

Monitoring, Evaluation, and Learning Plan (MEL Plan) Guaranteed Quality of Education for All Project (GQ)

Logic Model: Monitoring Plan:

GQ will implement the Educator Effectiveness Process (EEP). This major activity, the EEP process, is a comprehensive strategy for improving the performance of educators to establish the norms regarding student learning and teacher effectiveness in the classroom. It is a differentiated approach to provide teachers support based on their level of effectiveness. There are four core processes; 1) practical targeted professional development, 2) transparent, rigorous, and fair observations, 3) professional career options (grow your own) and 4) differentiated Human Capital Management System. This system comes with a United States Department of Education approval. The EEP rubric communicates expectations of quality teaching standards that delineate content criteria for scoring allowing educators opportunity for self- evaluation, self-reflection, and peer review. The observation includes four domains: 1) facilitation of student learning, 2) planning for learning, 3) mental, physical, and emotional learning, and 4) campus responsibility. The first three (3) domains establish the norms for student learning and teacher effectiveness in the class. The fourth domain establishes individual campus norms and associated individual teacher responsibilities.

Data Quality Assurance: To ensure data quality assurance YES will train on, and conduct a valid, fair, reliable and rigorous observation to ensure teacher performance strengthens and increases student remedial reading scores. By the end of three (3) years of implementation of this activity 50% of the third-grade students will be reading at grade level and 50% of those retained will academically qualify to advance. There will be a rigorous rubric designed to evaluate teacher's planning, instruction, and assessment qualities to provide the basis for supporting teachers in their own professional growth. The teachers will begin with

Logic Model – Guaranteed Quality Education for All Project (GQ) Basic Recovery Activity Cooperative Agreement



transparent observation process, once all stakeholders are trained on the process. These fair observations are conducted regularly, and all teachers involved will have input in their evaluations and planning for improved effectiveness. Teachers will receive three (3) observations annually from three (3) different certified observers. There will be one (1) announced observation that will include a pre-observation conference and two (2) unannounced observations. Each observation will be followed by a post conference.

Annual and Life of Activity Plan: YES, INC. has the following annual and life- of - activity targets for expected results. GQ will collaborate with the External Evaluator and MINERD to develop a process for the flow of information through scheduled meetings prior and after each scheduled evaluation to ensure we improve the evaluation process, discuss findings, disperse findings to districts and use the findings to update, revise and improve major activities for the project. This beneficiary feedback plan will begin within 30 days of the funding award and continue annually. The expected outcome is that teachers will strengthen their capacity to instruct students more efficiently. The expected outcome is that students will have teachers who can effectively instruct them in remedial reading which will reduce 3rd grade repetition and improve 3rd grade reading scores.

Learning and Evaluation Plan: External Evaluation Table:

Evaluation Type:	Performance or Impact:
Evaluation Purpose and Expected Use	The purpose of the evaluation is to create a space so that all stakeholders can have input and a voice for programming improvement. The process will be used twice annually once at the beginning of the activities and once at the close of the activities annually. The process will be used to institutionalize the activity for improvement, so that diverse voices are heard and will lead to strengthening teacher instruction, close remedial reading gaps, close repetition of 3 rd grade and social emotional wellness for all stakeholders.
Possible Evaluation Questions	1. Has the major activities led to strengthening teacher instruction for reading? If yes, how? If, No, Why? 2. Was social emotional awareness improved? 3. Was a voice given to all stakeholders? 4. Did 3rd grade reading scores improve? 5. To what extent did all reading scores improve?
Start Date	30 days within MEL plan approval first Needs assessment
End Date	June 2026 2 nd Program Evaluation Conducted at the close of the school year.

Plans for Collaborating with External Evaluators:

YES, Inc. will collaborate with the external evaluators working on the GQ project in the following ways: 1) Finalization of the final contract terms. 2) Scheduled weekly meetings to review and monitor the initial needs assessment for leadership, teachers, and partners, 3) Create agendas for weekly and monthly meetings, 4) Review proposed assessment to ensure its relevance, 5) Collaboration on relevant questions for data collection, 6) Collaboration of scheduling focus groups to inform qualitative and quantitative data collection, and 7) Schedules for reporting submission. YES, Inc. has completed the procurement process for potential vendors for the External Evaluation for the project. Our goal is to hit the ground running once the project is funded to begin our initial assessment that will inform decisions for needs and services for the 82 schools and five districts where 410 and teachers will be our target. We will provide this important work to ensure that all major activities are in place so that the expected outcomes are met, and major activities are implemented to focus and support remedial reading efforts which will reduce 3rd grade repetition and improve 3rd grade reading scores.

Collaborating, Learning, and Adapting Approach:

GQ will collaborate with MINERD, USAID, YES, Inc., principals, teachers, parents, and other stakeholders to utilize the theory of change to fill knowledge gaps and our plans to address them include:

1. What are the interventions in place in the Dominican Republic to improve 3rd grade reading scores and 3rd grade repetition?
2. What interventions were effective?
3. How can we implement reflection and feedback to improve the effectiveness of your activity?
4. Where are they now and where do they want to go in improving reading scores? GQ will collaborate with our program evaluator, United Human Services, to implement surveys to all stakeholders to capture knowledge at the closeout of this activity.

Scheduling of Recurring Tasks Table: The schedule below will be implemented to ensure consistent monitoring, effective evaluation, and establish applicable planned learning efforts during this activity.

