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# USAID EARLY GRADE READING FINAL REPORT

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

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

**Prepared for**

USAID/WBG  
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## List of Abbreviations

AED	Assessments and Evaluation Department
CBO	Community-Based Organization
CC	Curriculum Center
cwpm	Correct Words Per Minute
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
FY	Fiscal Year
G	Grade
GeoMIS	Geographic Management Information System
ICT	Information and Communications Technology
KG	Kindergarten
M&E	Monitoring and Evaluation
MEL	Monitoring, Evaluation, and Learning
MELQO	Measuring Early Learning Quality and Outcomes
MOEHE	Ministry of Education and Higher Education
MSA	Modern Standard Arabic
NGO	Nongovernmental Organization
NIET	National Institute of Education and Training
ORF	Oral Reading Fluency
SBCC	Social and Behavior Change Communications
SRC	School Remediation Coordinator
TLC	Teacher Learning Circle
TWG	Technical Working Group
USAID	US Agency for International Development

## Executive Summary

Improving early grade reading and writing outcomes has implications more far-reaching than simply raising scores on national and international assessments. Reading is a fundamental tool for thinking and learning, which has an integrated and cumulative effect on comprehension in all subject areas. Providing students with a strong foundation in reading increases the likelihood of future academic and workforce success.

By providing Palestinian teachers with additional strategies and resources to build essential primary students' reading and writing skills, the US Agency for International Development (USAID) Early Grade Reading (EGR) Project supported the goal of the USAID mission in the West Bank/Gaza of *“providing a new generation of Palestinians with quality education and competencies that would enable them to thrive in the global economy and empower them to participate actively in a well-governed society.”* Specifically, EGR addressed USAID's strategic Sub-objective 3.1.5 to improve *“service delivery in the education sector through increased access to quality education, especially in marginalized areas of the West Bank; a higher quality of teaching, learning and education management practices; and improved quality and relevancy of the education system at all levels.”* EGR also directly supports USAID's global goal to improve early grade reading skills.

In support of the overarching goals, EGR's project goal was to facilitate change in classroom delivery of early grade reading and writing instruction through three inter-connected component areas including evidence-based standards and curriculum revisions, instructional improvements, and parental engagement activities designed to improve student reading and writing competencies in Kindergarten (KG)–Grade 2 in the West Bank.

EGR offered a scalable model of early grade reading instruction in 104 West Bank public schools among 351<sup>1</sup> teachers who taught 9,679 students. EGR collected data through reviews of curricular and standards' documents, studies in schools, and assessments of students' reading competencies. The project developed book leveling criteria to ensure the age- and grade-level appropriateness of reading materials, which facilitated the development or procurement of over 100,000 books for schools. EGR provided the Ministry of Education and Higher Education (MOEHE) with training modules in early grade reading and writing skills, a reading remediation manual, and a school-based professional development model. The project created innovative materials for parents to use to enhance their children's reading skills. Despite its abbreviated timeframe, the project provided the MOEHE with a wealth of educational data, materials, and resources, including many interventions offered for the first time in the Palestinian educational system.

Project efforts culminated in the MOEHE's announcement that it had considered the data collected by EGR in its decision to optimize classroom instructional time in Modern Standard Arabic by eliminating homework in Grades 1–4. The MOEHE also announced the plan to phase in KGs in each school and to provide university students with community service hours for their assistance with mentoring and assisting in the public schools—both initiatives that EGR had strongly advocated. During the project's last week, the MOEHE announced plans to establish an early grade unit in the MOEHE, under the auspices of the General Education – KG Department, to house the materials produced by EGR and other donor projects focused on early grade education. The unit ensures that national coaches, trainers, and educators will have continuous access to early grade instructional materials.

Despite the ongoing challenges, project staff stayed focused on their tasks. This final report is a testament to their commitment and dedication, demonstrating what is possible when project implementers, Ministry, and USAID staff work together as one team, focused on a common goal (**Annex A: Final Status of EGR Deliverables**).

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<sup>1</sup> The number of teachers in EGR schools was 339; however, throughout the training year, EGR reached 351 teachers due to teacher migration and reassignments.

# 1 Project Overview

RTI International and its partner AMIDEAST supported the Ministry of Education and Higher Education (MOEHE) in the implementation of the United States Agency for International Development (USAID)/West Bank Early Grade Reading (EGR) project. This effort, which was initially scheduled from September 2017 to August 2022, assisted the Palestinian Authority (PA) to improve early grade reading and writing outcomes in the West Bank. However, due to funding constraints and legislative restrictions outside the control of USAID or RTI, EGR prematurely closed January 31, 2019. Working for 17 months with only a nine-month, \$4,500,000 obligation, EGR successfully intertwined three components: reviews, studies, and assessments; classroom instruction innovations; and enrichment/parental engagement activities to ensure the MOEHE had the tools required to implement a dynamic student-centered reading model in early grade classrooms.

During its productive period of implementation, EGR worked closely with the MOEHE to develop evidence-based sustainable and scalable reading and writing instructional interventions in 104 West Bank schools to achieve the following three outcomes:

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

RTI, in addition to overall management and technical direction, provided leadership for Outcomes 1 and 2 while AMIDEAST was responsible for Outcome 3. To increase impact and sustainability, EGR utilized tablets for the electronic data capture, storage, and transfer of student assessment and classroom observation data, training and instructional materials, assessments, and complementary reading materials for the MOEHE's continued access beyond EGR.

## EGR INTERVENTIONS IMPLEMENTED FOR THE FIRST TIME IN THE WEST BANK

- Time on Task study on time spent on instruction in MSA in school day
- KG pre-reading skills assessment
- KG–G2 writing skills assessment
- Electronic tablets data entry use
- Development of Arabic interface of the assessment for Tangerine®
- Comprehensive standards review and comparison to the G1–G2 curriculum *Our Beautiful Language* and KG guidelines
- G1 oral reading fluency benchmarks
- Capacity assessment of supervision coaches and NIET trainers to monitor/train on early grade reading practices
- Glossary of KG–G2 word texts, phonetically and by grade
- Training modules and resources downloaded to electronic tablets for coaches, KG–G2 teachers, resource teachers, principals
- Leveling criteria to assess age- and grade-level appropriateness of KG–G2 reading materials
- Two levels of decodable readers (56 titles), six leveled readers, one wordless book
- Activity cards for parents to strengthen reading skills
- Diglossia cards to stress KG–G2 vocabulary words in MSA

## 1.1 EGR beneficiaries

**Students.** While EGR worked with numerous beneficiaries, KG–Grade 2 students were the central focus of all activities as the project’s overarching goal was to improve their all-important foundational reading and writing skills. Within the EGR pool of 104 public schools throughout the West Bank, project interventions reached 9,679 students (**Annex B: Map of EGR-Supported Schools**).

**Ministry Personnel.** In the early project stages, EGR staff organized three technical working groups (TWGs) comprised of MOEHE personnel to develop and implement EGR activities. The TWGs included:

- **Assessment TWG:** Eight MOEHE representatives adapted the Measuring Early Learning Quality and Outcomes (MELQO) and Early Grade Reading Assessment (EGRA) for West Bank schools
- **Training TWG:** Eleven MOEHE representatives and one specialist from Al Quds University developed the training modules in the five basic reading skills; assisted in piloting the activities in schools before inclusion in the modules
- **Complementary Materials TWG:** Ten MOEHE representatives developed and piloted the book leveling and readability criteria; assisted in inventorying available books; approved of books selected for procurement and development

EGR worked closely with the coaches from the MOEHE Supervision and Educational Qualifications, General Education – KG and National Institute of Education and Training (NIET) departments to build their expertise in administering educational assessments and studies. Project technical specialists trained coaches to conduct the Time on Task study and baseline assessment. EGR also trained the coaches to deliver teacher training in the basic early grade reading and writing skills and to conduct classroom observations of teachers’ practices in early grade reading.

**Principals and Teachers.** Acknowledging the critical role of principals, EGR provided workshops to apprise principals of EGR activities in their schools and to emphasize their importance in supporting the teachers to deliver new strategies for teaching reading. EGR provided teachers with the training and tools necessary for delivering quality instruction in early grade reading. EGR trained one teacher in each school to be the school remediation counselor responsible for facilitating activities for students struggling with reading.

**Parents and Volunteers.** Building a solid foundation in reading does not stop at the end of the school day. EGR engaged parents in their children’s reading acquisition through the provision of simple activities to do at home. EGR trained community volunteers to offer after-school remediation for young readers requiring extra support.

**Publishers.** EGR introduced the book leveling and readability criteria to publishers, indirect beneficiaries of EGR activities. For the first time, publishers had access to standardized criteria, approved by the MOEHE, for selecting early grade reading materials. Publishers lauded this effort as it provided the MOEHE and local market common criteria for reading materials.

## 1.2 Outcome results

EGR is confident that the materials, instructional strategies, and policy recommendations developed by the project will have a sustainable impact on the Palestinian educational system. The project’s accomplishments in each outcome component are highlighted below.

### **1.2.1 Policy framework for the instruction of reading and writing in grades KG–Grade 2 in the West Bank strengthened**

- Conducted Time on Task study, the first on the West Bank, to determine the actual time spent on classroom reading instruction in 18 West Bank schools in December 2017
- Conducted a baseline assessment in KG–Grade 2 classrooms to assess students' reading and writing competencies
- Conducted a comprehensive review of the MOEHE standards and curriculum related to KG–Grade 2 reading and writing in MSA
- Provided oral reading fluency benchmarks for Grade 1 and 2 students
- Based on collected data, recommended policies to optimize and increase instructional time for reading in MSA and institutionalize the Grade 1 and 2 reading benchmarks
- MOEHE considered EGR Time on Task and EGRA data and policy dialogue in policy reforms, including eliminating homework in KG–Grade 4 to provide increased classroom instructional time

### **1.2.2 Classroom instruction in MSA in grades KG, 1, and 2 improved**

- Surveyed MOEHE coaches and NIET trainers to determine their capacity to deliver quality training in early grade reading and writing
- Produced five reading modules (Phonemic Awareness, Phonics, Fluency, Vocabulary, and Reading Comprehension), one writing module, one activity resource book, three training videos, and additional instructional resources
- Introduced the school-based Teacher Learning Circle (TLC) model to principals to support teachers in their schools to implement new reading strategies introduced by EGR
- Distributed 579 electronic tablets,<sup>2</sup> downloaded with EGR training materials and assessment tools, to 74 MOEHE coaches; 474 tablets to schools for KG–Grade 2 teachers, principals, and resource rooms; 31 to TWGs and MOEHE personnel
- Conducted seven days of training for 74 MOEHE coaches, two NIET observers, and five Ministry staff August 2018–January 2019
- Conducted two workshops for 104 principals from EGR-supported schools to inform them of EGR activities
- Conducted 773 classroom observations in 316 classrooms in 100 schools
- Supported MOEHE coaches to deliver four days of training to 351<sup>3</sup> KG–Grade 2 teachers
- Developed a book leveling tool to determine the grade-level appropriateness of text
- Created 56 decodable readers and one wordless big book for KG–Grade 1 students and six leveled readers for second-grade students
- Procured 225 leveled and read-aloud titles for distribution in KG–Grade 2 classrooms in EGR-supported schools

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<sup>2</sup> EGR procured 599 tablets: 499 10" tablets and 100 8" tablets. EGR provided the MOEHE 19 tablets that had not been assigned to beneficiaries in the project's final disposition plan.

<sup>3</sup> Although there were only 273 teachers serving in the EGR-supported schools, the project trained 351 teachers due to changes in school personnel throughout the year.

- Provided a total of 100,437 books to KG–Grade 2 classrooms in 104 EGR-supported schools and the MOEHE
- Provided 1,600 interactive posters to EGR-supported classrooms
- Apprised local publishers of the leveling criteria
- Reviewed KG–Grade 2 books available in schools

### **1.2.3 Reading enrichment and awareness activities expanded**

- Inventoried community-based organizations (CBOs) and nongovernmental organizations (NGOs) to receive potential grants to implement remediation activities
- Developed a scalable after-school remediation program for supporting struggling students
- Trained 104 school remediation coordinators using the manual produced by EGR
- Produced a video to train volunteers participating in the remediation program
- Conducted a survey of home reading practices within the EGR-supported school communities
- Produced a series of at-home reading activities to engage parents in their children's learning
- Developed a set of vocabulary terms to familiarize parents and students with common words in MSA that differed from the language spoken at home

## 2 Project Components

EGR’s systematic approach ensured that the instructional changes and literacy gains achieved through the activities described below were scalable and sustainable. The EGR team 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. EGR piloted assessments, training and remediation activities, and reading materials, developed with and implemented by the MOEHE, to ensure their reliability and effectiveness. The research and instructional materials provide a solid foundation for the Ministry to continue developing its early grade reading program (**Annex C: EGR Resources Provided to MOEHE**).

### 2.1 IR 1. Policy framework for the instruction of reading and writing in grades KG–2 in the West Bank Strengthened

In close cooperation with the MOEHE, EGR undertook a comprehensive process to address systemic, institutional, and community capacities to deliver effective reading and writing instruction in MSA. The process included reviewing MOEHE standards and curriculum documents, collecting data on classroom instructional time and students’ reading performance, discussing the data with the Ministry, assessing the needs of classroom teachers, designing classroom interventions, and finally assessing student performance and outcomes.

EGR’s reviews, studies, and assessments resulted in two policy briefs: *Establishing Primary Students’ Reading Benchmarks (Annex D)* and *Optimizing and Increasing Instruction Time for Early Grade Reading (Annex E)*. On January 16, 2019, Dr. Sabri Saidam, Minister of Education and Higher Education, announced during EGR’s final ceremony that the national education committee drew upon EGR’s evidence-based policy advice and data from EGR studies in its policy decision to eliminate homework in Grades 1–4 to optimize instructional time.

#### TIME ON TASK STUDY RECOMMENDATIONS

- Adjust instructional activities to provide students a balanced presentation of skills based on developmental needs for reading and writing growth
- Use existing teacher practices to introduce new ideas to teachers
- Create opportunities in KG so that all classrooms provide a deliberate word awareness environment with a planned curriculum sufficiently dynamic to respond to students’ curiosity and word use
- Conduct more teacher read alouds in all grades, but particularly in G1 classes
- Provide support in conducting informal assessments to help teachers monitor their students’ instructional needs
- Encourage more partner and individual student reading for teachers to monitor progress
- Expand and diversify comprehension activities
- Include opportunities in writing instruction to express ideas
- Situate handwriting within the writing domain
- Include peer exchanges in professional development
- Adjust routines to increase learning and avoid disruptions
- Increase Arabic instructional time to 90–120 minutes/day
- Conduct another Time on Task study

## 2.1.1 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–Grade 2 classes, EGR, in collaboration with the MOEHE, conducted the Time on Task study in December 2017. Time on Task, the first study of its type conducted in West Bank schools, was conducted by 21 MOEHE data collectors—4 from the General Education Department and 17 from the Supervision and Qualifications Department—to determine how much time students practiced reading and writing during the school day.

