback, using supplementary reading materials, and using the electronic tablets. The content focus of the training sessions was phonemic awareness. EGR will conduct training sessions for coaches three times during the remaining months of the project. In late December, the project will host a final ceremony to recognize the coaches for their efforts.

September 24–26, EGR offered workshops to the school principals to raise their awareness of the importance of early grade reading and to familiarize them with the EGR model. In late December, EGR will meet with the principals again to collect feedback on EGR’s interventions.

Training for the 370 teachers, conducted by 83 MOEHE coaches, began on Saturday, September 29. Throughout Fall 2018, EGR will present one or two basic reading skills during each of the four one-day training sessions, delivered by MOEHE coaches and financed through the MOEHE Joint Funding Agreement. Before each session, EGR will send the link to teachers to enable them to download the module to the tablets before the training session begins. The last teacher training session will be December 15. EGR will provide one hard copy of the training manual containing the five basic reading skills to each school before the project closes. In addition to providing schools with one hard copy of the training manual, EGR will provide each teacher and coach with a resource book that contains additional activities that can be used to teach basic reading skills.

### **3.2.3 Coaching of early grade reading instruction improved (IR 2.3)**

In July and August, EGR surveyed NIET trainers and MOEHE coaches to determine their capacity to deliver quality early grade reading and writing training. NIET trainers entered their responses online using the Survey Monkey tool. For the MOEHE supervisors, EGR downloaded the same survey on the tablets they received during their first training session.

Seventeen of 19 NIET trainers completed the online survey, and 77 of 88 supervisors completed the survey on their tablets. The survey completed by both NIET and Supervision coaches provided an overall picture of the capacity of the MOEHE to deliver quality training in early grade reading and writing.

Overall, MOEHE supervisors' responses showed that the majority acknowledged participation in trainings that included sessions on early grade reading, reading, and writing methods; different instructional approaches; and the importance of parental involvement. The case was different for NIET trainers, who responded they had not attended sessions covering these topics. When asked if they would like to have additional training in early childhood issues, results skyrocketed positively; 90% of MOEHE supervisors and 82% of NIET trainers agreed. The complete survey results were included in the EGR August monthly report. EGR considered the results in the preparation of the training program for coaches.



*MOEHE coaches practicing using the tablets during the training in Hebron. Photo: RTI*

The coaches participated in the training sessions described in Section 3.2.2. One day of the training focused on observing teachers' classroom practice and delivering descriptive feedback on their performance. EGR introduced the model in which the coaches follow training sessions with classroom observation visits. After training teachers in a basic reading skill, the coach will visit the classroom to observe the teacher introducing the skill to students. Coaches will use the observation forms downloaded into the Tangerine® program, which will enable EGR to monitor and analyze results continuously. Following the observation, the coach will meet with the teacher to deliver descriptive feedback. EGR staff will monitor the

observations through project visits to the schools. The classroom visits will continue through December.

Although EGR's initial plan was to conduct two observation visits each month, without 2017 funding, two visits a month were cost-prohibitive. Therefore, EGR has received USAID approval to reduce the visits to one per month. Currently, coaches spend two weeks once a year at a school and follow up the extended visit with online support. EGR's model provides continuous support to teachers to implement the routines introduced in EGR training sessions. This continuous support is effective in creating behavioral changes in the teachers' instructional practices.

Initially, EGR proposed to introduce a school-based professional development model to support teachers between training sessions. The purpose of the model was to encourage teachers to meet in school-based teacher learning circles (TLCs) to support one another in implementing the instructional changes. The MOEHE currently uses a model in which teachers meet but are supervised by a coach. EGR's model allows teachers to benefit from peer-to-peer support in an environment that is conducive to open and honest reflection. During these meetings, the teachers reflect on their current teaching practices and seek ways to enhance their instructional effectiveness. Teachers are more prepared to change their approach to teaching when the new ideas are introduced through the building of a community of learners who share experiences. Within the TLC, no one person is the leader but together as a group each person moves toward personal change to achieve the shared purpose. Each circle has a facilitator responsible for providing logistical support and moving the group toward its goal.

EGR had planned to initiate the TLCs in December 2018 and monitor the meetings throughout the remaining school year. Although EGR will not be able to follow through on the development of the TLC model, the project will introduce the TLC model to the principals from the EGR-supported schools in December and provide an electronic version for download onto the tablets.

