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Tout Timoun Ap Li - ToTAL **(All Children Reading)**

Annual Report
October 2013 – September 2014, REVISED



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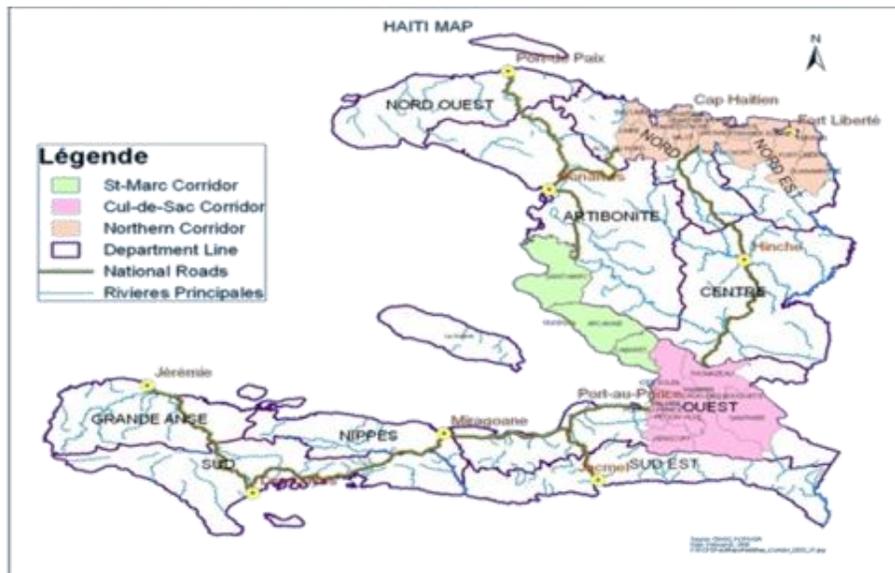
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Prepared for
Fabiola Lopez-Minatchy, Contracting Officer's Representative (COR), USAID/Haiti
United States Agency for International Development

Prepared by
RTI International
3040 Cornwallis Road
Post Office Box 12194
Research Triangle Park, NC 27709-2194

(Cover page: Teacher at the *Institution Privée Mixte Gentils Nounours Scitech* implementing ToTAL curriculum. Photo by RTI.)

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Abbreviations

AGPE	<i>Amélioration de la Gestion du Personnel de l'Éducation</i> (Improvement of Management of Education Personnel Project)
AMURT	Ananda Marga Universal Relief Team
BDS	<i>Bureau de District Scolaire</i> (School District Office)
CEEC	<i>Commission Episcopale pour l'Éducation Catholique</i>
COP	Chief of Party
COR	Contracting Officer's Representative
DCQ	<i>Direction du Curriculum de la Qualité</i> (Directorate of Curriculum and Quality)
DDE	<i>Directions Départementales d'Éducation</i> (Departmental Directorates of Education)
DEF	<i>Direction de l'Enseignement Fondamental</i> (Directorate of Basic Education)
DFP	<i>Direction de la Formation et du Perfectionnement</i> (Directorate for Training and Improvement)
DPCE	<i>Direction de la Planification de la Coopération Externe</i> (Directorate for Planning and External Cooperation)
EGRA	Early Grade Reading Assessment
FONHEP	<i>Fondation Haïtienne de l'Enseignement Privé</i> (Haitian Foundation for Private Education)
FY	fiscal year
GOH	Government of Haiti
IFOS	<i>Institute de Formation du Sud</i> (Institute of Training in the South)
IRC	International Rescue Committee
J/P HRO	J/P Haitian Relief Organization
M&E	monitoring and evaluation
MENFP	<i>Ministère de l'Éducation Nationale et de la Formation Professionnelle</i> (Haitian Ministry of National Education and Vocational Training)
NGO	nongovernmental organization
PDCL	<i>Plateforme de Développement des Compétences en Lecture</i> (Platform for the Development of Reading Skills)
PMP	Performance Monitoring Plan
PSUGO	<i>Programme de Scolarisation Universelle Gratuite et Obligatoire</i> (Program for Universal Free and Obligatory Education)
RCT	randomized controlled trial
RTI	RTI International (registered trademark and trade name of Research Triangle Institute)
SAP	<i>Service d'Appui Pédagogique</i> (Educational Support Service)
SSME	Snapshot of School Management Effectiveness
TOT	training of trainers
ToTAL	<i>Tout Timoun Ap Li</i> (All Children Reading)
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

1 INTRODUCTION

Tout Timoun Ap Li (ToTAL – All Children Reading), a two-year United States Agency for International Development (USAID)-funded applied research project, was launched in August 2012 and simultaneously addressed two pressing concerns for Haiti: education and literacy. Early grade reading is not only a priority for the *Ministère de l'Éducation Nationale et de la Formation Professionnelle* (Ministry of National Education and Vocational Training [MENFP]) but also the primary focus of USAID basic education efforts worldwide. Many donors operating in Haiti and supporting the government efforts are collaborating to promote access to and quality of education. The USAID mission in Haiti is leading this effort to reinforce the capacity of the MENFP to promote early grade reading for the majority of Haitian children.

The main objective of the ToTAL project was to assist the MENFP in developing and testing an instructional model to improve the reading skills of children in Grades 1, 2, and 3 in USAID/Haiti “development corridors.” Through the project, USAID contributed to the efforts of the Government of Haiti (GOH) in programming effective literacy education in Haiti.

The project activities were centered on eight major results that were achieved through the following underlying activities.

- Develop evidenced-based reading curricula that meet international standards for best practice literacy instruction and are relevant to Haiti’s development context and the educational needs of Haitian children.
- Develop and implement innovative and relevant teacher training opportunities and community literacy activities.
- Identify and evaluate the effects of the implemented reading materials, teacher education models, and community literacy strategies, based on a research framework focused on long-term impacts.

1.1 Background

The Republic of Haiti is one of the poorest countries on the globe and has undergone a series of traumatic natural calamities and political challenges. According to numerous statistics and measures, the country still lags behind other countries in terms of education, with one of the highest global rates of illiteracy among its young population. The United Nations Educational, Scientific and Cultural Organization (UNESCO) 2005 data indicate that only 66% of youth between 15 and 24 years old are literate, compared to 95.5% for the Latin American and the Caribbean region. The ramifications of the 2010 earthquake continue to present huge difficulties for the government in overcoming the educational challenges the country is facing.

The MENFP is committed to establishing and reinforcing quality standards for all schools, focusing on the implementation of instructional programs to help Haitian children acquire the language and reading skills necessary for their future achievements. However, despite the efforts of the GOH and its partners, the state of the Haitian basic education system is still

underdeveloped. Generally, Haitian children spend less than four years in school, with a high dropout rate at the primary level. In addition, the repetition rate is among the highest in the region (more than 17%). Consequently, many Haitian children perform very poorly in reading at the early stage of their schooling. According to recent studies, more than 600,000 out-of-school children and youth remain illiterate, lacking the basic skills to compete in the labor market and being unprepared to contribute to national development efforts.¹ The end result is that the percentage of the Haitian population living at or beneath the poverty level is very high, particularly among those living in rural communities. According to the United Nations Human Development Index, Haiti ranks 153rd of 177 countries classified in 2005. More than 78% of Haitians live on less than \$2 per day, and 54% of these live in extreme poverty (less than \$1 per day). Haiti's gross national product per capita in 2010 was \$672 compared to \$632 in 1980, which reflects a stagnation of the country's economic development.

Haiti is historically a bilingual nation. The national education policy requires that children begin reading instruction in Haitian Creole. However, instruction in the Creole language has not been popular, because parents and communities tend to value the French language, which is considered the language of commerce and politics. A common perception among parents is that instruction in their first language places children at a disadvantage. Equally problematic is limited availability of adequate and reliable curricular materials using the Creole language as a medium of instruction in schools.

The Haitian education system is highly privatized, with public schools accounting for less than 10% of Haiti's 15,200 primary schools.² While some private schools are well-financed, high-functioning, and effective, many are chronically under-resourced and struggling community schools. In both public and private schools, teachers are, to a significant degree, inadequately prepared, poorly qualified, and lacking required experience. The majority of the teachers have completed, at most, a secondary school education and have not mastered the competencies needed to teach, especially regarding reading and writing in the Creole language. Most critically, MENFP curricula are outdated and not appropriate for teaching over-aged students at the primary level. These situations remain key factors in explaining the poor quality of instruction at the primary level in public and private schools.

1.2 Project Goal, Objectives, and Results

The main goal of this research activity was to assist the MENFP in testing an instructional model to improve the reading skills of children in Grades 1–3 in USAID/Haiti's three major development corridors (the Cap-Haitien corridor, the Saint-Marc corridor, and the Port-au-Prince corridor). RTI's ToTAL research activity directly responded to MENFP and USAID requests for policy-relevant information as they consider how best to organize and implement an early-grade reading instruction program among schools in Haiti that is specifically adapted to Haiti's culture

¹ U.S. State Department. (2012). *Fast Facts on the U.S. Government's Work in Haiti: Education*. Retrieved from <http://m.state.gov/md194161.htm>

² United States Agency for International Development. (2007). *Education: Overview*. Archived from the original on 17 October 2007. Retrieved from <http://web.archive.org/web/20071017050613/http://www.usaid.gov/ht/education.htm>

and the educational needs of Haitian children. In addition, best practices and lessons learned from this applied research activity will be used to inform the design of future USAID/Haiti education activities.

The project was carried out in more than 300 schools within the three development corridors: 150 in the Cap-Haitien corridor, 50 in Saint-Marc, and 150 in Port-au-Prince. The objectives of the project were sixfold:

1. Conduct applied research to assess student reading skills;
2. Design innovative and evidence-based learning materials that meet international standards for best practice literacy instruction and that respond and are relevant to the Haitian culture, development context, and children’s educational needs;
3. Draft relevant and responsive “best practice” standard curricula and materials for Grade 3 teachers that will be piloted by the MENFP;
4. Develop an instructional model and design and test community literacy strategies to improve children’s reading;
5. Develop and implement a comprehensive teacher training approach that includes instruction and coaching; and
6. Assess school management effectiveness.

To achieve the project objectives, ToTAL worked toward attaining eight expected results:

1. Applied research activity successfully launched;
2. Capacity of organizations currently operating in Haiti to implement applied research activity, ToTAL reading program, and future reading programs assessed in USAID/Haiti development corridors, and local partners invited to participate in project design, implementation, and/or performance monitoring;
3. Student reading performance assessed;
4. School management effectiveness assessed;
5. Reading curriculum developed, implemented, and evaluated;
6. Community literacy strategies that improve early grade reading developed;
7. Reading instruments improved; and
8. Capacity of GOH to conduct applied research, as well as capacity to design, implement, and evaluate a future early grade reading program, strengthened.

