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EdData II

Tout Timoun Ap Li – ToTAL (All Children Reading)

Year 1 EGRA and SSME Baseline Report

EdData II Technical and Managerial Assistance
EdData II Contract Number EHC-E-00-0004-00
Task Order Number AID-521-BC-12-00002

August 2013
This publication was produced for review by the United States Agency for International Development. It was prepared by RTI International.

Tout Timoun Ap Li – ToTAL (All Children Reading)

Year 1 EGRA and SSME Baseline Report

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

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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*
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*
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

Acknowledgements

The authors wish to acknowledge the important contributions of the education staff from USAID/Haiti and the Haitian Ministry of Education (MENFP) for their participation in the adaptation and design of the EGRA and SSME instruments. We are also grateful to *Institut de Formation du Sud* (IFOS) for leading the data collection effort and for managing the logistics and operations of this study. Most importantly, this work could not have succeeded without the cooperation and contributions of the school principals, head teachers, teachers, students, and communities included in the study, who, for obvious reasons, must remain anonymous.

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 order to measure student reading performance specifically, from 2008 to 2009 RTI worked with Haiti's *Ministère de l'Education Nationale et de la Formation Professionnelle* (MENFP), Directorate of Basic Education, to implement a World Bank-supported Early Grade Reading Assessment (EGRA) study. The EGRA was administered in March 2009 to 2,515 students. The instrument was applied in French and Haitian Creole across grades 1, 2, and 3. Although a reading rate of 35 to 60 correct words per minute (cwpm) has been suggested by some experts as

[1] Read-Learn-Lead (RLL) 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.*

a minimum rate needed to comprehend the most basic story,[3] this study found that in grade 3 the average reading speed was 23 cwpm for both French and Haitian Creole. An average of 76%, 49%, and 29% of first, second, and third graders assessed in Haitian Creole could not read a single word of connected text (for French, the percentages were 63%, 48%, and 23%). Third-grade students could correctly answer only 10% of questions asked in French about a French story they read, and 17% could answer Creole questions about Creole story. A very small percentage of students in grade 3 understood 80% of what they read (answering four or more questions correctly out of five)—roughly 2.5% in French and 3% in Haitian Creole. Children who did understand 80% of what they read had averages in oral reading fluency of between 59 cwpm and 87 cwpm.

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 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.[4]

In addition to the challenges presented by dealing with two languages in the education system, there are also gaps in teacher training and preparation. The overwhelming majority (80%–90%) of Haitian students attend private schools, which include dramatically different types of schools, including large, well-funded religious institutions (often Catholic); small Protestant schools for destitute children; private business ventures; and community-organized rural schools with volunteer teachers. The philosophy, quality of teaching, and teachers' qualifications vary widely across schools.

Addressing these challenges, the MENFP is committed to providing quality education in both Haitian Creole and French, with a systematic focus on the teaching of reading in both languages. The ToTAL project is tasked with assisting the MENFP to develop and test an instructional model to improve the reading skills of children in grades 1–3 in USAID/Haiti's development corridors. As part of this task, the project assesses student reading performance across a representative sample of public and private Haitian schools, using the EGRA instrument to evaluate reading levels. The goal is to compare student performance at the beginning and end of each school year for intervention schools as well as control schools.

[3] Abadzi, H. (2006). *Efficient learning for the poor: Insights from the frontier of cognitive neuroscience*. Washington, DC: The World Bank.
[4] Haiti Poverty Reduction Strategy Paper Progress Report/IMF, 2009; *Sécrétariat d'Etat à l'Alphabétisation*, 2000.

The project also uses the Snapshot of School Management Effectiveness (SSME) instrument to aid in analyzing relationships between school management effectiveness factors and student reading performance. The results of this assessment will inform school communities and key education stakeholders on the state of school management now, as well as the results of selected actions taken by schools to improve management effectiveness.

The ToTAL project is pleased to present the baseline report for the EGRA and SSME assessments. This report covers methodology, results, and recommendations to guide project and Ministry activities.

Overview of EGRA

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 to drop out of school.

When students are first learning to read, they must learn the letters of their mother tongue language and their forms, 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 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 what they use in 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)[5] 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.[6]

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 ultimately spur more effective efforts to improve performance in these core learning skills.[7]

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 assist education systems in setting standards and planning curricula to best meet students' needs in learning to read.

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

[5] 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).

[6] 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

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

reading acquisition across languages. The EGRA subtasks included in the Haiti instrument are described in the following section of this report. [8]

EGRA Adaptation and Administration

The following eight EGRA subtasks were administered:

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.
2. *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).
3. *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).
4. *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).
5. *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).

[8] 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

6. *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:
    a. *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 for each story they were asked to read it aloud in one minute. The oral reading fluency score for each story was the number of correct words read per minute (cwpm).
    b. *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 in French. The reading comprehension score was the number of correct answers, with a maximum possible score of 5.
7. *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 designed for Haiti required approximately 15 minutes per student. The reading assessment was supplemented by student interviews, using a questionnaire, to clarify the demographic and social context in which students were learning to read. 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.

Descriptive Statistics

The final sample included 2,905 students from 158 schools in two corridors: 65 treatment A schools, 62 treatment B schools, and 31 control schools. Schools were clustered to make data collection more efficient. Within each school, approximately 20 students were sampled with the intention of selecting 5 students from each grade/gender.

Although most students were recruited in the North Corridor, the student sample was nearly even across grade level and gender. ***Table 1*** describes the general characteristics of the sample.

Table 1: Characteristics of the overall sample (N = 2,905)

Variable	Number	Percentage
Corridor		
North	2,148	74%
St. Marc	757	26%
Grade level		
1	1,464	50%
2	1,441	50%
Sex		
Female	1,389	48%
Male	1,516	52%
Total	**2,905**	**100%**

Although a total of 2,905 students were administered EGRA, not all students completed EGRA in both languages. As ***Table 2*** shows, although all students were administered EGRA in Creole, only students in second grade also completed EGRA in French. The student sample that was given EGRA in both languages (i.e., second-grade students) was nearly even across corridor and gender.

Table 2: Administration of EGRA in Haitian Creole and in French (N = 2,905 Creole; 1,434 French)

Variable	Creole	Percentage	French	Percentage
Corridor				
North	2,148	74%	1,066	74%
St. Marc	757	26%	368	26%
Grade level				
1	1,464	50%	0	0%
2	1,441	50%	1,434	100%
Sex				
Female	1,389	48%	676	47%
Male	1,516	52%	758	53%
Total	**2,905**	**100%**	**1,434**	**100%**

EGRA Scores

This section presents mean scores for all EGRA subtasks, with scores broken out by grade and language.

EGRA Results by Grade and Language

Not surprisingly but important to note, students in grade 2 appear to have performed better than those in grade 1 on each of the Creole measures assessing prereading skills (initial sound knowledge and knowledge of letter names and sounds), word reading (decoding both familiar and invented words and oral reading fluency), and comprehension of written and oral passages.

That said, ***Table 3*** reveals that performance was low across all EGRA subtasks and in both Haitian Creole and French. Students in both grades had limited prereading skills.

- On the phonological awareness subtask of initial sound identification, in Creole students could correctly identify on average the initial sound of only 1.0 and 2.1 words (grades 1 and 2, respectively). Grade 2 students were able to correctly identify 2.5 initial sounds in French.
- Students also struggled with letter identification. In Haitian Creole, students in grade 1 were able to correctly identify fewer than 8 letter names and fewer than 7 letter sounds (7.9 and 6.1 clpm, respectively), while students in grade 2 were able to perform only somewhat better (22.3 letter names and 12.5 letter sounds per minute). In French, grade 2 students correctly identified 30.1 letter names and 14.6 letter sounds.

Students' limited mastery of the letter sounds likely contributed to very low scores in invented word decoding and oral reading fluency.

- In Haitian Creole, grade 1 students read an average of 3.4 familiar words and 1.8 invented words per minute, while grade 2 students read on average 11.3 familiar words and 8.1 invented words per minute. When assessed in French, grade 2 students read 10.4 familiar words and 6.7 invented words per minute.

Not unexpectedly, students' ability to read connected text was also limited, reading only 1.6 and 11.7 words per minute in Haitian Creole (grade 1 and 2, respectively) and 10.3 words per minute in French. Students' reading comprehension scores were also low, with students reading in Haitian Creole able to correctly answer 0.1 and 0.6 comprehension questions (grades 1 and 2, respectively). When reading in French, grade 2 students correctly answered 0.4 comprehension questions. On the subtask of listening comprehension, which should be an easier skill for native Haitian Creole speakers when tested in Haitian Creole, students demonstrated some comprehension ability (3.3 and 3.9

questions answered correctly); the average listening comprehension score in French, however, was only 0.7 questions correct.

Table 3 also summarizes the percentages of students with zero scores (i.e., for each subtask, the percentage of students who were unable to correctly identify even one item) on each subtask.

Table 3: Summary of EGRA average scores by grade and language

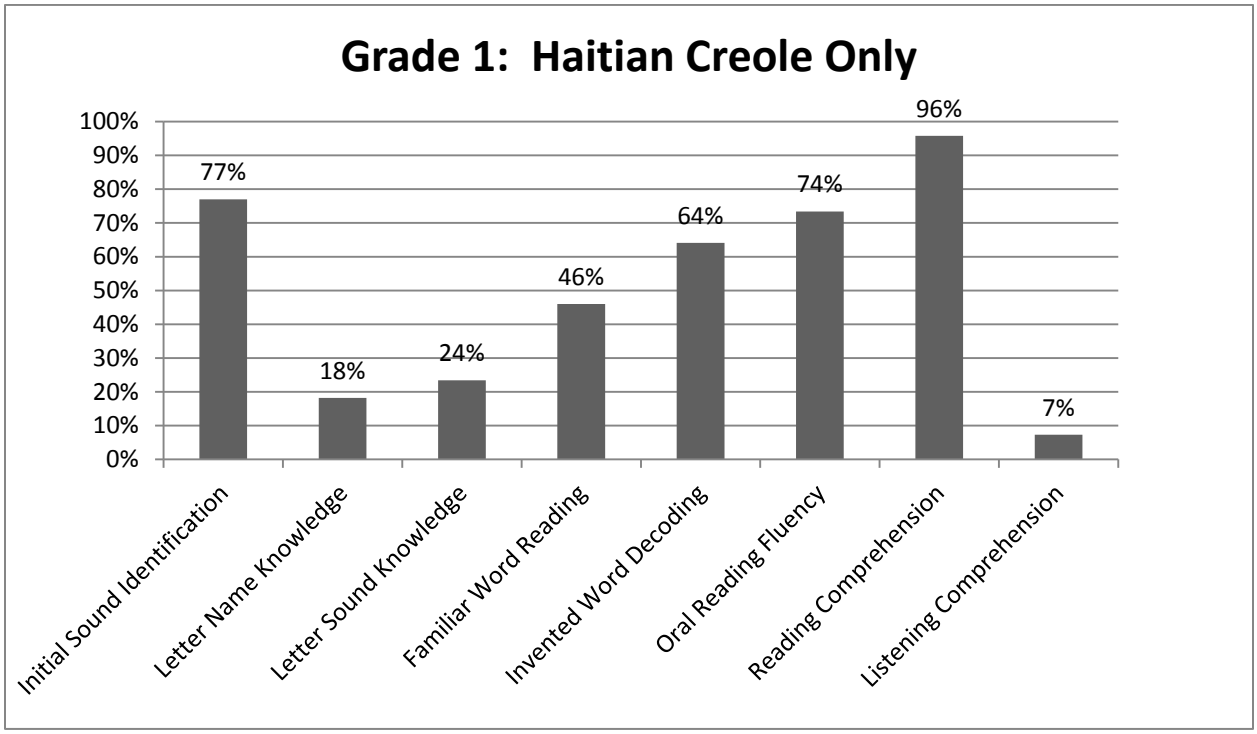
Subtask	% Students with zero scores			Grade 1 EGRA average	Grade 2 EGRA average	
	Creole Grade 1	Creole Grade 2	French Grade 2	Creole	Creole	French
Initial sound identification (max. 10)	77.2	60.4	57.9	1.0	2.1	2.5
Letter name knowledge (clpm)	18.3	2.3	2.5	7.9	22.3	30.1
Letter sound knowledge (clpm)	23.5	5.3	5.0	6.1	12.5	14.6
Familiar word reading (cwpm)	46.0	17.7	25.4	3.4	11.3	10.4
Invented word decoding (cwpm)	64.2	24.3	41.4	1.8	8.1	6.7
Oral reading fluency (cwpm)	73.5	37.6	37.8	1.6	11.7	10.3
Reading comprehension (max. 5)	95.6	69.1	74.0	0.1	0.6	0.4
Listening comprehension (max. 5)	7.4	1.9	63.5	3.3	3.9	0.7

Note: clpm = correct letters per minute; cwpm = correct words per minute

It should be noted that examining students' performance without excluding zero scores may not provide a clear picture of achievement for those students who have reached a minimal level of reading proficiency because a large proportion of zero scores (student scores of zero on a given subtask) will depress the overall mean. ***Table 3*** and ***Figure 1*** show that a large proportion of grade 1 students did score zero on each of the EGRA subtasks. As indicated earlier, the ability to identify and manipulate the individual sounds of words is an important skill that supports one's ability to decode new words. In grade 1, 77% of students were unable to correctly identify even one sound presented to them. It is, therefore, not surprising that nearly that many students (64%) were unable to decode any unfamiliar words. Most students knew at least some letter names and letters sounds (18% zero scores and 23% zero scores, respectively), and so it is unlikely that the inability to identify initial sounds results solely from a lack of alphabetic knowledge; instead, it is likely that the skill of phonological processing is not taught in classrooms in Haiti.

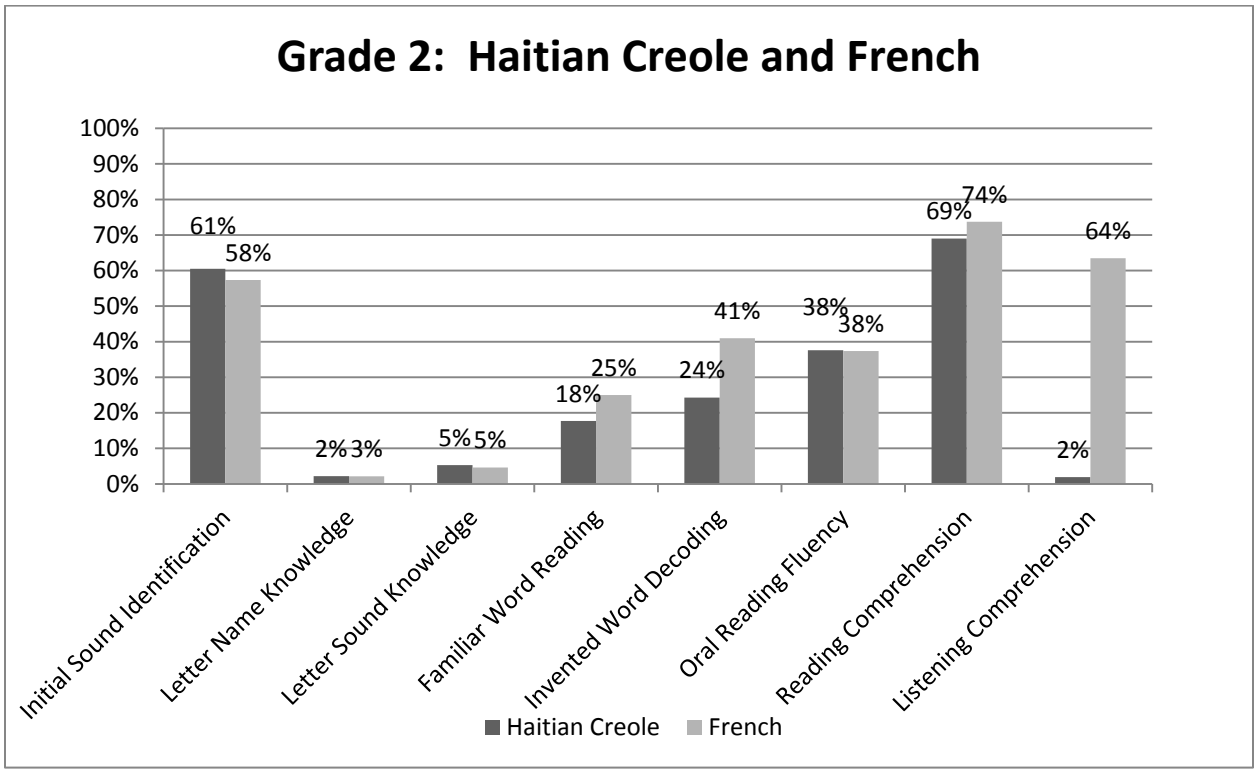
Identifying familiar words appears to have been somewhat easier than decoding new words for grade 1 students: just under half (46%) of students received zero scores on this subtask. However, 73% of grade 1 students were unable to read connected text, and 96% were unable to correctly respond to even one comprehension question. This deficiency appears to be the result of reading challenges and not overall comprehension ability, however, because only 7% of grade 1 students scored zero on the listening comprehension task.

Figure 1: Percentage of EGRA zero scores in grade 1 for the administration of EGRA in Haitian Creole



In general, the trends observed among grade 1 students are seen also among grade 2 students, as presented in ***Figure 2***. In both Haitian Creole and French, over half of grade 2 students scored zero on the initial sound identification subtask, and fewer grade 2 students had zero scores in letter name and letter sound identification; word reading and connected text reading was still difficult for a substantial proportion of students. On the two word reading subtasks and in reading comprehension, reading in French resulted in more zero scores than reading in Haitian Creole, which is not surprising given students' greater familiarity with Haitian Creole. This advantage of Haitian Creole over French is particularly evident for the listening comprehension subtask, on which 2% of grade 2 students scored zero in Haitian Creole compared with 63% in French.

Figure 2: Percentage of EGRA zero scores in grade 2 for the administration of EGRA in Haitian Creole and French



EGRA Scores Excluding Zero Scores

Because a large number of students received a zero score on EGRA subtasks, an analysis of averages of those who *were* able to identify letters or words is pertinent. ***Table 4*** presents the mean scores for students who were able to successfully complete at least one item on each of the EGRA subtasks (i.e., mean scores excluding zero scores).

Table 4: Summary of EGRA average scores after zero scores were excluded from the analyses

Subtask	Grade 1 average Creole	Grade 2 average Creole	Grade 2 average French
Initial sound identification (max. 10)	4.2	5.4	6.0
Letter name knowledge (clpm)	9.7	22.8	30.8
Letter sound knowledge (clpm)	9.7	22.9	30.8
Familiar word reading (cwpm)	6.3	14.1	14.5
Invented word decoding (cwpm)	5.2	11.0	11.5
Oral reading fluency (cwpm)	6.1	20.2	17.7
Reading comprehension (max. 5)	1.4	2.0	1.7
Listening comprehension (max. 5)	3.5	4.0	1.8

Note: clpm = correct letters per minute; cwpm = correct words per minute

Unfortunately, ***Table 4*** shows that even after excluding zero scores, grade 1 students had limited accuracy in their responses on most of the EGRA subtasks in both languages. On measures of prereading ability—initial sound identification, letter name identification, and letter sound identification—among those students who scored at least one item correct on a subtask, students could correctly identify relatively few items per minute (4.2, 9.7, and 9.7, respectively). Similarly, students could correctly read only 6.3 familiar words, 5.2 invented words, and 6.1 words in connected text per minute. Reading comprehension also remained low, at an average of 1.4 correct responses (out of 5). In grade 1, students were most successful in answering comprehension questions about a passage that was read to them in Haitian Creole, correctly responding to 3.5 out of the 5 total questions.

Similarly, although students showed stronger performance in grade 2, their reading skills in Haitian Creole and French were weak. Even in grade 2, initial sound identification proved a difficult skill, and even excluding zero scores, average scores on the two letter identification subtasks ranged from 22.8 clpm to 30.8 clpm; these results indicate that it took approximately a second for students to identify each letter. Across the two languages, students who could read at least one familiar or one invented word correctly required three or four seconds to do so (between 11 and 14.5 correct words/minute). Students also had weak reading comprehension skills, accurately answering 2 (40%) of the reading comprehension questions in Haitian Creole and 1.7 (33%) of the reading comprehension questions in French. Students also showed significant difficulties in comprehending the listening passages in French—the students who could answer any of the questions were still able to answer only 1.8 of the 5 questions provided (36% accuracy); conversely, students responding to the listening comprehension passage in Haitian Creole correctly answered 4.0 questions (80% accuracy).

Taken together, these results indicate that most students are struggling to recognize the sounds associated with each letter, to decode unfamiliar words, and to recognize known words. Their low scores reflect both low accuracy and slow reading speed.

EGRA Scores by Items Attempted

Another way to analyze EGRA scores is to compare the results to the number of items attempted on the subtask, which allows for an examination of accuracy. Fluency scores alone do not shed light on whether a student obtaining a relatively low score (1) attempted the items at a slower pace but responded correctly or (2) answered rapidly, but had many incorrect answers. Thus, comparing scores to the number of items attempted on the subtask provides further insight into students' mastery of early reading skills.

Table 5 presents the average score for each subtask, the average number of items attempted for each subtask, and the average percentage of correct attempts for both the Haitian Creole and French administrations of EGRA.

Table 5: Summary of EGRA scores compared to the number of items attempted

Subtask	Haitian Creole (G1 and G2)			French (G2)		
	Average score	Average number attempted	Percent correct out of attempted	Average score	Average number attempted	Percent correct out of attempted
Initial sound identification (max. 10)	1.5	10.0	15.3%	2.5	10.0	25.1%
Letter name knowledge (clpm)	14.9	26.2	56.7%	30.0	41.8	71.7%
Letter sound knowledge (clpm)	9.2	29.6	31.0%	14.5	39.5	36.8%
Familiar word reading (cwpm)	7.2	17.1	42.0%	10.4	20.2	51.6%
Invented word decoding (cwpm)	4.9	15.1	32.3%	6.7	16.2	41.1%
Oral reading fluency (cwpm)	6.5	17.2	37.7%	10.3	21.7	47.4%
Reading comp. (max. 5)	0.3	1.1	30.6%	0.4	1.6	27.0%
Listening comp. (max. 5)	3.6	5.0	71.8%	0.5	5.0	9.6%

Note: clpm = correct letters per minute; cwpm = correct words per minute

Table 5 again shows that students had limited accuracy in their responses on most of the EGRA subtasks. When interpreting these results, it should be remembered that results for Haitian Creole include grade 1 and grade 2 students, whereas results for French include only grade 2 students.

On the initial sound identification subtask, students attempted on average all ten sounds in both languages, but the percent correct out of those attempted was only 15.3% for Haitian Creole and 25.1% for French. Interestingly, students attempted more letter sounds, familiar words, and invented words in French than in Haitian Creole, and students showed greater accuracy in their attempts to identify letters and words in French. On average, for letter identification, students only attempted 26.2 letter names and 29.6 letter sounds for Haitian Creole and 41.8 letter names and 39.5 letter sounds in French. From among the letters attempted, students showed greater proficiency with letter names than letter sounds; for letter names, students correctly identified 56.7% and 71.7% (Haitian Creole and French, respectively), while for letter sounds, students correctly identified 31.0% and 36.8% (Haitian Creole and French, respectively). They showed similarly weak performance in word reading, successfully reading fewer than half the words they attempted in Haitian Creole and in French (with the exception of French familiar word reading, for which grade 2 students correctly read 51.6% out of the total attempted). When reading connected text, students were able to read relatively few words (17.2 for Haitian Creole and 21.7 for French). Because the EGRA oral reading fluency

subtask is designed to only administer comprehension questions related to the text read by a student, on average students were exposed to only 1.1 and 1.6 questions (for Haitian Creole and French, respectively), They accurately answered fewer than a third of the reading comprehension questions they attempted in both languages (30.6% for Haitian Creole and 27.0% for French). Not surprisingly given earlier results, students showed greater oral proficiency in Haitian Creole than in French, accurately answering 71.8% of the Haitian Creole listening comprehension questions they attempted compared to 9.6% of the French. These results suggest that, in addition to responding relatively slowly to items, students also struggled to respond with accuracy even on those items they attempted.

EGRA Scores Excluding Zero Scores and by Items Attempted

Because a substantial proportion of students scored zero on each of the EGRA subtasks, the accuracy on each of the subtasks was compared to the number of items attempted on those subtasks after excluding zero scores. ***Table 6*** presents the average scores for students who were able to provide at least one correct response on the EGRA subtasks.