### **3.2.4 Early grade reading instruction enhanced through applied research (IR 2.4)**

EGR has requested suspension of activities related to IR 2.4: *Early Grade Reading Instruction Enhanced through Applied Research* in its entirety. EGR has determined that it is not prudent to start a research activity that could not continue to completion in 2019 due to restrictions imposed by the Taylor Force Act.

### **3.3 IR 3. Reading Enrichment and Awareness Activities Expanded**

EGR had anticipated beginning the after-school enrichment program in all EGR-supported schools during the 2018–2019 school year, implementing a social and behavior change communication (SBCC) campaign and issuing grants to community organizations to offer activities in support of early grade reading. With the lack of FY 2017 funding, EGR is seriously limited in the community engagement activities that can be implemented before project end. EGR proposes to implement modified activities in 12 schools only and not implement the SBCC campaign or the grants program.

#### **3.3.1 School and community-based extracurricular reading activities expanded (IR 3.1)**



*The after-school remediation program assists struggling readers. Photo: RTI*

During Year 1, EGR developed the remediation manual with activities to improve the reading skills of primary students. EGR expects to publish the remediation manual in October. Each of the 104 EGR-supported schools will appoint a School Remediation Coordinator (SRC) to facilitate remediation activities. All SRCs from the 104 EGR-supported schools will receive training and the materials in October to carry on the program without EGR support; however, only 12 randomly selected schools will implement the model. In November, EGR will support the SRCs to train the volunteers from the 12 schools that were randomly selected for participation in the remediation program.

To facilitate the training, EGR produced a video to use with the volunteers. This valuable resource will enable the MOEHE to continue the program in the future. EGR will be able to provide the MOEHE with a quality remediation program, piloted in 12 schools, that addresses students' competencies in early grade reading.

**Table 6. Schools Selected for the EGR Remediation Activity**

Region	Directorate Name	KG	Community	Gender	School Name
North	Jenin	No-KG	Jenin	All-Girls	Fatima Khatoun Elementary Co-ed School
	Nablus	KG	Aseera Al Shamaliya	All-Boys	Aseera Al Shamaliya Elementary Boys School
	Qalqilya	No-KG	Esla	Co-ed	Esla Elementary Co-ed School
	Tubas	No-KG	Wadi Al Fara'	All-Boys	Wadi Al Fara' Elementary School
Middle	Jericho	KG	Al Nuwaimeh	All-Boys	Al Nuwaima Upper Boys School
	Jerusalem	No-KG	Shufat	All-Girls	Al Nithamiya Elementary Girls School
	Jerusalem Subs	KG	Biddu	All-Boys	Biddu Elementary Boys School
	Ramallah	No-KG	Surda	Co-ed	Surda Elementary Co-ed School
South	Bethlehem	KG	Al Khas	Co-ed	Al Khas and An Nu'man Elementary Co-ed School
	Hebron	No-KG	Hebron	All-Boys	Al Mohamadiya Elementary Boys School
	Hebron	No-KG	Hebron	All-Girls	Al Haj Izhak Al Qawasmi Elementary Girls School
	Yatta	KG	Al Bweeb	Co-ed	Al Bweeb Elementary Co-ed School

In preparation, for the competitive award of the small grants (which were not to exceed \$1,500 per funded group per award), EGR conducted an inventory of local associations, CBOs, and NGOs to identify those with capacity to undertake these activities. EGR submitted the inventory to USAID on October 31, 2017. However, with the cessation of MOEHE engagement in December 2018, EGR will not be able to issue grants to community organizations to offer remediation and enrichment activities.

### **3.3.2 Family awareness of and engagement in supporting reading increased (IR 3.2)**

In Year 1, EGR engaged ABC Consulting to survey family and community reading practices in EGR-supported school communities. The survey was the first step in the SBCC campaign. Survey recommendations, based on feedback from all participants in the study, included the following:

1. Sub-grants to CBOs and centers in target areas should be undertaken in tandem with capacity building on the methodology and approach required for the activities, and close monitoring of activities should be undertaken.
2. Although promotional activities should be tailored to each community's norms, constraints, and expectations, wider campaign messages need not be tailored to certain demographic groups or sectors of society, as demographic factors were not found to be closely related to frequency of literacy practices.

3. Factors such as adults reading for pleasure, reading to children in infancy, and limiting use of technology may indirectly contribute to increase in early literacy practices.
4. Activities appropriate for parents that can contribute to the program objectives include:
  - Storytelling and other creative reading activities
  - Reading aloud to discuss the differences in vocabulary between colloquial Arabic and MSA
  - Parent-child activities that spark interest in reading
5. Parents should be given practical tools to begin to encourage the habit of reading with their children, considering that most parents cited time constraints as the reason for not reading at home.