On December 5, 2017, EGR began the Time on Task training. RTI Senior Literacy Researcher Dr. Peggy Dubeck, EGR Senior Teacher Training Officer Dr. Majida Dajani, and EGR Senior Monitoring and Evaluation (M&E) Specialist Dina Husary delivered the training sessions. EGR allocated the third training day for piloting the study instruments in three schools in the West Bank:

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

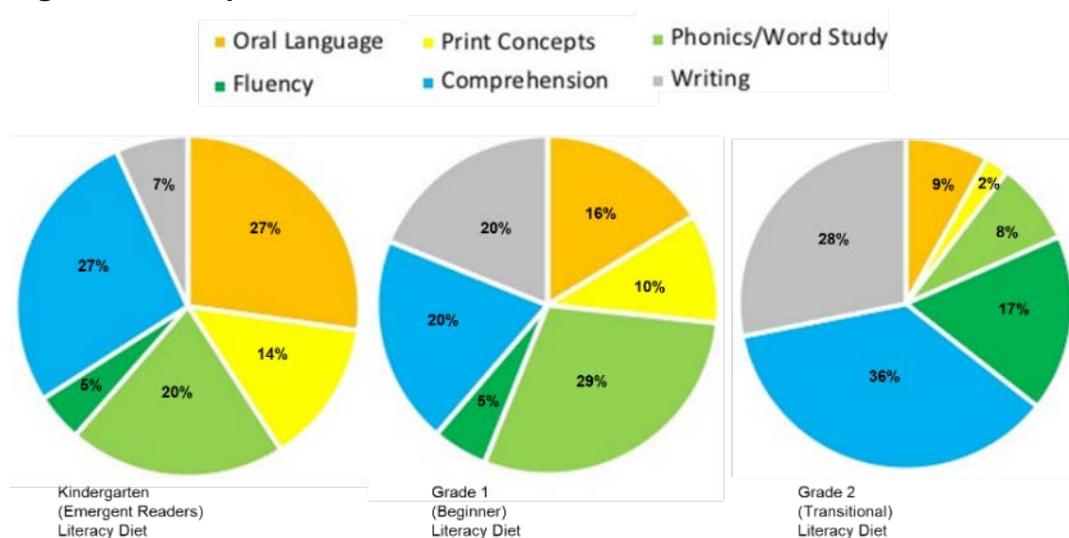
Following the training, piloting, and finalizing of the instruments, EGR began data collection at 18 schools, 6 schools in each region. The 21 trained supervisors formed three data-collection teams comprised of six observers/data collectors and one coordinator.

Following data entry and analysis, RTI educational specialist Dr. Dubeck developed the Time on Task report which was approved by USAID in May 2018 (**Annex F: Time on Task Report**).

RTI specialist Joseph DeStefano and EGR Policy Consultant Sulieman Aref disseminated the Time on Task results to the MOEHE on September 10, 2018. EGR presented the study’s key objectives, research questions, instruments, and study methodology, emphasizing the ways the Time on Task results could inform policy decisions.

To address the key Time on Task findings for optimizing classroom instruction time, EGR proposed the Literacy Diet (Willow, 2008),<sup>4</sup> described in **Figure 1** below, which defines the progressive allocation of time for each reading and writing skill in KG–Grade 2. (**Annex G: EGR Studies’ Results Workshop Outcomes**).

**Figure 1. Optimal allocation of time for each skill**



<sup>4</sup> <https://www.oise.utoronto.ca/balancedliteracydiet/Home/index.html>

Following the workshop, the EGR team, supported by RTI policy expert Mr. DeStefano, developed a policy brief to address options the Ministry could consider in increasing and or optimizing classroom instruction time for MSA based on the *Optimizing and Increasing Instruction Time Policy Brief*. EGR introduced the brief to the MOEHE general directors and technical staff during a workshop on January 9, 2019, led by Dr. Dubeck (**Annex H: EGR Policy Workshop Report**).

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

**Standards Review.** Led by Dr. Dajani, with support from EGR short-term consultants, EGR reviewed the MOEHE's standards relevant to 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 Grade 1 and 2 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.

Overall, EGR found that the lack of clearly defined standards seriously impacted the progression of reading skills throughout KG–Grade 2. Without outcomes for each of the basic reading and writing skills, the skill achievement the student needed to make throughout the year was undefined. Another consequence of not having standards was that the curriculum needed much more rigor. For example, reading was not introduced until the last five lessons in Grade 1, well behind regional Arabic-speaking counterparts. EGR strongly recommended consideration of international standards in early grade reading and writing in future standards development.

EGR completed the standards and curriculum review, submitted the report to USAID on August 14, 2018, and presented the review to MOEHE Deputy Minister Dr. Basri Saleh. As an acknowledgment of its value, Dr. Saleh encouraged EGR to use the findings in the development of EGR materials. He did EGR to not disseminate the report publicly as it was a sensitive topic.

#### **CONSIDERATIONS FOR STANDARDS DEVELOPMENT**

##### **Grade 1 Standards**

- Increase overall rigor for G1 by including more skill-based reading and writing activities
- Introduce reading connected text before year's final lessons
- Develop phonological skills (phonemic awareness and phonics) that help students decode and encode (promotes accuracy in writing)
- Incorporate international standards into the West Bank G1 curriculum

##### **Grade 2 Standards**

- Develop phonological skills (phonemic awareness and phonics) that help students decode and encode (promotes accuracy in writing)
- Provide more interactions with texts to familiarize students with the parts of a story
- Incorporate international standards into G2 curriculum

**Setting Benchmarks.** In November 2017, EGR began meeting with Dr. Tharwat Zeid, Director of the MOEHE Curriculum Center (CC) to discuss standards and benchmarks. In response, Dr. Tharwat Zeid convened a meeting on November 14 to review student standards. Later in November, Aarnout Brombacher, RTI technical advisor, met with the Curriculum Working Group to continue the discussion of setting benchmarks. At that meeting, the group decided, contingent upon Dr. Basri Saleh’s approval, to review the data from the 2014 EGRA. In December 2017, following the US recognition of Jerusalem as the capital of Israel, the CC was reluctant to meet with US donor projects. Work on the standards and benchmarks with the CC stalled until it resumed with the Assessments and Evaluation Department (AED) following the review of the project baseline assessment data.

Without clearly defined standards, setting benchmarks to measure student progress toward meeting the standards proved challenging. Working with the AED in Fall 2018, EGR adapted an alternative approach, working in reverse, i.e., instead of starting with the standards, benchmarks were determined from the project baseline assessment data, specifically data from fluency and reading comprehension, independently of a comparison to the standards. The MOEHE had set provisional benchmarks based on 2014 EGRA results; however, the benchmarks were not institutionalized, and some educators felt the Grade 1 benchmarks were too high. The dissemination of the project baseline results in September 2018

(discussed in 2.1.5 below) sparked renewed MOEHE interest in setting benchmarks. EGR, supported by RTI Education and Evaluation Specialist Dr. Matthew Jukes, conducted a two-day benchmarking workshop in November 2018 to build MOEHE statisticians’ capacity to establish oral reading fluency (ORF) benchmarks.

EGR’s approach focused on benchmarking ORF, measured by the number of words in a passage read correctly in one minute. Since reading fluency is an important component of overall reading proficiency and is highly related to comprehension, EGR wanted to focus on “reading fluently with comprehension.”

EGR presented three methods for setting fluency benchmarks. All the methods estimated the level of reading fluency associated with comprehension. Two of the methods focused on the fluency of students who read with at least 80% comprehension. One of the two methods used the mean fluency of this group of students; the other method used the median fluency.

## IDENTIFIED GRADE 1–2 CURRICULUM GAPS

### Grade 1 Gaps

- Reading text introduced in the last five lessons in the second semester in *Our Beautiful Language*
- Speaking emphasized more than the other skills
- No clear progression of difficulty in the orthographic patterns and morphology
- Emphasis on syllabication with very few activities related to the six levels of phonemic awareness or the stages of phonetic development

### Grade 2 Gaps

- No systematic progression of difficulty in listening skills and grammatical concepts
- No explicit activities that address punctuation
- Vocabulary development not addressed sufficiently
- No mention of the different genres that children should be expected to read or the different types of reading
- No emphasis on morphology and orthographic patterns
- Writing objectives related to producing ideas minimal; none in the first semester, and in the second semester the objective was to fill in the blanks
- Objective to write a story delayed until week 14; this core reading and writing skill should have been introduced earlier

A third method used statistical modelling (a logistic regression equation) to estimate the level of fluency associated with 80% comprehension. The methods are summarized in **Table 1**.

**Table 1. Benchmarks analysis summary**

Method	Benchmark (cwpm)	Sensitivity	Specificity	Correct Classification
<b>Grade 1</b>				
Mean	20.2	42%	94%	90%
Median	17.9	50%	92%	89%
Logistic	26.0	16%	98%	92%
<b>Grade 2</b>				
Mean	35.1	39%	89%	72%
Median	33.5	44%	87%	73%
Logistic	31.0	45%	87%	73%

cwpm=correct words per minute

Three statistics related to the methods were calculated in order to assess the validity of the benchmarks. Sensitivity is the proportion of students who can read with comprehension and are correctly classified as being above the benchmark. Specificity is the proportion of students who cannot read with comprehension and are correctly classified as below the benchmark. Correct classification is a combination of sensitivity and specificity.

The results for Grade 1 showed that the three methods had an overall correct classification rate of approximately 90%. However, the logistic regression method had a low sensitivity of 16%. Because this method produced a higher benchmark (26 correct words per minute [cwpm]) than the other two methods, most students who could read with comprehension were incorrectly classified as below the benchmark. Participants in the workshop concluded that this benchmark was too high and selected a Grade 1 benchmark of 20 cwpm, more closely in line with the other two methods.

For Grade 2, the three methods produced similar estimates with comparable levels of sensitivity and specificity. Participants in the workshop selected a benchmarking value of 33 cwpm, roughly in the mid-point of the three estimates.

In the project baseline assessment, 13.8% of Grade 1 students reached the benchmark of 20 cwpm. A slightly higher rate of 25.2% of Grade 2 students reached the benchmark of 33 cwpm.

With benchmarks and results calculated, the MOEHE would now be able to monitor progress in improving early grade reading outcomes and thus continue to make informed decisions regarding strategies and interventions aimed at improving instruction. The policy brief on benchmarks has been provided in Annex D.

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

Dr. Dajani, with support from Duha Masri, EGR Early Grade Reading Specialist, reviewed *Our Beautiful Language*, the Grade 1 and 2 curricula in MSA. The review provided critical information that could be used in the development of standards and benchmarks as well as EGR training materials. Identifying the strengths and gaps in the curriculum informed EGR staff on the topics to cover and the types of activities to include in the modules. The results of the mapping are part of the standards review described in 2.1.2. and are summarized below.

### 2.1.4 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 served as a curriculum, but without basing the activities on clearly delineated standards and benchmarks. However, a list of indicators related to listening and speaking skills, and pre-reading and writing skills was stated in the *Kindergarten Teacher Guidelines*.

Concurrent with the mapping of the Grade 1–2 curriculum, EGR mapped the KG guidelines. The purpose of mapping the Grade 1–2 curriculum and *KG Teacher Guidelines* was to check redundancies, inconsistencies, misalignments, weaknesses, and gaps. Following the review, EGR compared the mapping to regional curricula in early grade MSA. The EGR staff responsible for developing the training materials used the results of mapping to develop a coherent educational experience for students. The results of the mapping are part of the standards review described in Section 2.1.2. and are summarized in the chart above.

In addition to the KG curricular review, EGR attempted to inventory early grade reading materials appropriate for KG that included titles currently in use and the titles that EGR developed or procured. EGR compiled the lists of books currently in use from lists provided by the MOEHE Supervision Department and hard copies of titles provided by NIET. The MOEHE Information and Communications Technology (ICT) Department, the department that maintained the inventory, did not share the inventory list. EGR independently reviewed the lists of books in schools and project staff used the review to inform the types of reading materials EGR needed to provide though they could not be verified against the MOEHE official book inventory.

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

In November 2017, Deputy Minister Dr. Basri Saleh requested that EGR administer only a project baseline EGRA instead of a nationally representative assessment. RTI had administered an EGRA in Grade 2 in 2014, from which the MOEHE had derived provisional benchmarks. Another EGRA at this time was not deemed necessary. Therefore, EGR planned to administer a baseline assessment, based on an EGRA instrument, to measure the impact of project interventions.

In partnership with the MOEHE, EGR administered the 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, Grade 1, and Grade 2 students in MSA. EGR conducted the project baseline assessment with 293 KG students, 1,492 Grade 1 students, and 1,465 Grade 2 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, ORF, listening comprehension, reading comprehension, and writing.

#### KINDERGARTEN STANDARDS

##### KG standards should:

- Reflect a progression of difficulty
- Include outcomes for each of the basic reading and writing skills
- Incorporate international standards into the West Bank kindergarten curriculum

##### KG Curriculum Gaps

- Lack of reading sight words and frequently used word lists
- Lack of early writing exercises
- Some concepts and symbols inappropriate for KG (Unit 4, geography and landmarks)
- Lack of activities to strengthen reading and writing skills

EGR’s project baseline assessment represented many “firsts” for educational assessments in the West Bank. For the 2018 assessment, EGR modified the MELQO assessment to measure the pre-reading and writing skills of KG students, the first KG assessment to be used in West Bank schools. The writing component for KG–Grade 2 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.

### KEY EGR BASELINE FINDINGS

- Overall, students acquired reading and writing skills progressively.
- Many students were not reading at grade-level.
- Most struggled with writing.
- Students who attended KG and reported home literacy activities had higher fluency and reading comprehension.

USAID approved the baseline assessment report on August 6, 2018 (**Annex J: EGR Project Baseline Report**). EGR presented the results of the assessments, along with key findings and recommendations at the meeting of MOEHE general directors on September 10. EGR used the data collected from the assessment in the development of training and instructional materials and suggested policy revisions.