Table 6: Summary of EGRA scores compared to the number of items attempted after zero scores were excluded

Subtask	Haitian Creole (G1 and G2)			French		
	Average score	Average number attempted	Percent correct	Average score	Average number attempted	Percent correct
Initial sound identification (max. 10)	4.9	10.0	49.4%	6.0	10.0	59.6%
Letter name knowledge (clpm)	16.6	26.2	63.4%	30.8	41.8	73.5%
Letter sound knowledge (clpm)	16.6	29.6	56.2%	30.8	39.5	78.1%
Familiar word reading (cwpm)	10.9	17.1	63.6%	14.5	20.2	71.8%
Invented word decoding (cwpm)	9.0	15.1	59.6%	11.6	16.2	71.1%
Oral reading fluency (cwpm)	15.8	17.2	91.8%	17.8	21.7	82.0%
Reading comprehension (max. 5)	1.9	2.4	79.7%	1.7	2.4	71.5%
Listening comprehension (max. 5)	3.8	5.0	75.2%	1.7	5.0	33.0%

Note: clpm = correct letters per minute; cwpm = correct words per minute

As can be seen in ***Table 6***, after zero scores are removed, although students attempted similar numbers of items in each subtask they showed improved accuracy. Students without zero scores could read between 56.2% and 63.6% of the words and letters that they attempted in Haitian Creole, and between 71.1% and 78.1% of the words and letters that they attempted in French. Indeed, by excluding zero scores, students who could read at least one word in a passage were accurate in 91.8% of the Haitian Creole words and 82.0% of the French words that they attempted (in comparison to the 37.7% and 47.4% accuracy when all students were included). Finally, the removal of zero scores more than doubled students' scores in reading comprehension. Students who were able to answer at least one reading comprehension question were successful at answering approximately 80% of the questions about the Haitian Creole passage and 72% of the questions about the French passage (compared to approximately 30% accuracy when all students were included).

Subtask Analysis

In the section that follows, the pattern of scores for students in grade 1 (Haitian Creole) and for students in grade 2 (Haitian Creole and French) for each subtask is presented.

Initial Sound Identification

The initial sound identification subtask required students to identify the first sound of 10 words. Phonemic awareness is essential for learning to decode because students must recognize the sounds that they then must associate with the letters they had recognized. The final score was the number of words for which students successfully identified the initial sound.

Figure 3 presents initial sound identification scores in Haitian Creole for students in grade 1. Most students (77%) were unable to identify the first sound of a single word, and only 6% were able to identify between 7 and 10 sounds. Because of the strong relationship between phonemic awareness and beginning reading, students would benefit from more explicit and systematic instruction in building this critical skill.

Figure 3: Percentage of students identifying 0, 1–3, 4–6, and 7–10 initial sounds in grade 1

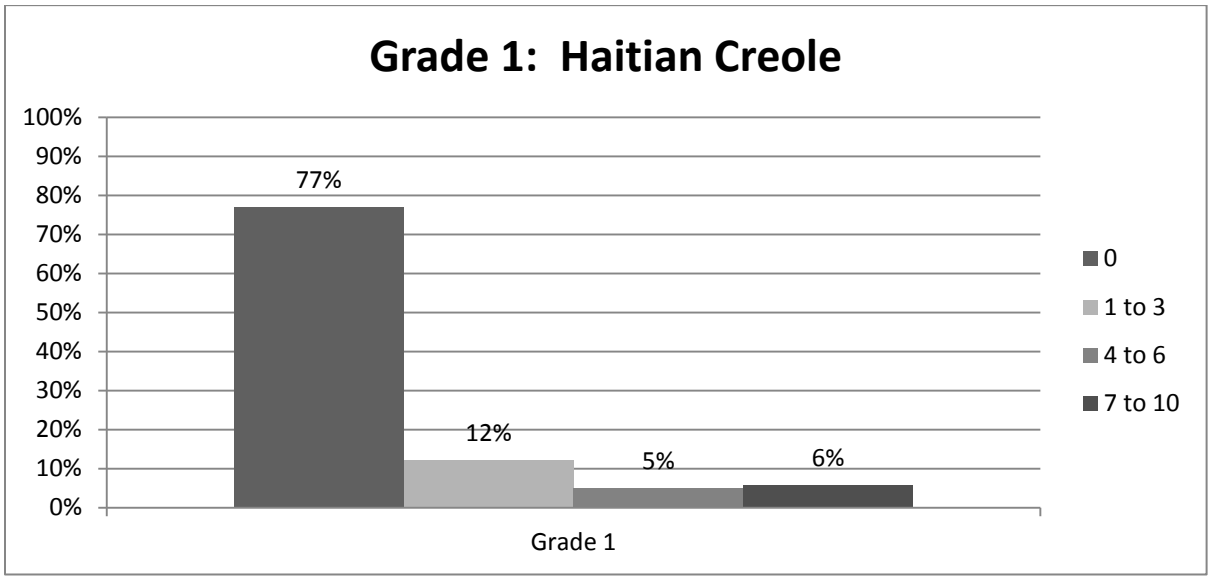
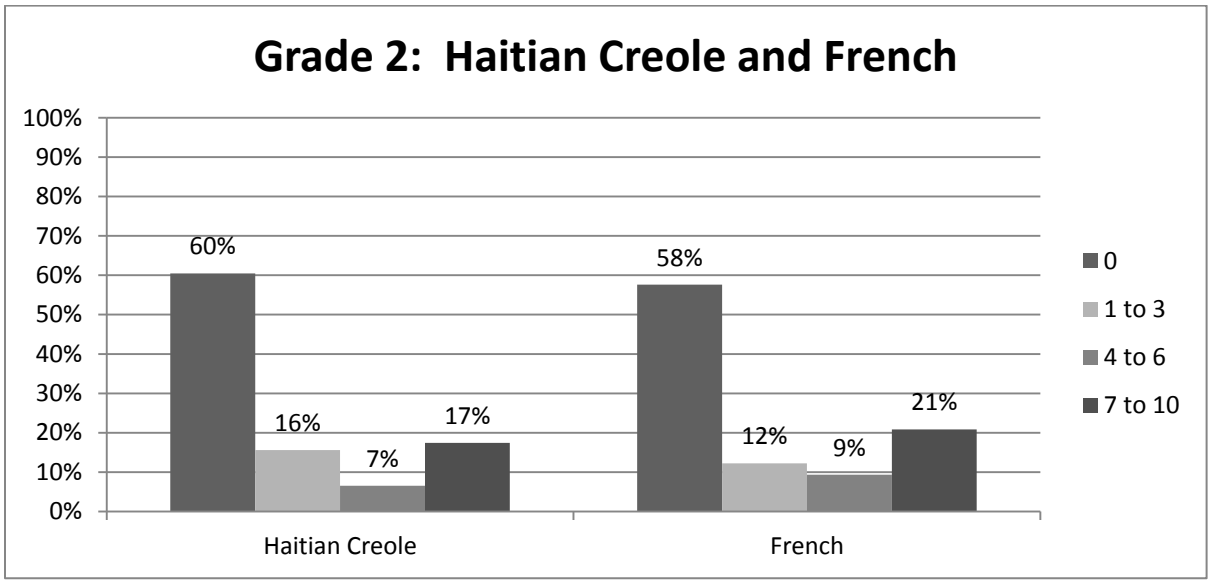


Figure 4 presents initial sound identification scores in both Haitian Creole and French for students in grade 2. As in grade 1, most students were unable to identify the first sound of a single word in either Haitian Creole (60%) or French (58%). Unlike in grade 1, however, approximately one-fifth of students in grade 2 (17% and 21% for Haitian Creole and French, respectively) were able to identify between 7 and 10 sounds in both languages. Although this result still suggests deficits in early reading ability that can impede reading acquisition, it does show progress from grade 1 to grade 2 in Haitian Creole and perhaps a transfer of phonological processing ability from Haitian Creole to French.

Figure 4: Percentage of students identifying 0, 1–3, 4–6, and 7–10 initial sounds in grade 2



Letter Name Knowledge

Letter recognition 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. ***Figure 5*** presents scores on the letter name identification subtask. Most students in grade 1 (82%) were able to correctly identify at least one letter name in Haitian Creole, although 18% did score zero on this subtask. Four percent of students were able to identify more than 30 letter names per minute, which shows some prereading ability but also indicates substantial room for improvement.

Figure 5: Percentage of students identifying 0, 1–10, 11–20, 21–30, and >30 correct letter names per minute (clpm) in grade 1

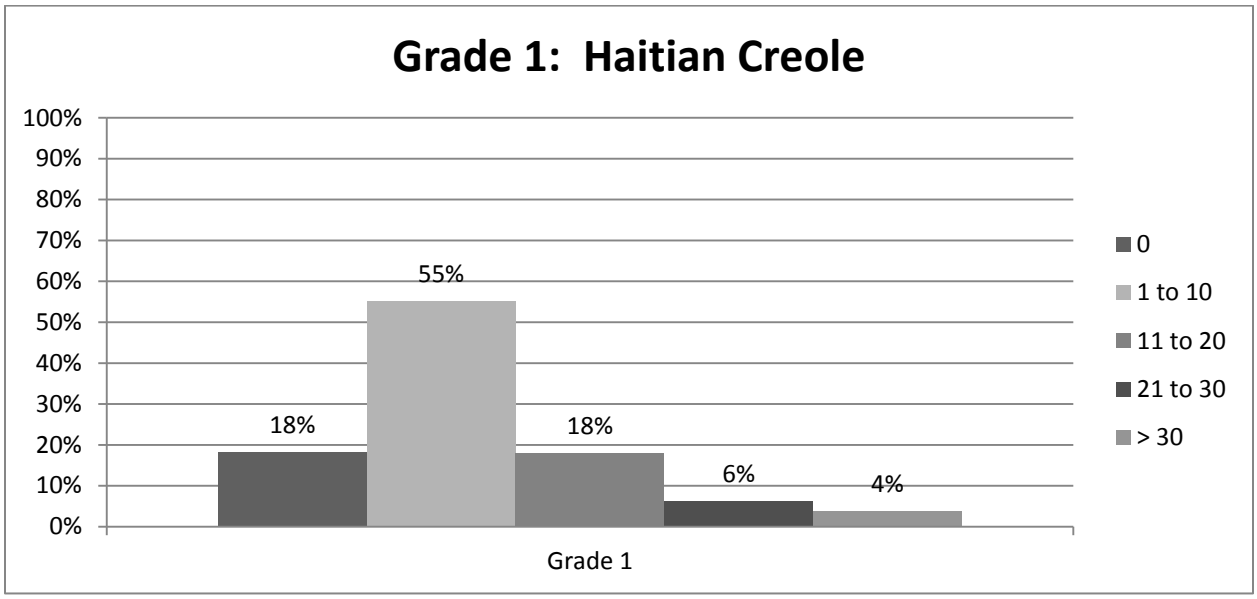
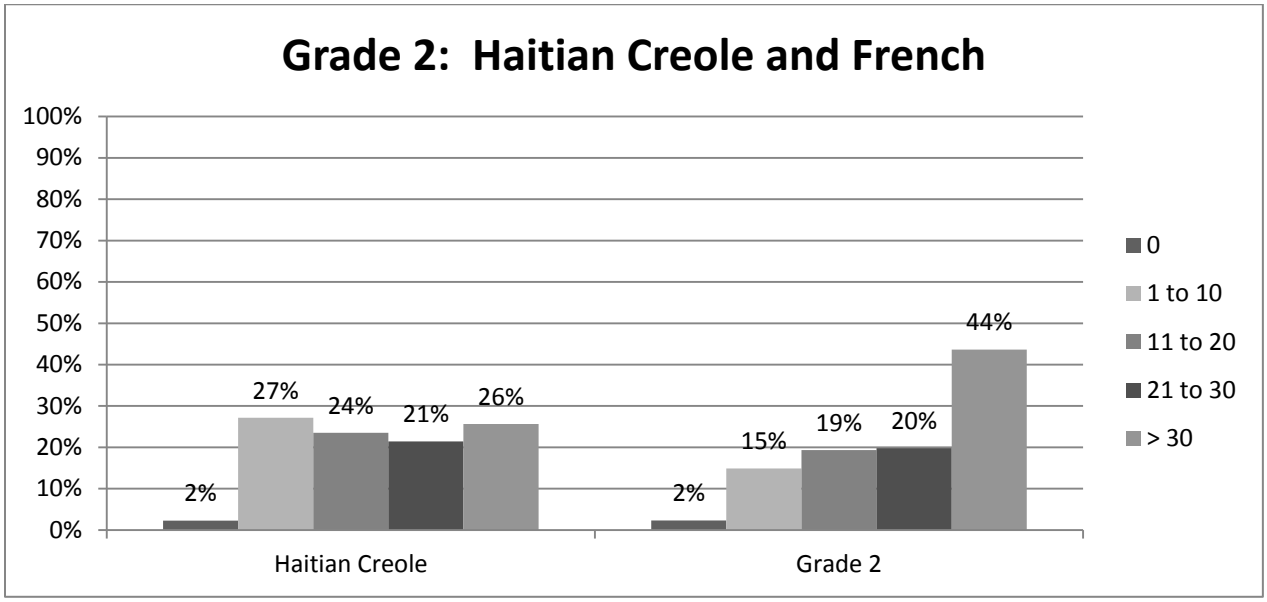


Figure 6 presents letter name identification scores in both Haitian Creole and French for students in grade 2. As might be hoped, overall scores appear higher in grade 2 than they were in grade 1, with over one-quarter of students able to identify more than 30 letter names per minute; interestingly, more students were able to correctly identify more than 30 letter names per minute in French (44%) than in Haitian Creole (26%). Although reflecting a higher level of proficiency than that found in grade 1, these results still show that students in grade 2 had not yet reached a level of automaticity with letter names necessary to support rapid reading acquisition in either language.

Figure 6: Percentage of students identifying 0, 1–10, 11–20, 21–30, and >30 correct letter names per minute (clpm) in grade 2



Letter Sound Knowledge

Knowledge of the letter-sound correspondences is critical for beginning reading because this skill enables students to decode, or sound out, new and unfamiliar words. Scores for this subtask were the number of letter sounds the student could correctly generate within one minute (correct letters per minute). This is a challenging task for many students and is best acquired through high-quality instruction. ***Figure 7*** presents grade 1 students' fluency in identifying letters in Haitian Creole. Grade 1 students' performance in letter sound knowledge was similar to their performance in naming letters, with 23% scoring zero and the majority (64%) able to identify between 1 and 10 letter sounds in a minute. Only 1% was able to identify more than 30 letter sounds per minute, reflecting a lack of automaticity on this skill.

Figure 7: Percentage of students identifying 0, 1–10, 11–20, 21–30, and >30 correct letter sounds per minute (clpm) in grade 1

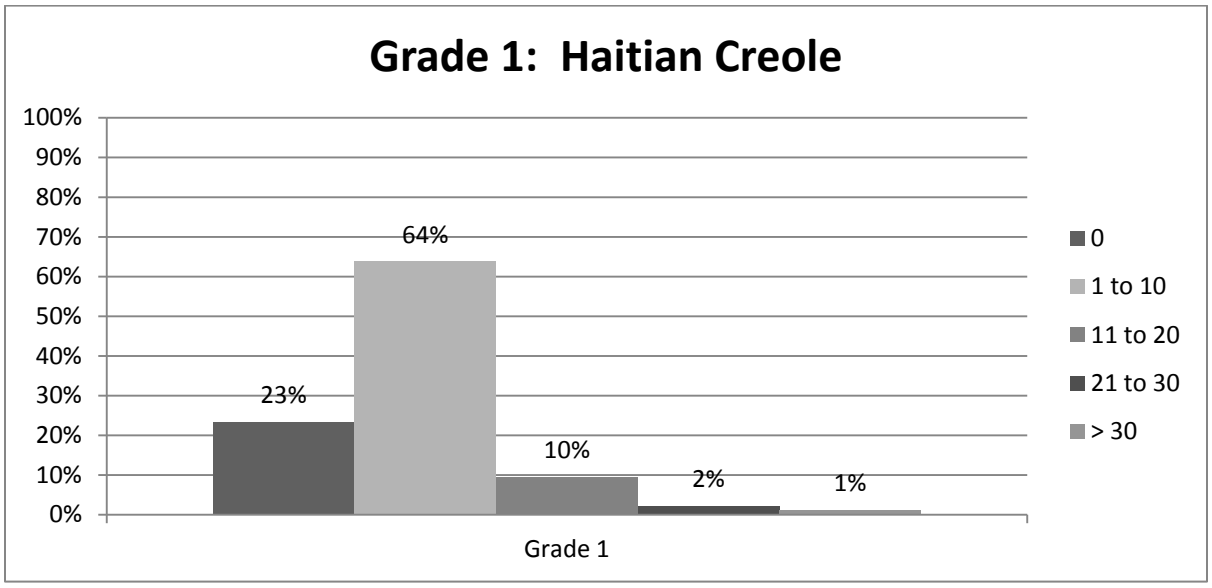
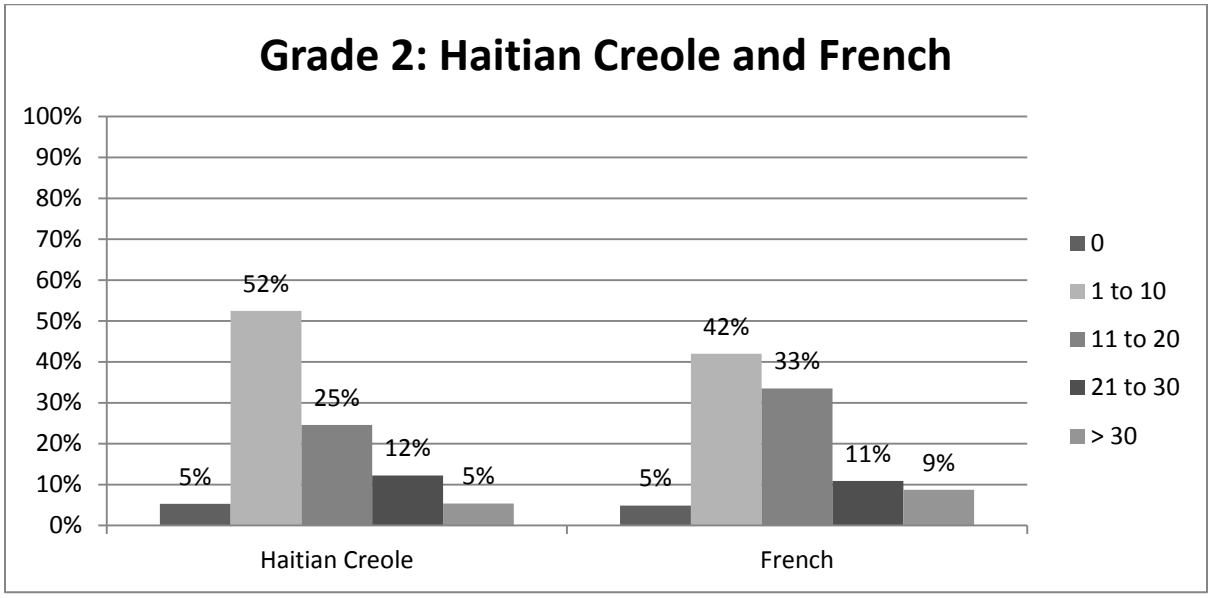


Figure 8 presents letter name identification scores in both Haitian Creole and French for students in grade 2. As with letter name identification, overall scores were higher in grade 2 than they were in grade 1, with the majority of students able to correctly identify between 1 and 20 letter sounds per minute in Haitian Creole (77%) and French (75%). Fewer than 10% of students correctly identified more than 30 letter sounds per minute (5% for Haitian Creole and 9% for French). Although reflecting a higher level of proficiency than that found in grade 1, these results indicate that students in grade 2 had not yet reached a level of automaticity with letter sounds necessary to support decoding in either language.

Figure 8: Percentage of students identifying 0, 1–10, 11–20, 21–30, and >30 correct letter sounds per minute (clpm) in grade 2

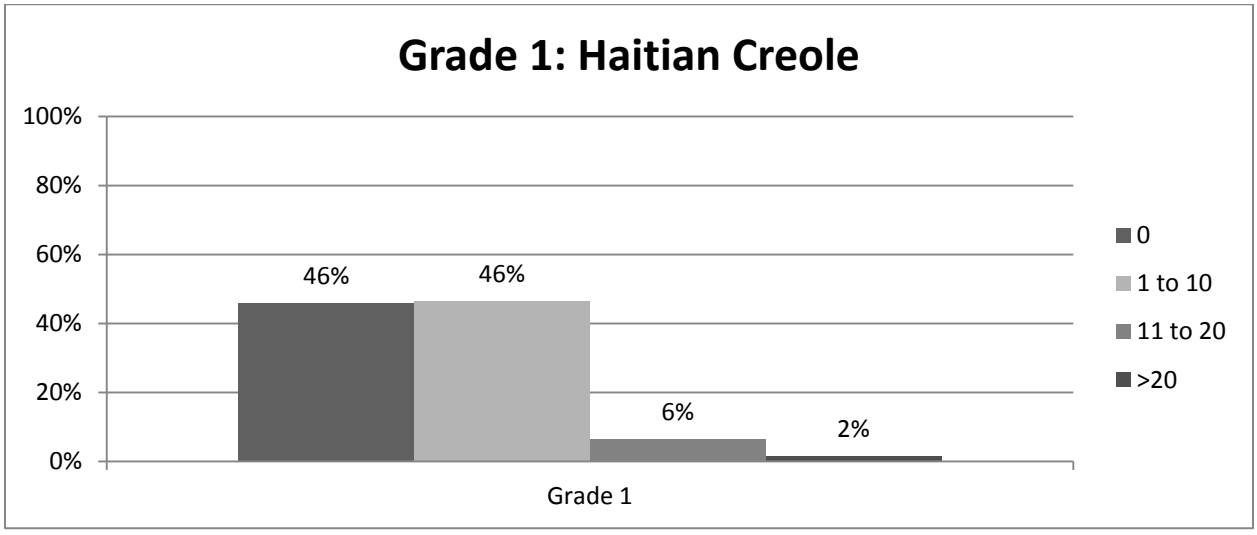


Familiar Word Reading

Skill at reading familiar words, or sight word reading, is critical for efficiently reading connected text because the fluent, or automatic, recognition of words enables the reader to shift attention from word decoding to comprehension.

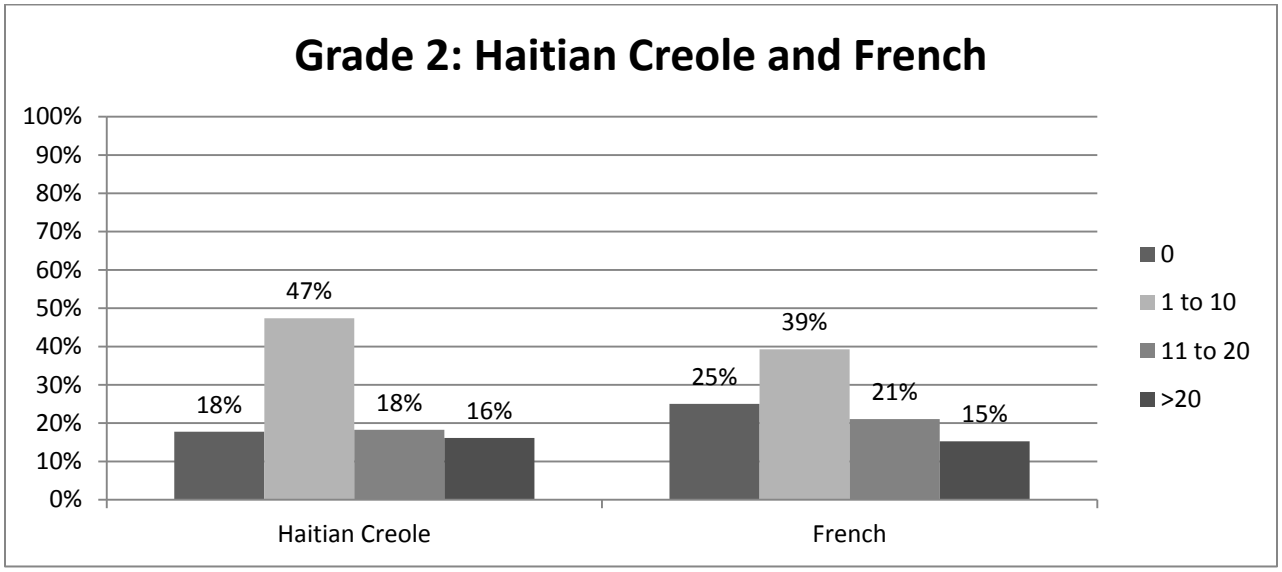
As displayed in ***Figure 9***, in Haitian Creole, almost half of the grade 1 students (46%) scored zero on this subtask, and another 46% correctly read 1–10 words in a minute. This finding suggests a relatively low level of familiar word reading at the beginning of grade 1.

Figure 9: Percentage of students reading 0, 1–10, 11–20, and >20 familiar words per minute (cwpm) in grade 1



As can be seen in ***Figure 10***, grade 2 students show somewhat greater skill at reading familiar words in both Haitian Creole and French. Fewer grade 2 than grade 1 students scored zero on this subtask, in either Haitian Creole (18%) or French (25%). Even so, only 16% of grade 2 students were able to correctly identify more than 20 familiar words per minute in Haitian Creole, and only 15% in French. A rate of 20 correct words per minute means that students require approximately 3 seconds to recognize each word. This suggests that even among the most skilled readers, recognizing familiar words is a slow, effortful process. Thus, these findings suggest that students need greater instruction to build their word recognition skills.

Figure 10: Percentage of students reading 0, 1–10, 11–20, and >20 familiar words per minute (cwpm) in grade 2



Invented Word Identification

Whereas the familiar word identification subtask measures a student's ability to automatically recognize known words, the invented word identification subtask measures decoding skill more directly because it uses unfamiliar words that the student must decode in order to read.

The results summarized in ***Figure 11*** suggest that reading invented words was more difficult than reading familiar words for grade 1 students. Nearly two-thirds (64%) were unable to decode even one invented word, and only 5% were able to read more than 10 words.

Figure 11: Percentage of students reading 0, 1–10, 11–20, and >20 invented words per minute (cwpm) in grade 1

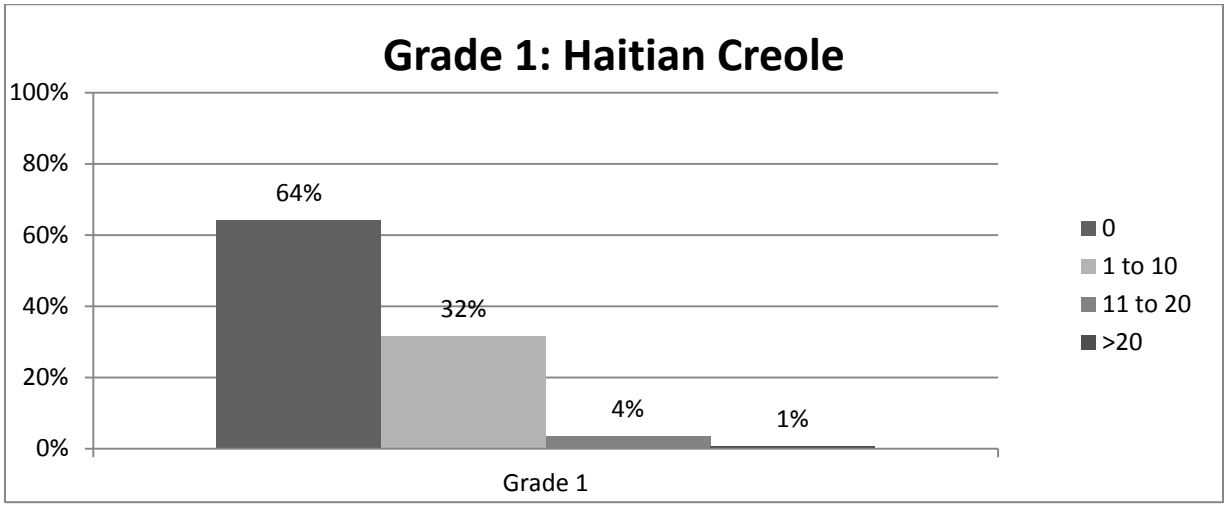
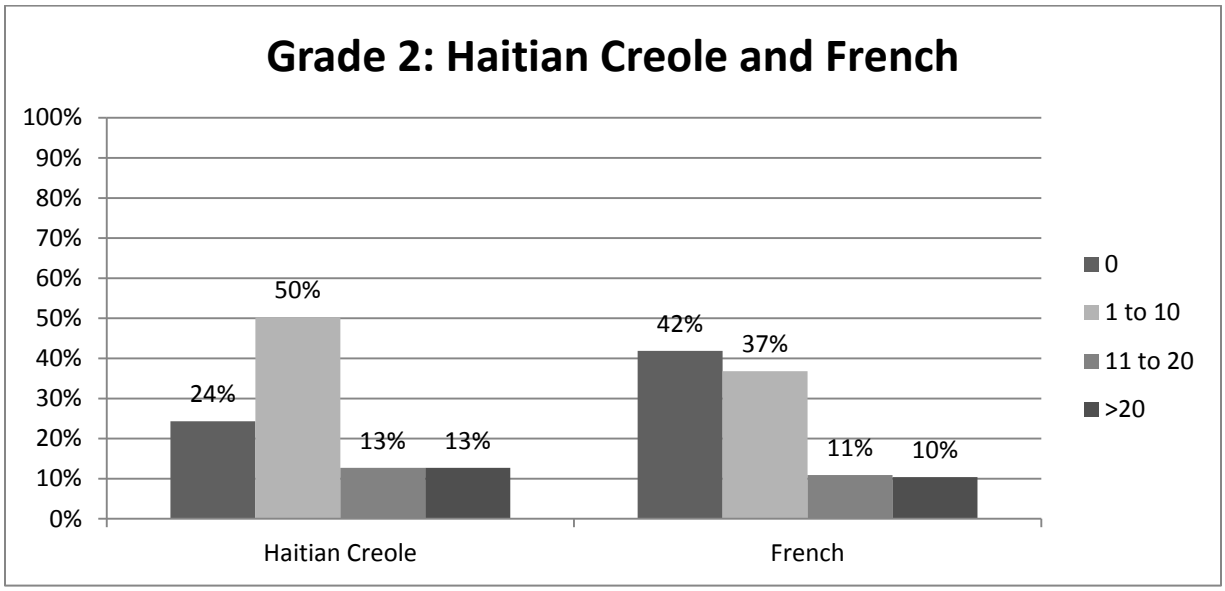


Figure 12 displays results for grade 2 students. Even in grade 2, 24% of students were unable to decode any invented Haitian Creole words, and 42% of students scored zero on invented French words. Twenty-six percent of grade 2 students were able to read 11 or more invented words in Haitian Creole, while 21% of students were able to meet that level with French words. Even so, these findings, combined with those from the letter-sound knowledge subtask, suggest that students need greater instruction in the sounds associated with the letters and in applying strategies for decoding new words in both languages.

Figure 12: Percentage of students reading 0, 1–10, 11–20, and >20 invented words per minute (cwpm) in grade 2

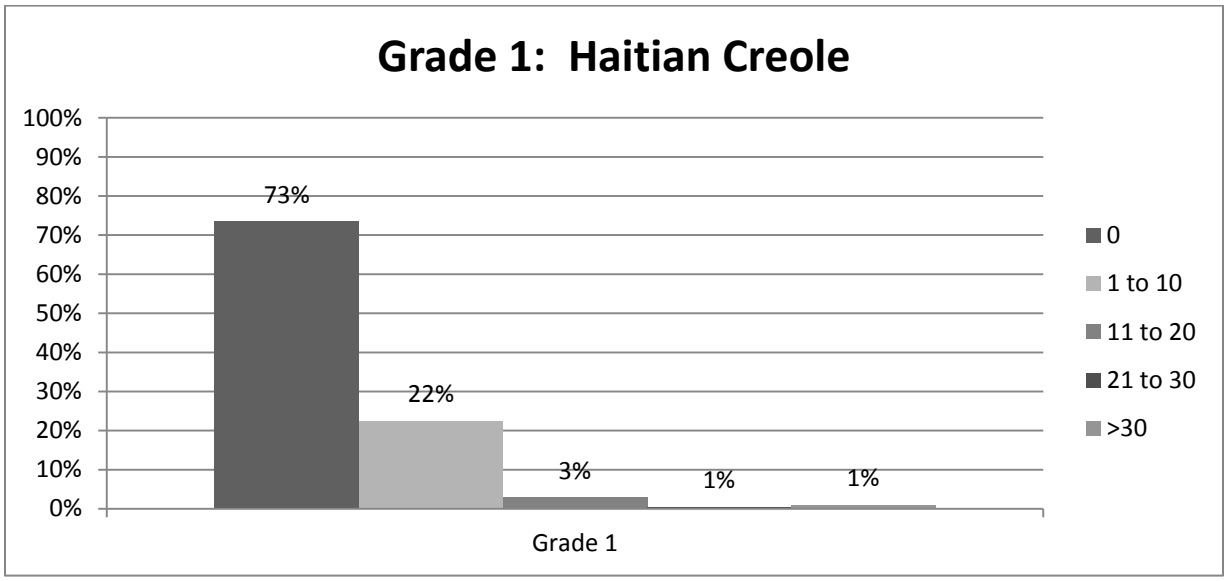


Oral Reading Fluency

Oral reading fluency is considered an important index of reading competence because it measures the skill and speed with which students decode unfamiliar words, recognize known words, and simultaneously make sense of the text's meaning. Weakness in any one of these processes can slow or disrupt students' reading fluency. In the oral reading fluency subtask, students were asked to read aloud a narrative passage of local relevance. The score for this subtask was the number of words that students could correctly read in one minute (cwpm).

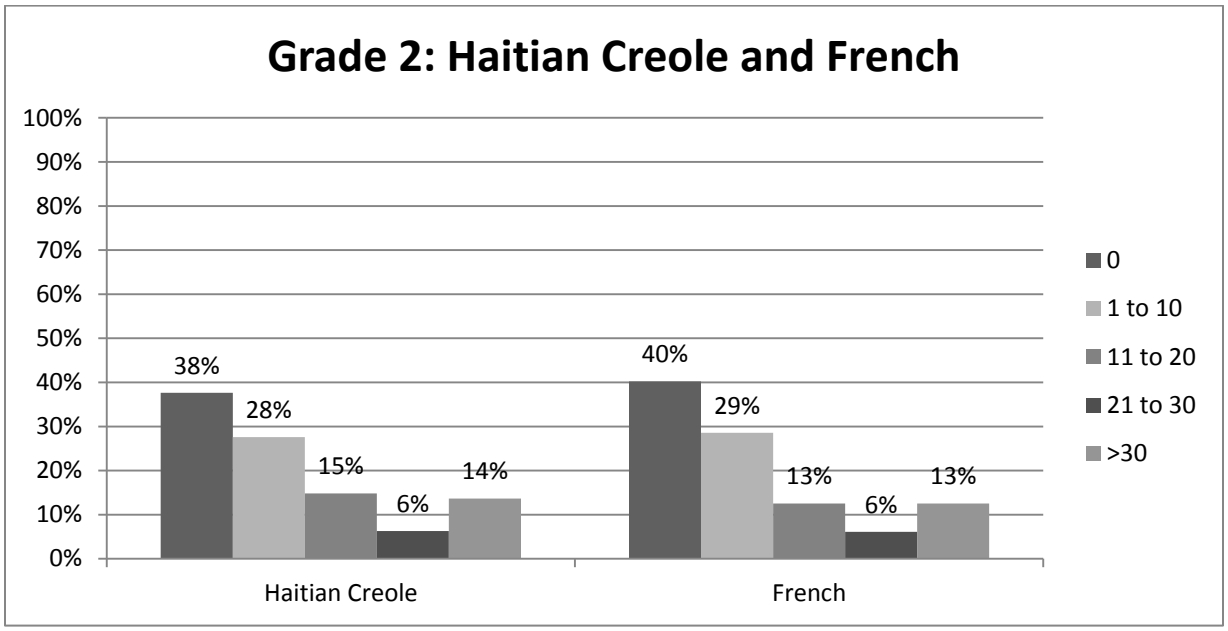
Figure 13 shows that 73% of the students in grade 1 could not read a single word of the Haitian Creole passage. Only 5% of grade 1 students could read more than 10 words per minute.

Figure 13: Percentage of students reading 0, 1–10, 11–20, 21–30, and >30 correct words of text per minute (cwpm) in grade 1



As displayed in ***Figure 14,*** over one-third of grade 2 students could not read a single word of the Haitian Creole (38%) or French (40%) passages. Unlike in grade 1, a range of performance was observed among grade 2 students. For both Haitian Creole and French, nearly half of the students (49% and 48%, respectively) were able to accurately read 1–30 words. Even so, however, only 14% of students were able to read more than 30 cwpm in Haitian Creole (13% in French). Research has shown that readers must read with a minimum speed in order to understand what they have read, and these rates suggest that oral reading is a slow and effortful process for grade 2 students in both languages. As seen in the next section of this report, reading comprehension was also limited, likely in part due to a lack of reading automaticity.

Figure 14: Percentage of students reading 0, 1–10, 11–20, 21–30, and >30 correct words of text per minute (cwpm) in grade 2

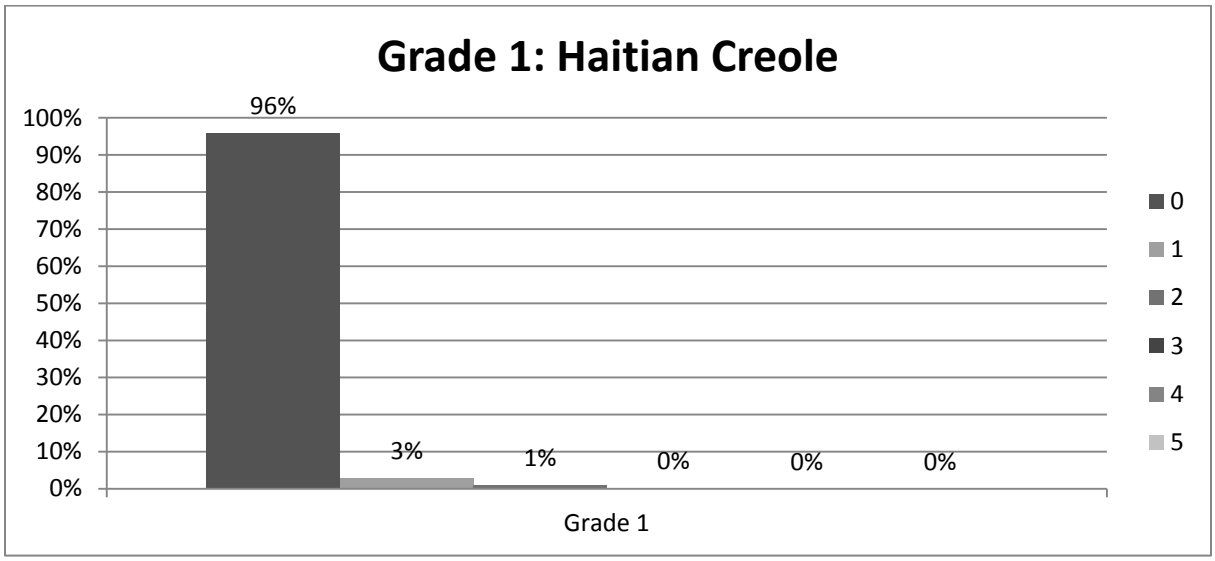


Reading Comprehension

Research has shown that readers must read with a minimum speed in order to understand what they have read. To explore the rate of reading speed among students in this sample, rates of fluency among students who had reached a reasonable level of comprehension (80% accuracy on the reading comprehension questions) were calculated. In this sample, students who emerged as effective readers (who were able to answer at least 80% of the questions correctly) read at a fluency rate of 48.64 cwpm. This rate corresponds with the rate of 35–60 cwpm that has been suggested by some experts as a minimum rate needed to comprehend the most basic story.[9] As reported in the section above, however, the *average* reading speeds for students in this sample were well below this rate and, therefore, too slow to permit pupils to be reading with true comprehension. Likely in part due to the observed lack of reading fluency, student performance on the comprehension questions was not as strong as curricular guidelines would require. Overall, grade 1 students had weak reading comprehension scores, with 96% of students unable to answer a single question, as displayed in ***Figure 15.*** It should be noted, however, that because the number of questions a student received was a function of the number of words read correctly, very few students would have been given all five questions.

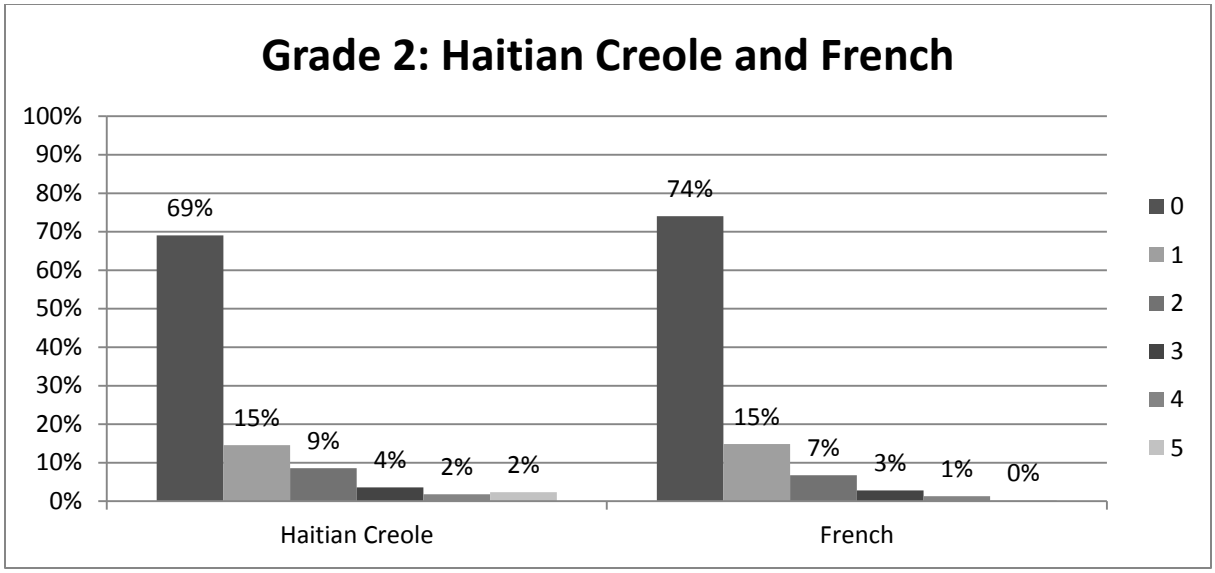
[9] Abadzi, H. (2006). *Efficient learning for the poor: Insights from the frontier of cognitive neuroscience*. Washington, DC: The World Bank.

Figure 15: Percentage of students obtaining reading comprehension scores of 0, 1, 2, 3, 4, and 5 in grade 1



As displayed in ***Figure 16***, performance in grade 2 was also weaker than would be hoped, with 69% of students unable to correctly respond to even one question in Haitian Creole, and 74% of students unable to do so in French. In both languages, 15% of grade 2 students were able to answer one comprehension question correctly. In Haitian Creole, 2% of students correctly answered all five questions; no students were able to do so in French. As in grade 1, however, because the number of questions a student received was a function of the number of words read correctly, few students would have been given all five questions.

Figure 16: Percentage of students obtaining reading comprehension scores of 0, 1, 2, 3, 4, and 5 in grade 2



Figures 17 and 18 further illustrate the relationship between oral reading fluency and reading comprehension for both Haitian Creole and French. Students who could answer four of the five comprehension questions—a comprehension rate of 80%—read 46.3 cwpm in Haitian Creole and 47.9 cwpm in French, on average, whereas those who could answer only one comprehension question correctly read only 14.0 cwpm in Creole and 17.4 cwpm in French, on average. These findings suggest that fluent oral reading is a necessary but not sufficient component for reading comprehension. In other words, although addressing students' word recognition and decoding skills is critical for improving students' reading comprehension, it is not the only step required.

Figure 17: Average oral reading fluency scores as a function of reading comprehension questions answered correctly, Haitian Creole

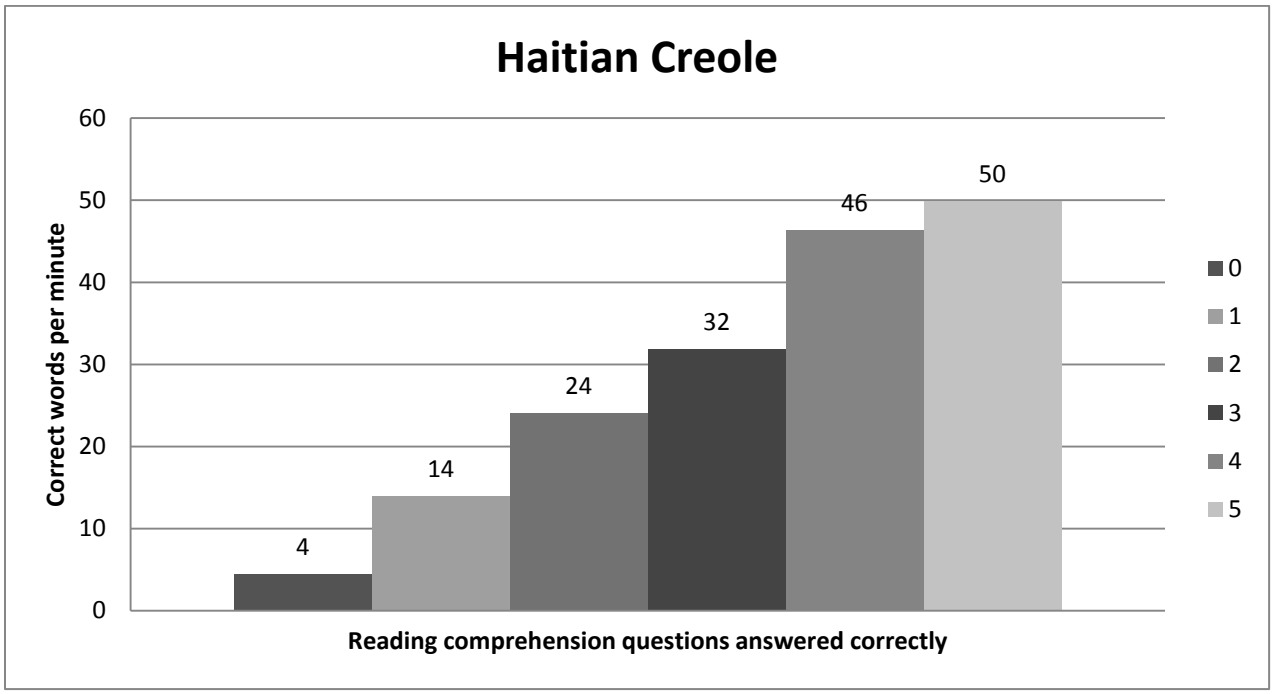
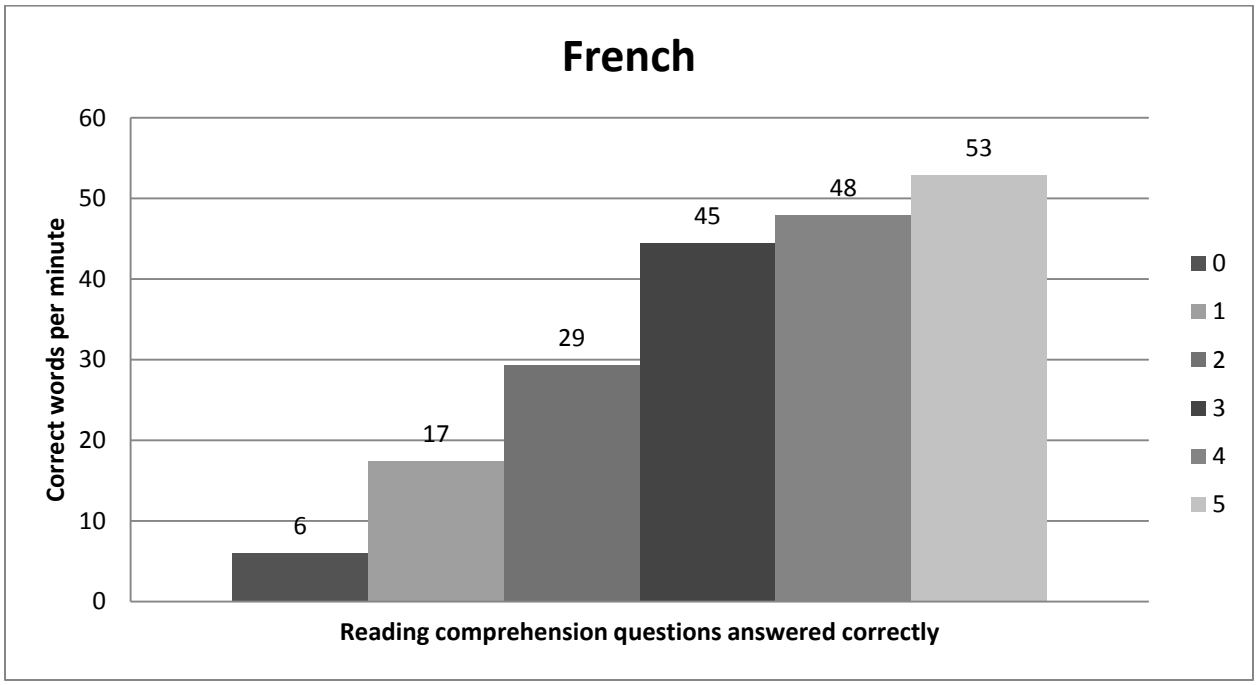


Figure 18: Average oral reading fluency scores as a function of reading comprehension questions answered correctly, French

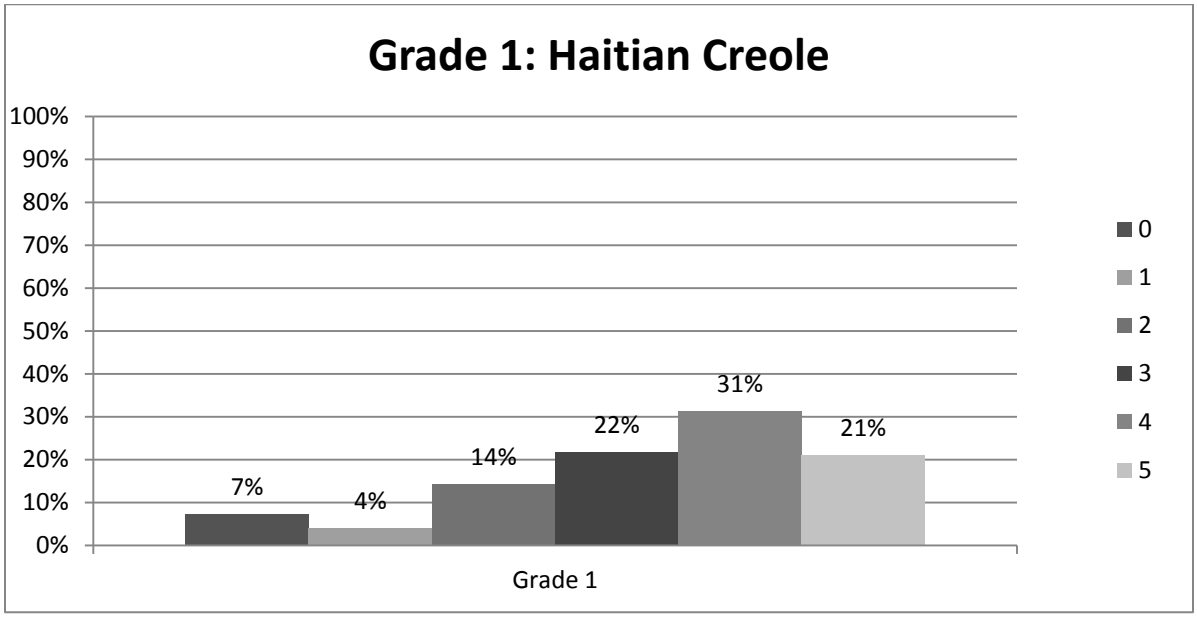


Listening Comprehension

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.

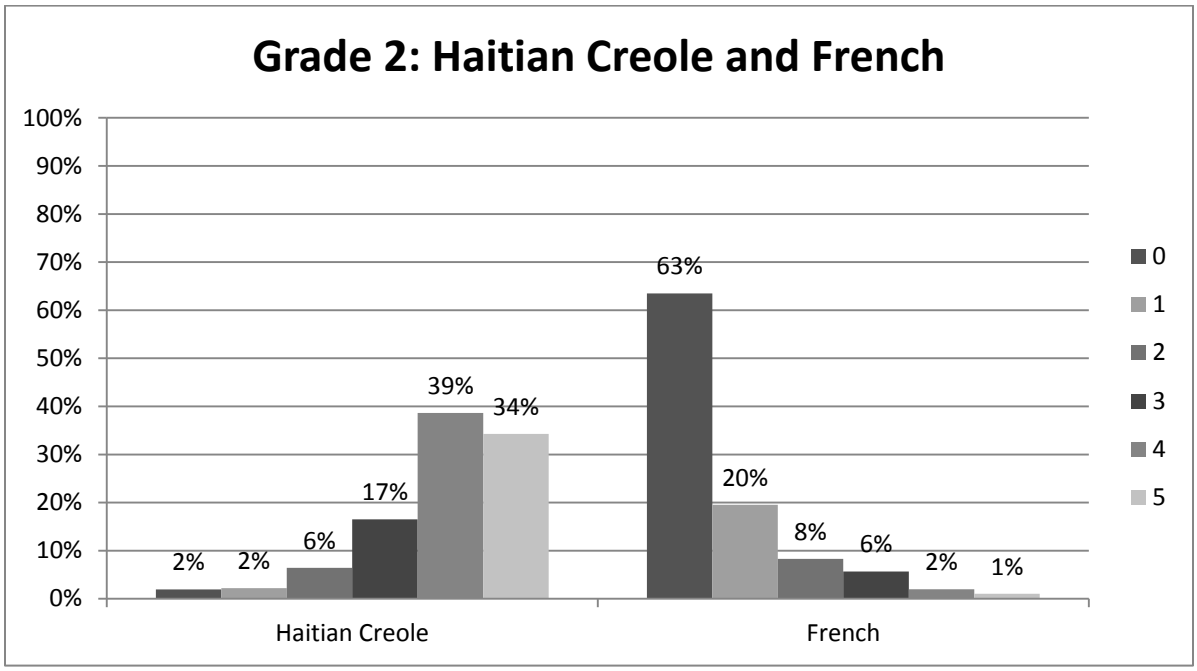
In general, although students' listening comprehension ability was stronger than their reading comprehension, overall performance on this subtask was still weak. ***Figure 19*** shows that one-quarter (25%) of grade 1 students were able to appropriately respond to only 0–2 questions when tested in Haitian Creole. A total of 21% of students were able to correctly answer all five comprehension questions, but this represents a smaller proportion of students than one would hope to see when testing students in their native language.

Figure 19: Percentage of students obtaining listening comprehension scores of 0, 1, 2, 3, 4, and 5 in grade 1



Predictably, the listening comprehension subtask proved to be more challenging to students when it was administered in French as compared to Haitian Creole. ***Figure 20*** shows that although only 2% of grade 2 students scored zero on this subtask when administered in Haitian Creole, this percentage climbed to 63% when the subtask was administered in French. Conversely, in Haitian Creole, 34% of students correctly responded to all five questions, compared to 1% of students in French. These findings emphasize the challenge that Haitian students face for reading comprehension in French, a language encountered primarily at school: despite greater success at developing decoding and word reading skills in French, even at the grade 2 level students show greater challenges in developing oral language proficiency in French.

Figure 20: Percentage of students obtaining listening comprehension scores of 0, 1, 2, 3, 4, and 5 in grade 2



How is Reading Taught in Haiti?

Students' performance on EGRA can be better understood in the context of how reading instruction is provided to Haitian students. Additional information is needed to understand where children are encountering difficulty in mastering their reading skills and to better understand what may be hindering their progress. Student and school evaluation instruments were administered in schools to gain insights into these issues.

Overview of SSME

The SSME is an instrument that yields a multifaceted picture of school management practice. Management data collected by the SSME include pedagogical approach; time on task; interactions among students, teachers, administrators, district officials, and parents; record keeping; discipline; availability and condition of school infrastructure; availability of pedagogical materials; and safety. Data are collected via direct classroom and school observation; student assessments; and interviews with students, teachers, and principals. By collecting information on only the most crucial school effectiveness factors, and by applying innovative and simple data-collection methodologies, the SSME is able to produce rich data that are designed to allow school, district, provincial, or national administrators or donors learn what is going on in their schools and classrooms and to help answer the question, "Why is it that some schools succeed while others do not?"

Building on the framework for the analysis of effective schools described in the effective schools literature,[10] the SSME collects information on (1) basic school inputs such as school infrastructure, pedagogical materials, teacher and head teacher characteristics, student characteristics, and parental and community involvement; (2) classroom teaching and learning processes, including use of material, instructional content, student-teacher interaction, time on-task, assessment techniques, and administrative oversight; and (3) learning outcomes data, via the application of the EGRA instrument. This oral assessment, administered individually to randomly selected students, adds to the information about school management effectiveness by accurately evaluating students' knowledge of foundational reading skills.

The SSME is administered during one school day by a four-person team. Each of the components of the SSME is designed to supply information from a different perspective. The SSME design aims to balance the need to include a broad mix of variables—so that potentially impactful characteristics can be identified—while being as undisruptive to the school day as possible. Following is a listing of the SSME components (see ***Annex A*** for sample components):

1. Head Teacher Questionnaire—administered to the head teacher in each school visited;
2. Teacher Questionnaire—administered to the two teachers whose students are selected for assessment;
3. Student Questionnaire—administered to each student randomly selected for assessment;
4. School Observation—administered at each school visited;
5. Classroom Inventory—administered in each of the two sampled classes; and
6. Classroom Observation (reading)—administered during the reading lesson in each sampled classroom.

SSME Findings

The SSME gathers a range of different information about schools. From school infrastructure and classroom resources to teaching methods and staff and student demographics, the SSME provides a holistic picture of a school ecosystem. Years of school effectiveness research have shown that understanding these factors, as well as others such as classroom management and pedagogy, student/teacher interaction, and school principal and Ministry of Education support of school staff, are all linked to student performance—the combination of these school and student characteristics helps to explain why some schools are more successful than others.

[10] This framework for the analysis of school effectiveness is based on research reported in Craig, H. & Heneveld, W. (1996). *Schools count: World Bank project designs and the quality of primary education in sub-Saharan Africa.* World Bank Technical Paper Number 303 (Africa Technical Department Series). Washington DC: World Bank; and Carasco, J., Munene, C., Kasente, D., & Odada, M. (1996). *Factors affecting school effectiveness in Uganda: A Baseline study*. Kampala: Uganda National Examination Board.

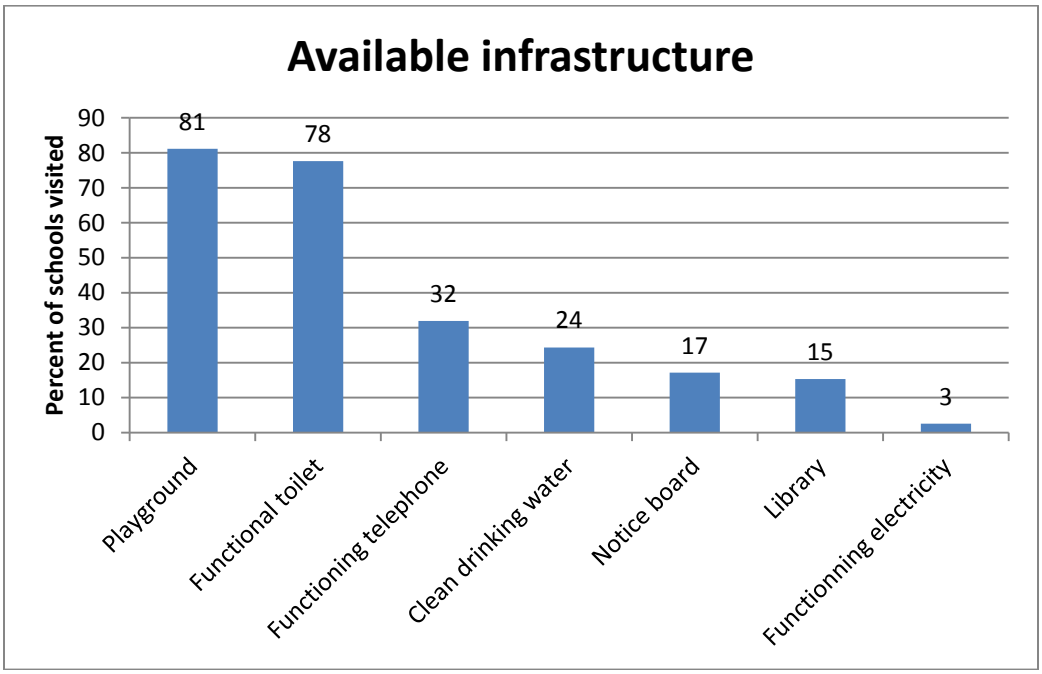
Basic School Characteristics

This section combines findings from the SSME school observation; the classroom inventory; and interviews with teachers, head teachers, and students to describe the characteristics of schools in the North and Saint Marc corridors. Findings include information about school infrastructure, staff and student characteristics, classroom features, and demographic information.

School Infrastructure

School infrastructure impacts the safety and comfort of students and teachers, which in turn can have an impact on attendance rates. It also serves as an indicator of resource allocations across schools and as an indicator of school management. Given Haiti's long-term resource constraints, compounded by the recent natural disasters, it is not surprising that results from the school observation instrument (***Figure 21***) revealed that many schools in Haiti lack much of the basic infrastructure conducive to learning. Only 3% had electricity functioning on the day of the visit. Similarly, only 24% of schools had access to clean water on the day of the visit. In addition, 45% of schools were in need of major repairs and 46% of schools did not have a "neat and clean" compound on the day of the visit. The availability of functioning toilets is of particular importance to girls' comfort and attendance at school. Nearly one-quarter of the schools (22%) had no functional toilets or latrines. The majority of schools (78%) had at least one toilet or latrine specifically for girls. In schools where there were latrines, the ratio of students to latrines was on average 97 to 1. Only 15% of schools had a library, and 32% a functioning telephone; the majority (81%) reported having some type of play area outside for the students.

Figure 21: Percentages of schools with illustrative types of infrastructure available



Teachers and Head Teachers

Observations of school staff revealed that leadership in the schools consisted predominantly of men. More than 80% of head teachers were men. In contrast, nearly two-thirds of teachers interviewed for the lower grades (62%) were female. Having a female head teacher was associated with slightly better oral reading fluency in Haitian Creole (2.25 extra cwpm)[11] and much better oral reading fluency in French (8.33 cwpm).[12] Having a female teacher was not significantly associated with any difference in oral reading fluency in Haitian Creole, but students with a female teacher read on average 6.16 more cwpm in French.[13] Teachers had been in the profession for an average of 3.4 years, and head teachers had been in the profession for slightly more than 10 years, on average.

Regardless of staff gender and years of experience, teaching requires an understanding of basic pedagogical techniques, which typically must be acquired through training. Of the teachers observed in the schools, a large number had no professional qualifications (56%).

[11] $P = 0.099$

[12] $P = 0.004$

[13] $P = 0.001$

Enrollment, Class Size, and Class Composition

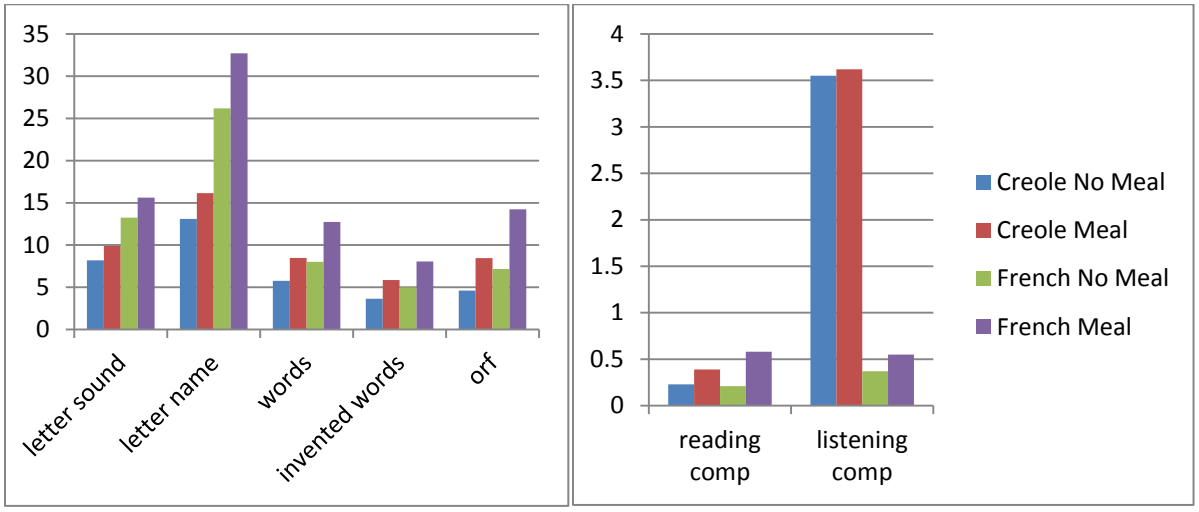
The average enrollment observed in schools was 229 students, ranging from 23 students in the smallest school to 788 students in the largest. Average classroom enrollment was 40 students in grade 1 and 39 students in grade 2. From a gender perspective, access to primary school was equitable: there was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

Student Characteristics

Students' characteristics—such as age, nutrition, and whether they read at home—can impact performance in school. One exception seems to be the language spoken at home. The majority of students (84%) reported speaking Haitian Creole most often at home, while 15% reported speaking French most often. The language spoken at home had no significant relationship with the oral reading fluency scores in either language assessed.

Nutrition can also play a role in how well a student can learn. When asked whether they had eaten breakfast before going to school on the day of the assessment, 60% of students answered that they had. Having eaten breakfast that day was strongly correlated with better scores on all items except listening comprehension in Haitian Creole (***Figure 22***). It is worth noting that the majority of students (57%) reported having a meal at school. The positive correlation between reading and eating at home may therefore be an indication of family wealth rather than nutrition.

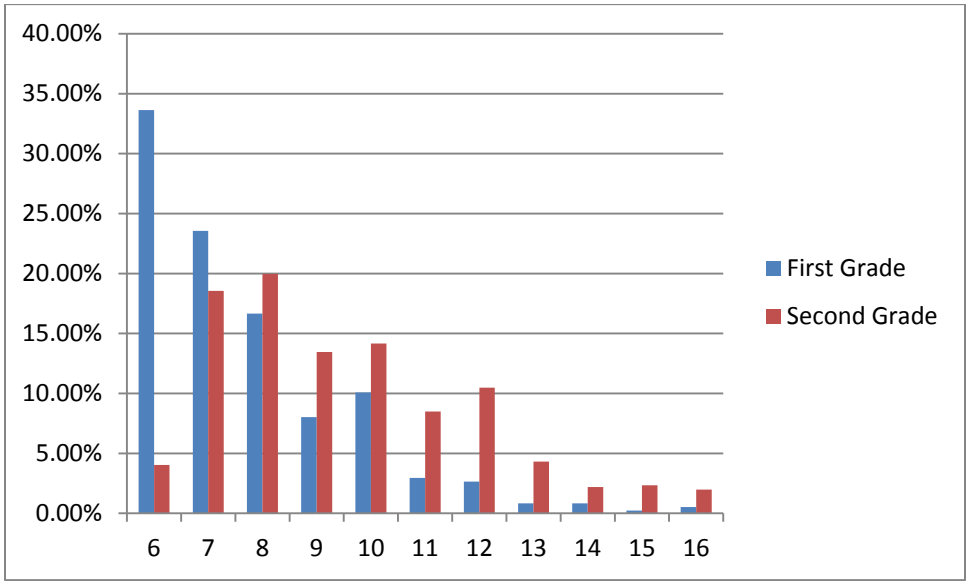
Figure 22: Literacy achievement for students who did or did not report having a meal at home before school



Note: Separate scales were used for the two parts of ***Figure 22***. The graph on the left shows student performance on the timed tasks and uses correct items per minute as the unit of measurement. The graph on the right shows student performance on the tasks that were untimed and had a restricted range for possible scores. Letter sound = letter sound identification; letter name = letter name identification; words = familiar word reading; invented words = invented word decoding; orf = oral reading fluency; reading comp = reading comprehension; listening comp = listening comprehension.

A range of ages was observed in both grades. 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 23*** displays the spread of the age groups in both grades among the sampled students. Research shows that starting school at the prescribed age is linked with better chances of completion.

Figure 23: Age of students, by grade



Having opportunities to practice reading at home or at school is an important aspect of learning to read. Over 80% of students reported having reading time at school, but only 38% reported having books at home. Reading time at school and having access to books at home have clear implications for students' development of reading skills: children who reported having these chances to practice reading performed better in all subtasks in Haitian Creole (except listening comprehension) and some subtasks in French.

In addition, students were asked how often they read to someone at home and how often someone at home read to them. Reading at home was not universal, with 22% of students reporting that they never read to someone at home and 37% reporting never being read to by a person in their home. Although the remaining students did report reading at home, this figure may be somewhat inflated.[14]

Finally, the number of students who identified their grade in the previous year being the same as their current grade is 19%, making them self-identify as "repeaters." Although

[14] Thirteen percent of students reported reading aloud at home "sometimes," and 49% reported reading at home "every day." Given that only 38% reported having books at home to read, and given that so few students were able to read, we suspect that students are over-reporting reading at home.

there was no association between gender and the percentage of students repeating grades, there was a decided difference between the percentages of students repeating by grade (22% for first grade versus 11% for second grade). This indicates that a great barrier to a students' education is just being able to start their education. Additionally, subtask score means for repeaters versus non-repeaters show a statistically significant difference[15] in means for grade 1, shown in ***Figure 24***. Differences in mean subtask scores for grade 2 (***Figure 25***) are not statistically significant.

Figure 24: Mean subtask scores for repeating and non-repeating students, grade 1

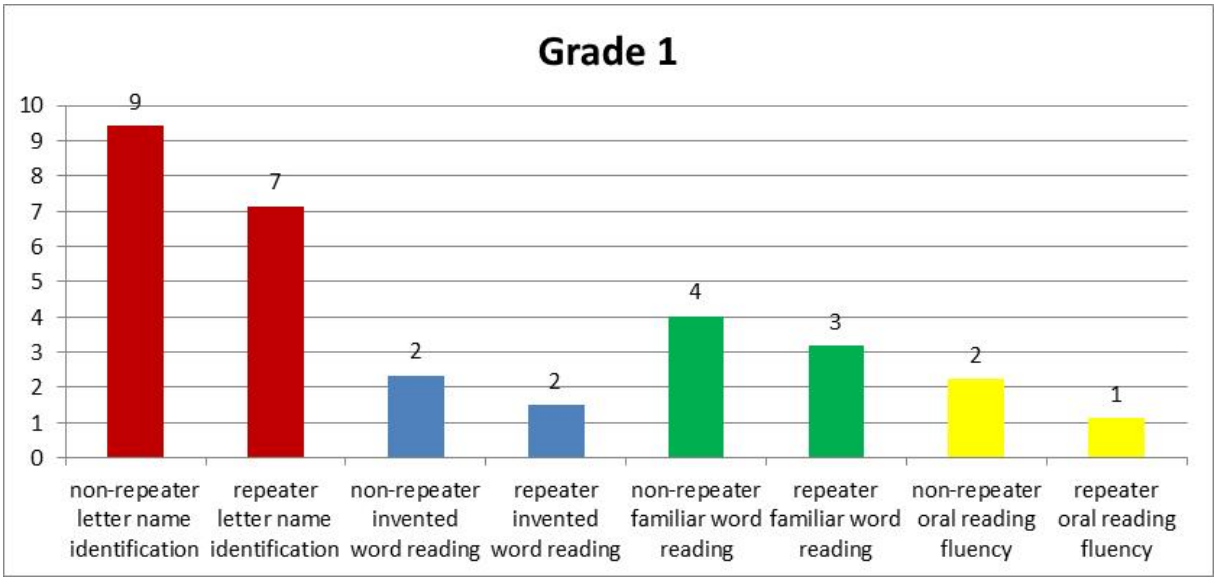
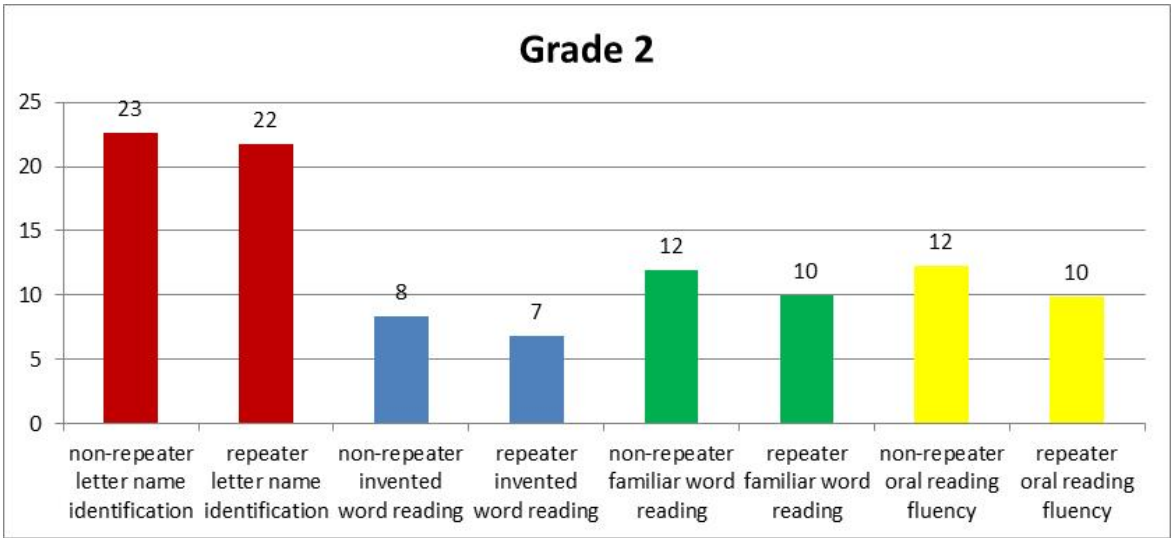


Figure 25: Mean subtask scores for repeating and non-repeating students, grade 2



[15] $p < 0.05$

Parental and Community Support

Parental involvement is typically correlated with student success at school. Parental involvement can include encouraging children to attend school on time and to complete their homework. Other forms of parental involvement can include reviewing children's schoolwork, encouraging children to do well, and reading to children or asking children to practice reading aloud at home.