Due to financial and scheduling constraints, the project cannot continue development of the costly SBCC campaign.



*EGR will provide reading activities for parents to do with their children at home. Photo: RTI*

Although EGR could not develop the SBCC campaign, the project did focus on the development of home materials. The project drafted a series of reading activities for parents to do with their children at home. The set of activities includes word frequency lists for each target grade level, sight word lists, and a comparison of colloquial and MSA vocabulary. EGR expects to distribute these materials in November and December to parents of the children in the 12 schools taking part in the remediation activities. EGR will provide the MOEHE with print-ready copies of all home materials for future publication and distribution.

## Annex A: Early Grade Reading Results Framework

**Activity Goal: Students outcomes in early grade reading and writing in grades KG–G2 are measurably improved**

**Result One: Policy Framework for the Instruction of Reading and Writing in Grades KG–G2 in the West Bank Strengthened**

**Result Two: Classroom Instruction in Modern Standard Arabic in Grades KG, 1, and 2 Improved**

**Result Three: Reading Enrichment Activities and Awareness Activities Expanded**

Sub IR 1.1: Time allocated for early grade reading and writing instruction increased

Sub IR 1.2: Updated national standards for early grade reading and writing adopted

Sub IR 1.3: Opportunities for strengthening early grade reading and writing instruction in the Grade 1–2 curriculum identified

Sub IR 1.4: opportunities for strengthening early grade reading and writing instruction in the upcoming KG curriculum Identified

Sub IR 1.5: West Bank and Gaza systems for student assessment in reading and writing strengthened

Sub-IR 2.1: Evidence-based essential reading materials for grades KG–G2 distributed to classrooms

Sub IR 2.2: Teachers', directors', and supervisors' skills in early grade reading instruction improved

Sub-IR 2.3: Coaching of early grade reading instruction improved

Sub-IR 2.4: Early grade reading instruction enhanced through applied research

Sub-IR 3.1: School and community-based extracurricular reading activities expanded

Sub-IR 3.2: Family awareness of and engagement in supporting reading increased

## Annex B: Updated Performance Indicators Tracking Table

EGR will be measured by four standard Performance Plan and Report (PPR) indicators as referenced in USAID’s Education Strategy. EGR has also included 14 customized indicators to cover the grade levels and component in which the project implements interventions.

Interim (annual or bi-annual), and Life-of-Activity targets for each of the selected performance indicators have been estimated based on the contract and first-year anticipated results. EGR will report on indicators until project closure, expected in January 2019.

EGR Monitoring, Evaluation, and Learning Plan indicators have been updated below to reflect EGR progress during the first year of implementation up to September 30, 2018.

Indicator	Indicator Type / Unit of Measurement	Reporting Frequency	Data Sources/ Collection Method	Disaggregation	Baseline /Target/ Actual Year 1 (FY 18)	Target Year 2 (FY 19)	Target Year 3 (FY20)	Target Year 4 (FY21)	Target Year 5 (FY22)	Target Rationale	Critical Assumptions and Risks
<b>Activity Goal: Students’ outcomes in early grade reading and writing in grades KG–G2 are measurably improved</b>											
Ind. 1: Percent of KG students who demonstrate letter sound knowledge	Custom indicator Unit: Student (%)	Every two years	EGR-trained assessors / Administration of KG learner assessment	Student gender, Directorate	Baseline 17%		20-30% <sup>1</sup>		31%- 50%	Initial targets per contract – to be revised after 2018 Baseline	

<sup>1</sup> Are being revised based on baseline value



Indicator	Indicator Type / Unit of Measurement	Reporting Frequency	Data Sources/ Collection Method	Disaggregation	Baseline /Target/ Actual Year 1 (FY 18)	Target Year 2 (FY 19)	Target Year 3 (FY20)	Target Year 4 (FY21)	Target Year 5 (FY22)	Target Rationale	Critical Assumptions and Risks
Ind. 2: Percent of learners who demonstrate reading fluency and comprehension of grade-level text at the end of G1 with US Government (USG) assistance	Custom indicator Unit: Student (%)	Every two years	EGR-trained assessors / Administration of adapted EGRA learner assessment	Student gender, school type (boys, girls, co-ed) Directorate	Baseline 2%	-	10-15% <sup>1</sup>	-	20-25% <sup>1</sup>		
Ind. 3: Percent of learners who demonstrate reading fluency and comprehension of grade-level text at the end of G2 with USG assistance	Standard Indicator ES 1.1 adapted Unit: Student (%)	Every two years	EGR-trained assessors / Administration of adapted early grade reading assessment (EGRA) learner assessment	Student gender, school type (boys, girls, co-ed) Directorate	Baseline: 19.2%	-	31-45% <sup>1</sup>	-	46% - 60% <sup>1</sup>	Initial targets per contract – to be revised after 2018 Baseline	