During the September 10 results dissemination workshop, Mr. DeStefano and Ms. Husary provided a brief overview of the project baseline results. The findings indicated that students were learning basic skills, but not getting the practice needed to make those skills automatic. They were learning to read, but at a slower rate than their international peers.

EGR combined the recommendations from the Time on Task study and the project baseline assessment into three categories: policy, administrative, and instructional. At the meeting on September 10, the group prioritized the recommendations and agreed on next steps.

To build on EGR’s work with the MOEHE to produce quality, reliable data for the early grades and to strengthen the MOEHE’s capacity to collect and analyze data in a timely and efficient manner, EGR provided the MOEHE with a one-year *PRO* subscription to Tangerine, the RTI-developed software used for data collection and analysis. EGR IT Specialist Rami Assali provided eight MOEHE developers from the departments of Planning, AED, ICT, Supervision, General Education, and NIET a one-day training on developing and using Tangerine in their department-specific data-collection activities. Use of the Tangerine program will facilitate sustainability of data collection and analysis efforts.

## 2.2 IR 2. Classroom instruction in MSA 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–Grade 2 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 TWGs comprised of MOEHE representatives, EGR developed six training modules in the basic reading and writing skills: phonemic awareness, phonics, fluency,

vocabulary, reading comprehension, and writing. EGR downloaded the modules onto 599<sup>5</sup> electronic tablets for training the 74 MOEHE coaches and 5 Ministry staff, who, in turn, trained the 351<sup>6</sup> KG–Grade 2 teachers. EGR also downloaded the materials onto tablets to provide to the 104 principals. In addition to the six training modules, EGR drafted a resource book with reading activities that teachers could use to supplement their instruction in the five basic skills and three videos to demonstrate various reading strategies to teachers.

### 2.2.1 Evidence-based essential reading materials for grades KG–Grade 2 distributed to classrooms (IR 2.1)

To determine the age- and grade-level appropriateness of reading materials, EGR developed readability and leveling criteria to enable the MOEHE and publishers to select books objectively. This effort represented the first time the MOEHE had a standardized set of criteria for book selection. 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. (**Annex K: Book Leveling Tool**).

The process of creating the leveling tool began with TWG reviews of internationally and regionally available book leveling tools, such as *Textual Scaffolding for Beginning Readers* to level Arabic texts.<sup>7</sup> Next, the group reviewed the linguistic features of approximately 20 books that teachers and students currently used in West Bank KG–Grade 2 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.

Using the leveling tool, EGR supported the MOEHE to identify complementary materials, leveled readers, read-aloud books, and “big books” (oversized books) for procurement. In addition to procuring reading materials, EGR also developed decodable readers, unavailable on the local market, to print and distribute to KG and Grade 1 classrooms. EGR developed a Teacher’s Guide for the Use of Complementary Materials, which was distributed with the books. In the three training videos EGR produced, EGR books were used in all activities. In addition, EGR developed four interactive posters to consolidate students’ learning and promote their reading comprehension. **Table 2** details the provision of the complementary reading materials, including six new titles developed for Grade 2 students: .

**Table 2. Supplementary materials provided by EGR**

BOOKS				
Book’s Title	Number of Copies / Classrooms	Total Number of Books	Targeted Grades	Number of Classrooms
Decodable reader Level 1 (28 titles)	6	35,336	KG – G1	207
Decodable reader Level 2 (28 titles)	6	35,336	KG – G1	207
Leveled readers (30 books in each set)	1	6,750	KG – G1	207
Big books: set of 7 books <i>My Family and I</i>	1	350	KG	32
Big book: <i>Faris Is a Big Boy</i>	1	195	G1	175

<sup>5</sup> EGR provided one additional tablet to each of the 104 schools for principals to use and 22 tablets to schools with resource rooms. EGR distributed the remaining tablets to the MOEHE general directors, TWG members, and the MOEHE.

<sup>6</sup> Only 339 tablets were provided to teachers. When teachers transitioned to another grade within the school, the tablet stayed with the classroom.

<sup>7</sup> Fountas and Pinnell, *Textual Scaffolding for Beginning Readers* and Hanada Taha’s criteria (Zayed University, United Arab Emirates).

BOOKS				
Book's Title	Number of Copies / Classrooms	Total Number of Books	Targeted Grades	Number of Classrooms
Big book: <i>On My Grandpa's Farm</i>	1	195	G1	175
Wordless books	1	225	KG – G1	207
Leveled reader: Fatoosh & Farfoosh (6 titles)	6	6,300	G2	168
Jordan Reading and Math Program – 5 read-aloud books	6	5,250	G2	168
10 read-aloud books locally procured	6	10,500	G2	168
<b>TOTAL NUMBER OF BOOKS PROVIDED TO THE MOEHE</b>			<b>100,437</b>	
POSTERS				
Poster's Description	Number of Posters / Classrooms	Total Number of Posters	Targeted Grades	Number of Classrooms
Interactive story map	1	400	KG – G2	375
Interactive word map	1	400	KG – G2	375
Interactive character map	1	400	KG – G2	375
Interactive reading comprehension questions	1	400	KG – G2	375
<b>TOTAL NUMBER OF POSTERS PROVIDED</b>			<b>1,600</b>	

EGR provided the extra copies of the books to the MOEHE to be used in the EGR unit the MOEHE announced it was opening.

The process EGR used to develop the reading materials and the description of the distribution process was included in **Annex L: EGR Complementary Materials Report**.

### **2.2.2 Teachers, directors, and supervisors' skills in EGR instruction improved (2.2)**

From July to December 2018, EGR conducted training at three regional locations for the 74 coaches who, in turn, trained teachers in the five basic reading skills and a comprehensive module in writing skills. In January 2019, EGR hosted a final ceremony to recognize coaches' efforts.

EGR offered two workshops to the school principals to raise their awareness of the importance of early grade reading and to collect feedback on EGR's interventions. At the final workshop, EGR introduced TLCs, the school-based model of offering teachers peer support for implementing new strategies and activities in their classroom practice. Time constraints precluded EGR from implementing the model in schools; however, the project provided the principals with the manual for TLC facilitators.

Training for the 351 teachers, conducted by 74 coaches, began on Saturday, September 29 (**Annex M: EGR Training Report**). Throughout Fall 2018, EGR presented 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. EGR provided each teacher with an electronic table, and before each session, EGR sent an online link to enable a download of the module before the training session began. In addition to providing schools with one hard copy of the training manual, EGR provided each teacher and coach with a resource book containing additional activities to teach basic reading skills.

To support coaches, EGR created a Facebook page entitled "*Iqra*-Project-Coaches." This professional community platform provided an opportunity for supervisors to exchange

experiences and share successes. The EGR training specialists could also be contacted through the Facebook page. EGR posted announcements regarding training materials, provided useful links, and suggested additional resources to facilitate the training efforts. Supervisors also had the opportunity to post photos from their teacher training sessions and classroom observations. The coaches have committed to continuing to use the *Iqra* page.

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

**Capacity Assessment.** 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 trainers and Supervision coaches provided a snapshot 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 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 additional training in early childhood issues, results skyrocketed positively; 90% of MOEHE supervisors and 82% of NIET trainers agreed. EGR considered the results in the preparation of the training program for coaches.

**Classroom Observations.** EGR introduced the classroom observation model in which the coaches follow training sessions with classroom observation visits. After training teachers in a basic reading skill, the coach visited the classroom to observe the teacher introducing the skill to students. Coaches used the observation forms downloaded into the Tangerine program, which enabled EGR to monitor and analyze results continuously. Following the observation, the coach met with the teacher to deliver descriptive feedback. EGR staff monitored the observations through project visits to the schools (Table 3).

**Table 3. Overview of the observations conducted at each grade level**

Region	Directorate	Number of Teachers Observed			Cumulative Total
		KG	G1	G2	
North	Jenin	3	37	31	71
	Nablus	7	41	27	75
	Qabatiya	8	25	29	62
	Qalqilya	11	23	31	65
	South Nablus	4	12	12	28
	Tubas		8	9	17
	Tulkarem	3	19	16	38
<b>North Total</b>		<b>36</b>	<b>165</b>	<b>155</b>	<b>356</b>
Middle	Jericho		5	4	9
	Jerusalem	4	8	5	17
	Jerusalem Subs		10	10	20
	Ramallah		36	33	69
	Salfeet	6	11	7	24
<b>Middle Total</b>		<b>10</b>	<b>70</b>	<b>59</b>	<b>139</b>
South	Bethlehem		18	16	34
	Hebron	4	36	38	78
	Northern Hebron	8	27	20	55
	South Hebron	8	37	30	75

Region	Directorate	Number of Teachers Observed			Cumulative Total
		KG	G1	G2	
	Yatta	3	17	16	36
<b>South Total</b>		<b>23</b>	<b>135</b>	<b>120</b>	<b>278</b>
<b>Grand Total</b>		<b>69</b>	<b>370</b>	<b>334</b>	<b>773</b>

Although EGR's initial plan was to conduct two observation visits each month, without 2017 funding, two visits a month were cost-prohibitive. MOEHE coaches also complained of work overload. Therefore, EGR received USAID approval to reduce the visits to one per month. In the current MOEHE model, 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 changes in the teachers' instructional practices.

**Teacher Learning Circles.** 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 TLCs to support one another in implementing the instructional changes. The MOEHE used a model in which teachers met but were supervised by a coach. EGR's TLC 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. The MOEHE coaches were to monitor the TLC meetings to provide support whenever needed.

EGR had planned to initiate the TLCs in December 2018 and monitor the meetings throughout the remaining school year. Although EGR was unable to follow through on the development of the TLC model, the project introduced the model to the principals from the EGR-supported schools in December and provided them with the TLC facilitator's manual.

EGR's engagement of the MOEHE coaches is detailed in **Annex N: EGR Coaching Report**.

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

EGR requested suspension of activities related to IR 2.4: *Early Grade Reading Instruction Enhanced through Applied Research* in its entirety. EGR determined that it was not prudent to start a research activity that could not continue to completion in 2019 due to premature project closure.

### **2.3 IR 3. Reading enrichment and awareness activities expanded**

Under this component, EGR built on USAID's historical support of engaging school communities to improve educational outcomes. EGR implemented activities to strengthen school-community engagement practices by innovating school leadership behaviors and animating parental stakeholders to ensure schools and communities aligned their vision, goals, norms, and activities to improve early grade reading outcomes. Initially, EGR planned to work with and through the district-, school-, and community-level stakeholders to catalyze the school improvement teams and parent councils and introduce innovations such as school remediation coordinators (SRCs), school literacy improvement plans, summer enrichment activities, and a social and behavior change communications (SBCC) campaign to promote greater awareness and gains in literacy for early grade learners. Due to the early

closure of the program, the activities originally planned for the Community Engagement component were limited and reduced. However, EGR successfully implemented activities in 12 schools, trained SRCs in all 104 schools, and provided innovative materials to enhance parental engagement in schools.

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

As part of Outcome 3, EGR provided Grade 1 and 2 students with activities to remediate the challenges they experience in reading and writing in their classroom work. EGR's Community Engagement team designed a remediation program for first- and second-grade students that complemented the MOEHE's *My Beautiful Language* curriculum. The team designed the after-school program to be held at least three days a week to assist primary students as they learned to read. However, SRCs suggested that the program be held twice a week on the two days of the week when Grades 1–4 go home one class period earlier than other days of the school week. This would alleviate the burden of schools needing to provide the necessary staffing and other support to remain open past regular school hours. EGR piloted the after-school program in 12 EGR schools—4 schools in each region—to serve as a scalable model for the MOEHE to replicate in all West Bank primary schools.

Duha Masri, EGR's Reading Specialist consultant, oversaw the development of the scripted reading remediation manual. The manual mirrors the format of the training modules to reinforce teachers' familiarity with the structure of a lesson routine. The routines in the manual cover the five basic reading skills: phonemic awareness, phonetics, vocabulary, fluency, and reading comprehension. The manual includes routines that address skills the students should have begun to develop in kindergarten. Since not all MOEHE schools have kindergarten classes, EGR included activities to address these skills. The activities are organized sequentially based on their level of difficulty and literacy development. This allows for homogeneous grouping of students during their practice time, which has been shown to be an effective approach to increasing students' reading skills. Given the age and attention span of the students, sessions should not exceed 40 minutes.

The manual includes a pre- and post-program assessment to assess students selected by teachers as needing support. Also included are templates for monitoring the program, such as parental consent forms, volunteer commitment forms, and attendance sheets to monitor student and volunteer attendance to aid in measuring the success of the program.

To support the goal and activities of the remediation program, EGR produced a video. EGR's target audience for the video is the group of volunteers who agreed to carry out the remediation program, most of whom are alumni of two US State Department programs—the Kennedy-Lugar Youth Exchange and Study program, and the English Access Micro-Scholarship program. The setting of the video is a MOEHE school classroom and features a volunteer highlighting an aspect of the remediation program and ways of implementing it. EGR created the video to support the training of volunteers in using the manual and to provide visual implementation of specific activities in the manual by an experienced volunteer with a group of students.

Each EGR school selected an SRC to take the lead on coordinating and monitoring the remediation program in the school. The SRCs worked with teachers, parents, and volunteers for a successful implementation of the program ahead of EGR closeout. SRCs in all EGR schools attended a workshop that outlined the design of the program and went over activities in the developed remediation manual to highlight the scripted lessons and their implementation.

After finalization of the remediation manual and volunteer video, the remediation program began in the 12 pilot schools. The Community Engagement team used the developed materials to introduce the remediation program at coaches' trainings, SRC workshops, parent meetings, and principals' meetings (some of whom expressed a very strong interest).

The following criteria were used to select representatives at the 12 EGR schools selected to pilot the implementation of the remediation program: the school location (region and directorate), with at least one school with a KG; school gender, inclusion of one USAID School Support Program school in each region; and transportation routes, with an eye toward minimizing transportation costs to the extent possible when visiting the schools.