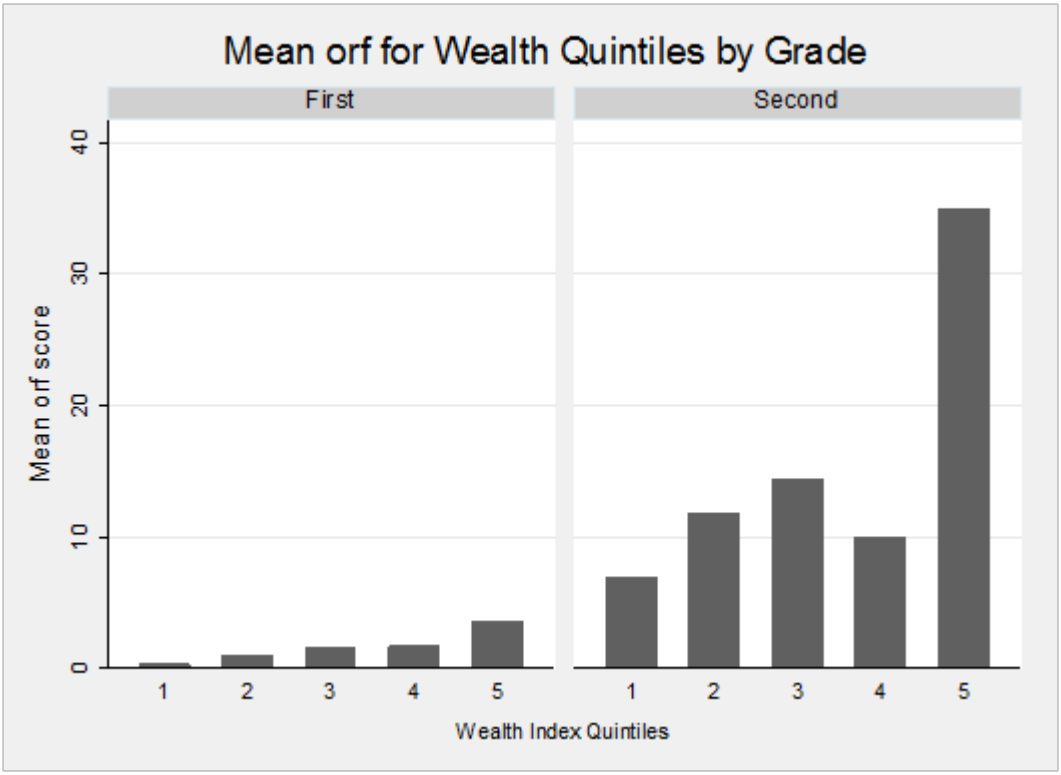
Only 42% of the teachers reported that they were satisfied with parents' involvement in their students' schoolwork. Almost one-fifth (19%) of teachers interviewed reported that that no parent or guardian reviewed students' work.

Parents who are aware of their child's performance are generally more involved than those who are not informed. Two-thirds of students (65%) said that their parents knew about their tests at school. Students who reported that their parents knew about a recent good grade tended to perform better on all of the EGRA subtasks compared with students whose parents were unaware of a recent good grade. For example, the mean oral reading fluency of students with informed parents was 8.6 cwpm in Haitian Creole and 13.4 cwpm in French, compared to the scores of students with uninformed parents: a mean of 4.1 cwpm in Haitian Creole and 7.4 cwpm in French. When asked whether they received help at home with their homework, 41% of students answered that they did; approximately half of these students reported receiving help from siblings, and the other half reported receiving help from parents. A small proportion of children reported receiving help from grandparents or friends.

Parent-teacher organizations or school management committees can help support the organization and mission of the school and can also increase the level of accountability at the school. The majority of schools observed (91%) had a school management committee. However, the school management committee activity levels seemed to be low, with 79% of head teachers reporting their school's committee only met once a year.

Differences in wealth were also explored using a "wealth index," which was derived from student interview questions regarding ownership of assets at home, such as type of stove used for cooking and type of toilet used. The relationship between wealth and student performance (as measured by mean oral fluency) is presented in ***Figure 26***. The first quintile represents the poorest group and the fifth quintile the wealthiest group. Although not strictly linear in the case of grade 2, it is clear in both grades that students in the higher or wealthier quintiles significantly out-performed students in the lower quintiles.

Figure 26: Mean oral reading fluency by wealth index quintile



Students who came from a wealthier background had distinct advantages in the support they receive from their families for their education. On average, their family characteristics were the following:

- Parents knew the last time the student received a good grade.
- The person who took care of the student could read.
- The student had books at home.
- The student had books read aloud to her/him more often.
- The student read books aloud to someone at home more often.
- The student received help from parents on homework.
- The student ate a meal before going to school.

Although the school system and the ToTAL project cannot hope to impact wealth levels, the ToTAL project is working with communities, schools, and teachers to help to compensate for differences in wealth by providing access to important resources and experiences. For example, the ToTAl project is ensuring access to books and reading time in the classroom and working with schools and communities to increase parental involvement and promote book access and reading experience in the home as well. Such steps can help to compensate for the disadvantages normally associated with poverty.

Instructional Context

In this section, results are presented from observations of reading lessons as well as interviews with teachers, principals, and students.

Pedagogical Materials

Pedagogical materials are essential for both students and teachers. Teachers need textbooks and reference materials to help them properly follow the curriculum. Teaching instruments such as blackboards, chalk, writing materials, and student registers are fundamental teaching tools. Similarly, students need to have access to textbooks, reading books, exercise books or slates, math manipulatives, and writing utensils.

The availability of resources for students in Haiti is low. Classroom observations showed that less than half of students had access to the class textbook (42%), even fewer had an exercise book (16%), and one-third did not have a pencil or a pen (33%).

Most teachers had access to basic teaching materials. Almost every classroom had a blackboard (93%) and chalk (94%), while 92% of teachers had a writing utensil and 75% had a notebook. Teacher reference materials, however, were insufficient. For example, only slightly more than half of teachers had a Haitian Creole book (57%), and only 4% of classrooms had an alphabet chart on the wall.

Teachers appeared to take advantage of the teaching materials they did have available. Other teaching aids, such as flashcards, posters, or worksheets, were rarely observed in classrooms. ***Table 7*** presents the percentage of reading lesson time spent with various types of pedagogical materials.

Table 7: Percentage of reading lesson time spent by types of pedagogical materials used

Materials Used	%*
Blackboard	48
Textbook	45
Other book/Papers/Posters/Slates/Student notebooks/Other	7

* Due to missing data, original percentages did not sum to 100%. Percentages are normalized in the table to sum to 100%. Original percentages are as follows: Blackboard, 40%; Textbook, 38%; Other, 6%.

Note: Classroom observers were permitted to select only one item every three minutes during the lesson. Although the proportions remain accurate, the percentages presented here were normalized for ease of presentation.

Reading Materials Available in School

Having ready access to a variety of reading materials (in addition to textbooks) is essential for emerging readers. Without these materials, students miss opportunities to develop and practice reading skills, expand their vocabulary, and strengthen their understanding of the language. Reading materials can range from magazines and booklets of short stories in classrooms to readers and books intended for use at home. Availability of reading materials in schools was found to be low, and only 15% of schools reported having a library.

Fewer than 5% of classrooms had non-textbook reading materials available for students. In those classrooms, the amount of reading materials was less than five books (recall that the average classroom enrollment was about 40 students in each grade). Similarly, only 17% of classrooms had posters on the walls for students to read, indicating another lost opportunity to create a literate environment in the classroom.

Lesson Content

During the observations, the teachers seemed to be applying much of the content needed for the acquisition of foundational reading skills. These data, however, only indicate the frequency of the activity and not the quality of its application. The time spent in types of lesson content is presented in ***Table 8***.

Table 8: Average time spent engaging in types of lesson content

Teaching Strategy	% of Total Time Reported
Reading texts	21
Reading isolated words	17
Reading sentences	11
Manipulating sounds orally	10
Recognizing letter names/sounds	10
Listening comprehension	7
Reading comprehension	6

Note: Less than 5% each: reading isolated syllables, vocabulary, grammar, writing/dictation, writing/creating texts, spelling, other.

Low grade 2 student performance at the beginning of the school year suggests that in prior years of education, the concepts had not been understood and automatized by students. This indicates that teachers were not teaching this content effectively.

Teacher Focus

Observations of teacher focus in the classroom were relatively positive. Although over half of the time in class, on average, was spent in whole-group activities, a total of 40% of time was spent in either small group work or working with individual students. ***Table 9*** presents the average time spent in various teaching strategies.

Table 9: Average time spent engaging in various teaching strategies

Teaching Strategy	% of Total Time Reported
Whole class activity	53
Individual student engagement	24
Small group activity	16
Other/Not focused on students	6
Teacher not in room	1

Note: Classroom observers were permitted to select only one item every three minutes during the lesson. Although the proportions remain accurate, the percentages presented here were normalized for ease of presentation.

Similarly, teachers were observed spending a substantial amount of time interacting with students—either reading to them (16% of observed time, on average) or listening to them (41% of time). This is a positive trend because this type of engagement will support student learning. In addition, it is apparent that teachers took time to explain things to students and to monitor student progress, both of which are important components of the ToTAL program. ***Table 10*** presents the average time spent by teachers engaging in various interaction strategies.

Table 10: Average time spent engaging in various interaction strategies

Interaction Strategy	% of Total Time Reported
Listening to student(s)	41
Reading out loud	16
Explaining	15
Monitoring students	12
Writing	9
Speaking	7

Note: Classroom observers were permitted to select only one item every three minutes during the lesson. Although the proportions remain accurate, the percentages presented here were normalized for ease of presentation.

Despite the relatively high amount of engagement observed, the type of student-teacher interaction could be improved. The way teachers interact with students is an important component of the classroom learning environment. Teacher feedback facilitates students' ongoing improvement and better ensures that students will achieve curricular goals. Teachers' feedback helps students to correct errors, clarify misconceptions, and learn more effectively. Students who are comfortable in class will feel more at ease asking questions and offering answers. The assessment teams evaluated such teacher-student interactions through observation of teachers' marks and comments written in student exercise books as well as students' reports about their interaction with their teachers.

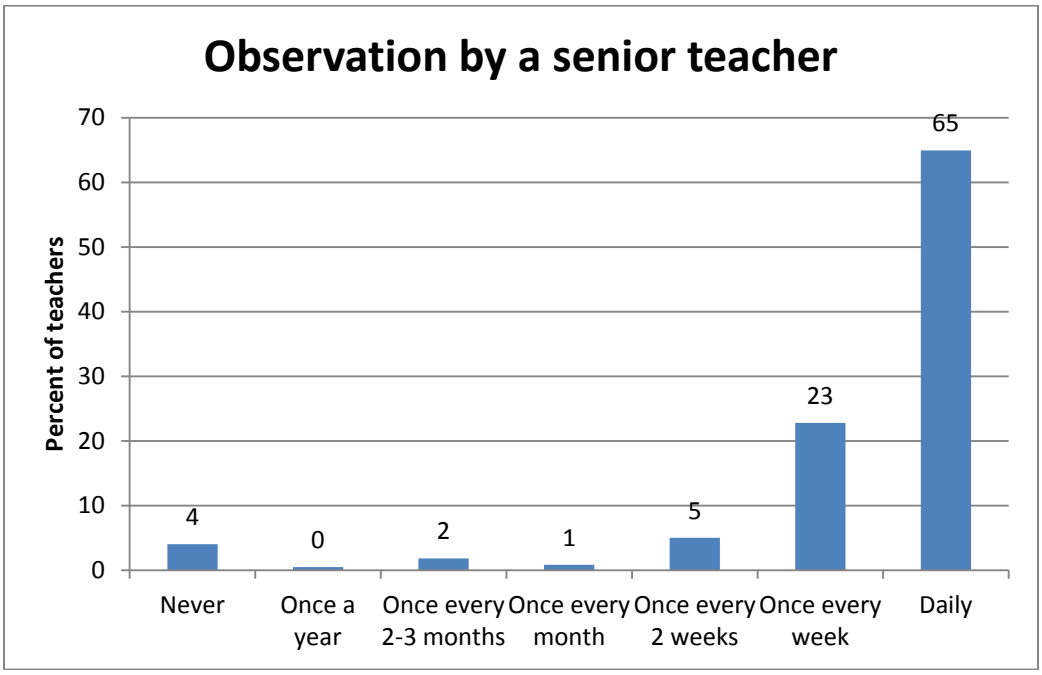
Student reports and observation of students' exercise books indicated very low levels of constructive feedback to students. The majority of students did not have any exercise books (87%) and, therefore, received no written feedback from the teacher. For those who had an exercise book, over half of the books contained no marks from the teacher (57%), and almost one-third had only some marks (31%). This lack of feedback can indicate a lack of teacher engagement. By not taking the time to write comments or correct students' work, not only are teachers missing an opportunity to provide feedback, they are also missing an important opportunity to evaluate how their students are doing.

When asked how teachers responded when students were unable to correctly answer a question, the majority of students (74%) reported that teachers beat them. These types of feedback to students and classroom management strategies impede, rather than facilitate, learning and are discouraged by the Ministry. Only 10% of students reported receiving constructive responses such as rephrasing the question, encouraging the student to try again, or asking another student.

Teacher Support

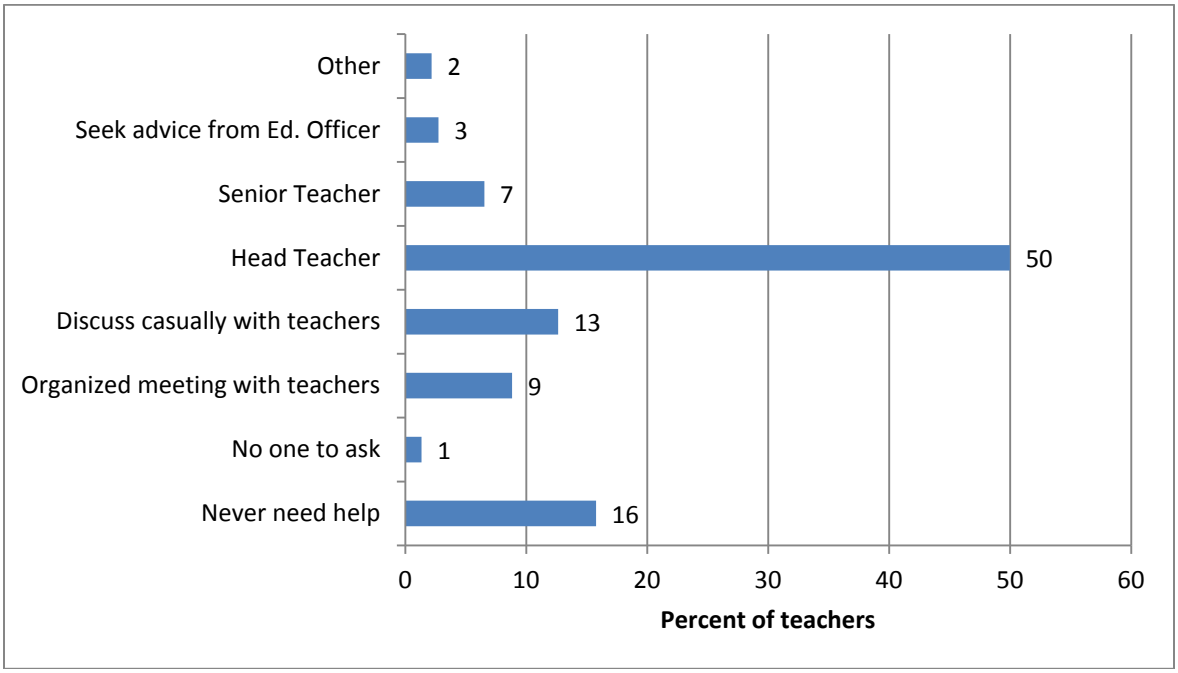
In the same way that teachers' responses to students are important for learning outcomes, teachers themselves can benefit from pedagogical feedback, oversight, and responses to challenges or questions they may have. This feedback can come from a variety of sources, including head teachers, senior teachers, and other school faculty. The extent to which head teachers are or are not involved with the day-to-day work of their teaching staff can be indicative of the management and oversight capabilities of head teachers, the level of accountability and support felt by teachers, and the working atmosphere for staff. When researchers asked teachers how often a senior teacher observed their class, only 4% of teachers reported never being visited. The majority reported daily visits, and only a small fraction (less than 1%) reported only having yearly visits (***Figure 27***). There was no significant difference in oral reading fluency for students in classrooms where teachers reported daily and weekly visits compared to their peers in classrooms with less frequent visits by the senior teacher.

Figure 27: Frequency of senior teacher visits to the classroom, as reported by teachers



Teachers also were asked whom they consulted when they needed help. One-half of teachers (50%) reported that when they needed assistance, they discussed the problem with the head teacher, 13% reported that they discussed the matter casually with fellow teachers, and 7% said they sought advice from a senior teacher (***Figure 28***).

Figure 28: Resources teachers consulted for help



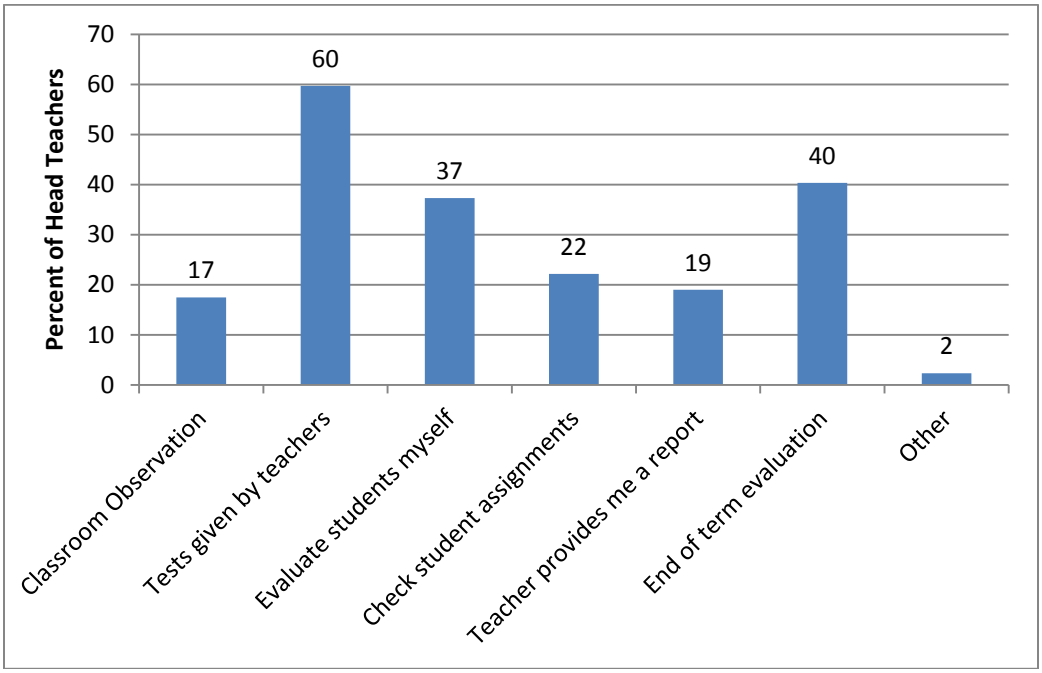
Finally, teachers and head teachers were asked about support from education officials. A large proportion (69%) of teachers said that they had never been visited by an education supervisor in their classroom; 14% reported a yearly visit; 6% said they had been visited once every two to three months; and 6% reported being visited every month. Head teachers reported visits by the inspector or pedagogical advisor once or twice a year (39%), once per quarter (27%), or monthly (15%). Less than one-fifth of head teachers reported never having been visited.

Student Evaluation Approach

Evaluation of students by both teachers and head teachers is an important component of effective teaching because it provides crucial insight into how students are progressing in their understanding of the lesson material throughout the school year. Head teachers reported applying several direct and indirect approaches to evaluate how students were doing academically (***Figure 29***). Approaches included classroom observation, oral evaluation of students, review of student work, and student assessments. Students in schools where head teachers used teacher tests to assess students' performance did better on the reading fluency passage in both Haitian Creole and French.[16]

[16] Haitian Creole: 8.1 cwpm versus 5.6 cwpm, $p = 0.018$; French: 11.9 cwpm versus 7.7 cwpm, $p = 0.015$.

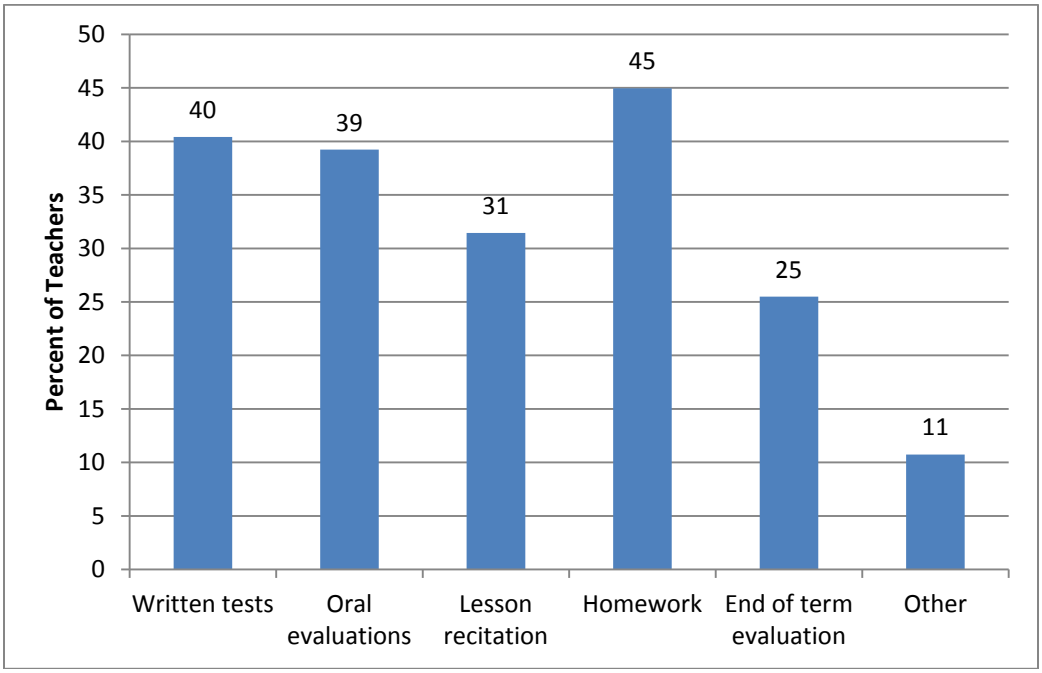
Figure 29: Evaluation approaches reported by head teachers



Teachers also reported using several approaches to assess students. The majority of teachers reported using one (36%) or two (35%) different methods to assess their students. Slightly more than 20% of teachers reported using three or more assessment methods. The most popular assessment method was homework (45%). The different assessment methods that teachers used were not associated with better or worse performance by students on oral reading fluency or reading comprehension tasks.[17] ***Figure 30*** presents the different evaluation methods reported by teachers.

[17] The one exception is the use of written tests, which showed a small but significant positive correlation with reading comprehension in Haitian Creole.

Figure 30: Evaluation approaches reported by teachers



When asked for what purpose they used student assessments, teachers provided a variety of responses. The most frequent ways in which teachers reported using assessments were to identify children who need help (64%), to perform other preparation tasks (26%), to categorize students (18%), and to grade students (18%). A small proportion of teachers reported using assessments to evaluate student understanding (13%) and to adapt their teaching (12%). It is very good that teachers are using the assessment data in the classroom. Ideally, teachers should routinely be using assessments to modify their lesson planning to reflect students' particular needs.