Indicator	Indicator Type / Unit of Measurement	Reporting Frequency	Data Sources/ Collection Method	Disaggregation	Baseline /Target/ Actual Year 1 (FY 18)	Target Year 2 (FY 19)	Target Year 3 (FY20)	Target Year 4 (FY21)	Target Year 5 (FY22)	Target Rationale	Critical Assumptions and Risks
Ind. 3a: Percent of male learners who demonstrate reading fluency and comprehension of grade-level text at the end of G2 with USG assistance	Standard Indicator ES 1.1 adapted Unit: Student (%)	Every two years	EGR-trained assessors / Administration of adapted EGRA learner assessment	School type (boys, girls, co-ed) Directorate	Baseline 11.9%	-	TBD following Baseline (July 2018)	-	TBD following Baseline (July 2018)	Initial targets per contract – to be revised after 2018 Baseline	
Ind. 3b: Percent of female learners who demonstrate reading fluency and comprehension of grade-level text at the end of G2 with USG assistance	Standard Indicator ES 1.1 adapted Unit: Student (%)	Every two years	EGR-trained assessors / Administration of KG learner assessment	School type (boys, girls, co-ed) Directorate	Baseline 31.7%	-	TBD following Baseline (July 2018)	-	TBD following Baseline (July 2018)	Initial targets per contract – to be revised after 2018 Baseline	
Ind. 4. Percent of KG students who demonstrate ability to write letters	Custom indicator Unit: Student (%)	Every two years	EGR-trained assessors / Administration of KG learner assessment	Student gender, Directorate	Baseline 23%	-	5% - 10% <sup>1</sup>	-	11% - 20% <sup>1</sup>	Initial targets per contract – to be revised after 2018 Baseline	

Indicator	Indicator Type / Unit of Measurement	Reporting Frequency	Data Sources/ Collection Method	Disaggregation	Baseline /Target/ Actual Year 1 (FY 18)	Target Year 2 (FY 19)	Target Year 3 (FY20)	Target Year 4 (FY21)	Target Year 5 (FY22)	Target Rationale	Critical Assumptions and Risks
Ind. 5: Percent of students who, by the end of two grades of primary schooling, are able to express their thoughts through writing	Custom Indicator Unit: Student (%)	Every two years	EGR-trained assessors / Administration of KG learner assessment	Student gender, school type (boys, girls, co-ed) Directorate	Baseline 13%	-	11% - 20% <sup>1</sup>	-	21% - 35% <sup>1</sup>	Initial targets per contract – to be revised after 2018 Baseline	
Ind. 6: Number of learners in primary schools or equivalent non-school based settings reached with USG education assistance	Standard ES 1-3 Unit: Student	Annual	MOEHE / Annual School Census	Student gender, school type (boys, girls, co-ed) Directorate	Baseline: 0/ Actual: NA	8,732 (104 schools)	8,732 (104 schools)	86,857 (Scale-up phase)	86,857 (Scale-up phase)	Y2–Y3 targets for 101 schools; Y4–Y5 targets for scale-up phase	Depends on Ministry of Education and Higher Education (MOEHE) scale-up plan
Ind. 6a: Number of male learners in primary schools or equivalent non-school based settings reached with USG education assistance	Standard ES 1-3 Unit: Student	Annual	MOEHE / Annual School Census	School type (boys, girls, co-ed) Directorate	Baseline: 0/ Actual: NA	4,403	4,403	43,797	43,797	Y2–Y3 targets for 101 schools; Y4–Y5 targets for scale-up phase	Depends on MOEHE scale-up plan

