Monitoring Progress Towards the Reading and Access Targets of the USAID Education Strategy

Ben Sylla

USAID Education Summit

November 2-4, 2015

USAID
FROM THE AMERICAN PEOPLE

Strategy Measurement Sessions Overview

- This session is offered twice - Tell your friends!
  - Monday, 12:30 - 1:30, Elm
  - Tuesday, 12:30 - 1:30, Elm

- Telling the Story of Goal Three
  (Broadening reporting for Goal Three)
  - Monday, 1:45 – 3:00, Willow

- Leveraging Goal One Data
  (Program results briefs; Public use data files)
  - Weds., 3:15 – 4:30, Cedar

USAID
FROM THE AMERICAN PEOPLE

This Session

- 2011-2014 progress towards targets
- Overview of counting process
- 2015 Data Call
- What to expect going forward

Washington Actors

- **Ben Sylla:** USAID Point of contact for Missions & Partners

- **Optimal Solutions (SART)** Receive, store, standardize data; large scale calculations, https://sartdatacollection.org

- **MSI** Goal One Methodology development, analytical support, calculate progress towards reading target

USAID
FROM THE AMERICAN PEOPLE

2011-2014 Progress Towards Targets:

Counting Increased Access, Counting Improved Reading

Access Target: Increased equitable access to education in crisis and conflict environments for 15 million learners

What are we counting?

Cumulative number of unique learners taken from a state of being out of school to a state of being in school in conflict and crisis environments with USG support.

How do we count it?

- Reported by Missions
- Aggregated by E3/ED

Cumulative number of unique learners taken from a state of being out of school to a state of being in school in conflict and crisis contexts.

Unique Beneficiaries:

Count individual students only once over the life of a program

No “double-counting” students who participate multiple years

Cumulative number of unique learners taken from a state of being **out of school** to a state of being in school in conflict and crisis contexts.

- Never attended school
- Long-term out of school
- Short term out of school (e.g. schooling recently interrupted by crisis)

- Determined by intent and design of program, not by individual students' education histories

Cumulative number of unique learners taken from a state of being out of school to a state of being **in school** in conflict and crisis contexts.

- Primary school
- Secondary school
- Non-formal equivalents of primary or secondary school

Cumulative number of unique learners taken from a state of being out of school to a state of being in school in **conflict and crisis contexts**.

- Chronic conflict & crises (Goal Three Countries)

- Acute crises
  - E.g.: earthquake, typhoon, epidemic, displaced populations
  - Not limited to Goal Three countries

Cumulative number of unique learners taken from a state of being out of school to a state of being in school in **conflict and crisis contexts**.

- Chronic conflict & crises (Goal Three Countries)

- Acute crises
  - E.g.: earthquake, typhoon, epidemic, displaced populations
  - Not limited to Goal Three countries

What constitutes increased access

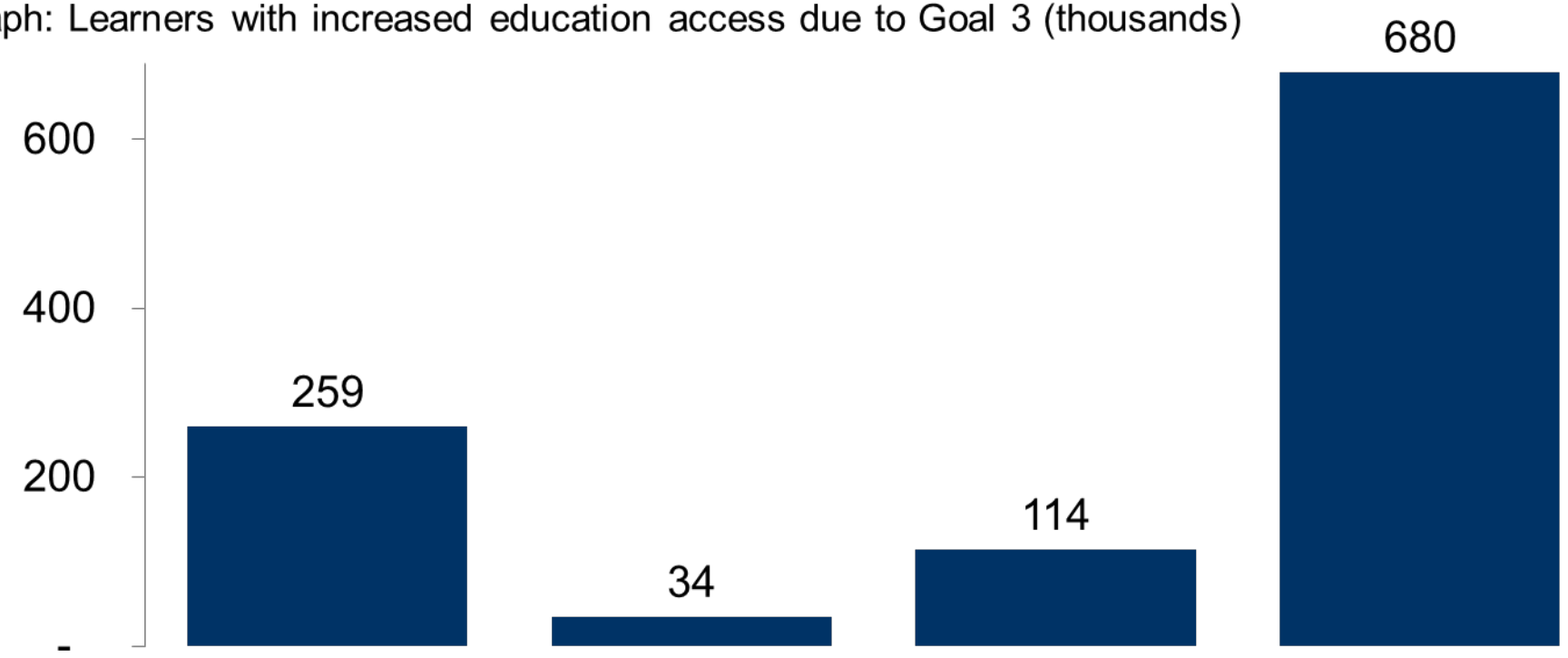
- ✔ New learning opportunities for out of school children/youth (ALP, CBE, new schools)
- ✔ Increase over baseline entry to existing schools
- ✔ Re-open schools closed due to conflict/crisis

- ⊘ Service to children/youth who are already in school
- ⊘ Non-academic services to at-risk children/youth
- ⊘ Decreased dropout rates

Goal Three: Access in Crisis/Conflict

Total of 1.1 million unique learners with increased access

Graph: Learners with increased education access due to Goal 3 (thousands)



	2011	2012	2013	2014
# Projects	31	36	47	49
$ TEC/yr	$153 m	$200 m	$248 m	$260 m
# Learners Reached	2.0 m	2.4 m	2.1 m	2.1 m

USAID
FROM THE AMERICAN PEOPLE

Telling the Story of Goal Three

Monday, 1:45 – 3:00, Willow

Increased access is just one part of the story of USAID support to education in conflict and crisis settings

Proposed Standard Indicators for **FY16** will broaden USAID reporting in this area

Counting Improved Reading

Reading Target: Improved reading skills for 100 million children in early grades

What are we counting?

- Estimated number of children in early grades with improved reading skills

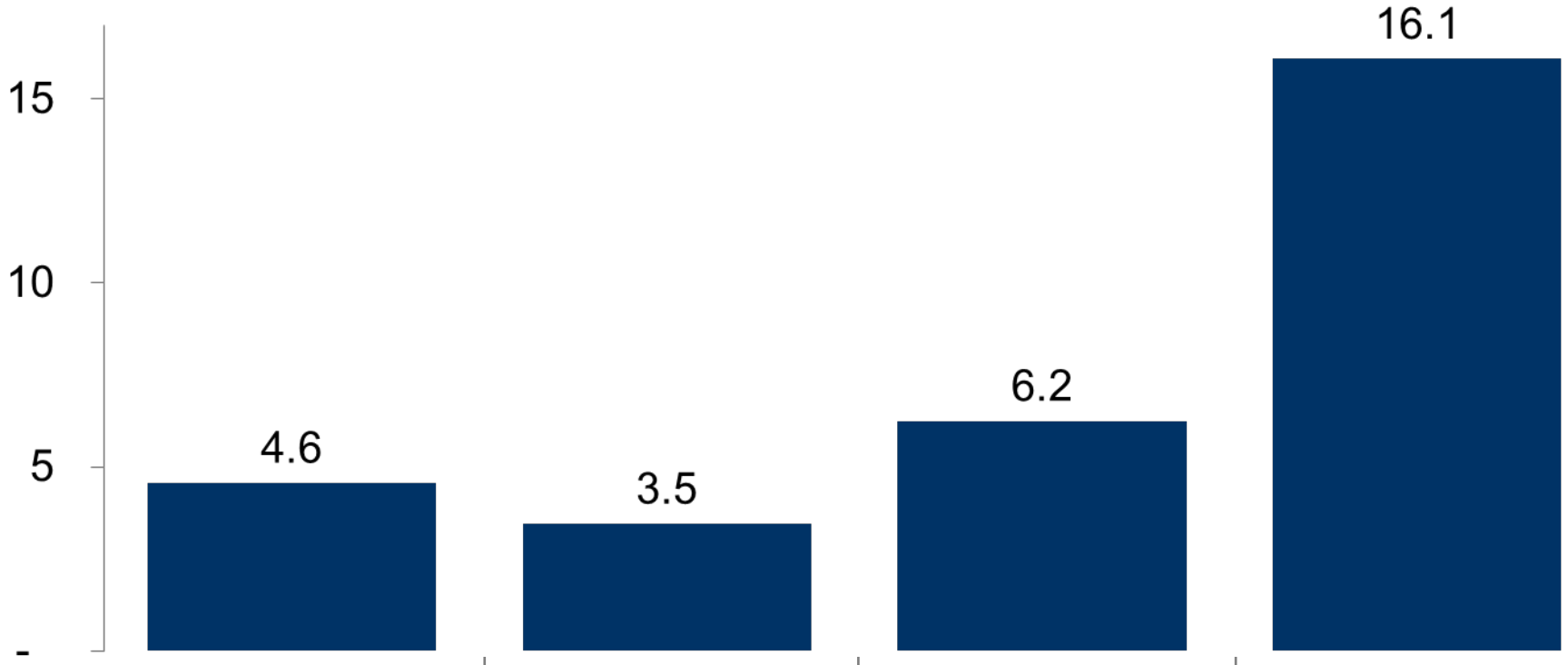
How do we count it?

- Calculated by E3/ED using data provided by Missions:
  - Number of unique pupils reached
  - Learning assessment datasets & documentation

Goal One: Improved Reading Skills

Total of **30 million** unique learners reached under Goal 1

Graph: New learners receiving Goal 1 reading interventions by year (millions)



	2011	2012	2013	2014
# Aligned Projects	26	50	63	77
$ TEC/yr	$120 m	$257 m	$322 m	$320 m

Reading Target Methodology

Presented by MSI

USAID
FROM THE AMERICAN PEOPLE

Brief Introduction to the Process behind the Goal One Counting Methodology

Jeff Davis and Thomaz Alvares
Management Systems International
November 2015
jdavis@msi-inc.com
talvares@msi-inc.com

Preparing & Disseminating Information (E3 Support Project)

MSI has supported E3/ED during the development of a methodology for the Goal One count. Feedback on various aspects of the methodology has been gathered through consultations with:

- Basic Education Coalition (BEC)
- Global Reading Network (Community of Practice)
- Academician (University of Maryland)
- USAID/Washington (E3)
- USAID Missions and broader community (via online survey)

Preparing & Disseminating Information (E3 Support Project)

List of presentations, reviews, surveys, etc.:

1. Presentation to E3/ED (September 2014)
2. Presentation to the GAO (September 2014)
3. Presentation to the E3 Bureau (November 2014)
4. Review & briefing by an academician for E3/ED (February 2015)
5. Presentation to the Basic Education Coalition (February 2015)
6. Presentation on a USAID-organized panel at CIES (March 2015)
7. Presentation at a Global Reading Network workshop (May 2015)
8. Presentation to the Basic Education Coalition (July 2015)
9. Online survey with Missions and the broader community (Oct. 2015)
10. Presentations at the USAID Global Education Summit (Nov. 2015)

