



USAID
FROM THE AMERICAN PEOPLE

KYRGYZ REPUBLIC

USAID QUALITY READING PROGRAM - TIME TO READ

Quarterly Report 1, Year II
October 1, 2017 – December 31, 2017

Submission Date: January 30, 2018

Contract Number: AID-176-C-16-00004

Activity Start Date and End Date: October 1, 2016 – September 30, 2019

Submitted by:

Chemonics International Inc.
1717 H Street, NW Washington D.C. 20006

This document was produced for review by the United States Agency for International Development. It was prepared by Chemonics International Inc.

USAID QUALITY READING PROGRAM - TIME TO READ

Quarterly Report 1, Year II
October 1, 2017 – December 31, 2017

January 30, 2018

Contract No. AID-176-C-16-00004

DISCLAIMER

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

Table of Contents

| | | |
|-----|--|----|
| 1. | ACRONYMS | 4 |
| 2. | PROGRAM OVERVIEW/SUMMARY..... | 5 |
| 2.1 | Program Description/Introduction..... | 5 |
| 2.2 | Quarter 1 Activity Highlights | 5 |
| 3. | ACTIVITY IMPLEMENTATION PROGRESS..... | 7 |
| 3.1 | Progress Narrative | 7 |
| 3.2 | Implementation Status..... | 7 |
| 3.3 | Implementation Challenges and Issues..... | 15 |
| 3.4 | Monitoring..... | 16 |
| 3.5 | AMEP Update | 19 |
| 4. | INTEGRATION OF CROSSCUTTING ISSUES AND USAID FORWARD PRIORITIES..... | 19 |
| 4.1 | Gender Equity and Female Empowerment..... | 19 |
| 4.2 | Sustainability Mechanisms | 19 |
| 5. | STAKEHOLDER PARTICIPATION AND INVOLVEMENT..... | 20 |
| 6. | LESSONS LEARNED..... | 20 |
| 7. | PLANNED ACTIVITIES FOR NEXT QUARTER INCLUDING UPCOMING EVENTS | 21 |
| 8. | ANNEX A: Teacher Feedback form..... | 24 |
| 9. | ANNEX B: TOT feedback form..... | 25 |
| 10. | ANNEX C: AMEP reporting table..... | 26 |
| 11. | ANNEX D. Working Group members on EGRA And SSME Instruments | 36 |
| 12. | ANNEX E. TTR EGRA Midline Tool Revisions | 37 |
| 13. | ANNEX F: Revised Leveling Criteria | 45 |
| 14. | ANNEX G: Training for Trainers Agenda..... | 50 |

1.ACRONYMS

| | |
|-------|--|
| ACOR | Alternate Contracting Officer's Representative (USAID) |
| AKSU | Arabaev Kyrgyz State University |
| AMEP | Activity Monitoring and Evaluation Plan |
| CO | Contracting Officer (USAID) |
| COF | Classroom Observation Form |
| COP | Chief of Party |
| COR | Contracting Officer's Representative (USAID) |
| DCOP | Deputy Chief of Party |
| DED | District Education Department |
| EGRA | Early Grade Reading Assessment |
| IR | Intermediate Result |
| IST | Instructional Support Team |
| KAE | Kyrgyz Academy of Education |
| LOP | Life of Project |
| MOCIT | Ministry of Culture, Information and Tourism |
| MOES | Ministry of Education and Science |
| MOFA | Ministry of Foreign Affairs |
| NSC-R | National Steering Committee – Reading |
| QRP | USAID Quality Reading Project |
| RIATT | Republican Institute for Advanced Training and Re-Training |
| RTI | Research Triangle Institute |
| SSME | Snapshot of School Management Effectiveness |
| STS | School-to-School International |
| TOT | Training of Trainers |
| TT | Teacher trainings |
| TTR | USAID Quality Reading Program – Time to Read |
| USAID | United States Agency for International Development |
| USG | United States Government |

2.PROGRAM OVERVIEW/SUMMARY

2.1 Program Description/Introduction

The USAID Quality Reading Program - Time to Read (TTR) is pleased to submit its first Quarterly Report covering the period from October 1, 2017 to December 31, 2017.

The goal of TTR is to improve reading outcomes for students in grades one through four in 900 target schools in the Kyrgyz Republic. TTR will achieve this goal through three Activity Results (ARs):

1. Improved reading instruction in Grades 1-4
2. Improved access to and availability of quality materials that support development of reading in Grades 1-4
3. Increased government support to improve reading

TTR will implement a variety of activities designed to bolster student reading competencies, including:

- a. Designing reading strategy training packages
- b. Providing in-service training for educators and education stakeholders in reading instruction
- c. Designing a developmental reading ladder tool to level books which will enable students to develop core reading skills at their own pace
- d. Increasing the availability of age- and grade-level appropriate reading materials in mother tongue languages, specifically Kyrgyz and Russian
- e. Fostering Kyrgyz government support for reading through capacity building in reading instruction and use of assessments to monitor reading progress
- f. Creating partnerships and innovations among parents and education stakeholders that support literacy outcomes

TTR will coordinate closely with all ministerial counterparts to implement activities.

2.2 Quarter 1 Activity Highlights

- a. The Ministry of Education and Science of the Kyrgyz Republic (MOES) provisionally approved the first five training modules in Kyrgyz and Russian languages on October 3, 2017
- b. MOES approved 900 schools eligible to participate in TTR activities on October 6, 2017
- c. MOES approved list of 400 national trainers for project on October 6, 2017
- d. MOES approved trainings schedule on October 6, 2017
- e. 6,734 teachers, methodologists and librarians, 1,431 school directors and school deputy directors, as well as 422 national and master trainers have been introduced with TTR approach and trained on Phonemic Awareness and Alphabet & Decoding

- f. 381 national trainers in pairs conducted teacher and instructional support team (IST) trainings at 68 training venues through the country during November and December 2017
- g. TTR's EGRA working group prepared final tool revision recommendations, which will inform work in the next quarter to develop the electronic EGRA tool in Russian and Kyrgyz languages adapted for grades two and four; the tool will be piloted in February 2018 in approximately 28 schools

3. ACTIVITY IMPLEMENTATION PROGRESS

3.1 Progress Narrative

At the beginning of reporting period, TTR received the MOES approval of the five training modules in Kyrgyz and Russian languages. On October 6, 2017, MOES approved the final school list of 900 schools for TTR activities, along with a list of 400 national trainers and a training schedule. TTR also received MOES approval to visit schools for trainings and class observation purposes. After obtaining MOES approvals, TTR informed and coordinated training dates with all district education departments (DEDs) and school directors to ensure the target groups are informed in time and that their attendance is guaranteed. This also allowed the project to seek confirmation of 68 training venues.

During the reporting period, the TTR team trained 22 Master Trainers to conduct TOTs for nearly 400 national trainers to conduct TTs and ISTs across the country. These trainings were conducted in Bishkek for all northern oblasts, in Osh City for Osh, Batken and Jalal-Abad (Russian group) oblasts and in Jalal-Abad City for Jalal-Abad (Kyrgyz group) oblast. By the end of reporting period, TTR successfully completed first round of trainings for 6,734 teachers, methodologists, and librarians, as well as 1,431 school directors and school deputy directors.

Concurrent with the roll out of an aggressive training schedule, TTR staff maintained momentum in other project activity result areas. TTR team automated Language, Content, and Design sections of the leveled reading tool and completed the translation of the tool into the Kyrgyz language. The authors were able to access WordCalc online and use it to develop stories as the software assisted authors to make changes or edit text more efficiently. They have submitted 53 fiction stories in Kyrgyz and 25 in Russian language between October 1 and December 31, 2017. In addition, 28 non-fiction stories (20 in Kyrgyz and 8 in Russian languages) were drafted and submitted. TTR also engaged three new authors as part of the leveled reader developer group; they submitted 12 additional fiction stories.

TTR held a five-day EGRA adaptation workshop, November 27 – December 1, led by School-to-School International's consultants and assessments specialist. During the workshop, working group members reviewed and adapted the EGRA tools in Kyrgyz and Russian languages. The revised tools are being adapted for tablets using the Tangerine assessment software in advance of the February 2018 pilot assessment administration in 28 schools.

The progress of each TTR activity result is detailed below.

3.2 Implementation Status

TTR Goal: Improved reading outcomes for students (target is 180,000) in grades one through four in 900 target schools in the Kyrgyz Republic.

On October 6, 2017, TTR received approval from MOES for the TTR intervention school list, along with an approved list of national trainers, and the training schedule. TTR also received permission to conduct trainings and classroom observations in 900 treatment schools after the MOU with the MOES was signed on August 23, 2017. This step allowed TTR to move ahead with finalizing DevResults to reflect the final school list with GPS location coordinates.

As of September 2017, the verified data on the approved list of 900 school list is as follows:

- 900 treatment schools

- 615 TTR schools
- 11 public-private schools (10 Kyrgyz-Turkish schools and an additional school called German-Gmeiner School located in Bishkek)
- 65 USAID QRP control schools
- 209 USAID QRP low-performing schools
- Approximately 6,904 primary school teachers
- Approximately 7,678 primary classrooms
- Approximately 208,923 primary school students

After the completion of the project's first two trainings in early December 2017, the DED in Kara-Suu district of Osh oblast informed TTR that one of its schools and a project target school, "Bodono", had closed. This school was replaced by a new school, "Kungoi-Nuru" in Nookat district of Osh oblast, which opened after the MOES approved TTR's intervention school list in early October. The new school has four teachers who attended TTR's first two trainings. TTR will accordingly inform MOES of this change.

Approximately 29 teachers and administrators did not attend the first trainings, covering Modules 1 and 2, due to poor mobile communication services or poor road conditions. The affected schools include:

1. Ak-Shyirak Boarding School, Zhety-Oguz district, Issyk-Kul oblast (4 teachers and 2 school IST);
2. Jaiylma school, Nookat district, Osh oblast;
3. SS 'Kaiyngdy', Nookat district, Osh oblast;
4. SS Kalil Osmonov, Suzak district (Barpy village), Jalal-Abad oblast;

TTR will check the road and weather situations with the abovementioned schools for the next trainings and will invite these and the teachers from other schools who did not attend trainings due to personal or other reasons to join a revision session on Day 2 to be held approximately end of August 2018 to cover all the modules missed in project year two

Intermediate Result 1: Improved Reading Instruction in Grades 1 through 4

Sub IR 1.1: Reading strategy training packages designed

On October 3, 2017, the MOES provided initial approval to use the first five modules, developed in Kyrgyz and Russian languages, for training. This allowed the project to integrate any feedback or modifications to the modules prior to final MOES approval.

TTR received positive responses about the quality of training delivered by national trainers after TOTs and teachers after TTs. Participants frequently noted the quality and appropriateness of the materials, as well as the ease with which they can use strategies, methods, and activities in the classroom.



Sub IR 1.2: Training for teachers, school directors, librarians, pedagogical instructors, and other educators on reading strategies conducted

On October 6, 2017, MOES issued order # 1274/1 that includes: (i) the list of the TTR schools (ii) the dates of the TOTs; (iii) trainings for primary school teachers and instructional support teams; (iv) the list of the national trainers; and (v) period of the observations.

TTR identified 390 national trainers and an additional 10 reserve trainers, that participated in the first TOT. After TOTs and signing the Service Agreement, approximately 24 trainers refused to serve as national trainers. The reasons were: (i) low rate; (ii) work load on their main work that can influence on the schedule of the project trainings and classroom observations; and (iii) family and health circumstances. In anticipation of trainer attrition, TTR staff and area logistics assistants had identified alternate qualified trainers to quickly replenish vacancies to avoid disrupting the training schedule. The refusal of some trainers did not impact trainings.