Indicator	Indicator Type / Unit of Measurement	Reporting Frequency	Data Sources/ Collection Method	Disaggregation	Baseline /Target/ Actual Year 1 (FY 18)	Target Year 2 (FY 19)	Target Year 3 (FY20)	Target Year 4 (FY21)	Target Year 5 (FY22)	Target Rationale	Critical Assumptions and Risks
Ind. 6b: Number of female learners in primary schools or equivalent non-school based settings reached with USG education assistance	Standard ES 1-3 Unit: Student	Annual	MOEHE / Annual School Census	School type (boys, girls, co-ed) Directorate	Baseline: 0/ Actual: NA	4,329	4,329	43,060	43,060	Y2–Y3 targets for 101 schools; Y4–Y5 targets for scale-up phase	Depends on MOEHE scale-up plan
<b>Result One: Policy Framework for the Instruction of Reading and Writing in Grades KG–G2 in the West Bank Strengthened</b>											
Ind.7: Number of assessments, surveys and research activities conducted to improve primary grade reading programs or increase equitable access	Custom Unit: Document	Annual I	EGR / Register of assessment, survey, and research activities	Type: of activity	Baseline: 0/ Target FY18: 3 Actual FY18: 4 <sup>2</sup>	1	2	1	2	Based on the studies conducted EGR will gradually work with MOEHE to revise and update	

<sup>2</sup> EGR has completed four assessments, surveys, and research activities during FY18; Time on Task, EGR Baseline, Curriculum and Standards Review and Community Engagement Formative Assessment.

Indicator	Indicator Type / Unit of Measurement	Reporting Frequency	Data Sources/ Collection Method	Disaggregation	Baseline /Target/ Actual Year 1 (FY 18)	Target Year 2 (FY 19)	Target Year 3 (FY20)	Target Year 4 (FY21)	Target Year 5 (FY22)	Target Rationale	Critical Assumptions and Risks
Ind. 8: Number of policies, regulations, or guidelines developed or modified to improve primary grade reading programs or increase equitable access	Custom Unit: Document	Annual	EGR / Register of reading instruction framework documents	Type: Policy regulations or guidelines	Baseline: 0/ Target: 0/ Actual 0	2	2	1	1	Based on the studies conducted EGR will gradually work with MOEHE to revise and update	
<b>Result Two: Classroom Instruction in Modern Standard Arabic in Grades KG, 1, and 2 Improved</b>											
Ind.9: Percent of KG, first, and second-grade teachers able to implement the EGR reading activities with fidelity and in an evidence-based manner	Custom indicator Unit: Teacher (%)	Every two years (Will also be monitored quarterly by Coaches)	EGR-trained assessors / Classroom observation form	Gender; grade level; school type (boys, girls, co-ed)	Baseline TBD Q1 of FY19		26% - 40% <sup>1</sup>		41% - 60% <sup>1</sup>	Target values at Year 3 and Year 5 will be adjusted after Baseline	

Indicator	Indicator Type / Unit of Measurement	Reporting Frequency	Data Sources/ Collection Method	Disaggregation	Baseline /Target/ Actual Year 1 (FY 18)	Target Year 2 (FY 19)	Target Year 3 (FY20)	Target Year 4 (FY21)	Target Year 5 (FY22)	Target Rationale	Critical Assumptions and Risks
Ind. 10: Percent of KG, first, and second-grade teachers able to implement the EGR writing activities with fidelity and in an evidence-based manner	Custom indicator Unit: Teacher (%)	Every two years (Will also be monitored quarterly by coaches)	EGR-trained assessors / Classroom observation form	Gender; grade level; school type (boys, girls, co-ed)	Baseline TBD Q1 of FY19		26% - 40% <sup>1</sup>		41% - 60% <sup>1</sup>	Target values at Year 3 and Year 5 will be adjusted after baseline	
Ind. 11: Number of primary school educators who complete professional development activities on implementing evidence-based reading instruction facilitated by EGR	Custom Unit: Educator	Quarterly	EGR / Training attendance records	Gender; school type (boys, girls, co-ed), Directorate	Baseline 0, Target: 260, Actual: 83 <sup>3</sup>	335	335	3,326	3,326	Based on annual MOEHE census	

<sup>3</sup> Number to be updated once teachers training is conducted on September 29 and numbers provided by MOEHE by October 7.

Indicator	Indicator Type / Unit of Measurement	Reporting Frequency	Data Sources/ Collection Method	Disaggregation	Baseline /Target/ Actual Year 1 (FY 18)	Target Year 2 (FY 19)	Target Year 3 (FY20)	Target Year 4 (FY21)	Target Year 5 (FY22)	Target Rationale	Critical Assumptions and Risks
Ind. 12: Number of primary school classrooms that receive a complete set of essential reading instructional materials with USG assistance	USAID ES 1-11 Unit: Classroom	Annual	EGR-trained MOEHE supervisors (coaches) / Classroom observation form	Directorate, school type (boys, girls, co-ed)	Baseline: 0/ Actual: NA	360		3,000	3,000	based on EGR contract	
Ind. 13: Number of scientific studies published, or conference presentations given as a result of USG assistance for research programs	Custom / Unit: Studies	Annual	EGR / Register of publications and presentations	Directorate, MOEHE department	Baseline: 0/ Actual: NA	1	1	1	1	Based on EGR contract, EGR will work with MOEHE	