Opportunity to Learn

Even when good teaching techniques are applied, students cannot succeed if they are not given sufficient learning time at school. Time on-task is, therefore, an important indicator in determining school effectiveness. Time on-task in the classroom includes such teacher activities as oral instruction, lecturing, and leading a discussion or group activity. Classroom management and discipline are not on-task activities. Students are on-task when they are reading aloud or silently, engaging in a discussion or debate, practicing a skill, or doing deskwork. They are off-task if they are interacting socially, playing, sleeping, or are otherwise disengaged.[18]

Several SSME questions are designed to provide information from which to calculate time on-task: the length of the school day, the number of days during the school year that

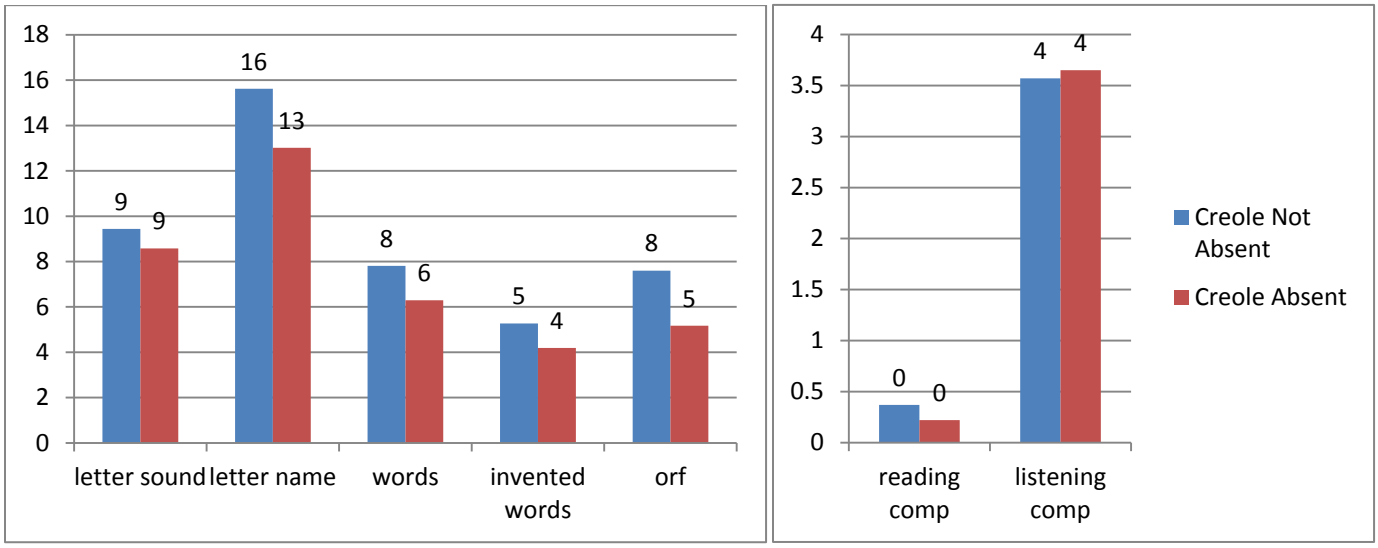
[18] Time-on-task activities derived from DeStefano, J. et al. (2010). *Using Opportunity to Learn and Early Grade Reading Fluency to Measure School Effectiveness in Ethiopia, Guatemala, Honduras, and Nepal*, USAID EQUIP2 Working Paper, p. 17.

the school is closed, absenteeism, and the amount of time set aside for assembly and breaks. Additionally, the classroom observation instrument provides crucial insight into how lesson time is spent. Thus, rather than relying on self-reporting by teachers about time on-task, researchers were able to make direct observations in the classroom. The following discussion highlights findings from schools in Haiti.

Student and teacher absenteeism can have an obvious correlation with low performance. When students were asked whether they were absent during the week prior to the assessment, 27% said they had been absent on one or more days. Among the students who had been absent, nearly half (49%) said they were absent because they were sick. Other frequent reasons for absenteeism reported were lack of a uniform (10%), adverse weather (4%), and waking up late (3%).

Students who said they had missed one or more days of school in the week prior to the assessment visit had lower average scores in letter knowledge, oral reading fluency, and comprehension of oral and written passages in Haitian Creole (***Figure 31***). Self-reports of absenteeism can be inaccurate, so classroom observers recorded attendance rates in the sampled classrooms. On average, a classroom absenteeism rate of 33%[19] was observed on the day of the assessment team visit, which is much larger than the 25% reported by teachers. Observed absenteeism ranged from 0% to 97%.

Figure 31: Literacy achievement for students who reported being absent or not absent in the previous week



Note: Separate scales were used for the two parts of Figure 34. The graph on the left shows student performance on the timed tasks and uses correct items per minute as the unit of measurement. The graph on the right shows student performance on the tasks that were untimed and had a restricted range for possible scores. Letter sound = letter sound identification; letter name = letter name identification; words = familiar word reading; invented words = invented word decoding; orf = oral reading fluency.

Note: Differences were significant for letter sounds, letter names, invented words, oral reading fluency, and reading comprehension.

[19] The observed absenteeism rate is equal to the observed number of students present on the day of the visit, divided by the number of students enrolled in the class.

Because students must attend school regularly to learn, attendance records are crucial for keeping teachers and the school administration informed and aware of absenteeism issues. Nearly all teachers (93%) reported keeping attendance records: 63% of teachers were verified by the assessment team to be keeping a daily record, with another 3% keeping a weekly record. Similarly, most head teachers (92%) reported that they kept teacher attendance records: 80% of records were verified, with 66% kept on a daily basis.

Similarly, late arrival undermines students' learning time, and recurrent late arrival is associated with lower performance. Thirty percent of students reported having been late to school one or more days during the week prior to the assessment. Of those who reported arriving late, the most frequent reasons given were waking up late (29%), illness (18%), or other work at home (20%). Students who were late on at least one day in the previous week showed no significant difference in scores on this assessment. Nonetheless, as with time off-task during lessons, absenteeism and late arrival of students can significantly erode curriculum coverage and student performance.

Teacher absenteeism can negatively affect student learning, especially when no other teacher is available to take over. Although self-reported data on absenteeism can be unreliable, the information gathered can serve as a starting point for a discussion on the matter. A significant proportion of teachers (17%) reported having been absent in the previous week. Of those teachers, 38% were absent because of illness, 33% because of bad weather, and 9% because they were caring for a family member. Similarly, 12% of teachers reported having been late in the previous week, with the largest proportion being late because of transportation issues (43%) and bad weather (25%). These figures are very similar to the figures collected from the head teachers on the day of the visit. Head teachers reported 15% of teachers absent and 13% of teachers having reported late on that day.

Head teachers were also asked about the number of unofficial days that the school had been closed to that point in the school year. Among head teachers, 37% reported having closed schools for one to three days. Another 18% of head teachers reported having closed schools four days or more, although nearly half (45%) reported no closings.

On a similar topic, head teachers were asked about the day they started school. Although many schools (51%) opened on October 1 or during the week of October 1, there appears to be a range of school start dates. Nearly one-third (31%) of schools, for example, reported opening during the week of October 8, while a much smaller percentage (6%) reported opening more than one month late, with a start date of November 2. Delays in the start date, along with unofficial school closing days and teacher and student absences and late arrival all reduce the amount of time that is available for instruction.

Characteristics of Strong-performing Classrooms (SSME)

To identify characteristics of strong-performing classrooms, the average oral reading fluency performance for grade 2 students was calculated. Schools that averaged a performance of above 20 in oral reading fluency were classified as "strong-performing" schools. Twenty-one percent of schools received this classification.

This analysis showed that there were certain classroom, school, and teacher characteristics that were associated with strong-performing classes. These characteristics are listed as follows.

Stronger schools tended to have the following characteristics:

- A school principal who received management training
- A school principal with better attendance
- Assessment of students' progress via results of teacher tests
- A school library
- A school management committee that had met in the past year
- A school inspector/evaluator who gave advice on student evaluation, offered teaching advice to staff, and informed on curriculum innovations
- Teachers with better attendance who were not late as often
- Teachers who had higher qualifications

Conclusion and Recommendations

Summary of Key Results

The results of the EGRA conducted in Haiti revealed that even by the beginning of grade 2, the majority of students had not yet acquired sufficient foundational skills to read fluently with comprehension in Haitian Creole and French, the two languages of instruction in primary school.

Specifically, overall, students showed limited knowledge of the letter sounds, a fundamental and critical skill for learning to read and spell. Given students' difficulties in identifying letter sounds, it is not surprising that students could not sound out, or decode, unfamiliar words. Indeed, almost half of the students could not decode a single invented word in either official language. In addition to weak decoding skills, students showed limited skill at recognizing familiar words. Taken together, these findings suggest that students still need to acquire the foundational skills of recognizing the letters, knowing the sounds associated with each letter, and applying this knowledge to sound out unfamiliar words.

Because the students had not acquired the basic building blocks for reading, their oral reading fluency scores were low. On average, students required almost 9 seconds and 5 seconds to read each word in Haitian Creole and French passages, respectively. As a consequence, reading comprehension was low, with very few students being able to correctly answer 80% of reading comprehension questions in either language. Listening comprehension tended to be stronger than reading comprehension in both languages, and students showed stronger listening comprehension skills in Haitian Creole than they did in French. Indeed, listening comprehension in French was weak. These findings suggest that Haitian students need greater instructional support, not only in their word recognition and decoding skills, but also in building the oral language skills in both official languages.

Recommendations

The current EGRA results 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:

Train 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 five foundational components of reading beginning in grade 1: phonemic awareness, phonics instruction, reading fluency, vocabulary, and reading comprehension. Attention to these skills will help to develop the alphabetic principle that will lead to fluent literacy skills and understanding. Most students that were assessed had minimal proficiency in any of these skills by the beginning of grade 2. Therefore, it appears that teachers may need greater support in how to instruct their students in phonics, reading fluency, and reading comprehension strategies, in both Haitian Creole and French.

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. Reading at home, particularly reading with someone at home, positively influenced students' letter-sound knowledge, decoding skills, and comprehension of both oral language and written texts. Providing students with books is critical if students are to have the opportunity to practice their reading skills; thus, making books available to students is important in improving reading outcomes. Engaging parents and the broader communities can be a powerful way to improve access to books and literacy-building opportunities for all children, particularly for students who otherwise lack access to books and literacy-rich experiences outside of the classroom.

Train teachers to assess reading and use the assessment results to adapt teaching: Specific benchmarks for each reading skill and in each grade should be established so that teachers, parents, education authorities, and students know if students are obtaining these skills and if they are progressing appropriately. Such benchmarks can be created by identifying the skills demonstrated by students who are reading with at least 80% comprehension. As part of a comprehensive training in reading instruction, teachers should be trained in how to assess students against reading benchmarks. By assessing students' learning against a common standard, they can adjust instruction as appropriate. Indeed, students who received corrective feedback from their teachers achieved better scores for letter-sound knowledge, word reading, and reading and listening comprehension. Thus, refining and expanding teachers' use of assessment data throughout Haitian 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. To the contrary, use of punitive measures can intimidate and frighten students and impede any learning. In addition, although some classroom activities lend themselves to whole-group types of interactions, teachers should consistently engage students in small groups, pairs, and one-on-one learning opportunities to ensure that all students are learning the content being taught. Teachers should be given explicit training in the use of formative student feedback and effective classroom management strategies.

Annex A: SSME Components

Octobre 2012

ENSTRIMAN POU ELÈV

Non Lekòl la
Nimewo Lekòl la
Nimewo elèv la (1-10)
Non Evalyatè a
Non Sipèvizè a

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	**Lè ou kòmanse [SÈVI AK SISTÈM 24È A]**		**:**	
7	Dat ou pase entèvyou a		Dat ou pase entèvyou a J J M M A A	
8	Ki laj ou?			
		Pa konnen/Pa vle reponn	. . . . .	888
9	Ki lang ou pale pi souvan lakay ou?			
		Kreyòl	. . . . .	1
		Franse	. . . . .	2
		Lòt (di kilès):	. . . . .	3
10	Nan ki klas ou te ye ane pase? **[PA MANDE TIMOUN NAN SI SE DOUBLE L'AP DOUBLE POU VERIFYE SA L DI A]**			
		Preskolè	. . . . .	0
		1è Ane	. . . . .	1
		2èm Ane	. . . . .	2
		3èm Ane	. . . . .	3
		4èm Ane	. . . . .	4
		Pa konnen/Pa vle reponn	. . . . .	888
11	Kijan ou fè pou al lekòl chak jou?			
11.01		Ou ale a pye poukont ou	. . . . .	1
11.02		Ou ale a pye ak frè/sè ou	. . . . .	1
11.03		Ou ale apye ak zanmi nan klas ou	. . . . .	1
11.04		Ou ale apye ak granmoun lakay ou	. . . . .	1
11.05		Ou ale sou bisiklèt poukont ou	. . . . .	1
11.06		Ou ale sou bisiklèt ak frè/sè ou	. . . . .	1
11.07		Ou ale sou bisiklèt ak zanmi nan klas ou	. . . . .	1
11.08		Ou ale sou bisiklèt ak granmoun lakay ou	. . . . .	1
11.09		Yon granmoun lakay mwen mennen m nan machin/kamyon/motosiklèt	. . . . .	1
11.10		Yon granmoun lakay mwen mennen m nan bis/kamyonèt	. . . . .	1
11.11		Mwen pran bis/kamyonèt poukont mwen	. . . . .	1
11.12		Lòt	. . . . .	1
		Pa konnen/Pa vle reponn		888

Supervisor Initials ___

12	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]**	Liv egzèsis la pa disponib 🗀 **15** Yon ka mwatye twa ka tout paj yo Plis ke yon liv egzèsis Si li sèvi ak plis ke yon liv egzèsis, di konbyen liv egzèsis li sèvi. Pa konnen/Pa vle reponn	. . . . .	0 1 2 3 4 5 888
13	**[KONBYEN PAJ KI GEN MAK KOREKSYON? (PA KONTE KÒMANTÈ PWOFESÈ A]**	Okenn Kèk pifò tout paj yo	. . . . .	0 1 2 3
14	**[KONBYEN KÒMANTÈ PWOFESÈ A TE FE? (PA KONTE MAK KOREKSYON YO]**	Okenn Kèk pifò tout paj yo	. . . . .	0 1 2 3
15	Kisa pwofesè a konn fè lè ou byen fè yon tès oswa ou konnen yon leson?	Anyen Li felisite m Li banm yon prim (zetwal,kreyon) Li kite m pa fè yon travay oswa yon devwa Lòt _____ Pa konnen/Pa vle reponn	. . . . .	0 1 2 3 4 888
16	Kisa pwofesè a fè lè yon elèv pa ka reponn yon kèsyon oswa bay yon move repons? □	Pwofesè a redi/eksplike kesyon an. Pwofesè a ankouraje elèv la rekòmanse Pwofesè a mande yon lòt elèv reponn Pwofesè a poze kesyon an ankò Pwofesè a korije elèv la san li pa fache sou li Pwofesè a fache sou elèv la Pwofesè a met elèv la deyò klas la Pwofesè a bat elèv la Lòt _____ Pa konnen/Pa vle reponn	. . . . .	1 2 3 4 5 6 7 8 9 888
17	Semèn pase a, konbyen fwa ou te gen devwa pou fè lakay ou?	Pa t janm genyen yon fwa de fwa Twa fwa Kat fwa Chak jou Pa konnen/Pa vle reponn	. . . . .	0 1 2 3 4 5 888
18	Eske pwofesè a korije devwa ou fè lakay ou semèn pase a?	Non Wi Pa konnen/Pa vle reponn	. . . . .	0 1 888
19	Le w soti lekòl eske w gen tan pou fè devwa ak etidye leson. [wi, non] Si non ki lòt travay w fè?	Non Wi Lòt _____ Pa konnen/Pa vle reponn	. . . . .	0 1 1 888

Supervisor Initials ___

20	Kilès ki konn ede w fè dewwa le w lakay w? **[KOCHE TOUT SA KI MACHE]**			
20.01		Pèsonn	. . . . .	1
20.02		Frè/ Sè	. . . . .	1
20.03		Manman oswa papa	. . . . .	1
20.04		Grann oswa granpè	. . . . .	1
26.05		Zanmi	. . . . .	1
20.06		Lòt	. . . . .	1
		Pa konnen/Pa vle reponn	. . . . .	888
21	Eske ou te manje anvan ou vin lekòl jodi a?	Non	. . . . .	0
		Wi	. . . . .	1
		Pa konnen/Pa vle reponn	. . . . .	888
22	Eske ou w ap (w te) manje nan lekòl la jodi a?	Non	. . . . .	0
		Wi	. . . . .	1
		Pa konnen/Pa vle reponn	. . . . .	888
23	Eske ou te absan semèn pase? **[SI WI]** Poukisa ou te absan?	Non mwen pa t absan semèn pase	. . . . .	0
		Wi, paske yo te voye m toune pou lajan lekòl.	. . . . .	1
		Wi, paske mwen te malad	. . . . .	2
		Wi, paske mwen te leve ta	. . . . .	3
		Wi, paske mwen pa t gen anyen pou m manje	. . . . .	4
		Wi, paske mwen te ale nan antèman	. . . . .	5
		Wi, paske se te jou mache/ jou pou prepare jou mache a	. . . . .	6
		Wi, paske fò m te okipe frè m ak sè m	. . . . .	7
		Wi, paske fò m te pran swen yon moun nan fanmi m ki malad	. . . . .	8
		Wi, paske te gen lòt travay lakay mwen	. . . . .	9
		Wi, paske m pa t gen mwayen transpò /mwayen transpò a te anreta	. . . . .	10
		Wi, paske mwen pa t gen inifòm pou m mete	. . . . .	11
		Wi, paske elèv yo ak pwofesè yo maltrete m lekòl la	. . . . .	12
		Wi, paske lekòl la twò danje	. . . . .	13
		Wi, paske lekòl la twò di	. . . . .	14
		Wi, paske lekòl pa enteresan	. . . . .	15
		Wi, paske te gen move tan	. . . . .	16
		Lòt	. . . . .	17
		Pa konnen/Pa vle reponn	. . . . .	888
24	Lè met la pa vini eske gen lòt mèt ki vin travay nan klas w a?	Non	. . . . .	0
		Wi	. . . . .	1
		Pa konnen/Pa vle reponn	. . . . .	888

Supervisor Initials ___

25	Eske ou te anreta semèn pase? **SIL DI WI**, poukisa ou te anreta?	Non mwen pa t anreta semèn pase	0
		Wi, paske mwen te malad	1
		Wi, paske mwen te leve ta	2
		Wi, paske fò m te okipe frè m ak sè m	3
		Wi, paske fò m te pran swen yon moun nan fanmi m ki malad	4
		Wi, paske te gen lòt travay lakay mwen	5
			6
		Wi, paske m pa t gen mwayen transpò /mwayen transpò a te anreta	
		Wi, paske mwen pa t ka jwenn inifòm mwen oswa inifòm mwen pa t pare	7
		Wi, paske elèv yo ak pwofesè yo maltrete m lekòl la	8
		Wi, paske te gen move tan	9
		Lòt	10
		Pa konnen/Pa vle reponn	888
26	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?	Non	0
		Wi	1
		Pa konnen/Pa vle reponn	888
27	**[SI SE WI S27]** kisa yo te fè?	Yo te konnen men yo pa fè anyen	1
		Yo felisite / ankouraje mwen	2
		Yo te kwoke / bo mwen	3
		Yo rekonpanse m	4
		Lòt	5
		Pa konnen/Pa vle reponn	888
28	Eske ou te pase nan klas preskolè oswa kindègadenn?	Non	0
		Wi	1
		Pa konnen/Pa vle reponn	888
29	Ki moun ki responsab w lakay ou. Eske moun sa a konn li?	Non	0
		Wi	1
		Pa konnen/Pa vle reponn	888
30	Eske ou gen yon tan pou lekti nan klas ou oswa nan bibliyotèk lekòl ou?	Non	0
		Wi	1
		Pa konnen/Pa vle reponn	888
31	Apa liv lekòl ou yo, eske ou gen liv pou li lakay ou?	Non	0
		Wi	1
		Pa konnen/Pa vle reponn	888

Supervisor Initials ___

32	Chak kilè ou li fò pou yon moun lakay ou?	Jamè	. . . . .	0
		Pafwa	. . . . .	1
		Yon fwa pa semèn	. . . . .	2
		2-3 fwa pa semèn	. . . . .	3
		Chak jou	. . . . .	4
		Pa konnen/Pa vle reponn	. . . . .	888
33	Eske yon moun lakay ou konn li istwa pou ou? Si se sa, chak kilè sa rive?	Jamè	. . . . .	0
		Pafwa	. . . . .	1
		Yon fwa pa semèn	. . . . .	2
		2-3 fwa pa semèn	. . . . .	3
		Chak jou	. . . . .	4
		Pa konnen/Pa vle reponn	. . . . .	888
34	Eske fanmi ou gen…? **[LI OPSYON KI ANBA YO]**			
34.01	Radyo	Non	. . . . .	0
		Wi	. . . . .	1
34.02	Televizyon	Non	. . . . .	0
		Wi	. . . . .	1
34.03	Bisiklèt	Non	. . . . .	0
		Wi	. . . . .	1
34.04	Machin	Non	. . . . .	0
		Wi	. . . . .	1
34.05	Mont	Non	. . . . .	0
		Wi	. . . . .	1
34.06	Moto	Non	. . . . .	0
		Wi	. . . . .	1
34.07	kabwèt	Non	. . . . .	0
		Wi	. . . . .	1
34.08	Machine/Bis	Non	. . . . .	0
		Wi	. . . . .	1
34.09	Bato	Non	. . . . .	0
		Wi	. . . . .	1
34.10	Kouran	Non	. . . . .	0
		Wi	. . . . .	1
34.11	Òdinatè	Non	. . . . .	0
		Wi	. . . . .	1
34.12	Kizin anndan kay	Non	. . . . .	0
		Wi	. . . . .	1
	Ak kisa yo sevi pou fe bezwen w le lakay w? Eske yo sevi ak…. **[LI OPSYON KI ANBA YO]**			
34.13	latrin	Non	. . . . .	0
		Wi	. . . . .	1
34.14	twalèt ki flòch	Non	. . . . .	0
		Wi	. . . . .	1
34.15	twalèt nan boukit	Non	. . . . .	0
		Wi	. . . . .	1
34.16	twalèt nan lanati	Non	. . . . .	0
		Wi	. . . . .	1
	Ak kisa yo sevi lakay w pou kwit manje? Eske yo sevi ak…. **[LI OPSYON KI ANBA YO]**			
34.17	Dife bwa pou fè manje	Non	. . . . .	0
		Wi	. . . . .	1
34.18	Recho chabon oswa recho bwa	Non	. . . . .	0
		Wi	. . . . .	1
34.19	Fou elektrik oswa fou gaz	Non	. . . . .	0
		Wi	. . . . .	1

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Kibò ou pran dlo pou bwè lakay ou? Nan … **[LI OPSYON KI ANBA YO]**				
34.20	Rivyè/sous dlo	Non Wi	. . . .	0 1
34.21	Rezèvwa	Non Wi	. . . .	0 1
34.22	Tiyo anndan kay ou	Non Wi	. . . .	0 1
34.23	Kamyon dlo	Non Wi	. . . .	0 1
34.24	Pwi	Non Wi	. . . .	0 1
34.25	Dlo lapli	Non Wi	. . . .	0 1
34.26	moun k ap vann ti sache dlo	Non Wi	. . . .	0 1
34.27	boutey	Non Wi	. . . .	0 1
34.28	konpayi ki vann dlo	Non Wi	. . . .	0 1
34.29	Lòt	Non Wi	. . . .	0 1
	Ak kisa yo sevi lakay w pou kwit manje? Eske yo sevi ak…. **[LI OPSYON KI ANBA YO]**			
34.30	Materyo natirèl (fey, pay …)	Non Wi	. . . .	0 1
34.31	Materyo industryèl (siman, fè, adwaz/seramik)	Non Wi	. . . .	0 1
34.32	pa gen tèt kay	Non Wi	. . . .	0 1
34.33	Lòt	Non Wi	. . . .	0 1
35	Lè ou fini **[SÈVI AK SISTÈM 24È A]**		**:** _____	

MÈSI ANPIL

Supervisor Initials ___

EdData II Snapshot of School Management
Septamn 2012
Entèvyou Pwofesè

FÒMILÈ KONSANTMAN PWOFESÈ A

Bonjou, mwen rele _____. N ap travay ak Ministè Edikasyon an pou mennen yon ankèt pou evalye jan yo jere ak fè kou nan kèk lekòl an Ayiti.

Objektif ankèt sa se gade kouman yo abitye fè kou ak jere lekòl yo epi evalye ki kalte sipò biwo rejyonal la ak kominote local la bay lekòl yo.

Yo p ap ekri non ou nan fòmilè sa, ni yo p ap site l okenn kote nan done ankèt la. Rezilta ankèt sa ap pibliye sou fòm yon tablo ki genyen tout done yo ranmanse yo mele. Enfòmasyon nou jwenn nan ankèt la, n ap pataje l ak Ministè Edikasyon an nan lespwa ke n ap idantifye kèk aspè ki bezwen plis sipò.