**Table 4** lists the 12 selected schools with relevant data.

**Table 4. Schools selected for remediation pilot**

Region	School Name	App <sup>8</sup> . KG Students	No. of G1 Sections	No. G1 Students	No. of G2 Sections	No. G2 Students
North	Aseera Al Shamaliya Elementary Boys School	20	3	85	3	105
	Esla Elementary Coed School	0	1	33	1	19
	Fatima Khatoun Elementary Coed School	0	3	86	3	92
	Wadi Al Fara' Elementary School	0	2	53	2	60
<b>North Total</b>		<b>20</b>	<b>9</b>	<b>257</b>	<b>9</b>	<b>276</b>
Middle	Al Nithamiya Elementary Girls School	0	1	15	1	15
	Al Nuwaima Upper Boys School	20	1	12	1	13
	Biddu Elementary Boys School	20	3	73	3	77
	Surda Elementary Coed School	0	1	20	1	19
<b>Middle Total</b>		<b>40</b>	<b>6</b>	<b>120</b>	<b>6</b>	<b>124</b>
South	Al Bweeb Elementary Coed School	20	1	27	1	24
	Al Haj Izhak Al Qawasmi Elementary Girls School	0	2	67	2	69
	Al Khas and An Nu'man Elementary Coed School	20	1	31	1	30
	Al Mohamadiya Elementary Boys School	0	2	37	2	49
<b>South Total</b>		<b>40</b>	<b>6</b>	<b>162</b>	<b>6</b>	<b>172</b>

On November 17, EGR met with the 12 SRCs in the pilot schools to launch the remediation program. EGR's Senior Community Engagement Manager, along with EGR's Reading Specialist, presented the design of the program and walked the SRCs through the remediation manual, section by section, to clarify the model and maximize its success during implementation.

EGR convened meetings for the remaining 92 SRCs throughout December. More than one SRC expressed interest in using some of the activities in their classroom for whole class implementation and for weak students in the third and fourth grade. A teacher in the Hebron

<sup>8</sup> App. represents approaching KG students, i.e., students who completed KG but who had not begun first grade.

directorates distributed the stories of the letters contained in the annex of the remediation program to all the second-grade students in her school. These examples show promise for greater impact and sustainability beyond that initially planned for EGR's remediation program.

EGR's Senior Community Engagement Manager attended coaches' trainings over three days in October 2018 to build awareness of and garner support for the remediation program, encouraging the coaches to follow up with teachers using the program to support struggling readers.

Principals generally play an important role in the success of programs at the school level. The EGR program found this to be the case during implementation of the remediation program. The principal's role as president or vice-president of their school's parent council appeared to influence the roles of parents in the schools and helped build their support for the remediation program. Principals will need to continue to take the lead in supporting the SRCs in the implementation of the remediation program, as without their buy-in, the program will neither make the desired progress nor achieve the desired results. During a principal feedback workshop with teachers and parents in December 2018, the EGR team stressed the importance of principals' support for the SRCs in promoting and implementing the remediation program. Overall, the principals enthusiastically supported the concept of the remediation program. A principal from Jericho commented, "This remediation manual is designed well, with the activities building skills to make the students successful."

The remediation program's ultimate success relies heavily on volunteers and their commitment. The parent council's role is extremely important in terms of helping to recruit the volunteers and providing recognition and support to the volunteers to motivate them to commit to the program. Recognition and support could involve, for example, supporting their transportation to schools, as well as formal letters of recognition for their hours as community service. EGR addressed parents during parent council activation meetings in the 12 pilot schools. During these meetings, EGR found that parents were eager for the program and its benefits. Many expressed their interest in seeing the program expanded to include the third and fourth grades. Volunteers at Esla Co-Ed Elementary School in Qalqilya were notable for the enthusiasm they expressed for the program, mentioning how rewarding and exciting it felt for them to be part of the program.

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

Parents and other household members are key to literacy development and ensuring that children access community-based activities. EGR focused resources on the home environment as a high-impact strategy to reinforce alignment with school- and home-based literacy activities.

EGR had planned to implement an SBCC campaign, which was to focus on enhancing public awareness of the importance of reading—not only in school but also at home and in target communities—to boost the culture of reading through an outreach campaign designed to provide technical support to partners involved in the design, implementation, and assessment of interventions that rely on awareness raising to inform, encourage, and guide parents and families in supporting their children's participation in EGR activities. To gather data and gain insight to inform the design of the SBCC campaign, EGR recruited local consulting firm ABC to conduct a reading behavior survey with the cooperation of the MOEHE. EGR provided feedback to ABC on its implementation plan and the tools the team suggested to conduct the survey.

The assessment collected information and identified current parent and family practices, explored behaviors of reading in homes and communities in terms of resources available and activities organized, and engaged the targeted group in different aspects of the assessment to develop recommendations enabling EGR to define and implement realistic

and concrete community outreach activities and a communication campaign. The assessment evaluated the current knowledge, attitudes, and home practices of parents and children related to early grade reading. It is also collected, analyzed, and presented accurate and specific data about the target audience of the planned campaign to inform EGR's design of messages, techniques, and tools that resonated with the target audience.

As a result of the assessment, ABC developed recommendations to help EGR develop activities to take place during the life of the project (**Annex O: ABC Report on Family and Community Reading Practices**). Survey recommendations, based on feedback from all participants in the study, included the following:

- 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.
- 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.
- 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.
- 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
- Parents should be given practical tools to begin to encourage the habit of reading with their children, as most parents cited time constraints as the reason for not reading at home.

Based on the recommendations in the assessment report and on the MOEHE's request to increase parental involvement in their children's education process, EGR designed parental engagement tools during the Fall 2018 school term and distributed them to all 9,680 EGR students after the winter break. These tools included a set of vocabulary cards to address the concern of the MOEHE regarding dialect spoken at home vs. MSA spoken in the classroom, along with activity cards with details outlined to assist parents in interacting with their children during literacy activities. To address the issue of diglossia, EGR developed a list of common words spoken in the home that differ from MSA vocabulary. EGR finalized the design of flash cards for parents to use with their children to reinforce the MSA vocabulary used at school. The cards have words written in MSA with pictures to facilitate parents' understanding and use of this valuable and innovative reading resource.

EGR also developed and produced interactive parent–child activity cards to help parents work with their children at home on basic reading and writing skills. Each card outlines the language skill focus, grade level, and step-by-step directions for the activity and variations of the activity. The cards have photos of age-appropriate students carrying out the activities. The activities can be carried out with parents, grandparents, older siblings, or family friends.

EGR's Community Engagement team visited the 12 pilot schools and met with parent councils and parents of students in KG–Grade 2. The goal of the meeting was to activate parent councils in EGR schools to build support for the remediation program and raise awareness of parents' roles in supporting their children's literacy development. EGR had met with parent councils in all 12 pilot schools by the end of December 2018.

**Table 5** contains a record of the parent council meetings.

**Table 5. Parent council meeting records**

#	Name of School	Meeting Date	Number of Parents Attending		Directorate
1	Surda Elementary Co-ed School	Nov 6	7		Ramallah
			Men	Women	
			0	7	
2	Biddu Elementary Boys School	Nov 6	6		Ramallah
			Men	Women	
			5	1	
3	Wadi Al Fara' Elementary School	Nov 7	17		Tubas
			Men	Women	
			1	16	
4	Fatima Khatoun Elementary Co-ed School	Nov 7	12		Jenin
			Men	Women	
			0	12	
5	Al Nuwaima Upper Boys School	Nov 25	18		Jericho
			Men	Women	
			5	13	
6	Al Nithamiya Elementary Girls School	Nov 26	21		Jerusalem
			Men	Women	
			0	21	
7	Al Bweeb Elementary Co-ed School	Nov 27	18		Yatta
			Men	Women	
			0	18	
8	Al Khas and An Nu'man Elementary Coed School	Nov 27	13		Bethlehem
			Men	Women	
			0	13	
9	Al Haj Izhak Al Qawasmi Elementary Girls School	Nov 28	65		Hebron
			Men	Women	
			0	65	
10	Al Mohamadiya Elementary Boys School	Nov 28	39		Hebron
			Men	Women	
			0	39	
11	Aseera Al Shamaliya Elementary Boys' Schools	Dec 3	21		Nablus
			Men	Women	
				21	
12	Esla Elementary Co-ed School	Dec 3	24		Qalqilya
			Men	Women	
				24	

One of the first outputs under the Community Engagement component of EGR was the research and compilation of an inventory of NGOs and CBOs in the West Bank suitable as potential recipients of EGR small grants to carry out literacy activities during winter breaks

and summer camps held by the MOEHE in EGR communities (**Annex P: Inventory of CBOs and NGOs**). Minister of Education and Higher Education Dr. Sabri Saidam announced on January 16, 2019, during EGR's final recognition event, that all MOEHE schools would hold summer camps for students interested in attending. Previously, the MOEHE offered only a limited number of summer camps. Unfortunately, the planned grant program was among the activities and interventions not implemented due to early closure of the project.

EGR benefitted from the MOEHE's full support for the remediation program. During a meeting with MOEHE officials in September 2018, Ministry officials stressed the importance of community engagement and parental involvement in the education process for better academic achievement and well-being. EGR recommended that university students' community service hours could be accrued through working in the remediation program, and the Minister in the final event recognized this as an adopted policy they would work toward with universities.

### 3 Monitoring and Evaluation

EGR measured the success of its activities against the indicators stated in the project's Monitoring, Evaluation and Learning (MEL) Plan, approved by USAID in May 2018. The Plan describes how RTI would monitor, evaluate, and learn from project activities through its feedback loops for collaborative learning and adaptive management.

EGR's Results Framework and development hypothesis (**Annex Q: EGR Reading Results Framework**) provide the basis for defining the series of performance indicators to measure the performance of EGR, in cooperation with the MOEHE, in achieving the activity's expected results. The performance indicators present a description of the actions that were taken and methods used to track implementation fidelity and evaluate progress until project closure.

The performance indicator tracking table (**Annex R: Final Performance Indicators Tracking Table**) presents the range of EGR performance indicators and their relationship to the Results Framework. It summarizes additional elements of each indicator (i.e., data source and collection method, reporting frequency, baseline information, targets, and values) in a succinct manner.

#### 3.1 Monitoring implementation

To provide information for timely and well-informed adaptive management decisions for implementation of EGR and to report on progress toward activity input and process targets, monitoring was fully integrated into the activity's implementation practices. EGR staff and MOEHE counterparts used standardized data-collection forms rendered on hand-held tablets to rapidly capture critical information on trainings conducted, routine classroom observations, and institutional capacity and learning environment assessment tools.

**Instrumentation and Data Collection.** Table 6 below includes a list of the instruments EGR used for monitoring the implementation of project inputs and processes.

Building on RTI's use of electronic tablets and mobile phones for immediate capture of survey and assessment results in the West Bank, Jordan, Egypt, and elsewhere, EGR equipped and trained government counterparts and other data collectors to use hand-held devices with Tangerine-based software for data capture and transmission to the EGR office, where these data were compiled and stored in the dedicated M&E database.

**Table 6. Summary of instruments deployed in EGR M&E**

Data Collection Instrument	Description	Actors Involved	Time Frame
<b>Instruments used primarily in monitoring implementation of EGR inputs and processes</b>			
MOEHE school census (selected data)	Following regular annual MOEHE school census, EGR requests extracts of selected school-level data relating to student enrollments and teachers deployed by grade. Informs M&E Indicator 6.	MOEHE Education Management Information System staff	Data collected and summary report on indicator produced annually.
Teacher professional development attendance records	Attendance data captured manually for each EGR-facilitated professional development activity. Informs M&E Indicator 11.	EGR professional development event managers	Records captured as training events occurred, on an ongoing basis.  Summary report on indicator produced every reporting month.
Classroom coaching observation form	EGR specialists in cooperation with the MOEHE developed tablet-based instrument completed by coaches during every coaching visit to observe and support teachers' classroom performance. Data compiled provided an overall picture of teachers' use of project interventions and schools' participation in EGR activities. Informs Indicators 9, 10, and CC-1.	MOEHE supervisors and others who have trained as EGR coaches	Beginning in October 2018 and ongoing through December 2018.  Summary report on indicator values produced every reporting month.
<b>Instrument that informs both input/processes and M&amp;E of outcomes</b>			
<b>Instruments used to evaluate progress toward EGR outcomes</b>			
Learner reading and writing assessments	Sample-based individual student assessments for reading and writing skills at KG, G1, and G2 levels. EGRA and MELQO assessment instruments were adapted and adjusted by EGR and the MOEHE Assessment TWG to the West Bank context and administered by trained assessors using tablet technology. Results used to inform subsequent EGR training and support activities and set values for indicators 1–5.	MOEHE supervisors and others who trained as EGR coaches	Baseline: April 2018

**Thematic Research Studies.** EGR also carried out small-scale thematic research studies, each defined and designed in close consultation with the MOEHE, to help inform the development of specific EGR interventions. **Table 7** presents a summary of EGR’s fiscal year (FY) 2018 thematic research work.

**Table 7. Summary of EGR FY 2018 thematic research activities**

Study / Instrumentation	Description and Purpose	Data Collection Actors	Time Frame
<i>Time on Task</i> study / Time on Task observation instrument	The Time on Task instrument records the time teachers spend on reading and writing instruction in classrooms. Results of the study were used to inform training activities and policy recommendations relating to Time on Task.	MOEHE supervisors	November–December 2017
Survey of social behavior and attitudes toward reading	School communities were surveyed to determine current reading practices. Data were to be used to inform EGR’s community communications strategy.	Independent survey company	March–June 2018
EGR baseline assessment	Sample-based student assessments for reading and writing at KG, G1, G2 levels. EGRA and MELQO assessment instruments were adapted and adjusted by EGR and the MOEHE Assessment TWG; administered by trained assessors using tablet technology. Results used to inform subsequent EGR training, provide values for indicators, and inform policy recommendations relating to ORF benchmarks for G1 and G2.	MOEHE supervisors and others who trained as EGR coaches	April 2018
Book leveling study and tool	EGR developed a tool to determine the age- and grade-level appropriateness of text. The tool was used to assess reading materials currently in schools and newly developed materials.	EGR specialists in coordination with the MOEHE Materials Development TWG	April 2018

### 3.2 Data quality assurance

EGR put into place steps to ensure that data reported met USAID’s five data quality standards as defined in *ADS 203.3.11.1*. EGR’s data-collection procedures, methodologies, source files, records, and documents (and any other sources from which data were obtained or calculated) ensured adherence to the following data quality standards: validity, integrity, precision, reliability, and timeliness.

Pre-testing data-collection instruments and training data collectors on the guidelines and schedules for data collection represented the first level of internal data quality assurance. At a second level, EGR staff conducted random checks on the accuracy and completeness of the data-collection processes, which was documented in EGR monthly reports.