Indicator	Indicator Type / Unit of Measurement	Reporting Frequency	Data Sources/ Collection Method	Disaggregation	Baseline /Target/ Actual Year 1 (FY 18)	Target Year 2 (FY 19)	Target Year 3 (FY20)	Target Year 4 (FY21)	Target Year 5 (FY22)	Target Rationale	Critical Assumptions and Risks
Ind. 14: Percent of teachers receiving in-classroom coaching support once every two weeks during the first two years of the coaching program	Custom/ Unit: Teacher (%)	Quarterly	EGR-trained assessors / Classroom observation form	Gender, Directorate, school type (boys, girls, co-ed)	Baseline: 0/ Target: 100% Actual: NA <sup>4</sup>	100%	100%	-	-	Based on number of teachers in schools and EGR's coaching plan that will reach all teachers	
Ind. 15: Percent of teachers implementing formative assessment protocols as described in the program-provided materials	Custom/ Unit: Teacher (%)	Quarterly	EGR-trained assessors / Classroom observation form	Gender, Directorate, school type (boys, girls, co-ed)	Baseline: 0/ Target: 50% Actual: NA <sup>5</sup>	70%	95%	-	-	EGR's coaching plan that will reach all teachers multiple times in a year	

<sup>4</sup> Coaching activities will be initiated in October following teachers training on Sept. 29, 2018.

<sup>5</sup> Coaching activities will be initiated in October following teachers training on Sept. 29, 2018.



Indicator	Indicator Type / Unit of Measurement	Reporting Frequency	Data Sources/ Collection Method	Disaggregation	Baseline /Target/ Actual Year 1 (FY 18)	Target Year 2 (FY 19)	Target Year 3 (FY20)	Target Year 4 (FY21)	Target Year 5 (FY22)	Target Rationale	Critical Assumptions and Risks
<b>Result Three: Reading Enrichment Activities and Awareness Activities Expanded</b>											
Ind. 16: Percent of parents utilizing activity-provided tools and activities to support students' acquisition of reading and writing skills	Custom/ Unit: Parent (%)	Annual	Parent survey administered	Gender, Directorate, school type (boys, girls, co-ed)	Baseline value TBD in Q1 of FY19 <sup>6</sup>		11% - 20% <sup>1</sup>		21% - 35% <sup>1</sup>	EGR contract	
Ind. 17: Number of parent-teacher associations (PTAs) or community governance structures engaged in primary or secondary education supported with USG assistance	USAID ES 1-13/ Unit: No. of PTAs	Annual	Monthly reports from EGR / School Remediation Coordinators (SRCs)	Directorate, school type (boys, girls, co-ed)	Baseline: 0, End of Year 1: NA	50	80		947	EGR estimates that 80 of the 101 schools will have active PTAs	

<sup>6</sup> Activity will be launched in Quarter 1 of FY19

Indicator	Indicator Type / Unit of Measurement	Reporting Frequency	Data Sources/ Collection Method	Disaggregation	Baseline /Target/ Actual Year 1 (FY 18)	Target Year 2 (FY 19)	Target Year 3 (FY20)	Target Year 4 (FY21)	Target Year 5 (FY22)	Target Rationale	Critical Assumptions and Risks
Ind. 18: Percent of students enrolled and completing remediation program with a success rate of 70%	Custom/ Unit: Student (%)	Annual	Monthly reports from EGR / SRCs	Gender, Directorate school type (boys, girls, co-ed)	Baseline: 0/ End of Year 1: NA	50%	60%	70%	75%	EGR will test intervention before rollout	
<b>Cross-Cutting Issues: Gender Considerations and Inclusiveness</b>											
Ind.19: Percent of teachers who exhibit inclusivity in their classroom practice	Custom / Unit: Teacher (%)	Every two years (will also be monitored regularly by coaches)	EGR-trained assessors / Classroom observation form	Gender; grade level, Directorate, school type (boys, girls, co-ed)	Baseline: 75% of teachers based on Time on Task study	80%	90%	TBD	TBD	EGR training modules include training on inclusivity issues	Targets in Y4 and Y5 will be based on number of schools in which the MOEHE rolls out the program
Ind.20: Percent of teachers who exhibit supportive attitudes related to gender equity in their classroom practice and responses to student need	Custom / Unit: Teacher (%)	Every two years (will also be monitored regularly by coaches)	EGR-trained assessors / Classroom observation form	Gender; grade level, Directorate, school type (boys, girls, co-ed)	N/A	80%	= 90%	TBD	TBD	EGR training modules include training on gender equity issues	Targets in Y4 and Y5 will be based on number of schools in which the MOEHE rolls out the program

## Annex C: EGR PPR indicators exported from GEOMIS

PE Code	Indicator Code	Indicator Name	Indicator Result Type	Indicator Format	PMP Indicator Type	Baseline Value	Fiscal Year	Target for FY1	Actual for FY1	Target for FY2	Target for FY3	Target for FY4
3.2.1	3.2.1-14	Number of learners enrolled in primary schools and/or equivalent non-school based settings with US Government (USG) support	Output	Integer	OP Standard	0	FY18	0	0	8732	8732	86857
3.2.1	3.2.1-14a	Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (boys)	Output	Integer	OP Standard	0	FY18	0	0	4403	4403	43797
3.2.1	3.2.1-14b	Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (girls)	Output	Integer	OP Standard	0	FY18	0	0	4329	4329	43060
3.2.1	321-S14	Number of PTAs or similar school governance structures supported	Output	Integer	OP Standard		FY18	0	0	50	80	947
3.2.1	EGR02	Percent of learners who demonstrate reading fluency and comprehension of grade-level text at the end of G2 with USG assistance	Outcome	Percentage	OP Standard	19.2%	FY18	0	19.2%	0	31%-45%	
3.2.1	EGR02-a	Percent of male learners who demonstrate reading fluency and comprehension of grade-level text at the end of G2 with USG assistance	Outcome	Percentage	OP Standard	11.9%	FY18		11.9%	0		

PE Code	Indicator Code	Indicator Name	Indicator Result Type	Indicator Format	PMP Indicator Type	Baseline Value	Fiscal Year	Target for FY1	Actual for FY1	Target for FY2	Target for FY3	Target for FY4
3.2.1	EGR02-b	Percentage of female learners who demonstrate reading fluency and comprehension of grade-level text at end of G2 with USG assistance	Outcome	Percentage	OP Standard	31.7%	FY18	0	31.7%	0		
3.2.1	EGR10	Number of primary school classrooms that receive a complete set of essential reading instructional materials with USG assistance	Output	Integer	OP Custom	0	FY18	0	0	360	0	3000

## Annex D: Status of EGR Technical Deliverables

DELIVERABLES	STATUS
<b>IR 1: Policy Framework for the Instruction of Reading and Writing in Grades KG-G2 in the West Bank Strengthened</b>	
<b>C.5.1.1: Time Allocated for Early Grade Reading and Writing Instruction Increased</b>	
a. Time on Task study b. A detailed report about the discussions and outcome c. Pilot experiment results regarding time per day for reading and writing	a. Conducted December 2017 b. First submitted March 2018; several subsequent revisions; Final USAID approval of report: May 22, 2018 c. Year 3 of the award
<b>C.5.1.2: Updated National Standards for Early Grade Reading and Writing Adopted</b>	
EGR completed the review and submitted to USAID, but the standards were not updated due to the Curriculum Center's (CC's) refusal to engage US projects	Review submitted to USAID August 14, 2018; results presented to Deputy Minister Basri Saleh on Sept. 9, 2018.
<b>C.5.1.3: Opportunities for Strengthening Early Grade Reading and Writing Instruction in Grade 1–2 Curriculum Identified</b>	
EGR completed the review and submitted to USAID but the standards were not updated due to the CC's refusal to engage US projects	Review submitted to USAID August 14, 2018; results presented to Deputy Minister Basri Saleh on Sept. 9, 2018.
<b>C.5.1.4: Opportunities for Strengthening Early Grade Reading and Writing Instruction in the upcoming Kindergarten Curriculum Identified</b>	
EGR completed the review and submitted to USAID but the standards were not updated due to the CC's refusal to engage US projects	Review submitted to USAID August 14, 2018; results presented to Deputy Minister Basri Saleh on Sept. 9, 2018.