2 PROJECT ACHIEVEMENTS

Highlights of the second year of the project include the following. *Annex A* provides a detailed timeline of events and activities.

2.1 Key Activities and Progress

- Finalization of Grade 1 Creole and French instructional materials. Grade 1 materials have now been used in classrooms during two school years and benefitted from three cycles of revision;
- Implementation of a pilot study in 44 schools for Grade 2 instructional materials in Creole and French, allowing the development of appropriate and tailored teaching and learning materials. The Grade 2 pilot study included the establishment of a Pilot Support Team made up of MENFP officials and leading educators, an introductory workshop, school visits, focus group visits, classroom observation and focus groups for MENFP inspectors, and revision workshops with the Pilot Support Team;
- Commencement of development of Grade 3 materials in Haitian Creole and French;
- Capacity building and training of trainers (TOT) sessions for government officials, including school inspectors, directors, teachers, and coaches on revised Grade 1 and Grade 2 reading materials;
- Early Grade Reading Assessment (EGRA) administered at baseline and endline of 2013–2014 school year, and Snapshot of School Management Effectiveness (SSME) administered at endline of 2013–2014 school year, with resulting data used to inform materials development and policy dialogues with MENFP;
- Engagement of MENFP in “parallel EGRA” as a capacity-building activity, which will further enhance the ability of MENFP to implement EGRA as an evaluation tool in future initiatives;
- Training on EGRA (summative assessment) for coaches, supervisors, and inspectors to build understanding of this important results measurement tool;
- Submission of the final Capacity Mapping Report;
- Continuation of communications plan activities: distribution of pamphlets/mini-posters, airing of radio jingles, development of video clip;
- Submission of revised reading progress report card as part of supplemental materials to be used in ongoing implementation of ToTAL materials;
- Collaboration with other partners in the education sector; and
- Change in project leadership, with Kadidia Dienta assuming the position of Chief of Party (COP).

2.2 Result 1: Applied Research Activity Successfully Launched

The following activities and deliverables were undertaken during the second year of the project in response to this result. Performance indicators related to this and all remaining results are presented in *Annex A*.

2.2.1 Stakeholders Collaboration

Collaboration with the MENFP: Throughout the implementation process of the ToTAL project, RTI built a very strong relationship with the MENFP. The team worked very closely with the MENFP and representatives of civil society organizations throughout the development, implementation, and evaluation process of the instructional reading materials for Grades 1 and 2 in both Haitian Creole and French, as well as throughout the current development of materials for Grade 3. The ToTAL management team ensured MENFP participation in ToTAL capacity building activities, such as materials development workshops, presentations of the EGRA results, teacher and coach trainings, and EGRA assessor trainings.

The MENFP expressed enthusiasm for ToTAL's use of the tablet-based Tangerine-system in gathering coaching data and assessment data. RTI provided training on the software to MENFP inspectors as well as all coaches from the *Foundation Haïtienne de l'Enseignement Privé* (Haitian Foundation for Private Education [FONHEP]) and *Commission Épiscopale pour l'Éducation Catholique* (CEEC) in Port-au-Prince, Saint-Marc, and Cap-Haitien corridors.

Collaboration with other stakeholders: In addition to collaboration with MENFP, ToTAL management invested substantial time and effort engaging USAID implementing partners and other interested stakeholders. Such partners were invited to ToTAL trainings on materials and EGRA assessment. The following list indicates partner participation in trainings:

- Teacher Training in Grade 1 Material, January 20–24, 2014 – J/P Haitian Relief Organization (J/P HRO)
- Policy Dialogue on EGRA Results, August 27–28, 2013 – United Nations Children's Fund (UNICEF), Concern, Save the Children, Care, and other Haitian and international partners
- Year 2 Baseline, October 13–20, 2013 – Care, J/P HRO, Ananda Marga Universal Relief Team (AMURT)
- Year 2 Endline, April 27–May 3, 2014 – Care, International Rescue Committee (IRC)
- Grade 2 Curriculum Materials TOT, August 24–30, 2014 – Concern, IRC, and Caritas Czech Republic

In addition, ToTAL provided curricular materials to the following implementers for use during the 2013–2014 school year: Concern, UNICEF, Care, Caritas Austria, Caritas Czech Republic, J/P HRO, AMURT Haiti, Save the Children, IRC, and World Bank. Concern, Care, Caritas Austria, Caritas Czech Republic, and World Bank are actively implementing the ToTAL program during the 2014–2015 school year as well. Concern provided important insights into the opportunities and challenges of implementing ToTAL materials in the rural Central Plateau through an intensive implementation in Saut d'Eau, and they found the materials to be

exceptionally effective. They reported that, just prior to implementing the ToTAL materials, most of the children assessed were able to read only 10 words a minute; within four months, the number of words these student could read in a minute had doubled. Caritas Austria and Caritas Czech Republic are implementing ToTAL materials in Gressier and Léogâne in the rural Ouest.

2.2.2 Revision of Randomized Control Trial Plan

At USAID's request, the ToTAL team revised the randomized controlled trial (RCT) plan to reflect the pilot testing of Grade 2 materials and to address a lack of full implementation of community mobilization activities. ToTAL management submitted the revised plan to USAID on August 2, 2014.

2.3 Result 2: Capacity to Implement Applied Research Activity, ToTAL Reading Program, and Future Reading Programs in USAID Development Corridors Assessed and Local Partners Invited to Participate in Project Design, Implementation, and/or Performance Monitoring

The ToTAL team completed and submitted the Final Capacity Mapping Report and database to USAID on June 30, 2014. USAID provided comments on that report, and revisions were underway as of the end of September 2014. The purpose of the final report was to provide information obtained through the course of the project regarding the capacity of current organizations operating in Haiti in an effort to better understand the current education system in Haiti as well as the support that can be engaged for further education-focused initiatives in the country. The final Capacity Mapping Report updated the findings of ToTAL's *Report on the Capacities of Organizations in the Education Field: Ouest, Artibonite, Nord, and Nord-Est* that was approved by USAID in January 2014 and was based on an extensive survey of organizations conducted in May 2013.

The findings from the Capacity Mapping Report demonstrated that the many local organizations focused on education in Haiti are of limited capacity and highly decentralized in their efforts. However, the Capacity Mapping Report emphasized that there is a great deal of untapped potential for local organizations and for the MENFP to make greater contributions to education in Haiti by coordinating more closely and by creating partnerships.

Key trends from the report to note include: (1) increased adoption of new technologies in Haiti such as tablet computers and the Tangerine[®] electronic data collection software system, (2) the availability of research-informed curriculum and pedagogy that yield greater student outcome improvements, and (3) enhanced managerial capacity in some local organizations. Combined, these factors create an opportune moment to achieve the long-elusive goals of ensuring that the vast majority of children learn to read in the early grades, while effectively, efficiently, and reliably measuring the results. Impressively, future programs need not rely solely on imported technology as, for example, Surtab now produces tablet computers in Haiti. It goes without saying that engaging with Haitian business partners such as Surtab would maximize the economic development benefit of any large-scale early grade reading program. Along these same lines, Haitian diaspora organizations such as Educa Vision Inc., a Florida-based publisher of Creole children's books, bring new and high quality resources to early grade education. However, due to

the weak capacity of many local organizations, a great deal of effort, continued commitment from international partners, and increased adaptability from established Haitian organizations is required to achieve the promise of the current moment.

The Capacity Mapping Report encourages synergistic partnerships among local organizations with expertise in specific techniques or best practices, such as *Institute de Formation du Sud* (IFOS); and organizations such as FONHEP and CEEC that have wide networks that can be leveraged with the use of new technology. These partnerships can be fundamentally transformative because FONHEP, through its partner CEEC, has a large network of schools but requires a great deal of strengthening of technology and management systems. For example, the online Tangerine-enabled transmission of coaching data empowers FONHEP to be more organized and timely in its use of information and thus to more adequately administer its programs and achieve better results for students. This recommendation of the original Capacity Mapping Report was further affirmed by ToTAL's work with FONHEP and CEEC during the 2013–2014 school year. Skills sharing and skill building partnerships are essential for the continued development of these organizations as well as their ability to provide quality services to their beneficiaries.

The Capacity Mapping Report also recommends that future programs continue to strengthen the links among Haitian organizations in sectors with strong potential synergies to education, including in the health sector—for example, those involved with activities such as school-based health screenings, health interventions, vitamins, deworming, vaccination, health interventions, food security, and particularly school feedings, water, and sanitation—to ensure a hygienic school environment and to address barriers to education for girls, gender equity, human rights, protection, and livelihoods. ToTAL's work with Lions Club International Haiti for teacher sensitization and school-based vision screening is an example of the power of these cross-sectoral partnerships to improve both educational outcomes and children's lives more broadly by using school infrastructure to reach children for health interventions.

The number of organizations identified as part of the capacity mapping exercise totals 253, a solid majority of which are located in the Artibonite (90 organizations, or 36%) and Ouest (94 organizations, or 38%) departments. Approximately 70% of the surveyed organizations are active in urban areas; 30% are rural. The organizations are of various types, including international organizations, national networks of organizations, charities, trade unions, and school and university management associations. All of these organizations have reported having resources—whether human, material, or knowledge in the education sector—and could join a future education project. However, many opportunities lie outside of the education sector and, as a result, the report identifies organizations and institutions in complementary sectors—including publishing and media—that are well positioned to contribute to early grade reading programs. Almost all of the surveyed organizations (204, representing 83% of the total) reported being legally recognized by the Haitian state. In more than half of these cases, this recognition was awarded by the Ministry of Social Affairs. The vast majority (80%) of the surveyed organizations reported that they had databases or monitoring and evaluation (M&E) capacities, although it was beyond the scope of the assessment to evaluate the actual functionality of those systems.

Approximately 30% of the organizations reported that their main source of funding was member contributions, 27% ran on donations, and 24% were funded by nongovernmental organizations (NGOs). While external relationships and coordination between these organizations is currently lacking, it is clear that there is a great deal of value to be added in increasing coordination among organizations that could allow for coordinated action, resource sharing, and possibly reduced duplication of efforts.

It is important to note that an impressive 71% of all surveyed organizations indicated that they were interested in participating in a large-scale early grade reading project.

2.4 Result 3: Student Reading Performance Assessed

The following activities and deliverables were undertaken during the second year of the project in response to this result.

Assessing student reading performance across a representative sample of public and private schools within the three target USAID development corridors was a fundamental component of the ToTAL project. The ToTAL team used results from EGRA administrations to inform the development of curricular materials, teacher training, coaching, and professional development.