For EGR assessments and studies, the M&E team supervised the instruments’ administration and data-collection processes to ensure the quality of data collected. Moreover, electronic capture of most data and transcription and manipulation challenges included cross-checking, as well as internal verification of data with sources. EGR conducted

an internal data quality assurance exercise to ensure data reported complied with USAID data quality standards.

### 3.3 MEL information management

In keeping with *ADS 203.3.3.1*, EGR established a dedicated MEL database to house activity implementation and performance data, including data reported on USAID Geographic Management Information System (GeoMIS).

The EGR Senior M&E Specialist and Data Quality Assurance Coordinator managed the MEL database in Microsoft Excel and various other applications, including SPSS. Where electronic tablets were used to record classroom observations and other information, data collected were transferred into the database. Data from the EGR MEL database were used to feed into GeoMIS as required by USAID (**Annex S: GeoMIS Activity Status**).

EGR regularly reported progress and results to USAID and the MOEHE. The established reporting protocols included regular phone updates, face-to-face meetings, and monthly reports to detail operational progress, identify challenges, and highlight specific successes. These reports also apprised USAID of upcoming activities and identified early warning concerns, which allowed for USAID and RTI to work collaboratively and proactively to resolve potential problems in advance.

## 4 Implementation Challenges

EGR was fortunate to have significant support from all project stakeholders despite considerable ongoing challenges. With dogged persistence and considerable flexibility, EGR found creative ways to mitigate obstacles encountered.

**Engagement of NIET.** Contractually, EGR was to have engaged the trainers from NIET in all activities. However, in the initial meetings with the MOEHE, the Deputy Minister directed EGR to work predominately with the supervisors from the Supervision and Qualifications Department. The MOEHE's rationale was that the supervisors were approved to conduct classroom observations, while the NIET trainers were appointed as trainers only. EGR consented to using the supervisors as coaches, but requested representation from NIET in the TWGs and training sessions to keep them apprised of the EGR program.

**Political Tensions Following US Recognition of Jerusalem as the Capital of Israel.** The announcement on December 6, 2017, during the training for the Time on Task study, by the US Government that it would recognize Jerusalem as the capital of Israel triggered a series of Palestinian protests. In anticipation of protests, EGR shortened the training day to enable participants to avoid potential unrest on the roads and shifted the training days in recognition of the PA'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 Time on Task 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 to meet with their Ministry counterparts at the Ministry offices. 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. By March 2018, 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 late Spring of EGR’s first year, the relationship between all project staff and the MOEHE returned to normalcy, apart from that with the CC, which abstained from contact with US projects after December 2017. This abstention resulted in EGR’s conducting the reviews of the standards and curriculum independently of MOEHE input and not garnering the CC General Director’s support in the development of reading benchmarks.

**Inventorizing Early Grade Complementary Reading Materials Available in Public Schools.** In January, EGR requested an inventory, maintained by the ICT Department, of the reading materials currently used in the public schools. However, the MOEHE put all EGR activities on hold in late January until the project presented an overview of activities to the Ministry. This was postponed until March 4. At that meeting, which international project staff and USAID personnel did not attend, the Ministry affirmed the unavailability of the inventory of 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 NIET provided hard copies of a few titles, though EGR was unable to confirm these lists with ICT Department.

**Legislative and Funding Constraints.** EGR, which was initially scheduled from September 2017 to August 2022, ended prematurely due to funding constraints and legislative restrictions outside the control of USAID or RTI. Programmatic activities with the MOEHE ended January 31, 2019, with closeout activities continuing through February 2019.

## 5 Lessons Learned

When the inevitable challenges arise, project staff must be flexible and focused. Every staff member must identify ways to contribute or assist other components to ensure the success of an activity. On EGR, the constant exchange of ideas, solutions, and recommendations kept the project moving at a steady pace. As a team, EGR staff contributed the following lessons learned through the implementation of EGR.

- EGR benefitted from the project design, which provided one year to conduct reviews, studies, and assessments that informed the development of materials. All education projects should have this “front-loaded” model.
- To ensure project success and sustainability of interventions, encourage the MOEHE to maintain principals and teachers at project-supported schools. The continual migration of teachers from school-to-school or to a different grade level within the school did not allow for maximizing and measuring impact over time.
- MOEHE departments compete for control of donor activities, resulting in activities being housed in only one department when input from additional departments is vital. EGR would have benefitted from an initial agreement or understanding with the MOEHE that EGR activities required the participation from multiple departments cooperating together. This agreement took place verbally in initial meetings with the Deputy Minister and his appointed point of contact Dr. Shahnaz Al Far. Internal Ministry dynamics determined the decision-making participants and processes.

**In general, I think what made this project a success was that all staff aspired to find their place in the project’s melting pot. They recognized that their tasks were not limited to the job title they had. We should carry this on to future jobs.**

Ibrahim Khair  
EGR Translator and Interpreter

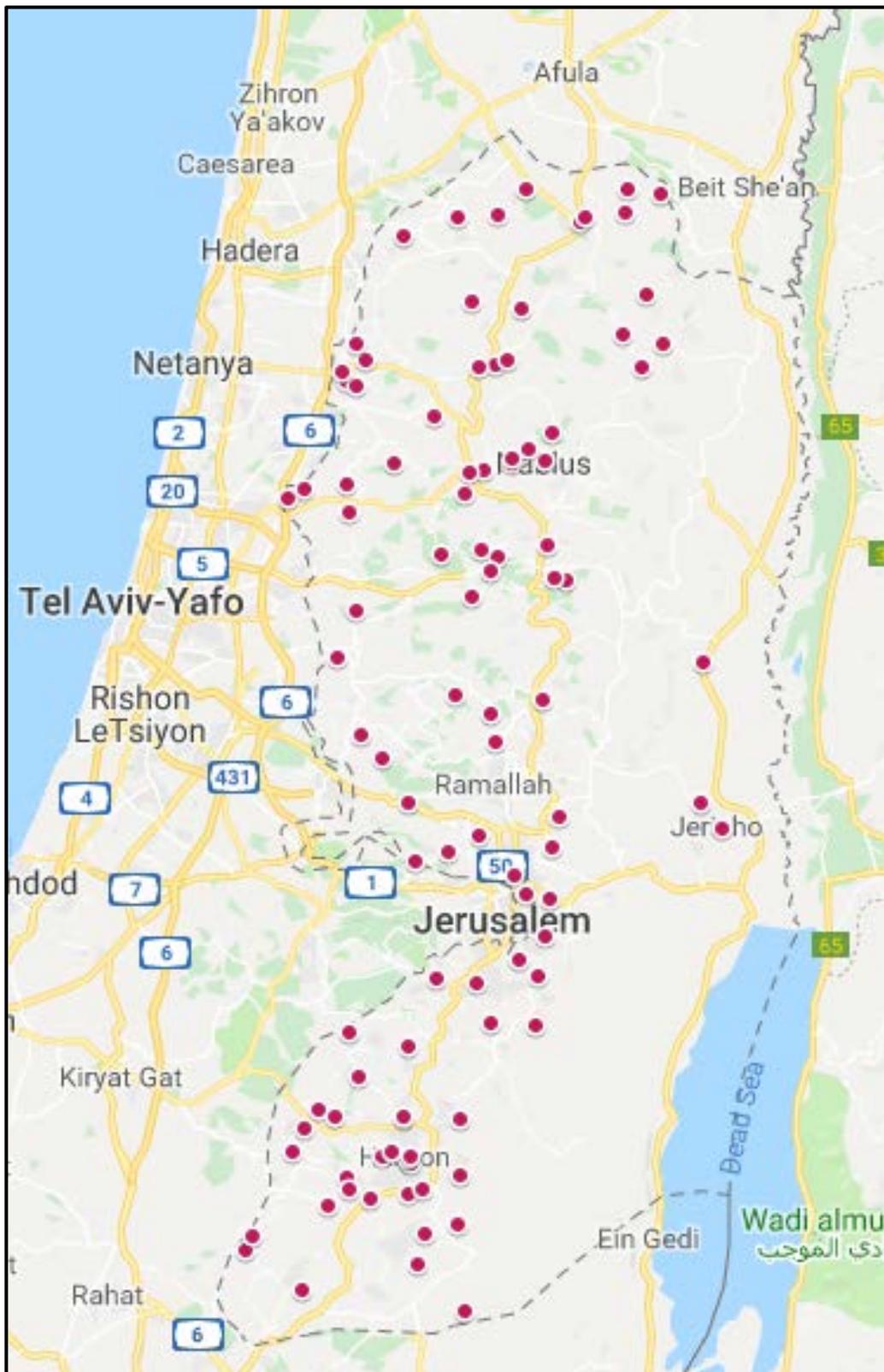
- MOEHE coaches and trainers have many donor projects vying for their limited time. For example, all sector donors have training activities requiring trainers. This would be a good opportunity for the MOEHE to assign personnel from departments other than NIET or Supervision to work with a donor-funded project with careful consideration to the time commitment required.
- For long-term quality of teacher performance in the classroom, preparation must start at the pre-service stage. This could be accomplished through cooperating with one of the universities to encourage teacher preparation programs focused on early grade reading and writing. EGR-produced materials could be used for this effort.
- The value of piloting all materials before finalizing cannot be underestimated. Collecting data on the effectiveness, accuracy, reliability of EGR products, assessments, and tools had multiple benefits: it informed the development of all materials, it enabled EGR to revise before publishing, and it built MOEHE confidence in the materials the project produced.
- MOEHE personnel capacity to use electronic resources was limited. Fortunately, EGR's IT specialist had the capacity to offer training as needed. Future projects should consider engaging an IT specialist who can work closely with the MOEHE and train the personnel effectively if electronic devices or online resources are required.

## Annex A: Final 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>	
<ul style="list-style-type: none"> <li>a. Time on Task study</li> <li>b. A detailed report about the discussions and outcome</li> <li>c. Pilot experiment results regarding time per day for reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>a. Conducted December 2017</li> <li>b. First submitted March 2018; several subsequent revisions; Final USAID approval of report: May 22, 2018</li> <li>c. Year 3 of the award</li> </ul>
<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. He requested that the results not be disseminated.
<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. He requested that the results not be disseminated.
<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. He requested that the results not be disseminated.
<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, midline, endline)</li> <li>f. Improve the capacity of system actors to analyze and report out on the results</li> <li>g. Develop &amp; pilot test a protocol for assessing students' oral language skills in both dialect and MSA at outset of KG</li> <li>h. 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</li> <li>i. Use data and experience from evaluating students to update &amp; revise both national and sub-national policies on early grade reading</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. July 2019 (subject to reviews)</li> <li>h. July 2019</li> <li>i. During Year 3 and throughout EGR</li> </ul>

DELIVERABLES	STATUS
<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. 56 decodable readers, six leveled texts and one wordless book prepared sets of decodable readers, G2 leveled readers, and read alouds procured; 4 interactive posters developed; 3 training videos produced</li> <li>b. Fall 2018</li> <li>c. January 2019</li> <li>d. December – January 2019</li> </ul>
<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 and one module in writing prepared; resource book 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 (implemented in 12 schools only)</li> <li>b. Parent council activation and awareness (implemented 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>	Survey of reading practices, the first step in the SBCC campaign, completed in June 2018. Insufficient time to complete

## Annex B: Map of EGR-supported Schools



## Annex C: EGR Documents and Materials Provided to the MOEHE

Document	Type	Format	Software	Document date
<b>Policy Framework for the Instruction of Reading and Writing in Grades K-2 in the West Bank Strengthened</b>				
<b>Time allocated for early grade reading and writing increased</b>				
Time on Task Study Report	Report	Soft copy	Word	April 2018
Time on Task Data collection tools	Instruments	Soft copy	Word	December 2017
Time on Task Study	Data File	Soft copy	Excel	December 2017
Time on Task Study Presentation	Presentation	Soft copy	PowerPoint	
Increasing and Optimizing Time for Classroom Instruction in Early Grade Reading and Writing in Modern Standard Arabic	Policy Brief	Soft copy	Word	December 2018
<b>KG and Grades 1 and 2 Curriculum Review</b>				
Review of the MOEHE Early Grade Reading and Writing Curriculum	Report	Soft copy	Word	
<b>KG and Grades 1 and 2 Standards Review</b>				
Review of the MOEHE Early Grade Reading and Writing Standards	Report	Soft copy	Word	
<b>West Bank and Gaza Systems for Student Assessment in Reading and Writing Strengthened</b>				
EGR Baseline Assessment	Report	Hard / Soft Copy	Word	July 2018
EGR Baseline Assessment	Data File	Soft	SPSS	April 2018
EGR Baseline assessment tools: - Grades 1-2 - KG tool	Instrument	Soft copy	PDF	April 2018
EGR Baseline Assessment	Writing Assessment Answer Sheets	Hard / Soft Copy	Hard Copies	April 2018
Benchmarks for Early Grade Reading Skills in West Bank	Policy Brief	Hard / Soft Copy	Word	December 2018
<b>Classroom Instruction in Modern Standard Arabic in Grades KG, 1, and 2 Improved</b>				
<b>Evidence-based Essential Reading Materials for Grades K-2 Distributed to Classrooms</b>				
Leveling tools	Instrument	Soft Copy	Excel	January 2019
<b>Complementary materials</b>				
Decodable reader level one	Book	Hard / Soft Copy		January 2019

Document	Type	Format	Software	Document date
Decodable reader level two	Book	Hard / Soft Copy		January 2019
Levelled readers (30 books in each set)	Book	Hard copies		January 2019
Big books: set of seven books <i>My Family and I</i>	Book	Hard Copy		
Big book: <i>Faris is a Big Boy</i>	Book	Hard Copy		
Big book: On My Grandpa's Farm	Book	Hard Copy		
Wordless book	Book	Hard Copy		
Levelled reader: Fatoosh and Farfoosh – 6 books	Book	Hard / Soft Copy		
Jordan RAMP – 5 read-aloud books	Book	Hard Copy		
10 Read-aloud books	Book	Hard Copy		
Complementary Materials Guide	Manual	Hard / Soft Copy		
Four Interactive Posters 1. Word Map 2. Story Map 3. Character Map 4. Reading comprehension questions	Poster	Hard / Soft Copy	PDF	
Videos 1. Strategies for Reading Comprehension 2. Stages of Reading 3. Letter Sounds and Letter Names	Video	Videos		
<b>Teachers, Directors, and Supervisors' Skills in EGR Instruction Improved</b>				
Compiled Training Module on the Five Basic Reading Skills: 1. Phonemic Awareness 2. Phonics 3. Fluency 4. Vocabulary 5. Reading comprehension	Manual	Hard / Soft Copy	PDF	

Document	Type	Format	Software	Document date
Fact Sheets (Total 12) <ul style="list-style-type: none"> <li>• Before, during, after</li> <li>• Five basic reading skills</li> <li>• Student Centered Learning</li> <li>• Formative assessments</li> <li>• Phonemic awareness</li> <li>• Phonics</li> <li>• Fluency</li> <li>• Vocabulary</li> <li>• Reading comprehension</li> <li>• Leveled reading</li> <li>• Alphabetic principle</li> <li>• Decodable readers and directed reading</li> </ul>	Document	Hard / Soft Copy	PDF	2018
Writing Skills Training Module	Manual	Hard / Soft Copy	PDF	
Resource Book	Manual	Hard / Soft Copy	PDF	
Classroom observation Form	Form	Hard / Soft Copy	Word	
Classroom Observations	Data file	Soft copy	Excel	January 2019
Teacher Learning Circles	Manual	Hard / Soft Copy	PDF	
<b>Reading Enrichment and Awareness Activities Expanded</b>				
<b>School and Community-based Extracurricular Reading Activities Expanded</b>				
Remediation Program Manual	Manual	Hard / Soft Copy		
Remediation Program Fact Sheet	Fact Sheet	Hard / Soft Copy		
Videos	Video	Video		
<b>Family Awareness of and Engagement in Supporting Reading Increased</b>				
Parental and community awareness fact sheet	Fact Sheet	Hard / Soft Copy		
Parental Engagement Activity Cards	Bound cards	Hard / Soft Copy		
Diglossia cards	Bound cards	Hard / Soft Copy		

## **Annex D: Establishing Primary Students' Reading Benchmarks Policy Brief**

This Policy Brief presents the research and findings on rigorous data analysis of the Early Grade Reading activity 2018 baseline assessment. The findings were used to set benchmarks for oral reading fluency to enable the Ministry to monitor early grade reading outcomes.