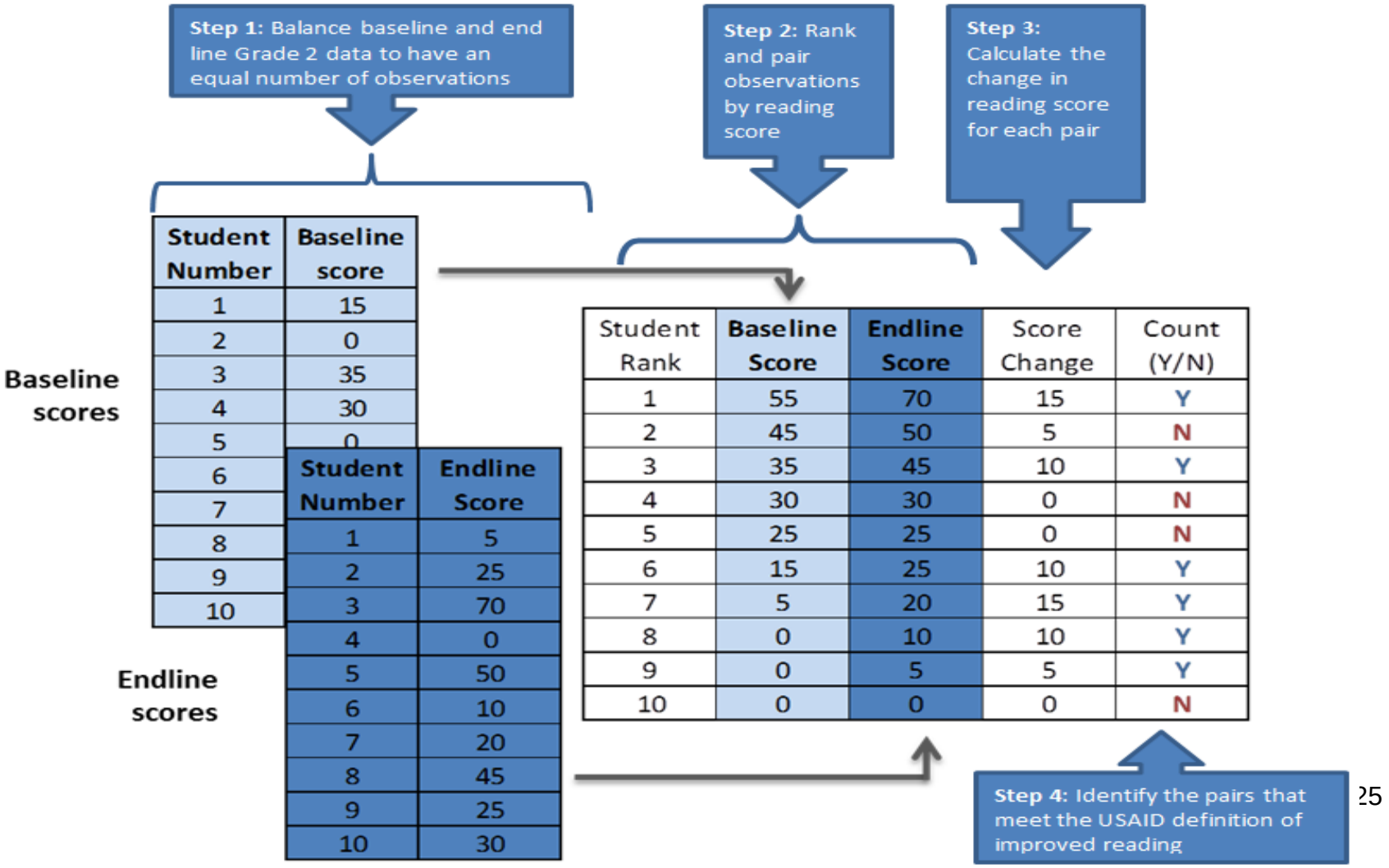
Steps for Counting Improved Readers

- Step 1: Assess a sample of grade 2 students with a pre-test (baseline) and a post-test (endline) near the ends of subsequent school years
- Step 2: Estimate the percentage of students in the sample who had improved reading skills between baseline and endline
- Step 3: Count by applying the percentage of improved readers to the population of beneficiaries

Step 1: Assess children's early grade reading

- Assess children's reading levels with tools administered by an implementing or (preferably) evaluating partner
- Follow the 2014 USAID Update to Education Strategy Reporting Guidance to assess:
  - a representative sample of grade 2 students
  - subsequent cohorts of students (before and after intervention)
  - at baseline and endline near the ends of school years
  - using (preferably) Early Grade Reading Assessments (EGRAs)
    - that test students' Oral Reading Fluency (in correct words per minute) using a grade-level text
    - that have statistically equated baseline and endline tests to control for differences in the difficulties of test versions

Step 2: Estimate the percentage of improved readers



Student Number	Baseline score
1	15
2	0
3	35
4	30
5	0
6	
7	
8	
9	
10	

Student Number	Endline Score
1	5
2	25
3	70
4	0
5	50
6	10
7	20
8	45
9	25
10	30

Student Rank	Baseline Score	Endline Score	Score Change	Count (Y/N)
1	55	70	15	Y
2	45	50	5	N
3	35	45	10	Y
4	30	30	0	N
5	25	25	0	N
6	15	25	10	Y
7	5	20	15	Y
8	0	10	10	Y
9	0	5	5	Y
10	0	0	0	N

Step 3: Count the number of improved readers

Step 5: Obtain the estimated number of unique beneficiaries reached over the life of the program (see Figure 1)

Figure 1: Number of Beneficiaries Reached over the Life of the Program

		Year 1 2011-2012 Actual	Year 2 2012-2013 Actual	Year 3 2013-2014 Actual	Year 4 2014-2015 Actual
Total Beneficiaries (Annual)	Fem.	3,700	3,700	3,700	3,700
	Male	3,700	3,700	3,700	3,700
	Total	**6,400**	**6,400**	**6,400**	**6,400**
Total Unique Beneficiaries (Cumulative)	Fem.	3,700	1,500	1,500	1,500
	Male	3,700	1,500	1,500	1,500
	Total	**6,400**	**3,000**	**3,000**	**3,000**
Grade 1	Fem.	1,500	1,500	1,500	1,500
	Male	1,500	1,500	1,500	1,500
	Total	**3,000**	**3,000**	**3,000**	**3,000**
Grade 2	Fem.	1,200	1,200	1,200	1,200
	Male	1,200	1,200	1,200	1,200
	Total	**2,400**	**2,400**	**2,400**	**2,400**
Grade 3	Fem.	1,000	1,000	1,000	1,000
	Male	1,000	1,000	1,000	1,000
	Total	**1,000**	**1,000**	**1,000**	**1,000**

Step 6: Multiply the percentage of pairs that meet the definition of improved reading (Step 4) by the estimated number of unique beneficiaries reached over the life of the program (Step 5) to obtain the estimated number of students with improved reading

Alternative Methods for Setting Minimum Gains

Prior to E3's approval the final method, three other methods were explored for setting the minimum gains required for students to count as an improved reader. Setting minimum gains for each project would be based on:

- Method 1: Some fraction of the ORF standard deviation at baseline
- Method 2: The mean difference in ORF for consecutive grades at baseline
- Method 3: The average ORF score at one grade level over the number of years of instruction received

Minimum Gains

- As explained in the recent USAID draft document entitled “Measuring and Communicating Progress towards Goal One,” students are counted as improved readers if they achieve these minimum gains (increments):
  - For students who could not read a single word correctly at baseline (non-readers), an increment of at least 1 CWPM
  - For students who could read at least 1 CWPM at baseline, an increment of at least 10 CWPM

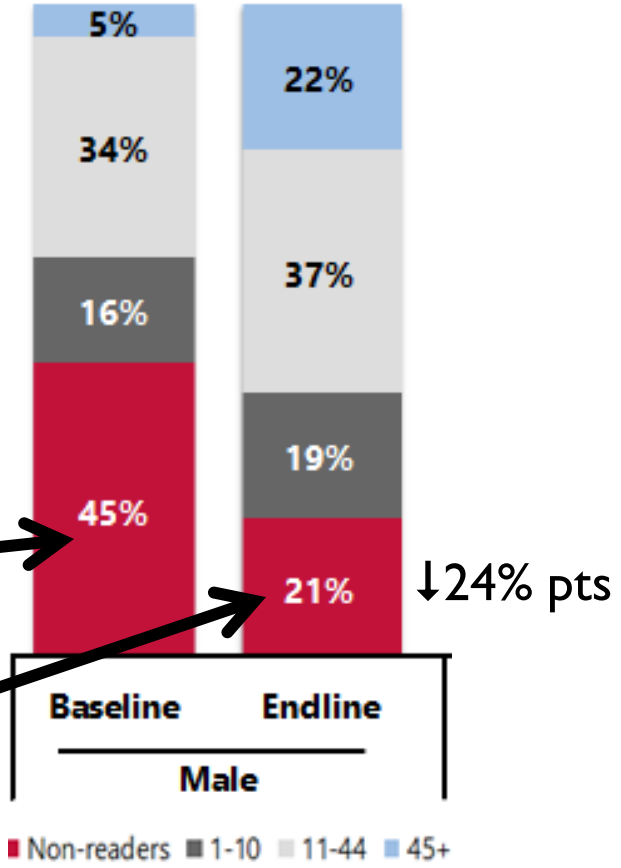
Percentile Table: Non-readers (0 CWPM)