Versions of the EGRA assessments that were adapted in the first year of the project were used to assess student performance at baseline and endline of the 2013–2014 school year. It should be noted that EGRA instruments used in 2013–2014, however, differed from 2012–2013 versions in the administration of subtasks across languages. Because the MENFP Grade 1 French curriculum and, therefore, the ToTAL Grade 1 French curriculum, does not explicitly teach reading or writing skills, it was decided for the 2013–2014 school year to assess only oral language and letter-naming skills for French. For Creole, all EGRA skills assessed in the 2012–2013 school year were also assessed in the 2013–2014 school year.³

2.4.1 Baseline administration

Assessor training for the 2013–2014 school year baseline data collection occurred October 14–19, 2013. MENFP representatives attended the training. A total of 84 assessors and supervisors representing the three corridors were trained; in the Cap-Haitien and Saint-Marc corridors, most assessors were experienced trainers from the first year of the project, although several new assessors were trained in each corridor to address attrition. All assessors and supervisors trained for the Port-au-Prince corridor were new to that corridor, although three had previously served as assessors in other corridors. Because the school year started on October 1, and to allow several weeks for class enrollment to stabilize, data collection for Year 2 baseline occurred in each of the corridors as follows:

- Cap-Haïtien: October 21–November 8
- St Marc: October 21–November 11

³ When the 2012–2013 baseline EGRA was administered, it had not yet been decided if MENFP would want the project to teach reading in French in Grade 1; therefore, all subtasks were administered in French as well as in Haitian Creole, except only for Grade 2 students in French. By the beginning of the 2013–2014 school year, the curriculum plan had long been established and the assessment approach could be revised accordingly.

- Port-au-Prince: October 21–November 13

Within each school, approximately 20 students were sampled with the intention of selecting five students from each grade/gender. Schools were clustered to make data collection more efficient. From across 240 schools, 4,460 students were assessed.

2.4.2 Endline administration

Assessor training for endline data collection occurred April 27–May 3, 2014. MENFP representatives attended the training. A total of 115 assessors and supervisors representing the three corridors were trained. Data collection for Year 2 endline began in each of the corridors on May 5, 2014, and ended on June 2, 2014. As at baseline, within each school, approximately 20 students were randomly sampled with the intention of selecting five students from each sex within each grade. Schools were clustered to make data collection more efficient. From 228 schools, 4,206 students were assessed.

2.4.3 Analysis of EGRA data

As indicated, during the second year of the project, program staff measured student competencies and assessed program impact through baseline and endline EGRA assessments at the beginning and end of the school year, respectively. RTI engaged MENFP in discussions regarding data analysis for endline EGRA results, providing a training opportunity in the use of statistical methods for such analysis. The training included discussions of sample selection and other processes related to an applied RCT, statistical analysis using EGRA data, and a discussion of preliminary results. The MENFP staff present appreciated the opportunity to dialogue with ToTAL staff and statisticians about data gathering and analysis, survey design, and other practicalities of program implementation.

RTI's baseline and endline EGRA reports for the 2013–2014 school year showed student results, disaggregated by sex, on key reading performance parameters in Grades 1 and 2, together with contextual information regarding students, teachers, and school directors of schools sampled in the study. Full EGRA results and recommendations can be found in the ToTAL Year 2 EGRA Baseline Report and the ToTAL Year 2 EGRA and SSME Endline Report, both of which were submitted to USAID per the deliverable schedule. A summary of findings follows.

Foundation skills improved in ToTAL schools: Observed results revealed promising gains in both sets of treatment schools—both during the 2013–2014 school year and from baseline 2012 to endline 2014—in the key pre-reading skills of initial sound identification and letter sound knowledge, both oral-language-focused skills. In each of these skills, students who were exposed to the ToTAL program demonstrated statistically significant gains over their control-group counterparts. Coaching and classroom observation data suggest that substantial parts of the ToTAL lessons taught in Haitian Creole were spent on oral language manipulation—teachers spent 26% of the lesson time on phonemic awareness tasks—which is likely a factor in these findings. (It should be noted that the ToTAL lessons designate 8% of lesson time to phonemic awareness; teachers, therefore, exceeded the recommended guided time for this skill.)

Improvements in foundational skills did not necessarily translate into improved higher-order skills: Students' fluency in reading words and connected text by endline of Grade 2 began to approach levels that are required for further progression to reading comprehension in ToTAL schools. These trends, however, were not observed in all skills, and by the end of Grade 2, the majority of students still lacked speed and/or accuracy in letter name knowledge (measured in both Creole and French) and decoding ability (measured in Creole only). They also showed limited proficiency in the pre-reading skills of listening comprehension (administered in both Creole and French) and oral vocabulary (measured in French), which suggests an ongoing need to bolster students' vocabulary skills in both languages. Together, these results suggest that while the program may have helped to develop students' phonemic awareness and phonics skills, this had not yet translated into gains at word-level decoding or beyond. This is not surprising and is a trend that is seen in other countries as well. Until students have mastered these foundational skills, they lack the cognitive focus required to read and comprehend connected text. This is why it is critical for students to receive explicit instruction and any necessary remediation in language and literacy development in the very early grades. Unless students are able to reach higher levels of proficiency in these skills, they will remain unprepared to progress into the more content-heavy grades of mid- and upper-primary school.

Community mobilization activities did not add to the effects of the program, perhaps due to low levels of implementation: Overall, the differential gains hypothesized from the addition of community mobilization activities to Treatment B schools did not materialize. Statistically significant differences between Treatment A and Treatment B scores emerged for several skills, but all such differences favored the Treatment A group. This may result from the lack of full Treatment B implementation under the ToTAL project. Although the core element of the 2013–2014 school year community mobilization plan—reading clubs—was implemented in many schools, the clubs were not present in all schools and did not meet with the frequency intended (a total of 780 reading club meetings took place across the Treatment B schools, rather than the 1,800 planned). The other two elements of the plan were either infrequently implemented (e.g., 31 parent meetings were held) or not implemented at all (e.g., literacy fairs). This was largely due to insufficient activity on the part of community mobilizers—who missed substantial numbers of days in the field due to poor management on the part of the responsible subcontractor—and insufficient numbers of community mobilizers to reach all rural schools—each community mobilizer was responsible for 10 school communities and, therefore, was able to visit each only twice each month on average. It should also be noted, however, that across subtasks, Treatment B means at baseline were substantially lower than means in the other two groups, suggesting that despite random assignment, the Treatment B communities were meaningfully different from the other communities. The study design did not anticipate this and so did not capture data that might explain this finding; this should be a consideration in interpreting results, however. In addition, the lack of strong Treatment B effects is not dissimilar from efforts made in other countries. Mobilizing communities requires establishing relationships and trust within those communities, and laying this groundwork takes time. The limited implementation of planned activities is likely a symptom as well as a cause of underlying reluctance or inability of many community members to invest the required time. Within each target community however, progress was made and

important relationships were established with community members and partners (e.g., YMCA d’Haiti). These relationships should be strengthened to further build momentum in communities.

Gender gaps favored girls: On all skills *except* Invented Word Decoding and Word Dictation, statistically significant differences between girls and boys were observed. In all cases, girls significantly outperformed boys. In many of these cases, these groups were comparable at baseline and the gains were seen in control as well as treatment groups, perhaps indicating that this is a reflection of how girls and boys learn at this age. Future research is needed to better understand this difference. On the subtasks of Invented Word Decoding and Word Dictation, no statistically significant differences between girls and boys were observed.

Coaching and classroom observation data did not provide sufficient information to explain differences in learning outcomes: Analyses were also run to determine the impact of coaching visits, community mobilization activities, and the fidelity of teacher implementation of the ToTAL curricula on student mean scores. A regression analysis showed that the factor of teacher following all elements of the lesson did predict student performance on the Oral Reading Fluency subtask. The finding that Treatment A students outperformed control students on EGRA subtasks also suggests that teachers receiving the overall program were offering qualitatively better instruction than control teachers; while this could be attributed solely to the materials and training sessions, it is likely that coaching also played an important part. No other fidelity regressions showed a positive contribution, however, and it may be that the instruments used were not sufficiently calibrated to capture the differences in implementation that were related to increased learning outcomes. No significant findings were observed with regard to coaching or community mobilization. As mentioned elsewhere, both coaches and community mobilizers failed to provide the quantity or quality of support intended, and it is possible that the limited number and range of activities made it more difficult to see meaningful impacts. Given that fidelity of implementation—whether of teachers using materials or communities engaging in literacy-supportive activities—often is shown to play a key role in learning outcomes and that positive, if not consistent, findings emerged from this study, future research on the forces contributing to student outcomes is warranted.

Teachers are underqualified; the less prepared teachers were, the less likely they were to adhere to ToTAL’s implementation design: It should be noted that many of the teachers implementing the ToTAL program were underqualified. In addition, many teachers failed to implement the ToTAL program as it was designed; teachers did not consistently use intended classroom management, student interaction, and formative evaluation strategies, and many teachers did not keep pace with the program schedule. For example, 41% of teachers were behind in lessons (during 67% of coaching visits, teachers were observed to be more than five lessons behind schedule) and 75% of teachers were not using the elements of the lessons to interact with students. It is likely that such weaknesses in teacher fidelity of implementation negatively impacted student growth.

The report also provides a series of recommendations to MENFP when implementing ongoing reading initiatives.

2.4.4 Dissemination of findings to stakeholders

Findings from the baseline EGRA administration were communicated to stakeholders in the Cap-Haitien and Saint Marc corridors via partner meetings on February 27 and March 21, 2014, respectively. In both presentations, teachers, school directors, and local MENFP officials expressed interest in EGRA and SSME information as well as commitment to educational change. By linking SSME data to EGRA results—for example, by showing how the high number of days of unofficial school closure interferes with learning and reduces reading outcomes—ToTAL staff sought to help local stakeholders to have helpful “take-away” points that can be applied at the classroom, school, and district levels. A policy dialogue workshop intended to further discuss EGRA and SSME results and implications for future policy decisions was held in November 2014, and at this event school teachers, directors, coaches, and inspectors overwhelmingly expressed appreciation for the ToTAL program and their desire to continue using it in subsequent years.

2.5 Result 4: School Management Effectiveness Assessed

The endline SSME data collection was successfully completed by RTI and the report on both EGRA and SSME was submitted to USAID as scheduled on September 30, 2014. Throughout the process, and in conjunction with key education stakeholders, the project team administered SSME and completed an analysis of the findings describing the relationship between school management effectiveness factors and student reading performance. The results of the SSME and the actions taken accordingly were shared with key stakeholders, including school communities

The SSME survey used at baseline of the 2012–2013 school year was revised slightly to reflect the specific implementation of the 2013–2014 school year and administered during the 2013–2014 endline EGRA administration. The components administered included the following: school inventory, head teacher survey, teacher survey, classroom inventory, classroom observation, and student survey. SSME assessors were trained concurrently with EGRA assessors and accompanied EGRA assessors on all school visits.