381 national trainers conducted trainings for teachers and IST. The distribution of trainers by oblasts is provided below:

| | Oblast | Number of trainers | Reserve number of trainers | Total number of trainers |
|---|--------------|--------------------|----------------------------|--------------------------|
| 1 | Bishkek | 43 | 0 | 43 |
| 2 | Talas | 17 | 0 | 17 |
| 3 | Naryn | 24 | 0 | 24 |
| 4 | Issyk-Kul | 34 | 0 | 34 |
| 5 | Batken | 46 | 0 | 46 |
| 6 | Osh | 95 | 0 | 95 |
| 7 | Jalal-Abad | 76 | 3 | 79 |
| 8 | Chui | 46 | 0 | 46 |
| | Total | 381 | 3 | 384 |

In preparation for delivery of the first TOT covering Modules 1 and 2, TTR organized a materials review session for eight Master Trainers on October 18, 2017. Master Trainers shared their ideas on conducting and improving activities during TOTs.

The first TOT was scheduled for the following dates:

- October 24-27, 2017 in Bishkek for 167 national trainers from Bishkek, Chui, Naryn, Talas, and Issyk-kul oblasts; 108 participants will deliver trainings in Kyrgyz and 60 participants will deliver trainings in Russian.
- November 9-12, 2017 in Osh City for 174 national trainers from Osh and Batken oblasts; 117 participants will deliver trainings in Kyrgyz and 57 participants will deliver trainings in Russian.
- November 14-17, 2017 in Jalal-Abad City for 60 national trainers from Jalal-Abad oblast; training was conducted in Kyrgyz language only, as all participants will train Kyrgyz language teachers.

The TOT session spans four days. A brief description of activities by the day is detailed below:

- **Day 1:** introduction to project objectives, overview of TTR's training program, and review trainers' skills.
- **Day 2 and 3:** review materials for Teacher Training Module 1 (Phonemic Awareness) and Module 2 (Alphabet and Decoding). Participants were introduced to new approaches and techniques and were able practically work on them.
- **Day 4:** review guidelines and instructions for conducting classroom observations, as well as practice using the tablet-based observation forms. Additional sessions covered key administrative topics, including communication with the project and financial issues.

On December 22, 2017, TTR held the second workshop for 20 Master Trainers – expanded from eight engaged for the first workshop held during the previous reporting period – to ensure adequate coverage of TOT sessions, on Modules 3 (Vocabulary), 4 (Fluency), and 5 (Reading Comprehension) in Bishkek. These Master Trainers will conduct TOTs in their regions during the next quarter.

During the second workshop, trainers introduced the content of the three modules and provided detailed instructions and steps on how to conduct trainings. Master Trainers conducted micro teaching sessions to simulate/practice TOT sessions. Master Trainers also discussed specific instructions for delivery of each training module, to be shared with national trainers. In the process of the discussions, some changes in the training modules were made; the changes will be reflected in the final set of modules.

Overall, the participants of the workshop appreciated the extent to which these modules have practical practice exercises; they thought this was critical at the primary grade level. There continues to be a need for on-going professional self-development, something that the project may consider developing, if time and resources permit. Trainers and teachers were excited to use materials provided by the project; they hoped for a regular supply of such materials during the course of project implementation.

Teacher Trainings. At the end of the TOT, national trainers signed the Service Agreement and were provided with one LCD projector per pair for the duration of the project. Tablets were provided to those who would conduct classroom observations, along with stationary and materials for use during training deliver to teachers and IST participants, as well as the printed evaluation forms of the trainings.

Following the TOT session, national trainers started delivering trainings for teachers and ISTs. TTR organized teachers in the northern region into 123 cohorts (76 Kyrgyz language and 47 Russian language). Each cohort is assigned two national trainers who conducted the follow-up classroom observations.

Similarly, TTR organized teachers in the southern region into 222 cohorts (170 Kyrgyz language and 52 Russian language). On the last day of the teachers' training, a classroom observation schedule for Grade 1 teachers was prepared with input from the teachers.

| Oblast/city | Teacher Trainings | IST Trainings | Classroom Observation |
|-----------------------------|---|--|----------------------------------|
| Issyk-Kul, Chui and Bishkek | Module 1,2: 11-12; 18-19 November 2017 | Module 1: 25 November 2017 Module 2: 16 December 2017 | 20 November 2017-31 March 2019 |
| Talas, Naryn | Module 1,2: 1-2; 3-4 November 2017 | Module 1: 3 November 2017 Module 2: 2 December 2017 | 13 November 2017-31 March 2019 |
| Osh, Batken and Osh city | Module 1,2: 18-19; 25-26 November 2017 | Module 1: 11 November 2017 Module 2: 16 December 2017 | 20 November 2017-31 March 2019 |
| Jalal-Abad | Module 1,2: 25-26 November; 2-3 December 2017 | Module 1: 2 декабря 2017 Module 2: 16 December 2017 | 27 November 2017 - 31 March 2019 |

Instructional Support Team Trainings. In the northern region, there are 36 groups of instructional support teams (IST), which includes 26 groups in Kyrgyz language and 10 in Russian language. In the southern region, 57 groups of instructional support teams (IST) were trained, which includes 52 groups in Kyrgyz and 5 in Russian languages respectively.

The last sessions of each training day IST participants worked on planning school activities related to improving the reading skills of the primary school students, i.e., phonemic awareness and alphabet.

At the end of the first training day, school principals approved the schedule of the observation visits that was scheduled by the national trainers and teachers.

The national trainers observed the reading classes of Grade 1 teachers, using tablets issued during the earlier TOT session. Trainers observed how teachers applied new techniques/approaches on phonemic awareness and alphabet from the trainings. After each observation, trainers provided detailed feedback on the success points of the trainings and recommendations on improving usage of the proposed methods. All classroom observations were completed by December 20, 2017.

TTR is also preparing checklists, which will document the participation of each teacher and school in project activities. All project checklists will be uploaded to electronic tablets, that the national trainers will use for recording training and classroom observations. These observations will provide information on: attendance rate, use of project-supplied resources in classrooms, engagement of parents, and participation in school-based professional learning communities (Annex B: School Progress Report).

One of the issues in conducting TT and IST trainings was how to reach remote areas, where it took more than half a day for travel. It was decided to have school administrators fill out an observation form and return them to trainers. Working out this system was critical for achieving project outcomes, i.e., to have a classroom observation process institutionalized, so that it becomes a regular feature. This alternate also addressed the challenges, the project had in reaching out to the schools and teacher on a regular basis. Adequate arrangements were accordingly made to facilitate trainers for travel and lodging.



North national trainers discussing “Before, during, and after” approach presented by the TTR during TOTs, 24-27, October 2017.

Sub IR 1.3: Supplementary materials incorporated into instruction

The training modules developed under Sub AR 1.1 provide teachers with supplementary teaching materials, such as texts, flashcards, posters, running records, and reading ladders, as additional resources for teaching reading in the classroom. Additionally, TTR is designing videos that will enhance understanding of the reading instruction strategies introduced in TTR trainings. Development of the supplementary materials began in April, when the Training Working Group convened.

During his recent assignment, Dr. Paata Papava provided samples of leveled readers to serve as examples of the types of leveled readers TTR can produce. He also provided activity cards, posters, student newspapers, and interactive games illustrative of the types of supplementary reading materials TTR may develop.

Sub IR 1.4: Assessments tracking reading progress over time administered

In October and November, STS staff prepared for the EGRA adaptation workshop to review and adapt the EGRA tools. Preparations included drafting EGRA subtasks, agenda, and handouts. STS home office staff reviewed and finalized the frequency analysis of letters and words for presentation to the EGRA Working Group. STS reviewed and revised over 36 original stories with questions and answers, written by assessment specialist with the project, for the oral reading fluency/reading comprehension and listening comprehension subtasks.

Assessment Specialist Moldoeva compiled the list of working group participants, including representatives of all relevant stakeholders to ensure proper development and validation of the EGRA tool by appropriate local experts. She worked with TTR management to obtain Ministry of Education and Science (MOES) approval of the list of AWG participants (Annex 1) and the Ministry's Order permitting the EGRA midline tool revision workshop and field testing of tools. Finally, she also ensured sufficient logistical support for the EGRA midline tool revision workshop (e.g., venue, catering, printout of all necessary materials).

STS home office staff Kristina Solum (Senior Reading Assessment Advisor), Louise Bahry (Psychometrician), Beth Odenwald (Deputy Programs Director), and Matthew Murray (Program Manager) facilitated the EGRA midline tool revision workshop held November 27 – December 1, 2017. During the five-day workshop, participants worked to revise tools in both Kyrgyz and Russian languages and prepared the draft materials to be used in assessment.

Each day, STS reprogrammed the revised tools in Tangerine assessment software. The workshop included one day of field testing of the new EGRA instruments in Grades 2 and 4, in both Kyrgyz and Russian languages. The field test on November 30 provided initial results on the performance of the test items to inform final revisions and validation of tools on the final day of the workshop.

As the reporting period ended, TTR project and STS staff prepared for the next quarter's EGRA piloting exercise, planning, programming the draft SSME instruments, and developing the programming structure of the EGRA pilot and SSME tools.

| |
|---|
| Intermediate Result 2: Access to and availability of quality reading materials that support development of reading in grades one through four improved |
|---|

Sub IR 2.1: A leveled reading system tool aligned with national reading standards designed

Taking into account findings from the field-test of the Leveled Reading Tool, conducted on September 20-22, 2017, TTR's IT Assistant Omuraliev and Deputy Chief of Party Omurkulova developed a web-based interface that automates the leveled reading tool in its entirety. By end of the reporting period, the leveled reading tool, first developed in Russian, had been translated in Kyrgyz.

In consultation with USAID, TTR will submit the leveled reading tool to the MOES and Kyrgyz Academy of Education for approval. Afterwards, TTR will begin to analyze books available on the Kyrgyz market, identify the gaps in the available books, and write books in Kyrgyz and Russian to fill those gaps.

A new Leveled Reading Group will be formed for this exercise. To prepare this new group, TTR will hold a leveled reading workshop led by international reading expert, Paata Papava, early in the next quarter. The group will apply the readability criteria to all titles of children's literature, both existing and new, to determine their suitability for TTR's target schools. Regarding new texts, the group will make recommendations to authors to ensure that new texts reflect language standards and match the reading proficiency of primary school students.

Sub IR 2.2: Select books available on the Kyrgyz market suitable for primary students leveled

In 2017, a probable list of children's books in Kyrgyz and Russian was compiled based on data provided by the K. Bayalinov Library, municipal libraries in Bishkek, and bookstores. Currently, the project has created a data-base of more than 320 titles in Kyrgyz. The list will be expanded as more data about books is made available. The data-base also includes books translated from English into Kyrgyz.

In the following quarter, TTR and Leveled Reading Group will start leveling existing as well as new texts.

Sub IR 2.3: Quality, age-appropriate reading materials in Kyrgyz and Russian that support learning standards procured

In 2017, the TTR team continued identifying the books, based on the readability criteria, which the project will procure during Year II.

Sub IR 2.4: Capacity of local authors and illustrators to learn and use the leveled reading system tool developed under AR 2.1 to create Kyrgyz and/or Russian “big books” and “trade books” increased

TTR engaged children's book writers, university professors, and story-writers to continue creating decodable books in Kyrgyz and Russian according to the criteria of new leveled reading tool. In developing stories, they followed the guidelines they were provided during the September 20-22, 2017 workshop that TTR organized to increase the capacity of local talents to develop new children's stories:

- application of the concept of story grammar in writing texts for new readers
- understanding of the way TTR's Leveled reading tool works for writing, revising and editing draft texts

Sub IR 2.5: Quality, age- and grade-appropriate reading materials that support reading skill acquisition developed using the leveled reading system tool

Between October 1 and December 31, 2017, 53 fiction texts in Kyrgyz, and 25 in Russian have been developed. Also, 28 non-fiction texts (20 in Kyrgyz and 8 in Russian) were drafted and submitted. Three new authors joined the project and submitted 12 fiction texts. All authors were provided with login data and passwords to WordCalc to help them in the development of new stories according to the TTR Leveled Reading criteria. Two authors have revised and re-submitted seven texts after having them reviewed by TTR staff.

| |
|---|
| Intermediate Result 3: Government support to improve reading increased |
|---|

Sub IR 3.1: Dialogue about the existing environment for reading acquisition increased

During this reporting period, TTR continued its cooperation with the MOES, meeting and communicating regularly on program activities to stay abreast of progress and maintain common understanding on procedures necessary for the institutionalization of project training materials and other tools (e.g., leveled reading tool).

