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EdData II
Education Data for Decision Making

Using Results for Improvement and Policy Dialogue

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About the presentation

- This presentation was prepared for use in a one-day workshop titled "Understanding the Early Grade Reading and Math Assessments: From Development to Data Analysis," led by RTI International at the annual conference of the Comparative and International Education Society (CIES) in San Juan, Puerto Rico, April 22, 2012.
- The USAID EdData II project (Task 1, EHC-E-01-04-00004-00) sponsored the costs of workshop development and implementation. EdData II is led by RTI International.

Outline

- Policy dialogue and getting to yes
- Example policy/strategy changes
- Case study exercises: Liberia
- Resources

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Policy dialogue and getting to yes

Policy dialogue and getting to yes

- Brilliant study or data collection does not always translate into action
- Theory of change
- Think global, act local
- Build from the bottom up
- Understand key actors and their motivations

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Policy dialogue and getting to yes (cont'd)



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Policy dialogue and getting to yes (cont'd)

Audience	Values
Barriers	Ask

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Example policy/strategy changes

Example policy changes

- Peru: National debate leading to presidential pledge to have all children reading by end of grade 2
- The Gambia: Revamped approaches to teacher professional development and creation of local language pilot (5 languages)
- Mali: Renewed focus on teacher quality and development of instructional materials in local languages

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Example policy changes (cont'd)

- Liberia: Pilot program under expansion to more than 2,000 schools with Ministry of Education (MOE) and USAID support
- Ethiopia: Interest from MOE in improvement of early reading instruction, textbooks, and curriculum following results of large-scale national assessment
- Malawi: Redesign of textbooks and instructional approaches to reflect reading research best practice and linguistic characteristics of Chichewa

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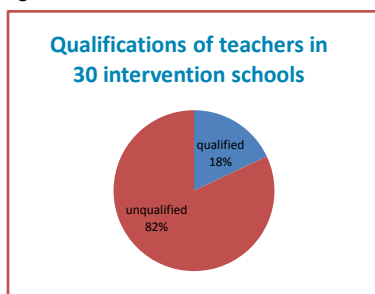
Case study exercises: Liberia

One country's context

- The following provides basic data on the primary school context in Liberia.
- Consider this information as you prepare for several group activities using EGRA data to inform policy dialogue with the goal of improving children's reading skills.

Facts about education in Liberia

- 47% of teachers do not have a West African Examinations Council (WAEC) certificate
- 82% of teachers are unqualified
- 90% of school principals do not have a WAEC certificate
- There are over 16 local languages and the language of instruction is English
- More than 35% of primary teachers are not receiving any salary
- Few textbooks, few basic learning materials
- Large class sizes



Out of 154 teachers sitting grade 6 tests:

- 8 passed math test
- 5 passed English test

Out of 23 qualified teachers:

- 6 passed maths
- 2 passed English test

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Using results for improvement and policy dialogue

Issues

- EGRA baseline data in Liberia
- What do we know about the context?
 - Teacher qualifications
 - Class size
 - Availability of books and other learning materials
 - Time spent teaching reading
 - Quality of reading instruction
 - Sources of support to schools

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Using results for improvement and policy dialogue (cont'd)

- EGRA is a general outcome measure, or GOM—not a mastery test. Advantages of using a GOM: reflects progress toward a goal
- EGRA is curriculum neutral: If a student is making progress in learning to read in any program, it will be reflected in EGRA scores

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Group Task I

GROUPS of 8-10

Link the baseline data to one of the 5 key areas below and develop a strong argument for investing funds to improve these areas:

- **Texts.** Textbook and reading book scarcity in all languages.
- **Time.** Student and teacher attendance and poor use of available classroom time.
- **Teach.** Low teacher qualifications, lack of instructional support, and lack of knowledge about how to teach reading.
- **Test.** Support for international, national, civil society, and/or classroom-based assessments.
- **Tongue.** Instruction should take into account the mother tongue of the child.

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Group Task I (cont'd)

- Identify a presenter and an official you want to persuade
- Using the data on the following slide, develop a presentation to convince the audience according to your group number:
 - Donor official (Group 1)
 - Ministry of Education (Group 2)
 - Director of national teachers union (Group 3)
 - Private sector representative (Group 4)
- 15 minutes to prepare the presentation
- 10 minutes to present

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Assessment data for use in presentations

<i>Baseline EGRA Scores: Grades 2-3 combined</i>	
Grades 2-3 baseline letter-naming fluency scores: Mean correct letters named in one minute	61.2
Grades 2-3 baseline familiar word reading fluency scores: Mean correct words read in one minute	9.3
Grades 2-3 baseline unfamiliar word reading fluency scores: Mean correct words read in one minute	2.3
Grades 2-3 baseline oral reading fluency score: Mean correct words read in one minute	19.6
Grades 2-3 baseline reading comprehension score: Mean percent of questions answered correctly	1.3 / 5 total

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Social mobilization through community reading report cards: Group Task II

Group exercise (10 minutes):

1. Using the report card data on the next slide, plan a presentation to the district/regional Ministry of Education to discuss whether this school is meeting expectations for progress in reading.
2. Consider the classroom and the individual child's scores:
 - Is the teacher an effective reading teacher?
 - What recommendations would you make to the teacher?