Findings highlighted substantial weaknesses in teacher training and variation in levels of program implementation. On the issue of training, the ToTAL program included a rigorous and multi-faceted teacher training component, with teachers receiving a 10-day training at the beginning of each year, followed during the 2013–2014 school year with subsequent targeted and regional trainings and coaching. This report showed, however, that teachers still did not implement the program as designed. During future implementations, teachers need to be continuously trained to teach the five foundational components of reading beginning in Grade 1: phonemic awareness, phonics instruction, reading fluency, vocabulary, and reading comprehension. Despite ToTAL’s extensive training efforts, many teachers struggled to fully implement the lesson plans. A further implementation issue was coaching. While the ToTAL program included substantial training and retraining of coaches, the coaches did not meet their projected number of school visits. In addition, the fact that teachers were not implementing the program faithfully implies, at least in part, that the coaches were not helping teachers to address these deficiencies in their implementation. Further working with coaches and inspectors to ensure full adherence to

schedules and to strengthen their abilities to provide meaningful pedagogical guidance to teachers will be important in future work. The Full SSME results and recommendations can be found in the *ToTAL Year 2 EGRA and SSME Endline Report*.

2.6 Result 5: Reading Curriculum Developed, Implemented, and Evaluated

The following activities and deliverables were undertaken during the second year of the project in response to this result.

2.6.1 Curriculum Development

The ToTAL team successfully completed the revision of Grade 1 and Grade 2 curricular materials during the time period of this report. The development process of Grade 3 curriculum was also launched during this reporting period.

2.6.2 Grade 1 Materials Development and Implementation

As of October 1—the first day of the 2013–2014 school year— revised Grade 1 materials had been printed and distributed to all ToTAL treatment schools. Grade 1 Creole and French materials were used in both Grade 1 and 2 classrooms throughout the 2013–2014 school year. In May of 2014, however, MENFP requested that additional edits—such as a reordering of activities in a lesson, revisions to some of the stories, and revisions to some of the teacher scripts—be made to the Grade 1 Haitian Creole materials, which USAID asked RTI to accommodate. RTI agreed to this request and incorporated lessons learned from use in the schools in this round of revisions. RTI submitted final Grade 1 Creole materials to USAID, along with the previously approved Grade 1 French materials, on June 30, 2014.

Prior to October 1, 2014, RTI had distributed sufficient materials to all ToTAL treatment schools based on anticipated student enrollment. Following the start of the school year, RTI solicited updated enrollment numbers from schools and distributed additional materials in late October and early November. An increase in enrollment related in part to the MENFP’s *Programme de Scolarisation Universelle, Gratuite et Obligatoire* (PSUGO) prompted RTI to distribute yet additional materials in December 2014 to ensure, to the best of its ability, that all students had access to materials.

During the 2013–2014 school year, implementing partners Care, Caritas, J/P HRO, AMURT Haiti, and Concern implemented the ToTAL program in additional schools. J/P HRO implemented in partnership with AMURT Haiti in 20 schools (with a total of 30 teachers) in Delmas 32, as part of a community-based redevelopment program. Concern reported that the materials were a vast improvement over what was previously in use in schools in their target area of rural Saut d’Eau. In line with RTI’s experiences in its intervention zones, Concern staff reported that teachers in rural areas found it challenging to complete an entire scripted lesson during a class period. The teachers, who often had limited training and education, were not accustomed to delivering so much content and, as a result, took more time with the material; in addition, students who lacked prerequisite foundational skills took substantial time to master the content, thus also requiring more instructional time. However, Concern leadership found that the scripted nature of the materials and the embedded classroom management strategies that had been

provided helped to build teacher capacity. Concern Program Manager Fanela Célestin reported that, before implementing the ToTAL program, the vast majority of the students in the targeted schools could read less than 10 words per minute, but after three to four months of implementation, students were able to read over 20 words per minute on the same assessment. Concern later presented the findings at the Strategic Dialogue on Reading in November 2014 hosted by ToTAL and USAID.

2.6.3 Grade 2 Materials Development and Implementation

Grade 2 Pilot Program: Under this activity, ToTAL pilot tested 24 French lessons and 25 Haitian Creole lessons in 44 schools in the Cap-Haitien corridor from March to May 2014. To support pilot teachers, in April 2014 ToTAL hired and trained two coaches who visited schools on a regular basis and provided implementation support to teachers as well as feedback on implementation challenges and successes to ToTAL.

In response to technical guidance on the pilot issued by USAID on April 11, 2014, ToTAL established a Pilot Support Team to review and provide input on both Haitian Creole and French Grade 2 materials. From May 20 to May 21, 2014, ToTAL team members accompanied the Pilot Support Team in visiting the Cap-Haitien corridor to conduct classroom observations in pilot schools and observe Creole and French teacher focus groups. MENFP staff who participated on the Pilot Support Team included Lionel Hugo (*Plateforme de Développement des Compétences en Lecture* [PDCL]), Jean Willer Janvier (*Direction de l'Enseignement Fondamental* [DEF]), Madame Christiana Joseph (DEF), Mackenson Descollines (DEF), Josette Gaboton, and Chantal Rocques (*PSUGO/Amélioration de la Gestion du Personnel de l'Éducation* [AGPE]). Other Pilot Support Team members included Charles Tardieu (IFOS), Claude Hebert Benoit (FONHEP), Père Ladouceur (CEEC), Darline Alexis (University Quisqueya), and Jocelyne Trouillot.

A Pilot Support Team Grade 2 Revision Workshop was held on May 26–27, 2014, to consolidate and finalize revisions in a participatory and coordinated manner. Dr. Pierre-Michel Laguerre, former Director General of the MENFP who provided technical support to the materials development process, was also present. The workshop represented the final step in the Grade 2 curricula pilot and Pilot Support Team process, and was intended to conclude the process whereby USAID, MENFP, and other stakeholders provided input into the revision process. However, subsequent to the workshop, MENFP requested that additional edits be made to the Grade 2 Haitian Creole materials as well as to the Grade 1 materials, which USAID asked RTI to accommodate. For the Grade 1 Creole materials, Mrs. Gaboton worked with the ToTAL team to revise the letter-sound and phonemic awareness exercises as well as the order of introduction of vocabulary words and prediction exercises. Four illustrations were redrawn again as part of this process as revisions were being made to the teacher instructions. Despite constraints this imposed on ToTAL, in terms of both timeline and staff bandwidth, RTI agreed to this request.

In addition to support for the Pilot Support Team, the technical guidance called for the training of inspectors in classroom observations in pilot schools, the development of an inspector monitoring instrument, inspector focus groups, student focus groups, and teacher focus groups, as well as

student and teacher surveys. The purpose of these visits was to ensure that materials were adapted to students and teachers' needs, as well as Haitian classroom reality.

On April 24–25, 2014, the ToTAL team trained 26 inspectors on the ToTAL Grade 2 French and Creole materials as well as on the classroom observation instrument. Inspector training and involvement in classroom observation were particularly important aspects of the Grade 2 Pilot Program, as these activities engaged GOH staff, not just local or international nongovernmental organizations, directly in classroom support. MENFP inspectors highly appreciated the training and the school visits and reported that the Pilot Grade 2 materials were used enthusiastically by students, teachers, and school directors. In focus group discussions, school inspectors emphasized that the materials were of much higher quality than what was currently available and were also very context appropriate. One inspector went as far as saying that ToTAL was the most impressive educational development intervention that he had seen in his decades-long career in education in rural Haiti. Direct involvement of GOH staff and stakeholders will be crucial for the long-term sustainability of future large-scale educational improvement programs. Indeed, involving inspectors in classroom observation for the Pilot program demonstrated their ability to contribute to classroom observation of reading programs. An important lesson of the process was that a transfer of responsibility for classroom observation to inspectors, while ensuring quality, would be an important component of future reading programs.



Pilot Support Team: The team is finalizing the revision to the Grade 2 materials, Moulin Sur Mer, May 2014.

Grade 2 curricula revision: During the last quarter of 2014, ToTAL French and Creole curriculum development teams completed the revision process of the Grade 2 materials. The revised version of all materials was submitted on July 31, 2014 and approved by USAID. The ToTAL team distributed the materials to development partners in Haiti—such as Concern, Care, Caritas Austria, Caritas Czech Republic, and World Bank—to implement in their schools during the 2014–2015 school year.

2.6.4 Grade 3 Material Development and Implementation

Development of Grade 3 scope-and-sequence documents and lesson templates began in July 2014 while the teams were completing the revision of Grade 2 materials. The scope-and-sequence documents, lesson templates, and sample lessons were shared with USAID during August for their comments and suggestions. Upon receipt of USAID comments, the ToTAL team organized a series of review meetings with both USAID and MENFP representatives, and in August 2014 an agreement was reached regarding the content of the scope and sequence, themes of stories, lessons templates, and types of activities to be considered throughout the development process of Grade 3 materials.

The ToTAL curriculum development teams are fully embarked on drafting the Grade 3 materials in both Haitian Creole and French, working closely with USAID, MENFP staff, and education experts.

2.7 Result 6: Community Literacy Strategies that Improve Early Grade Reading Developed

The following activities and deliverables were undertaken during the second year of the project in response to this result.

To improve early reading outcome within all target schools, the Project ToTAL team worked closely with its subcontractor FONHEP to implement community literacy strategies that take into account both boys' and girls' reading skill improvement. Over the course of the 2013–2014 school year, reports of school-level community mobilization activities were tracked, enabling RTI to know, per school community, the overall level of engagement in reading clubs, parent reading fêtes, and literacy fairs.

2.7.1 Implementation of Community Literacy Plan

Under this activity, ToTAL implemented the community mobilization plan in Treatment B schools through its subcontractor, FONHEP. Community mobilization activities occurred throughout the 2013–2014 school year, with student reading clubs active in most communities and some communities beginning to engage in parent reading fêtes (informative and enjoyable parent-focused meeting) and literacy fairs (community-based fairs in which student work could be showcased). Reading clubs and parent fêtes were often held on Friday in support of MENFP's "reading Friday initiative," intended to help children engage in reading and promoting additional reading time during the school week. Activities were not implemented to the degree expected, however, largely due to mismanagement by FONHEP. FONHEP repeatedly failed to provide funds to CEEC, which in turn did not pay mobilizers' salaries, causing mobilizers to stop work. As a result, while FONHEP was under contract to ensure that 1,800 reading clubs and 300 parent fêtes took place, only 556 reading clubs and 31 parent fêtes were held. RTI repeatedly shared its concerns with USAID and issued warning letters to FONHEP; RTI also explored other options for working directly with coaches in order to more closely manage them and ensure their full participation. However, in order to retain the trained and experienced CEEC-employed coaches—which RTI determined was essential for the success of the second year of the project—RTI ultimately decided to continue working with FONHEP and CEEC. To seek to address performance issues, RTI met on a weekly basis with FONHEP management, was in constant contact with FONHEP, and strove to strengthen FONHEP activities and build FONHEP's capacity through database support, data entry support, field management tools and training, and finance reporting support. Ultimately, however, FONHEP required much more capacity building and support to implement its portion of the program than was originally requested, planned for, or budgeted. While the CEEC coaches did contribute a great deal to the classroom observation portion of the program, community mobilization was an area where it would have been more productive to work with a local partner organization that had substantial experience and proven results implementing community mobilization programs at this scale.

Despite the smaller-than-anticipated number of events carried out, community mobilization activities were positively received by children, teachers, and parents at the treatment schools where they occurred. Children engaged enthusiastically with these important enrichment activities. Parents supported them and sacrificed work time to attend parent fêtes. Program staff reported children waiting with anticipation for their favorite community mobilizer to return and facilitate a reading club or a parent fête.



Students attending reading caravan in Fort-Liberté, November 2013

In addition to the community mobilization activities mentioned above, ToTAL distributed posters and pamphlets promoting summer reading to Treatment B communities. ToTAL also supported two large-scale MENFP “*caravans de lecture*” (reading caravans) in Fort-Liberté on November 22 and in Pétienville on December 20, 2013. The objective of the Reading Caravans was to raise awareness about the importance of reading while also making reading fun. The events included speeches, dances, reading contests, and entertainment. The result of both events was to raise the profile of reading in general and, specifically, of the MENFP and USAID’s efforts to improve early grade reading through ToTAL. At the Fort-Liberté reading caravan, the Minister of Education, Vanneur Pierre, was the guest of honor. MENFP officials present included Volvick Charles of the DEF; Louis Mary Cador, Director of the *Directions Départementales d’Éducation* (Departmental Directorates of Education [DDE]); Blaise Rossini, Adjunct Director of the DDE; school inspectors; and school directors. Other Haitian government officials present included the Mayor of Fort-Liberté, the

Departmental Delegate, and the Departmental Director of Culture. Fabiola Lopez-Minatchy represented USAID and was also active in the planning and production of the event. RTI staff at the event included the EdData II Director, Amy Mulcahy-Dunn, as well as the senior members of the ToTAL team. Celebrity TiRa served as master of ceremonies to animate the crowd, and students from 20 schools participated in this joyous celebration to promote reading.



Students watching performers at the caravan in Pétion-Ville, December 2013

The December 20th reading caravan was held in the prominent location of Place Boyer in Pétion-Ville. Holding this festive, upbeat event in a high-visibility urban location helped to further raise the profile of ToTAL, while also, and more importantly, providing needed recreation for children and raising awareness about the importance of early grade reading. The reading caravan was promoted extensively in advance through radio commercials, in line with the ToTAL communications plan.



Author and artist Frankétienne participating at a reading club, December 2013

World-renowned author, artist, and public intellectual Frankétienne participated in ToTAL reading clubs at some schools in the Cap-Haitien corridor and also led discussion sessions on education. This celebrity's connection to ToTAL raised the public profile of the project. His ability to bring literature to life and testify to the importance of reading inspired beneficiaries, staff, and other stakeholders to new levels of passion about reading.

To promote understanding of the action research component of the project among MENFP and school-level stakeholders, RTI and the *Institute de Formation du Sud* (Institute of Training in the South [IFOS]) held two partner workshops to present and discuss the Year 1 EGRA findings in the context of the ToTAL program. One of these workshops was held in Trou-du-Nord on February 27, 2014, and the other was held in in the *Bureau de District Scolaire* (School District Office [BDS]) Saint-Marc on March 21, 2014. The intention of these partner workshops was to communicate the goals and structure of the ToTAL program, share results of the Year 1 EGRA, and, more importantly, dialogue with key partners in each of these corridors regarding how they can enhance their support of student reading progress. These workshops were organized with significant contributions from local DDE officials through the BDS and were coordinated by IFOS.

In Trou-du-Nord, 51 partners and community members attended the partner workshop, including MENFP officials, Adjunct National Director for the DDE Blaise Rossini, school directors, teachers, and journalists. In addition to RTI and IFOS staff, 49 education professionals were present at the meeting in Saint-Marc, including inspectors, school principals, teachers, representatives of other educational organizations, and journalists. Mr. Volvick Germain Charles,

Director of the MENFP DEF, was the guest of honor and took the opportunity to present some suggestions on helping children with visual disorders that may go undetected due to lack of awareness as well as on the importance of reading in the development of a country. MENFP Chief Inspector of Saint-Marc, Mr. Thony Jacques, took the floor at the end of the meeting to congratulate the project on the quality of materials being piloted in schools and to express hope that these materials can be distributed in all schools in Haiti. One immediate outcome of these partner workshops was raising overall awareness of project goals—the majority of the participants were not aware of the importance of the work carried out by ToTAL. The workshops also provided an opportunity to discuss the importance of early literacy instruction in the mother tongue.



The ToTAL Deputy Chief of Party presenting Year 1 EGRA results in Trou-du-Nord

2.7.2 Community Mobilization Mitigation Plan

As noted above, community mobilization activities were not implemented as planned by FONHEP. Due to the variability in the degree of implementation of community literacy strategies across Treatment B schools, the ability to test causal relationships through the original randomized control trial design was compromised. In response to this, on July 14, 2014, RTI submitted a Community Mobilization Mitigation Plan that proposed a modified analysis plan employing

regression techniques to determine whether the degree of community mobilization is associated with improved reading skills.

In response to the research question “What are the effects on learning outcomes for students (disaggregated by sex) receiving only Treatment A interventions (i.e., early grade reading instruction with full teacher professional development package) as compared with those receiving Treatment B interventions (i.e., early grade reading instruction, teacher professional development package, and community literacy strategies focused on improved reading)?”, RTI included level of implementation as a predictor in a series of multiple regressions that explored whether a higher degree of community mobilization implementation was associated with larger positive change in student performance, once student characteristics such as grade, gender, and socioeconomic status categorization were taken into account. Using the data collected on school communities’ actual engagement in reading clubs, parent reading events, and literacy fairs, RTI established a measure of each school’s degree of implementation of these community literacy strategies. Treatment-based effect sizes was estimated and reported in the Year 2 Endline EGRA and SSME Report submitted to USAID on September 30, 2014. Unfortunately, analyses showed no consistent effect favoring Treatment B schools.

2.7.3 Development of Students Reading Cards

RTI completed the development of a student report card for progress-evaluation purposes. The criteria used allow each student to see and track his/her level of performance for each basic skill such as reading, writing, and oral communication. The report card also gives a general overview of each student's learning process and the progress made during a given period. With the help of the teacher, the student checks the box that corresponds to his/her level of acquisition at the time of the evaluation. The card contains a column/section for general "comments" to allow the teacher to provide qualitative elements to better understand the student's level of acquisition of reading competences. RTI submitted a draft report card to USAID in March 2014, which underwent a series of revisions. The final version was approved by USAID on October 3, 2014.

2.8 Result 7: Reading Instruction Improved

The following activities and deliverables were undertaken during the second year of the project in response to this result.

2.8.1 School visits and classroom observations

Intensive support to teachers through classroom observation and coaching can be crucial to the implementation of new curriculum and to the success of an early grade reading program like ToTAL. These visits become, in turn, an essential link between activities in the classroom and project management and support at the field office, capitol city, and headquarters level, with coaches disseminating information to teachers and school directors while also gathering school level data.

Coaches and supervisors worked together to provide additional support to new, under-credentialed or otherwise struggling teachers and were able to achieve transformational results in some cases. Based on both paper forms and electronic forms submitted through the Tangerine system, CEEC coaches completed 5,756 classroom observation visits and 2,289 support visits during this reporting period. Coaches monitored and provided pedagogical support in a variety of areas, which are presented in greater detail in EGRA and SSME project reports. Importantly, the majority of teachers were observed to use the various elements of the teacher's guide and to ask questions of students. A central component of the ToTAL curriculum is equal engagement of girls and boys, and during 76% of classroom observations, teachers engaged both sexes. During a few of the classroom observations (17%), teachers were seen using too much repetition or students were observed to have had difficulty understanding instructions (33%). Unfortunately, however, in only 25% of observations were teachers seen to use elements of the lessons to interact with students and in only 59% of classroom visits were teachers observed to keep to the timing of the lesson plan. The inability to adhere to the lesson plan resulted in teachers spending greater amounts of time on early components—such as phonemic awareness—at the cost of other skills and likely impacted student learning. Moreover, as indicated earlier, during 67% of visits, teachers were observed to be more than five lessons behind schedule, which no doubt impacted students' exposure to and thus ability to learn critical knowledge and skills, and which suggests that limiting the curriculum to fewer lessons overall might be considered in future revisions. Regression analyses documented later in this report were used to determine to what extent key

teacher implementation characteristics as well as an index of characteristics contributed to student learning in key literacy skills.

During the first year of the project, school-level data were slow to reach management because of the delays experienced gathering, entering, and reporting on data from paper-based coaching forms. During the second year of the project, the ToTAL team introduced Tangerine-based coaching forms whose electronic data could be uploaded immediately after the visit, allowing for real-time access to information in Port-Au-Prince and RTI headquarters. The electronic coaching data helped to identify trends and to highlight what schools needed additional support by seeing, for example, if they had fallen behind on lessons or if they needed additional materials.

While CEEC and RTI staff provided the classroom observation visits that were used to monitor program quality and provide support to teachers, MENFP inspectors made some classroom observation visits to schools where the Grade 1 reading program was implemented, and they participated in a formal coaching program as part of the Grade 2 Pilot. Any future early grade reading program should intensively engage with the inspectors with the goal of empowering them to take full responsibility for providing coaching and classroom observation at the classroom level.

During the Grade 2 Pilot Program, regular classroom observation was provided by two pilot coaches hired by ToTAL. MENFP inspectors, principal inspectors, *conseillers pédagogiques*, and *Service d'Appui Pédagogique* (Educational Support Service [SAP]) members trained by the ToTAL team conducted two classroom observation visits per week and also participated in three focus groups organized by Project ToTAL to provide feedback on how the materials worked in classrooms and identify what revisions are necessary. The training was well received by the vast majority of participants. The MENFP officials appreciated the detailed introduction to the Grade 2 materials as well as the opportunity to participate in the materials development process by reporting during focus groups on the classroom observations at pilot schools. In their feedback, the MENFP observers emphasized that the materials were high quality, well received by students and teachers, and context appropriate.