Through these communications, it is clear that the MOES is keen to learn about and see products resulting from the leveled reading tool. At a meeting on December 7, 2017, Chinara Kurbanova, Head of the Book Publishing Unit of the MOES, met with Acting Chief of Party Burdett and Deputy Chief of Party Omurkulova to share updates about the development of the leveled reading tool.

Prior to using the leveled reading tool in an official capacity, it will need to be reviewed and approved by the MOES Directors' Collegium and closely coordinated with USAID. An unveiling event coinciding with World Book Day (April 23) was discussed as a possibility; this schedule would work well with TTR's plans for leveling existing and new texts.

Sub IR 3.2: Capacity of MOES and affiliates and the National Testing Center in reading instruction and assessment built

The EGRA Working Group includes representatives from the MOES Department of Pre-School, Secondary School, and Out-of-School education as well as the National Testing Center (NTC). After NTC became available upon completion of their field phase, TTR provided NTC with full information about the content of the EGRA/SSME Working Group session and its deliverables.

Sub IR 3.3: Culture of reading fostered by engaging families and communities to support primary students' reading

During reporting period, TTR held meetings with Roza Sultangazieva from the Library Consortium and Almagul Osmonova from Taalim Forum, both NRC-R members, to explore their plans in promoting reading and coordinate activities in the coming months.

Most of partners' events in 2018 will be dedicated to International Book Day, Library Day, and Children's Protection Day. TTR will implement activities with partners to synergize efforts. Ms. Kurbanova has also mentioned interest in organizing reading activities with parents and communities in schools at the meeting on December 7. She requested TTR to involve school librarians into such activities. TTR will work with her to receive MOES order involving school administration to engage families and communities to support primary students' reading in pilot schools around International Book Day.

Sub IR 3.4: Innovative platforms and delivery mechanisms to sustain reading material availability (e-platforms, distribution cycle) expanded (or developed)

TTR continued developing and testing the beta website and content structure for its portal, which is locally-designed, bilingual (Kyrgyz/Russian) and cloud-based site envisioned to be hosted by Google. TTR plans for the portal to be accessible from any device to project beneficiaries without registration, but fully capable of tracking usage statistics through Google. The portal will include several sections: repository, news, information about TTR, and contacts (see Table 1. Repository Structure).

The portal's repository will include training modules, supplemental instructional videos, and different resources for teachers and parents to encourage constructive parental engagement with several search options (keyword, filters, browse). Additionally, the portal will feature a news section that regularly updates TTR news and events, outreach/media campaigns (i.e., public service announcements, brochures, broadcast lists, social media), and communications tools and other resources to promote and foster community and family supported reading events.

The portal is designed to meet the specifications outlined in the USAID regulations for website development under acquisitions instruments. Additionally, TTR is drafting an application that will be submitted to the project's Contracting Officer's Representative (COR) for the USAID Website Governance Board's review and approval.

With respect to the portal's sustainability, TTR envisions transferring the portal and its content to the MOES. This will be facilitated by Google's service to transfer all materials to the new owner with option to download them or make it available in Dropbox. Thereby these materials will be available to all schools and parents for an unlimited period of time beyond the life of the project.

Table 1. Repository Structure

| Books | Literary Genres | Resources | Tool | Search |
|---|---|---|---|--|
| <ul style="list-style-type: none"> • Author • Title • ISBN • Publisher • Publication place • Year of issue • Language (Kyrgyz/Russian) • Grade • Level | <p>Fiction</p> <ul style="list-style-type: none"> • realistic fiction • simple animal fantasy • science fiction • folk tale; traditional tale • fantasy • mystery • poetry • historical fiction <p>Informational text</p> <ul style="list-style-type: none"> • Scientific text • History • Ethics • Civics/ government • Biography/ autobiography • Creative arts (music, art, dance, etc.) | <ul style="list-style-type: none"> • Type of materials <ul style="list-style-type: none"> ○ Methodological ○ Didactical • Sub-type of materials: <ul style="list-style-type: none"> ○ Print ○ E-books ○ Useful links (optional) • File type: <ul style="list-style-type: none"> ○ Document (e.g., .pdf, JPG, PPT) ○ Audio (MP3) ○ Video (MP4) <p>Lesson Plans</p> <ul style="list-style-type: none"> • Grade • Term • Topic | <p>Leveled Reading Tool</p> <ul style="list-style-type: none"> ▪ in Russian ▪ and Kyrgyz <p>WordCalc</p> <ul style="list-style-type: none"> ▪ in Russian ▪ and Kyrgyz | <ul style="list-style-type: none"> • by Content Categories • Filters/Nested filters • Browsing • Freeform Search |
| Accessible from any mobile device | | | | |

3.3 Implementation Challenges and Issues

Lack of Bilateral Agreement. The most significant challenge has been the absence of a bilateral agreement between the governments of the United States and Kyrgyz Republic, which resulted in delaying the official introduction of the project to the MOES. The completion of the MOU between USAID and MOES, approved on August 23, 2017, provided the project with long-awaited clearance to begin formally engaging the MOES and target beneficiaries. The delayed MOU has critically impacted project activities that involve MOES approval, postponing trainings, EGRA administration, and full-scale leveling of existing materials.

Trainer identification. During the process of identifying national trainers, TTR heard from many DEDs that they were overloaded with training workshops and could not spare any trainers to participate in TTR. One methodological center in the south refused to cooperate with the project. However, when TTR contacted the trainers individually, they expressed their willingness to cooperate with the project and submitted their resumes for a trainer's position.

In the process of administering TOTs and TT and IST trainings, trainers who work as heads of methodical cabinets at DEDs and TEDs showed their great interest, diligence and commitment to work with TTR project and provide great support in organization of TT and IST trainings in places.

Training schedule conflicts. TTR has learned from partners that in November a World Bank-funded project will conduct trainings on Primary School Standards for deputy directors and primary school teachers. This training creates difficulties in arranging TTR trainings, since many TTR trainers also train for the World Bank. Since the World Bank has MOES authorization, TTR has mitigated the risk of a scheduling conflict with plans to adapt its schedule of November trainings in consideration of World Bank plans.

As mentioned above, trainings offered in winter period posed certain challenges in engaging teachers and administrators from some of the project's remote schools. Availability of transportation is always dependent on weather conditions in the remote regions. A realistic goal for training participant attendance at training events held between October and March is 90%. TTR is in constant communication with these schools to find out road and transportation conditions for training periods and is considering offering additional sessions for these schools in August 2018 along with two other sessions to cover up for the modules they missed. The schools are small in size with total of 17 teachers; however, the number of such schools may grow with the next trainings taking place in January-February 2018.

Also, there were a few cases with schools in Bishkek where their teachers and administrators were reluctant to attend the trainings. Participants took issue with trainings offered on Sunday, citing it as a non-work day under the Kyrgyz Labor Code. Specifically, teachers from School #64 in Bishkek referred to their retirement age as the reason they did not need trainings. TTR contacted the school's deputy director immediately to make her aware of the situation, as well as explain the project's training program, offered for all primary teachers in its target schools, and that the training schedule was agreed with the MOES. The deputy director and school administration responded accordingly promising to settle the issue with teachers' participation.

There are also issues with some of USAID QRP "low-performing schools". Some of their representatives did not turn up saying they already attended such trainings - for example, school #88 in Bishkek. TTR will discuss the issue with each such school administration separately.

Training participants from non-target schools. During the training delivery in the south, TTR received several requests from Russian private school in Batken oblast, some Uzbek language schools in Osh and Jalal-Abad oblasts to take part in TTR's trainings. Similarly, Uzbek teachers from mixed schools, who were excluded from the list expressed their interest to attend TTR trainings as well.

They were informed that while TTR could not cover non-target schools, however they could attend trainings without provision of any materials from TTR.

3.4 Monitoring

The goal of TTR is to improve reading outcomes for students in grades 1- 4 in 900 target schools in the Kyrgyz Republic. The data collected from project interventions will encourage broader discussions about the successes and challenges in early grade reading to assist the government of the Kyrgyz Republic to design future activities resulting in improved early grade reading outcomes.

DevResults. TTR's AMEP is designed to guide the project team in collecting and managing high-quality performance data and using it to manage the interventions, monitor their progress, and communicate results.

Setting targets, monitoring progress, and evaluating the results of TTR activities are vital management and accountability functions. The set of indicators outlined in TTR's AMEP define the metrics by which progress and ultimately project success is defined. The continuous

and high-quality monitoring of project performance will allow all relevant stakeholders and TTR staff to track the collection and dissemination of data related to early grade literacy.

TTR will use DevResults software to store, manage and report monitoring data. The system includes limited geospatial mapping functions, document and photo storage, and milestone management abilities. It can generate dashboards displaying indicator achievement using maps, graphs and charts. The software also has different access levels allowing users, including clients and partners, to see results and data specific to their roles. DevResults is designed specifically for countries with poor internet connectivity. It is cloud based, so there is no need to purchase servers or other IT equipment, and its web-based interface can be used from any internet-enabled device (tablet, mobile phone, desktop) from anywhere in the world.

TTR recognizes that MOES leadership in improving reading outcomes is critical to sustaining interventions beyond the life of the project. Once data collected from EGRAs and other activities are entered into DevResults, they will inform the planning of future activities, including MOES planning of its national early grade reading program.

Classroom Observations. TTR prepared and delivered presentations on the Classroom Observation Form (COF), detailed observation procedures and recommendations on ethics of conducting observation in schools during the TOTs held in October 2017 in Bishkek, Osh and Jalal-Abad cities. The presentation also included effective feedback form based on 3+1 format for the national trainers to first focus on three strong aspects of teacher's lesson and recommend one area for improvement. Such a feedback format, TTR believes, will create trust between the observer and the teacher, inspire and motivate the teacher for further growth and development to deliver better and effective reading classes. During these sessions, national trainers had the opportunity to discuss and understand each criterion given in the COF and practice the offered feedback format in small groups. Additionally, national trainers were given tablets and were coached on how to use the tablet and complete the electronic COF with ODK Collect program uploaded on each tablet. As part of the coaching, TTR provided practical sessions offering a mock video lesson to allow for the trainers to complete the form using tablets and discuss issues that could arise. It is worth noting that the trainers positively accepted the use of new technologies and expressed hope that it would simplify their work in observing, evaluating and submitting the COF for analysis. TTR will offer remote support and help for trainers if questions or difficulties arise with using or completing the electronic COF during the observations.

TTR engaged partner, STS, to complete programming of the classroom observation tool and made revisions as needed based on feedback provided from the field after testing and quality controls (QC). In addition to leading the process of tablet procurement and installation of the programmed ODK Collect application, STS Assessment Specialist together with TTR's M&E Specialist translated the instructions on the use of ODK Collect from English to Kyrgyz and Russian. STS also developed, and Assessment Specialist and TTR's M&E Specialist delivered presentations for TTR's national trainers on 1) Classroom Observation Form content 2) Procedures and Ethics of Classroom Observation 3) Use of tablets and ODK Collect during the trainings in Bishkek and Osh.