DELIVERABLES	STATUS
<b>C.5.1.5: West Bank and Gaza Systems for Student Assessment in Reading and Writing Strengthened</b>	
<ul style="list-style-type: none"> <li>a. Develop, test, refine, &amp; finalize a standardized assessment in early grade reading for KG</li> <li>b. EGRA/ASER develop, test, refine, and finalize a standardized assessment for G2</li> <li>c. Update item banks for the creation of versions of these assessments</li> <li>d. Train and support relevant actors from the centralized &amp; decentralized levels in the administration of these assessments</li> <li>e. Administer bi-annual assessments (EGRA {or like} baseline, <b>midline, endline</b>)</li> <li>f. Improve the capacity of system actors to analyze and report out on the results</li> <li>g. <b>Develop &amp; pilot test a protocol for assessing students' oral language skills in both dialect and MSA at outset of KG</b></li> <li>h. <b>Develop &amp; pilot in a small subset of schools a group administered, written assessment for the evaluation of early grade reading at end of G2 equated with the selected oral assessment</b></li> <li>i. <b>Use data and experience from evaluating students to update &amp; revise both national and sub-national policies on early grade reading</b></li> </ul>	<ul style="list-style-type: none"> <li>a. January–February 2018</li> <li>b. March 2018</li> <li>c. Postponed until Year 2 to enable transfer to MOEHE system</li> <li>d. April 2018</li> <li>e. Baseline administered in May 2018</li> <li>f. Results disseminated at meeting with MOEHE general director and directors on Sept. 10, 2018</li> <li>g. <b>July 2019 (subject to reviews)</b></li> <li>h. <b>July 2019</b></li> <li>i. <b>During Year 3 and throughout the life of the activity</b></li> </ul>
<b>IR 2 Classroom Instruction in MSA in Grades KG, 1, and 2 Improved</b>	
<b>C.5.2.1: Evidence-Based Essential Reading Materials for Grades KG–G2 Distributed to Classrooms</b>	
<ul style="list-style-type: none"> <li>a. Developing early grade reading materials for teachers</li> <li>b. Pilot test the use of teachers' guides and student material and validate</li> <li>c. Report on material piloted in 10 schools</li> <li>d. Printing and Distribution of Student and Teacher materials to MOEHE schools</li> </ul>	<ul style="list-style-type: none"> <li>a. Text for 56 decodable readers, six leveled texts and one wordless book prepared; procurement initiated for sets of G2 leveled readers</li> <li>b. Scheduled for Fall 2018</li> <li>c. Scheduled for Fall 2018</li> <li>d. Scheduled for Fall 2018</li> </ul>

DELIVERABLES	STATUS
<b>C.5.2.2: Teachers', Directors', and Supervisors' Skills in Early Grade Reading Instruction Improved</b>	
<ul style="list-style-type: none"> <li>a. in-service teacher training modules</li> <li>b. Training plan for trainers</li> <li>c. Training for supervisors and directors</li> <li>d. Assessment tools</li> <li>e. Detailed report of in-service training KG–G2 piloted in 80–100 schools (of all types of schools) for an academic /scholastic year; detailed report aligned with formative/summative assessment results</li> </ul>	<ul style="list-style-type: none"> <li>a. Modules in the five basic reading skills prepared</li> <li>b. Developed in May 2018</li> <li>c. Conducted Sept. 24-26, 2018</li> <li>d. Included in the coaches' training</li> <li>e. Detailed report to be submitted after second year. EGR will provide a training report at the end of the project</li> </ul>
<b>C.5.2.3: Coaching of Early Grade Reading Instruction Improved</b>	
<ul style="list-style-type: none"> <li>a. Comprehensive training plan</li> <li>b. Training modules for coaches</li> <li>c. Training of coaches</li> </ul>	<ul style="list-style-type: none"> <li>a. Developed in May 2018</li> <li>b. Modules completed by September 2018</li> <li>c. Training began July 2018</li> </ul>
<b>C.5.2.4: Early Grade Reading Instruction Enhanced through Applied Research</b>	
<b>IR 3 Reading Enrichment and Awareness Activities Expanded</b>	
<b>C.5.3.1: School and community-based extracurricular reading activities expanded</b>	
<ul style="list-style-type: none"> <li>a. Remediation program (We will implement in 12 schools only)</li> <li>b. Parent council activation and awareness (We will implement in 12 schools only)</li> <li>c. Inventory of community-based and nongovernmental organizations</li> <li>d. Grants to local community-based organizations</li> <li>e. Summer enrichment activities</li> </ul>	<ul style="list-style-type: none"> <li>a. Program designed</li> <li>b. Fall 2018</li> <li>c. Completed October 2017</li> </ul>
<b>C.5.3.2: Family awareness of and engagement in supporting reading increased</b>	
<b>Conduct social and behavior change communication (SBCC) campaign</b>	<p>Survey of reading practices, the first step in the SBCC campaign, completed in June.</p> <p>Insufficient time to complete</p>