The full report can be found at RTI's SharEd and on the Global Reading Network:  
<https://shared.rti.org/content/benchmarks-early-grade-reading-skills-west-bank>

## **Annex E: Optimizing Instruction Time Policy Brief**

This Policy Brief presents research and findings from the USAID/West Bank Early Grade Reading *Time on Task Study* and policy recommendations to the Ministry of Education and Higher Education to increase and optimize time for Modern Standard Arabic instruction, leading to a policy reform decision to eliminate Grade 1-4 homework in order to free more class time for reading and writing instruction.

The full report can be found at RTI's SharEd and on the Global Reading Network:  
<https://shared.rti.org/content/increasing-and-optimizing-time-classroom-instruction-early-grade-reading-and-writing-modern>

## Annex F: Time on Task Report

EGR with the Ministry of Education and Higher Education conducted a *Time on Task Study* to answer these research questions:

1. How much time is allocated in the school day on the school calendar for Arabic instruction?
2. How is instructional time used that is designated for Arabic? How much of the lesson focuses on reading/writing? What instructional approach is used? What activities are students involved in? What is their level of engagement?
3. Which effective literacy instructional pedagogical behaviors are seen?
4. How much time in the school day is the teacher instructing? Does this time focus on instruction in reading, writing, and/or language development?
5. What are the barriers to instruction and time on task?

The full report can be found at RTI's SharEd and on the Global Reading Network:  
<https://shared.rti.org/content/early-grade-reading-egr-time-task-study-report>

The full report can be found at RTI's SharEd and on the Global Reading Network:  
<https://shared.rti.org/content/early-grade-reading-egr-time-task-study-report-arabic>

## Annex G: EGR Studies Results Dissemination Workshop Outcomes

The recommendations from EGR’s studies, reviews and project baseline assessment resulted in three major areas for discussion: policy, administrative, and instructional. On September 10, EGR, led by RTI specialist Joseph DeStefano and EGR consultant Suleiman Aref, convened a group of Ministry of Education and Higher Education specialists to agree on the areas of greatest interest to the Ministry.

### Area 1: Policy Considerations

1. Increased time devoted for 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 for early grade reading.
5. Review teacher assignment and promotion policy to ensure that experienced quality teachers teach in the early grades.

### Priority Policy Recommendations

Review teacher assignment and promotion policy to ensure that experienced quality teachers teach in the early grades. (#5)

Require, provide or encourage teacher professional development for early grades. (#2)

### Key outcomes of discussion:

Action	MOEHE Units
Combine the two priority recommendations into one recommendation.	
Revise teachers’ assignment criteria and professional examinations.	Supervision, General Education and Assessment and Evaluation Department (AED)
Revise the curriculum provided in universities so that it provides courses on early grade instruction	Accreditation and Quality Assurance Commission (AQAC), Supervision and NIET
Include “Readiness to teach Index” as part of teachers’ evaluation rather than the traditional teacher evaluation mechanism, but first ensuring its applicability for grades KG-G4	Supervision, AED and Field Follow-up.
Activate the Teacher Categorization Law (Qualified teacher) to maintain teachers at a specific grade level if they excel at this level.	Supervision, NIET and Teacher Development Association
Emphasize professional development through in-service training programs	Supervision and NIET

## Area 2: Administrative Considerations

1. Organization and management of the school time
2. Optimal use of time during the school day
3. Identifying opportunities for enrichment and remediation for students who are struggling
4. Engaging parents and the communities in activities that support early grade reading.

### Priority Administrative Considerations:

Organization and management of the school time (#1)

Action	MOEHE Units
It should be re-emphasized that official instruction involves all stakeholders, i.e., Teacher, Supervisor, Principal, Student.	Supervision, General Education, Planning and field follow up
Good planning for the lesson and teacher preparedness is necessary	Polices committee and Education development departments
Create an interactive class environment by preparing students for the lesson, linking it to past lessons and experiences and connecting it to the new lesson.	Polices committee and Education development departments
Student-centered approaches to learning and student involvement during the lesson through a variety of activities and instructional techniques.	Polices committee and Education development departments

Engaging parents and the communities in activities that support early grade reading. (#4)

Action	MOEHE Units
Education is a continues active process and not limited to what goes on in schools. Parents should to be engaged, mothers, especially in the early grades, on the instruction processes and how to support their children in the learning process, especially when it comes to the differences between the spoken language in the home and MSA.	Supervision, Students Activities, school counselors, AED and Planning
Provide materials and home activities to involve parents and the community in the instruction process.	

## Area 3: Instructional Considerations

1. Adjust the instructional activities so they provide a balanced “literacy diet”
2. Create opportunities so that all classrooms (K-2) 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 reader developed by EGR to have children begin reading earlier.
5. Introduce students to a variety of text; fiction, non-fiction, poetry etc., when teaching Arabic lessons.
6. More informal assessments (quick checks for understanding) required to help teachers’ monitor their students’ instructional needs.

7. Comprehension activities should be introduced and emphasized throughout the early grades.
8. Writing instructions should include opportunities for students to develop mechanics, accuracy and expression of thoughts.

### Priority Instructional Considerations

Use decodable and leveled reader developed by EGR to have children begin reading earlier. (#4)

Action	MOEHE Units
Education in the early grades especially KG should assume that students know nothing when entering KG. Thus, letter sounds (not names) should be taught through 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 syllabus approach (Khalil Al Sakakini Approach) and then gradually moving towards words (audiovisual aids), sentence fragments, short sentences and sentences.	Curriculum, General Education and (Educational) Supervision

### Recommendations from Joseph DeStefano, RTI specialist, following the workshop

The baseline assessment and the Time on Task study of the Early Grade Reading Project provide the MOEHE insight into the teaching and learning of Arabic literacy in kindergarten and grades 1 and 2. Students are developing pre-literacy skills in kindergarten and basic literacy skills in grades 1 and 2. However their level of skill development is far below what it should be. Learning across the early grades is proceeding at an insufficient pace so that children are not developing into independent readers. For example, only a small percentage of students (22%) can read fluently and comprehend a short passage of text by the end of grade 2. Even fewer (13%) can correctly write a simple response to a question.

The Time on Task study reveals some of the reasons why literacy development is less than what is needed in the early grades. The time each day available for language development in kindergarten is well below what it should be, and kindergarten teachers are not making sufficient use of what time they do have to engage students in productive pre-literacy or early literacy activities. While more time is allocated for language and literacy development in grades 1 and 2, teachers are not engaging students enough in productive activities focused on skill development during that time. Furthermore, the instructional activities that teachers rely on are not targeting the appropriate mix of skill areas within and across these three early years of school. Teachers were observed to have students engage in greater amounts of individual work in grades 1 and 2 than in kindergarten, but the nature of that individual work could be substantially improved. And opportunities for reinforcing language and literacy skills throughout the school day are not being created nor taken advantage of.

The findings of the baseline assessment and Time on Task study lead to several recommendations, which are presented and discussed below. The recommendations are grouped under three headings – those that would require some policy-level actions, those that related to the administration and management of schools, and those that concern the instructional practices of teachers.

## Policy Considerations

### 1. Increase the amount of time allocated for language and literacy instruction in the early grades

In kindergarten, in particular, a much larger portion of the school day should include opportunities for students to develop and practice their oral language and pre-literacy skills. During the policy dialogue workshop on 10 September 2018, participants raise the point that students come to school speaking a dialect version of Arabic and many students are being introduced to Modern Standard Arabic (MSA) for the first time. Therefore, even more time should be devoted to language development if students are to be adequately prepared to develop literacy skills in MSA.

An emphasis on language development should continue as well in grades 1 and 2. The 80 minutes available for Arabic in these grades is a good allocation, but teachers need to make better use of that time – in particular providing ample opportunities for students to build vocabulary and develop strong basic literacy skills. These issues relate more to instructional practice however, and recommendations for how to improve instruction are discussed below.

### 2. Require, provide and/or encourage teacher professional development aimed at improving language and literacy instruction in the early grades.

To improved use of time for language and literacy, teachers in the early grades will need to learn how to better structure their lessons, how to reinforce language and literacy across subjects and how to engage students in productive opportunities to develop, practice and extend their literacy skills. This implies that the MOEHE will need to either require, provide and/or encourage teacher professional development in these areas.

**Require:** The MOEHE could make it policy that any teacher assigned to teach in K thru G2 (or G3) participate in a required professional development program related to language and literacy instruction.

**Provide:** If teachers are to be required to undergo language and literacy-related professional development, then the MOEHE will need to ensure that such a training program is developed and offered. This would mean working with the appropriate technical staff and expertise to develop a research-based professional development program focused on the specific instructional practices that teachers need to learn and become skilled at using. The training being offered by the EGR Project is an example of this kind of professional development, and it could form the basis for a required program for teachers in early grades.

**Encourage:** Even if the professional development program is required, encouraging teachers to learn and, more importantly, apply the skills such a program would impart will be important. To change their behavior, teachers will need to see the benefit or reward for the effort needed to make that change. Teachers could therefore receive some “credit” for participating in a professional development program, and additional credit for demonstrating that they are regularly applying the skills acquired in their instructional practice. Credit can take the form of advancement in their careers and therefore improved remuneration.

### 3. Develop a specialized teacher qualification for those teachers who want to focus on teaching in the early grades.

With a professional development program for language and literacy, the MOEHE can offer a specialized teacher certification for those who complete that program. Many countries have also then used such a program to develop courses of study to be included in what is offered by pre-service teacher training institutions. Existing teachers and teacher trainees could then opt for a sub-specialization related to language and literacy in the early grades. Offering such a specialization is one way that education systems move away from teachers “graduating” from lower primary to upper primary or to secondary grades as ways to advance in their careers.

#### **4. Review assignment and promotion policies to ensure experienced, quality teachers can continue to teach in the early grades, while still advancing in their careers.**

If, as recommendation 3 suggests, the MOEHE were to create a specialized teacher qualification for early grades, then assignment of teachers to those grades would have to be based on that qualification – either assigning only those who have such specialized skill or requiring/offering the professional development (recommendation 2) to those interested in teaching in those grades. Teachers opting to specialize in early grades then also need to see career advancement opportunities that allow them to remain teaching in those grades, rather than being “promoted” to higher grades. Numerous education systems around the world have created career ladders that allow teachers to remain teaching in early grades, yet still advancing through stages such as novice teacher, established teacher, advanced teacher, master teacher. These stages can bring additional recognition and remuneration.

#### **5. Develop teacher performance standards related to early grade reading**

If teachers specialize in early grades, MOEHE will want that specialization to be focused on instructional practice that emphasizes language and literacy (and numeracy) development. In order to have such a specialization be focused on actual practice and not just teacher completion of a course of study, many education systems develop teacher performance standards. Such standards indicate the specific instructional practices teachers are expected to use/demonstrate in their daily instruction. Work would need to be done to communicate these standards to teachers (having teachers involved in developing the standards is one way to ensure that they are more acceptable to teachers) and to school directors. Emphasizing that performance standards are meant to provide a framework for supporting teacher improvement and are not meant to be evaluative, is another way to ensure that they are viewed positively by teachers. School directors and system supervisors would need to be trained in how to “coach” teachers to meet the standards.

### **Administration and Management of Schools**

#### **1. Organization and management of the school day**

The MOEHE establishes required start and end times for the school day and communicates to schools the number of hours of each subject to be scheduled into the school’s weekly program. However, any individual school is only able to follow that program if the school director is able to work with his/her staff and the local community to make sure both teachers and students adhere to the schedule. In many education systems, the programmed time for instruction is often lost due to teacher or student absenteeism and tardiness, or the capricious closure of school. Other disruptions to the school day – late start, early end, or other unscheduled breaks in the day – also can rob students and teachers of time for instruction and learning. When ministries of education wish to better enforce adherence to the school schedule, being able to monitor any loss of time is important. Systems to record and track absenteeism and to communicate with school directors about their management of the schedule would enhance the education system’s ability to assure better management of time for school. In many countries, parents and communities are enlisted at the local level to support and monitor the use of time in school – including helping make sure that teachers and students attend school on time. The MOEHE could provide schools and their communities the tools to monitor and improve the management of the school day.

#### **2. Optimal use of time during the school day**

If the ministry seeks to have school directors better monitor and manage the school day (as indicated in number 1 above), then it may wish to consider how to create incentives for schools to do so. Recognizing and rewarding those schools (and their communities) that do the best job of optimizing time for instruction may prove more motivating than seeking to punish or sanction those schools that do a worse job. Recognition is sometimes a powerful

motivator – for example recognizing schools for best use of time, or for the best rates of student and teacher attendance, or for least disruptions to the school day or calendar.