Classroom observations were completed in December and STS submitted summaries of the data collected. As December concluded, the research team was undertaking data analysis and report-writing for the first report on classroom observations.

According to the training plan with set training schedules and observations, national trainers will conduct classroom observations of their teachers within five working days after approximately a week the trainings are completed. TTR will observe a teacher only once during the life of the project. For example, following the delivery of Modules 1 and 2 trainings,

National Trainers were asked to observe only Grade 1 teachers as the materials from these early modules are not addressed in higher grades. Once a teacher is observed, these teachers will be removed from the classroom observation pool. For subsequent classroom observations, after each training delivery, the National Trainer will randomly draw remaining teachers to identify the observation pool. TTR believes this is necessary to accommodate the compressed training schedule for first five modules.

Example: A National Trainer who is responsible for 23 teacher trainees has already observed two Grade 1 teachers for Round 1 classroom observations (Modules 1 and 2). There are 7 rounds of classroom observations remaining, so the target number of teachers to be observed during the remaining rounds is 3 (total # of teacher trainees less the number of teachers observed in Round 1 divided by number of observation rounds remaining: $23-2=21/7$).

During the next TOTs in January 2018, trainers will be offered a simple selection method for the remaining teachers and seven observation cycles.

Other M&E Tools. In addition to the checklist for monitoring teacher trainings to oversee trainings for quality and efficiency, this quarter, TTR developed TOT Evaluation Form for national trainers to provide feedback on quality of training sessions offered during the TOTs, and Teacher (TT)/Instructional Support Team member (IST) Training Evaluation Form for teachers and IST members to provide feedback on quality of TT/IST trainings and suggestions and comments. The template forms are enclosed to this report as Annex A and B, respectively.

Feedbacks were collected both from national trainers and teachers/IST members as TOTs and TT/IST trainings were complete in early December 2017. The following is brief description of general feedbacks and suggestions and the ways TTR will address them given in brackets:

Majority participants noted that the trainings were highly interactive with wealth of practical work (role plays, games, work in pairs/groups, etc.) and that the theory was smartly paired with sample exercises. They also highlighted the content of the modules as simple and easy to understand.

Feedback on the training content:

- Training content should include materials for grades 3-4 (Next modules will cover this);
- Materials should be provided in discs (E-portal will have all TTR materials);
- A model video lesson or lesson plans should be included in the trainings (For the next modules, TTR will prepare videos with Dr. Papava with more practical tips for lesson planning);
- Videos should be voiced in Kyrgyz (This is for northern trainings, for the south TTR voiced them in Kyrgyz);
- A one-pager instruction should be given for school administrators (TTR plan to adapt modules for IST trainings);
- Supplementary reading materials for distribution among schools (TTR plans procurement and distribution of reading supplementary books in September 2018);
- More visual aids (TTR plans to produce and distribute posters, toolkits, and other instructional aids among target schools).

Feedback on facilitation:

- Quality video presentations (some trainers had difficulties with using LCD projectors, TTR always supports its trainers remotely);
- Other technical issues (related to venue conditions and electricity cuts);
- Time is limited for discussions (TTR will discuss effective time management during the next TOTs);

- Some trainers just read the materials without explanations (rare complaints from the evaluations, TTR will monitor select trainers during the next trainings).

3.5 AMEP Update

DevResults. To date, TTR is using DevResults to enter, store, and manage data collection and report M&E data. By now both TTR technical and administrative staff has been assigned roles to use the system to generate reports and build result dashboards, as necessary.

TTR's Year II Work Plan, approved on August 25, 2017, includes updated Year II targets. Annex C: AMEP Reporting Table shows progress towards performance in Quarter 1, Year II.

4. INTEGRATION OF CROSSCUTTING ISSUES AND USAID FORWARD PRIORITIES

4.1 Gender Equity and Female Empowerment

Gender equity and female empowerment will be addressed in four principle areas: development of the readability criteria for assessing the appropriateness of readers, the EGRA test items, instructional strategies for addressing the needs of female students, and the portrayal of females in the leveled reading materials. TTR will ensure that the readability criteria address gender equity, the items are free of gender bias, and the training materials provide activities for effectively engaging young girls. The portrayal of girls in reading materials must not reinforce stereotypical roles. As the task working groups are formed, TTR staff will present gender sensitive and inclusive considerations to guide the development of materials.

Materials developed by TTR reflect sensitivity toward gender and inclusiveness issues by including 1) introduce inclusion, diversity and disability through the text and illustrations in children's books, 2) actively reject stereotypical perceptions of disability as "dependency", "heroization", or "defectiveness" and 3) portray disabilities positively in children's literature.

4.2 Sustainability Mechanisms

The reading leveling tool. The leveled reading tool, which will enable educators, publishers, authors, and illustrators to assess the age- and grade-level appropriateness texts is a significant innovation in the Kyrgyz education system. Although TTR has not formally begun its work with the MOES, ministry personnel, including the Minister, have already expressed a keen interest in this valuable tool. The WordCalc program that TTR is developing in Russian and Kyrgyz for grades 1-4 can later be expanded to higher grades by the MOES.

Online Resources and the Electronic Collection of Data. The portal that TTR is developing will provide the MOES and educators access to materials developed by the project after the project has ended. TTR is also focusing on using electronic tablets to conduct classroom observations and level the reading materials, to provide the NTs access to training materials. The data from these activities will also be uploaded to specific silos on the portal. For the first time in the primary grades, the MOES will be trained to collect, store, and analyze school-based data.

5. STAKEHOLDER PARTICIPATION AND INVOLVEMENT

The following table reflects the number and type of informal meetings and discussions held with TTR partners during the first quarter of Year 2:

| Organization | Purpose | Date |
|---|--|------------|
| American University of Central Asia (AUCA) | Exchange information about the schools plans to establish an Institute for Education that will offer master's and doctoral programs. There is interest in engaging degree candidates in research activities. | 11.29.2017 |
| Taza Koom Program under Government of KR | Learn and discuss Government priorities for digitalization of education in KR | 11.29.2017 |
| Asian Development Bank (ADB) | Discuss synergies and coordination on teacher professional development activities | 11.30.2017 |
| Chinara Kurbanova, Specialist of the book publishing department, MOES | Discuss status of leveled reading tool, procedures/requirements for MOES review and approval, and possible unveiling event and activity. All of the above to be coordinated with USAID. | 12.07.2017 |

6. LESSONS LEARNED

Training Modules Development. During international reading expert Dr. Papava's consultancy, it was evident that terminology relating to Phonics and Phonemic Awareness required clarification to establish a common understanding of these two critical reading skills and properly distinguish the elements they address. TTR's first module will be *Phonemic Awareness*. The module on *Phonics* – often confused with phonemic awareness – was changed to *Introduction to the Alphabet and Decoding* to better reflect its focus on the correspondence between sounds and alphabetic symbols. The modules now accurately reflect the way Russian and Kyrgyz speakers learn to read. Dr. Papava also provided the model of reading instruction based on modelled, shared, guided and independent reading stages. TTR revised the structure of the training models to incorporate these four stages in its activities.

Limited Interest to Publish Books in Kyrgyz. During meetings with children's book authors, TTR learned that few authors wish to produce books in Kyrgyz, because they do not sell well. While all agreed that more books in the national language were needed, no one was focused on producing new books for children in Kyrgyz. After conversations with children's book authors, illustrators, and publishers, TTR sees poor sales as the primary reason for this lack of interest in Kyrgyz language children's books.

Addressing this lack of interest and producing leveled books in Kyrgyz will be a goal of TTR. One possible incentive to increase publishers' interests is linking MOES book procurement requirements to the leveled reading criteria that TTR and the Leveled Reading Working Group has developed.

Ministry Approvals. Although there is an approved MOU between USAID and the MOES in place, several project activities require additional actions from the MOES. For example, in order to proceed with EGRA midline tool revision discussions, an MOES order was required to establish the EGRA Working Group. Additionally, the MOES also relies on validation of its expert bodies (KAE, RIATT) to inform its decision. To streamline the procedural aspects of counterpart dependent approvals, TTR strives to maintain strong relationships with MOES and other relevant counterpart institutions.

7. PLANNED ACTIVITIES FOR NEXT QUARTER INCLUDING UPCOMING EVENTS

Technical Activities. During the next quarter, January 1 – March 31, 2018, TTR will implement the following technical activities:

- Complete translation, adaptation, and editing of modules 6-7 in Kyrgyz and Russian language
- Translate five training modules for Year I training into English language
- Conduct ToTs for national trainers on Modules 3, 4 and 5 in January 2018
- Conduct TT/ISTs in January-February 2018 on Module 3
- Conduct TT/ISTs in March 2018 on Modules 4 and 5
- Prepare for teacher training to begin in the fall
- Adapt training materials for different audiences: teachers, national trainers, administrative/support staff
- Submit completed training modules to USAID, MOES, RIATT, and KAE for approval
- Finalize supplementary materials in Russian and Kyrgyz languages to include in trainers' toolkit
- Draft and finalize the scripts for video materials to be used in trainings
- Finalize the training schedule
- Prepare the EGRA for Spring 2018 administration
- Design, produce, and/or procure promotional materials to highlight project activities
- Develop schedule of TOT, Teachers trainings and the list of national trainers, school venues for the trainings and submit to MOES
- Develop a special training schedule for the areas with remote schools with limited winter access
- Visit training venues to finalize details of training sessions
- Conduct TOT for the Area Logistic Assistants on the project learning materials and project procedures (finance, logistic, reporting, and e-platform)
- Finalize all training plans, both for TOTs and teacher trainings

- Sign letters of collaboration/cooperation with South DEDs, TTIs, and RIATT before trainings
- Update the number of the teachers after the September 5th deadline for the annual submission of the schools' statistics to the National Statistical Committee for the 2017-2018 Study Year
- Finalize and use the WordCalc in text development with TTR authors
- Select potential authors and illustrators to develop texts in accordance with developed Leveled Readings Criteria and WordCalc
- Integrate TTR E-portal and upload developed tools, materials, and useful links

AMEP/EGRA

TTR M&E Specialist will continue training TTR staff, as well as eight, short-term Area Logistics Assistants, on use of DevResults and M&E reporting. TTR continues to collect all relevant indicators, with disaggregates, as approved by USAID. Data will be reported to the USAID TrainNET system, in accordance with TrainNET standards and procedures, and following guidelines in ADS 252 and ADS 253. The reporting to this USAID system will be on a quarterly basis.

During the next quarter, TTR anticipates receiving data analysis, completed by STS in January, from the first round of classroom observations. TTR will also complete the pilot EGRA assessment with technical assistance from STS. Pilot testing is an integral part of the EGRA validation process as it will allow the project to determine if the items are functioning as intended. In addition to evaluating EGRA test items, the pilot assessment will also help the project determine proper equating between midline tool items and the baseline tool (TTR is using the endline EGRA administered by USAID's Quality Reading Program – Reading Together).

Upon identifying an appropriate population of schools to participate in the pilot, TTR will obtain confirmation from the MOES to undertake the activity.

From February 12 to 16, STS will train approximately 30 enumerators, hired through a local research firm, to conduct a pilot EGRA to measure item characteristics of the newly revised EGRA assessment in Kyrgyz and Russian. The pilot data collection training will take approximately one week, followed by up to two weeks of pilot data collection. TTR will assess approximately 1,200 students during piloting.¹ The number of schools required is flexible, as there is no minimum number of students needed per school, and the project is currently considering 28 schools to participate in pilot data collection. Data collection will end by March 2 at the latest.

