STIR EDUCATION
M&E LEARNING FRAMEWORK

June 2019
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WHAT IS THIS DOCUMENT ABOUT?
This document is designed to provide a detailed understanding of how our District Leads will learn whether their work in districts leads to improvements at all levels of the system. More specifically, this document explains which indicators they will collect, why they are collected and how they are going about doing so. In addition, this document aims to show how the learning that is generated through field data connects with our other two learning activities: the rapid learning cycles and the external longitudinal study.

WHAT IS THE RATIONALE BEHIND THE INDICATORS INCLUDED IN OUR LEARNING FRAMEWORK?
STIR’s vision is of a world where teachers love teaching and children love learning. In order to realise this vision, we want to demonstrate that:

- *An intrinsically motivated student* – is more likely to enrol in school, stay in school, trust their teacher, deeply engage in their studies and learn better over time.
- *An intrinsically motivated teacher* – is more likely to attend school, teach more material more effectively, focus on all students and keep growing as a professional.
- *An intrinsically motivated official* – who prioritises motivating and developing teachers using practical knowledge of our approach is able to bring out the best in their teachers.
- *An education system partner* – that fully embeds our approach into its priorities, systems and structures works more effectively and can stand on its own with very little support after five years.
- *Other programmes* – see amplified demand, take-up and impact because teachers and officials are more motivated.

All of the indicators included in our learning framework help us to understand our progress towards realising these ambitions. We collect data through our mobile app (Poimapper). Any additional data, such as improvements in learning outcomes, is collected by our longitudinal study partner (Ichuli). Our team use all of this information to provide better support to local and district governments.

HOW DO WE STRUCTURE OUR SUPPORT?
Each of our District Leads works with 10-20 district or regional officials. They are expected to directly support every official at least once during each learning improvement cycle, at either a network meeting or a classroom observation, and complete an expected minimum number of classroom observations and network meeting observations every month to ensure that sufficient data is collected. This ensures that they are able to spread their support across all of the officials, while demonstrating a broad understanding of progress in their districts. At the end of each month, each District Lead receives a scorecard that provides a clear overview of the data collected that month.

HOW DO WE KNOW IF WE ARE ON TRACK TO REALISE OUR VISION IN EACH DISTRICT?
Each District Lead completes a monthly self-assessment of progress in their districts since the beginning of the academic year. They are then able to compare these with their monthly scorecards to ensure alignment with our
behavioural indicators and our progress pathway, which shows our expectations for where each district should be at every stage of the programme.

**HOW DO RAPID LEARNING CYCLES CONNECT WITH THIS DATA?**

The rapid learning cycles are designed to rapidly design, test, and refine key levers to maximise our impact. In order to collaboratively design the hypotheses that we aim to test through the rapid learning cycles, the M&E team conducts regular trend analysis to understand both challenges and opportunities to further accelerate our impact. Once these hypotheses have been developed, the insights that our District Leads generate during their monthly self-assessments are critical for the M&E team to identify specific bright spots in the systems. The M&E team then conduct qualitative interviews and focus-group discussions to understand what makes these bright spots different. Lastly, the M&E team develops a learning report and recommendations for the programme team, so that we can collaboratively reflect on the findings and decide on how to strengthen our programme.

**HOW DOES THE LONGITUDINAL STUDY CONNECT WITH THIS DATA?**

The primary objective of the longitudinal study is to validate and deepen our learning. We have engaged an external evaluation partner (Ichuli) to conduct an annual exercise over four years to collect the same indicators as our District Leads, to thereby understand whether their external perspective on behaviour change among a sample of districts aligns with our own observations. In addition, Ichuli will help us to deepen our learning by a) going further into specific indicators (e.g. teachers might be showing up to school, but do they actually spend their time teaching while they’re there?), and b) conducting deep qualitative studies to understand the why and how behind observed changes in people’s behaviours. Although the longitudinal study will focus only on a sample of districts due to cost constraints, Ichuli’s critical, external perspective on our impact will play an important role in ensuring we are fully confident in our learning from the wider dataset.

**TO RECAP...**

- **Longitudinal study:** On an annual basis, our evaluation partner Ichuli will help us validate and deepen insights from our monthly data trends to understand impact over a five year period in Tamil Nadu, Karnataka and Uganda.

- **Rapid learning cycles:** Building upon bright spots identified through our MPC data, the M&E team conducts qualitative studies to test collaboratively defined hypotheses to strengthen our impact.

- **Monthly progress checks:** Our learning engine - on a monthly basis District Leads collect key behavioural indicators using Poimapper to understand progress towards realising our vision.
### STIR EDUCATION LEARNING FRAMEWORK

<table>
<thead>
<tr>
<th>Indicator</th>
<th>How do we collect this?</th>
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<tbody>
<tr>
<td><strong>Vision for students:</strong> An intrinsically motivated child – is more likely to enrol in school, stay in school, trust their teacher, deeply engage in their studies and learn better over time.</td>
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</table>

**A1. % of features of students’ engagement in the observed classrooms**

We collect the following data when conducting classroom observations:

- a. Do most students participate in class activities assigned by the teacher: yes / no?
- b. Do most students embark on assigned activities readily (e.g. walk around and check whether students are writing notes according to the activities, or are students talking to each other about the task assigned while doing group work): yes/no?
- c. Do a range of students sitting in different parts of the room contribute to class discussions by trying to answer questions (even if they give the wrong answer): yes / no?

**A2. % of features of students’ trust in the teacher observed**

We collect the following data when conducting classroom observations:

- a. Is there enjoyment between the teacher and most of the students (e.g. does the teacher smile and/or encourage students as they complete tasks): yes / no?
- b. Do most students follow class rules and the teachers’ directions: yes / no?
- c. Do most students ask the teacher for clarification or help with an assignment or task: yes / no?

**A3. % of features of students’ feeling physically and emotionally safe in the classroom**

We collect the following data when conducting classroom observations:

- a. Most students seem to know what’s expected from them and follow clear routines: yes / no?
- b. The teacher did not use any corporal or physical punishment to discipline students (e.g. hitting students or asking them to stand for a period of time): yes / no?
- c. The teacher did not use negative words or body language to discipline students (e.g. blaming or shaming of students, rolling their eyes, etc.): yes / no?

*Note: in addition to the above indicators, on an annual basis our external evaluation partner will collect the following indicators as part of our longitudinal study: 1) are students enrolled in school, 2) do students stay in school, and 3) learning level improvements (where possible using existing system data).*

**Vision for teachers:** An intrinsically motivated teacher – is more likely to attend school, teach more material more effectively, focus on all students and keep growing as a professional.

**B1. % of teachers in class at time of observation**

We collect the following data when conducting classroom observations:

- a. Is the teacher present during the observation: yes / no?

**B2. % of teachers trying out new practices of current theme**

We collect the following data when conducting classroom observations:

- a. Is the teacher trying out a new classroom practice related to the theme of the learning improvement cycle: yes / no?

**B3. % of features of classroom practice of current theme portrayed**

We collect the following data when conducting classroom observations:

- a. How many core features of that specific learning improvement cycle theme do you observe the teacher trying out?

**B4. % of features which shows that teacher is focused on all students**

We collect the following data when conducting classroom observations:

- a. Does the teacher call on students in the class equally, instead of the same students repeatedly: yes / no?
- b. Does the teacher call on students by name: yes / no?
- c. Does the teacher provide praise to students equally, instead of only some students: yes / no?

**B5. % of teachers improving as professionals**

We collect the following data when conducting network meeting observations:

- a. Ask at least 5 teachers whether they’ve been observed and received feedback: yes / no?
- b. Ask at least 5 teachers whether they found their observation and feedback useful: yes / no?
<table>
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<tr>
<th>B6. Observation reflections</th>
<th>After each classroom observation, District Leads reflect on the teaching practice in terms of autonomy, mastery and purpose using the STiR success criteria.</th>
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<tbody>
<tr>
<td>B7. Observation reflections: overall self-assessment</td>
<td>At the end of the month, District Leads reflect on the overall teaching practice observed across schools in their districts in terms of autonomy, mastery and purpose using the STiR success criteria.</td>
</tr>
</tbody>
</table>

Note: in addition to the above indicators, on an annual basis our external evaluation partner will collect the following indicators as part of our longitudinal study: 1) do teachers attend school, 2) do teachers attend class, and 3) do teachers spend their time teaching (where possible using existing system data).

### Vision for school leaders:

**An intrinsically motivated official – who prioritises motivating and developing teachers using practical knowledge of our approach is able to bring out the best in their teachers.**

<table>
<thead>
<tr>
<th>C1. % of network meetings happened during the past month</th>
<th>We collect the monthly number of network meetings taking place from district or regional officials in our regular coaching calls.</th>
</tr>
</thead>
</table>
| C2. % of school leaders who have engaged in additional training or development opportunities | We collect the following data at the end of training institutes and mid-term meetings:
  a. Ask at least five school leaders whether they have pursued additional development opportunities, and if so, what (e.g. ISLI headteacher capacity building training). |
| C3. Network meeting quality reflections | After each network meeting observation, District Leads reflect on the quality of the meeting in terms of autonomy, mastery and purpose using the STiR success criteria. |
| C4. Network meeting quality: overall self-assessment | At the end of the month, District Leads reflect on the overall quality of network meetings observed across schools in their districts in terms of autonomy, mastery and purpose using the STiR success criteria.

### Vision for district or regional officials:

**An intrinsically motivated official – who prioritises motivating and developing teachers using practical knowledge of our approach is able to bring out the best in their teachers.**

<table>
<thead>
<tr>
<th>D1. % of school leader attendance at institutes</th>
<th>We collect the attendance of school leaders at training institutes.</th>
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<tbody>
<tr>
<td>D2. School leader institute quality reflections</td>
<td>After each institute observation, District Leads reflect on the quality of the institute in terms of autonomy, mastery and purpose using the STiR success criteria.</td>
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<tr>
<td>D3. School leader institute quality: overall self-assessment</td>
<td>At the end of the month, District Leads reflect on the overall quality of institutes observed in their districts in terms of autonomy, mastery and purpose using the STiR success criteria.</td>
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<tr>
<td>D4. % of planned coaching calls with district or regional officials happened</td>
<td>We record every coaching call that takes place with district or regional officials. The expectation is one call per network meeting.</td>
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<tr>
<td>D5. Coaching call quality reflections</td>
<td>After each coaching call, District Leads reflect on the quality of the call in terms of autonomy, mastery and purpose using the STiR success criteria.</td>
</tr>
<tr>
<td>D6. Coaching call quality: overall self-assessment</td>
<td>At the end of the month, District Leads reflect on the overall quality of coaching calls conducted in their districts in terms of autonomy, mastery and purpose using the STiR success criteria.</td>
</tr>
</tbody>
</table>
| D7. % of district or regional officials providing feedback to school leaders | We collect the following data when conducting classroom observations and network meetings:
  a. Does the district or regional official provide feedback to the school leader after the classroom observation/ network meeting: yes / no? |
| D8. % of features of high-quality feedback by district | We collect the following data when conducting classroom observations:
  a. How many of the core features of high-quality feedback from the district or regional official to the school leader do you observe: |
| or regional officials to school leaders portrayed | 1) Official asks school leader to reflect on what went well and what could have been better.  
2) Official asks school leader what he/she is planning to take forward based on the observation.  
3) Official suggests any additional improvement areas in a constructive manner.  
4) Feedback provided by official is specific.  
5) Feedback discussion ends with clear, agreed action items. |
|---------------------------------------------------|
| D9. % of district or regional officials who have engaged in additional training or development opportunities | We collect the following data at the end of training institutes and mid-term meetings:  
a. Ask at least five district or regional officials whether they have pursued additional development opportunities, and if so, what (e.g. a government-led training on data-driven decision making). |
| Vision for senior district officials: An intrinsically motivated official – who prioritises motivating and developing teachers using practical knowledge of our approach is able to bring out the best in their teachers. | |
| E1. % of district or regional official attendance at institutes | We collect the attendance of district or regional officials at training institutes. |
| E2. % monthly senior district official meetings happened | We record every 1:1 meeting that takes place with senior district officials. |
| E3. % of districts with action plan in place for the month | We collect the following data at the end of 1:1 meetings with senior district officials:  
a. Has a written plan been created with the senior district official: yes / no? |
| E4. % of district alignment meetings happened | We record every termly district alignment meeting that takes place. |
| E5. District alignment meeting: DL self-assessment | At the end of the month, District Leads reflect on the overall quality of district alignment meetings observed in their districts in terms of autonomy, mastery and purpose using the STiR success criteria. |

**Vision for wider system: An education system partner – that fully embeds our approach into its priorities, systems and structures works more effectively and can stand on its own with very little support after five years; and other programmes – see amplified demand, take-up and impact because teachers and officials are more motivated.**

**Note:** In addition to the above indicators, on an annual basis we will aim to understand through our longitudinal studies whether we are strengthening the wider system using a system diagnostic toolkit, looking specifically at:

- Is there a guiding coalition of leadership with clear and long-term vision?
- Is there a belief in intrinsic motivation and long-term improvements in education?
- Is there a commitment to iterative learning using data?
- Are strong support structures for teachers and school leaders in place?
- Is there an ability in the system to align the motivation approach with other system improvement efforts?
- Are the financial resources in place to sustain and replicate the approach?

We will conduct the system diagnostic both internally at the end of each academic year with the leadership in each geography, as well as externally through Ichuli.

Lastly, our external evaluation partner Ichuli will also assess through both quantitative and qualitative measures to what extent STIR’s focus on reigniting motivation across the system helps to accelerate the impact of other interventions in the system.