2.8.2 Hiring of additional coaches

To assist schools further, in March 2014 ToTAL directly hired three coaches who were tasked with adding a layer of pedagogical support to FONHEP coaches and teachers. This aid was helpful for several reasons. First, these experienced human resources could augment the monitoring activities at the school level, provide support, and address issues. Second, these educators strengthened the link between project managers and program implementers. Third, it was helpful to have RTI staff members on hand to independently confirm reports by FONHEP and CEEC. Finally, beyond simply coaching, these three staff members gave essential help to the Pilot Program, teacher trainings, and other additional activities related to this project.

2.8.3 Training Community Mobilizers

On November 8–9, 2013, RTI and FONHEP conducted the beginning of the school year training for community mobilizers: the start of the training was delayed due to protracted negotiations

between RTI and FONHEP regarding the second modification to RTI's contract with FONHEP. Marie Laurette Cupidon served as the lead trainer for RTI and Claude Hebert Antoine served as the lead trainer for FONHEP. During the two days, the seven community mobilizers received training on community mobilization and a thorough briefing on community mobilization activities from both RTI and FONHEP staff. The content of the training was based on the ToTAL Community Mobilization Handbook as well as the 2013 Community Mobilization Plan. The training included discussion of the reading clubs, parent fêtes, literacy fairs, and parent and student surveys. The training included a presentation of the community mobilization forms and survey instruments. The ToTAL school list was provided to FONHEP as part of preparation for the training to help ensure that community mobilization efforts targeted the correct schools. The training provided an important opportunity for FONHEP and RTI staff to review and discuss in detail the community mobilization strategy. The training was well received by the community mobilizers and FONHEP staff.

2.8.4 Training of Trainers in the Use of Grade 1 and 2 Reading Materials

The ToTAL project conducted refresher training for project teachers and school directors at 10 training centers from January 7 to January 10, 2014. These training sessions, which included 665 teachers and 255 school directors, were used to address pedagogical and classroom management issues that had been observed by coaches and ToTAL staff during visits to schools, including too much time spent on basic skills such as letter identification, not enough on reading comprehension, and insufficient time with the school libraries; as well as to provide additional guidance and practice on the ToTAL lessons that teachers found challenging. The training included specific recommendations for remediation and corrective actions. For example, a key issue for teachers was learning to follow the time allotted for activities within the lessons. Some teachers had a tendency to go too slowly through shorter, less detailed activities and not leave sufficient time to go in-depth into the more intensive parts of the lessons. Through coaching teachers as they presented lessons, the trainers helped the teachers learn to use the time allotted better. The training also focused on addressing fundamental problems such as teachers not teaching a ToTAL lesson every school day and teachers not preparing for their lessons before the start of the school day. A more complex issue that the training addressed was that some teachers were not paying attention to whether or not the students understand the lessons.

In response to these issues, the ToTAL team ensured that the training included many opportunities for teachers to practice giving lessons using more participatory pedagogy. To improve the practices of school directors and encourage them to better support teachers, Marie Laurette Cupidon, who oversees training at ToTAL, visited all 10 training sites to hold meetings with directors that emphasized the importance of observing the teachers' work and of helping teachers to perform better through feedback and guidance. While some progress was made during the school year, important lessons of ToTAL were that changing the behavior of teachers is very difficult and that continued intensive training and coaching is essential to ensure continued improvement in classroom results.

To improve the performance of teachers and directors, the ToTAL project held additional in-service teacher training sessions on March 17 and 18 in the Cap-Haitien corridor and on March 20

and 21 for the Saint-Marc and Port-au-Prince corridors. Particular areas of emphasis for these training sessions included making greater use of the libraries to supplement curriculum and, again, improving pedagogy and classroom management in response to information gathered during school coaching visits. The classroom management portion of the training focused on providing techniques and approaches to help teachers improve their interaction with students and establish more positive and supportive relations with the children. Starting with the foundations of emphasizing good relations between students and teachers, ToTAL staff then extended the training to emphasize the importance of encouraging students' active participation in the lessons. A key point was the importance of setting a specific objective for each lesson and orienting the lesson around that specific objective through planning ahead of time and focusing on it during the lesson. The trainers also explained that the classroom must be an attractive place that encourages learning. ToTAL staff devoted time to the issue of school discipline and the importance of not using corporal punishment or harsh language in the classroom. Finally, the training strongly emphasized the importance of using school libraries to supplement and extend the ToTAL curriculum. RTI's objective in holding smaller, more local and focused trainings in Year 2 of the project is to target specific areas of remediation and to encourage wider participation among teachers and MENFP partners. Both the refresher training and the in-service training used modeling of target behaviors and provided practice opportunities for teachers. ToTAL staff, teachers, and MENFP partners actively participated in both trainings, and feedback from subsequent coaching visits showed that the trainings impacted teacher behavior.

2.8.5 Training of Coaches in the Use of Grade 1 and 2 Reading Materials



MENFP technician Madame Antonia leads a simulation exercise on the first day of teacher training in Delmas

One of the key components of this project was to provide training to all stakeholders involved in project implementation. In Quarter 1 of FY 2014, RTI hosted a successful training for MENFP inspectors from the Saint-Marc corridor from October 21 to 25, 2013. As part of the training, ToTAL staff presented in detail the project strategy and approach as well as the Creole and French learning materials (including hands-on, interactive practice with the content of the materials, such as leading students in story gestures). In total, 42 inspectors were trained.

In partnership with RTI staff, FONHEP also conducted its required training of coaches and supervisors, including hands-on training on the monitoring forms and on the proper approach to coaching. As part of ToTAL's strategic shift toward improving the quality of instruction in ToTAL schools and increasing adherence to the ToTAL program at the classroom level, ToTAL held a special series of trainings during the weeks

of December 2–16, 2013, to introduce FONHEP coaches to tablet computers and transition FONHEP coaches to tablet-based input of coaching data. The training was held in all three regions to minimize coaches' time away from schools and to ensure that all coaches received intensive instruction in the use of tablets. Indeed, the introduction of tablet-based coaching forms proved to be a very important adaptation of the project. As mentioned earlier, when paper forms are used, there is often a significant delay between when the form is completed in the classroom, when its data are captured in a database, and when a report is shared that includes the coaching data. Under a system of using paper forms, the project management team often is forced to make decisions with outdated data. Because the Tangerine software allowed data from coaching forms to be uploaded immediately to an online database, tablets enabled with the Tangerine system provided much more relevant, real-time data. As a result, both project management and M&E systems greatly improved through the use of the Tangerine online data capture system.

In keeping with the strategy—outlined in ToTAL's Capacity Mapping Report—of seeking synergistic partnerships between organizations with different and complementary capacity, an IFOS representative provided technical support to the training of FONHEP coaches, including full use of the Tangerine-based coaching school visit form. The use of Tangerine was particularly important as FONHEP, due to its internal managerial challenges, did not enter or report its coaching visit data in a timely fashion.



A small group prepares a presentation at the 2014–2015 TOT

After the December training, coaches were then required to upload classroom observation school-visit data using tablets and the Tangerine system for the rest of the school year. To ensure the success of this initiative, RTI held a series of follow-up trainings for coaches as well as provided individual feedback. Some coaches still required ongoing support, and RTI followed up with coaches and supported them to build their capacity in web-based monitoring systems, a skill that will serve them well in future development projects.

To ensure closer adherence to the ToTAL pedagogy and better performance in the classroom, ToTAL held an intensive refresher TOT for coaches and supervisors at Club Indigo on December 26 and 27, 2013. The sessions provided an important opportunity to practice and correct pedagogical techniques, as well as to show a video that demonstrated examples of both good and bad pedagogy. Because of the effectiveness of videos of classroom performance in teacher training in other RTI EdData II country programs, RTI sought to use more video of classroom performance in ToTAL schools. RTI invested in a high-quality video camera and tripod for the purpose of filming lessons. Having coaches and supervisors trained in one place also provided an opportunity to receive updates from the field, to work with coaches to upload data from tablets, and to answer questions about the Tangerine system.

Grade 2 Creole Pilot teacher training: Training for the Year 2 Haitian Creole Pilot Program took place March 17–20, 2014 in Limonade. The teachers and directors from all 22 Creole Pilot schools were trained on the Year 2 Creole materials so that the Year 2 pilot could begin on March 24. The Creole team used this training to present the lessons to the teachers and to help the teachers to understand the underlying pedagogical concepts and approach of the lessons. In doing so, the team started with what the teachers already knew and built upon that knowledge. After the team ensured that teachers understood the teacher’s manual and the structure of the lessons, the teachers were expected to demonstrate their skills effectively presenting ToTAL lessons. The ToTAL team made sure that the teachers understood the role of the reading comprehension strategies of the method, the importance of the phonemic awareness activities, and the use of rhymes and other examples of texts and passages within the lessons. The mood of the training was upbeat, and the teachers and directors who participated remained highly motivated for all four days. Participants expressed a great deal of enthusiasm for the method and expressed their commitment to put into practice the knowledge acquired.

Grade 2 French Pilot teacher training: During the month of April, ToTAL staff trained French Pilot teachers in the 22 targeted schools on the Year 2 French curriculum. After this initial training, the French Pilot teachers then began implementing the French Pilot Program. Although teachers were new to the ToTAL program, most very quickly adapted the pedagogical principles and began progressing effectively through the lessons. The classroom lessons provided useful opportunities for developers and other stakeholders to see challenges in the lessons. For example, some of the small activities were determined to be too complex for students; these were changed. Some visualization activities were also reported to be too difficult for teachers and these were revised. The timing of certain parts of lessons did not appear to be appropriate and was revised. Teacher instructions that were determined to be unclear when piloted were revised as well. Finally, during the piloting process, it was determined to more fully integrate oral communication into selected French lessons and to develop six new oral communication lessons.

2.8.6 2014–2015 School Year Training of Teachers in Grade 1 and Grade 2 Materials

From August 31 to September 6, 2014, ToTAL coaches, trainers, and supervisory staff trained 627 teachers, school directors, and inspectors in Grade 1 materials and 696 teachers, school directors, and inspectors in Grade 2 materials before the official start of the 2014–2015 school year on September 8, 2014. These training sessions happened simultaneously across all three project corridors. Teachers from all 300 ToTAL treatment schools and 44 pilot schools were present. On August 31, the first day of the training, the school directors and Grade 1 teachers received refresher training on revised Grade 1 materials. From September 1 onward, training focused on Grade 2 materials to ensure that teachers were familiar with the new content. Training covered all aspects of Grade 2 materials, such as lesson structures and content, and classroom management activities. Teachers responded positively to the trainings and indicated that they felt the content and structure/timing of the trainings was useful, although they wished they had more time to fully internalize the nuances of the program.