The pilot will include both an EGRA and a Snapshot of School Management Effectiveness (SSME) survey, which is a series of short surveys that provide a multi-faceted picture of school management practices in a school. The resulting data enable school, district, oblast, or national administrators and policymakers to learn how conducive the school environment is to support a quality reading program. Based on the April 2017 meetings with the TWG, the following SSME tools will be used:

Table 2. SSME tools

¹ A detailed explanation is found in the piloting and equating plan submitted on August 7.

| Tools | Respondents | Number administered | Estimated time to administer ² |
|--|---|--------------------------------|---|
| Student questionnaire | Student (as part of EGRA) | Ten per grade (2, 4) | 5 minutes |
| School inventory, including a 2nd and a 4th grade classroom | Enumerator completes, accompanied by head teacher or deputy director if appropriate | One per school | 30 minutes |
| Head teacher/deputy director interview | Head teacher or deputy director | One per school | 30 minutes |
| Teacher interview | Grade 2 and Grade 4 teachers | One per grade (two per school) | 25 minutes each (50 minutes total) |

In March, STS will analyze the results of the pilot and select the most appropriate EGRA items to be used in the final EGRA versions for the spring 2018 and 2019 administrations. Analyses will reveal if there are any particularly problematic items in a subtask, or if the difficulty level is appropriate for the students. Analyses will also measure the extent to which the revised tools are comparable to the QRP endline EGRA tools; and they will indicate whether any further adjustments are required to adjust for comparability. This process will allow the team to make necessary changes to a tool if needed, and to have more confidence in the data that will be collected during the full EGRA administrations in April 2018 and April 2019.

² Estimated times to administer are based on a field test of instruments performed at two schools in the Kyrgyz Republic on April 20, 2017.

8. ANNEX A: TEACHER FEEDBACK FORM

| TEACHER/IST TRAINER PROGRAM EVALUATION | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Please let us know how the course was by completing this evaluation. For the first section, rank your agreement with the statement by checking the response that best represents your feelings. Thank you for your participation. | | | | |
| Course Title: Training 1, Introduction to Basic Reading Skills (Phonemic Awareness & Alphabet and Decoding) | | | Course Date: | |
| Name: | | | | |
| Content | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 1. Training content was consistent with stated | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The training met my expectations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I will use the knowledge and resource materials from the training to change how I do my job | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. My time was properly invested through attending | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Did the training provide the following? | | | | |
| 5a. Applicable theoretical information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5b. Practical examples | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5c. Adequate time for discussion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5d. Appropriate exercises for learning the content | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5e. Quality and beneficial video presentation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Overall, how would you rate the following aspects of the training? | | | | |
| 6a. The training was properly organized and | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6b. Trainers provided clear instruction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6c. Trainers adjusted the pace to meet participant | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6d. Trainers demonstrated comfort level and competency with use of all visual aids (PowerPoint, | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6e. Lunch and coffee breaks were well-served and provided on time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. What went well and should be repeated next time? Please explain why. | | | | |
| 8. What should be changed for next time? Please explain why and recommend options. | | | | |
| 9. Which 3 items from today's training do you plan to incorporate in your next lesson plans? | | | | |
| Any additional comments? | | | | |

9. ANNEX B: TOT FEEDBACK FORM

| TRAINING OF TRAINER PROGRAM EVALUATION | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Please let us know how the course was by completing this evaluation. For the first section, rank your agreement with the statement by checking the response that best represents your feelings. Thank you for your participation. | | | | |
| Course Title: Training 1, Introduction to Basic Reading Skills (Phonemic Awareness & Alphabet and Decoding) | | | Course Date: | |
| Name: | | | | |
| Course Content | Strongly Agree | Agree | Disagree | Strongly Disagree |
| 1. Overall the course met my needs and | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. This course has prepared me to deliver trainings on vocabulary | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. This course has prepared me to deliver trainings on fluency | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. This course has prepared me deliver trainings on reading comprehension | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I am comfortable using the tablet device | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. My time was properly invested through attending | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Facilitator(s) | | | | |
| 7. Used exercises, games, role play, and activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Encouraged participant interaction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Responded to participant contributions non- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Paraphrased participant comments as needed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Displayed knowledge of subject matter | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Used relevant examples related to the content | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Effectively handled questions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Gave clear instruction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Adjusted the pace to meet participant needs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Demonstrated comfort level and competency with use of all visual aids (powerpoint, overhead | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. What went well and should be repeated next time? Please explain why. | | | | |
| 18. What should be changed for next time? Please explain why and recommend options. | | | | |
| Any additional comments? | | | | |

10. ANNEX C: AMEP REPORTING TABLE

| No. | Indicator | Disaggregation | Data Source | Collection Frequency | Baseline (2017) | | Q1 | | Q2 | | Q3 | | Q4 | | % of achievement | Comments |
|---|---|---|--------------|--|---|-----------|---------|--------|---------|--------|---------|--------|---------|--------|------------------|---|
| | | | | | | Y2 target | Planned | Actual | Planned | Actual | Planned | Actual | Planned | Actual | | |
| Project Result: Improved reading outcomes for students in grades 1-4 in 900 target primary schools in the Kyrgyz Republic | | | | | | | | | | | | | | | | |
| Activity Result 1: Reading instruction in grades 1-4 improved | | | | | | | | | | | | | | | | |
| 01 (relates to USAID Global Education Strategy Goal 1) | Number of primary school aged children with improved reading skills (outcome) | Gender, Grade Level, Language of Instruction, School Type, Location, Reading Skill | EGRA results | Baseline 2017 (QRP endline), midline in 2018 and endline in 2019 | N/A (no information available from QRP endline) | | | | | | | | | | | TTR will administer midline EGRA in April 2018. Results will be reported with the YII AR. |
| 02 F-indicator ES. 1-1 | Percent of learners who demonstrate reading fluency and comprehension of grade level text at the end of grade 2 with USG assistance (outcome) | Gender, Grade Level, Language of Instruction, School Type, Location, Mother Tongue, Reading Skill | EGRA results | Baseline in 2017 (QRP endline), midline in 2018 and endline in 2019 | 46% | +5% | | | | | | | | | | TTR will administer midline EGRA in April 2018. Results will be reported with the YII AR. |
| 03 F-indicator ES. 1-2 | Percent of learners who demonstrate reading fluency and comprehensi | Gender, Grade Level, Language of Instruction, School Type, Location, Reading Skill | EGRA results | Baseline in 2017 (QRP endline), midline in 2018, and endline in 2019 | 44% | +5% | | | | | | | | | | Same as above |

| No. | Indicator | Disaggregation | Data Source | Collection Frequency | Baseline (2017) | | Q1 | | Q2 | | Q3 | | Q4 | | % of achievement | Comments |
|---|---|---|-------------------------------|----------------------|-----------------|-----------|---------|---------|---------|--------|---------|--------|---------|--------|------------------|---|
| | | | | | | Y2 target | Planned | Actual | Planned | Actual | Planned | Actual | Planned | Actual | | |
| | on of grade level text at the end of primary school with USG assistance (outcome) | | | | | | | | | | | | | | | |
| 04 F- indicator ES. 1-5 | Number of learners reached in reading programs at the primary level. (output) | Gender, Grade Level, Language of Instruction, Mother Tongue, School Type, Location, Age | Project records, school lists | Annually | 0 | 180,000 | 180,000 | 209,563 | 180,000 | | TBD | | 180,000 | | | # of students shown for Q1, Modules 1 & 2 without 4 schools that didn't attend the trainings. Annual results will be reported in Year II AR. |
| 05 | Percent of target teachers who demonstrate using new reading instruction techniques introduced in USG-supported training programs (outcome) | Gender, Language of Instruction, School Type, Location (oblast) | Classroom observation tool | Quarterly | TBD | 70% | N/A | | TBD | | TBD | | TBD | | | With analysis underway and as each target teacher is observed once, TTR will report results from the first observation cycle for the number of teachers observed in Q2. |
| Sub AR 1.1: Reading strategy training packages designed | | | | | | | | | | | | | | | | |

| No. | Indicator | Disaggregation | Data Source | Collection Frequency | Baseline (2017) | | Q1 | | Q2 | | Q3 | | Q4 | | % of achievement | Comments |
|--|---|--|-----------------|----------------------|-----------------|-----------|---------|------------------------------------|---------|--------|---------|--------|---------|--------|------------------|---|
| | | | | | | Y2 target | Planned | Actual | Planned | Actual | Planned | Actual | Planned | Actual | | |
| 06 F-indicator ES. 1-11 | Number of primary school classrooms that receive a complete set of essential reading instructional materials with USG assistance (output) | Grade, Language of Instruction, Oblast | Project records | Quarterly | N/A | 3,600 | 3,600 | Total 6,091; 3,941 KG and 2,150 RU | 3,600 | | 3,600 | | 3,600 | | | Q1 results reflect the # of classrooms receiving training modules 1 & 2. Annual results will be reported in YII AR. |
| Sub AR 1.2: Training for teachers, school directors, librarians, pedagogical instructors, and other educators on reading strategies conducted | | | | | | | | | | | | | | | | |
| 07 F-indicator 3.2 1-41 | Number of person hours of teachers and educators who successfully complete in-service training with USG assistance | Gender, Language | Project Records | Quarterly | N/A | 392,000 | 112,000 | 107,744 | 168,000 | | 0 | | 112,000 | | | Hours reflect results of teacher trainings on first two modules. Annual results will be given in YII AR. There are no teacher trainings scheduled for Q3. |

| No. | Indicator | Disaggregation | Data Source | Collection Frequency | Baseline (2017) | | Q1 | | Q2 | | Q3 | | Q4 | | % of achievement | Comments |
|-------------------------|--|---|-----------------|----------------------|-----------------|-----------|---------|--------|---------|--------|---------|--------|---------|--------|------------------|--|
| | | | | | | Y2 target | Planned | Actual | Planned | Actual | Planned | Actual | Planned | Actual | | |
| 08 F-indicator ES. 1-7 | Number of primary school educators who complete activities on implementing evidence-based reading instruction with USG assistance (output) | Gender, Language, Target Group, Training Type, Oblast | Project Records | Quarterly | N/A | 7,000 | 7,000 | 6,734 | 7,000 | | 0 | | 7,000 | | | This quarter, TTR trained 6,000 teachers, 43 methodologists & 691 librarians on two modules. The number reflects trainees only for two modules. # of teachers who complete all activities will be given with the AR. |
| 09 F-indicator ES. 1-12 | Number of education administrators and officials who complete professional development activities with USG assistance (output) | Gender, Training Type, Oblast, Mother Tongue | Project Records | Annually | N/A | 1,000 | 1,000 | 1,853 | 1,000 | | TBD | | 1,000 | | | Same as above. As part of IST trainings, TTR trained 1,431 school directors and deputy school directors, and 422 national and master trainers. |
| 10 F-Indicator 3.2 1-43 | Number of person hours of administrators and officials successfully trained | Gender, Language | Project Records | Annually | N/A | 56,000 | 16,000 | 29,648 | 24,000 | | TBD | | 16,000 | | | As above |