### **3. Creating opportunities for enrichment and remediation**

The available hours for the school day or week are fully programmed either with class or recreational time. However, given the challenge of adequately developing the language and literacy skills of students in the critical early years of school, many students could benefit from extra instructional time either for remediation of basic skills or for enrichment and extension of those skills. Through what means can schools add time to the school day or week for supplementary instruction?

Research has shown that additional instructional time, used in structured ways to support reinforcement of basic skills, can be very effective in improving students' levels of performance especially in foundational language and literacy (and numeracy) skills. Several things are needed for additional instructional time to be successfully implemented. Teachers need tools to identify students who could benefit from additional instruction. The schools and their communities need then to organize the additional time – either before or after school, on the weekend, and sometimes even during long holidays. Resources should be provided for this – for example, with the Ministry providing matching funds as a way to incentivize community contributions to such efforts. Using teachers, supplemented with community volunteers or older students as mentors, is one effective way to create additional learning opportunities. Developing good materials and resources for the extra instructional time would also be important – so that the additional time is used well.

### **4. Extending the reach of the school day by engaging parents and communities in activities that support language and literacy development.**

As participants in the workshop noted, students spend much more time at home than they do in school. Also, since the language used at home differs from the language of school, it is even more important to consider how to reinforce at home the early grade language and literacy development objectives. To address this, many countries have introduced activities that parents and students can do at home to help students increase their oral vocabularies and gain extra practice at foundational literacy skills such as phonemic awareness, familiar word recognition and listening comprehension. Creating fun and interesting ways that parents can engage their students in such activities for a short period each day and promoting the role of parents in doing so is something many projects now do.

## **Improved Instructional Practice**

The Time on Task and baseline studies identified a number of improvements in teachers' instructional practices that could contribute to better language and literacy development in kindergarten and grades 1 and 2. These can be summarized as:

- Adjust the instructional activities so they provide a balanced “literacy diet”
- Create opportunities for all K-2 classes provide a word awareness/rich environment.
- Use a variety of reading activities; read alouds, partner reading, individual reading, etc.
- Use EGR decodable and leveled readers to have children begin reading earlier.
- Introduce students to a variety of text; fiction, non-fiction, poetry etc. to teach Arabic.
- Help teachers use informal assessments (quick checks for understanding) more regularly to monitor their students' instructional needs.
- Introduce and emphasize comprehension activities throughout the early grades.
- Introduce approaches to writing instruction that include should include opportunities for students to develop mechanics, accuracy and expression of thoughts.

These recommendations could inform the development of a professional development program aimed at all teachers of early grades (as discussed under policy options).

# Annex H: EGR Policy Briefs' Workshop

## Workshop Summary and Objective

EGR, in cooperation with the Ministry of Education and Higher Education (MOEHE), developed two policy briefs to support improved instruction of Modern Standard Arabic (MSA) in the early grades. The briefs were based on results of the Time on Task Study and EGR baseline assessment. EGR conducted a workshop on January 9, 2019 to share the policy briefs and discuss their policy implications with MOEHE general directors and officials. The discussions, facilitated by Dr. Peggy Dubeck, RTI Senior Literacy Researcher, and Dr. Matthew Jukes, RTI Education and Evaluation specialist, focused on three key issues.

1. Optimizing instructional time for classroom instruction in early grade reading and writing in Modern Standard Arabic
2. Increasing time for classroom instruction in early grade reading and writing in Modern Standard Arabic
3. Adopting benchmarks for early grade reading skills to inform policy decisions and planning by the MOEHE for improved reading instruction and student learning outcomes.

## Attendees

The workshop was attended by 29 MOEHE staff members representing 6 departments listed below:

- Supervision and Educational Qualifications
- Educational Planning
- Field Follow up
- Assessment, Evaluation and Examination
- Curriculum Center
- NIET

## Presentations

Presentations summarized the two policy briefs. Dr. Dubeck presented on optimizing and increasing classroom instructional time and Dr. Matthew Jukes presented on adopting the benchmarks for early grade reading skills. Each presentation included a recap of the findings and recommendations from the policy briefs and questions to consider during the group discussion sessions.

Following the presentation of the policy recommendations highlighted in the two policy briefs, workshop participants continued the discussion in two groups<sup>9</sup> to decide on next steps. The guiding questions for the discussion are listed below.

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<sup>9</sup> The optimizing instruction time group was comprised of representatives from the MOEHE departments of Supervision and Qualification, Field Follow up and NIET. Dr. Peggy Dubeck and Suleiman Aref facilitated this group. The benchmarks group was comprised of representatives from the MOEHE departments of Educational Planning, AED and the Curriculum Center. Dr. Matthew Jukes and Dina Husary facilitated this group.

## Optimizing Instructional Time

### How do we optimize the time in the school day for children to receive Arabic instruction?

- What administrative tasks are teachers required to do that reduce instructional time and what could be adjusted?
- What do students do when they finish a task early?
- How do teachers manage student arrival time? (i.e., Do students have independent activities?)
- How do we stress that KG instructional time is valued and should not be interrupted?
- What ways have you seen teachers instruct Arabic across the school day?
- Do KG, grade 1, and grade 2 teachers have the qualifications to optimize the instructional time?

## Adopting Benchmarks

### Key Questions for Discussion

- How do benchmarks relate to the goals of the Arabic language curriculum? Are the benchmarks reasonable?
- Can benchmarks add specificity to the Arabic language curriculum?
- How can the benchmarks about reading performance be communicated to ministry departments, directorates and schools?
- Can we set a target for the percentage of Grade 1 and 2 students achieving reading benchmarks in the next 5 years?
- How can action be coordinated across Ministry departments to achieve the above targets for the percentages of students reaching benchmarks in coming years?
- How can national progress be monitored and reported against the benchmarks?

## Outcomes

**The MOEHE will continue discussion on policy actions for optimizing instructional time.** To establish or adjust policy is the group recommended future discussions that would include representatives from Curriculum and other relevant MOEHE departments.

There was general agreement that benchmarks in early grade reading should be adopted by the Palestinian educational system and that a working group should be formed to make recommendations on the adoption of benchmarks.

## Next Steps

### Optimizing classroom instructional time

- **Ministry to broaden discussion on policy actions for optimizing instructional time.** The group recommended future discussions on establishing or adjusting policy should include representatives from Curriculum and other relevant MOEHE departments. The discussion should focus on how to best use the time in a school day to provide quality MSA reading instruction for 60 minutes/day as the current 38 minutes/ day is insufficient for optimal instruction.

- To provide more innovative and modern teaching methods, the group suggested that schools exchange their experiences based on the model of presented in the “**Experience worth Sharing**” conference, held in 2016.
- The MOEHE should provide guides or training to teachers in the supplementary materials that are provided to classrooms.
- The group strongly recommended that a kindergarten curriculum be provided to guide teachers in their instructional practices.

## Benchmarks

1. **MOEHE should form a policy working group to consider the adoption of reading proficiency benchmarks in Grades 1 and 2.** The group suggested participation from across MOEHE departments, especially Curriculum, Planning, Supervision, General Education and Assessment. The group agreed that it should be co-chaired by Curriculum and Planning.
2. The group agreed that **benchmarks should be communicated to all levels of the education system** (departments, directorates and schools) to facilitate communal cooperation and contributions to achieve the benchmarks. Teachers should have the skills to be major actors in supporting their students to achieve benchmarks.
3. **The benchmarking exercise should begin with a clear statement - derived from the curriculum** - of the reading competencies children should achieve by the end of Grades 1 and 2, e.g., “Children should be able to read a grade-appropriate text with fluency and comprehension”. The statement may be different for each grade.
4. Realistic targets should be set for the percentage of students achieving the benchmarks in the next five years. A plan should be developed to assess progress towards the benchmarks in Grade 1 or 2. Annex XX: EGR 104 Schools Location

## **Annex I: Standards and Curriculum Review**

EGR conducted a review of the early grade reading and writing standards and curriculum for kindergarten, first grade, and second grade relevant to Modern Standard Arabic to compare to international examples and prepare recommendations for standards and curricular revisions.

The full report can be found at RTI's SharEd and on the Global Reading Network: <https://shared.rti.org/content/west-bank-review-moehe-early-grade-reading-curriculum>

## **Annex J: EGR Project Baseline Report**

The EGR baseline assessment was conducted to gain a deeper understanding of the pre-literacy, reading, and writing abilities of kindergarten, grade 1, and grade 2 students in the formal language of primary school instruction in Modern Standard Arabic.

The full report can be found here on the USAID Development Exchange Clearinghouse: [https://pdf.usaid.gov/pdf\\_docs/PA00T9GN.pdf](https://pdf.usaid.gov/pdf_docs/PA00T9GN.pdf) and at RTI's SharEd and on the Global Reading Network: <https://shared.rti.org/content/usaid-west-bank-early-grade-reading-baseline-report>

## **Annex K: Book Leveling Tool**

EGR worked with the Ministry of Education and Higher Education to determine criteria to consider in developing a Book Leveling Tool for Modern Standard Arabic to evaluate if books reflected a progression of reading difficulty.

The full report can be found at RTI's SharEd and on the Global Reading Network:  
<https://shared.rti.org/content/egr-book-leveling-tool>

## **Annex L: EGR Complementary Materials Report**

EGR conducted a review with the Ministry of Education and Higher Education of its early grade reading and writing standards and curriculum to deliver quality instruction to primary students.

The full report can be found at RTI's SharEd and on the Global Reading Network: <https://shared.rti.org/content/early-grade-reading-egr-project-egr-complementary-reading-materials>

## **Annex M: EGR Training Report**

EGR with the Ministry of Education and Higher Education trained coaches to deliver teacher training in early grade reading and writing skills, and on classroom observations techniques.

The full report can be found at RTI's SharEd and on the Global Reading Network:  
<https://shared.rti.org/content/early-grade-reading-egr-project-egr-training-report>

## **Annex N: EGR Coaching Report**

EGR with the Ministry of Education and Higher Education trained coaches to deliver teacher training in early grade reading and writing skills, and classroom observations

The full report can be found at RTI's SharEd and on the Global Reading Network:  
<https://shared.rti.org/content/early-grade-reading-egr-project-egr-coaching-model>

## **Annex O: ABC Report on Family and Community Reading Practices**

This formative assessment of reading behaviors was conducted in the communities targeted for support by the Early Grade Reading project.

The full report can be found at RTI's SharEd and on the Global Reading Network: <https://shared.rti.org/content/formative-assessment-reading-behavior-early-grade-reading-program-communities>

## **Annex P: Inventory of CBOs and NGOs**



**USAID** | **WEST BANK/GAZA**  
FROM THE AMERICAN PEOPLE

# Early Grade Reading (EGR)

## Inventory of NGOs/CBOs

**October 2017; Revised December 2017**

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



# Early Grade Reading (EGR)

## Inventory of NGOs/CBOs

December 14, 2017 (revised)

AID-294-C-17-00006

Prepared for  
USAID/West Bank/Gaza  
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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.

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## Overview

RTI International and our partner AMIDEAST are pleased to submit this Inventory of Non-Governmental Organizations (NGOs) and Community-Based Organizations (CBOs) to the US Agency for International Development's (USAID) for its Early Grade Reading (EGR) activity. EGR will assist the Palestinian Authority's Ministry of Education and Higher Education (MOEHE) to improve early grade reading and writing outcomes. EGR will:

- Develop leveled readers, decodables, and supplemental materials and stock these materials in ~3,000 government basic preschool, Grade 1, and Grade 2 classrooms in the West Bank;
- Train ~10,000 preschool and Grade 1 and 2 teachers on best practices for literacy instruction;
- Mobilize supervisors, coaches, teacher mentors, and school principals to deliver and support early grade teacher coaching and peer learning; and
- Foster cooperation of schools, teachers, and communities, drawing on the energy and inspiration from parents, volunteers, and local organizations to support reading enrichment activities.

## Outcomes

EGR will focus on three outcomes to achieve these aims.

- Outcome 1: Policy framework for the instruction of reading and writing in Grades KG-2 in the West Bank developed;
- Outcome 2: Classroom instruction in Modern Standard Arabic (MSA) in Grades KG, 1, and 2 in all 2,830 MOEHE-supported schools in the West Bank improved;
- Outcome 3: Reading Enrichment Activities and Awareness Activities Expanded

Under *Outcome 3: Reading Enrichment Activities and Awareness Activities Expanded*, community-engagement strategies will strengthen school-community engagement practices, innovate school leadership behaviors, and animate parental stakeholders to help schools and communities align their vision, goals, norms, and activities to improve early grade reading outcomes. EGR will implement regular reading “enrichment” activities throughout the school year via the award of small grants to local community associations, CBOs, and NGOs. These activities will be hosted by local libraries and community centers and occur after-school, on weekends, or during the short school vacations.

## Inventory

In preparation, for the competitive award of the small grants (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.