An MENFP inspector was present at all sessions, and more senior-level MENFP staff were often on hand at all training sites to observe and supervise. In their discussions with ToTAL staff, the MENFP officials spoke very positively overall about the training, in particular the thorough coverage of new content and the hands-on opportunities for teachers to practice various types of activities. MENFP inspectors gave helpful advice to the teachers during the practical exercises, showing how seriously they considered the training—and their growing sense of ownership of the project. MENFP staff participated actively in all training activities, with some staff taking increased responsibility for implementation, including this final training of teachers and the TOT held the week before. As with all ToTAL trainings, this training included a great deal of simulation of lessons to help the teachers to be prepared to effectively teach the different types of lessons once they return to their classrooms.

2.8.7 2014–2015 School Year Training of Trainers and Coaches in Grade 1 and Grade 2 Materials

From August 24 to August 30, 2014, ToTAL held a TOT on Grade 1 and Grade 2 materials. Participants included 4 CEEC supervisors; 31 CEEC coaches; and 8 government officials from the DEF, DCQ, and *Plateforme de Développement des Compétences en Lecture* (Platform for the Development of Reading Skills [PDCL]) (DFP and the *Direction de la Planification de la Coopération Externe* [Directorate for Planning and External Cooperation; DPCE]). The MENFP staff expressed their appreciation for the sessions and for the ToTAL materials. Representatives from partner organizations, including six from Concern, two from Caritas, and two from IRC, participated actively throughout the entire training. USAID officials Dr. Fabiola Lopez-Minatchy, COR; Loretta Garden, Head of the USAID/Haiti Education Unit; and Dr. Hervé Jean-Charles, Alternate COR visited the training to observe the proceedings, review materials, and meet with ToTAL program staff. COP Kadidia Dienta submitted the training plan for this TOT as well as for the related teacher training on August 22, 2014. To make best use of the time available, these trainings were intensive and very hands-on. The four key objectives of the trainings were (1) identification of the different types of lessons and their importance to learning to read, (2)

learning the structure of the lessons, (3) simulating the lessons, and (4) mastering the technique of presenting the lessons.

On June 26–27, 2014, ToTAL organized a TOT, inviting all trainers and coaches from the three corridors, with the aim to exploit the results of the evaluation EGRA for better teaching and learning of reading. The coaches and trainers then used the information received to conduct a training for ToTAL teachers and directors on summative assessments from July 17 to 18. The training included a detailed discussion of what the EGRA is and why it is important to measure reading skills, an introduction to how EGRA is administered, and the contents of EGRA for ToTAL. The training was of sufficient technical depth to give trainers and coaches a thorough understanding of EGRA and to prepare them for involvement in future programs that incorporate EGRA. At this TOT, 43 people were trained, including 18 women and 25 men. Eleven trainers were present, including four women and seven men. Thirty-two coaches and supervisors participated, including 14 women and 18 men. In July 2014, the ToTAL team trained 952 teachers and directors in summative assessments. For the preparation of the training programs, ToTAL used information gathered during classroom observations and interactions with teachers, directors, and coaches to develop a training program that addresses key classroom management challenges and helps teachers to teach reading more effectively.

2.8.8 Intervention Implementation

As reported earlier in this report, Treatment A and B interventions were implemented in ToTAL schools during the 2013–2014 school year. These interventions included use of Grade 1 materials in Haitian Creole and French. Grade 2 materials in Creole and French were pilot tested in 44 non-ToTAL schools from March to May, 2014.

A large component of implementation was the use of coaches to observe and provide pedagogical support to teachers on a regular basis. As indicated elsewhere in this report, coaches received training in both aspects of this role. However, as indicated earlier in this report, coaching visits often did not occur as scheduled. Corrective actions taken by RTI included requiring that FONHEP coaches switch from paper to electronic data collection; issuing warning letters to FONHEP on October 7, 2014 and January 13, 2014; and negotiating a new schedule of milestones for FONHEP as part of a second contract modification in October 2013. Additionally, as noted above, in order to supplement the FONHEP staff involved in coaching and its management, RTI hired three pedagogical advisors and developed a calendar of staff visits to schools.

2.8.9 Report on Recommendations for Nationwide Implementation

On September 30, 2014, RTI submitted to USAID a Report on Recommendations for a Nationwide Implementation of the ToTAL Program. These recommendations were informed by implementation of the project for more than two years and, as part of that, the preparation of a detailed capacity mapping report. The key recommendations of the report are as follows:

1. **Partner with and build the capacity of the MENFP:** Support the Ministry to independently manage a nationwide rollout.

2. ***Expand gradually:*** A careful, phased geographical rollout will be more successful than a more aggressive nationwide rollout.
3. ***Support and establish accountability for local organizations:*** Engage local organizations based on a realistic assessment of their capabilities, provide carefully designed capacity building, and hold them accountable for results. Working with a variety of diverse implementing partners, including local and international organizations, will enrich programming but also complicate implementation.
4. ***Continue curriculum development:*** Materials development and revision should be an ongoing process and should progress into the higher primary grades.
5. ***Prioritize Haitian Creole but strengthen French:*** The curriculum must reflect a bilingual method and approach that prioritizes Creole while ensuring competency in French.
6. ***Expand Early Grade Reading Assessment:*** Continue and extend the use of EGRA to monitor student learning gains over time.
7. ***Continue to apply Tangerine technology:*** Build upon ToTAL’s use of electronic (e.g., Tangerine-based) data gathering technology for monitoring and evaluation and project management purposes.
8. ***Provide extensive, multi-faceted support to teachers:*** Improve teacher quality by connecting, supporting, and training current teachers while attracting qualified professionals to teaching.

2.9 Result 8: Capacity to Conduct Applied Research and to Design and Implement Future Early Grade Reading Programs Strengthened

The following activities and deliverables were undertaken during the second year of the project in response to this result.

2.9.1 Training of Government Officials

As stated earlier in this report, the inspector training and classroom observation was a particularly important part of the Pilot Program. The ToTAL team trained 26 inspectors, principal inspectors, conseillers pédagogiques, and SAP staff April 24–25, 2014, on the ToTAL Grade 2 French and Creole materials as well as on the classroom observation instruments. FONHEP/CEEC supervisors were also invited.

RTI hosted a successful training for MENFP Inspectors from the Saint-Marc corridor October 21–25, 2013. As part of the training, ToTAL staff presented in detail the project strategy and approach as well as the Creole and French learning material. In total, 42 inspectors were trained.

Finally, to reinforce MENFP’s capacity to use EGRA as a tool in future education evaluations, ToTAL held a training for MENFP officials on EGRA statistical data analysis. On August 12, ToTAL staff hosted three MENFP-DEF staff members for a screen-sharing conference call virtual presentation with RTI statistician Simon King.

The meeting provided an opportunity to discuss the EGRA methodology and the preliminary data analysis for the upcoming EGRA report. The MENFP staff present had participated in the baseline and endline training for EGRA this year. The discussion was productive and thought provoking, with MENFP staff examining the steps that RTI took to implement an RCT in education from both a project planning and a data analysis perspective and using the opportunity to consider how MENFP could use similar processes in future EGRA implementations. MENFP staff reported feeling comfortable with the content of the training and their abilities to implement it.



MENFP representatives at the 2014–2015 TOT, Moulin Sur Mer (August 24–30)

2.9.2 Implementation of Communication Tools

In March 2014, as part of ToTAL’s communications plan, the leadership of the project initiated and conducted a trip inviting MENFP and Radio Educative (the Ministry radio station) to visit 15 schools targeted by the project in Saint-Marc and Cap-Haitien corridors. The purpose of this initiative was to film real classroom situations and conduct interviews with teachers, directors, and other stakeholders to learn about the effects of the project on children’s reading and writing competences.

At USAID’s request, the team worked with Radio Educative to develop a short video on ToTAL as part of its communications plan. When the video was deemed unacceptable to USAID, the team worked with the MENFP staff and Radio Educative to improve the video, but for a second time the final product did not meet the expected quality. RTI worked closely with Radio Educative but found that Radio Educative would not fully follow instructions and do what was required to produce a high-quality video. To respond to USAID’s concerns, ToTAL hired a new independent filmmaker to develop a new video on project activities and the impact of the materials on improving student reading performance.

During the period covered in this report, ToTAL also developed and aired jingles on Haitian radio. These jingles were developed by Muska Group to promote engagement in reading. The jingles aired on Radio Superstar and Radio Metropole radio stations from May 6 to June 6, 2014.



Lions Club vision screening event, November 2013

On Wednesday, November 6, 2013, USAID Senior Advisor on International Education Christie Vilsack visited ToTAL-supported school, École Nationale Lully, to observe teachers and students using ToTAL materials and to observe a school-based vision screening by ToTAL partner Lions Club International Haiti. Senior Advisor to the Secretary of Education and Director of International Affairs Maureen McLaughlin also participated in the visit.

Senior Advisor Vilsack and Director McLaughlin carefully observed the use of ToTAL materials by students, teachers, and administrators and, in the process, obtained a very detailed, hands-on understanding of how the program is implemented at schools in Haiti. The Senior Advisor was also impressed by the partnership with Lions Club International, asked many questions about the vision screening, and encouraged both the growth of the partnership as well as other school-based health interventions. As a direct result of this visit, 28 of the children screened will receive more thorough eye exams from Lions Club International, and glasses will be provided to students in need.

On November 5, 2013, the ToTAL team actively participated in the preparation and event management of the successful school visit by the US Secretary of Education, Arne Duncan, that was coordinated by USAID. Secretary Duncan was accompanied by the Haitian Minister of Education, Vanneur Pierre; US Ambassador to Haiti, Pamela White; USAID Senior Advisor for International Education, Christie Vilsack; and USAID/Haiti senior Education staff Fabiola Lopez-Minatchy and Loretta Garden. This visit was covered in Haitian newspapers. After classroom observations, Minister Pierre and Secretary Duncan complimented USAID and ToTAL staff on the ToTAL curriculum materials.

Finally, the ToTAL team also developed newsletters and distributed them to schools during the 2013–2014 school year. These newsletters were produced in French and included updates on relevant events, key EGRA and coaching results, photos, implementation tips, and project success stories. Five newsletters were distributed to all teachers, school directors, MENFP and implementing partners, and USAID.

2.9.3 Partner Meetings

To promote understanding of the action research component of the project among MENFP and school-level stakeholders, RTI and the IFOS held two partner workshops to present and discuss the Year 1 EGRA findings in the context of the ToTAL program. One of these workshops was

held in Trou-du-Nord on February 27, 2014, and the other was held in in the Bureau de District Scolaire (School District Office [BDS]) Saint-Marc on March 21, 2014. The intention of these partner workshops was to communicate the goals and structure of the ToTAL program, share results of the Year 1 EGRA, and, more importantly, dialogue with key partners in each of these corridors regarding how they can enhance their support of student reading progress. These workshops were organized with significant contributions from local DDE officials through the BDS and were coordinated by IFOS.