Yo chwazi lekòl sa nan yon echantiyon atravè yon pwosesis statistik. Patisipasyon ou enpòtan anpil, men ou pa oblije patisipe si ou pa vle.

Si ou dakò pou patisipe, m ap poze ou kèk kesyon sou aktivite nòmal ou nan lekòl la, ak rapò ou genyen ak kòlèg ou yo, direktè a, staf Ministè a, elèv yo ak paran yo. Youn nan kòlèg mwen yo ap obsève youn nan kou lekti w yo. Menm kòlèg sa ta renmen obsève ki resous fizik ou genyen nan klas ou epi konte konbyen timoun ki la jodi a. Avèk èd ou, mwen ta renmen jwenn kèk elèv nou t ap pran pa aza nan klas ou a pou mwen fè entèvyou epi evalye kapasite yo nan lekti, menm jan ak elèv nan lòt klas yo. Nan entèvyou elèv yo, yo pral poze yo kèk kesyon sou aktivite lekòl nòmal yo konn fè lakay yo oswa lekòl la, lang yo sèvi, lekti yo fè lakay yo ak avantaj posede liv lakay. Kesyon m ap poze w yo ap dire vè 30 minit. Entèvyou ak evalyasyon chak elèv ap dire pou pi plis 1h. Elèv ki seleksyone yo ap reponn kesyon nou yo sèlman si yo dakò pou fè sa.

Nou pa kwè gen okenn risk pou ou si ou patisipe nan rechèch sa.

Ou p ap jwenn okenn pwofi pèsonèl si ou patisipe nan entèvyou sa. Men Ministè edikasyon an pral sèvi ak repons ou yo pou ede l prepare aktivite epi ede nan amelyore edikasyon an Ayiti.

Si ou gen nepòt ki kesyon sou ankèt sa, ou met alèz pou rele Marie Ermise Charles nan nimewo sa (4397-4557).

Eske ou vle patisipe? Yon lòt fwa ankò, ou pa oblije patisipe si ou pa anvi. Depi nou kòmanse, si ou pa ta vle reponn yon kesyon, ou gen dwa pa reponn.

Eske nou mèt kòmanse?

Pwofesè a dakò pou patisipe ☐ **WI** ☐ **NON**

Septanm 2012

ENSTRIMAN POU PWOFESÈ

Non Lekòl la			
Nimewo Lekòl la			
Ane fondamental ansenye	1è Ane	....	1
	2èm Ane	....	2
	klas doub (de klas k ap travay nan menm sal)	....	0
Seksyon *[egzanp: A, B, 1a, 2a, etc.]*			
Pou kou n ap obseve pou anseyan sa, se ki vakasyon li ye ?	Lekòl la pa doub vakasyon	....	0
	Matin	....	1
	Apremidi	....	2
Non Evalyatè a			
Non Sipèvizè a			

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.

ASIRE W' KE OU GENYEN TÈKS OU PRAL PREZANTE BAY PWOFESÈ A NAN FEN ENTÈVYOU A

T7	Lè ou kòmanse **[SÈVI AK SISTÈM 24È A]**	**:**	
T8	Dat ou pase entèvyou a	Dat ou pase entèvyou a J J M M A A	
T9	Eta Entèvyou a	Pa vle reponn → **ENTÈVYOU A KANPE** → **ALE NAN T46**	0
		Aksèpte → **KONTINYE**	1
T10	**[ESKE PWOFESÈ A SE YON FI]**	Non	0
		Wi	1
T11	Konbyen ane eksperyans ou genyen?	mwen ke yon ane	0
		1	1
		2	2
		3 jiska 5	3
		6 jiska 10	4
		11 ou plis ke 11	5
		Pa konnen/Pa vle reponn	888
T12	Ki pi gwo etid ou fè?	Sètifika/6èm	1
		Brevè/9èm	2
		3èm oubyen segonn	3
		Reto	4
		Filo	5
		Inivèsite	6
		Mastè	7
		Lòt	8
		Pa konnen/Pa vle reponn	888

Supervisor Initials ___

T13	Eske ou gen yon sètifika pwofesyonèl? (pa egzanp sètifika pou pwofesè)			
T13.00		Okenn	. . . . .	0
T13.01		ENI	. . . . .	1
T13.02		CFEF	. . . . .	2
T13.03		FIA	. . . . .	3
T13.04		Sètifika kòm anseyan / CAPIS	. . . . .	4
T13.05		Lisans	. . . . .	5
T13.06		Etid segondè	. . . . .	6
T13.07		Lòt	. . . . .	7
		Di kisa_____		
		Pa konnen/pa vle reponn	. . . . .	888
T14	Eske ou te jwenn fòmasyon pandan w'ap travay sou kòman pou anseye lekti?			
		Non	. . . . .	0
		Wi	. . . . .	1
		Pa konnen/Pa vle reponn	. . . . .	888
T15	Nan ki klas ou anseye? **[KOCHE TOUT SA KI MACHE]**			
T15.01		1è Ane	. . . . .	1
T15.02		2èm Ane	. . . . .	2
T15.03		3èm Ane	. . . . .	3
T15.04		4èm Ane	. . . . .	4
T15.05		5èm Ane	. . . . .	5
T15.06		6èm Ane	. . . . .	6
T15.07		Lòt		7
		Pa konnen/Pa vle reponn	. . . . .	888
T15_observe	[Klas anseyan sa a ap anseye pendan obsevasyon klas la.]			
T1.01		1è Ane	. . . . .	1
T1.02		2èm Ane	. . . . .	2
T1.03				
		klas doub (de klas k ap travay nan menm sal)	. . . . .	0
		Pa konnen/Pa vle reponn	. . . . .	888
T16	Eske se nan menm klas la ou travay depi ane a kòmanse?			
		Non	. . . . .	0
		Wi	. . . . .	1
		Pa konnen/Pa vle reponn	. . . . .	888
T17	[Nan ki vakasyon anseyan sa a ap anseye pendan obsevasyon klas la?]			
		Maten	. . . . .	1
		Apremidi	. . . . .	2
		Maten e aprèmidi	. . . . .	3
		Pa konnen/Pa vle reponn	. . . . .	888
T18	Eske ou gen yon kaye prezans pou swiv ki elèv ki la?			
		Non	. . . . .	0
		→ **ALE NAN T21**		
		Wi	. . . . .	1
		Pa konnen/Pa vle reponn	. . . . .	888
T19	Eske mwen ka wè kaye prezans elèv ou a silvouplè?			
		Kaye a pa t' disponib pou n te gade.	. . . . .	1
		→ **ALE NAN**		
		Li make prezans chak jou	. . . . .	2
		Li make prezans chak semèn	. . . . .	3
		Li make prezans de fwa pa semèn	. . . . .	4
		Li make prezans chak mwa	. . . . .	5
		Lòt	. . . . .	6
		Pa konnen/Pa vle reponn	. . . . .	888

Supervisor Initials ___

T20	**[Gade kombye elèv ki absan jodi a ak senk jou ki sot pase yo nan kaye prezans elèv lan.]**	Kaye presans elèv la pa gen enfomasyon / pa dispon . . . . . 1 T20.01 jodi a . . . . . ☐☐ T20.02 yè . . . . . ☐☐ T20.03 Sa gen 2 jou . . . . . ☐☐ T20.04 Sa gen 3 jou . . . . . ☐☐ T20.05 Sa gen 4 jou . . . . . ☐☐ T20.06 Sa gen 5 jou . . . . . ☐☐
T21	Konbyen tigason ki genyen nan klas sa?	☐☐ Pa konnen/Pa vle reponn 888
T22	Konbyen tifi ki genyen nan klas sa?	☐☐ Pa konnen/Pa vle reponn 888
T23	Konbyen tigason ki prezan jodi a?	☐☐ Pa konnen/Pa vle reponn 888
T24	Konbyen tifi ki prezan jodi a?	☐☐ Pa konnen/Pa vle reponn 888
T25	Konbyen tigason k ap double klas la ane sa?	tigason ☐☐ Pa konnen/Pa vle reponn 888
T26	Konbyen tifi k ap double klas la ane sa?	tifi ☐☐ Pa konnen/Pa vle reponn 888
T27	Konbyen timoun ki andikape (soud, bèbè, pa wè byen, andikap fizik, andikape mantal)?	☐☐ Pa konnen/Pa vle reponn 888
T28	Eske ou konn travay ak lòt pwofese yo pou w fè preparasyon leson yo? Si wi, chak kilè ou fè sa?	Non . . . . . 0 yon fwa pa an . . . . . 1 Wi, chak mwa . . . . . 2 Wi, 2 fwa pa mwa . . . . . 3 Wi, 5 fwa pa semèn . . . . . 4 Wi, 2-4 fwa pa semèn . . . . . 5 Wi, yon fwa pa semèn . . . . . 6 Pa konnen/Pa vle reponn 888

Supervisor Initials ___

T29	Eske ou te absan semèn pase? Si wi, poukisa ou te absan? **[KOCHE TOUT SA KI MACHE]**			
		Non mwen pa t absan semèn pase	. . . . .	0
T29.01		Wi, paske mwen te malad	. . . . .	1
T29.02		Wi, paske mwen te leve ta	. . . . .	2
T29.03		Wi, paske mwen te ale nan antèman	. . . . .	3
T29.04		Wi, paske fò m te okipe pitit mwen	. . . . .	4
T29.05		Wi, paske fò m te pran swen yon moun nan fanmi m ki malad	. . . . .	5
T29.06		Wi, paske m pat gen mwayen transpò /mwayen transpò a te anreta	. . . . .	6
T29.07		Wi, paske m gen lontan m pa touche	. . . . .	7
T29.08		Wi paske yo pa peye m ase	. . . . .	8
T29.09		Wi, paske te gen move tan	. . . . .	9
T29.10		Lòt	. . . . .	10
		Pa konnen/Pa vle reponn	. . . . .	888
T30	Eske ou te anreta semèn pase? **SI L DI WI**, poukisa ou te anreta? **[KOCHE TOUT SA KI MACHE]**			
		Non mwen pa t anreta semèn pase	. . . . .	0
T30.01		Wi, paske mwen te malad	. . . . .	1
T30.02		Wi, paske mwen te leve ta	. . . . .	2
T30.03		Wi, paske mwen te ale nan antèman	. . . . .	3
T30.04		Wi, paske fò m te okipe pitit mwen	. . . . .	4
T30.05		Wi, paske fò m te pran swen yon moun nan fanmi m ki malad	. . . . .	5
T30.06		Wi, paske mwen te gen pwoblèm transpò	. . . . .	6
T30.07		Wi, paske m gen lontan m pa touche	. . . . .	7
T30.08		Wi paske yo pa peye m ase	. . . . .	8
T30.09		Wi, paske te gen move tan	. . . . .	9
T30.10		Lòt	. . . . .	10
		Pa konnen/Pa vle reponn	. . . . .	888
T31	Eske direktè ou pwofesè prensipal la a konn verifye preparasyon leson ou? **[Si se wi]** Chak kile?			
		Non	. . . . .	0
		yon fwa pa an	. . . . .	1
		Wi, chak mwa	. . . . .	2
		Wi, 2 fwa pa mwa	. . . . .	3
		Wi, 5 fwa pa semèn	. . . . .	4
		Wi, 2-4 fwa pa semèn	. . . . .	5
		Wi, yon fwa pa semèn	. . . . .	6
		Pa konnen/Pa vle reponn	. . . . .	888
T32	Lè ou bezwen èd pou yon kou, kiyès ou mande?			
T32.01		Pa janm bezwen èd	. . . . .	0
T32.02		Pa gen pèsòn pou mande èd	. . . . .	1
T32.03		Òganize reyinyon ak lòt pwofesè	. . . . .	2
T32.04		Diskite yon lè konsa ak lòt pwofesè yo	. . . . .	3
T32.05		Direktè a	. . . . .	4
T32.06		pwofesè prensipal la	. . . . .	5
T32.07		Chache konsèy nan men Ofisye edikasyon oswa yon spesyalis sou sijè a	. . . . .	6
T32.08		Lòt	. . . . .	7
		Pa konnen/Pa vle reponn	. . . . .	888
T33	Chak kilè pwofesè prensipal la oswa direktè a vin swiv ou k ap anseye?			
		jamè	. . . . .	0
		yon fwa pa an	. . . . .	1
		Yon fwa chak 2-3 mwa	. . . . .	2
		Chak mwa	. . . . .	3
		yon fwa chak de semèn	. . . . .	4
		yon fwa pa semèn	. . . . .	5
		Chak jou	. . . . .	6
		Pa konnen/Pa vle reponn	. . . . .	888

Supervisor Initials ___

T34	Depi kòmansman ane a, eske yon enspektè/konseye pedagojik vin vizite w nan lekòl la? Si wi, chak kilè?	jamè	. . . . .	0
		→ **ALE NAN T36**		
		yon fwa pa an	. . . . .	1
		Yon fwa chak 2-3 mwa	. . . . .	2
		Chak mwa	. . . . .	3
		yon fwa chak de semèn	. . . . .	4
		yon fwa pa semèn	. . . . .	5
		Chak jou	. . . . .	6
		Pa konnen/Pa vle reponn	. . . . .	888
T35	Lè inspektè a/konseye pedagojik la vini, eske li ede ou?	non	. . . . .	0
		wi	. . . . .	1
		Pa konnen/Pa vle reponn	. . . . .	888
T36	Ak ki liv lekti ou sèvi pou kou Kreyol la?	Okenn	. . . . .	0
		Pol ak Anita	. . . . .	1
		M ap li ak kè kontan	. . . . .	2
		Wi! Mwen konn li!	. . . . .	3
		Rene ak Rita	. . . . .	4
		Pipirit	. . . . .	5
		Lòt	. . . . .	6
		Pa konnen/Pa vle reponn	. . . . .	888
		→ **ALE NAN T38**		
T37	Eske ou satisfè ak liv w ap sèvi a?	Non	. . . . .	0
		Wi	. . . . .	1
		Pa konnen/Pa vle reponn	. . . . .	888
T38	Nan ki lang ou panse timoun yo ta sipoze aprann li anvan?	franse	. . . . .	0
		kreyol	. . . . .	1
		Pa konnen/Pa vle reponn	. . . . .	888
T39	Pou kisa w kwe li enpotan ke timoun yo aprann li nan lang sa anvan? **[KOCHE TOUT SA KI MACHE]**			
T39.01		Paske se lang manman yo	. . . . .	1
T39.02		Paske se lang yo komprann pi byen	. . . . .	1
T39.03		Paske se sa ministè a mande	. . . . .	1
T39.04		Paske se sa lekol la mande	. . . . .	1
T39.05		Paske se sa paran yo mande	. . . . .	1
T39.06		Paske kreyol p ap menen yo okenn kote	. . . . .	1
T39.07		Paske sa pemèt nou pwogrese nan sosyete a	. . . . .	1
T39.08		Lòt	. . . . .	1
T39.09		Pa konnen/Pa vle reponn	. . . . .	888
T40	Kòman ou mezire pwogrè akademik elèv ou yo? **[PA LI OPSYON YO. KOCHE TOUT SA KI MACHE.]**			
T40.01		Egzamen ekri	. . . . .	1
T40.02		Egzamen oral	. . . . .	2
T40.03		Resitasyon leson	. . . . .	3
T40.04		devwa lakay	. . . . .	4
T40.05		Egzamen final	. . . . .	5
T40.06		Lòt	. . . . .	6
		Pa konnen/Pa vle reponn	. . . . .	888

Supervisor Initials ___

T41	Kòman ou sèvi ak rezilta egzamen ekri ak oral elèv ou yo nan kou w yo?			
T41.01		Klase elèv yo	. . . . .	1
T41.02		Bay elèv yo yon mwayenn / mak	. . . . .	2
T41.03		Evalye jan elèv yo konprann sijè a	. . . . .	3
T41.04		Itilize rezilta yo pou fè lòt preparasyon	. . . . .	4
T41.05		Idantifye timoun ki bezwen èd	. . . . .	5
T41.06		Myè adapte anseyman w pou vre bezwen elèv yo	. . . . .	6
T41.07		Lòt	. . . . .	7
		Pa konnen/Pa vle reponn	. . . . .	888
T42	Konbyen paran/responsab ki verifye devwa lakay elèv yo?	okenn	. . . . .	0
		Kèk	. . . . .	1
		Pifò	. . . . .	2
		tout	. . . . .	3
		Pa bay okenn devwa lakay	.....	4
		Pa konnen/Pa vle reponn	. . . . .	888
T43	Eske an jeneral ou satisfè sou jan paran yo enterese ak travay elèv yo nan lekòl?	Non	. . . . .	0
		Wi	. . . . .	1
		Pa konnen/Pa vle reponn	. . . . .	888
T44	**[MONTRE ENSENYAN TÈKS]** Nan ki klas yon timoun ta dwe ka li yon tèks konsa nan yon minit?	Preskolè	. . . . .	0
		1è Ane	. . . . .	1
		2èm Ane	. . . . .	2
		3èm Ane	. . . . .	3
		4èm Ane	. . . . .	4
		5èm Ane	. . . . .	5
		6èm Ane	. . . . .	6
		7èm Ane	. . . . .	7
		8èm Ane	. . . . .	8
		9èm Ane	. . . . .	9
		Lòt	. . . . .	10
		Pa konnen/pa vle reponn	. . . . .	888
T45	Complete?	Fèt an pati	. . . . .	0
		Konplè	. . . . .	1
T46	Lè ou fini **[SÈVI AK SISTÈM 24È A]**		**:** _____	

MÈSI ANPIL

Supervisor Initials ___

EdData II
Septamn 2012
Entèvyou Pwofesè

FÒMILÈ KONSANTMAN DIREKTÈ A

Bonjou, mwen rele _____. N ap travay ak Ministè Edikasyon an pou mennen yon ankèt pou evalye jan yo jere ak fè kou nan kèk lekòl an Ayiti.

Objektif ankèt sa se gade kouman yo abitye fè kou ak jere lekòl yo epi evalye ki kalte sipò biwo rejyonal la ak kominote local la bay lekòl yo.

Yo p ap ekri non ou nan fòmilè sa, ni yo p ap site l okenn kote nan done ankèt la. Rezilta ankèt sa ap pibliye sou fòm yon tablo ki genyen tout done yo ranmanse yo mele. Enfòmasyon nou jwenn nan ankèt la, n ap pataje l ak Ministè Edikasyon an nan lespwa ke n ap idantifye kèk aspè ki bezwen plis sipò.

Yo chwazi Lekòl sa nan yon echantiyon atravè yon pwosesis statistik. Patisipasyon ou enpòtan anpil, men ou pa oblije patisipe si ou pa vle.

Si ou dakò pou patisipe, m ap poze ou kèk kesyon sou aktivite nòmal ou nan lekòl la, ak echanj ou konn genyen ak ekip ou, ak ekip biwo rejyonal la, ak elèv epi paran yo. Mwen ta renmen tou obsève ki resous fizik ou genyen nan lekòl la. Avèk asistans ou, mwen ta renmen chwazi yon klas 1ere ane e yon klas 2eme ane pa aza epi youn nan kòlèg mwen yo t ap swiv yon kou lekti epi yo t ap fè yon entèvyou ak pwofesè klas sa yo. Anketè yo ta renmen tou pase entèvyou epi evalye kapasite nan lekti 20 elèv tou. Pandan entèvyou elèv yo, anketè yo pral poze yo kèk kesyon sou aktivite lekòl nòmal yo konn fè lakay yo oswa lekòl la, lang yo sèvi, lekti yo fè lakay yo ak avantaj posede liv lakay. Elèv nou chwazi yo ap patisipe sèlman si yo dakò. Tout pwosesis entèvyou (tout entèvyou pwofesè ak elèv nou chwazi pa aza yo epi obsèvasyon lekòl la) a ta dwe dire anviwon 5 èdtan pendan 2 jou. Entèvyou m ap fè avè w la ap dire vè 30 minit.

Nou pa kwè gen okenn risk pou ou si ou patisipe nan rechèch sa.

Ou p ap jwenn okenn pwofi pèsonèl si ou patisipe nan entèvyou sa. Men Ministè edikasyon an pral sèvi ak repons ou yo pou ede l prepare aktivite epi ede nan amelyore edikasyon an Ayiti.

Si ou gen nepòt ki kesyon sou ankèt sa, ou met alèz pou rele Marie Ermise Charles nan nimewo sa (4397-4557).

Eske ou vle patisipe? Yon lòt fwa ankò, ou pa oblije patisipe si ou pa anvi. Depi nou kòmanse, si ou pa ta vle reponn yon kesyon, ou gen dwa pa reponn.

Eske nou mèt kòmanse?

Direktè a dakò pou patisipe ? ☐ **WI** ☐ **NON**

Out 2012

ENSTRIMAN POU DIREKTÈ

Label

Non Lekòl la
Nimewo Lekòl la
Nimewo Direktè a
Non Evalyatè a
Non Sipèvizè a

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.

ASIRE W' KE OU GENYEN TÈKS OU PRAL PREZANTE BAY DIREKTÈ PEDAGOJIK LA NAN FEN ENTÈVYOU A

HT6	**Lè ou kòmanse [SÈVI AK SISTÈM 24È A]**	**:** _____	
HT7	Dat ou pase entèvyou a	Dat ou pase entèvyou a J J M M A A [ ][ ][ ][ ][ ][ ]	
HT8	Eta Entèvyou a		C
		Pa vle reponn . . . . . 0 **ENTÈVYOU A KANPE** → → **ALE NAN HT50**	
		Aksèpte . . . . . 1 → **KONTINYE**	
HT9	Ki pòs ou okipe nan lekòl sa?		
		Direktè pedagojik . . . . . 1 → **ALE NAN HT11**	
		Direktè fondatè . . . . . 2 → **ALE NAN HT11**	
		Direktè a pa la. . . . . 3 → **ALE NAN HT10**	
		Pa konnen/pa vle reponn 888	
HT10	Depi kile Direktè a pa la? **[APRE KÈSYON SA A, ENTÈVYOU A KANPE]**		**Z1**
		Kèk jou 1	
		Yon semenn 2	
		Plizyè semenn 3	
		Yon mwa ou plis. 4	
		Pa konnen/pa vle reponn 888	
HT11	**[Eske Direktè a se yon fi?]**		
		Non 0	
		Wi 1	
		Pa konnen/pa vle reponn 888	
HT12	Depi konbyen lane ou se direktè?		
		ane [ ][ ]	
		Pa konnen/pa vle reponn 888	

Supervisor Initials ___

HT13	Ki pi gwo etid ou fè?			
		ENI	. . . . .	0
		CFEF	. . . . .	1
		FIA	. . . . .	2
		Sètifika kòm anseyan / CAPIS	. . . . .	3
		Lisans	. . . . .	4
		Etid segondè	. . . . .	5
		Lòt	. . . . .	6
		Pa konnen/pa vle reponn	. . . . .	888
HT14	Eske ou te swiv fòmasyon espesyal nan jesyon lekòl?			
		Non	. . . . .	0
		Wi	. . . . .	1
		Pa konnen/pa vle reponn	. . . . .	888
HT15	Mwa pase, konbyen jou lekòl ou te rate?			
		Kantite jou		
		Pa konnen/pa vle reponn	. . . . .	888
HT16	Si ou te absan mwa passe poukisa ?			
HT16.01		Pou rezon pam (antéman, okipe pitit mwen, fanmi m ki malad ... etc)	. . . . .	1
HT16.02		Pou rezon administratif (rankont nan enspeksyon, lot enstitisyon, demach pou kantin ... etc)	. . . . .	2
HT16.03		Paske mwen t ale nan fòmasyon	. . . . .	3
HT16.04		Paske mwen te malad	. . . . .	4
HT16.05		Lòt	. . . . .	5
		pa absan mwa passe	. . . . .	6
		Pa konnen/Pa vle reponn	. . . . .	888
HT17	Ki dat lekòl la te kòmanse ane sa?	J J M M A A		
		Pa konnen/pa vle reponn	. . . . .	888
HT18	Sou kalandriye eskolè a depi lekol la louvri konbyen jou ou pèdi			
		Kantite jou		
		Pa konnen/pa vle reponn	. . . . .	888
HT19	A ki lè lekòl la kòmanse? **[SI SE YON LEKÒL KI GEN PLIZYÈ VAKASYON, MAKE A KI LÈ VAKASYON OU YE KOUNYE A KÒMANSE]**	:		AM/PM
		Pa konnen/pa vle reponn	. . . . .	888
HT20	A ki lè lekòl la fini? **[SI SE YON LEKÒL KI GEN PLIZYÈ VAKASYON, MAKE A KI LÈ VAKASYON OU YE KOUNYE A FINI]**	:		AM/PM
		Pa konnen/pa vle reponn	. . . . .	888
HT22	Konbyen fwa chak semenn eske lekòl la gen rasanbleman?			
HT22.01		Mwen ke youn fwa pa semenn	.....	0
HT22.02		1 jou chak semenn	.....	1
HT22.03		2 jou chak semenn	.....	2
HT22.04		3 jou chak semenn	.....	3
HT22.05		4 jou chak semenn	.....	4
HT22.06		5 jou chak semenn	.....	5
HT22.07		Pa konnen/ pa vle reponn	. . . . .	888

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HT22.5	Konbyen tan rasanbleman, rekreyasyon ak kantin yo dire chak jou?			
HT22.5.01		Tan pou rasanbleman	☐☐ Minit	
HT22.5.02		Tan premye rekreyasyon	☐☐ Minit	
HT22.5.03		Tan dezyèm rekreyasyon	☐☐ Minit	
HT22.5.04		Tan kantin nan	☐☐ Minit	
		Pa konnen/ pa vle reponn	. . . . .	888
HT23	Konbyen tigason ki enskri nan lekòl la pou kounyeya? E konbyen tifi ki enskri nan lekòl la ...?			
HT23.01		Kantite tigason	☐☐☐	
HT23.02		Kantite tifi	☐☐☐	
		Pa konnen/pa vle reponn	. . . . .	888
HT23.5	Konbyen tigason ki enskri nan premiye ane a pou kounyeya? E konbyen tifi ki enskri nan premiye ane a pou kounyeya?			
HT23.5.01		Kantite tigason premiye ane	☐☐☐	
HT23.5.02		Kantite tifi premiye ane	☐☐☐	
		Pa konnen/pa vle reponn	. . . . .	888
HT23.75	Konbyen tigason ki enskri nan dezyèm ane a pou kounyeya? E konbyen tifi ki enskri nan dezyèm ane a pou kounyeya?			
HT23.75.01		Kantite tigason dezyèm ane	☐☐☐	
HT23.75.02		Kantite tifi dezyèm ane	☐☐☐	
		Pa konnen/pa vle reponn	. . . . .	888
HT24	Konbyen pwofesè gason k'ap travay nan lekòl la pou kounyeya? Konbyen pwofesè fi...?			
HT24.01		Kantite pwofesè gason	☐☐☐	
HT24.02		Kantite pwofesè fi	☐☐☐	
		Pa konnen/pa vle reponn	. . . . .	888
HT25	Konbyen pwofesè ki pa t la jodi a (oubyen denyè fwa te gen lekòl)?			
		Kantite pwofesè ki te absan	☐☐	
		Pa konnen/pa vle reponn	. . . . .	888
HT26	Konbyen pwofesè ki te rive anreta jodi a?			
		Kantite pwofesè ki te anreta	☐☐	
		Pa konnen/pa vle reponn	. . . . .	888
HT27	Kisa ou fè lè yon pwofesè pa vini? **[PA LI OPSYON YO. SÈLMAN KOCHE SA DIREKTÈ A REPONN NAN]**			
HT27.01		Kite klas la san pwofesè	. . . . .	1
HT27.02		Remèt klas bay yon lòt pwofesè	. . . . .	2
		Mete tout elèv yo nan yon sèl sal	. . . . .	3
HT27.03		Bay yon lot pwofese kenbe klas la	. . . . .	4
HT27.04		Voye timoun yo lakay yo pou jounen an	. . . . .	5
HT27.05		M al travay nan klas la	. . . . .	6
		Lòt,	. . . . .	7
		Anyen	. . . . .	8
		Pa konnen/pa vle reponn	. . . . .	888

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Kounyeya mwen gen kèk kesyon sou rejis lekòl la.

HT28	Eske ou gen yon kaye prezans pou pwofesè yo?	Non	0
		→ **ALE NAN HT32**	
		Wi	1
		Pa konnen/pa vle reponn	888
HT29	Souplè Eske mwen ka wè kaye prezans pwofesè yo?	Rejis la pa t disponib pou w gade l, oubyen pa gen rejis.	1
		→ **ALE NAN HT32**	
		Yo te note prezans yo chak jou	2
		Yo pa t note prezans yo chak jou	3
		Pa konnen/pa vle reponn	888
		→ **ALE NAN HT32**	
HT30	**[MAKE DAT KI PI RESAN YO TE NOTE PREZANS PWOFESÈ YO]**	jou mwa ane	
HT31	**[Gade kombye profesè ki absan jodi a ak senk jou ki sot pase yo nan kaye prezans lan.]**	Kaye presans viej	0
HT31.01		jodi a	
HT31.02		Yè	
HT31.03		Sa gen 2 jou	
HT31.04		Sa gen 3 jou	
HT31.05		Sa gen 4 jou	
HT31.06		Sa gen 5 jou	
HT32	Eske ou menm oswa yon moun nan staf ou a konn sipèvize kaye preparasyon leson pwofesè yo? Si se wi, chak kilè nou fè sa?	Non, jamè	0
		Wi, chak trimès	1
		Wi, chak mwa	2
		Wi, chak de semèn	3
		Wi, chak semèn	4
		Wi, chak jou	5
		Pa konnen/pa vle reponn	888
HT33	Chak kilè ou obsève klas yo?	jamè	0
		Wi, chak trimès	1
		Wi, chak mwa	2
		Wi, chak de semèn	3
		Wi, chak semèn	4
		Wi, chak jou	5
		Pa konnen/pa vle reponn	888
HT34	Si ou pa ta satisfè ditou de travay yon pwofesè, kisa w fe?	Anyen	0
HT34.01		Voye l nan yon fomasyon	1
HT34.02		Revoke l	2
HT34.03		Ankadre l / transfere l nan yon lot klas	3
HT34.04		transfere l nan yon lot ane	4
HT34.05		Lòt	5
		Di kisa_____	
		Pa konnen/pa vle reponn	888

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HT35	Kijan ou fè pou konnen kòman elèv yo ap pwogrese? **[PA LI REPONS YO. KOCHE SA KI MACHE YO]**				
HT35.01		Obsève klas la	. . . . .	1	
HT35.02		Kontwole rezilta elèv yo bay nan tès pwofesè yo	. . . . .	1	
HT35.03		Teste timoun yo a l'oral poukont mwen	. . . . .	1	
HT35.04		Verifye egzamen oswa devwa timoun yo fè lakay yo	. . . . .	1	
HT35.05		Pwofesè yo banm rapò sou pwogrè timoun yo	. . . . .	1	
HT35.06		Egzamen final	. . . . .	1	
HT35.07		Lòt	. . . . .	1	
HT35.08		Di kisa_____			
		Pa konnen/pa vle reponn	. . . . .	888	
HT36	Eske gen yon bibliyotèk nan lekòl la?	Non	. . . . .	0	
			→ **ALE NAN HT40**		
		Wi	. . . . .	1	
		Pa konnen/pa vle reponn	. . . . .	888	
HT37	Eske timoun yo prete liv nan bibliyotèk la?	Non	. . . . .	0	
			→ **ALE NAN HT39**		
		Wi	. . . . .	1	
		Pa konnen/pa vle reponn	. . . . .	888	
HT38	Chak kile timoun yo itilize bibliyotèk la?	Chak mwa	. . . . .	1	
		Chak de semèn	. . . . .	2	
		Chak semèn	. . . . .	3	
		Chak jou	. . . . .	4	
		Pa konnen/pa vle reponn	. . . . .	888	
HT39	Kibò timoun yo ka li liv bibliyotèk la? **[LI OPSYON YO EPI KOCHE SA KI MACHE YO]**				
HT39.01		Nan bibliyotèk la	. . . . .	1	
HT39.02		Nan klas la	. . . . .	2	
HT39.03		Lakay yo	. . . . .	3	
HT39.04		Nan lòt kote nan lekòl la	. . . . .	4	
		Pa konnen/pa vle reponn	. . . . .	888	
HT40	Eske gen yon konsey lekòl nan lekòl la?	Non	. . . . .	0	
			→ **ALE NAN HT42**		
		wi	. . . . .	1	
		Pa konnen/pa vle reponn	. . . . .	888	
HT41	*[SI SE WI]* Konbyen fwa konsey lekòl la te reyini ane pase?	Jamè	. . . . .	0	
		yon fwa pa ane	. . . . .	1	
		yon fwa chak trimès	. . . . .	2	
		Yon fwa pa mwa	. . . . .	3	
		Pa konnen/pa vle reponn	. . . . .	888	
HT42	Ki aktivite paran yo fè pou soutni lekòl la?				
HT42.01		Ede nan kantin lekòl la			
HT42.02		Ede nan konstriksyon/reparasyon/antretyen			
HT42.03		Nan tout aktivite kiltirèl (fèt lekol, joune rekreativ …)			
HT42.04		Nan jesyon liv elèv yo			
HT42.05		Oganize aktivite pedagojik/aprantisaj lekti (fè lekti, rakonte istwa, ede nan biblyotèk la)			
HT42.06		Ede mete lod, disiplin, ede nan rekreasyon			
		Pa konnen/pa vle reponn	. . . . .	888	
HT43	Nan ane pase a, konbyen fwa lekòl ou a te resevwa vizit sipò oswa enspeksyon yon enspektè/konseye pedagojik?	Jamè	. . . . .	0	
			→ **ALE NAN HT45**		
		yon ou de fwa nan ane	. . . . .	1	**Z6**
		Yon fwa pa trimès	. . . . .	2	
		Yon fwa pa mwa	. . . . .	3	
		Pa konnen/pa vle reponn	. . . . .	888	

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HT44	Kilès nan aktivite sa yo enspektè/konseye pedagojik la pran sou chaj li pandan vizit la. **[PA LI REPONS YO. KOCHE TOUT SA KI MACHE.]**			
HT44.01		Ekri not nan kaye lekol la	. . . . .	1
HT44.02				
HT44.03		Verifye kaye prezans pwofese yo	. . . . .	2
HT44.04				
HT44.05		Verifye kaye prezans elèv yo	. . . . .	3
HT44.06		Verifye kaye preparasyon leson pwofesè yo	. . . . .	4
HT44.07		Verifye dosye pèsonèl pwofesè yo	. . . . .	5
HT44.08		Verifye rejis pwogresyon elèv yo	. . . . .	6
HT44.09		Verifye ke gen dlo disponib	. . . . .	7
HT44.10		Verifye ke gen twalèt ki mache pou tifi ak tigason yo	. . . . .	8
HT44.11		Chita nan klas epi obsève jan kou ap fèt	. . . . .	9
HT44.12		Verifye denye fey egzamen elèv yo ou pwosesis evalyasyon	. . . . .	10
HT44.13		Bay konsèy sou lòd ak disiplin elèv yo	. . . . .	11
HT44.14		Bay konsèy sou tès ak egzamen yo fè elèv yo pase	. . . . .	12
HT44.15		Ofri direksyon lekòl kèk konsèy sou jesyon	. . . . .	13
HT44.16		Ofri ekip pwofesè yo kèk konsèy sou ansèyman	. . . . .	14
HT44.17		Bay enfòmasyon sou inovasyon nan pwogram nan	. . . . .	15
HT44.18		Bay enfòmasyon sou opòtinite pou fè devlopman pèsonèl	. . . . .	16
HT44.19		Bay konsèy sou sante lekòl la ak pratik lijyèn	. . . . .	17
		Pa konnen/pa vle reponn	. . . . .	888
HT45	Eske lekòl ou a gen kantin?			
		Non	. . . . .	0
		Wi	. . . . .	1
		Pa konnen/pa vle reponn	. . . . .	888
HT46	Eske lekòl la jwenn lòt èd pou sipòte timoun yo?	Non	. . . . .	0
			→ **ALE NAN HT48**	
		Wi	. . . . .	1
		Pa konnen/pa vle reponn	. . . . .	888
HT47	**[LI OPSYON YO EPI KOCHE SA KI MACHE YO]**			
HT47.01		Si wi, sibvansyon (PSUGO, EPT, lòt ...)	. . . . .	1
HT47.02		Si wi, pwogram manje (PAM, PNCS , lòt ...)	. . . . .	2
HT47.03		Si wi, pwogram lekti	. . . . .	3
HT47.04		Si wi, fòmasyon pedagojik premye sik	. . . . .	4
HT47.05		Si wi, sante eskolè	. . . . .	5
HT47.06		Si wi, konstriksyon/reparasyon	. . . . .	6
HT47.07		Si wi, pwogram òdinatè	. . . . .	7
HT47.08		Lòt	. . . . .	8
		Pa konnen/pa vle reponn	. . . . .	888
HT48	**[MONTRE DIREKTÈ TÈKS]** Nan ki klas yon timoun ta dwe ka li yon tèks konsa nan yon minit?			
		Preskolè	. . . . .	0
		1è Ane	. . . . .	1
		2èm Ane	. . . . .	2
		3èm Ane	. . . . .	3
		4èm Ane	. . . . .	4
		5èm Ane	. . . . .	5
		6èm Ane	. . . . .	6
		7èm Ane	. . . . .	7
		8èm Ane	. . . . .	8
		9èm Ane	. . . . .	9
		Lòt	. . . . .	10
		Pa konnen/pa vle reponn	. . . . .	888
HT49	Complete?	Fèt an pati	. . . . .	0
		Konplè	. . . . .	1
HT50	Lè ou fini **[SÈVI AK SISTÈM 24È A]**		:	

MÈSI ANPIL

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USAID | HAITI
DU PEUPLE AMERICAIN

Ministère de l'Education Nationale et de la Formation Professionnelle

ToTAL
Tout Timoun Ap Li

Septanm 2012

OBSEVASYON LEKOL

Non Lekòl la
Nimewo EMIS Lekòl la
Non Evalyatè a
Non Sipèvizè a
Siyati Sipèvizè a

SO6	**Lè ou kòmanse [SÈVI AK SISTÈM 24È A]**	**:**	
SO7	Dat ou pase entèvyou a	Dat ou pase entèvyou a J J M M A A	
SO8	Eta Entèvyou a	**Pa vle reponn ENTÈVYOU A KANPE** . . . . . 1 Fèt an pati . . . . . 2 Konplè 3	
SO9	Eske batiman lekòl la ak anvironman li pwòp epi byen ranje?	Non . . . . . 0 Wi 1	
SO10	Eske li bezwen gwo reparasyon? **(mi ki pa la obyen ki kraze, do kay ki pa la oubyen ki koule dlo, kay la pa solid)**	Non . . . . . 0 Wi 1	
SO11	Eske lekòl la gen kouran? **[Si wi]** Eske l ap mache jodia?	Non . . . . . 0 Wi, men pa genyen jodia . . . . . 1 Wi, e genyen jodia 2	
SO12	Eske sous dlo pwòp, potab ki mache? **(SÈTADI ESKE SOUS DLO PWÒP SA MACHE PANDAN OU LA)**	Non . . . . . 0 Wi 1	

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SO13	Konbyen twalèt/latrin ki mache lekòl la genyen? **[YON TWALÈT K'AP MACHE SE YON TWALÈT MOUN KA SÈVI. SI SE YON TWALÈT KI FLÒCH, FÒK LI KA FLÒCH SAN PWOBLÈM]**	Twalèt **SI SE ZERO, SOTE KESYON ANBA YO, AL NAN SO16**	☐☐
SO14	Nan tout twalèt/latrin ki mache yo, konbyen se pou elèv fi yo sèlman.	Twalèt	☐☐
SO15	Eske twalèt/latrin yo pwòp?	Pa pwòp ditou . . . . . 0 Yon ti jan pwòp . . . . . 1 Pwòp anpil 2	
SO16	Eske gen yon bibliyotèk nan lekòl? Si wi, eske elèv yo sèvi ak bibliyotèk sa nan lè vizit yo?	Non, pa gen bibliyotèk . . . . . 0 Wi, genyen men elèv yo pa al ladan . . . . . 1 Wi, genyen e elèv yo sèvi ladan 2	
SO17	Eske gen yon telefòn ki mache nan lekòl la?	Non . . . . . 0 Wi 1	
SO18	Eske gen yon lakou rekreyasyon?	Non . . . . . 0 Wi 1	
SO19	Eske gen avi resan ki plake nan lekòl la ki bay enfòmasyon pwofesyonèl ou ki gen rapò ak administrasyon an?	Non . . . . . 0 Wi 1	
SO20	Lè ou fini **[SÈVI AK SISTÈM 24È A]**	**:**	

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Septanm 2012

ENVANTE KLAS LA

Label

Non Lekòl la
Nimewo Lekòl la
Nimewo Idantifikasyon Pwofesè a
Ane fondamental ansenye:
Non Evalyatè a
Non Sipèvizè a

CIN6	**Lè ou kòmanse [SÈVI AK SISTÈM 24È A]**	**:**
CIN7	Dat envantè a	Dat ou pase entèvyou a J J M M A A
CIN8	Gen konbyen tigason ki nan klas kounyea a? **[MANDE TOUT TIGASON YO KANPE EPI KONTE YO]**	Tigason
CIN9	Gen konbyen tifi ki nan klas la kounye a? **[MANDE TOUT TIFI YO KANPE EPI KONTE YO]**	Tifi
CIN10	Pou w ka konnen konbyen liv ki genyen, mande tout timoun yo leve liv **lekti kreyòl** yo anlè. **[SI LI NESESÈ, MANDE POU YO RETIRE LIV LEKTI YO NAN PLAKA POU DISTRIBYE YO BAY TIMOUN YO 'KÒM DABITID']** Kantite timoun ki gen liv **lekti kreyòl**	

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CIN11	Éske timoun yo gen materyèl sa yo? **[MANDE TIMOUN YO LEVE CHAK MATERYÈL GRENN PA GRENN]**				
CIN11.01	Kantite timoun ki gen kaye egzèsis lekti kreyòl				
CIN11.02	Kantite timoun ki gen plim/kreyon				
CIN12	Éske pwofesè a gen materyèl sa yo? **[ANTOURE TOUT MATERYÈL PWOFESÈ A GENYEN]**				
CIN12.01		Tablo	. . . . .	1	
CIN12.02		Lakrè	. . . . .	2	
CIN12.03		Plim/Kreyon	. . . . .	3	
CIN12.04		Kaye	. . . . .	4	
CIN12.05		Gid mèt pou lekti kreyòl	. . . . .	5	
CIN12.06		Tablo alfabetik	. . . . .	6	Z1
CIN13	Eske pwofesè a gen yon liv lekti kreyòl pou l sèvi? [Si se wi, mande pwofesè a pou l montre w liv lekti kreyòl li sèvi a.]	Si pa gen lekti kreyol, **ALE NAN CIN14**			
CIN13.01	Konbyen chapit/leson liv sa a genyen?	# chapit/leson ki nan liv la		_____	
CIN13.02	Konbyen chapit/leson klas la gentan wè jiska prezan?	# chapit/leson yo wè deja		_____	
CIN14	Éske gen lòt liv ki pa nan lis liv klas la nan sal la pou timoun yo li lè yo vle (ki pa anba kle)?	Okenn	. . . . .	0	
		1-4	. . . . .	1	
		5-9	. . . . .	2	
		10-19	. . . . .	3	
		20-39	. . . . .	4	
		40+	. . . . .	5	
CIN15	Éske gen imaj sou mi yo?	Non	. . . . .	0	
		Wi	. . . . .	1	
CIN16	Éske yo afiche travay timoun yo fè sou mi yo?	Non	. . . . .	0	
		Wi	. . . . .	1	
CIN17	Di ki mèb ki disponib pou elèv yo	Pa gen ni ban/ ni chèz ni biwo	. . . . .	0	
		Gen ban/chèz, pa gen biwo	. . . . .	1	
		Gen ban/chèz ak biwo	. . . . .	2	
CIN18	Eske gen ase plas pou tout elèv yo byen chita?				Z2
		Non	. . . . .	0	
		Wi	. . . . .	1	

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CIN19	Konbyen elèv k ap chita ate?	elèv ki ate a	**Z3**
CIN20	Lè ou fini **[SÈVI AK SISTÈM 24È A]**	**:**	

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Septanm 2012

Òbsèvasyon Klas - Lekti

Dat òbsèvasyon an		
Non Lekòl la		
Nimewo Lekòl la		
Ane Fondamental Òbsève	**1è Ane …… 1** **2èm Ane…… 2** **Klas Doub …. 0**	
Seksyon *[egzanp: A, B, 1a, 2a, etc.]*		
Non Evalyatè a		
Non Sipèvizè a		
Leson fransè oswa kreyòl?	**Fransè …… 1** **Kreyol …. 0**	

Fòmilè òbsèvasyon an dwe ranpli nan klas pandan yon leson lekti. Si pwofesè a di pa gen yon leson lekti a pa, di l ou ta renmen asiste yon lese ki mete plis aksan sou lekti.

Lè ou rive nan klas la, chache yon plas dèyè pou chita. Pa enteronp oswa twouble klas la.

Ranpli tablo obsèvasyon an. Chak twa minit, di sou kisa pwofesè a konsantre, sou kisa l ap pale, aksyon elèv yo ak pwofesè a epi ak ki materyèl l ap sèvi nan moman obsèvasyon an. Nan seksyon A ak B di sou kisa pwofesè a konsantre ak sou kisa l ap pale: mete yon "X" sou kote eleman ke ou obsève a. Nan seksyon C ak D, di ki aksyon pwofesè a ak elèv yo ap poze epi ki lang y ap pale: mete kòd lang y ap pale a kote aksyon ou obsève a. Nan seksyon E, di ki materyèl ak ki lang y ap pale; mete kòd lang y ap pale a a kote materyèl y ap sèvi nan moman obsèvasyon an. Chak seksyon (A, B,C, D ak E) dwe gen omwens yon "X" pou chak "prizfoto". Pa bliye ekri lè ou kòmanse òbsèvasyon an.

Lè obsèvasyon an fini nèt, reponn kesyon sa yo:

COR9	Konbyen elèv			
COR10	Konbyen tigason			
COR11	Konbyen tifi			
COR12	Lè ou kòmanse…..…È…….Minit		**:**	**(Sistèm 24è)**

		Obsèvasyon #:										
		3	6	9	12	15	18	21	24	27	30	33
	Atansyon pwofesè konsantre sou: (yon sèl X)											
COR13	Tout klas la											
COR14	Yon ti gwoup											
COR15	Yon grenn elèv											
COR16	Pa konsantre sou elèv yo											
COR17	Pwofesè a pa nan sal la											
	Sa l ap anseye											
COR18	Eple											
COR19	Travay oral sou son											
COR20	Rekonèt non ak son lèt											
COR21	Li silab											
COR22	Li grenn mo											
COR23	Li fraz											
COR24	Vokabilè (sans mo yo)											
COR25	gramè											
COR26	Travay sou kompreyansyon oral (istwa)											
COR27	Li tèks											
COR28	Konprann tèks elèv te li poukont li											
COR29	Dikte											
COR30	Redaksyon-kreye tèks, fraz											
COR31	Lòt oubyen ou pa konnen											
COR32	**Aktivite pwofesè a (Lang) (F=Fransè; K= Kreyòl; L= Lòt)**											
COR33	Li fò											
COR34	Ekri											
COR35	Esplike											
COR36	Pale											
COR37	Tande elèv											
COR38	Suiv travay elèv											
	Aktivite pwofesè a (Lang) (F=Fransè; K= Kreyòl; L= Lòt)											
COR39	Li ansanm											
COR40	Yon sèl elèv li fò											
COR41	Li an silans											
COR42	Ekri sou papye oswa adwaz											
COR43	Ekri sou tablo											
COR44	Pale											
COR45	koute/gade pwofesè a											
COR46	repete/ resite											
COR47	Lòt (pwojè, jwèt, elatriye…)											
COR48	P'ap travay (ap pale, dòmi, jwe)											
	Aktivite pwofesè a (Lang) (F=Fransè; K= Kreyòl; L= Lòt)											
COR49	Tablo											
COR50	Liv kou a											
COR51	Lòt liv											
COR52	Papye (Fèy kaye oubyen fotokopi)											
COR53	Fich											
COR54	Afich/kat sou mi an/ Tablo alfabè											
COR55	Adwaz											
COR56	Kaye elèv											
COR57	Lòt											

		Obsèvasyon #:										
		36	39	42	45	48	51	54	57	60	63	66
	Atansyon pwofesè konsantre sou: (yon sèl X)											
COR13	Tout klas la											
COR14	Yon ti gwoup											
COR15	Yon grenn elèv											
COR16	Pa konsantre sou elèv yo											
COR17	Pwofesè a pa nan sal la											
	Sa l ap anseye											
COR18	Eple											
COR19	Travay oral sou son											
COR20	Rekonèt non ak son lèt											
COR21	Li silab											
COR22	Li grenn mo											
COR23	Li fraz											
COR24	Vokabilè (sans mo yo)											
COR25	gramè											
COR26	Travay sou kompreyansyon oral (istwa)											
COR27	Li tèks											
COR28	Konprann tèks elèv te li poukont li											
COR29	Dikte											
COR30	Redaksyon-kreye tèks, fraz											
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