No.	Directorate	Organization	Phone	Director	E-mail	Area of Work
<b>All organizations listed below are involved in activities which are relevant to early primary grades.</b>						
1	Hebron	Youth Development Resources Center	022224545	Omar Dahman Bissan Al Shareef	<a href="mailto:omar@pchc.ps">omar@pchc.ps</a>	Development
2	Jerusalem	Beit Anan Cultural Center	022474460	Hussam AlShaikh Heba Jamhour	0597180255 <a href="mailto:info@cfc-pal.org">info@cfc-pal.org</a> <a href="mailto:hebajamhour@yahoo.com">hebajamhour@yahoo.com</a>	Development
3	Jenin	Women's Activity Center	042433138	Kifah Hanoun	0599553995	Development
4	Jenin	Jalqamoos Women Center	0599105282	Asmaa Alhaj Abed	<a href="mailto:asmahaj@live.com">asmahaj@live.com</a>	Development
5	Ramallah	The Early Childhood Resource Centre (ECRC)	<u>02-2980222</u>	Mr. Nabil Sublaban	<a href="http://www.pngo.net/">http://www.pngo.net/</a> <a href="mailto:info@ecrc-ier.org">info@ecrc-ier.org</a>	
6	Ramallah	Ladies Club Association Qarawa	02-286234	Sahar Arar		
7	Ramallah	Palestinian Working Women Society for Development(PWW SD)	02-2981977		<a href="mailto:pwvsd@pwvsd.org">pwvsd@pwvsd.org</a>	Gender equality, social justice and respect for human rights
8	Ramallah	Union of Palestinian Women's Committees (UPWC)	02 298 7252		<a href="mailto:upwc@palnet.com">upwc@palnet.com</a>	Gender and social equity for women
9	Ramallah	Afkar Association for Educational and Cultural Development	02-2987315		<a href="mailto:info@afkar.ps">info@afkar.ps</a>	Create a healthy environment for students to build their self-esteem and be active in society, consistent with human, national and democratic and civic values
10	Ramallah	Palestinian Association for Cultural Exchange	02-2407611		<a href="mailto:pace@p-ol.com">pace@p-ol.com</a>	Culture, sports and arts
11	Ramallah	Teacher Development Center	02-2985738		<a href="mailto:info@almawridtdc.com">info@almawridtdc.com</a>	Education

No.	Directorate	Organization	Phone	Director	E-mail	Area of Work
<b>All organizations listed below are involved in activities which are relevant to early primary grades.</b>						
12	Ramallah	Teacher Creativity Center	02-2959960 / 022965610		<a href="mailto:tcc@teachercc.org">tcc@teachercc.org</a>	Teaching on safe, democratic school environments human rights and civic values
13	Ramallah	Sharek Youth Forum	02-2975487		<a href="mailto:info@sharek.ps">info@sharek.ps</a>	Development of young people for employable, skills, active citizenry
14	Tubas	Jouzoor Cultural Center	09-2573462	Khawla Bisharat		Educational courses, heritage exhibitions
15	Tubas	Women Center	09- 2573061	Salwa Al Khudairy		Educational courses, Fitness courses
16	Tubas	Rural Development Association	09- 2574642	Ansaf Abu Mohsen		Educational courses, production projects
17	Tubas	Tubas Charity Association	09- 2573110	Maha Daraghmeh	<a href="mailto:info@tcs-pal.org">info@tcs-pal.org</a>	Educational courses, Kindergarten
18	Tulkarem	Cultural Education Association	598792394			Culture, sports and arts
19	Tulkarem	Palestine Youth for Development	09-268911	Mutasim Tahoun	<a href="mailto:Pyd2009pyd@gmail.com">Pyd2009pyd@gmail.com</a>	Youth development on talents, abilities and innovations, international youth exchanges
20	Tulkarem	Cultural Center for Child Development	09-2680787		<a href="mailto:cultural_98@yahoo.com">cultural_98@yahoo.com</a>	Educational readiness, child development, local heritage concepts
21	Qalqilia	Association of the Development of Firewood	09-2998694			Development
22	Qalqilia	Cultural Forum Society	09-294 8320			Culture, arts, education, social accountability
23	Qalqilia	Palestinian Youth Creativity Association	09-2945962	Mohammed Amer	<a href="mailto:ebda3_pal@hotmail.com">ebda3_pal@hotmail.com</a>	Culture, sports and arts
24	Jericho	Alqamar Charity Association	02-2312011		<a href="mailto:alqamar.info1@gmail.com">alqamar.info1@gmail.com</a> <a href="mailto:Muhanad_vip@hotmail.com">Muhanad_vip@hotmail.com</a>	Youth and skills development, positive societal influence
25	Jenin	Women 's Labor Union	042504116	Majida Alawna		Development

No.	Directorate	Organization	Phone	Director	E-mail	Area of Work
<b>All organizations listed below are involved in activities which are relevant to early primary grades.</b>						
26	Jenin	Jenin Women's Center	042448011	Fatima Atatra		Development
27	Jenin	Women's Committee for Voluntary Social Work	042502456	Dalal Abu Baker		Social welfare services
28	Jenin	Faqoua Ladies' Center	042410272	Mayson Salama		Development
29	Jenin	Arab American University of Jenin	599313817/ 04-2418888/ ext. 1452- Ramallah: 2973984	Samah Khalaf	<a href="mailto:samah.khalaf@aauj.edu">samah.khalaf@aauj.edu</a>	Language Center
30	Bethlehem	Bethlehem University	598939525	Manal Qassis	<a href="mailto:manalk@bethlehem.edu">manalk@bethlehem.edu</a>	

## Annex Q: 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 R: Final Performance Indicators Tracking Table

EGR measured progress against four standard Performance Plan and Report (PPR) indicators as referenced in USAID’s Education Strategy. EGR 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 were estimated based on the contract and first-year results.

EGR Monitoring, Evaluation, and Learning Plan indicators have been updated below to reflect EGR progress during the period of implementation until January 31, 2019.

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>10</sup>		31%- 50%	Initial targets based on baseline assessment	
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>	Initial targets based on baseline assessment	

<sup>10</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. 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 based on baseline assessment	
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 based on baseline assessment	
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 based on baseline assessment	
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 based on baseline 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. 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 based on baseline assessment	
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	9,679 (104 schools)	9,679 (104 schools)	86,857 (Scale-up phase)	86,857 (Scale-up phase)	Y2–Y3 targets for 104 schools; Y4–Y5 targets for scale-up phase	Premature project closure negated Y2-Y5 data collection
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	4,876	4,876	43,797	43,797	Y2–Y3 targets for 104 schools; Y4–Y5 targets for scale-up phase	Premature project closure negated Y2-Y5 data collection
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	4,802	4,802	43,060	43,060	Y2–Y3 targets for 104 schools; Y4–Y5 targets for scale-up phase	Premature project closure negated Y2-Y5 data collection

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 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>11</sup>	1	2	1	2	Based on the studies conducted EGR will gradually work with MOEHE to revise and update	
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 :83%	87%	26% - 40% <sup>1</sup>		41% - 60% <sup>1</sup>	Target values at Year 3 and Year 5 would have been adjusted if project continued	

<sup>11</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. 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 NA <sup>12</sup>		26% - 40% <sup>1</sup>		41% - 60% <sup>1</sup>	Target values at Year 3 and Year 5 would have been adjusted if project continued	
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>13</sup>	348 <sup>14</sup>	335	3,326	3,326	Based on annual MOEHE census	
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	382		3,000	3,000	Based on EGR contract	

<sup>12</sup> Writing Skills module was not introduced by EGR until January 2019, thus progress against this indicator wasn't captured

<sup>13</sup> Number to be updated once teachers training is conducted on September 29 and numbers provided by MOEHE by October 7.

<sup>14</sup> This is a result of training 75 EGR coached who trained 273 teachers from the 104 EGR schools.

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. 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	0 <sup>15</sup>	1	1	1	Based on EGR contract, EGR will work with MOEHE	
Ind. 14: Percent of teachers receiving in-classroom coaching support once every two weeks <sup>16</sup> 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>17</sup>	83%	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>18</sup>	82 <sup>19%</sup>	95%	-	-	EGR's coaching plan that will reach all teachers multiple times in a year	

<sup>15</sup> Activity wasn't initiated due to project premature closure.

<sup>16</sup> Indicator has been adjusted to measure coaching support once a month due to the project and MOEHE limited financial resources

<sup>17</sup> Coaching activities will be initiated in October following teachers training on Sept. 29, 2018.

<sup>18</sup> Coaching activities will be initiated in October following teachers training on Sept. 29, 2018.

<sup>19</sup> 82% of teachers observed through classroom observation form have implemented formative assessment up to December 2019.

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>20</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	12 <sup>21</sup>	80		947	EGR estimates that 80 of the 104 schools will have active PTAs	
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: 0	NA <sup>22</sup>	60%	70%	75%	EGR will test intervention before rollout	

<sup>20</sup> Project has distributed parent engagement tools to all parent of EGR beneficiary students, however due to premature project closure measurement of this indicator will not be followed through

<sup>21</sup> Due to premature project closure it has been agreed to focus enrichment and community engagement activities to 12 schools.

<sup>22</sup> Due to project closure a full cycle of a remediation sessions did not take place in the life of the project, not even in the pilot schools

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>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	80% <sup>23</sup>	90%	TBD	TBD	EGR training modules include training on inclusivity issues	Targets in Y4 and Y5 to be based on number of schools in which MOEHE rolls out EGR
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% <sup>24</sup>	= 90%	TBD	TBD	EGR training modules include training on gender equity issues	Targets in Y4 and Y5 based on number of schools in which the MOEHE rolls out the program

<sup>23</sup> Project did not capture this indicator as a result of premature closure

<sup>24</sup> Project didn't capture this indicator as a result of premature closure

## Annex S: EGR PPR indicators exported from GEOMIS

PE Code	Indicator Code	Indicator Name	Indicator Result Type	Baseline Value	Starting Fiscal Year	Planned Value for FY1	Actual Value for FY1	Planned Value for FY2	Actual Value for FY2	Comment
3.2.1	3.2.1-14	Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support	Output	0	FY18	0	0	8732	9678	EGR was originally targeting 100 school however since the targeted schools were increased to 104 the actual number of students increased.
3.2.1	3.2.1-14a	Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (Men)	Output	0	FY18	0		4403	4876	EGR was originally targeting 100 school however since the targeted schools were increased to 104 the actual number of students increased.
3.2.1	3.2.1-14b	Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (women)	Output		FY18	0	0	4329	4802	EGR was originally targeting 100 school, however since the targeted schools were increased to 104 the actual number of students increased.
3.2.1	321-S14	Number of PTAs or similar school governance structures supported	Output		FY18	0	0	50	12	Due to premature project close it was agreed to focus enrichment and community engagement activities to 12 schools.
3.2.1	E4F0009	Number of parent-teacher associations (PTAs) or community-based school governance structures engaged in primary or secondary education supported with USG assistance	Output		FY18			50	12	Due to premature project closure it has been agreed to focus enrichment and community engagement activities to 12 schools.
3.2.1	EGR01	Percent of KG students who demonstrate letter sound knowledge	Outcome	17%	FY18		17%			Indicator will be measured every 2 years, in 2018 and next measurement would be in 2020.

PE Code	Indicator Code	Indicator Name	Indicator Result Type	Baseline Value	Starting Fiscal Year	Planned Value for FY1	Actual Value for FY1	Planned Value for FY2	Actual Value for FY2	Comment
3.2.1	EGR02	Percent of learners who demonstrate reading fluency and comprehension of grade level text at the end of grade 2 with USG assistance	Outcome	19.2%	FY18	0	19.2%	0	0	Indicator will be measured every 2 years, in 2018, the next measurement would be in 2020.
3.2.1	EGR02-a	Percent of male learners who demonstrate reading fluency and comprehension of grade level text at the end of grade 2 with USG assistance	Outcome	11.9%	FY18	0	11.9%	0		Indicator will be measured every 2 years, measured in 2018, the next measurement would be in 2020.
3.2.1	EGR02-b	Percentage of female learners who demonstrate reading fluency and comprehension of grade level text at end of grade 2 with USG assistance	Outcome	31.7%	FY18	0	31.7%	0		Indicator will be measured every 2 years, measured in 2018, the next measurement would be in 2020.
3.2.1	EGR03	Percent of KG students who demonstrate ability to write letters	Output	23%	FY18		23%	0		Indicator will be measured every 2 years, measured in 2018, the next measurement would be in 2020.
3.2.1	EGR04	Percent of students who, by the end of two grades of primary schooling, are able to express their thoughts through writing	Outcome	13%	FY18		13%			This indicator will be measured every 2 years, measured in 2018 and next measurement would be in 2020.
3.2.1	EGR05	Number of assessments, surveys and research activities conducted to improve primary grade reading programs or increase equitable access	Output	0	FY18	3	4	1		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.

PE Code	Indicator Code	Indicator Name	Indicator Result Type	Baseline Value	Starting Fiscal Year	Planned Value for FY1	Actual Value for FY1	Planned Value for FY2	Actual Value for FY2	Comment
3.2.1	EGR06	Number of policies, regulations, or guidelines developed or modified to improve primary grade reading programs or increase equitable access	Output	0	FY18	0	0	2	2	EGR developed 2 policy briefs on: Increasing and Optimizing Time for Classroom Instruction in Early Grade Reading and Writing in Modern Standard Arabic Benchmarks for Early Grade Reading Skills in West Bank
3.2.1	EGR07	Percent of KG, first, and second-grade teachers able to implement EGR reading activities with fidelity and in an evidence-based manner	Output		FY18		83%		87%	
3.2.1	EGR08	Percent of KG, first, and second-grade teachers able to implement the EGR writing activities with fidelity and in an evidence-based manner	Output		FY18					Writing Skills module was not introduced by EGR until January 2019, thus progress against this indicator wasn't captured
3.2.1	EGR10	Number of primary school classrooms that receive a complete set of essential reading instructional materials with USG assistance	Output	0	FY18	0	0	360	382	EGR originally targeted 100 schools, however since the targeted schools were increased to 104 the actual number increased, additionally new sections opened in some schools.
3.2.1	EGR11	Number of scientific studies published, or conference presentations given as a result of USG assistance for research programs	Output	0	FY18		n/a	1	0	Due to premature project closure EGR did not launch activities under this component.
3.2.1	EGR12	Percent of teachers receiving in-classroom coaching support once every 2 weeks during the first two years of the coaching program	Output	0	FY18	100%	n/a	100%	83%	Indicator has been adjusted to measure coaching support once a month due to the project and MOEHE limited financial resources
3.2.1	EGR13	Percent of teachers implementing formative assessment protocols as described in the program-provided materials.	Output	0	FY18	50%	n/a	70%	82%	

PE Code	Indicator Code	Indicator Name	Indicator Result Type	Baseline Value	Starting Fiscal Year	Planned Value for FY1	Actual Value for FY1	Planned Value for FY2	Actual Value for FY2	Comment
3.2.1	EGR14	Percent of parents utilizing activity-provided tools and activities to support students' acquisition of reading and writing skills.	Output		FY18		0		0	Project has distributed parent engagement tools to all parents of EGR beneficiary students, however due to premature project closure measurement of this indicator will not be followed through.
3.2.1	EGR15	Percent of students enrolled and completing remediation program with a success rate of 70%	Output		FY18		0	50%	0	Due to project closure a full cycle of a remediation session did not take place in the life of the project not even in the pilot schools
3.2.1	EGR16	Percent of teachers who exhibit inclusivity in their classroom practice	Output		FY18			80%		Due to premature project closure this indicator will not be captured
3.2.1	EGR17	Percent of teachers who exhibit supportive attitudes related to gender equity in their classroom practice and responses to student need	Output		FY18			80%		Due to premature project closure this indicator will not be captured
3.2.1	EGR18	Number of primary school educators who complete professional development activities on implementing evidence-based reading instruction facilitated by EGR	Outcome		FY18	260	83	335	273	83 coaches received training during 2018, 74 continued in the program during 2019 in addition to 273 teachers who attended 80% of EGR trainings.