| No. | Indicator | Disaggregation | Data Source | Collection Frequency | Baseline (2017) | | Q1 | | Q2 | | Q3 | | Q4 | | % of achievement | Comments |
|---|--|--|---|---|-----------------|-----------|---------|--------|---------|--------|---------|--------|---------|--------|------------------|--|
| | | | | | | Y2 target | Planned | Actual | Planned | Actual | Planned | Actual | Planned | Actual | | |
| Sub AR 1.3: Supplementary materials incorporated into instruction | | | | | | | | | | | | | | | | |
| 11 F-indicator ES. 1-10 | Number of primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance (output) | Grade Level, Type of Resource, Language of Title/Materials | Teacher Record, Reading Checklist Project Records | Annually | 0 | 5,000 | N/A | 0 | TBD | | TBD | | TBD | | | To date, 9,000 training materials on Introduction to Alphabet and 9,000 on Phonemic Awareness distributed to teachers/IST members, and national trainers as teaching materials. TTR will report total # in AR. |
| Sub AR 1.4: Assessments tracking reading progress over time implemented | | | | | | | | | | | | | | | | |
| 12 F-indicator 3.2.1-34 | Number of standardized learning assessments supported by USG (output) | Language | EGRA | Baseline, midline, and endline EGRA, annually | 0 | 2 | 2 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | | TTR developed electronic EGRA tool in two languages adapted for grades 2 & 4. The tool will be piloted in Feb 2018. |
| Activity Result 2: Access to and availability of quality reading materials that support development of reading in grades 1-4 improved | | | | | | | | | | | | | | | | |
| Sub AR 2.1: A leveled reading system tool aligned with national reading standards designed | | | | | | | | | | | | | | | | |
| 13 | A leveled reading system and tool developed in Kyrgyz and | Language | Project records | Quarterly | N/A | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | Completed in YI. The tool was developed in YI, but will be sent for approval of the MOES in Q2 of YII. |

| No. | Indicator | Disaggregation | Data Source | Collection Frequency | Baseline (2017) | | Q1 | | Q2 | | Q3 | | Q4 | | % of achievement | Comments |
|--|---|--|-----------------|----------------------|-----------------|-----------|---------|--------|---------|--------|---------|--------|---------|--------|------------------|--|
| | | | | | | Y2 target | Planned | Actual | Planned | Actual | Planned | Actual | Planned | Actual | | |
| | Russian (outcome) | | | | | | | | | | | | | | | |
| Sub AR 2.2: Level select books available on the Kyrgyz market suitable for primary students | | | | | | | | | | | | | | | | |
| 14 | Percentage of primary school age- and grade-appropriate titles in Kyrgyz and/or Russian languages on the market in the Kyrgyz Republic are leveled (output) | Grade, Text Language | Project Records | Quarterly | N/A | 65% | 0 | 0 | 35% | | 30% | | TBD | | | After the tool is approved, TTR will start leveling books in Q2, YII. As 20% books were planned to be levelled in YI, TTR will level 65% in YII and remaining 20% in YIII. |
| Sub AR 2.3: Quality, age-appropriate reading materials in Kyrgyz and Russian that support learning standards procured | | | | | | | | | | | | | | | | |
| 15 | Number of age and grade-appropriate reading materials in Kyrgyz and/or Russian developed/pr | Grade, Language, Reading Material Type, Developed/Procured | Project Records | Quarterly | N/A | 583,200 | 0 | 0 | TBD | | TBD | | TBD | | | Developing age & grade-appropriate books is ongoing. TTR will report results in the next quarters as the work progresses. Procurement/distribution of reading materials is |

| No. | Indicator | Disaggregation | Data Source | Collection Frequency | Baseline (2017) | | Q1 | | Q2 | | Q3 | | Q4 | | % of achievement | Comments |
|---|---|--|-----------------|----------------------|-----------------|-----------|---------|--------|---------|--------|---------|--------|---------|--------|------------------|--|
| | | | | | | Y2 target | Planned | Actual | Planned | Actual | Planned | Actual | Planned | Actual | | |
| | ocured, distributed in schools (output) | | | | | | | | | | | | | | | planned in Sep 2018. |
| Sub AR 2.4: Capacity of local authors and illustrators to learn and use the leveled reading system tool developed under AR 2.1 to create Kyrgyz and/or Russian “big books” and “trade books” increased | | | | | | | | | | | | | | | | |
| 16 | Number of authors, illustrators, and book designers trained to use the new leveled reading system tool (output) | Mother Tongue, Profession, Gender | Project Records | Quarterly | N/A | 25 | 0 | 0 | 25 | | TBD | | TBD | | | Workshop for this target group is planned for Q2 YII. |
| Sub AR 2.5: Quality, age- and grade-appropriate reading materials that support reading skill acquisition developed using the leveled reading system tool | | | | | | | | | | | | | | | | |
| 17 | Number of target primary schools that have increased availability of reading materials (output) | Grade, School Type, Oblast, Text Language, Language of Instruction | Project Records | Quarterly | N/A | 900 | 0 | 0 | 0 | | 0 | | 900 | | | TTR plans to procure & distribute reading materials in target schools in Sep 2018. |
| Activity Result 3: Government support to improve reading increased | | | | | | | | | | | | | | | | |

| No. | Indicator | Disaggregation | Data Source | Collection Frequency | Baseline (2017) | | Q1 | | Q2 | | Q3 | | Q4 | | % of achievement | Comments |
|---|--|--|-----------------|----------------------|-----------------|-----------|---------|--------|---------|--------|---------|--------|---------|--------|------------------|---|
| | | | | | | Y2 target | Planned | Actual | Planned | Actual | Planned | Actual | Planned | Actual | | |
| Sub AR 3.1: Dialogue about the existing environment for reading acquisition increased | | | | | | | | | | | | | | | | |
| 18 F-indicator 3.2.1-38 | Number of laws, policies, regulations, or guidelines developed or modified to improve primary grade reading programs or increase equitable access (output) | N/A | MOES Records | Annually | 0 | 1 | 0 | 0 | TBD | | TBD | | TBD | | | TTR will report on this indicator |
| Sub AR 3.2: Capacity built of MOES and affiliates and the National Testing Center in the area of reading instruction and reading in the content areas | | | | | | | | | | | | | | | | |
| See Indicator 9, 10 | Number/persons on hour of education administrators and officials who complete professional development activities with USG assistance (output) | Gender, Event Type, Oblast, Ministry Department, Mother Tongue | Project Records | Annually | N/A | 1,000 | TBD | 0 | TBD | | TBD | | TBD | | | TTR will conduct workshops for MOES officials in Q2 on Leveled reading tool. Another workshop will be organized for MOES and DED reps in spring 2018 on EGRA. |
| | | | | | | 8,000 | TBD | 0 | TBD | | TBD | | TBD | | | |
| Sub AR 3.3: Culture of reading fostered by engaging families and communities to support primary students' reading | | | | | | | | | | | | | | | | |

| No. | Indicator | Disaggregation | Data Source | Collection Frequency | Baseline (2017) | | Q1 | | Q2 | | Q3 | | Q4 | | % of achievement | Comments |
|---|--|--|-----------------|----------------------|-----------------|-----------|---------|--------|---------|--------|---------|--------|---------|--------|------------------|---|
| | | | | | | Y2 target | Planned | Actual | Planned | Actual | Planned | Actual | Planned | Actual | | |
| 19 F-indicator ES. 1-13 | Number of parent teacher associations (PTAs) or community governance structures engaged in primary or secondary education supported with USG assistance (output) | Oblast | Project records | Quarterly | N/A | 900 | 0 | 0 | TBD | | TBD | | TBD | | | TTR will develop materials for PTAs and engage them in out-of-school reading activities in YII. |
| 20 | Percent of target students participating in out-of-school reading activities (output) | Gender, Grade, Students' Mother Tongue, Oblast | Project records | Annually | TBD | 20% | 0 | 0 | TBD | | 10% | | 10% | | | TTR will organize reading activities in the coming quarters. |
| 21 | Number of public outreach activities/media campaigns held (output) | Oblast | Project Records | Annually | 0 | 2 | 0 | 0 | TBD | | 1 | | 1 | | | TTR will conduct 2 public outreach activities in YII. |
| Sub AR 3.4: Innovative platforms and delivery mechanisms to sustain reading material availability (e-platforms, distribution cycle) expanded (or developed) | | | | | | | | | | | | | | | | |

| No. | Indicator | Disaggregation | Data Source | Collection Frequency | Baseline (2017) | | Q1 | | Q2 | | Q3 | | Q4 | | % of achievement | Comments |
|-----|--|---|-----------------|----------------------|-----------------|-----------|---------|--------|---------|--------|---------|--------|---------|--------|------------------|---|
| | | | | | | Y2 target | Planned | Actual | Planned | Actual | Planned | Actual | Planned | Actual | | |
| 22 | Number of technology-based resources and/or training modules developed, including technology-delivered instructional platforms (i.e., hardware, software, training platforms, mobile devices) (output) | Language of Instruction, Grade, Resource Type | Project Records | Annually | 0 | 1 | 1 | 10 | 3 | | 5 | | TBD | | | This quarter, TTR developed electronic EGRA tool for grades 2 & 4, electronic leveling tool and two videos for Modules 1 & 2, all in two languages. E-portal and other videos for the remaining modules are planned in the next quarters. |

To show progress towards AMEP Q1 YII targets color coding is used to indicate the following:

Blue – Accomplished

Green – Slightly Delayed

Yellow – Ongoing

II. ANNEX D. WORKING GROUP MEMBERS ON EGRA AND SSME INSTRUMENTS

| | Name of Organization | # of representatives |
|----|--|---------------------------------|
| 1. | Department of Pre-school, secondary and out-of-school education, MOES KR | 2 |
| 2. | National Testing Center | 2 |
| 3. | Kyrgyz Academy of Education | 3 |
| 4. | Republican Institute for Advanced Training & Re-training | 2 |
| 5. | School No. 5 Bishkek | 1 |
| 6. | Kyrgyztest | 1 |
| 7. | School Kara-Jygach, Chui oblast | 1 |
| 8. | I. Arabaev Kyrgyz State University | 2 |

12. ANNEX E. TTR EGRA MIDLINE TOOL REVISIONS

| Subtask | QRP Endline instrument | Rationale for revision | Item(s) for USAID Consideration and Decision | TTR Approach |
|-----------|---|--|---|--|
| All Tasks | All languages and grades: Instructions appear to allow enumerators to help students. Translated instructions read (emphasis added): “When I say “begin”, read words as fast and as distinctly as you can. Begin here and continue in this direction (point at the first word in the line below the example words and follow all along the first line with your finger). If you come across a word which you don’t know, I will tell it to you. Or I will be silent and listen to you.” | This language is likely due to the EGRA Toolkit (first edition) guidance which was in place when QRP began. If QRP enumerator training was consistent with this guidance, students were only provided assistance the first time they asked for help. However, it is possible that students were provided help each time they asked throughout the EGRA. EGRA Toolkit 2.0, p. 194, has these instructions: “If you come to a word you do not know, go on to the next word.” | 1) TTR may administer consistent with QRP and maintain overall comparability but lose alignment to most recent EGRA guidance. OR 2) TTR may administer aligned with recent Toolkit guidance but lose comparability between 1) the TTR Baseline (QRP Endline) and 2) the TTR Midline and Endline assessments. | Change the wording to align with the most recent EGRA Toolkit Second Edition, while acknowledging that this change will be noted among possible limitations to comparability in reporting. |
| | For all timed tasks, and in all languages and grades, autostop was set at 10 items. | Updated guidance indicates different auto-stop rules for different subtasks: 5 incorrect words for phonemic awareness, 5 incorrect words for familiar words, 5 incorrect items for nonwords, and the first line of text on the student stimulus on oral reading fluency. | 1) TTR may administer consistent with QRP and maintain overall comparability but lose alignment to most recent EGRA guidance. OR 2) TTR may administer aligned with recent Toolkit guidance but lose comparability with TTR. This option does result in a loss of ability to compare scores of any timed task, particularly in comparing zero scores. | Maintain alignment with QRP, to allow comparability across time due to the use of the QRP Endline data collection as the TTR Baseline. |

| Subtask | QRP Endline instrument | Rationale for revision | Item(s) for USAID Consideration and Decision | TTR Approach |
|----------------------------|--|---|---|---|
| | For all timed tasks, and in all languages and grades, enumerators prompted students after 5 seconds to continue. | Toolkit 2.0 guidance suggests waiting 3 seconds to prompt students to continue. | <p>1) TTR may administer consistent with QRP and maintain overall comparability but lose alignment to most recent EGRA guidance.</p> <p>OR</p> <p>2) TTR may administer aligned with recent Toolkit guidance but lose comparability with TTR. This option may result in a loss of ability to compare scores of any timed task, however, as the amount of time to complete a task is reduced by waiting a longer period of time to prompt the student.</p> | Maintain alignment with QRP, to allow comparability across time due to the use of the QRP Endline data collection as the TTR Baseline. |
| Letter name identification | <i>Grade 2, both languages:</i> two letters that do not have a sound, «Ъ» and «ь», appear | An evaluation report conducted by RTI recommended excluding these letters.[1] | No decision needed. | These letters were retained in the task. The working group unanimously recommended including these letters as important parts of the alphabet. While these letter names have more than two syllables, so does another letter in Russian ("Й"). This retention does not affect comparability of TTR and QRP EGRAs. |
| | <i>Grade 2, both languages:</i> The Kyrgyz grid has 69 letters, and the Russian grid has 64 | EGRA guidance (EGRA Toolkit 2.0, p. 46) recommends 100 letters. | No decision needed. | In keeping with updated Toolkit guidance, the task was updated to include 100 letters. As the comparison is with fluency and not a sum score or percent correct, this adjustment does not affect comparability of TTR and QRP EGRAs. |

| Subtask | QRP Endline instrument | Rationale for revision | Item(s) for USAID Consideration and Decision | TTR Approach |
|-----------------------|--|--|--|---|
| Familiar word reading | <i>Grade 4, Russian:</i> similar words are used in the same grid | Evaluation report recommended not using similar (same root) words in the same grid. | No decision needed. | The recommendation was adhered to in development of the TTR EGRA. In both EGRAs, Familiar Words used in the task were selected from a Familiar Word list appropriate for the grade level. It is not anticipated that this alteration would affect comparability of the TTR and QRP EGRAs. |
| | <i>Grade 2, Russian:</i> similar words are used in the same grid next to each other | | | |
| | <i>Grade 4, Russian:</i> uses a Kyrgyz boy's name | Evaluation report recommended not using proper nouns, such as names or places. | No decision needed. | This recommendation was considered during development of the TTR EGRA, in alignment with RTI recommendation. It is not anticipated that this alteration would affect comparability of the TTR and QRP EGRAs. |
| | <i>All grade and language versions:</i> 40-word grid | EGRA guidance (Toolkit 2.0, p. 58) recommends 50 words for this subtask | No decision needed. | In keeping with updated Toolkit guidance, the task was updated to include 50 Familiar Words. As the comparison is with fluency and not a sum score or percent correct, this adjustment does not affect comparability of TTR and QRP EGRAs. |
| Nonword decoding | Several words with clearly recognizable real-word origin were found in the instrument. | Evaluation report recommended in cases when a nonsense word is created by replacing one or two letters in a real word, it should be changed so that it does not have a recognizable real-word origin | No decision needed. | This recommendation was followed during development of the TTR EGRA, in alignment with RTI recommendation. It is not anticipated that this alteration would affect |
| | | | | |
| | | | | |
| | | | | |

| Subtask | QRP Endline instrument | Rationale for revision | Item(s) for USAID Consideration and Decision | TTR Approach |
|-------------------------------------|---|---|--|--|
| | | (i.e., more letters should be replaced in such instances). | | comparability of the TTR and QRP EGRAs. |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Oral reading fluency/ comprehension | Almost all of the words referenced above were created from the words included in the “Familiar words” subtask (with the exception one. The rest of the nonsense words are also created from the “Familiar words” grid, but they have been changed so that they are not easily recognizable. | Evaluation report recommended avoiding using nonsense words that were created from the words included in the “Familiar words” subtask, which directly precedes the “Non-sense words” subtask. | No decision needed. | This recommendation was followed during development of the TTR EGRA, in alignment with RTI recommendation. It is not anticipated that this alteration would affect comparability of the TTR and QRP EGRAs. |
| | Three of the forms have fewer than the recommended five reading comprehension questions. | Guidance Notes for Planning and Implementing Early Grade Reading Assessments (Annex 9, p. 42) suggests that the best practice is to have five questions. | No decision needed. | This recommendation was followed during development of the TTR EGRA, in alignment with RTI recommendation. All Reading Comprehension item sets in the TTR EGRA include 5 items with at least one |
| | | | | |

| Subtask | QRP Endline instrument | Rationale for revision | Item(s) for USAID Consideration and Decision | TTR Approach |
|---------|--|---|--|--|
| | <i>Grade 2, Russian</i> has three reading comprehension questions | Evaluation report recommended that one question should be an inferential question and that the total number of questions and the ratio of explicit to inferential questions remain constant between assessments. | | inferential question. Reading Comprehension is not an equitable task, and as such, it is not anticipated that this alteration would affect comparability of the TTR and QRP EGRAs. |
| | | | | |
| | <i>G2 Kyrgyz and G4 Russian</i> each have only four comprehension questions. | | | |
| | <i>All:</i> No number-of-word cutoffs for any RC questions. | Evaluation report recommends that the number of comprehension questions asked of students depend on how many words they read in the reading passage. For example, a student is only asked all five questions if they read the entire passage. | No decision needed. | This recommendation was followed during development of the TTR EGRA, in alignment with RTI recommendation. TTR reading passages include appropriate number-of-word cutoffs. Reading Comprehension is not an equitable task, and as such, it is not anticipated that this alteration would affect comparability of the TTR and QRP EGRAs. |
| | <i>Grade 4, both Kyrgyz and Russian:</i> The stories are longer than the recommended 60 words, at 82 words in Kyrgyz and 89 in Russian | EGRA Toolkit 2.0 (p. 52) recommends approximately 60 words. Given that Kyrgyz is an agglutinative language, we might expect the passage to contain fewer, not more, than 60 words. | No decision needed. | At the recommendation of the working group, TTR passages may be longer than 60 words to reflect Ministry standards in Kyrgyzstan. |

| Subtask | QRP Endline instrument | Rationale for revision | Item(s) for USAID Consideration and Decision | TTR Approach |
|------------------------|--|---|--|--|
| | All grades and Languages: Students were allowed 120 seconds to read the passages. | Evaluation report indicated this was not aligned with Toolkit guidance to provide 60 seconds for students to read the passage. | No decision needed. | In keeping with updated Toolkit guidance and the evaluation report, the task was updated to allow only 60 seconds. As the comparison is with fluency and not a sum score or percent correct, this adjustment does not affect comparability of TTR and QRP EGRAs. |
| Oral vocabulary | QRP included an optional subtask, oral vocabulary, in which an assessor shows multiple pictures and speaks a word. Students must identify the picture that matches the word spoken. This subtask assesses whether the student comprehends the meaning of specific words. | <p>The EGRA working group of reading education stakeholders convened Nov. 27 – Dec. 1 in Bishkek unanimously recommended against inclusion of this subtask.</p> <p>This subtask is an optional subtask that does not necessarily provide additional information because the listening comprehension and reading comprehension subtasks already both provide measures of vocabulary knowledge.</p> <p>Students in Kyrgyzstan perform very well on this subtask, between 92.2 and 98.1% correct, so there is very little room for further improvement in oral vocabulary.</p> | No decision needed. | Based on discussions with USAID, TTR will include the oral vocabulary subtask. |

| Subtask | QRP Endline instrument | Rationale for revision | Item(s) for USAID Consideration and Decision | TTR Approach |
|-------------------------------------|---|--|--|---|
| Dictation | QRP included an optional subtask, dictation, in which an assessor reads out words slowly while students write them. Students are scored on spelling. Dictation is an optional subtask according to the EGRA Toolkit, 2 nd Edition, “due to difficulties in standardization of scoring and implementation” (p. 61). These limitations pose challenges in comparing student data across years given the typically low reliability of this subtask. | As with oral vocabulary, the EGRA working group of reading education stakeholders unanimously recommended against inclusion of this subtask. | No decision needed. | At the recommendation of the working group, TTR will not include the dictation subtask. |
| Silent reading comprehension | QRP administered a timed oral reading fluency (ORF) passage with comprehension questions, in keeping with the EGRA Toolkit. | <p>As QRP’s endline report indicates, students in Kyrgyzstan show strong performance in fundamental reading skills as well as language comprehension, but reading comprehension results are mixed. In earlier discussions on the TTR project, USAID staff expressed interest in learning more about reading comprehension skills in particular.</p> <p>In addition to the core ORF and comprehension task, TTR may administer a new subtask, a longer and more challenging reading passage with more difficult inferential questions. Unlike the core task, students would read silently and no rate</p> | <p>1) TTR may administer an additional subtask (in addition to the core ORF and reading comprehension subtask) that provides additional measures of students’ reading comprehension.</p> <p>OR</p> <p>2) TTR may keep the core ORF and reading comprehension only, reducing students’ time out of the classroom but gathering less data about reading comprehension.</p> | TTR recommends including this subtask if USAID is interested in additional measures of reading comprehension. |

| Subtask | QRP Endline instrument | Rationale for revision | Item(s) for USAID Consideration and Decision | TTR Approach |
|---------|------------------------|---|--|--------------|
| | | of oral reading fluency would be captured. Research suggests silent reading without time pressure may improve comprehension. After silently reading the passage, students would answer comprehension questions that are primarily inferential, rather than explicit or literal, which would require students to think about the text rather than merely recall information. | | |

13. ANNEX F: REVISED LEVELING CRITERIA

Please note, within grade levels 1-4, there are nine text complexity sublevels. Within grade 1, there are three sublevels; within grades 2 through 4, there are two sublevels:

- Grade 1: 3 levels (1.1, 1.2, and 1.3)
- Grade 2: 2 levels (2.1, 2.2)
- Grade 3: 2 level (3.1, 3.2)
- Grade 4: 2 level (4.1, 4.2)

The detailed characteristics of each sublevel are described below in the table.

| Category | Indicators | Grade Level | | | |
|---|--------------------------|--|---|---|---|
| | | 1st | 2nd | 3rd | 4th |
| Types of Literature | | Informational texts; simple animal fantasy, realistic fiction, traditional literature (folk tales) | Informational texts; realistic fiction; traditional literature (folk tales); simple biographies; simple mysteries | Informational texts; simple fantasy; realistic fiction; traditional literature (folk tales); biographies; mysteries; historical fiction | Informational texts; simple fantasy; realistic fiction; traditional literature (folk tales); biographies; mysteries; historical fiction |
| Linguistic Features (PER WORDCALC) | Word length | | | | |
| | Word frequency | | | | |
| | Number of syllables | | | | |
| | Sentence length | | | | |
| | Number of sentences/page | | | | |
| | | | | | |

| | | | | | |
|----------------|--|--|--|---|--|
| CONTENT | Subject standards are reflected. | Very important to reflect subject standards in first grade when vocabulary is developing. | Important in second grade when vocabulary is emerging. | By third grade, students can branch into supplemental reading that does not necessarily reflect the standards; however, content should not be in opposition to subject standards. | Fourth grade students can branch into supplemental reading that does not necessarily reflect the standards; however, content should not be in opposition to subject standards. |
| | Content accurately represents Kyrgyz culture. | Indicator remains the same for each grade level; can be answered with "yes" or "no." In Grade 1, a very simple retelling of traditional tales. | Indicator remains the same for each grade level; can be answered with "yes" or "no." | Indicator remains the same for each grade level; can be answered with "yes" or "no." | Indicator remains the same for each grade level; can be answered with "yes" or "no." |
| CONTENT | Content is appropriate to the age and reading ability/level of students. | Content is not too juvenile for a student who is starting school. Content should not be for pre-school children. Many picture books; simple characters. Action takes place at one time, not over a period of time. | Characters should reflect the age of the reader. The characters in the story are becoming increasingly more complex; some technical content that is challenging and not typically known. | Presentation of multiple topics that represent subtopic of a larger topic or theme; complex plots with numerous episodes and time passing; multiple characters to understand and notice how they develop and change. Some more challenging themes can be introduced (war, environment). | Topics go beyond what is familiar to the reader. Main abstract themes requiring inferential thinking; the setting in fiction requires knowledge of content (history, geography). |

| | | | | | |
|----------------|---|---|--|---|---|
| | Content can be understood by the reader. | Texts should have no more than 3 unfamiliar words on each page. Simple factual text; reader is beginning to learn the relationship between sounds and letters; repetitive patterns in texts; simple dialogue; sequential order. | Texts should have no more than 3 unfamiliar words on each page. Some technical content that is challenging and not typically known; some texts with plots, settings, and situations outside the typical experience; texts with multiple points of view can be introduced; text lends itself to inferential thinking and questioning. | Texts should have no more than 3 unfamiliar words on each page. Content is not only familiar, but also requires the reader to take on perspectives from diverse cultures and bring cultural knowledge to understanding. Characters have both good and bad traits. Suspense is built through the plot. | Texts should have no more than 3 unfamiliar words on each page. Complex ideas on many different topics requiring real or vicarious experiences. |
| | Content is authentic to the title and topic. | Indicator remains the same for each grade level; can be answered with "yes" or "no." | Indicator remains the same for each grade level; can be answered with "yes" or "no." | Indicator remains the same for each grade level; can be answered with "yes" or "no." | Indicator remains the same for each grade level; can be answered with "yes" or "no." |
| | Narration is included in dialogues. | Natural, conversational dialogue is included in the text. However, the dialogue will be short. | Natural, conversational dialogue is included in the text. Variety of words used in dialogue. Dialogue becomes increasingly longer. | Natural, conversational dialogue is included in the text. Characters' attributes and personality shown in dialogue. | Natural, conversational dialogue is included in the text. Long streams of dialogue. |
| CONTENT | Known words, unknown words, new words and key words are included. | A combination of vocabulary is necessary in first grade. Repetition of key words and phrases; Large number of high-frequency words included; some content words introduced and explained. | New vocabulary and content-specific words in nonfiction text introduced, explained, and illustrated in the text; largely unexplained new vocabulary in fiction texts; Introduces multi-syllable words that are challenging to decode. | Extensive use of descriptive and figurative language that is key to understanding the plot; Many complex content-specific words in nonfiction mostly defined in text, illustrations or glossary. | Long stretches of descriptive language that are important to understanding the setting and characters. |

| | | | | | |
|---------------|---|--|--|--|--|
| | Narrative and informational text have a logical sequence (main ideas and details (informational) or story structure (narrative)). | Very important in first grade to have a sequential or chronological sequence of events in a story. No flashbacks or stories told out of sequence. Beginning first grade readers have all action taking place at one time, gradually building to multiple episodes taking place across time by the end of the year. | Important at the beginning of second grade to have a sequential or chronological sequence of events in a story. Later in the year, texts can have numerous episodes and time passing. The plots become more complex. | May have multiple time periods within one story. Characters develop their habits over time. Flashbacks or flash forward, out-of-sequence time can be used. | Settings could be distant in time and space from student's experiences; structure can be sequential or non-sequential. |
| | Gender stereotypes avoided; gender equitably represented. | The roles of girls and boys should be varied, without reinforcing stereotypical roles. | The roles of girls and boys should be varied, without reinforcing stereotypical roles. | The roles of girls and boys should be varied, without reinforcing stereotypical roles. | The roles of girls and boys should be varied, without reinforcing stereotypical roles. |
| | Inclusiveness addressed positively. | Characters with physical, mental, or emotional challenges presented with sensitivity, as part of society. | Characters with physical, mental, or emotional challenges presented with sensitivity, as part of society. | Characters with physical, mental, or emotional challenges presented with sensitivity, as part of society. | Characters with physical, mental, or emotional challenges presented with sensitivity, as part of society. |
| | | | | | |
| DESIGN | Placement of text and illustrations is appropriate. | Simple layout; illustrations follow a regular pattern. | Simple layout; illustrations follow a regular pattern; more text appears than in grade 1. | More difficult layout of informational text, and some fiction with denser format. | Increasingly complex layout; small print and reduced word spacing. |
| | Illustrations, graphs, charts, and other visual effects are relevant to the text, colorful, and easy to read. | Indicator remains the same for each grade level; can be answered with "yes" or "no." | Indicator remains the same for each grade level; can be answered with "yes" or "no." | Indicator remains the same for each grade level; can be answered with "yes" or "no." | Indicator remains the same for each grade level; can be answered with "yes" or "no." |

| | | | | | |
|---------------|---|---|---|---|---|
| | Content of illustrations is age and grade appropriate in terms of a child's perceptual abilities. | Illustrations lead reader to understand the meaning of text. | Illustrations support, but do not guide reading; most of the content carried by print, rather than pictures. | Fewer illustrations. Complex graphics. | Fewer illustrations. Complex graphics. |
| DESIGN | New words or key words within the text are in bold type or highlighted in some way. | Key words are highlighted. | New words can be highlighted. Text boxes can be used to define new words. | New words can be highlighted. Text boxes can be used to define new words. Glossary may be included, especially for informational texts. | New words in informational texts may be highlighted; no highlighting in fiction. |
| | Cover is appealing and age appropriate. | Indicator remains the same for each grade level; can be answered with "yes" or "no." In First Grade, bright primary or secondary colors used predominantly. | Indicator remains the same for each grade level; can be answered with "yes" or "no." In Second Grade, bright primary or secondary colors used predominantly. Titles are displayed prominently | Indicator remains the same for each grade level; can be answered with "yes" or "no." Covers become increasingly more complex. | Indicator remains the same for each grade level; can be answered with "yes" or "no." Covers become increasingly more complex. |

I4. ANNEX G: TRAINING FOR TRAINERS AGENDA

THE PROGRAM OF THE TRAINING FOR TRAINERS

TRAINING 1:

INTRODUCTION INTO BASIC SKILLS OF READING. PHONEMIC AWARENESS. INTRODUCTION INTO ALPHABET.


1. Aim, objects, expected results of ToT

| | |
|------------------|---|
| Aim | <ul style="list-style-type: none">• the trainers will be trained on conducting the learning trainings on following modules: "Phonemic awareness" and the "Introduction into alphabet" of the Time to Read manual |
| Objects | <ul style="list-style-type: none">• the trainers will be introduced with the concept of the Time to read project and the model of conducting trainings for teachers of the basic grades;• the trainers will learn the material of the manual on reading for teachers of the basic grades of the Time to read project;• the trainers will be trained on training programs of two modules "Phonemic awareness" and the "Introduction into alphabet" and they will try to conduct some sessions (or exercises) themselves. |
| Expected results | <ul style="list-style-type: none">• using the materials developed under the project the trainers will conduct educational trainings in regions on following modules: "Phonemic awareness" and the "Introduction into alphabet";• the trainers can systematically assess the obtained knowledge and skills of the participants;• the trainers will monitor the lessons according to the developed plan under the Time to read project. |

2. Time of conducting the training: 4 days.

3. The participants of the training: 400 trainers of USAID Time to Read Program




Day 1

| | |
|---------------|--|
| 8:30 - 9:00 | Registration of participants |
| 9:00 - 10:30 | Introduction of the USAID Time to Read program. Introduction with training program |
| 10:30 - 11:00 |  Coffee break |
| 11:00 – 17:30 | Session 1. Skills of the successful trainer Session 2. Interactive methods of teaching |
| 14:30 – 15:30 | Session 3. Class Observation |




| Time\Group | 1 with Kyrgyz Language | 2 with Kyrgyz Language | 3 with Kyrgyz Language | 4 with Kyrgyz Language | 5 with Russian Language | 6 with Russian Language |
|---------------|---|---|---|---|---|---|
| 11:00 – 12:45 | Session 3 | Session 2 | Session 1 | Session 3 | Session 1 | Session 2 |
| 12:45 – 13:45 |  |  |  |  |  |  |
| 13:45 – 15:30 | Session 1 | Session 3 | Session 2 | Session 1 | Session 3 | Session 1 |
| 15:30 – 15:45 |  |  |  |  |  |  |
| 15:45 – 17:30 | Session 2 | Session 1 | Session 3 | Session 2 | Session 2 | Session 3 |

17:30 – 18:00 Questions and answers

Day 2

| | |
|-------------------|--|
| 9:00 - 9:30 | Feedback and reflection of the work during the first day. Work in groups. |
| 9:30 - 10:45 | Session 1. Basic skills of reading. The principle “Before, during and after the reading” |
| 10:45 - 11:15 |  Coffee break |
| 11:15 – 12:30 | Session 2. Introduction into the phonemic awareness |
| 12:30 – 13:30 |  Lunch |
| 13:30 – 14:30 | Session 3. How to develop the phonemic awareness? |
| 14:30 – 15:30 | Session 4. Group work with hands-on exercises on development of the phonemic awareness |
| 15:30 – 15:45 |  Coffee break |
| 15:45 – 16:30 | Session 5. Assessment of skills of the phonemic awareness |
| 16:30 – 17:30 | Session 6. Conducting the training on “Phonemic awareness” |
| 17:30 – 18:00 | Questions and answers |
| Evening sessions: | |
| 19:00 – 21:00 | Signing contracts. Equipment and supplies distribution (Trainer’s sets and materials for teachers) |

Day 3

| | |
|-------------------|--|
| 8:30 - 9:00 | Feedback and reflection of the work during the second day of training. Work in groups |
| 9:30 - 10:40 | Session 1. Forms of reading: modelled, shared, guided and independent |
| 10:40 - 11:10 |  Coffee break |
| 11:10 - 12:00 | Session 2. Introduction with alphabet and decoding |
| 11:00 – 12:00 | Session 3. How to teach alphabet and decoding. Types of perception of learners. |
| 12:30 – 13:30 |  Lunch |
| 13:30 – 14:30 | Session 4. Creative approach to the teaching of alphabet |
| 14:30 – 15:30 | Session 5. Group work with hands-on exercises on teaching the alphabet and decoding |
| 15:30 – 15:45 |  Coffee break |
| 15:45 – 16:30 | Session 6. Assessment of the knowledge of alphabet |
| 16:30 – 17:30 | Session 7. Conducting the training on “Introduction with alphabet” |
| 17:30 – 18:00 | Questions and answers |
| Evening sessions: | |
| 19:00 – 21:00 | Signing contracts. Equipment and supplies distribution (Trainer’s sets and materials for teachers) |

Day 4

| | |
|--------------|---|
| 9:00 – 9:15 | Feedback and reflection of the work during the third day. Work in Groups |
| 9:15 – 16:00 | Session 1. Class Observation Session 2. Communication of the trainers with project, training schedule, pairs of trainers Session 3. Organizational and financial issues on working of the trainers in regions |

| Time\Group | 1 with Kyrgyz Language | 2 with Kyrgyz Language | 3 with Kyrgyz Language | 4 with Kyrgyz Language | 5 with Russian Language | 6 with Russian Language |
|---------------|---|---|---|--|---|---|
| 9:15 – 11:00 | Session 1 | Session 3 | Session 2 | Session 1 | Session 2 | Session 3 |
| 11:00 – 11:30 |  |  |  |  |  |  |
| 11:30 – 13:00 | Session 2 | Session 1 | Session 3 | Session 3 | Session 1 | Session 2 |
| 13:00 – 14:00 |  |  |  |  |  |  |

| | | | | | | |
|---------------|---|---|---|--|---|---|
| 14:00 – 16:00 | Session 3 | Session 2 | Session 1 | Session 2 | Session 3 | Session 1 |
| 16:00 – 16:30 |  |  |  |  |  |  |
| 16:30 – 17:00 | Wrap up. Closing remarks | | | | | |