Percentile Rank	Male Oral Reading Fluency		
	Baseline	Endline	Change
95	44	92	48
90	34	72	38
85	26	57	31
80	21	49	28
75	18	38	20
70	14	30	16
65	13	26	13
60	10	22	12
55	8	18	10
50	5	16	11
45	0	13	13
40	0	10	10
35	0	7	7
30	0	5	5
25	0	4	4
20	0	0	0

↑ Higher performers

Less than 50%

Less than 25%



Source: GILO-Egypt, EGRA in Arabic, Grade 2, Base (2008) and End (2011)

Percentile Table: Attainable gains

Percentile Rank	Male Oral Reading Fluency		
	Baseline	Endline	Change
95	44	92	48
90	34	72	38
85	26	57	31
80	21	49	28
75	18	38	20
70	14	30	16
65	13	26	13
60	10	22	12
55	8	18	10
50	5	16	11
45	0	13	13
40	0	10	10
35	0	7	7
30	0	5	5
25	0	4	4
20	0	0	0

Higher performers ↑

About 25% were readers that improved by at least 20 CWPM

About 20% were non-readers that improved by at least 5 CWPM

Source: GILO-Egypt, EGRA in Arabic, Grade 2, Base (2008) and End (2011)

Percentile Table: Trend

Percentile Rank	Male Oral Reading Fluency		
	Baseline	Endline	Change
↑ Higher performers 95	44	92	48
90	34	72	38
85	26	57	31
80	21	49	28
75	18	38	20
70	14	30	16
65	13	26	13
60	10	22	12
55	8	18	10
50	5	16	11
45	0	13	13
40	0	10	10
35	0	7	7
30	0	5	5
25	0	4	4
20	0	0	0

Highest gains achieved by top quartile

Those with higher starting points gained the most

Source: GILO-Egypt, EGRA in Arabic, Grade 2, Base (2008) and End (2011)

Conclusion

- For the Goal One count of improved readers, USAID decided that gain scores (increments) of at least 1 and 10 CWPM for those students who could not and who could read at least one word at baseline, respectively:
  - reflected increments USAID was willing to count as meaningful progress towards the Goal One target
  - needed to be broadly applicable across the numerous contexts and languages of the Education Strategy

Recommendations

- However, USAID added the following:
  - Programs should aim at much larger gains for making progress towards the ultimate goal of students reading with fluency and comprehension
  - When setting targets or expectations at the program or country level, Missions have the opportunity to engage in a richer and more inclusive process of developing contextually appropriate ways of measuring reading progress and whether students have achieved levels of reading with fluency and comprehension

2015 Data Call

2015 Data call, what do you need to know?

- Need to Count Indirect Beneficiaries
- Increased Access now reported directly by Missions
- Increased Access via Acute Crisis Response
  Can be reported for Goal One countries
- New Reporting Forms

Indirect Beneficiaries

As defined in 2011 Education Strategy:

- **Direct Beneficiaries:** Beneficiaries reached through an activity *funded fully or partly* by USG.

- **Indirect Beneficiaries:** Beneficiaries reached through an activity that was *not funded by USG*, but is based on a *technical approach which USAID had an instrumental role in developing*.

You have Indirect Beneficiaries if:

1) *Someone* has done work resulting in student-level outcomes aligned with the Reading target or Access target

- and -

2) The work is based on a model or technical approach that USAID had a critical role in developing

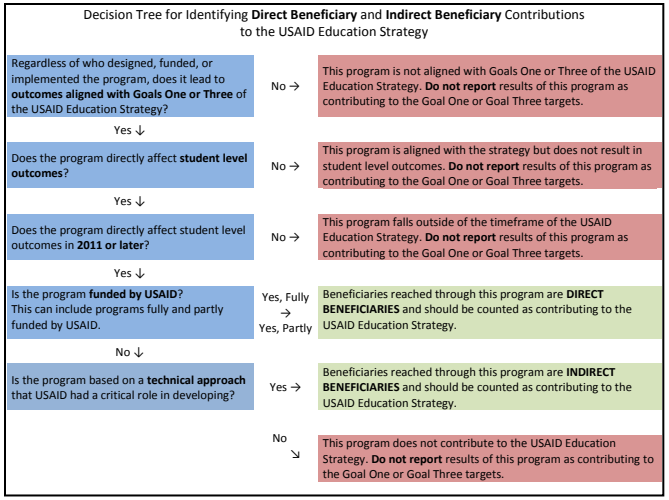
- and -

3) The work was not funded by USAID

How to know if you have Indirect Beneficiaries to report:

Handy decision tree in *2015 Reporting Guidance:*

(available on DEC)



How to report Indirect Beneficiaries:

On a Goal One or Goal Three *Beneficiary Reporting Sheet*

New data sheets highlight data inconsistencies

Inconsistencies data reported on 2014 sheets

	2013	2014
Male	1,000	1,000
Female	1,000	1,000
Both	2,500	1,500

	2013	2014
Male	1,000	1,000
Female	1,000	1,000
Sex unknown	500	(500)
Both	2,500	1,500

are made explicit in 2015 sheets

Original (2014) sheets can be requested from SART if desired.

What to Expect in the Future

What to expect in future (measurement inputs)

- **Dec. 4:** Last date to respond to data call
- **Rolling:** Transmit Goal 1 assessment datasets within 90 days of completing data collection.
- **~Oct-Dec, Annually:** Data call for updated project & beneficiary data
- Data collection to continue through 2020

USAID
FROM THE AMERICAN PEOPLE

What to expect in future (measurement outputs)

- **Early 2016:**
  Update on progress towards 2011-2015 targets
  Initial release project-level results, Goal One datasets

- **Rolling:** Release project-level results, Goal One datasets

- **Annual:** Update on progress towards targets

- Reporting to continue through 2020

Discussion

USAID
FROM THE AMERICAN PEOPLE

Unique Beneficiaries v Total Beneficiaries

	Year 1	Year 2	Year 3	Year 4	Year 5
Grade 1	1,250	1,500	1,500	1,500	1,500
Grade 2	1,000	1,250	1,500	1,500	1,500
Grade 3	1,000	1,000	1,250	1,500	1,500

- **Total Beneficiaries:** Total number of pupils reached in one year; Double-counts individuals reached in previous years

- **Unique Beneficiaries**: Cumulative number of unique individuals reached over life of project; No double-counting individuals participating multiple years

Unique Beneficiaries

	Year 1	Year 2	Year 3	Year 4	Year 5
Grade 1	1,250	1,500	1,500	1,500	1,500
Grade 2	1,000	1,250	1,500	1,500	1,500
Grade 3	1,000	1,000	1,250	1,500	1,500
Total Beneficiaries	3,250	3,750	4,250	4,500	4,500
Unique Beneficiaries	3,250	1,500	1,500	1,500	1,500

	Life of Project
=	9,250

Unique Beneficiaries: Cumulative number of unique individuals reached over life of project; No double-counting individuals participating multiple years

USAID
FROM THE AMERICAN PEOPLE

Total Beneficiaries

	Year 1	Year 2	Year 3	Year 4	Year 5
Grade 1	1,250	1,500	1,500	1,500	1,500
Grade 2	1,000	1,250	1,500	1,500	1,500
Grade 3	1,000	1,000	1,250	1,500	1,500
Total Beneficiaries	3,250	3,750	4,250	4,500	4,500
Unique Beneficiaries	3,250	1,500	1,500	1,500	1,500 = 9,250

Total Beneficiaries: Total number of pupils reached in one year; Double-counts individuals reached in previous years