Tasks:	Frequency:	Responsible person or team:
Establish communication methods	weekly, monthly, ongoing	YES INC., MIERD, USAID
Approval of MEL MINERD and USAID	beginning	YES INC., MIERD, USAID
Creation and communication of the Branding and Marketing	on going	YES INC., MIERD, USAID
Create and schedule monthly meetings	weekly, monthly, ongoing	YES INC., MIERD, USAID
Collaborate with MINERD and school leaders to schedule benchmarking assessment dates.	monthly	YES INC., MIERD, USAID
Create agenda and schedules for training	on going	YES INC., MIERD, USAID
Create curriculum lesson plans and schedules for extended days and all summer training.	weekly, monthly, ongoing	YES INC., MIERD, USAID, principals, teachers.
Schedule focus and evaluation dates for first and final.	monthly, twice yearly	YES INC., MIERD, USAID, United Human Services or designated entities.

Performance Indicator Reference Sheet (PIRS)

Name of Indicator: Student Reading Outcomes
Name of Result Measured (DO, IR, sub-IR, Project Purpose, Activity-level Outcome, etc.): Purpose: YES, will measure the number of students who have gains in remedial reading. We will measure the percentage of reading gains for children pre-first to third grade. We will measure the outcomes for those who attend the extended day, summer remedial reading and those who only attend regular school days.
Is This a Performance Plan and Report Indicator? No <u>X</u> Yes__ for Reporting Year(s) 2024-2028 If yes, link to foreign assistance framework:
DESCRIPTION
Precise Definition(s): YES, INC. will measure the amount of reading gains for students who attend extended day program, summer remedial program and those who only attend regular scheduled school days.
Unit of Measure: Number of gains per specified activity
Data Type: ratio
Disaggregated by: YES, Inc. staff

Rationale for Indicator (optional):
PLAN FOR DATA COLLECTION
Data Source: benchmark data, national reading assessment
Method of Data Collection and Construction: reading scores from assessments, benchmarking, and national assessment
Reporting Frequency: twice a year
Individual(s) Responsible at USAID:
TARGETS AND BASELINE
Baseline Timeframe: quarterly
Rationale for Targets (optional): Looking at the different categories of students will support YES in knowing what supports is working best for students
DATA QUALITY ISSUES
Dates of Previous Data Quality Assessments and Name of Reviewer(s): NA
Date of Future Data Quality Assessments (optional):
Known Data Limitations: NONE
CHANGES TO INDICATOR
Changes to Indicator:
Other Notes (optional):
THIS SHEET LAST UPDATED ON:
Name of Indicator: IR2
Name of Result Measured (DO, IR, sub-IR, Project Purpose, Activity-level Outcome, etc.): YES will measure gains in social emotional skills for teachers and students.
Is This a Performance Plan and Report Indicator? No <u>X</u> Yes__ for Reporting Year(s) 2024-2028
If yes, link to foreign assistance framework:
DESCRIPTION
Precise Definition(s): YES, INC. will measure the gains in social emotional gains for teachers and students focusing on the reduction of bullying and the teacher's ability to address bullying in the classroom.
Unit of Measure: Number of teachers who have successfully addressed bullying in the classroom and the ratio of decrease in bullying for students.
Data Type: ratio and percentage
Disaggregated by: YES, Inc. staff
Rationale for Indicator (optional):
PLAN FOR DATA COLLECTION
Data Source: Observations and surveys
Method of Data Collection and Construction: Anecdotal notes, surveys and focus groups
Reporting Frequency: bi- annually
Individual(s) Responsible at USAID:
TARGETS AND BASELINE
Baseline Timeframe: 30 days after initial program evaluation
Rationale for Targets (optional):
DATA QUALITY ISSUES

Dates of Previous Data Quality Assessments and Name of Reviewer(s): NA
Date of Future Data Quality Assessments (optional):
Known Data Limitations: NONE
CHANGES TO INDICATOR
Changes to Indicator:
Other Notes (optional):
THIS SHEET LAST UPDATED ON:
Name of Indicator: System Strengthening-
Name of Result Measured (DO, IR, sub-IR, Project Purpose, Activity-level Outcome, etc.): Major Activity-professional development designed to strengthen teacher remedial reading instruction for pre-first to third grades. Number of teachers who successfully completed professional development training and showed actionable progress during observations of strategies learned.
Is This a Performance Plan and Report Indicator? No <u>X</u> Yes <u> </u> for Reporting Year(s) 2024-2028
If yes, link to foreign assistance framework:
DESCRIPTION
Precise Definition(s): YES, INC. will measure the number of teachers who successfully attend and complete all scheduled professional development training courses.
Unit of Measure: Number of teachers
Data Type: ratio
Disaggregated by: YES, Inc. staff
Rationale for Indicator (optional): This indicator will support improvement or revisions needed in professional development to increase strengthening teachers instruction of remedial reading
PLAN FOR DATA COLLECTION
Data Source: Sign in sheets, certificates of completion
Method of Data Collection and Construction: Training Sign In sheets
Reporting Frequency: quarterly
Individual(s) Responsible at USAID:
TARGETS AND BASELINE
Baseline Timeframe: 90 days after major activities are approved to and begin after each scheduled professional development training.
Rationale for Targets (optional): Teachers are key for increasing student academic success so tracking how many who successfully complete in relation to those who are successfully implementing new strategies will give YES insight into how and where we need to adjust, improve or revise training for specific professional development training.
DATA QUALITY ISSUES
Dates of Previous Data Quality Assessments and Name of Reviewer(s): NA
Date of Future Data Quality Assessments (optional):
Known Data Limitations: NONE
CHANGES TO INDICATOR
Changes to Indicator: NA
Other Notes (optional):
THIS SHEET LAST UPDATED ON: