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Tout Timoun Ap Li – ToTAL (All Children Reading)

Year 1 EGRA Endline Report, Revised

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Tout Timoun Ap Li – ToTAL (All Children Reading)

Year 1 EGRA Endline Report, Revised

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Acronyms

clpm	correct letters per minute
cwpm	correct words per minute
EGRA	Early Grade Reading Assessment
IFOS	*Institut de Formation du Sud* (Institute for Training of the South)
MENFP	*Ministère de l'Education Nationale et de la Formation Professionnelle* (Haitian Ministry of Education)
PASEC	*Programme d'Analyse des Systèmes Educatifs de la Confemen* (Program for Analyzing Education Systems of CONFEMEN [Confederation of Ministries of Education of Francophone States] Countries)
PISA	Programme for International Student Assessment
SACMEQ	Southern Africa Consortium for the Measurement of Educational Quality
SSME	Snapshot of School Management Effectiveness
TIMSS	Trends in International Mathematics and Science Study
ToTAL	*Tout Timoun Ap Li* ("All Children Reading") project
USAID	United States Agency for International Development

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Executive Summary

The EGRA baseline and endline results reported in this document reflect the impact of the ToTAL program on student performance in key pre-reading and reading skills. The ToTAL program implemented during Year 1 of the project consists of two curricula:

- Reading and writing instruction in Haitian Creole, designed for Grade 1 students and implemented in both Grade 1 and Grade 2 classrooms.
- Oral language instruction in French, designed for Grade 1 students and implemented in Grade 1 and Grade 2 classrooms.

In addition, community-mobilization activities were implemented within a subset of schools, in an effort to engage caregivers and other community members in student academic learning.

To evaluate project gains over the 2012-2013 academic year implementation, student reading proficiency at baseline and endline was measured for three separate groups: Treatment A (receiving classroom materials and support), Treatment B (receiving classroom materials and support, as well as community mobilization support), and a control group of comparable schools with no treatment. Due to delays in project initiation and, thus, program development, the majority of teachers were able to complete approximately one-quarter of what would be considered a full year's curriculum by the time of endline testing. Nonetheless, interesting trends in the data were observed.

- Initial Sound Identification tests a necessary pre-reading ability, and students in this study showed dramatic gains in this skill over the course of the program implementation.
- Students in the two treatment groups showed substantial gains over the course of the implementation in identifying letter sounds.
- Promising trends emerged on the Listening Comprehension subtask that warrant attention during the second year of this study.

While notable gains were found for the three aforementioned subtasks, across all skills measured students failed to reach desired levels of proficiency, for a number of reasons.

- These results reflect a limited period of implementation and varying degrees of fidelity of implementation. At most, teachers used the program for four months at the end of the school year, with some teachers using it even less.
- Treatment teachers—at least when observed by project coaches and supervisors—demonstrated limited adherence to implementation guidelines.
- Student scores at baseline were low, indicating that even in the spring of the academic year students lacked critical prerequisite skills; this deficiency made meaningful gains even more important yet more difficult to attain.

The baseline-endline EGRA results reported here indicate a clear need to improve reading instruction in the early grades and a need to further refine the ToTAL approach. Such an endeavor will require a focus of energy and attention on the following key actions.

Refine the ToTAL materials to improve teacher use and student learning: Greater emphasis should be placed on explicit instruction in key pre-reading and reading skills, such as vocabulary, listening and reading comprehension, letter knowledge, phonological processing, and fluency. Greater emphasis should also be placed on encouraging student and student-teacher interaction, providing more variety in the types of activities included in each lesson, ensuring that teacher guides are clear and easy for teachers to use, providing more supplemental activities to extend beyond the scripted lessons, and shortening the lessons to make them more effective for young students.

Continue training teachers to teach reading: The ToTAL program includes a solid teacher-training component as well as ongoing classroom visits by coaches, and these program components will have to be well implemented in the second year of this project to ensure that teachers have the skill and information needed to effectively teach the students in their classrooms

Provide students with books and opportunities to read: Part of the ToTAL treatment is the provision of classroom libraries to all treatment classrooms, with Treatment B schools receiving community mobilization support to encourage literacy-building experiences for students outside of the classroom. It will be essential for the project to maximize these efforts to ensure that students have access to as many books and literacy-rich opportunities as possible to most fully support their reading development.

Train teachers to assess reading and use the assessment results to adapt teaching: As part of planned training in reading instruction and program implementation, teachers should be trained in how to assess students in the classroom and how to use that information to focus their instruction to ensure that all children learn.

Train teachers to promote a classroom environment that is conducive to learning: This report showed that teachers were observed using a variety of instructional strategies, but the use of such strategies should be further encouraged and trained. Such strategies should be built into lesson plans, emphasized during training, and monitored through coaching visits.

Revise coaching mechanisms to ensure greater access to data from the field: A number of implementation challenges observed in classrooms could have been addressed if data had been more immediately obtained from coaches. Processes for capturing relevant implementation data, communicating these data to RTI in a timely manner, and using these data to refine coaching strategies should be enforced. Coaching training should also be refined to ensure that coaches are better prepared to provide useful feedback to teachers regarding use of teachers and student materials, types of feedback provided to students, and other classroom management activities.

Introduction

Tout Timoun Ap Li (ToTAL)—"All Children Reading" in Haitian Creole—is a two-year US Agency for International Development (USAID) applied research project addressing a wide range of issues related to education and literacy in Haiti. Two very basic, and interrelated, factors guide the objectives of this project, which attempts to improve the education of children in Haiti and, specifically, the development of reading proficiency in both Haitian Creole and French. First, investment in education has been shown to contribute significantly to stability and economic growth in countries recovering from traumatic natural disasters or political challenges, both of which have been prominent in Haiti's recent history. Education plays a major role in poverty reduction by promoting individual efficacy and advancement and expanding choices and opportunities, and it supports social development, creating a mechanism for equity, social cohesion, and shared understanding and values. Second, research has shown that children learn to read faster, and are better equipped to transfer these skills to a second language, when instruction and materials are presented in their first language, especially if the instruction in the first language is of high quality.[1]

Haiti is a historically bilingual nation, with both Haitian Creole and French as official languages. However, although all Haitians speak Haitian Creole, some estimates place the percentage of Haitians who speak French around 10%.[2] In 1978, a major education reform effort called the Bernard Reform provided the basis for using Haitian Creole as the language of instruction in early grades. In 1998, this policy was made official through the national Primary Curriculum. In Haiti, Haitian Creole literacy is taught beginning in the first year of elementary school, with an emphasis on speaking, vocabulary, spelling, and written expression. Through such instruction, the Ministry hopes to develop in Haitian children the ability to express themselves properly in their mother tongue and acquire the mental mechanisms that are based on different types of knowledge: listening, speaking, reading, and writing. Because French is not spoken in many Haitian homes, French is necessarily taught as a second language, with students in the first year of elementary school exposed to French oral language development. French reading is introduced in the second year of elementary school, in conjunction with teaching reading in Haitian Creole. Nonetheless, despite official support for beginning reading instruction in Haitian Creole before transitioning to reading instruction in French, student reading performance in both languages and education performance overall is still very poor.

In addition to (and perhaps very strongly correlated to) these poor reading results are the poor success rates of the education system as a whole at the primary school level.

> [N]umerous statistics and measures suggest that the state of the Haitian education system is undeveloped. The average primary school grade repetition rate is more than 17%, and dropout rates, beginning in grade 1, average 13%, meaning the

[1] Read-Learn-Lead Mali, EIP/RTI.
[2] DeGraff, M. (in publication). *Many hands make the load lighter: Haitian Creole and technology-enhanced active learning toward quality education for all in Haiti.*

> typical Haitian child spends less than four years in school. As a consequence of these high repetition and dropout rates, many children fail to learn to read and write in the early grades, become discouraged, and never are able to acquire the skills and knowledge necessary to escape the cycle of poverty. Recent reports reveal that the result of such statistics and patterns is a pool of more than 600,000 illiterate out-of-school youth and children and a generation of ill-prepared labor market entrants.[3]

Specifically to address the learning needs of primary-grade students in Haiti, the ToTAL project is developing and implementing the following curricula:

- A program for teaching reading and writing skills in Haitian Creole for primary Grades 1, 2, and 3; and
- A program for teaching oral language in French for primary Grade 1 and for teaching reading and writing skills in French for primary Grades 2 and 3.

During the first year of this project, the Grade 1 curricula in both Haitian Creole and French were implemented in Grade 1 and Grade 2 classrooms in two corridors in Haiti: the North and Saint Marc corridors. Evaluation of the impact of these curricula was measured using the Early Grade Reading Assessment (EGRA), which was administered at two points in time: at the beginning of program implementation and at the end of implementation for Year 1.

This report presents baseline-endline EGRA results as well as relevant results drawn from classroom observations made over the course of the program implementation.

Overview of EGRA / EGRA Administration

Why Test Early Grade Reading?

The ability to read and understand connected text is one of the most fundamental skills a child can learn. Without basic literacy there is little chance that a child can escape the intergenerational cycle of poverty. Furthermore, evidence indicates it is important to learn to read both *early* and at a sufficient *rate*. A substantial body of research documents the fact that students can learn to read by the end of Grade 2, and indeed need to be able to read by the end of Grade 2 to be successful in school. Students who do not learn to read in the early grades (Grades 1–3) are likely to fall behind in reading and other subjects, repeat grades, and eventually drop out of school.

When students are first learning to read, they must learn the letters of their mother tongue language and the forms of those letters, learn the sounds associated with each letter, and apply this knowledge to decode (or "sound out") new words. At the same time, they are gaining familiarity, or automaticity, with words that they can then read by sight, without having to decode them. By the end of this first phase of reading development, students on a normal development trajectory develop sufficient speed and accuracy in decoding and word recognition

[3] Haiti Poverty Reduction Strategy Paper Progress Report/International Monetary Fund, 2009; *Sécrétariat d'Etat à l'Alphabétisation*, 2000.

to be able to read connected text easily enough to allow focus to shift from identifying individual words to comprehending the meaning of words, phrases, sentences, and eventually passages. As students are able to read text faster and with greater ease, they begin to read orally with speed and expression similar to their speech.

Purpose and Uses of EGRA

Evidence regarding students' learning performance in primary school, when available, indicates that average student learning in most low-income countries is quite low. A recent evaluation of World Bank education lending showed that improvements in student learning lag significantly behind improvements in access to schooling, while results from those few low-income countries that participate in international assessments such as PISA or TIMSS (and inferring from the results of regional assessments such as PASEC and SACMEQ)[4] indicate that the median child in a low-income country performs at about the third percentile of a high-income country distribution (i.e., worse than 97 percent of students who were tested in the high-income country). From these results, one can tell what low-income country students do *not* know but cannot ascertain what they *do* know (often because they scored so poorly that the test could not pinpoint their location on the knowledge continuum). Furthermore, because most national and international assessments are paper-and-pencil tests (that is, they assume students can read and write), it is not always possible to tell from the results of these tests whether students score poorly because they lack the knowledge tested by the assessments, or because they lack basic reading and comprehension skills.[5]

In the context of these questions about student learning and continued investment in education for all, EGRA was developed to report on the foundation levels of student learning, including assessment of the first steps students take in learning to read: recognizing letters of the alphabet, reading simple words, and understanding sentences and paragraphs. A simple instrument that can be adapted for use in low-income countries and for any language, EGRA systematically measures how well students in the early grades of primary school are acquiring reading skills, in order to spur more effective efforts to improve performance in these core learning skills.[6]

Because they focus directly on the foundational and teachable skills required for reading, the results of an assessment such as EGRA can be used to inform ministries of education, donors, teachers, and parents about primary students' reading skills as well as to assist education systems in setting standards and planning curricula to best meet students' needs in learning to read.

[4] Organisation for Economic Co-Operation and Development's Programme for International Student Assessment (PISA); Trends in International Mathematics and Science Study (TIMSS); Programme d'analyse des Systèmes Educatifs de la Confemen (PASEC); Southern Africa Consortium for the Measurement of Educational Quality (SACMEQ).

[5] RTI International. (2009). *Early Grade Reading Assessment Toolkit, 2009*. Prepared for the World Bank, Office of Human Development. p. 1. Available at: https://www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&id=149

[6] Ibid. p. 2. Available at: https://www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&id=149

What EGRA Measures

The EGRA instrument is composed of a variety of subtasks designed to assess foundational reading skills that are crucial to becoming a fluent reader. EGRA is designed to be a method-independent approach to assessment—that is, the instrument does not reflect a particular method of reading instruction (e.g., "whole language" or "phonics-based"). Rather, EGRA measures basic skills that a child must have to eventually be able to read fluently and with comprehension—the ultimate goal of reading. The EGRA subtasks are based on research for a comprehensive approach to reading acquisition across languages. The EGRA subtasks included in the Haiti instrument are described in the following section of this report. [7]

EGRA Adaptation and Administration

The following eight EGRA subtasks were administered at both baseline and endline phases of Year 1:

- *Initial sound identification* assessed students' phonemic awareness (the ability to explicitly identify and manipulate the sounds of language). Phonemic awareness has been found to be one of the most robust predictors of reading acquisition and is often used to identify students at risk for reading difficulties in the primary grades in developed countries. In this subtask, students were asked to listen to a word (such as "tour") and identify the first sound in that word (in this case, /t/). After two practice items, students were given 10 test items. The final score was the number of words of which students successfully identified the initial sound, with the maximum possible score being 10.
- *Letter name knowledge* assessed students' automaticity in letter recognition. This was a timed subtask, in which students were shown a chart containing 10 rows of 10 random letters. Students were asked to name as many letters as they could within one minute, yielding a score of correct letters per minute (clpm).
- *Letter sound knowledge* assessed students' automaticity in their knowledge of the sounds associated with each letter. This was a timed subtask in which students were shown a chart containing 10 rows each with 10 letters arranged randomly, yielding a total of 100 letters. Students were asked to produce the sounds associated with each letter as quickly and accurately as they could within one minute, yielding a score of correct letters per minute (clpm).
- *Familiar word reading* assessed students' skill at reading high-frequency words. Recognizing familiar words is critical for developing reading fluency. In this timed subtask, students were presented a chart of 50 familiar words. Students were asked to read as many words as they could within one minute, yielding a score of correct words per minute (cwpm).

[7] Additional EGRA subtasks not used in this project include measures of phonological processing ability, print awareness, and vocabulary. A description of all available EGRA subtasks can be found in the EGRA Toolkit, available at: https://www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&id=149

- *Invented word decoding* assessed students' skill at applying letter-sound correspondence rules to decode (i.e., sound out) unfamiliar words. To ensure that students were applying their knowledge of the relationships between sounds and symbols rather than reading words from memory, a chart of 50 pronounceable invented words—words that followed legal spelling patterns in French and Haitian Creole but had no meaning in either language—was shown to students. Students were asked to sound out as many invented words as they could within one minute, yielding a score of correct words per minute (cwpm).
- *Oral passage reading* assessed students' fluency in reading a passage of grade-level text aloud and their ability to understand what they had read. This subtask consisted of two parts:
  - *Oral reading fluency:* The ability to read passages fluently is considered a necessary component for reading comprehension. In this subtask, students were given a story (56-word story in French, and a 59-word story in Haitian Creole), and they were asked to read each story aloud in one minute. The oral reading fluency score for each story was the number of correct words read per minute (cwpm).
  - *Reading comprehension*: After students read as much of an assigned passage as they could within one minute, those who were able to read at least one word correctly were asked to respond to orally presented questions that corresponded to the parts of the story that were read. Because the number of words read in the minute varied by student, so did the number of questions given. Questions were both literal, requiring students to directly recall information from the story, and inferential, requiring students to combine information from the story with their background knowledge to derive a correct answer. Students' reading comprehension scores were recorded as the number of correct responses provided. This subtest was administered in both Haitian Creole and French. The reading comprehension score was the number of correct answers, with a maximum possible score of 5.
- *Listening comprehension* is considered to be a critical skill for reading comprehension because it shows the ability to make sense of oral language. In this subtask, the examiner read a short passage to the students. Students were then orally asked five questions about that passage. The listening comprehension score was the total correct answers, with a maximum possible score of 5.

Administering the full EGRA instrument required approximately 15 minutes per student. The reading assessment was supplemented by a student questionnaire to clarify the demographic and social context in which students were learning to read. A head teacher questionnaire was also administered at each school to assess school-level characteristics. EGRA was administered in French and in Haitian Creole, the official languages of Haiti. Although both languages are used for instruction through the primary grades, students receive most of their instruction in Haitian Creole. Consequently, to ensure students understood each subtask's requirements, examiners explained each task and provided directions in Haitian Creole when EGRA was administered (for subtasks in both Haitian Creole and French).

The EGRA administration was designed to make students feel comfortable during the assessment. Before administering EGRA, administrators read explicit information about the test to the students to explain how it would be used and that it would not impact their grades Also, students were asked to provide verbal assent to participate in the assessment before it began. In addition, EGRA administration included an "early stop" rule, which required assessors to discontinue the administration of a subtask if a child was unable to respond correctly to any of the items in the first line of a subtask (e.g., the first 10 letters, the first five words, or the first line of the oral reading fluency story). This rule was established to avoid frustrating students who did not understand the subtask or lacked the skills to respond. If a subtask needed to be discontinued, the EGRA administrator marked a box indicating that the subtask was discontinued because the child had no correct answers in the first line.

EGRA Assessor Training

Assessor training for endline data collection began the end of May 2013 and concluded the beginning of June 2013. *Ministère de l'Education Nationale et de la Formation Professionnelle* (MENFP; Haitian Ministry of Education) representatives attended the training. A total of 45 assessors and 20 supervisors were trained to administer the assessment.

EGRA Data Collection

Data collection for Year 1 endline occurred during June of 2013. A total of 45 assessors and 20 assessment supervisors worked in teams of either two or three members.

EGRA Data Entry

Throughout this project, EGRA and Snapshot of School Management Effectiveness (SSME) data are collected electronically, thereby eliminating the need for separate data entry and increasing data accuracy.

Program Focus and Context

The administrations of EGRA reported in this report—at baseline and endline—were intended to evaluate the impact of the ToTAL program on student performance in key pre-reading and reading skills. It is, therefore, important to understand the context of program implementation.

- The ToTAL program implemented during Year 1 of the project consists of two curricula.
  - Reading and writing instruction in Haitian Creole, designed for Grade 1 students, and implemented in both Grade 1 and Grade 2 classrooms. This curriculum comprised teacher manuals, a student reading book, and a student writing book.

  - Oral language instruction in French, designed for Grade 1 students and implemented in Grade 2 classrooms. This curriculum comprised teacher manuals and classroom posters.
  - In addition to these curriculum-specific materials, in-school mobile libraries—including grade-level-appropriate books in both Haitian Creole and French—were intended to be provided to each treatment classroom. Due to logistical delays, no in-school mobile libraries were delivered until after the end of the school year.
- Two treatment groups were established for this project, in addition to the one control group:
  - Treatment A schools received the ToTAL classroom materials, teacher training, and coaching components of the program; and
  - Treatment B schools received all of the components provided to Treatment A schools, and they were also given community mobilization support (provided through a team of seven trained community mobilizers). Because less time was available for community mobilization activities, these activities were limited to introducing and supporting in-school reading clubs. These clubs met every week and provided opportunities for teachers (and, where possible, parents or other community members) to read engaging stories to children and engage them in dialogue about the stories (such as questions about the story, prediction exercises, discussions to relate the story to students' lives). Stories were designed as extensions of the ToTAL curricular materials and focused on letter sounds, oral vocabulary, and comprehension of stories read orally. Weekly reading clubs typically lasted 45 to 60 minutes and were held in all but one Treatment B schools.
- The Task Order for this project was issued in August of 2012, and although RTI was able to put certain logistical procedures into place prior to the award of the contract, no substantive hiring of staff or development of materials could begin until the Task Order was issued. An aggressive development process allowed materials to be distributed to teachers by February of 2013, but even so, program implementation occurred only between February and May of 2013, with certain schools encountering even greater delays due to delays in distributing materials to some schools and the need to conduct a second wave of trainings in some locations. The majority of teachers were able to complete approximately one-quarter of what would be considered a full year's curriculum by the time of endline testing.

Descriptive Statistics

Student Sample

The Year 1 baseline sample included in this report's analyses includes 148 schools in two

corridors: 62 Treatment A schools, 58 Treatment B schools, and 28 control schools.[8]

The Year 1 endline sample, however, represented in this report's analyses includes only 67 schools in the two corridors: 17 Treatment A schools, 24 Treatment B schools, and 26 control schools. This is because a total of 58 treatment schools in the North Corridor and 28 treatment schools in the Saint Marc Corridor were not assessed, because they either did not attend the first training session and/or did not receive sufficient quantities of program materials during the first distribution of ToTAL teaching and learning materials. Five control schools in the North Corridor were not assessed because they were determined to have been exposed to the treatment program. To determine whether this decrease in sample size from baseline to endline impacted the precision of estimates used in this report, additional sample-size analyses were conducted.

A comparison between control schools that were dropped and control schools that remained in the sample was inconclusive, suggesting that there was no meaningful difference between the two sets of schools that might impact study outcomes. Similarly, a comparison between treatment schools that were dropped and treatment schools that remained in the sample was inconclusive, again suggesting no meaningful difference between the two sets of schools that might impact study outcomes. In addition, an analysis of the endline sample size itself suggests that it has sufficient power to ensure a sufficient level of precision. Although RTI usually recommends a student sample size of 400 students to achieve a 10-point margin of error, the low variability of student scores in this population requires a smaller sample size to reach the same precision. The student scores with the highest variability are on the Oral Reading Fluency subtask, which requires a sample of approximately 340 students to achieve a 10-point margin of error with these student data. Student scores on all other EGRA subtasks have less variability and thus require sample sizes less than 340.

Table 1 displays the distribution of schools from both baseline and endline time points for Year 1. Within each school, approximately 20 students were sampled with the intention of selecting 5 students from each grade/gender. Schools were clustered to make data collection more efficient.

[8] The number of schools reported here does not match the number of schools reported in this project's Year 1 Baseline report, as the analyses included in this current report only include those schools present at both baseline and endline. Because a number of schools were excluded from endline testing, these schools were removed from the baseline sample for purposes of analysis in this report.

Table 1: Characteristics of the Overall School Sample

Variable	Baseline	Endline
North		
Treatment A	45	16
Treatment B	38	15
Control	28	26
Total	*111*	*57*
Saint Marc		
Treatment A	17	1
Treatment B	20	9
Control	0	0
Total	*37*	*10*
Total	**148**	**67**

Although the total number of students sampled for testing at endline was lower than the student sample at baseline, sample sizes were sufficiently large to be representative by corridor, grade, and gender.

Table 2 describes the general characteristics of the student sample, displaying frequencies for both baseline and endline time points for Year 1.

Table 2: Characteristics of the Overall Student Sample

Variable	Baseline	Endline
Corridor		
North	1,985	1,067
Saint Marc	678	435
Grade		
1	1,345	767
2	1,318	735
Total	**2,663**	**1,502**

Note that there were fewer students in the control group at baseline than there were in either of the two treatment groups; this was a result of having no control schools in the Saint Marc Corridor. Student sample sizes by language and grade can be found in ***Table A-6*** in ***Annex A***.

Enrollment, Class Size, and Class Composition

As captured at the beginning of the program implementation, the average enrollment observed in schools was 229 students, ranging from 23 students in the smallest school to 788 students in the largest. Average classroom enrollment was 40 students in grade 1 and 39 students in grade 2. From a gender perspective, access to primary school was equitable: there was a slightly larger proportion of boys than girls (an average ratio of 1.09 to 1).

Nineteen percent of students identified themselves at baseline as “repeaters” (i.e., their grade level in the previous year was the same as their current grade level).

Language of Instruction

During endline EGRA data collection—to ascertain what language was typically used as the language of instruction by teachers—the head teacher at each school was asked to indicate the language (Haitian Creole or French) that was used by Grade 1 and Grade 2 teachers in that school to teach mathematics.[9] In each grade, the ratio of Creole to French was 85%:15%. Statistical analyses indicated that the reported language of instruction did not impact student outcomes on any of the EGRA subtasks.

Student Characteristics

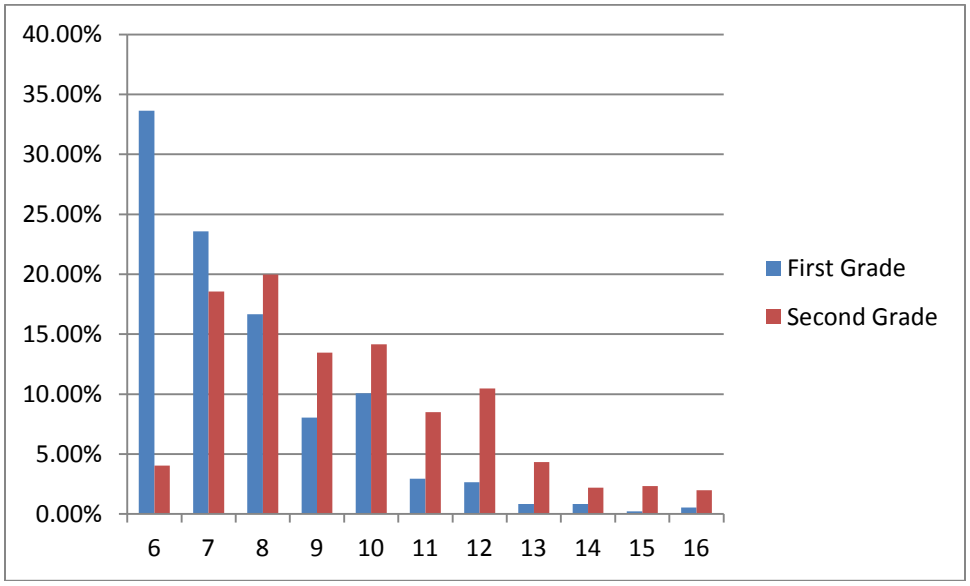
At the beginning of the program implementation, the majority of students (84%) reported Haitian Creole as the language they most often spoke at home, while 15% reported that at home they spoke French most often. The language spoken at home had no significant relationship with the oral reading fluency scores in either language assessed.

When asked whether they had eaten breakfast before going to school on the day of the assessment, 60% of students answered that they had. It is worth noting that the majority of students (57%) reported having a meal at school.

A range of ages was observed in both grades. As reported at baseline, students in both Grade 1 and Grade 2 ranged from 6 years old to 16 years old, with no single age representing more than one-third of the class. Late enrollment, interruption of schooling, and grade repetition are probable explanations for this wide variation in age. Teachers interviewed reported an average of 13% of repeaters in the first two grades. ***Figure 1*** displays the distribution of the age groups in both grades among the sampled students.

[9] Head teachers were asked about the language of instruction in mathematics classes because mathematics was a subject not influenced by the ToTAL project; it should, therefore, be a more accurate measure of the language the teacher was likely to have used prior to the introduction of the ToTAL curriculum.

Figure 1: Age of Students, by Grade, At Beginning of Program Implementation



Program Implementation Considerations

Delays in Program Implementation

As indicated earlier, because of delays in project initiation and, thus, program development, materials were not provided to teachers and students until February of 2013 at the earliest, with distribution delays causing some teachers to receive materials between March and May of 2013. A first wave of teacher training was held in late January through early February of 2013; however, because not all treatment teachers participated in that training, a follow-up series of trainings was held in early March. As a result of these delays, for many schools program implementation occurred between February and May of 2013, with certain schools encountering even greater delays. The majority of teachers were able to complete approximately one-quarter of what would be considered a full year's curriculum by the time of endline testing.

The practical implication of decreased implementation time is substantial. The intent of the Grade 1 Haitian Creole curriculum is to expose students to the entire Haitian Creole alphabet as well as develop levels of oral language, decoding, and sight-word reading proficiency. By using only a portion of the year's curriculum, students were exposed to only a part of the alphabet and a limited amount of word-level practice. Similarly, with the French curriculum, whereas the intent was for students to have received a full year's worth of oral language exposure and practice, the actual amount of exposure was substantially reduced.

Variation in Program Implementation

To further challenge the ability to realize gains in student proficiency over time, teachers also demonstrated inconsistent degrees of implementation fidelity. Site visits from program stakeholders suggested that at least some teachers were not using materials appropriately: for example, lesson plans were not followed; teachers were misinterpreting and, therefore, misusing lesson plan activities; and in some cases not all materials were evident in the classroom.

In addition to stakeholder classroom visit observations, ToTAL project coaches were trained in observing lessons and providing pedagogical support to teachers,[10] and the following sub-sections of this report document classroom observation conducted by observers as well as information gleaned from the coaches' observations in key areas of implementation. It is important to note that in an effort to increase the reliability of the data, the questions in the coaching observation forms were limited to dichotomous questions. Because questions merely noted whether an activity was observed or not, resulting data did not provide information regarding the quality of the application. This coding scheme, while delivering greater coding reliability than more complex schemes, does not allow for analyses of the degree to which certain activities were conducted or the quality of those activities. For the second year of the project, more informative observation instruments will be used that will allow for frequency and quality of implementation to be measured.

Coaches' observations instruments can be found in Annex B of this report.

Student and Teacher Characteristics

The full set of SSME questionnaires and observations instruments was not administered at endline (as mandated by the ToTAL research design); however, a number of questions were asked of students, and classroom observation data were gathered via regular classroom visits of Treatment A and Treatment B school classrooms. The information obtained through these questionnaires can inform interpretations of the EGRA results presented in this report.

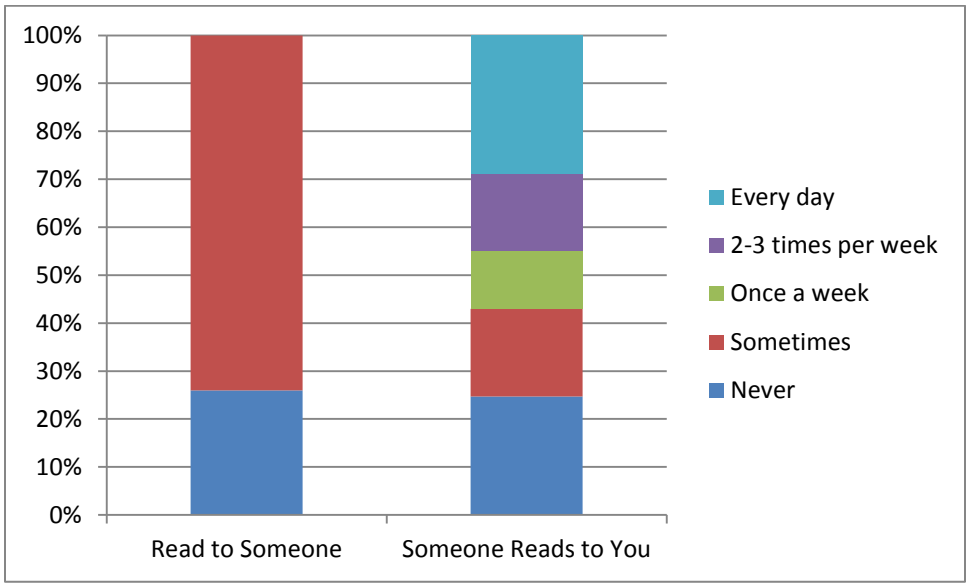
Students' Reading Activity in the Home

Because time spent in reading activities outside of school hours has been linked to improved reading performance, students were asked to indicate both how frequently they read to someone at home and how frequently they are read to by someone at home. As displayed in ***Figure 2***, three-quarters of students reported reading to someone "sometimes," with the rest reporting never reading to another person in the home. Students reported being read to with greater

[10] Among the 83 treatment schools in the North, between February and June of 2013, a total of 1,358 Grade 1 and Grade 2 classroom observations were recorded (670 of Creole lessons, and 688 of French lessons). Among the 37 treatment schools in Saint Marc, between February and June of 2013, a total 845 Grade 1 and Grade 2 classroom observations were recorded (439 of Creole lessons and 406 of French lessons).

frequency: 29% reported being read to every day, and over half reported being read to at least once a week.

Figure 2: Student's Reading Activity in the Home



The ToTAL program includes as a key component the establishment of libraries in each treatment classroom, libraries containing books in both Haitian Creole and French. In addition, within the Treatment B group, activities are undertaken to mobilize families and communities at large to provide more opportunities for children to read and be exposed to literacy-enhancing experiences. These results suggest that such exposures are needed and that teachers and parents should continue to be encouraged to expose children to books and reading as much as possible, and the ToTAL project will continue to reinforce opportunities to increase student reading opportunities outside of the classroom.

Curricular Activities

During coaches' regular visits to classrooms, teachers were evaluated on their adherence to the lesson plan via three observations: whether the teacher followed the program instructions, whether the teacher adhered to the lesson instruction, and whether or not the teacher was behind on lessons (***Figure 3*****).** In addition, teachers were evaluated on the extent that they implement the "I do" and "we do" strategies proposed in the ToTAL curriculum, which is a central component of the ToTAL materials. Use of this strategy is indicative of a teacher's fidelity to the intended implementation of the lessons (***Figure 4***).

Figure 3: Teacher Adherence to Lesson Plan

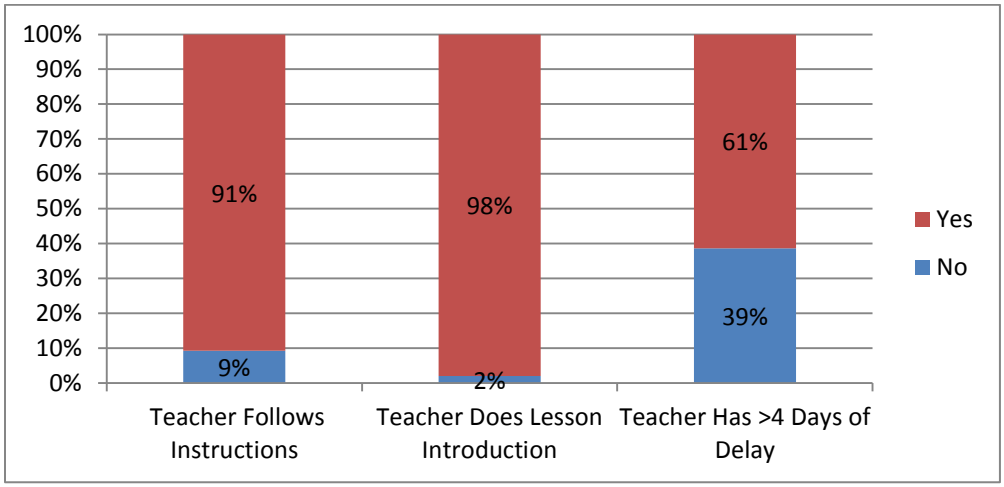
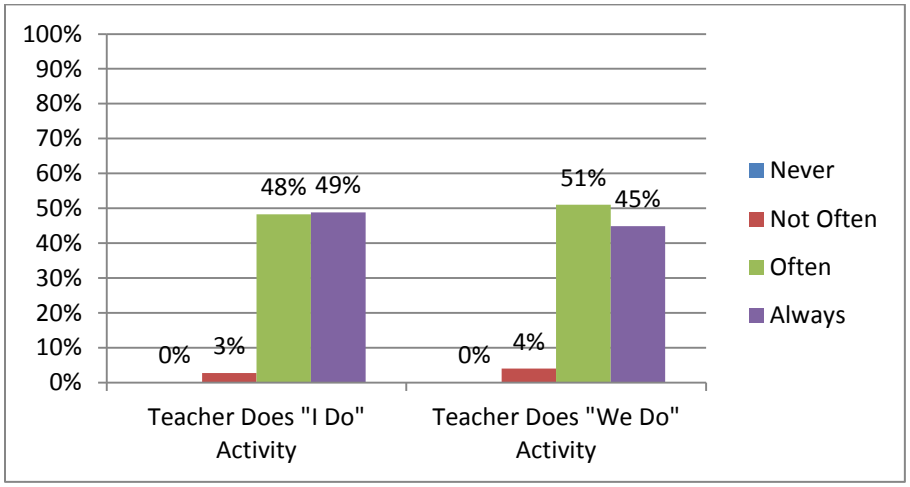


Figure 4: Teacher Adherence to Lesson Plan

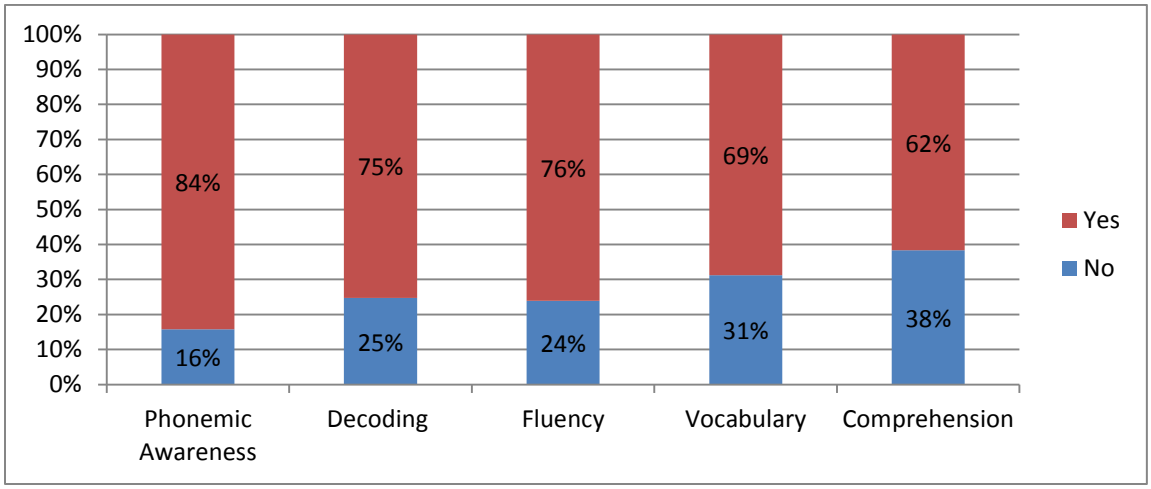


As illustrated in ***Figure 3***, the majority of teachers followed instructions and conducted the lesson instruction as planned. This is encouraging, as these findings indicate that teachers were beginning to adhere to the basic structure of the lessons as designed. However, coaches found that 61% of teachers were more than four days behind in instruction. This finding indicates that students were not being exposed to the program as designed. In addition, as displayed in ***Figure 4***, just under half of teachers reported "always" using the foundational "I Do, We Do" structure of the ToTAL program. This finding suggests room for improvement in close adherence to the underlying pedagogical and classroom management framework of the ToTAL curriculum, and ToTAL teacher and coaching training is being revised to ensure greater adherence to the program lessons.

Focus of Curricular Activities

Teachers were also evaluated on the curricular focus of their lessons, to ensure that all components of each lesson were actually covered during the course of a lesson. As depicted in ***Figure 5***, in at least 75% of the lessons that were observed, teachers covered phonemic awareness, decoding, and fluency activities. Vocabulary was covered in somewhat fewer lessons (69% of lessons), and in only 62% of lessons was comprehension explicitly taught. These findings suggest that teachers should increase their instruction of all five types of curricular activities, but in particular of vocabulary- and comprehension-focused activities.

Figure 5: Focus of Curricular Activities

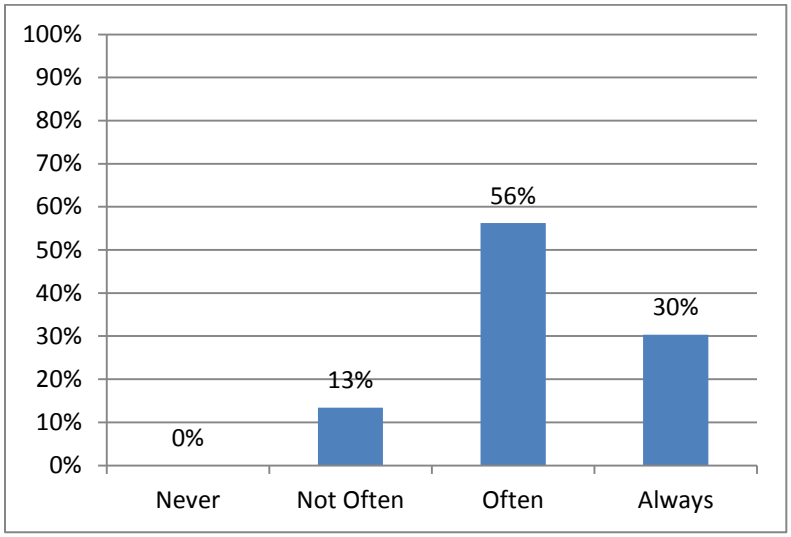


It is interesting to note—given that more time was spent on this skill than on any other skill during classroom observation visits—that some of the most notable student gains were on the phonemic awareness subtask of Initial Sound Identification. Some of the weakest student gains were in areas of vocabulary (Familiar Word Reading) and comprehension (Reading Comprehension), the two curricular areas that received the least focus in lessons that were observed. It will be important during ongoing implementation of the ToTAL program that teachers receive the training, coaching, and administrative support necessary to fully implement all components of the program, thereby ensuring that students are receiving full instruction in requisite reading skills.

Use of Lively and Engaging Activities

During their coaching visits, coaches recorded whether lessons were being taught in lively and engaging ways. Coaches reported that, of the lessons observed during 660 visits recorded, 30% (197) were "always" lively and engaging while 55% (365) were "often" lively and engaging. Only 13% (87) of the observed lessons were "not often" lively and engaging, and none were considered to be "never" lively and engaging (***Figure 6***).

Figure 6: Lessons Recorded as Lively and Engaging



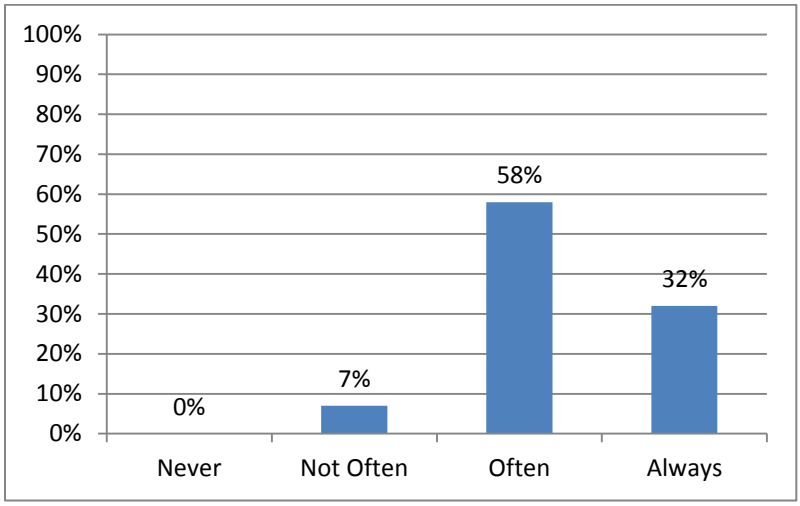
Note: 11 classroom observations did not record this variable.

Again, however, the quality of these engagements was not captured during classrooms visits, so although coaches recorded some level of interactivity in the lessons, it is not possible to determine how effective the interactions were. Building more explicit opportunities for interaction and training teachers on their implementation is a central focus of program revisions for the 2013-2014 school year.

Use of Formative Assessment

Coaches evaluated teachers' use of formative assessment in the classroom. The use of formative assessment is an important part of the ToTAL curriculum and is considered to be an important part of managing a classroom to ensure that all children are learning. Coaches reported that, of the lessons observed, 32% "always" used formative assessment, 58% "often" used it, and 7% "not often" used it. A total of 13 responses were left blank on this question. These findings suggest that teachers were adhering to this aspect of the curriculum with some fidelity when observed, although there is room for teachers to improve in their implementation of this important instructional strategy (***Figure 7***).

Figure 7: Teachers' Use of Formative Assessment



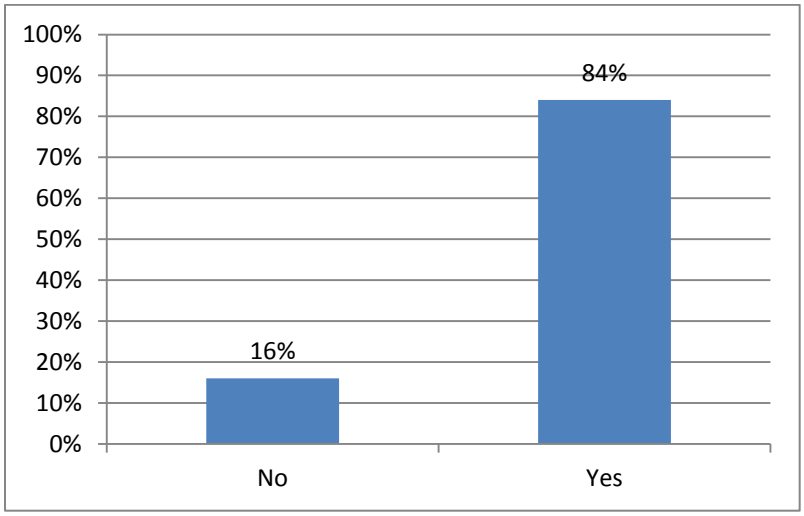
Note: 13 classroom observations did not record this variable, resulting in a total 647 observations.

Again, although coaches reported some use of formative assessment, ensuring that it is used regularly and systematically will be a key area of focus for ongoing implementation of the ToTAL program.

Evaluation of Students Who Did Not Follow the Lesson

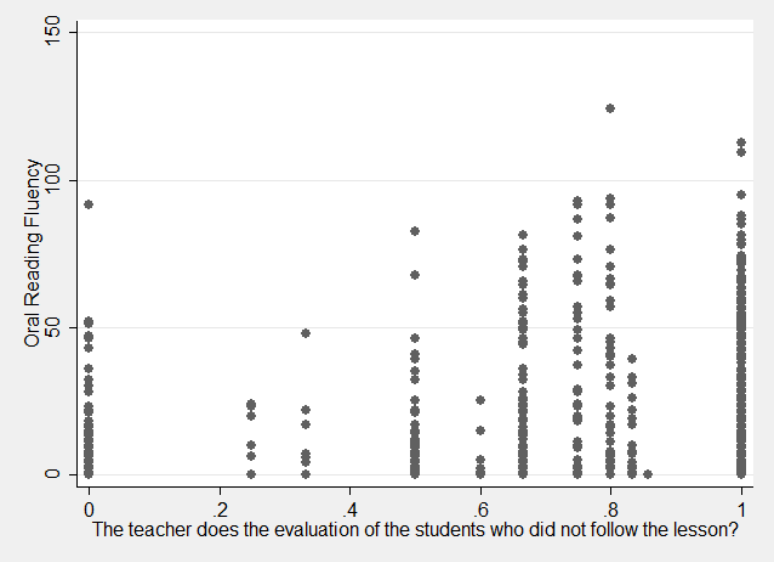
Teachers were also observed as to the extent they evaluated students who were not able to keep up with the lesson. As illustrated in ***Figure 8***, in the majority (84%) of observations, teachers were recorded as evaluating students who were not able to follow the lesson. This teaching technique is an important one in ensuring that students struggling with a lesson are identified, so that they can be given additional instruction and support.

Figure 8: Teachers' Evaluation of Struggling Students



A multiple regression analysis was conducted to determine the extent to which teacher evaluation of struggling students contributes to student learning, as measured by student performance on the Oral Reading Fluency subtask. As illustrated in ***Figure 9***, with the exception of an outlier among observations in which no evaluation was observed, the greater use of evaluation corresponded with higher student Oral Reading Fluency scores. The regression analysis found that this particular variable, however, did not make a statistically significant contribution to Oral Reading Fluency performance (β=1.95, $F(1,108)$=0.48, $p>0.05$). That said, teachers' commitment to monitoring how well all students keep up with the content of the lesson is critical to ensuring the success of all students, a point that will receive additional focus during ongoing implementation of the program.

Figure 9: Teachers' Evaluation of Struggling Students: Regression Scatterplot



Program Impact Comparing Treatment Conditions

It is apparent from the earlier presentation of implementation challenges and deficiencies that much work must be done to improve the usability of the materials, improve teacher training on the materials, and improve coaches' ability to support teachers throughout the school year. Despite these implementation limitations and challenges, however, it is interesting to look at student growth over time to identify trends that can be focused on and strengthened over the second year of this project. In addition, looking at the differences in growth over time between control and treatment groups provides useful information about the impact of treatment. This section presents an analysis of treatment group effects at endline on each EGRA subtask relative to baseline. Differences observed between control and treatment groups at baseline and at endline are indicated, and are shown language and grade.

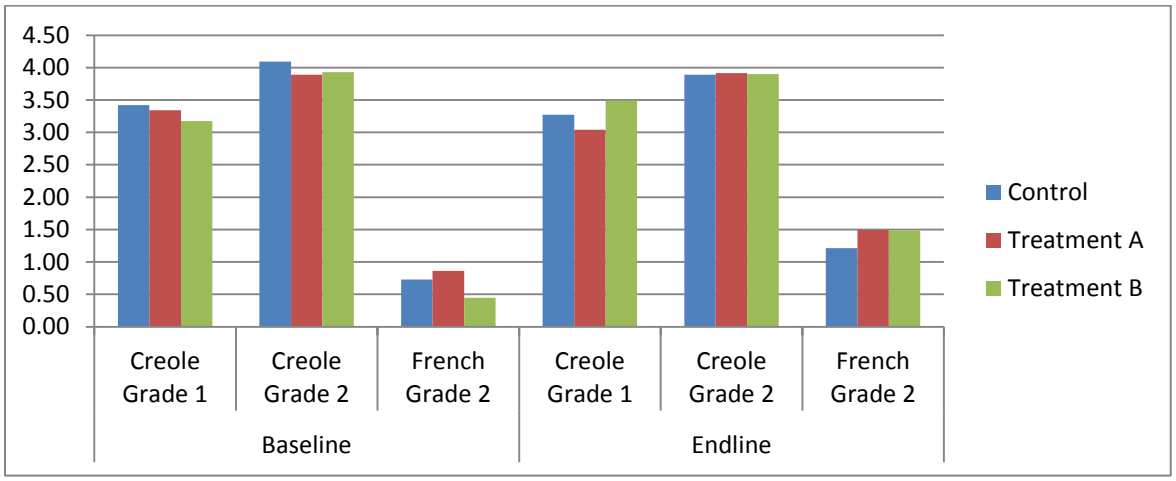
It should be noted that even though schools were randomly selected and assigned to ToTAL's three treatment groups (control, Treatment A, and Treatment B) prior to baseline testing, the three groups did not demonstrate comparable levels of reading proficiency at baseline. This is particularly true for Grade 1 Haitian Creole, in which the control group outperformed Treatment A and/or B schools on all EGRA subtasks except listening comprehension. No significant differences between the control and treatment groups at baseline emerged in either Haitian Creole Grade 2 or French Grade 2. While in theory the use of random assignment to treatment and control groups should result in groups that are comparable in important ways—such as student performance at baseline—in this case it is apparent that students in the three groups displayed quite difference levels of proficiency coming into the project, with the control-group students in Grade 1, in particular, performing at substantially higher levels than treatment-group students. It will be necessary to take these discrepancies into account when interpreting results at endline.

Listening Comprehension

The listening comprehension subtask assesses a range of language and skills, such as attention, vocabulary knowledge, comprehension strategies, processing of oral language, and generation of appropriate replies. Comparing students' comprehension of information presented verbally is important because it allows determination of whether poor reading comprehension can be attributed to limited word reading skills or to more general difficulties in comprehending language in general. One would expect that students' ability to comprehend stories and information presented to them orally would improve over the course of the year, because they are consistently exposed to academic language during the class.

Figure 10 displays student mean scores on this subtask at baseline and endline.

Figure 10: Baseline and Endline Mean Scores: Listening Comprehension (number correct, max 5)



This trend is also portrayed in ***Table 3***, by grade and language. Particularly in Haitian Creole Grade 1 and French Grade 2, the Treatment B group appears to show notably higher gains over time than do the other two groups; as indicated in ***Tables A-1*** and ***A-2*** (Annex A), however, these differences are not statistically significant.

Table 3: Baseline–Endline Results on Listening Comprehension Subtask, by Language and Grade[11]

	Haitian Creole Grade 1			Haitian Creole Grade 2			French Grade 2		
	Baseline	Endline	ES	Baseline	Endline	ES	Baseline	Endline	ES
Control Means	3.42	3.27	-0.07	4.09	3.89	-0.15	0.73	1.21	0.27
Treatment A Means	3.34	3.04	-0.21	3.89	3.91	0.02	0.86	1.50	0.49
Treatment B Means	3.18	3.49	0.25	3.93	3.90	-0.03	0.45	1.48	1.08

Note: Only schools with student scores available at both baseline and endline are included in these analyses. ES = effect size. Baseline and endline figures represent number of items correct (out of five).

Despite the lack of statistical significance in between-group comparisons, ***Table 3***does show interesting trends over time.

- For both grades in Haitian Creole, differences between groups were roughly comparable. Students in Haitian Creole Grade 1 Treatment B schools had higher gains than students in the other groups, although these differences are not statistically significant. Differences between groups in Haitian Creole Grade 2 were comparable.
- It is interesting to note that for both grades in Haitian Creole, student means in some of the treatment groups decreased over time. These percentage decreases are relatively small, however, and most likely result from testing error as there is no theoretical basis to

[11] Sample sizes for each group by language and grade, for this and all subsequent subtasks, are provided in Table A-9 in Annex A of this report.

suggest that students would have become less able to comprehend spoken language over the course of the year.

- In French, students in Grade 2 showed substantial gains, although given low scores at baseline the resulting endline scores were still below those in Haitian Creole. It is interesting to note that while Treatment A gains were comparable to control group gains, student gains in the Treatment B group were much more dramatic. While these gains were not statistically significant, a large effect size of 1.08 suggests that this is a trend that deserves attention in the second year of this project. The primary focus of the French Grade 1 curriculum is oral language development, and one would expect that a focus on oral language would facilitate students' listening comprehension abilities in that language.

To further explore student performance, ***Figure 11*** illustrates interesting trends across languages and grades in student performance at endline: specifically, the proportion of students in each language/grade who responded correctly to zero, one, two, three, four, or all five of the comprehension questions.

Figure 11: Endline Student Performance on Listening Comprehension, by Language and Grade (percentage correct)

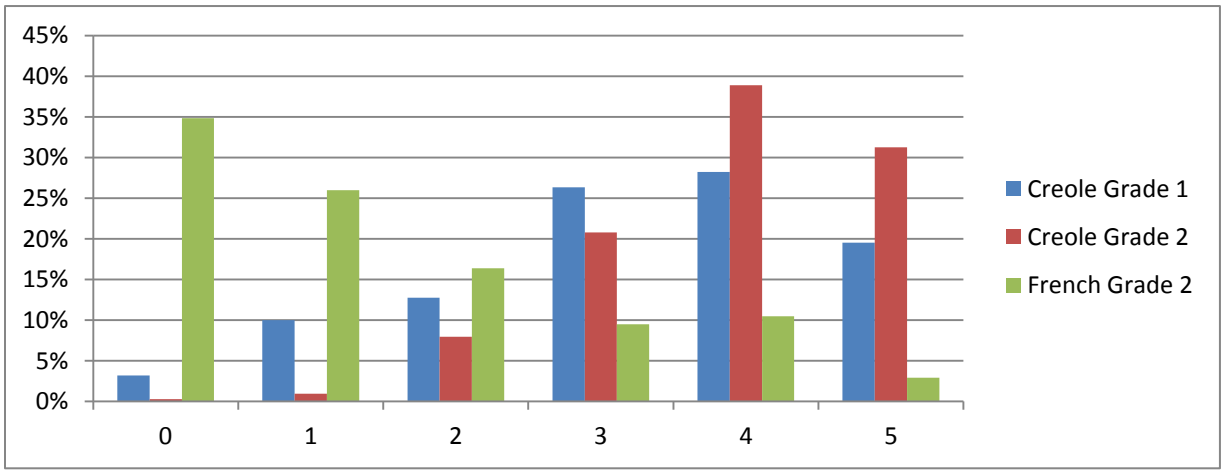


Figure 11 shows that, as expected, students in Grade 2 outperformed students in Grade 1 in Haitian Creole, with the majority of Grade 1 students able to correctly answer at least 3 of the 5 listening comprehension questions, and the majority of Grade 2 students able to correctly answer 4 or more questions. These findings show an ability among these children to comprehend information that is provided to them orally, which is an essential prerequisite for learning to read. It is expected that Grade 2 students tested in French demonstrated less comprehension, as French is likely not the language spoken in their homes. Even so, however, nearly one-quarter of Grade 2 students were able to correctly answer three or more questions, a proficiency that will support their subsequent reading acquisition in French.

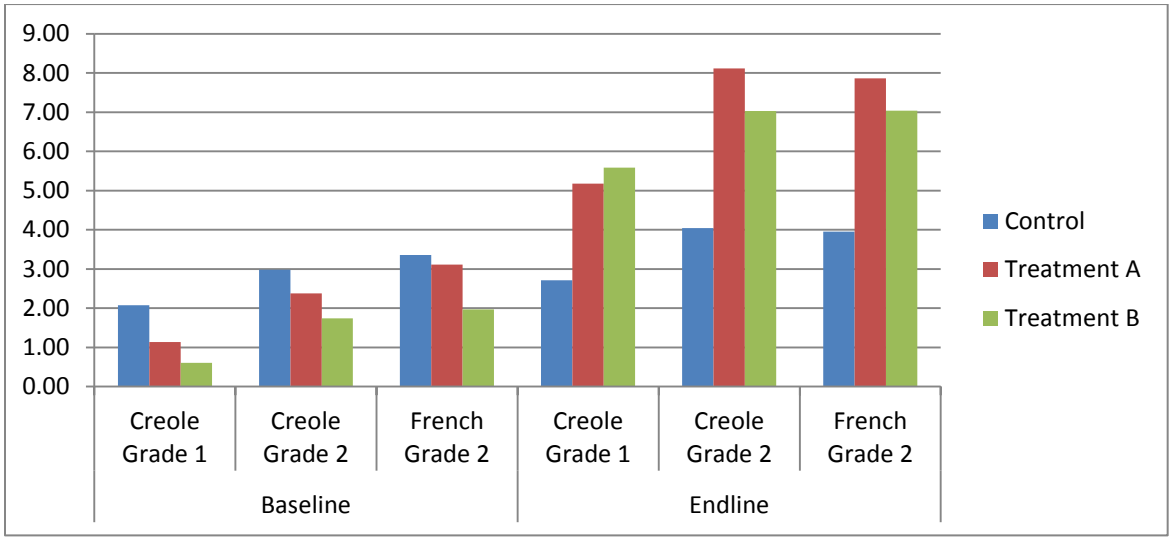
Again, these differences were not statistically significant, although the trend is promising. In order to strengthen the program's impact on development of this important skill, for the second year of this study, the Haitian Creole and French materials are being refined to more explicitly emphasize comprehension ability overall, through increased vocabulary instruction, increased time spent in classrooms on story comprehension, and extended exposure outside of the scheduled reading blocks to oral storytelling and discussion through community mobilization activities.

Initial Sound Identification

The ability to sound out, or decode, unfamiliar words is an essential skill in learning to read, and to be able to decode a student must be able to hear and manipulate the individual sounds that go into words. This skill is referred to as phonemic or phonological awareness. The Initial Sound Identification subtask is one measure of phonemic awareness, requiring students to identify the first sound of 10 words presented orally to them. The final score for this subtask was the number of words for which students successfully identified the initial sound.

Figure 12 displays student mean scores on this subtask at baseline and endline.

Figure 12: Baseline and Endline Mean Scores: Initial Sound Identification (number correct, max 10)



As can be seen in ***Table A-1*** (***Annex A***), the difference between the control and Treatment B groups on initial sound identification at baseline is statistically significant.[12] This trend is also portrayed in ***Table 4***, by grade and language.

[12] $p<0.05$

Table 4: Baseline–Endline Results on Initial Sound Identification Subtask, by Language and Grade

	Haitian Creole Grade 1			Haitian Creole Grade 2			French Grade 2		
	Baseline	Endline	ES	Baseline	Endline	ES	Baseline	Endline	ES
Control Means	2.08	2.71	0.13	2.98	4.05	0.19	3.36	3.95	0.10
Treatment A Means	1.14	5.18	1.39	2.38	8.12	1.66	3.11	7.87	1.25
Treatment B Means	0.61	5.58	2.17	1.74	7.03	1.73	1.97	7.04	1.61

Note: Only schools with student scores available at both baseline and endline are included in these analyses.
ES = effect size. Baseline and endline figures represent number of items correct per minute.

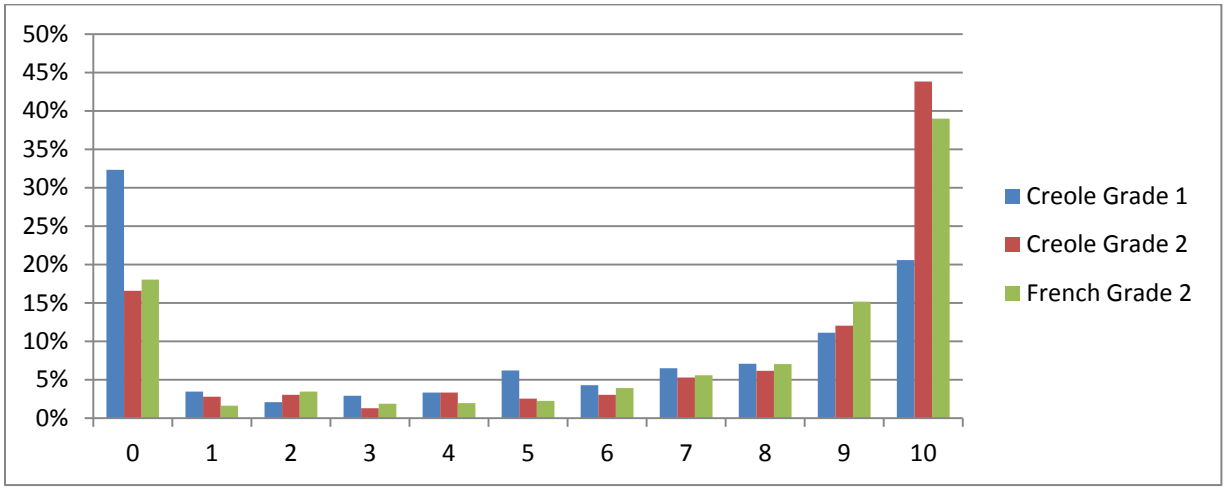
Unlike performance on the listening comprehension subtask, not only were substantial baseline–endline effect sizes observed on the Initial Sound Identification subtask in the Treatment A and Treatment B groups, but also the differences between gains seen in each of these groups and the control group across languages and grades were statistically significant at $p<0.01$.

It is true that even at endline, the number of initial sounds that students could produce is not at the level required for effective reading acquisition. However, several points should be noted.

- While the control group means were higher at baseline for all groups, at endline all treatment groups surpassed control group performance.
- Identifying initial sounds of words is not an easy task for most students unless explicitly taught. These gains suggest that exposure to the explicit instruction provided in the ToTAL program in this skill significantly improved student proficiency in this essential pre-reading skill.
- The ability to identify initial sounds of words is an oral task. The substantially higher student performance in the Treatment B groups suggests that exposure to the oral language activities provided in the community mobilization activities supported development of this skill.

To further explore student performance, ***Figure 13*** illustrates interesting trends across languages and grades in student performance at endline. Across both Haitian Creole grades and French Grade 2, 15–35% of students scored zero on this task. However, for both Haitian Creole Grade 2 and French Grade 2, the largest proportions of students (44% and 39%, respectively) received perfect scores. The remaining students were fairly evenly distributed across the other numbers of correct responses.

Figure 13: Endline Student Performance on Initial Sound Identification, by Language and Grade (percentages of students and number of sounds identified correctly)



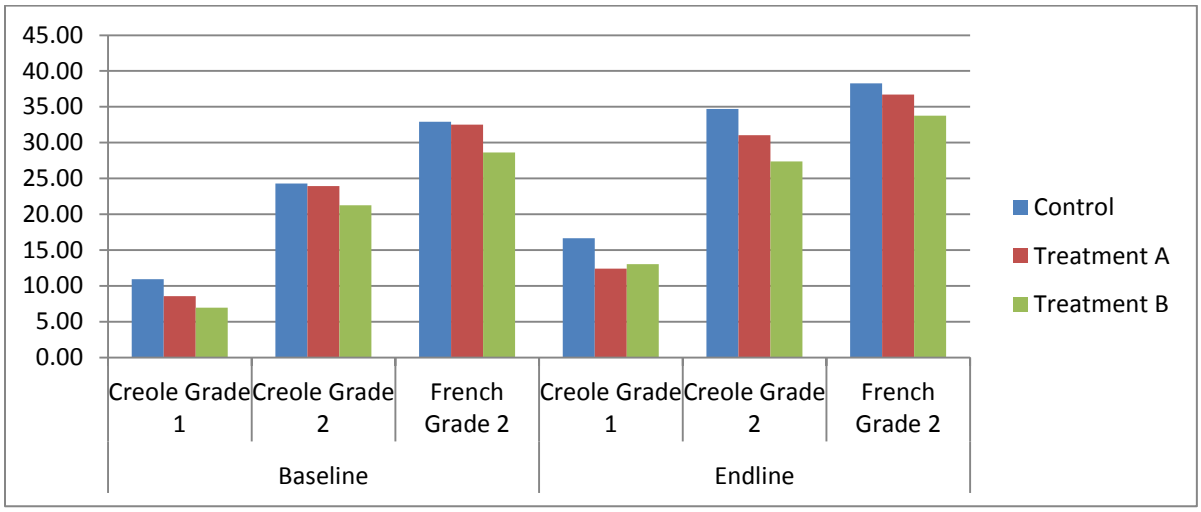
The capacity to recognize and identify the initial sounds of spoken words is a useful measure of children's phonemic awareness, and it is viewed in the ToTAL program as an important foundational skill for learning to read. These results suggest that exposure to the ToTAL program materials and the explicit instruction provided therein resulted in substantial and statistically significant impacts on student performance across both Haitian Creole and French and in both grades.

Letter Name Identification

The ability to automatically recognize written letters by sight is considered a prerequisite skill for beginning reading and has been found to be a strong predictor of reading growth in alphabetic languages such as Haitian Creole or French. The Letter Name Identification subtask is considered one of the easiest foundational subtasks in EGRA. Given the importance of this skill in reading development, one would hope to see high levels of fluency at least by the beginning of Grade 2.

Figure 14 displays student mean scores on this subtask at baseline and endline.

Figure 14: Baseline and Endline Mean Scores: Letter Name Identification (number of items correct per minute)



As seen in ***Figure 14***, at both baseline and endline, control group scores appear to be somewhat higher than treatment group scores, although these differences are not statistically significant. This trend is also portrayed in ***Table 5***, by grade and language.

Table 5: Baseline–Endline Results on Letter Name Identification Subtask, by Language and Grade

	Haitian Creole Grade 1			Haitian Creole Grade 2			French Grade 2		
	Baseline	Endline	ES	Baseline	Endline	ES	Baseline	Endline	ES
Control Means	10.91	16.63	0.29	24.30	34.68	0.32	32.91	38.29	0.18
Treatment A Means	8.57	12.42	0.36	23.91	31.02	0.42	32.50	36.72	0.21
Treatment B Means	6.94	13.02	0.64	21.25	27.36	0.41	28.63	33.77	0.31

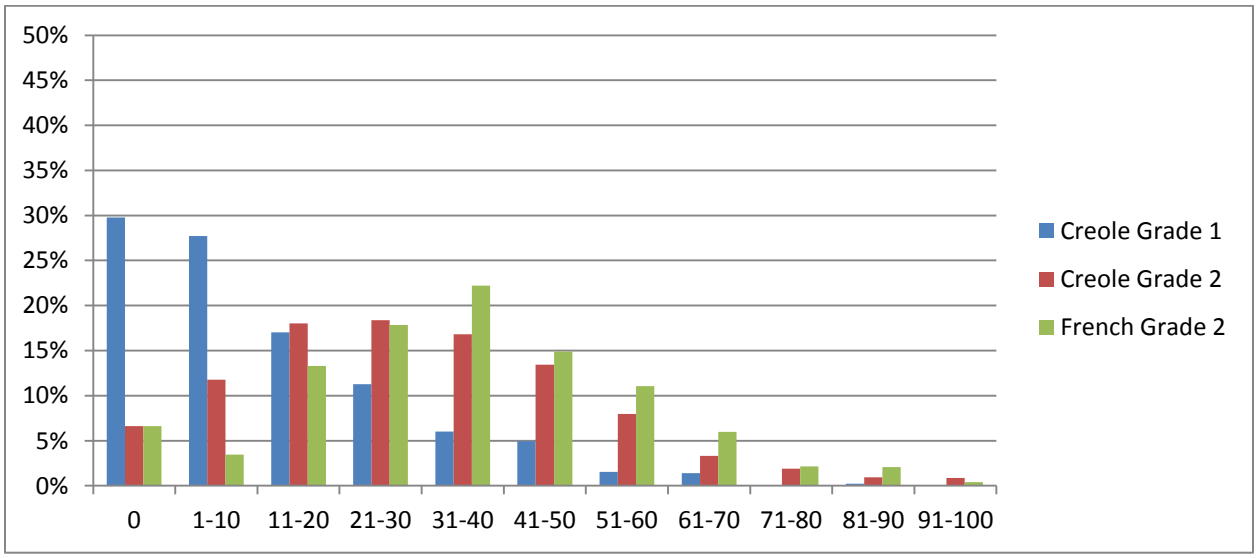
Note: Only schools with student scores available at both baseline and endline are included in these analyses.
ES = effect size. Baseline and endline figures represent number of items correct per minute.

Familiarity with the names of written letters is a critical building block for reading in alphabetic languages. As indicated in ***Table 5***, students across all groups showed important gains over the year, although with all groups still demonstrating limited proficiency. This is particularly true in Haitian Creole Grade 1, as one would hope that by the end of the first grade on formal instruction each student would be more fluent with the alphabet. However, it should be reiterated that students in the treatment groups were exposed to only several months' worth of instruction, and it is, therefore, promising to see that even with limited instruction they appear to have gained more over time than control students (referring to effect sizes presented in ***Table 5***). By the end of Grade 2, students in all groups were performing at higher levels of speed and accuracy, although at a rate of approximately one word identified every two seconds, room exists for more

improvement. What is interesting to note is that Grade 2 student performance in French was higher than it was in Haitian Creole, even though letter names were not explicitly taught in the French curriculum.

To further explore student performance, ***Figure 15*** illustrates interesting trends across languages and grades in student performance at endline.

Figure 15: Endline Student Performance on Letter Name Identification, by Language and Grade (percentages of students and ranges of items correctly identified)



As displayed in ***Figure 15,*** for Haitian Creole Grade 2, at endline the highest percentages of students correctly identified between 11–20 and 21–30 letters per minute. This equates to taking between two and five seconds to read each letter, a rate too slow to support word reading. Over one-quarter of students in Grade 1 were not able to identify any letters, and another one-quarter were able to identify only 1-10 letters. Interestingly, when tested in French, Grade 2 students performed somewhat better on this task, with the highest percentage of students correctly identifying 31–40 letters per minute. Taken together, these results suggest that overall students were not able to reach levels of letter knowledge by the end of the year that would fully support reading development.

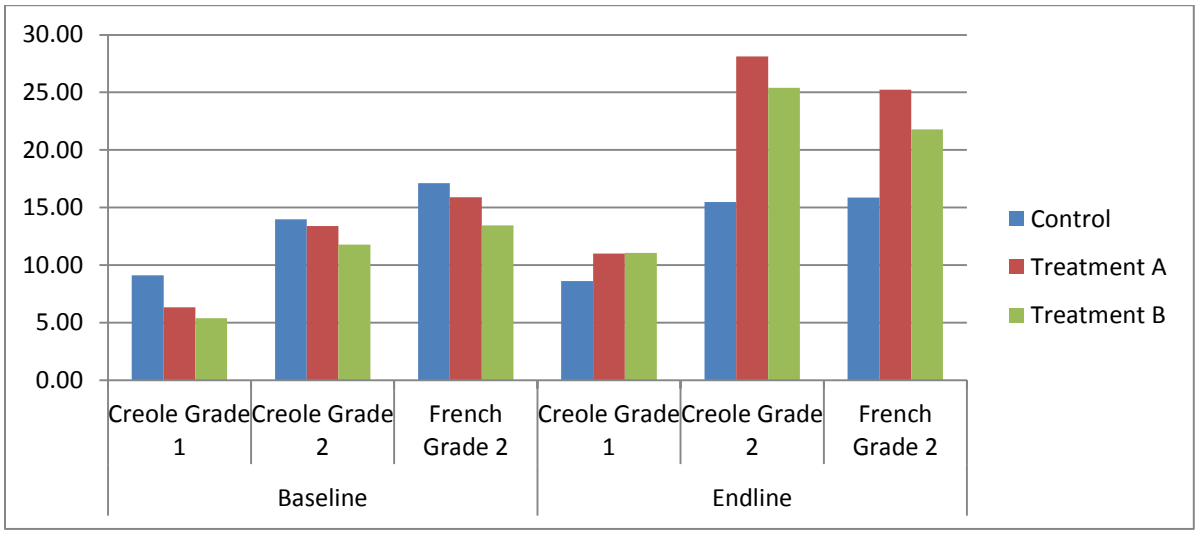
This finding suggests that, overall, while exposure to the ToTAL program appears to have generated promising trends, it did not result in consistently higher gains that could bring students to a level of proficiency with letter names that is needed to learn to read effectively. To better support letter name knowledge among students across languages and grades, the ToTAL program is being revised to provide more explicit and effective instruction in letter knowledge throughout the year through daily instruction in letter names and sounds, explicit connections between letter names/sounds and words, practice writing letters and practicing sounds, and periodic review lessons intended to reinforce and draw connections between lessons.

Letter Sound Identification

As with letter names, familiarity with the sounds of written letters is a critical building block for reading in alphabetic languages, especially for decoding words, because this skill enables students to decode, or sound out, new and unfamiliar words. This is a challenging task for many students and is best acquired through high-quality, explicit instruction. Scores for this subtask were the number of letter sounds the student could correctly generate within one minute (correct letters per minute). Identifying letter sounds can be a more difficult task for many students, as reflected in the results of this study.

Figure 16 displays student mean scores on this subtask at baseline and endline.

Figure 16: Baseline and Endline Mean Scores: Letter Sound Identification (number of items correct per minute)



As with letter naming, control students outperformed treatment-group students at baseline in all groups, in particular in Haitian Creole Grade 1. This trend is also portrayed in ***Table 6***, by grade and language.

Table 6: Baseline–Endline Results on Letter Sound Identification Subtask, by Language and Grade

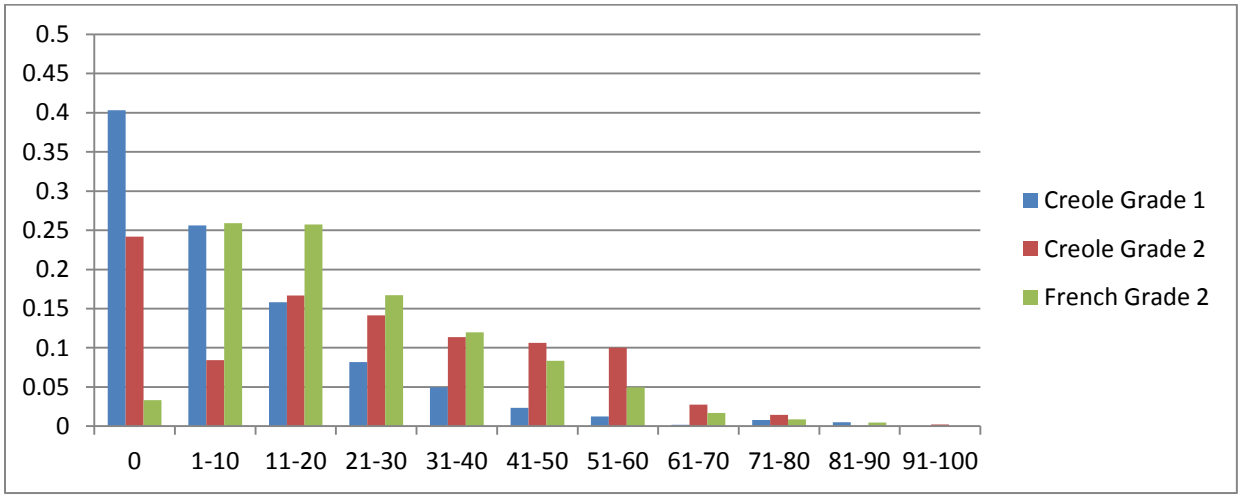
	Haitian Creole Grade 1			Haitian Creole Grade 2			French Grade 2		
	Baseline	Endline	ES	Baseline	Endline	ES	Baseline	Endline	ES
Control Means	9.12	8.62	-0.03	13.98	15.46	0.06	17.12	15.87	-0.07
Treatment A Means	6.34	11.01	0.46	13.39	28.14	1.15	15.89	25.23	0.72
Treatment B Means	5.38	11.06	0.76	11.78	25.40	1.12	13.43	21.79	0.75

Note: Only schools with student scores available at both baseline and endline are included in these analyses.
ES = effect size. Baseline and endline figures represent number of items correct per minute.

As indicated in ***Table 6***, students in all treatment groups demonstrated a limited proficiency with letter sounds, even in Grade 2 at endline, with students in Grade 2 unable to identify more than 28 letters in a minute (in Haitian Creole). At this rate of identification, students will not be able to effectively sound out, or decode, words, which will impede their reading of connected text. However, scores did increase from baseline to endline, with students in the two treatment groups showing greater gains overall than students in the control group. In particular, treatment-group students showed significantly higher gains relative to the control group in both Haitian Creole Grade 2 and French Grade 2. These treatment-group gains relative to those in the control group indicate a significant treatment effect, with exposure to the explicit instruction provided in the ToTAL program leading to greater letter sound knowledge.

To further explore student performance, ***Figure 17*** displays trends in endline student performance on this task by language and grade.

Figure 17: Endline Student Performance on Letter Sound Identification, by Language and Grade (percentages of students and ranges of sounds correctly identified)



As displayed in ***Figure 17***, the performance trend for identifying letter sounds is similar to that observed for letter names. Overall, at endline and even in Grade 2, performance was less than required to support effective reading with comprehension (typically considered to be at least 45 words per minute[13]). For Haitian Creole Grade 1, at endline approximately 40% of students were still unable to identify any letter sounds per minute, and over half were able to identify only 10 or fewer. Across both languages and grades at endline, fewer than 5% of students were able to correctly identify more than 60 letter sounds per minute, or one letter per second.

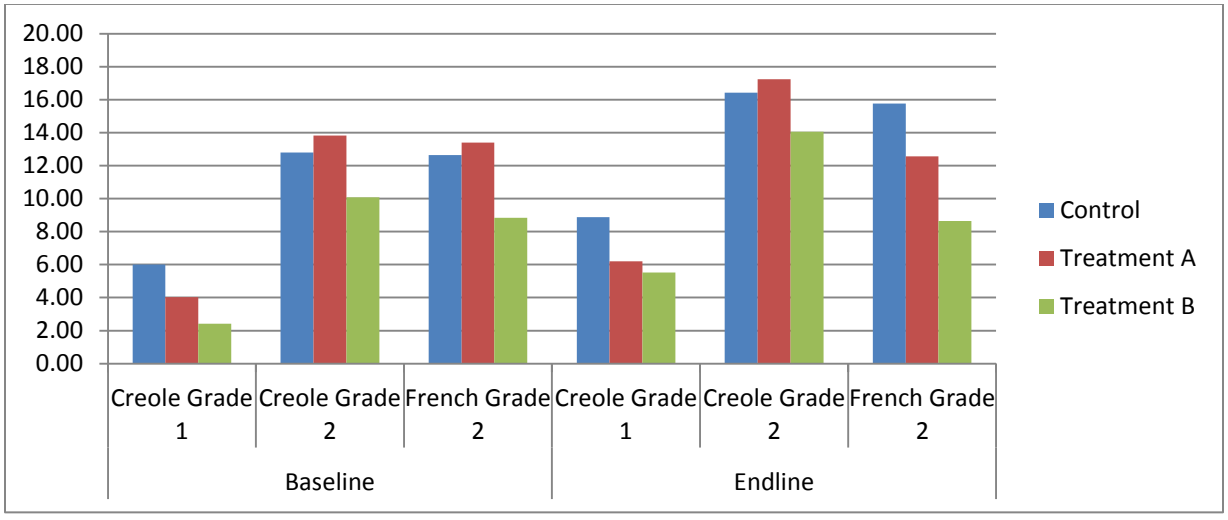
In its second year of implementation, the ToTAL program will continue to focus explicitly on the development of letter sound knowledge—for instance, through daily instruction in letter names and sounds, explicit connections between letter names/sounds and words, practice writing letters and practicing sounds, and periodic review lessons intended to reinforce and draw connections between lessons—given its central importance in a student's ability to decode new words and, therefore, progress in reading ability.

Familiar Word Reading

The familiar word reading fluency subtask was the first EGRA subtask administered to students that assessed their ability to identify written units of speech larger than individual letters. This task required students to quickly identify words that they already knew (or could be expected to know).

Figure 18 displays student mean scores on this subtask at baseline and endline.

Figure 18: Baseline and Endline Mean Scores: Familiar Word Reading (number of items correct per minute)



[13] Helen Abadzi has stated that for most alphabet-centric languages, a minimum oral reading fluency of at least 45 words per minute is necessary to understand a simple passage given the capacity of short-term memory (Abadzi, 2011).

It should be reiterated here that although Grade 2 students tested in French were administered the Familiar Word Reading subtask,[14] they had not been exposed to reading instruction in French as part of the ToTAL program. Observed trends are portrayed in ***Table 7***, by grade and language.

Table 7: Baseline–Endline Results on Familiar Word Reading Subtask, by Language and Grade

	Haitian Creole Grade 1			Haitian Creole Grade 2			French Grade 2		
	Baseline	**Endline**	**ES**	**Baseline**	**Endline**	**ES**	**Baseline**	**Endline**	**ES**
Control Means	6.02	8.88	0.21	12.79	16.43	0.17	12.64	15.76	0.14
Treatment A Means	4.04	6.20	0.32	13.83	17.24	0.22	13.40	12.55	-0.05
Treatment B Means	2.42	5.52	0.60	10.08	14.05	0.33	8.84	8.64	-0.02

Note: Only schools with student scores available at both baseline and endline are included in these analyses.
ES = effect size. Baseline and endline figures represent number of words read correctly per minute.

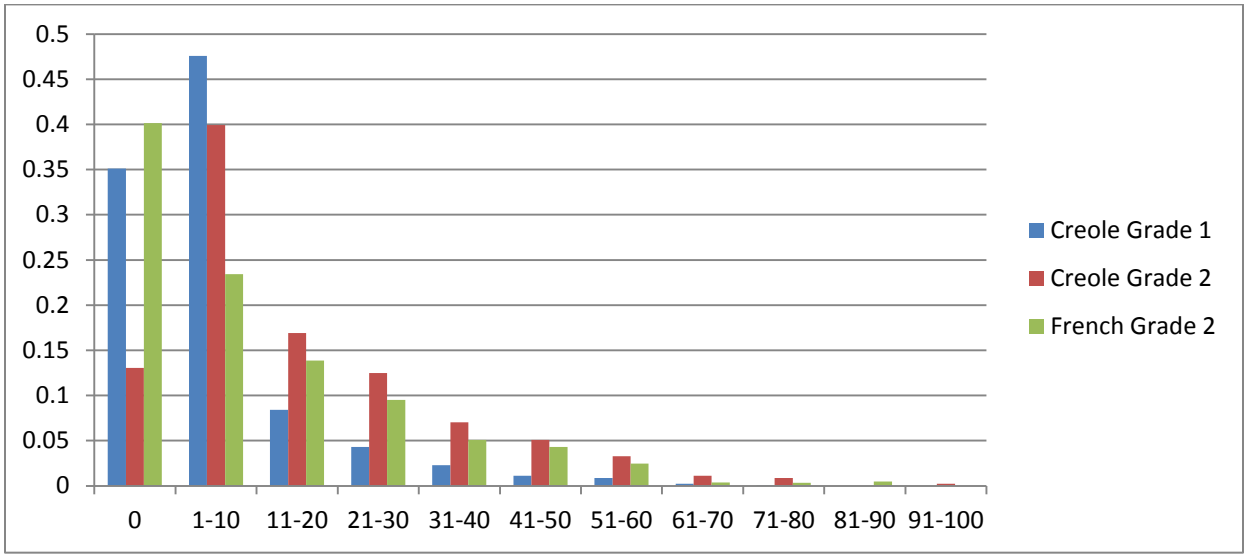
The results in ***Table 7***support those displayed in ***Figure 18***, suggesting that while important gains were made in Haitian Creole, student performance overall on this subtask was limited. At the end of Grade 2, students were able to read in Haitian Creole only between 14 and 17 words within one minute. That said, students did show growth over the course of the year, particularly in Grade 1. The greatest gains from baseline to endline were observed in Haitian Creole Grade 1 among Treatment B students compared with control students. Gains for Treatment A students were also promising although less notable.

Of particular importance is to note the trends among French Grade 2 means. Control-group students show a limited growth in French that compares with control gains in the two Haitian Creole groups. However, performance among treatment-group students is flat (with a negligible negative effect size for each that most likely results from testing error). This trend can be explained by differences in the French instruction to which students were exposed: in control Grade 2 classrooms, the reading of French words was explicitly taught as part of the standard MENFP Grade 2 French curriculum, whereas treatment students were exposed to the French Grade 1 ToTAL curriculum, which focuses solely on oral language development with no reading introduction or practice.

To further explore student performance, ***Figure 19*** shows trends in student performance across grades and languages. As displayed, over 80% of students in Haitian Creole Grade 1 and over 50% of students in Haitian Creole Grade 2 were able to identify only up to 20 words per minute.

[14] The Year 1 EGRA assessment was developed before the full curricular focus for French was established. Therefore, even though it was ultimately decided to focus the Grade 1 French curriculum on oral language only, the baseline EGRA assessment had already been completed. To retain consistency with baseline data collection, it was decided to not modify the French EGRA assessment to remove reading subtasks for the Year 1 endline data collection. Revisions to the French EGRA will be made in the second year of the project, however.

Figure 19: Endline Student Performance on Familiar Word Reading, by Language and Grade (percentages of students and ranges of words correctly identified)



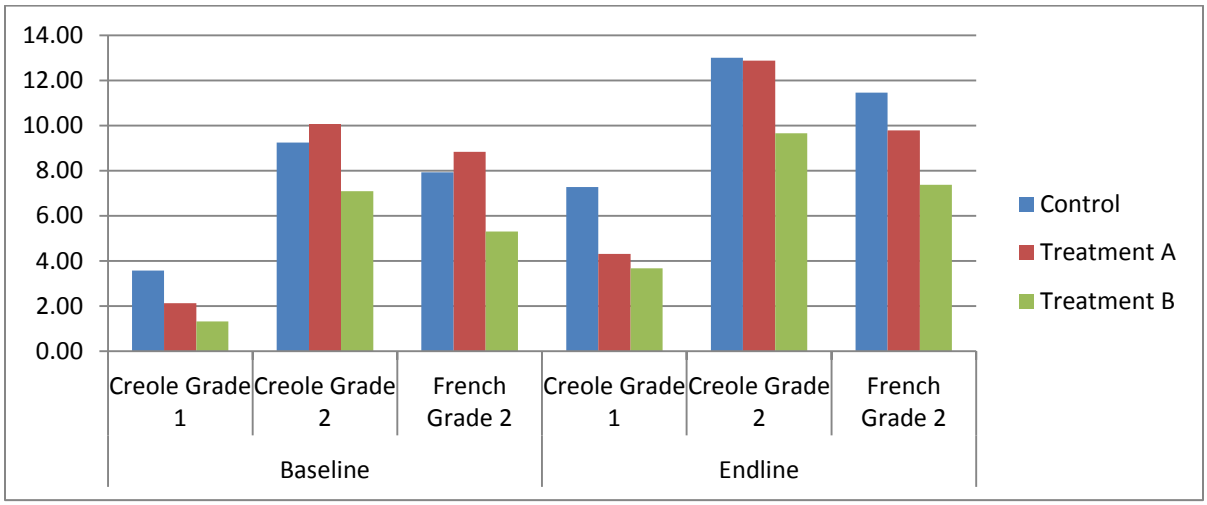
While showing a promising trend, the gains attained in the skill of familiar word reading in Haitian Creole are not sufficient to bring students to a level of word reading fluency required to be able to read connected text with comprehension, and a greater focus within the revised ToTAL program on sight word reading, vocabulary development, use of word books, and the introduction of word-of-the-day activities is intended to foster greater improvements on this skill, especially when implemented over the course of an entire academic year.

Invented Word Decoding

EGRA's Invented Word Decoding subtask is designed to be a "pure" measure of students' word decoding skills, uncontaminated by sight vocabulary that may already be known to the student. As such, performance on this skill draws heavily upon one's familiarity with letter sounds. The "invented" words for this subtask used common spelling patterns of the written language being studied. They were able to be pronounced using decoding knowledge and skills but were not themselves actual words that students may have encountered before.

Figure 20 displays student mean scores on this subtask at baseline and endline.

Figure 20: Baseline and Endline Mean Scores: Invented Word Reading (number of items correct per minute)



Similar to baseline performance on the Familiar Word Reading subtask, in invented word reading control-group students outperformed treatment-group students in Grade 1 only, particular Treatment B students. This trend is also portrayed in ***Table 8***, by grade and language.

Table 8: Baseline–Endline Results on Invented Word Decoding Subtask, by Language and Grade

	Haitian Creole Grade 1			Haitian Creole Grade 2			French Grade 2		
	Baseline	**Endline**	**ES**	**Baseline**	**Endline**	**ES**	**Baseline**	**Endline**	**ES**
Control Means	3.57	7.27	0.30	9.25	13.01	0.21	7.92	11.46	0.21
Treatment A Means	2.13	4.31	0.39	10.06	12.88	0.22	8.83	9.79	0.08
Treatment B Means	1.32	3.67	0.56	7.09	9.66	0.27	5.31	7.38	0.26

Note: Only schools with student scores available at both baseline and endline are included in these analyses. ES = effect size. Baseline and endline figures represent number of items correct per minute.

Table 8shows that while all groups grew from baseline to endline, in Grade 1 the Treatment B group improved the most notably, with a moderately large effect size of 0.56. Performance in the control and Treatment A groups was comparable at Grade 1. Treatment groups in Haitian Creole Grade 2 did not vary substantially from control group gains; in French Grade 2, Treatment A students performed worse than either of the other two groups, which were themselves quite similar in performance.

To further explore student performance, ***Figure 21*** shows trends in student performance across grades and languages.

Figure 21: Endline Student Performance on Invented Word Decoding, by Language and Grade (percentages of students and ranges of words correctly identified)

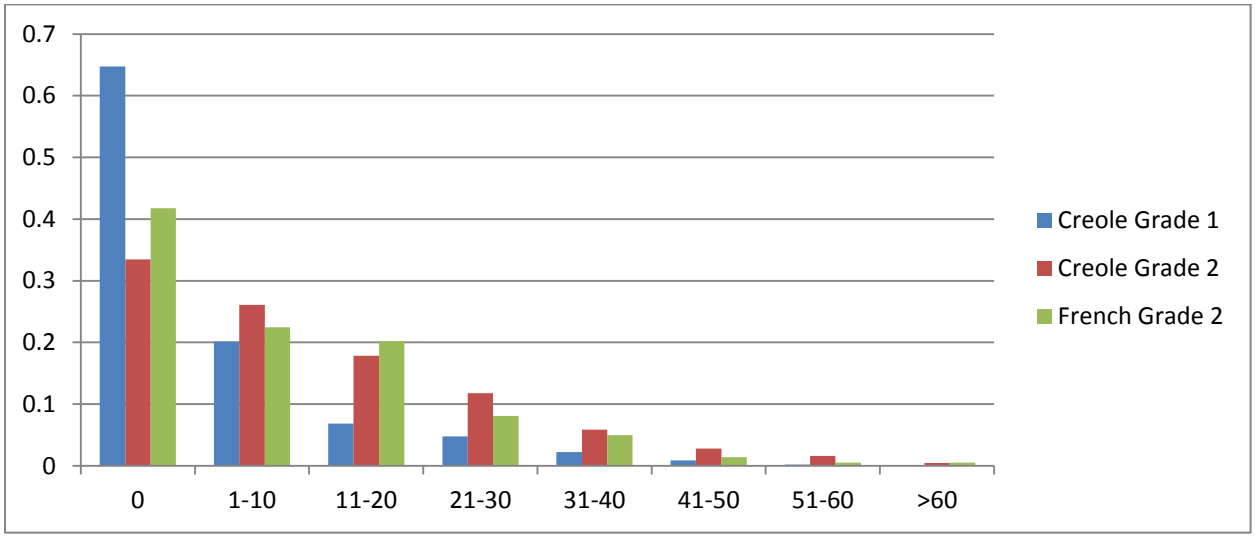


Figure 21 illustrates that over 60% of students in Grade 1 at endline scored zero on this subtask, with another 20% able to decode only 1–10 words in a minute. Performance for Haitian Creole Grade 2 was somewhat improved but still lower than one would hope, with one-third of students still scoring zero on this subtask and only approximately one-quarter of students able to decode more than 20 words per minute. As indicated earlier, the ToTAL Grade 1 curriculum for French focused on oral and not written language, and so one would not necessarily expect substantial gains over time on word reading among treatment-group scores for French Grade 2.

As indicated earlier, the ability to decode words is an essential pre-reading skill directly related to letter sound knowledge. While a treatment effect emerged on the Letter Sound Identification subtask, that skill does not appear to have transferred as directly as needed to the ability to decode unfamiliar words. Revisions being made to the ToTAL program will more explicitly and consistently focus not only on fluency in identifying letter sounds but also on the skill of combining letter sounds to identify words; in addition, teacher training is being revised to provide more theoretical emphasis on the importance of this skill as well as more hands-on practice with lesson activities.

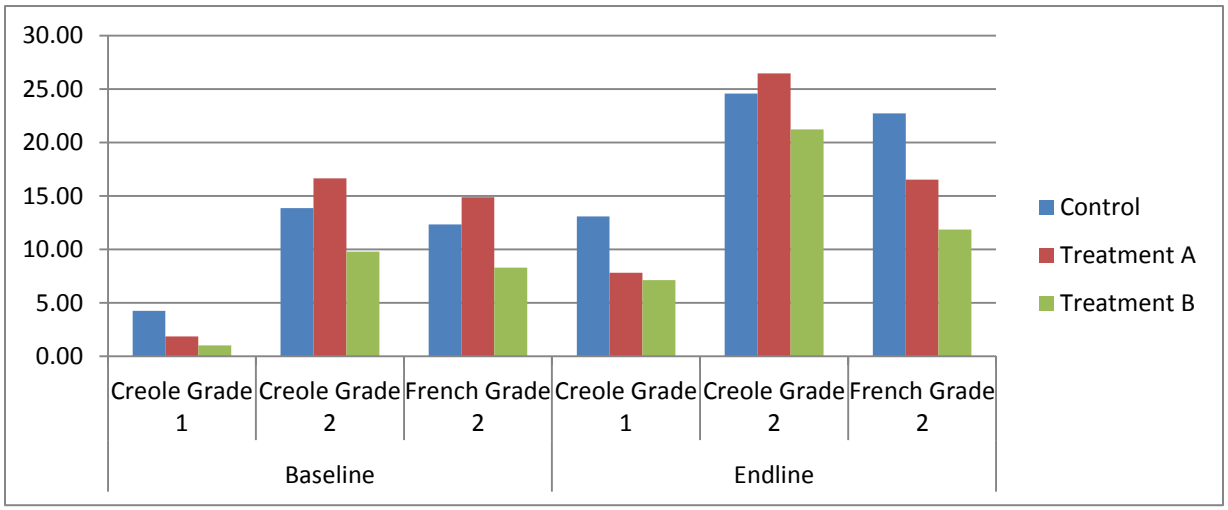
Oral Reading Fluency

The EGRA subtasks presented up to this point were designed to measure essential foundational reading skills, while the Oral Reading Fluency subtask directly measures the child's ability to read connected text. For this subtask, students are asked to read aloud a short passage and then to answer a series of direct-recall and inferential comprehension questions that were read to them

by an assessor. [15] Resulting scores are presented as a fluency measure: the number of words read correctly in one minute.

Figure 22 displays student mean scores on this subtask at baseline and endline.

Figure 22: Baseline and Endline Mean Scores: Oral Reading Fluency (number of items correct per minute)



As with the word identification subtasks, on Oral Reading Fluency control-group students outperformed treatment-group students in Grade 1 only, again, particularly Treatment B students. This trend is also portrayed in ***Table 9***, by grade and language.

Table 9: Baseline–Endline Results on Oral Reading Fluency Subtask, by Language and Grade

	Haitian Creole Grade 1			Haitian Creole Grade 2			French Grade 2		
	Baseline	Endline	ES	Baseline	Endline	ES	Baseline	Endline	ES
Control Means	4.24	13.08	0.45	13.85	24.56	0.32	12.32	22.71	0.34
Treatment A Means	1.84	7.80	0.68	16.63	26.47	0.39	14.86	16.51	0.08
Treatment B Means	1.02	7.11	0.84	9.79	21.22	0.66	8.30	11.85	0.26

Note: Only schools with student scores available at both baseline and endline are included in these analyses.
ES = effect size. Baseline and endline figures represent number of words read correctly per minute.

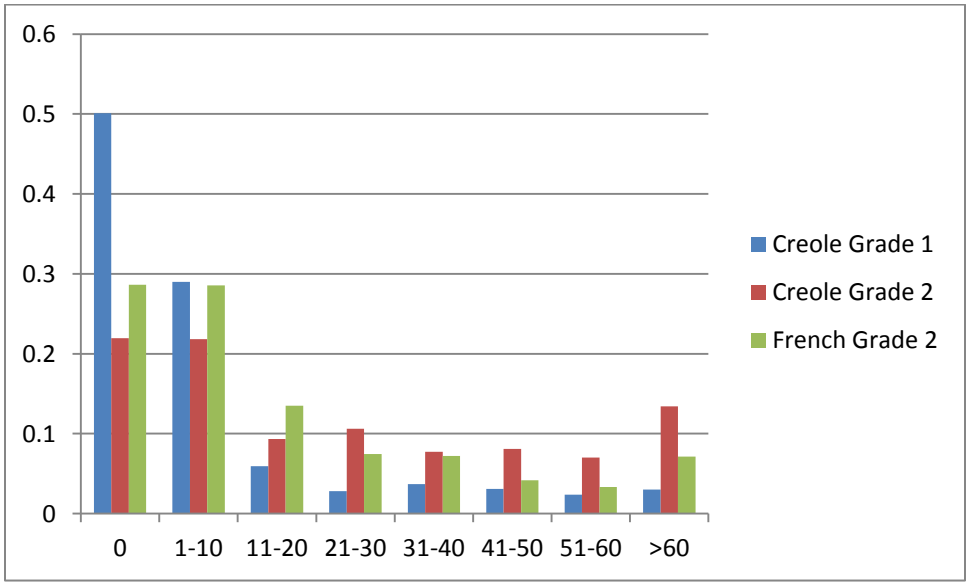
Looking at ***Table 9,*** it is clear that the average student was far from reaching fluency levels (it is generally accepted that students must read at a minimum fluency rate of 45 correct words per minute to comprehend what they are reading); however, increases in fluency were observed, particularly in Grade 1. The effect sizes in Haitian Creole Grades 1 and 2 were stronger among

[15] To ensure the comparability of difficulty between baseline and endline oral reading fluency passages, all oral reading fluency analyses included in this report were conducted to equate the oral reading fluency passages. Year 1 endline scores on this subtask were adjusted using a circle-arc conversion to achieve full comparability.

the treatment groups than the control group. While control-group scores increased substantially, growth from baseline for Treatment A students and particularly for Treatment B students was even more dramatic. For both of those groups, large effect sizes were obtained. A substantial amount of growth was also observed in Haitian Creole Grade 2 Treatment B means, especially when compared with growth in the other two groups. For French Grade 2, the control group showed the greatest gains over time (not surprisingly, as control group Grade 2 students were exposed to the MENFP French reading curriculum, unlike treatment group students).

To further explore student performance, ***Figure 23*** shows trends in student performance across grades and languages. Given limited performance on the two word recognition subtasks, it is not surprising that students overall displayed relatively limited abilities to read connected text fluently at endline. Nearly 80% of Grade 1 students and 50% of Grade 2 students tested in Haitian Creole were able to read only up to 10 words per minute; fewer than 30% of Grade 2 students were able to read at this rate in Haitian Creole. It is also important to note, as indicated before, given the focus of the ToTAL French curriculum exclusively on oral language development, it is not surprising that Grade 2 students performed somewhat worse in French.

Figure 23: Endline Student Performance on Oral Reading Fluency, by Language and Grade (percentages of students and ranges of words read correctly per minute)



The Oral Reading Fluency subtask requires students to read connected text and is a useful measure of overall reading proficiency; therefore, it is of theoretical interest to determine to what extent students progressed from completely non-proficient (receiving scores of zero) to demonstrating some level of ability (receiving scores other than zero) on this task. ***Table 10*** displays zero and non-zero scores on this subtasks at baseline and endline, by language and grade.

Table 10: Zero Scores on Oral Reading Fluency Subtask, by Language and Grade

	Haitian Creole						French		
	Grade 1 Control	Grade 1 Treat A	Grade 1 Treat B	Grade 2 Control	Grade 2 Treat A	Grade 2 Treat B	Grade 2 Control	Grade 2 Treat A	Grade 2 Treat B
Baseline									
0	54%	64%	84%	36%	33%	40%	41%	33%	39%
1+	46%	36%	16%	64%	67%	60%	59%	67%	61%
Endline									
0	39%	54%	50%	29%	14%	29%	30%	23%	35%
1+	61%	46%	50%	71%	86%	71%	70%	77%	65%
Change in Zero Scores, Baseline–Endline									
0	-15%	-10%	-34%	-7%	-19%	-11%	-11%	-10%	-4%

As seen in ***Table 10***, across both languages and grades, there was a decrease in students with zero scores on this subtask (i.e., students who were either unable to attempt the subtask or attempted it but were unable to read any words correctly). For Haitian Creole Grade 1, the decrease in percentage of zero scores from baseline to endline was 34% in Treatment B, compared with a decrease of 15% in the control group. Unfortunately, the decrease for Treatment A was at only 10% for Grade 1. For Haitian Creole Grade 2, both treatment groups showed greater decreases in zero scores over time than did the control students. This trend was reversed for French Grade 2, for reasons stated earlier. While not conclusive, these zero-score results, when combined with findings reported earlier, suggest a positive treatment-related trend that will be reinforced and strengthened during the second year of this project.

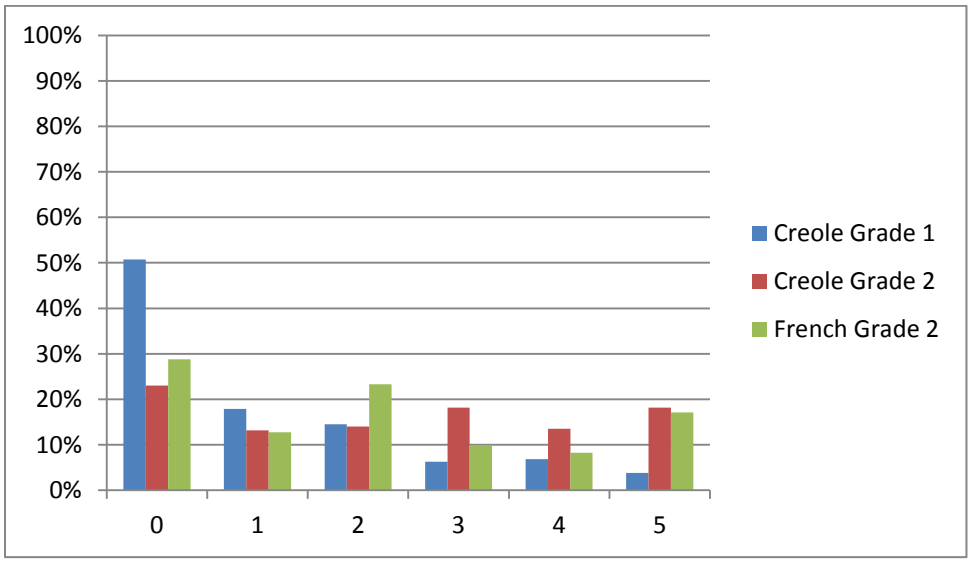
The ability to read connected text with accuracy and speed is critical to being able to read with comprehension, and it is encouraging to see growth from baseline to endline, particularly in the Treatment B group. However, despite dramatic gains, because students were starting the year with such a low level of proficiency and because they were not exposed to an entire year's worth of effective instruction, even in Grade 2 at endline students were not reading at the 45-word-per-minute level suggested by Abadzi as the minimal standard for oral reading fluency and there is much room for improvement in the second year of this study. There is much room for improvement in the second year of this study, and refinements are being made to the ToTAL program to strengthen emphasis on discrete word as well as connected text reading through word-of-the-day activities, introduction to phrase and passage reading in Grade 1, and increased small-group and individual reading practice.

Reading Comprehension

After completing the Oral Reading Fluency subtask, students were asked a set of questions—posed and to be answered verbally—as a measure of comprehension of what they had read. A student was only asked comprehension questions corresponding to the text s/he had read or attempted, so that the number of questions a student received depended on how many words s/he had reached in the passage. The content covered by comprehension questions was fairly evenly spaced throughout the story.

As indicated earlier, on average students were unable to read more than 27 words in a minute, at endline in Grade 2; correspondingly, most students were administered relatively few comprehension questions. To illustrate this skewed distribution, ***Figure 24*** illustrates the numbers of students, by language and grade, who attempted between zero and five comprehension questions. Just over half of Grade 1 students did not attempt any questions, 18% and 15% attempted one and two questions, respectively, and only 4% attempted all five questions. The distribution is a bit more even for Grade 2 students in Haitian Creole, with percentages ranging from 23% (attempting no questions) to 13% (attempting one question); 18% attempted all five comprehension questions in Haitian Creole. This trend is loosely followed for French Grade 2, with somewhat of a jump in the percentage of students attempting two questions of the five.

Figure 24: Percentages of Students Attempting Reading Comprehension Questions



Given the large proportion of students who attempted between zero and two questions, it is expected that one would see the majority of students correctly answering questions fall on that end of the distribution, as shown in ***Figure 25***.

Figure 25: Distribution of Students Responding Correctly to Reading Comprehension Questions (percentages of students and number of questions answered correctly)

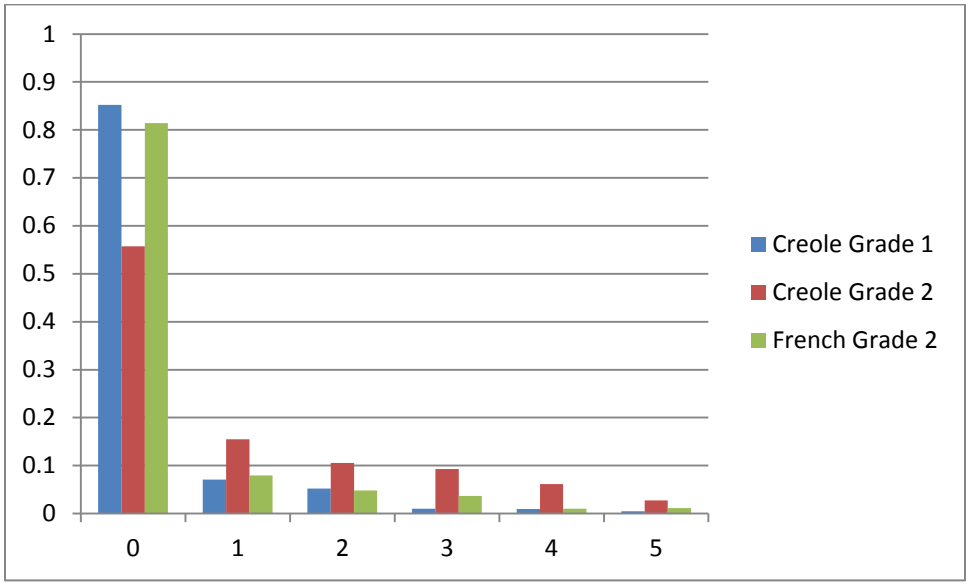
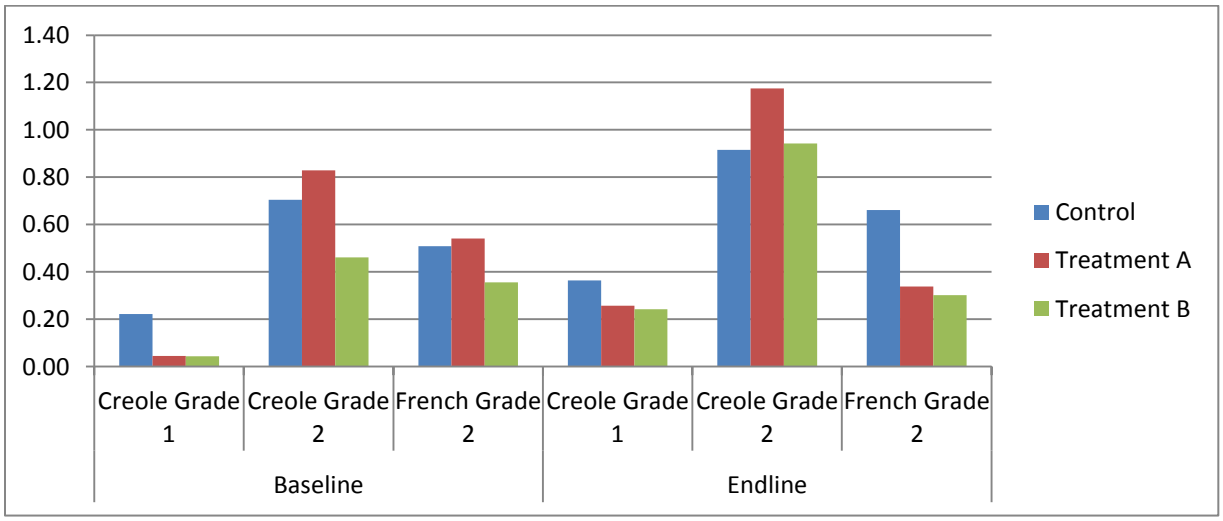


Figure 26 displays student mean scores on this subtask at baseline and endline. On the reading comprehension subtask, at baseline in Haitian Creole Grade 1, the control group significantly outperformed both treatment groups (***Table A-1***, ***Annex A***).[16] This trend was not observed in either of the Grade 2 groups.

Figure 26: Baseline and Endline Mean Scores: Reading Comprehension (number correct, max 5)



This trend is also portrayed in ***Table 11***, by grade and language.

[16] $p<0.01$

Table 11: Baseline–Endline Results on Reading Comprehension Subtask, by Language and Grade

	Haitian Creole Grade 1			Haitian Creole Grade 2			French Grade 2		
	Baseline	Endline	ES	Baseline	Endline	ES	Baseline	Endline	ES
Control Means	0.22	0.36	0.15	0.70	0.92	0.12	0.51	0.66	
Treatment A Means	0.04	0.26	0.49	0.83	1.18	0.26	0.54	0.34	
Treatment B Means	0.04	0.24	0.50	0.46	0.94	0.46	0.36	0.30	

Note: Only schools with student scores available at both baseline and endline are included in these analyses.
ES = effect size. Baseline and endline figures represent numbers of questions answered correctly (out of five).

As shown in ***Table 11***, student means on this subtask were quite low, with means below one correct answer out of the five correct comprehension questions for all groups except for Haitian Creole Grade 2 students at endline. However, as with Oral Reading Fluency, gains were observed from baseline to endline. The effect size in Haitian Creole Grade 1 and 2 treatment schools exceeded that of the control schools. For reasons explained earlier, no notable growth was observed in French.

These findings suggest that, while promising trends are seen after even a partial year of implementation, improvement must be made in students' fluency in reading connected text in order to focus more attention on the meaning of that text. In addition, improvements can be made in the program's approach to teaching reading comprehension and to the training that teachers receive in how to teach such skills across both grades. To address this deficiency, the ToTAL program is being revised to provide more opportunities for engaging with connected text, more explicit instruction in reading comprehension strategies, and greater training in instructional and classroom management techniques that teachers can use to foster comprehension.

Conclusion and Recommendations

Summary of Key Results

The baseline and endline data reported here were collected to evaluate the impact of the ToTAL program and, more importantly, to gain information needed to further refine the ToTAL materials and approach. As was noted in the introduction, the program had a limited period of implementation and varying degrees of fidelity of implementation. At most, teachers used the program for four months at the end of the school year, with some teachers having full access to the program for even less time. A full year's implementation will be needed to fully measure the true potential of this program.

Although student performance in most sub-tasks did show improvements, delays in implementation and a lack of fidelity in implementation resulted in performance levels that were still too low to support effective reading. The data from these assessments and coaching visits provided good insights into ways to adapt and strengthen the program.

The most notable gains were observed in EGRA subtasks that focused on oral skills: initial sound identification, letter sound identification, and, to a lesser extent, listening comprehension.

- Initial Sound Identification tests a necessary pre-reading ability to understand that spoken words are made up of individual letter sounds and that these sounds can be taken apart and combined to deconstruct or to form words. A deficiency in this awareness and ability to identify and manipulate the sounds of letters makes it difficult for beginning readers to effectively deconstruct words into their individual letters, sound out those letters, and combine the letter sounds in order to identify the word itself. It is encouraging that students in this study showed dramatic gains in this skill over the course of the program implementation. It appears that participation in the Treatment B group—which exposed students to more oral literacy activities (e.g., being read to and asked questions about what was read) than students in the Treatment A group were exposed to—led to the highest gains. Even though the community mobilization activities were implemented for only a few months at the end of the school year, they were specifically designed to be extensions of the ToTAL lessons and focused specifically on letter sound knowledge and oral vocabulary—specifically the kinds of additional practice that should have an impact on oral-language skills.
- The ability to identify the sounds of letters can, in some languages, be a more difficult skill than the ability to identify the names of letters, and this trend was borne out in this study; overall, students were able to identify fewer letter sounds on average than letter names. However, students in the two treatment groups showed substantial gains over the course of the year in this skill, greater gains overall than students in the control group. In particular, Treatment B students showed significantly higher gains relative to the control group. These gains indicate a significant treatment effect, with exposure to the explicit instruction provided in the ToTAL program leading to greater letter sound knowledge.
- Listening Comprehension is an interesting subtask, in that it tests a student's ability to comprehend oral language. While this subtask is the farthest removed of all EGRA subtasks employed in this study from actual reading of connected text, the skill it measures is an important one. An inability to comprehend spoken language could result from underlying processing issues that could also impede the comprehension of written text. It is, therefore, useful to measure students' ability to comprehend oral language as a necessary but not sufficient component of reading ability. While statistical significance was not reached on any of the difference-of-differences for this subtask, interesting trends emerged when looking at group means and effect sizes. Students in Treatment B schools had higher percentage gains than students in control and Treatment A groups for Grade 1 and French Grade 2. Again, these differences are not statistically significant, although the trend is promising and warrants attention during the second year of this study, due to the direct relevance of this skill to the types of activities promoted in the Treatment B activities (such as reading clubs and other oral literacy-focused interactions).

While the most notable gains were found for the three aforementioned subtasks, interesting trends were found elsewhere, as well. Although the gains for letter sounds overshadowed those

for letter names, in letters names students in the two treatment groups showed important gains, especially in Haitian Creole for Grades 1 and 2. While not reaching the level of statistical significance these differences over control gains suggest that exposure to the ToTAL treatment may have an impact on student learning of letters, an impact that might be more substantial when the program is implemented over an entire school year.

Performance on the two word identification subtasks was mixed. The Familiar Word Reading subtask proved difficult for many students, and student performance overall on this subtask was limited. For example, at the end of Grade 2, students were able to read only between 14 and 17 words within one minute in Haitian Creole. That said, students did show growth over the course of the year, particularly in Grade 1. While not statistically significant, as with letter name identification, this trend is a promising one and worth monitoring over the course of a full year of program implementation. Similarly, while all groups showed growth from baseline to endline on the Invented Word Decoding subtask, in Grade 1 the Treatment B group improved with a moderately large effect size of 0.56. Performance in the control and Treatment A groups was comparable at Grade 1. Again, this is a trend that could result, at least in part, from exposure to the ToTAL program and warrants further exploration in Year 2 of this project.

It is interesting that, despite relatively poor performance reading individual words (Familiar Word Reading subtask), students in the treatment groups showed substantial gains over the course of the program implementation in reading connected text (Oral Reading Fluency subtask), at least in Haitian Creole and in both Grades 1 and 2. The same trends were observed on the Reading Comprehension subtask. While even in Grade 2 at endline students were not reading at the 45-word-per-minute level suggested by Abadzi as the minimal standard for oral reading fluency, it is encouraging to see growth from baseline to endline, growth that might be attributed—at least in part—to exposure to the ToTAL program.

All of that said, there are important considerations to keep firmly in mind.

- Despite promising gains from baseline to endline in most cases, actual student performance remained low, whether in terms of letter knowledge, word reading ability, or the ability to comprehend what is heard or read. Overall, students even at the end of Grade 2 did not perform at a level of letter- or word-identification that would allow them to read text effectively. While the gains depicted in this report are important, they are not sufficient, and more work remains to be done to get students to a level of greater reading proficiency by the end of Grade 2.
- In some cases, it appears that a transfer of learning from Haitian Creole to French may have occurred, which is possible given similarities between the two languages and which would be desirable to facilitate learning in French. Over the second year of this project, it will be interesting to further explore this potential phenomenon.
- Treatment teachers—at least when observed by project coaches and supervisors—demonstrated some adherence to implementation guidelines, although even these results show much room for improvement. Through teacher training and ongoing coaching

visits, the project should encourage even fuller adherence to the program in order to realize maximum program-related student learning gains.

Recommendations

The baseline-endline EGRA results reported here indicate a clear need to improve reading instruction in the early grades. Such an endeavor will require a focus of energy and attention on the following key actions.

Refine the ToTAL materials to improve teacher use and student learning: Greater emphasis should be placed on the following types of instruction.

- Explicitly emphasize comprehension ability through increased vocabulary instruction, increased time spent in classrooms on story comprehension, and extended exposure outside of the scheduled reading blocks to oral storytelling and discussion through community mobilization activities
- Provide daily instruction in letter names and sounds, make explicit connections between letter names/sounds and words, practice writing letters and practicing sounds, and strengthen periodic review lessons intended to reinforce and draw connections between lessons
- Strengthen the use of sight word reading, vocabulary development, word books, and word-of-the-day activities to focus not only on fluency in identifying letter sounds but also on the skill of combining letter sounds to identify words
- Emphasize discrete word as well as connected text reading through word-of-the-day activities, introduction to phrase and passage reading in Grade 1, and increased small-group and individual reading practice
- Provide more opportunities for engaging with connected text, more explicit instruction in reading comprehension strategies, and greater training in instructional and classroom management techniques that teachers can use to foster comprehension.
- Place more emphasis on encouraging student and student-teacher interaction, providing more variety in the types of activities engaged in during a lesson, ensuring that teacher guides are clear and easy for teachers to use, providing more supplemental activities to extend beyond the scripted lessons, and shortening the lessons to make them more effective for young students.

Continue training teachers to teach reading: Reading is a fundamental skill that is critical for learning in other subjects, and it must be learned in the early grades. Therefore, teachers need to be trained to teach the foundational components of reading in Grades 1 and 2 and in both Haitian Creole and French. The ToTAL program includes a solid teacher-training component as well as ongoing classroom visits by coaches, and these program components will have to be well implemented in the second year of this project to ensure that teachers have the skill and information needed to effectively teach the students in their classrooms. In particular, teachers will be given direct instruction in and practice with effective student feedback, classroom

management strategies (to facilitate individual and small group as well as whole-group instruction), techniques for engaging all children in the classroom, and ways to engage in extension activities.

Provide students with books and opportunities to read: Overall, students' access to reading materials outside of school had important implications for their beginning reading achievement. Students who had the opportunity to read additional materials at home tended to show stronger reading skills. Part of the ToTAL treatment is provision of classroom libraries to all treatment classrooms, with Treatment B schools receiving community mobilization support to encourage literacy-building experiences for students outside of the classroom. It will be essential for the project to maximize these efforts to ensure that students have access to as many books and literacy-rich opportunities as possible to most fully support their reading development.

Train teachers to assess reading and use the assessment results to adapt teaching: As part of planned training in reading instruction and program implementation, teachers should be trained in how to assess students in the classroom and how to use that information to focus their instruction to ensure that all children learn. Explicit formative assessment activities should be built into the lessons themselves, and teachers should be given training in how to use formative assessment results to refine their instruction. They should also be trained in how to use EGRA assessment results to determine and target deficiencies in their classrooms. Refining and expanding teachers' use of assessment data throughout schools could play an important role in enhancing student reading outcomes in the primary grades.

Train teachers to promote a classroom environment that is conducive to learning: Constructive, formative feedback given to students in a timely manner can foster learning in the classroom by engaging students in safe, positive interactions and encouraging them to think critically about concepts. In addition, a strategic use of whole-group types of interactions, small-group types of instruction, and one-on-one interactions with students can foster learning for all students. This report showed that teachers were observed using a variety of instructional strategies, but the use of such strategies should be further encouraged and trained. Such strategies should be built into lesson plans, emphasized during training, and monitored through coaching visits.

Revise coaching mechanisms to ensure greater access to data from the field: A number of implementation challenges observed in classrooms could have been addressed if data had been more immediately obtained from coaches. Processes for capturing relevant implementation data, communicating these data to RTI in a timely manner, and using these data to refine coaching strategies should be enforced. Coaching training should also be refined to ensure that coaches are better prepared to provide useful feedback to teachers regarding use of teachers and student materials, types of feedback provided to students, and other classroom management activities.

Annex A: EGRA Means at Baseline and Endline

Table A-1: EGRA Baseline Mean Scores, by Treatment, Language, and Grade

(statistically significant differences highlighted for ease of reference)

		Haitian Creole								French			
		Grade 1				Grade 2				Grade 2			
EGRA Subtask	Treat-ment	N	Mean	SD	%age Diff	N	Mean	SD	%age Diff	N	Mean	SD	%age Diff
List.Comp (max 5)	Cont.	269	3.38	2.18		258	4.09	1.39		258	0.72	1.76	
	Tr. A	619	3.35	1.51	-0%	598	3.88	1.25	-5%	598	0.87	1.34	21%
	Tr. B	547	3.18	1.38	-6%	555	3.94	1.08	-4%	555	0.45	0.86	-38%
Init. Sound ID (max 10)	Cont.	269	1.91	4.69		258	2.78	5.60		255	3.13	6.00	
	Tr. A	619	1.14	2.72	-40%	598	2.34	3.82	-16%	594	3.06	4.24	-2%
	Tr. B	547	0.62	1.59	**-67%***	555	1.75	3.08	-37%	555	1.98	3.24	-37%
Letter Name Knowledge (clpm)	Cont.	268	10.34	15.13		258	23.25	26.62		255	31.58	32.01	
	Tr. A	617	8.54	9.50	-17%	598	23.88	17.72	3%	594	32.35	22.11	2%
	Tr. B	546	6.96	7.46	**-33%***	554	21.26	15.44	-9%	554	28.53	17.69	-10%
Letter Sound Knowledge (clpm)	Cont.	268	8.65	15.00		258	13.30	16.33		255	16.18	19.71	
	Tr. A	617	6.28	7.95	-27%	597	13.23	10.91	-1%	594	15.79	12.94	-2%
	Tr. B	546	5.41	5.62	**-38%***	554	11.75	9.14	-12%	554	13.39	9.78	-17%
Familiar Word Reading (cwpm)	Cont.	269	5.57	11.09		258	12.18	19.26		255	11.95	19.15	
	Tr. A	617	4.00	5.27	-28%	598	13.71	15.85	13%	594	13.27	17.52	11%
	Tr. B	546	2.44	4.06	**-56%^**	555	10.03	11.81	-18%	555	8.80	9.91	-26%
Invented Word Decoding (cwpm)	Cont.	269	3.28	8.31		258	8.77	15.91		255	7.41	15.61	
	Tr. A	617	2.12	4.10	-35%	598	9.94	13.31	13%	594	8.74	12.76	18%
	Tr. B	546	1.33	2.87	**-60%^**	555	7.05	9.18	-20%	555	5.28	7.70	-29%
Oral Reading Fluency (cwpm)	Cont.	269	3.89	12.89		258	12.98	28.90		255	11.52	25.28	
	Tr. A	617	1.81	5.31	**-54%***	597	16.39	26.14	26%	592	14.65	23.72	27%
	Tr. B	546	1.04	4.08	**-73%^**	552	9.72	16.30	-25%	554	8.26	12.95	-28%
Reading Comp-rehension (max 5)	Cont.	269	0.20	0.87		258	0.66	1.64		255	0.48	1.35	
	Tr. A	619	0.04	0.28	**-80%^**	598	0.82	1.43	24%	594	0.54	1.10	13%
	Tr. B	547	0.04	0.26	**-80%^**	555	0.46	0.99	-30%	555	0.35	0.72	-27%

*Statistically significant at p<0.05. ^Statistically significant at p<0.01
List.Comp=Listening Comprehension. Init. Sound ID=Initial Sound Identification.
clpm = correct letters per minute; cwpm = correct words per minute
SD=Standard Deviation; %age Diff=Percent Difference from Control.
Cont.=Control; Tr. A=Treatment A; Tr. B=Treatment B.

Table A-2: EGRA Endline Mean Scores, by Treatment, Language, and Grade

(statistically significant differences highlighted for ease of reference)

EGRA Subtask	Treat-ment	Haitian Creole Grade 1 N	Mean	SD	%age Diff	Haitian Creole Grade 2 N	Mean	SD	%age Diff	French Grade 2 N	Mean	SD	%age Diff
List.Comp (max 5)	Cont.	268	3.26	1.85		263	3.86	1.31		263	1.17	1.84	
	Tr. A	326	3.08	1.11	-6%	318	3.92	0.76	2%	316	1.49	1.14	27%
	Tr. B	271	3.50	1.02	7%	258	3.92	0.79	2%	258	1.47	1.18	26%
Init. Sound ID (max 10)	Cont.	268	2.57	4.96		263	3.91	5.35		263	3.82	5.27	
	Tr. A	328	5.19	3.15	**102%^**	318	7.78	2.57	**99%^**	315	7.56	2.67	**98%^**
	Tr. B	271	5.60	3.47	**118%^**	258	6.97	3.17	**78%^**	258	7.00	3.09	**83%^**
Letter Name Knowledge (clpm)	Cont.	268	16.13	24.29		264	33.80	37.54		263	37.43	29.26	
	Tr. A	328	12.49	12.20	-23%	319	31.29	15.34	-7%	315	37.25	13.32	-1%
	Tr. B	271	12.66	13.03	-22%	258	27.06	14.92	-20%	258	33.55	14.79	-10%
Letter Sound Knowledge (clpm)	Cont.	268	8.16	17.58		263	14.83	28.78		263	15.29	17.41	
	Tr. A	328	11.14	13.29	37%	318	27.23	16.19	**84%^**	315	24.58	13.05	**61%^**
	Tr. B	271	10.91	10.71	34%	258	24.97	17.74	**68%^**	258	21.49	14.18	**41%^**
Familiar Word Reading (cwpm)	Cont.	268	8.48	15.81		263	15.83	23.43		263	15.12	24.61	
	Tr. A	327	6.30	8.54	-26%	318	17.07	13.28	8%	315	12.71	11.68	-16%
	Tr. B	271	5.40	7.18	-36%	258	13.88	12.51	-12%	258	8.54	11.07	**-44%***
Invented Word Decoding (cwpm)	Cont.	268	6.93	14.96		263	12.52	19.94		263	11.03	17.59	
	Tr. A	326	4.47	7.53	-35%	318	12.69	10.71	1%	315	9.71	9.21	-12%
	Tr. B	271	3.58	6.28	-48%	258	9.50	10.05	-24%	258	7.25	8.38	-34%
Oral Reading Fluency (cwpm)	Cont.	268	12.42	24.20		260	23.67	36.10		263	21.75	34.55	
	Tr. A	326	7.97	12.98	-36%	318	26.03	20.74	10%	315	16.81	16.20	-23%
	Tr. B	271	6.96	11.72	-44%	258	20.87	20.14	-12%	258	11.74	15.36	**-46%***
Reading Comp-rehension (max 5)	Cont.	268	0.34	1.01		263	0.89	1.74		263	0.63	1.52	
	Tr. A	326	0.27	0.61	-21%	318	1.15	1.11	29%	315	0.37	0.71	-41%
	Tr. B	271	0.24	0.61	-29%	258	0.92	1.20	3%	258	0.29	0.72	-54%

*Statistically significant at p<0.05. ^Statistically significant at p<0.01
List.Comp=Listening Comprehension. Init. Sound ID=Initial Sound Identification.
clpm = correct letters per minute; cwpm = correct words per minute
SD=Standard Deviation; %age Diff=Percent Difference from Control.
Cont.=Control; Tr. A=Treatment A; Tr. B=Treatment B.

Within ***Tables A-3*** through ***A-5*** the Baseline and Endline columns show the sample size, mean, and standard deviation (SD) for each of the treatment groups at both baseline and endline, by EGRA subtask. The columns to the right of each table show program impact, described in several ways.

- The column "Gains over Baseline" shows the difference in scores between baseline and endline expressed in letters per minute, words per minute, or percentage scores (as relevant).
- The column "Increase over Control" shows the difference in gains between baseline and endline for each of the two treatment groups less the gains for the control group. This can be considered a true impact column, since it removes any gains observed in the control group.
- The column "Pooled Variance" shows the pooled variance for the baseline and endline administrations, which is used for identifying effect sizes.
- The column "% Increase over Baseline" converts the "Gains of Baseline" results into percentage increases against the baseline score, to provide yet another way to look at increases over time.
- The column "Effect Size (SD)" converts the "Gains over Baseline" results into Cohen's d effect sizes. Because Cohen's d effect size indicates the difference between two groups' means divided by the average of their standard deviations, it allows differences to be interpreted based on standard deviations (e.g., a d of 0.5 indicates that two groups' means differ by 0.50 – or half – of a standard deviation). In the field of education program evaluation, effect sizes in the range of 0.20-0.30 are considered small, effect sizes in the range of 0.50 are considered moderate, and effect sizes at or above 0.80 are considered large.
- The final column, "Treatment-Control ES" shows, for each treatment group, the treatment effect size minus the control effect size for each EGRA subtask. Subtracting the control from the treatment effect size produces a true indication of program impact in a metric that can be compared across EGRA administrations. In the tables that follow, Treatment-Control effect sizes of at least 0.30 are bolded for ease of reference.

Table A-3: Performance Impact for Haitian Creole, Grade 1

EGRA Subtask	Treat-ment	Baseline N	Baseline Mean	Baseline SD	Endline N	Endline Mean	Endline SD	Program Impact: Gains over Baseline	Program Impact: Increase over Control	Program Impact: Pooled Var-iance	Program Impact: % Increase over Baseline	Program Impact: Effect Size (SD)	Program Impact: Treat-ment – Control ES
	Cont.	243	3.42	2.22	238	3.27	1.83	-0.15		2.04	-4%	-0.07	
List.Comp (max 5)	Tr. A	591	3.34	1.54	292	3.04	1.12	-0.30	-0.45	1.41	-9%	-0.21	-0.14
	Tr. B	511	3.18	1.37	235	3.49	0.98	0.32	0.47	1.26	10%	0.25	**0.32**
Init. Sound ID (max	Cont.	243	2.08	4.89	238	2.71	4.98	0.63		4.94	30%	0.13	
10)	Tr. A	591	1.14	2.77	294	5.18	3.16	4.04	3.41	2.90	354%	1.39	**1.26**
	Tr. B	511	0.61	1.56	235	5.58	3.38	4.97	4.34	2.29	819%	2.17	**2.04**
Letter Name	Cont.	242	10.91	15.73	238	16.63	23.51	5.72		19.97	52%	0.29	
Knowledge (clpm)	Tr. A	589	8.57	9.68	294	12.42	12.46	3.85	-1.87	10.68	45%	0.36	0.07
	Tr. B	510	6.94	7.41	235	13.02	12.81	6.09	0.37	9.45	88%	0.64	**0.35**
Letter Sound	Cont.	242	9.12	15.68	238	8.62	17.70	-0.50		16.71	-5%	-0.03	
Knowledge (clpm)	Tr. A	589	6.34	8.11	294	11.01	13.59	4.67	5.17	10.27	74%	0.46	**0.49**
	Tr. B	510	5.38	5.55	235	11.06	10.44	5.68	6.18	7.44	106%	0.76	**0.79**
Familiar Word	Cont.	243	6.02	11.52	238	8.88	15.92	2.87		13.87	48%	0.21	
Reading (cwpm)	Tr. A	589	4.04	5.34	293	6.20	8.79	2.17	-0.70	6.68	54%	0.32	0.11
	Tr. B	510	2.42	4.02	235	5.52	7.08	3.10	0.23	5.18	128%	0.60	**0.39**
Invented Word	Cont.	243	3.57	8.68	238	7.27	15.09	3.70		12.27	104%	0.30	
Decoding (cwpm)	Tr. A	589	2.13	4.17	292	4.31	7.52	2.17	-1.53	5.51	102%	0.39	0.09
	Tr. B	510	1.32	2.83	235	3.67	6.20	2.36	-1.34	4.20	179%	0.56	0.26
Oral Reading	Cont.	243	4.24	13.54	238	13.08	24.34	8.83		19.64	208%	0.45	
Fluency (cwpm)	Tr. A	589	1.84	5.43	292	7.80	13.22	5.95	-2.88	8.81	323%	0.68	0.23
	Tr. B	510	1.02	4.02	235	7.11	11.55	6.09	-2.74	7.28	599%	0.84	**0.39**
Reading Comp-	Cont.	243	0.22	0.91	238	0.36	1.02	0.14		0.97	64%	0.15	
rehension (max 5)	Tr. A	591	0.04	0.29	292	0.26	0.63	0.21	0.07	0.43	476%	0.49	0.34
	Tr. B	511	0.04	0.26	235	0.24	0.60	0.20	0.06	0.40	454%	0.50	**0.35**

Table A-4: Performance Impact for Haitian Creole, Grade 2

EGRA Subtask	Treat-ment	Baseline N	Baseline Mean	Baseline SD	Endline N	Endline Mean	Endline SD	Program Impact: Gains over Baseline	Increase over Control	Pooled Var-iance	% Increase over Baseline	Effect Size (SD)	Treat – Control ES
	Cont.	235	4.09	1.43	233	3.89	1.30	-0.20		1.37	-5%	-0.15	
List.Comp (max 5)	Tr. A	568	3.89	1.25	276	3.91	0.77	0.02	0.22	1.12	1%	0.02	0.17
	Tr. B	515	3.93	1.07	224	3.90	0.76	-0.03	0.17	0.99	-1%	-0.03	0.12
Init. Sound ID (max	Cont.	235	2.98	5.74	233	4.05	5.30	1.06		5.53	36%	0.19	
10)	Tr. A	568	2.38	3.88	276	8.12	2.31	5.74	4.68	3.45	241%	1.66	**1.47**
	Tr. B	515	1.74	3.05	224	7.03	3.08	5.29	4.23	3.06	304%	1.73	**1.54**
Letter Name	Cont.	235	24.30	26.82	234	34.68	37.35	10.38		32.50	43%	0.32	
Knowledge (clpm)	Tr. A	568	23.91	17.94	277	31.02	15.13	7.11	-3.27	17.07	30%	0.42	0.10
	Tr. B	514	21.25	15.31	224	27.36	14.52	6.11	-4.27	15.08	29%	0.41	0.09
Letter Sound	Cont.	235	13.98	16.52	233	15.46	28.82	1.49		23.46	11%	0.06	
Knowledge (clpm)	Tr. A	567	13.39	11.09	276	28.14	15.75	14.75	13.26	12.80	110%	1.15	**1.09**
	Tr. B	514	11.78	9.08	224	25.40	17.36	13.62	12.13	12.20	116%	1.12	**1.06**
Familiar Word	Cont.	235	12.79	19.72	233	16.43	23.37	3.64		21.61	28%	0.17	
Reading (cwpm)	Tr. A	568	13.83	16.16	276	17.24	13.43	3.41	-0.23	15.32	25%	0.22	0.05
	Tr. B	515	10.08	11.74	224	14.05	12.23	3.97	0.33	11.89	39%	0.33	0.16
Invented Word	Cont.	235	9.25	16.35	233	13.01	19.92	3.76		18.21	41%	0.21	
Decoding (cwpm)	Tr. A	568	10.06	13.59	276	12.88	10.90	2.81	-0.95	12.77	28%	0.22	0.01
	Tr. B	515	7.09	9.11	224	9.66	9.83	2.56	-1.20	9.33	36%	0.27	0.06
Oral Reading	Cont.	235	13.85	29.78	230	24.56	36.01	10.71		33.01	77%	0.32	
Fluency (cwpm)	Tr. A	567	16.63	26.68	276	26.47	21.01	9.84	-0.87	24.97	59%	0.39	0.07
	Tr. B	512	9.79	16.19	224	21.22	19.80	11.44	0.73	17.37	117%	0.66	**0.34**
Reading Comp-	Cont.	235	0.70	1.70	233	0.92	1.73	0.21		1.72	30%	0.12	
rehension (max 5)	Tr. A	568	0.83	1.46	276	1.18	1.11	0.35	0.14	1.35	42%	0.26	0.14
	Tr. B	515	0.46	0.98	224	0.94	1.17	0.48	0.27	1.04	104%	0.46	**0.34**

Table A-5: Performance Impact for French, Grade 2

EGRA Subtask	Treat-ment	Baseline N	Baseline Mean	Baseline SD	Endline N	Endline Mean	Endline SD	Program Impact: Gains over Baseline	Increase over Control	Pooled Var-iance	% Increase over Baseline	Effect Size (SD)	Treat – Control ES
	Cont.	235	0.73	1.77	233	1.21	1.83	0.49		1.80	67%	0.27	
List.Comp (max 5)	Tr. A	568	0.86	1.36	275	1.50	1.13	.063	0.14	1.29	73%	0.49	0.22
	Tr. B	515	0.45	0.85	224	1.48	1.16	1.03	0.54	0.96	231%	1.08	**0.81**
Init. Sound ID (max	Cont.	232	3.36	6.15	233	3.95	5.23	0.60		5.71	18%	0.10	
10)	Tr. A	564	3.11	4.32	275	7.87	2.42	4.76	4.16	3.81	153%	1.25	**1.15**
	Tr. B	515	1.97	3.21	224	7.04	3.01	5.08	4.48	3.15	258%	1.61	**1.51**
Letter Name	Cont.	232	32.91	32.12	233	38.29	28.81	5.38		30.50	16%	0.18	
Knowledge (clpm)	Tr. A	564	32.50	22.49	275	36.72	12.79	4.22	-1.16	19.84	13%	0.21	0.03
	Tr. B	514	28.63	17.55	224	33.77	14.43	5.14	-0.24	16.67	18%	0.31	0.13
Letter Sound	Cont.	232	17.12	19.85	233	15.87	17.24	-1.25		18.59	-7%	-0.07	
Knowledge (clpm)	Tr. A	564	15.89	13.05	275	25.23	13.05	9.34	10.59	13.05	59%	0.72	**0.79**
	Tr. B	514	13.43	9.73	224	21.79	13.94	8.35	9.60	11.17	62%	0.75	**0.82**
Familiar Word	Cont.	232	12.64	19.60	233	15.76	24.59	3.12		22.24	25%	0.14	
Reading (cwpm)	Tr. A	564	13.40	17.91	275	12.55	11.61	-0.84	-3.96	16.12	-6%	-0.05	-0.19
	Tr. B	515	8.84	9.85	224	8.64	10.84	-0.20	-3.32	10.16	-2%	-0.02	-0.16
Invented Word	Cont.	232	7.92	16.07	233	11.46	17.58	3.54		16.84	45%	0.21	
Decoding (cwpm)	Tr. A	564	8.83	13.04	275	9.79	9.30	0.96	-2.58	11.95	11%	0.08	-0.13
	Tr. B	515	5.31	7.66	224	7.38	8.20	2.07	-1.47	7.82	39%	0.26	0.05
Oral Reading	Cont.	232	12.32	26.07	233	22.71	34.50	10.38		30.59	84%	0.34	
Fluency (cwpm)	Tr. A	562	14.86	24.24	275	16.51	15.87	1.65	-8.73	21.85	11%	0.08	-0.26
	Tr. B	514	8.30	12.87	224	11.85	15.02	3.55	-6.83	13.56	43%	0.26	-0.08
Reading Comp-	Cont.	232	0.51	1.40	233	0.66	1.52	0.15		1.46	30%	0.10	
rehension (max 5)	Tr. A	564	0.54	1.13	275	0.34	0.65	-0.20	-0.35	1.00	-38%	-0.20	**-0.30**
	Tr. B	515	0.36	0.72	224	0.30	0.71	-0.05	-0.20	0.72	-15%	-0.07	-0.17

Table A-6: Program Impact Sample Sizes for EGRA Subtasks, by Language and Grade

	Haitian Creole				French	
	Grade 1 Baseline	Grade 1 Endline	Grade 2 Baseline	Grade 2 Endline	Grade 2 Baseline	Grade 2 Endline
Listening Comprehension						
Control Sample	243	238	235	233	235	233
Treatment A Sample	591	292	568	276	568	275
Treatment B Sample	511	235	515	224	515	224
Initial Sound Identification						
Control Sample	243	238	235	233	232	233
Treatment A Sample	591	294	568	276	564	275
Treatment B Sample	511	235	515	224	515	224
Letter Name Identification						
Control Sample	242	238	235	234	232	233
Treatment A Sample	589	294	568	277	564	275
Treatment B Sample	510	235	514	224	514	224
Letter Sound Identification						
Control Sample	242	238	235	233	232	233
Treatment A Sample	589	294	567	276	564	275
Treatment B Sample	510	235	514	224	514	224
Familiar Word Reading						
Control Sample	243	238	235	233	232	233
Treatment A Sample	589	293	568	276	564	275
Treatment B Sample	510	235	515	224	515	224
Invented Word Decoding						
Control Sample	243	238	235	233	232	233
Treatment A Sample	589	292	568	276	564	275
Treatment B Sample	510	235	515	224	515	224
Oral Reading Fluency						
Control Sample	243	238	235	230	232	233
Treatment A Sample	589	292	567	276	562	275
Treatment B Sample	510	235	512	224	514	224
Reading Comprehension						
Control Sample	243	238	235	233	232	233
Treatment A Sample	591	292	568	276	564	275
Treatment B Sample	511	235	515	224	515	224

Annex B: Coaching and Classroom Observation Instruments

Projet TOUT TIMOUN AP LI (TOTAL)

O-03 : FICHE DE SUPERVISION DES COACHS (À remplir à chaque tournée de supervision)

1. Mois : _____ Année : _____ Nombre de coachs touchés : _____

Prénom du coach	Nom	Corridor	Traitement	Date

2. Nombre total d'écoles visitées lors de la tournée de supervision : _____

Code de l'école	Nom de l'école	Effectif total élèves	# maîtres	Effectif élèves 1ère année présents		Effectif élèves 2ème année présents		Effectif élèves 3ème année présents	
				Fille	Garçon	Fille	Garçon	Fille	Garçon

3. Faits saillants relevés : _____

_____

_____

4. Décisions prises : _____

_____

_____

5. Recommandations formulées : _____

_____

_____

Signature du superviseur : _____ Date : _____

Observation No. : ___ (Page à remplir pour chaque coach observé au cours de la tournée de supervision**)**

1. Prénom et Nom du coach : _____

2. Heure de son arrivée à l'école : ____ h ____ mn

3. Le coach est arrivé avant le démarrage des classes : 0. Non 1. Oui

4. Le coach a préparé un programme pour la visite : 0. Non 1. En partie 2. Oui

5. À l'arrivée, le coach a tout d'abord rencontré le directeur pour les salutations d'usage et la présentation de son programme de visite : 0. Non 1.Oui

6. Le coach a observé les enseignants et les leçons qu'il avait ciblés dans son programme :

0. Non 1. En partie 2. Oui

Si oui, ses observations ont porté sur :

Enseignant	**Numéro de la leçon observée**		**Par rapport à la progression de TOTAL,**		
	Créole	Français	1. l'enseignant est en retard	2. l'enseignant est à l'heure	3. l'enseignant est en avant
1ère année					
2ème année					
3ème année					

7. Il a utilisé et a rempli la grille développée par TOTAL pour observer les leçons : 0. Non 1. En partie 2. Oui

8. Il s'est bien positionné dans les salles de classe pour faire ses observations : 0. Non 1. En partie 2. Oui

9. Il s'est comporté conformément au protocole TOTAL pendant la durée de ses observations : 0. Non 1. En partie 2. Oui

10. Il a suivi tout le protocole de visite d'observation de classe de TOTAL : 0. Non 1. En partie 2. Oui

11. Après l'observation, il a trouvé un temps pour partager avec les enseignants concernés les faits saillants qu'il a relevés : 0. Non 1. Oui

12. Il a fait cette rencontre avec les enseignants : 1. Réunis en groupe 2. Pris individuellement

13. Le coach a utilisé le ton indiqué dans le protocole pour diriger ces rencontres : 0. Non 1. En partie 2. Oui

14. Il a noté dans son cahier de bord les décisions prises ou recommandations faites : 0. Non 2. Oui

15. Il a demandé aux enseignants de consigner ces décisions ou recommandations dans leur cahier de bord : 0. Non 2. Oui

16. À la fin de la visite, il est à nouveau passé saluer le directeur avant de partir : 0. Non 1. Oui

Score du coach (sur 24) : _____

Signature du coach : _____ Signature du superviseur : _____

GRILLE D'OBSERVATION DE CLASSE – Créole

La grille est à remplir par l'Encadreur au cours ou après son observation.

Nom de l'Encadreur :	**Nom de l'école :**
Nom du directeur :	**Nom de l'Enseignant observe:**
Classe observée:	**# de téléphone de l'enseignant :**
Date:	**Heure: de à**
# Présences : _____F _____G _____T	**# Absences : _____F _____G _____T**

1.	Tous les élèves voient ce qui est sur le tableau noir ?				OUI	NON
2.	Tous les élèves voient l'enseignant quand il/elle parle ?				OUI	NON
3.	Combien d'élèves ont le livre ?				#	
4.	Combien d'élèves n'ont pas le livre ?				#	
5.	Quelle est la leçon enseignée ? (semaine, jour)					
6.	Est-ce que l'enseignant a plus de 4 à 5 jours de retard ?				OUI	NON
7.	L'enseignant fait l'introduction et la mise en train de la leçon				OUI	NON
8.	L'enseignant modèle pour les élèves (Je fais)					
	toujours	souvent	pas souvent	jamais		
9.	L'enseignant fait l'exercice guidé pour les élèves (Nous faisons)					
	toujours	souvent	pas souvent	jamais		
10.	Les élèves font l'exercice indépendant (Ils font)					
	toujours	souvent	pas souvent	jamais		
11.	Tous les élèves répondent pendant les activités de classe entière (px, pouce haut/pouce bas ; lecture chorale)				OUI	NON
12.	L'enseignant a traité les composantes de la lecture (encercler) : conscience phonémique, décodage, fluidité, vocabulaire, compréhension. Entourer la/les composante/s traitée/s.					
13.	Les élèves sont-ils capables de répondre correctement au cours des activités ?					
	toujours	souvent	pas souvent	jamais		
14.	Quelle/s composante/s de la lecture pose/nt des difficultés aux élèves (encercler) : conscience phonémique, décodage, fluidité, vocabulaire, compréhension. Entourer la/les composante/s.					
15.	Les activités de la leçon se sont déroulées d'une façon animée et engageante ?					
	toujours	souvent	pas souvent	jamais		
16.	L'enseignant fait-t-elle/il l'évaluation formative avec les élèves ?					
	toujours	souvent	pas souvent	jamais		
17.	L'enseignant fait-elle/il l'évaluation des élèves qui ne suivent pas la leçon ?				OUI	NON
18.	L'enseignant a suivi les consignes de la leçon ?				OUI	NON
19.	Selon l'enseignant, quel pourcentage des élèves réussissent à apprendre ?					
	100%	75%	25%	0%		
20.	Combien des 2 à 3 élèves choisis à lire à haute voix lisent avec fluidité? 1 2 3					

Signature de l'Encadreur

Signature de l'enseignant

Après l'observation, l'Encadreur fait l'analyse de chaque item. Pour chaque item, il doit analyser :

- Pourquoi ?
- Que faire ? Quelle est l'action à entreprendre pour améliorer la situation ?

Au cours de son **entretien de feedback** avec l'enseignant, l'Encadreur :

- montre à l'enseignant la grille d'observation - ils discutent et comparent leurs impressions;
- lui demande des éclaircissements sur chaque item ;
- fait des recommandations, donne les conseils ou suggère des actions à entreprendre. Il pourrait aussi démontrer en modelant une activité, une séquence, ou une leçon.
- détermine avec l'enseignant les priorités sur lesquelles il faut se focaliser pour la prochaine observation
- inscrit ses recommandations/conseils dans le cahier du bord de l'enseignant et dans son propre cahier du bord, signe et met la date et la date de la prochaine visite.

Points forts observés	*Points à améliorer*	*Suggestions, recommandations*	*Actions prise par l'encadreur*

L'enseignant doit garder son cahier de bord avec son Guide du Maître ToTAL. L'encadreur encourage l'enseignant à écrire ses préoccupations, problèmes, observations, questions dans son cahier pour en discuter lors de la prochaine visite.

Autres commentaires et observations

GRILLE D'OBSERVATION DE CLASSE – Français

La grille est à remplir par l'Encadreur au cours ou après son observation.

Nom de l'Encadreur :	**Nom de l'école :**
Nom du directeur :	**Nom de l'Enseignant observe:**
Classe observée:	**# de téléphone de l'enseignant :**
Date:	**Heure: de à**
# Présences : _____F _____G _____T	**# Absences : _____F _____G _____T**

1.	Tous les élèves voient ce qui est sur le tableau noir ?				OUI	NON
2.	Tous les élèves voient l'enseignant quand il/elle parle ?				OUI	NON
3.	Combien d'élèves ont le livre ?				#	
4.	Combien d'élèves n'ont pas le livre ?				#	
5.	Quelle est la leçon enseignée ? (semaine, jour)					
6.	Est-ce que l'enseignant a plus de 4 à 5 jours de retard ?				OUI	NON
7.	L'enseignant fait l'introduction et la mise en train de la leçon				OUI	NON
8.	L'enseignant modèle pour les élèves (Je fais)					
	toujours	souvent	pas souvent	jamais		
9.	L'enseignant fait l'exercice guidé pour les élèves (Nous faisons)					
	toujours	souvent	pas souvent	jamais		
10.	Les élèves font l'exercice indépendant (Ils font)					
	toujours	souvent	pas souvent	jamais		
11.	Tous les élèves répondent pendant les activités de classe entière (px, pouce haut/pouce bas ; lecture chorale)				OUI	NON
12.	L'enseignant a traité les composantes de la lecture (encercler) : conscience phonémique, décodage, fluidité, vocabulaire, compréhension. Entourer la/les composante/s traitée/s.					
13.	Les élèves sont-ils capables de répondre correctement au cours des activités ?					
	toujours	souvent	pas souvent	jamais		
14.	Quelle/s composante/s de la lecture pose/nt des difficultés aux élèves (encercler) : conscience phonémique, décodage, fluidité, vocabulaire, compréhension. Entourer la/les composante/s.					
15.	Les activités de la leçon se sont déroulées d'une façon animée et engageante ?					
	toujours	souvent	pas souvent	jamais		
16.	L'enseignant fait-t-elle/il l'évaluation formative avec les élèves ?					
	toujours	souvent	pas souvent	jamais		
17.	L'enseignant fait-elle/il l'évaluation des élèves qui ne suivent pas la leçon ?				OUI	NON
18.	L'enseignant a suivi les consignes de la leçon ?				OUI	NON
19.	Selon l'enseignant, quel pourcentage des élèves réussissent à apprendre ?					
	100%	75%	25%	0%		
20.	Combien des 2 à 3 élèves choisis à lire à haute voix lisent avec fluidité? 1 2 3					

Signature de l'Encadreur

Signature de l'enseignant

Après l'observation, l'Encadreur fait l'analyse de chaque item. Pour chaque item, il doit analyser :

- Pourquoi ?
- Que faire ? Quelle est l'action à entreprendre pour améliorer la situation ?

Au cours de son **entretien de feedback** avec l'enseignant, l'Encadreur :

- montre à l'enseignant la grille d'observation - ils discutent et comparent leurs impressions;
- lui demande des éclaircissements sur chaque item ;
- fait des recommandations, donne les conseils ou suggère des actions à entreprendre. Il pourrait aussi démontrer en modelant une activité, une séquence, ou une leçon.
- détermine avec l'enseignant les priorités sur lesquelles il faut se focaliser pour la prochaine observation
- inscrit ses recommandations/conseils dans le cahier du bord de l'enseignant et dans son propre cahier du bord, signe et met la date et la date de la prochaine visite.

Points forts observés	*Points à améliorer*	*Suggestions, recommandations*	*Actions prise par l'encadreur*

L'enseignant doit garder son cahier de bord avec son Guide du Maître ToTAL. L'encadreur encourage l'enseignant à écrire ses préoccupations, problèmes, observations, questions dans son cahier pour en discuter lors de la prochaine visite.

Autres commentaires et observations

Projet TOUT TIMOUN AP LI

(TOTAL)

Questionnaire École

(À administrer une fois par année)

Décembre 2012

1. Nom de l'école : _____

2. Son code (selon le MENFP) : _____

3. Corridor : 1. Nord 2. Saint-Marc 3. Cul-de-Sac

4. Commune de localisation : _____

5. Section communale : _____

6. Milieu géographique : 1. Urbain 2. Rural

7. Secteur : 1. Public 2. Non public

8. Catégorie : 1. Nationale 2. Communale 3. Catholique 4. Protestante

5. Communautaire 6. Laïque indépendante

9. Période de fonctionnement : 1. Matin 2. Après-midi 3. Matin et après-midi

10. Nombre de vacation : _____

11. Nombre d'année d'études contenues à l'école : _____, de : ____ année à : ____ année

12. Nombre total de classes : _____ **13.** Nombre total de salles de classe disponibles : _____

14. Type d'appui bénéficié : 1. Traitement 1 2. Traitement 1&2 3. Contrôle

15. État physique de l'école : 1. Bon état 2. Mérite d'être réhabilité 3. Mérite d'être construit

16. Disponibilité du mobilier : 1. Dépasse les besoins de l'école 2. En quantité suffisante

3. En quantité insuffisante

17. État du mobilier : 1. Bon état 2. Passable 3. Mauvais état

18. Prénom et nom du directeur : _____ _____

19. Son numéro de téléphone : _____

20. Sexe du directeur: 1. Femme 2. Homme

21. Niveau de formation du directeur:

1. Moins que 9^{e} année Fondamentale 2. 3ème /2ème secondaire

3. Rhéto/Philo 4. Capiste

5. Diplômé ENI 6. Diplômé FIA

7. Diplômé CFEF 8. Universitaire

22. Nombre d'année en tant que directeur : _____

23. Charge d'enseignement : 1. N'enseigne pas 2. Enseigne une classe 3. Enseigne plus d'1 classe

24. Habitude d'observer des leçons de lecture dispensées par les enseignants de l'école : 1. Oui 0. Non

25. Si oui, nombre de fois par année :

Année d'étude	**# de fois par année**
1ère année	
2ème année	
3ème année	

26. Effectif total de l'école : _____, # de filles : _____ et # de garçons : _____

27. Répartition des effectifs des élèves des classes de 1ère à 3ème année :

Année	**Nombre de classe**	**Effectif**			**Nombre de redoublant**	
		Total	**Fille**	**Garçon**	**Fille**	**Garçon**
1ère année						
2ème année						
3ème année						

28. Nombre total d'enseignants contenus à l'école : _____

29. Répartition de ces enseignants selon leurs niveaux d'études :

Année d'études	Niveaux d'études					
	Moins que 9ème année F	3e /2e Secondaire	Rhéto/Philo	ENI/FIA/CFEF	CAP	Université
1ère année						
2ème année						
3ème année						
4ème année						
5ème année						
6ème année						
Total						

30. Enseignants ayant déjà reçu une formation spéciale en enseignement de la lecture :

Enseignants de :	**0. Non**	**1. Oui**
1ère année		
2ème année		
3ème année		
4ème année		
5ème année		
6ème année		
Total		

31. Enseignants qui disposent d'un guide en support à l'enseignement de la lecture :

Enseignants de :	**0. Non**	**1. Oui**
1ère année		
2ème année		
3ème année		
4ème année		
5ème année		
6ème année		
Total		

32. Nombre total d'heures dans l'horaire de l'école réellement consacrées à l'enseignement/apprentissage par jour de classe : _____

33. Nombre total d'heures consacrées à l'enseignement de la lecture par semaine dans l'horaire de l'école :

Année d'étude	**# d'heures de lecture par semaine**
1ère année	
2ème année	
3ème année	

34. Nombre d'enfants en possession d'un livre de lecture par année d'études :

Année d'études	Livre de Créole	Livre de Français
1ère année		
2ème année		
3ème année		

NB : Ceci peut être vérifié par une méthodologie simple. On entre dans les salles de classes des années en question et on demande aux élèves de lever leurs livres de lecture pour le Créole et on compte le nombre. On répète l'exercice en demandant aux élèves de lever leurs livres de lecture pour le Français.