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Report card data for use in presentations

Supplementary reading report card for parents, grade 2

	Term 1		Term 2		Term 4		Term 6 / end of year	
Your child	Goal	Score	Goal	Score	Goal	Score	Goal	Score
Letter-reading (letters per minute)	30	21	50	25	70	34	80	50
Story-reading (words per minute)	10	7	20	14	30	18	40	38
Story understanding	5/5	0/5	5/5	2/5	5/5	2/5	5/5	3/5
School average	Goal	Score	Goal	Score	Goal	Score	Goal	Score
Letter-reading (letters per minute)	30	30	50	52	70	71	80	81
Story-reading (words per minute)	10	11	20	23	30	33	40	44
Story understanding	5/5	3/5	5/5	3/5	5/5	4/5	5/5	4/5

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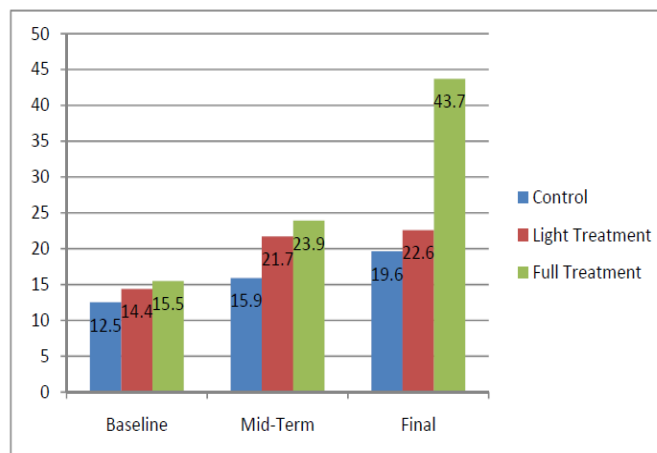
Group Task III: Policy dialogue on baseline–endline assessment

- If the intervention works:
 - What are the policy dialogue priorities?
 - What are the next stage goals?
 - Where should resources be focused to support the continued effort?
 - Who (institutions/organizations/individuals) needs to own the success and the effort?
- 10-minute discussion in groups
 - 5 minutes per group to report out

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Sample graph of treatment impact

Figure 22: Bar Chart Showing the Impact of Full (green) and Light (red) Treatment on Oral Reading Fluency



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Policy dialogue at the national level: Continuing the conversation

- In country X, a new reading course was developed and taught at all teacher training institutes
- Local reading competitions were held that identified schools as centers of excellence
- Radio shows were broadcast with tips for teachers and parents
- A national reading campaign was initiated in collaboration with donors, both local and international

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Setting targets for student achievement

- Endline data can provide important information on how to set targets/goals for student reading achievement.
- The next slide provides a radial plot demonstrating scores obtained at the 90th percentile for students in a country.

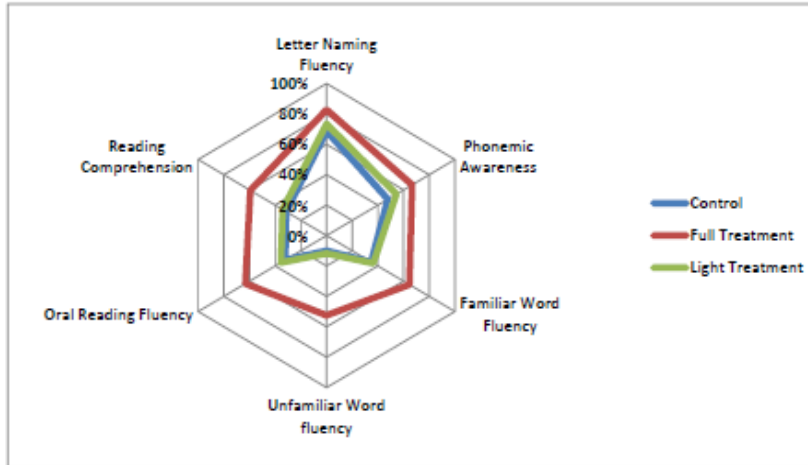
QUESTIONS:

- How might these scores be considered in planning national targets?
- What are important cautions/concerns that need to be considered?

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Sample radial plot of treatment impacts

Figure 20: 90th Percentile of Liberian Benchmarks, Compared to Treatment Groups



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Resources

Additional reading resources: Top 10

1. Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, Massachusetts: MIT Press.
<http://mitpress.mit.edu/catalog/item/default.asp?tid=9063&ttype=2>
2. Chabbott, C. (2006). *Accelerating early grades reading in high priority EFA countries: A desk review*. <http://www.equip123.net/docs/E1-EGRinEFACountriesDeskStudy.pdf>
3. National Institute of Child Health and Human Development [US]. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups* (NIH Publication No. 00-4754). <http://www.nationalreadingpanel.org/Publications/summary.htm>
4. Moats, L. (1999). *Teaching reading IS rocket science: What expert teachers of reading should know and be able to do*. Washington, DC: American Federation of Teachers. <http://www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf>

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Additional reading resources: Top 10 (continued)

5. Hirsch, E. D., Jr. (2003). Reading comprehension requires knowledge: Of words and the world. *American Educator* (Spring), 1–44.
http://www.aft.org/pubs-reports/american_educator/spring2003/AE_SPRNG.pdf
6. Abadzi, H. (2006). *Efficient learning for the poor*. Washington, DC: The World Bank.
http://www.worldbankinfoshop.org/ecommerce/catalog/product?item_id=5784103
7. Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: Committee on the Prevention of Reading Difficulties in Young Children and National Academy Press.
<http://www.nap.edu/catalog/6023.html>
8. Neuman, S. B., & Dickinson, D. K. (Eds.). (2001). *Handbook of early literacy research* and Dickinson, D. K., & Neuman, S. B. (Eds.). (2006). *Handbook of early literacy research, Vol. 2*. New York: The Guilford Press.

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Additional reading resources: Top 10 (continued)

9. Gove., A., & Cvelich, P. (2011). *Early reading: Igniting education for all. A report by the Early Grade Learning Community of Practice* (Rev. ed). Research Triangle Park, North Carolina: RTI International.
<http://www.rti.org/pubs/early-reading-report-revised.pdf>
10. Gove, A., & Wetterberg, A. (Eds.). (2011). *Early grade reading assessments: Application and interventions for early literacy*. Research Triangle Park, North Carolina: RTI Press. <http://www.rti.org/publications/rtipress.cfm?pubid=17752>

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Instruments and resources: EdData II project website, www.eddataglobal.org

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Additional math resources: Top 10

1. Mathematics Learning Study Committee, [U.S.] National Research Council. (2001). *Adding it up: Helping children learn mathematics*. Washington, DC: National Academies Press.
http://www.nap.edu/catalog.php?record_id=9822#toc
2. Mathematics Learning Study Committee, [U.S.] National Research Council. (2005). *How students learn: Mathematics in the classroom*. Washington, DC: National Academies Press.
http://www.nap.edu/catalog.php?record_id=11101
3. U.S. Department of Education. (2008). *Foundations for success: The final report of the National Mathematics Advisory Panel*. Washington, DC: U.S. Department of Education.
<http://www2.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf>

30

Additional math resources: Top 10 (continued)

4. Dehaene, S. (1997). *The number sense: How the mind creates mathematics*. New York: Oxford University Press.
5. [U.S.] National Council of Teachers of Mathematics (NCTM). (2000). *Principles and standards for school mathematics*. Reston, Virginia: NCTM.
6. Kilpatrick, J., Martin, W. G., & Schifter, D. (Eds.). (2003). *A research companion to principles and standards for school mathematics*. Reston, Virginia: National Council of Teachers of Mathematics.
7. Lester, F. K. (Ed.). (2007). *Second handbook of research on mathematics teaching and learning*. Reston, Virginia: National Council of Teachers of Mathematics.
8. Bishop, A. J. (Chief Ed.). (1996 and 2003). *International handbook of mathematics education and Second international handbook of mathematics education*. Dordrecht, Holland: Kluwer Academic Publishers.

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Additional math resources: Top 10 (continued)

9. English, L. D. (Chief Ed.). (2002). *Handbook of international research on mathematics education*. Mahwah, New Jersey: Lawrence Erlbaum Associates; AND (2009). *Handbook of international research on mathematics education* (2nd ed.). New York: Routledge.
10. Clements, D. H., Sarama, J., & DiBiase, A.-M. (2004). *Engaging young children in mathematics: Standards for early childhood mathematics education*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Contact information: wralaingita@rti.org

Instruments and resources: EdData II project website, www.eddataglobal.org

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