35. Existence ou non à l'école d'une petite bibliothèque en support à l'apprentissage de la lecture :

0. Pas de bibliothèque 1. Une petite bibliothèque existe.

36. Habitude d'organiser à l'école des journées pédagogiques en soutien aux enseignants :

0. Non 1. Oui

37. Si oui, à peu près combien de fois pendant l'année : _____ fois.

38. Habitude de recevoir à l'école des visites d'inspection du MENFP : 0. Jamais 1. Parfois 2. Souvent

39. Si oui, à peu près combien de fois par année : _____

40. Participation de l'école à d'autres projets ou programmes autres que TOTAL : 0. Non 1. Oui

41. Si oui, quels sont ces projets ou programmes :

Nom projet ou programme	Nom de l'organisation en charge	Types d'interventions bénéficiées

42. Existence d'un comité d'école qui fonctionne : 0. Non 1. Oui

43. Nom d'une personne contacte pour le comité d'école :

_____ _____

44. Existence à l'école d'une association de parents qui fonctionne : 0. Non 1. Oui

45. Nom d'une personne contacte pour l'APE :

_____ _____

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Version **May/Mai 2013**

Ministère de l'Education Nationale et de la Formation Professionnelle

TOTAL
Tout Timoun Ap Li

SSME STUDENT INSTRUMENT ENSTRIMAN POU ELEV

5/17/2013

S1 School Name:Non Lekòl la
S2 School EMIS Number: Nimewo Lekòl la
S3 Student Number (1-10): Nimewo elèv la (1-10)
S4 Assessor Name: Non Evalyatè a
S5 Supervisor Name: Non Sipèvizè a

NOTE THAT ALL INSTRUCTIONS TO INTERVIEWER ARE IN BOLD AND CAPITAL LETTERS. UNLESS IT IS EXPLICITLY STATED, DO NOT READ OUT ANSWER OPTIONS TO THE RESPONDENT. SONJE TOUT DIREKTIV POU MOUN K'AP PASE KESYONÈ A AN GRA AK AN MAJISKIL. DEPI LI PA EKRI BYEN KLÈ PA LI REPONS YO POU MOUN KI DWE REPONN NAN.

6	Starting Time **[USE 24 HOUR TIME]** **Lè ou kòmanse [SÈVI AK SISTÈM 24È A]**		**:**
7	Interview Date Dat ou pase entèvyou a	Date of Interview Dat ou pase entèvyou a J J M M A A A A	
8	How old are you? Ki laj ou?		
		Don't Know/ Refuse Pa konnen/Pa vle reponn	888
9	What language do you speak most often at home? Ki lang ou pale pi souvan lakay ou?	Creole Kreyòl	1
		French Franse	2
		Other (specify): Lòt (di kilès):	3
		Don't Know/ Refuse Pa konnen/Pa vle reponn	888
10	When it is time to go to sleep, what does your mother or father or caretaker say? bed time / Lè li se tan pou yo ale nan dòmi, ki sa manman ou oswa papa oswa moun k ap okipe di nou fè? tan kabann	"Tan kabann" (oswa lòt fraz kreyòl	1
		"l'heure du coucher" (ou autre expression française)	2
		Other/Lòt	3
		Don't Know/ Refuse Pa konnen/Pa vle reponn	888
11	What grade were you in last year? **[DON'T VERIFY BY ASKING IF CHILD IS REPEATING]** Nan ki klas ou te ye ane pase? **[PA MANDE TIMOUN NAN SI SE DOUBLE L'AP DOUBLE POU VERIFYE SA L DI A]**	Preschool Preskolè	0
		Grade 1 1è Ane	1
		Grade 2 2èm Ane	2
		Grade 3 3èm Ane	3
		wasn't enrolled in school last year/Pa ki enskri nan lekòl ane pase	4
		Don't Know/ Refuse Pa konnen/Pa vle reponn	888

Supervisor Initials ___

12	How do you normally get to school? Kijan ou fè pou al lekòl chak jou?		
12.01		Walk alone Ou ale a pye poukont ou	1
12.02		Walk accompanied by sibling Ou ale a pye ak frè/sè ou	1
12.03		Walk accompanied by a schoolmate Ou ale apye ak zanmi nan klas ou	1
12.04		Walk accompanied by an adult household member Ou ale apye ak granmoun lakay ou	1
12.05		Bicycle alone Ou ale sou bisiklèt poukont ou	1
12.06		Bicycle accompanied by sibling Ou ale sou bisiklèt ak frè/sè ou	1
12.07		Bicycle accompanied by a classmate Ou ale sou bisiklèt ak zanmi nan klas ou	1
12.08		Bicycle accompanied by an adult household member/ Ou ale sou bisiklèt ak granmoun lakay ou	1
12.09		Household member accompanies me in a car/truck/motorbike Yon granmoun lakay mwen mennen m nan machin/kamyon/motosiklèt	1
12.10		Household member accompanies me in a bus Yon granmoun lakay mwen mennen m nan bis/kamyonèt	1
12.11		I take a bus alone Mwen pran bis/kamyonèt poukont mwen	1
12.12		Other Lòt	1
		Don't Know/ Refuse Pa konnen/Pa vle reponn	888
13	May I please see your Creole language exercise book? **[IF YES, HOW MANY PAGES WERE USED? MAKE SOME POSITIVE COMMENT REGARDING STUDENT'S WORK. DON'T COMMENT ON NEGATIVE GRADES OR TEACHER COMMENTS]** Eske mwen ka wè liv egzèsis kreyòl ou a? **[SI LI DI WI, NOTE KONBYEN PAJ KI SÈVI DEJA. FÈ KÈK BON KÒMANTÈ SOU JAN ELÈV LA TRAVAY. PA FÈ KÒMANTÈ SOU MOVE NÒT OSWA KÒMANTÈ PWOFESÈ A FÈ]**	No exercise book available Liv egzèsis la pa disponib	0
		➔ Ale nan kesyon 16	
		➔ **SKIP to 16**	
		exercise book available but no pages have been used yet/kaye egzesis yo pare men paj yo poko itilize	1
		➔ Ale nan kesyon 16	
		➔ **SKIP to**	
		One quarter Yon ka	2
		Half mwatye	3
		Three Quarters twa ka	4
		All pages tout paj yo	5
		More than one language exercise book. Plis ke yon liv egzèsis lang	6
		If more than one langauge exercise book, specify number of language exercise books used Si li sèvi ak plis ke yon liv egzèsis, di ok konbyen liv egzèsis li sèvi.	
		Don't Know/ Refuse Pa konnen/Pa vle reponn	888
14	**[HOW MANY TICKS OR MARKS? (DO NOT COUNT WRITTEN COMMENTS)] [KONBYEN PAJ KI GEN MAK KOREKSYON? (PA KONTE KÒMANTÈ PWOFESÈ A]**	None Okenn	0
		Some (every few pages) Kèk	1
		Many (most pages) pifò (anpil)	2
		All pages tout paj yo	3

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15	**[HOW MANY WRITTEN COMMENTS? (DO NOT COUNT TICKS OR MARKS)] [KONBYEN KÒMANTÈ PWOFESÈ A TE FE? (PA KONTE MAK KOREKSYON YO]**	None okenn . . . . . 0 Some (every few pages) Kèk . . . . . 1 Many (most pages) pifò (anpil) . . . . . 2 All pages tout paj yo 3	
16	What does the teacher do when you do well on a test or lesson? Kisa pwofesè a konn fè lè ou byen fè yon tès oswa ou konnen yon leson?	Nothing Anyen . . . . . 0 Praises me Li felisite m . . . . . 1 Gives me a prize (star, pencil) Li banm yon prim (zetwal,kreyon) . . . . . 2 Excuses me from a chore or homework Li kite m pa fè yon travay oswa yon devwa . . . . . 3 Other Lòt . . . . . 4 _____ _____ Don't Know/ Refuse Pa konnen/Pa vle reponn 888	
17	What does the teacher normally do when a student is unable to answer a question or answers a question incorrectly? Kisa pwofesè a fè lè yon elèv pa ka reponn yon kèsyon oswa bay yon move repons? □	Teacher rephrases/explains the question Pwofesè a redi/eksplike kesyon an. . . . . 1 Teacher encourages the student to try again Pwofesè a ankouraje elèv la (reeseye) eseye ankò . . . . . 2 Teacher asks another student Pwofesè a mande yon lòt elèv reponn . . . . . 3 Teacher asks again Pwofesè a poze kesyon an ankò . . . . . 4 Teacher corrects the student but does not scold him/her Pwofesè a korije elèv la san li pa fache sou li (fache kont lì) . . . . . 5 Teacher scolds student Pwofesè a fache sou elèv la . . . . . 6 Teacher sends student outside of classroom Pwofesè a met elèv la deyò klas la . . . . . 7 Teacher hits student Pwofesè a bat elèv la . . . . . 8 Other Lòt . . . . . 9 _____ Don't Know/ Refuse Pa konnen/Pa vle reponn 888	
18	Last week, how many times did you get homework? Semèn pase a, konbyen fwa ou te gen devwa pou fè lakay ou?	Never Pa t janm genyen . . . . . 0 ➔skip to questions question 19/ Ale dirèkteman nan kesyon 19 One time yon fwa . . . . . 1 Two times de fwa . . . . . 2 Three times Twa fwa . . . . . 3 Four times Kat fwa . . . . . 4 Every day Chak jou . . . . . 5 Don't Know/ Refuse Pa konnen/Pa vle reponn 888	
19	Did your teac+E121her correct your homework last week? Eske pwofesè a te korije devwa ou te fè lakay ou semèn pase a?	No Non . . . . . 0 Yes Wi . . . . . 1 Don't Know/ Refuse Pa konnen/Pa vle reponn 888	

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20	**When you** leave school do you have time to do homework or study lessons? If not, what other work do you do? Le w soti lekòl eske w gen tan pou fè devwa ak etidye leson. [wi, non] Si non ki lòt travay w fè?	No Non	0
		Yes Wi	1
		I never get homework/mwen pa janm genyen devwa	2
		Don't Know/ Refuse Pa konnen/Pa vle reponn	888
21	If you need help with your homework, who helps you at home? **[CIRCLE ALL THAT APPLY]** Kilès ki konn ede w fè dewwa le w lakay w? **[KOCHE TOUT SA KI MACHE]**		
21.01		No one Pèsonn	1
21.02		Brother/sister Frè/ Sè	1
21.03		Mother or father Manman oswa papa	1
21.04		Grandparent Grann oswa granpè	1
26.05		Friend Zanmi	1
21.06		Other Lòt	1
		I never get homework/mwen pa janm genyen devwa	2
		Don't Know/ Refuse Pa konnen/Pa vle reponn	888
22	Did you have a meal before you arrived at school today? Eske ou te manje anvan ou vin lekòl jodi a?	No Non	0
		Yes Wi	1
		Don't Know/ Refuse Pa konnen/Pa vle reponn	888
23	Have you or will you have a meal at school today? Eske ou te oubyen ou pral manje nan lekòl la jodi a?	No Non	0
		Yes Wi	1
		Don't Know/ Refuse Pa konnen/Pa vle reponn	888

Supervisor Initials ___

24	Were you absent last week? **[IF YES]** Why were you absent? Eske ou te absan semèn pase? **[SI WI]** Poukisa ou te absan?	No, I was not absent last week Non mwen pa t absan semèn pase	0
		Yes, because of not paying school fees. Wi, paske yo te voye m toune pou lajan lekòl.	1
		Yes, because I was sick Wi, paske mwen te malad	2
		Yes, because I woke up late Wi, paske mwen te leve ta	3
		Yes, because I had no food to eat Wi, paske mwen pa t gen anyen pou m manje	4
		Yes, because I had to go to a funeral Wi, paske mwen te ale nan antèman	5
		Yes, because of market day or market day preparation Wi, paske se te jou mache/ jou pou prepare jou mache a	6
		Yes, because I had to take care of siblings Wi, paske fò m te okipe frè m ak sè m	7
		Yes, because I had to take care of sick family member Wi, paske fò m te pran swen yon moun nan fanmi m ki malad	8
		Yes, because there was other work at home Wi, paske te gen lòt travay lakay mwen	9
		Yes, because I had no transport or my transport was late Wi, paske m pa t gen mwayen transpò /mwayen transpò a te anreta	10
		Yes, because I didn't have a uniform to wear Wi, paske mwen pa t gen inifòm pou m mete	11
		Yes, because I'm treated badly by students or teachers at school Wi, paske elèv yo ak pwofesè yo maltrete m lekòl la	12
		Yes, because school is too dangerous Wi, paske lekòl la twò danje	13
		Yes, because school is too hard Wi, paske lekòl la twò di	14
		Yes, because school is not interesting Wi, paske lekòl pa enteresan	15
		Yes, because of bad weather Wi, paske te gen move tan	16
		Other Lòt _____	17
		Don't Know/ Refuse Pa konnen/Pa vle reponn	888
25	When the teacher doesn't come to school what happens?/le profese a pa vini lekol la kisa ki pase?	another teacher or the head teacher comes/yon lot profese, oubyen, profese titile a vini	1
		We go to another classroom/nou aler nan on lot klas	2
		we go home/nou ale lakay	3
		we stay in class without a teacher/nou rete nan klas san profese	4
		Other /Lòt _____	5
		Don't Know/ Refuse Pa konnen/Pa vle reponn	888

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26	Were you late any day last week? **IF YES**, why were you late? Eske ou te anreta semèn pase? **SIL DI WI**, poukisa ou te anreta?	No, I was not late last week Non mwen pa t anreta semèn pase	0
		Yes, because I was sick Wi, paske mwen te malad	1
		Yes, because I woke up late Wi, paske mwen te leve ta	2
		Yes, because I had to take care of siblings Wi, paske fò m te okipe frè m ak sè m	3
		Yes, because I had to take care of a sick family member Wi, paske fò m te pran swen yon moun nan fanmi m ki malad	4
		Yes, because there was other work at home Wi, paske te gen lòt travay lakay mwen	5
		Yes, because I had no transport or my transport was late Wi, paske m pa t gen mwayen transpò /mwayen transpò a te anreta	6
		Yes, because I could not find my uniform or my uniform wasn't ready on time in the morning Wi, paske mwen pa t ka jwenn inifòm mwen oswa inifòm mwen pa t pare	7
		Yes, because I'm treated badly by students or teachers at school Wi, paske elèv yo ak pwofesè yo maltrete m lekòl la	8
		Yes, because of bad weather Wi, paske te gen move tan	9
		Other Lòt _____	10
		Don't Know/ Refuse Pa konnen/Pa vle reponn	888
27	The last time you got a good grade on a test or assignment in school, did your parent(s) or guardian know that you did well? Dènye fwa ou te fè yon bèl nòt pou yon tès oubyen yon egzamen lekòl la, eske paran ou oswa responsab ou te konn sa?	No Non	0
		➔ Ale nan kesyon 29	
		➔ **SKIP to 29**	1
		Don't Know/ Refuse Pa konnen/Pa vle reponn	888
28	**[IF YES TO S27]** What did they do? **[SI SE WI S27]** kisa yo te fè?	Learned but did nothing Yo te konnen men yo pa fè anyen	1
		Congratulated or encouraged Yo felisite / ankouraje mwen	2
		Gave me a hug/kiss Yo te anbrose 'm/yo te bo'm	3
		Gave me a treat Yo rekonpanse m	4
		Other Lòt _____ _____	5
		Don't Know/ Refuse Pa konnen/Pa vle reponn	888
29	Did you go to preschool or Kindergarten? Eske ou te pase nan klas preskolè oswa kindègadenn?	No Non	0
		Yes Wi	1
		Other Lòt _____	2
		Don't Know/ Refuse Pa konnen/Pa vle reponn	888

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30	Who is the person at home who takes care of you? Can that person read? Ki moun ki responsab w lakay ou. Eske moun sa a konn li?	No Non Yes Wi Don't Know/ Refuse Pa konnen/Pa vle reponn	0 1 888
31	Do you have a reading time in your classroom or in your school library? Eske ou gen yon tan pou lekti nan klas ou oswa nan bibliyotèk lekòl ou?	No Non Yes Wi Don't Know/ Refuse Pa konnen/Pa vle reponn	0 1 888
32	Apart from school books, do you have books that you can read at home? Apa liv lekòl ou yo, eske ou gen liv pou li lakay ou?	No Non Yes Wi Don't Know/ Refuse Pa konnen/Pa vle reponn	0 1 888
	Last week, did you read aloud to someone at your home?/semen denye eske ou te li fo pou on moun lakay ou?	No Non -> skip to 33/ Ale dirèkteman nan kesyon 33 Yes Wi Don't Know/ Refuse Pa konnen/Pa vle reponn	0 1 888
33	If you read last week, how often did you read aloud to someone at home?/si ou te li semen denye, kombyen fwa ou te li fo pou on moun lakay ou>	Never Jamè -> skip to 33/ Ale dirèkteman nan kesyon 33 once or twice, last week/ youn ou de fwa semen denye 3 -5 times last week 2-3 times per week 2-3 fwa pa semèn Every day last weekChak jou Don't Know/ Refuse Pa konnen/Pa vle reponn	0 1 2 3 4 888
	Could you please tell me what you read at home last week?/eske ou ka dim kisa ou te li lakay ou semen denye?	text book from school/liv lekti lekol la other book from school/lot liv lekol la Book from home/liv lakay magazine /magazin newspaper/jounal bible/bib la other/lot _____ Don't Know/ Refuse Pa konnen/Pa vle reponn _____	1 2 3 4 5 6 7 888

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34	Does someone at home read to you? If yes, how often? Eske yon moun lakay ou konn li istwa pou ou? Si se sa, chak kilè sa rive?	Never Jamè . . . . . 0 Sometimes Pafwa . . . . . 1 Once a week Yon fwa pa semèn . . . . . 2 2-3 times per week 2-3 fwa pa semèn . . . . . 3 Every day Chak jou . . . . . 4 Don't Know/ Refuse Pa konnen/Pa vle reponn 888	
35	Does your family have a . . . ? **[READ OUT THE BELOW OPTIONS]** Eske fanmi ou gen…? **[LI OPSYON KI ANBA YO]**		
35.01	Radio Radyo	No Non . . . . . 0 Yes Wi 1	
35.02	Television Televizyon	No Non . . . . . 0 Yes Wi 1	
35.03	Bicycle Bisiklèt	No Non . . . . . 0 Yes Wi 1	
35.04	Motocylcette, moto, scooter Moto	No Non . . . . . 0 Yes Wi 1	
35.05	Oxcart kabwèt	No Non . . . . . 0 Yes Wi 1	
35.06	Car/Van/truck Machine/Bis	No Non . . . . . 0 Yes Wi 1	
35.07	A boat Bato	No Non . . . . . 0 Yes Wi 1	
35.08	Electricity Kouran	No Non . . . . . 0 Yes Wi 1	
35.09	Computer Òdinatè	No Non . . . . . 0 Yes Wi 1	
35.10	Kitchen inside the home Kizin anndan kay	No Non . . . . . 0 Yes Wi 1	
35	What kind of toilets do you use at home ? Do you normally use a… **[READ OUT THE BELOW OPTIONS only cicle one options]** ? Ak kisa yo sevi pou fe bezwen w le lakay w? Eske yo sevi ak…. **[LI OPSYON KI ANBA YO]**		
36	Pit toilet latrin/commode	Yes Wi 1	
36	Flush toilet twalèt ki flòch	Yes Wi 2	
36	Bucket for toilet twalèt nan boukit	Yes Wi 3	
36	Toilet in the nature twalèt nan lanati/non raje"	Yes Wi . . . . . 4 Other 5 Don't Know/ Refuse Pa konnen/Pa vle reponn 888	
	What does your family does your family normally use use to cook their meals? Do you normally use a… **[READ OUT THE BELOW OPTIONS ONLY CIRCLE ONLY ONE OPTION]** ? Ak kisa yo sevi lakay w pou kwit manje? Eske yo sevi ak…. **[LI OPSYON KI ANBA YO]**		
36	Firewood for cooking Dife bwa pou fè mar	Yes Wi 1	
36	Charcoal stove or wood stove Recho chabon oswa recho bwa	Yes Wi 1	
36	Electric stove or gas stove Fou elektrik oswa fou gaz	Yes Wi 1	
	Don't Know/ Refuse Pa konnen/Pa vle reponn	Don't Know/ Refuse Pa konnen/Pa vle reponn 888	

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Where does your family normally get your drinking water at home? From a… **[READ OUT THE BELOW OPTIONS JUST SELECT ONE OPTION]** Kibò ou pran dlo pou bwè lakay ou? Nan … **[LI OPSYON KI ANBA YO]**				
	River/spring water Rivyè/sous dlo	Yes Wi	. . . . .	1
	Tank Rezèvwa	Yes Wi	. . . . .	2
	Water tap/pipe within your home Tiyo anndan kay ou	Yes Wi	. . . . .	3
	Water truck Kamyon dlo	Yes Wi	. . . . .	4
	Well Pwi	Yes Wi	. . . . .	5
	Rain water Dlo lapli	Yes Wi	. . . . .	6
	Vendor of small sachets of water moun k ap vann ti sache dlo	Yes Wi	. . . . .	7
	Bottled water boutey	Yes Wi	. . . . .	8
	Company selling water konpayi ki vann	Yes Wi	. . . . .	9
	Other Lòt	Yes Wi	. . . . .	10
		_____		
	Don't Know/ Refuse Pa konnen/Pa vle reponn	Don't Know/ Refuse Pa konnen/Pa vle reponn		
			. . . . .	888
	Ending Time **[USE 24 HOUR TIME]** Lè ou fini **[SÈVI AK SISTÈM 24È A]**		**:**	

THANK YOU VERY MUCH MÈSI ANPIL

Supervisor Initials ___