In Trou-du-Nord, 51 partners and community members attended the partner workshop, including MENFP officials, Adjunct National Director for the DDE Blaise Rossini, school directors,



A visit by the Haitian Minister of Education, Vanneur Pierre, and the US Secretary of Education, Arne Duncan, to the ToTAL-supported school Ecole Nationale de Tabarre

teachers, and journalists. In addition to RTI and IFOS staff, 49 education professionals were present at the meeting in Saint-Marc, including inspectors, school principals, teachers, representatives of other educational organizations, and journalists. Mr. Volvick Germain Charles, Director of the MENFP DEF, was the guest of honor and took the opportunity to present some suggestions on helping children with visual disorders that may go undetected due to lack of awareness as well as on the importance of reading in the development of a country. MENFP Chief Inspector of Saint-Marc, Mr. Thony

Jacques, took the floor at the end of the meeting to congratulate the project on the quality of materials being piloted in schools and to express hope that these materials can be distributed in all schools in Haiti. One immediate outcome of these partner workshops was raising overall awareness of project goals—the majority of the participants were not aware of the importance of the work carried out by ToTAL. The workshops also provided an opportunity to discuss the importance of early literacy instruction in the mother tongue.

2.10 Additional Activities and Considerations

2.10.1 Sustainability

Sustainability is fundamental to the ToTAL program. Both IFOS and FONHEP received capacity-building training throughout the project implementation process. RTI also engaged MENFP in the

curriculum materials development process through holding workshops and trainings, sharing materials and soliciting comments from MENFP staff, inviting MENFP on classroom observation visits, obtaining MENFP approval of Grade 1 materials before materials were distributed to schools, and working closely with subawardees. RTI also partnered with leading Haitian civil society organizations such as Lions Club International Haiti and YMCA Haiti for program implementation. MENFP officials participated in teacher trainings and EGRA assessor training sessions organized by RTI.

To improve information management, RTI completed the development of a user-friendly Microsoft Access database of schools in the ToTAL program that the MENFP will be able to use for broader information management activities.

2.10.2 Subcontractors

Under the ToTAL contract, RTI had subcontracts with two Haitian local nongovernmental organizations: FONHEP and IFOS.

Institut de Formation du Sud (IFOS): RTI partnered with IFOS to help with the implementation of the EGRA at the beginning (baseline) and end (endline) of the school year as part of the randomized control trial component of this project. RTI found IFOS to be a highly efficient, effective, and competent partner providing excellent support to the training, assessor selection, school-based enumeration, and provision of data. In the three large-scale assessments conducted thus far, IFOS implemented the assessments at the school level, competently managing, in the Year 2 baseline for example, 57 EGRA assessors who tested 4,447 children in 240 schools across all three corridors. IFOS submitted detailed reports and quality data on time. As a result, RTI was able to submit quality baseline and endline EGRA reports to USAID.

Fondation Haïtienne de l'Enseignement Privé (FONHEP): RTI had a very difficult relationship with FONHEP from the beginning of the project. FONHEP was assigned to the project at USAID/Haiti's recommendation, and RTI issued a subcontract that made FONHEP responsible for the school-based monitoring and support to teachers, community mobilization activities, and other school-based data gathering. Due to capacity issues in implementation, reporting, and data management, FONHEP was unable to satisfactorily uphold its contractual responsibilities. While the CEEC coaches and supervisors displayed capacity and commitment, FONHEP senior management lacked the program and financial management skills as well as the temperament to manage implementation or to administer the subgrant. While FONHEP may have been a more essential partner in past decades when it was stronger and the MENFP was weaker, experience on ToTAL suggests that it is time to move from partnering with FONHEP to partnering with the MENFP on implementing large-scale education projects and to focus on building public instead of private capacity.

2.10.3 Data Quality Assessment and Database Development

On December 4, 2013, Harry Francois, USAID M&E Officer, and Fabiola Lopez-Minatchy visited the ToTAL office to perform the Data Quality Assessment. ToTAL staff showed data in support of indicators and answered questions related to data collection. The Data Quality

Assessment provided a good opportunity to present program data to USAID and to discuss the steps under way to strengthen M&E systems and processes. RTI received a favorable evaluation in the Data Quality Assessment. On December 6, RTI submitted a list of 17 Indicators of ToTAL along with target information to USAID to be entered into USAID's DevResults computer-based M&E system. According to Juan Carlos Rodriguez, Program Economist at USAID, ToTAL led other projects in Haiti as an early adopter of the DevResults M&E system. RTI continued to use DevResults to input its quarterly results against PMP indicators. The ToTAL project team considers it a noteworthy accomplishment that ToTAL was among the first programs to enter data into DevResults, which provides USAID with timely information and helps improve monitoring practices.

As part of RTI's efforts to strengthen M&E on ToTAL, RTI built detailed Excel databases providing information in support of the PMP indicators. These databases were consolidated into an Access database for submission to USAID.

2.10.4 Staffing

In April 2014, COP Ronald Jean-Jacques resigned from the project. Project Manager Jennae Bulat assumed the role of Acting COP until a new permanent COP could be hired. In June 2014, RTI hired replacement COP Kadidia Dienta to lead the project.

With the purpose of digging deeply into project implementation issues, a two-day staff retreat was successfully held June 17–18, 2014. This allowed the ToTAL team to foster a collective vision and create a common framework and point of reference. Decisions were made to improve working relationships and increase trust among all team members.

In August 2014, to ensure effective and timely implementation of the remaining project activities, ToTAL hired Mrs. Darline Alexis, a well-known Haitian reading specialist, to provide technical assistance (development of lessons plans and proofreading materials) to both the Haitian Creole and French teams. In parallel, The ToTAL Team also hired two additional staff members to provide support to the M&E unit. They worked very closely with the RTI home office M&E specialist for direct support to facilitate the setup of the project database and improve management of and reporting on program data.

The ToTAL staff member who had served as regional coordinator in the Cap-Haitien corridor joined the Port-au-Prince team in early August to provide technical support to the French and Creole material development teams.

2.10.5 PMP Development

RTI submitted a revised PMP on June 17, 2014 in response to USAID's comments and feedback. USAID provided RTI with comments on September 15 that included questions on the size of the EGRA sample; requests for baseline data for Indicators 9, 10, 11, and 12; revised naming conventions for corridors; additional disaggregation of Indicator 16 by corridor; and requests for additional specific revisions to indicator definitions. RTI submitted a revised PMP to USAID on September 30, 2014 for final approval.

The revised PMP was part of an M&E systems strengthening initiative in April, May, and June 2014, after which RTI also submitted and finalized a revised annual report, M&E protocols, and the Community Mobilization Mitigation Plan to USAID. The revision provided an opportunity to clarify and record protocols for counting training participants and to use EGRA and program data to set targets for indicators.

3 ISSUES AND CHALLENGES

3.1 Materials Development and Other Schedule Constraints

Standard development time for an academic year's worth of curriculum is one year. Within this project, however, three years' worth of curricular materials in two languages were developed, implemented, and repeatedly revised in just over two years. In addition, unexpected revisions (i.e., complete redevelopment of initial versions that was not planned or budgeted for) of Grade 1 materials during the first year of the project put intense time pressures on the development team when finalizing Grade 2 and starting Grade 3 materials. These pressures were intensified further when RTI was asked to again revise Grade 1 Creole materials per MENFP input. RTI met the USAID-requested June 30 deadline for Grade 1 materials as well as the July 31 deadline for Grade 2 materials (French and Haitian Creole). Such a schedule is not sufficient: It does not allow sufficient time for pilot testing and effective rounds of revision, and it introduces substantial risk for errors to be made. A more efficient schedule would have allowed six months for consultations with MENFP about educational priorities, and one year for each year's worth of curriculum development, pilot testing, revisions, and finalization.

RTI's successful endeavors to provide USAID-requested but noncontractual reports and activities—many coming out of a U.S. government audit—further impeded RTI's ability to meet scheduled contractual demands (e.g., developing the staffing plan and M&E protocols; holding refresher Grade 1 training for teachers prior to the 2013–2014 school year).

3.2 Contract Mechanism

Many challenges encountered during this project resulted from the reality of working within a fixed-fee contract mechanism in a challenging and unstable context. Too often, contextual constraints made it impossible for RTI to respond to needs in the field as adroitly as needed and desired. One example is teacher training. Built into the project budget and work plan were standard levels of teacher training; however, from working in schools during the 2012–2013 school year, RTI realized that more substantial—and costly—trainings would be required in the subsequent year due to the extraordinary deficiencies seen in many teachers. A more flexible contract mechanism would have more easily accommodated these unanticipated but critical realities.

3.3 Materials Distribution

As indicated earlier, ToTAL ensured that revised Grade 1 teacher and student materials were in schools prior to the start of the 2013–2014 school year on October 1, 2013. Quantities for this

distribution were based on expected student enrollment figures (which, in turn, were based on 2012–2013 enrollment figures). During the first weeks of the school year, RTI worked with coaches and school directors to refine enrollment data and, in late October–early November, redistributed materials accordingly. During the first months of the school year, the MENFP aggressively campaigned for all students to be enrolled in schools as part of the PSUGO program, causing enrollment numbers to again increase. In response to this, RTI printed and distributed additional materials in December to ensure that each student had required materials. In addition, for the 2013–2014 school year RTI provided classroom supplies (e.g., notebooks, pencils, chalk) and ensured that additional supplies were also distributed. Because of the geographic inaccessibility of many Haitian schools and a lack of data within MENFP about actual enrollment, the process of ensuring adequate quantities given changing student enrollment figures was difficult. RTI went to considerable expense, however, to reprint and redistribute materials as needed through the first months of the school year.

3.4 Implementation

Implementation of the project was made difficult by the same factors that made the distribution challenging:

Geographical distribution: Many schools were in remote or hard-to-reach locations, making it difficult for coaches and ToTAL staff to access them as planned. The geographical division of the treatment schools added another challenge because the majority of schools in the program, 150 treatment schools and 44 pilot schools, were in the Cap-Haitian Corridor, furthest away from the Port-au-Prince based management team. This made school visits more time-consuming and expensive and made coordination between project management and treatment schools more difficult. Although ToTAL added a Field Coordinator during the first school year, it would recommend that future programs base even more of the management team in the Cap-Haitian Corridor if the majority of treatment schools remains there.

Changes in student enrollment: Fluctuations in student enrollment made it difficult to ensure that each classroom had materials for all students, while also making it impossible to ensure that each child participated in the program for the entire year.

Teacher turnover: Turnover of teachers was also a concern. However, the agreement between schools and ToTAL teachers required the trained teachers to remain in their assigned grade throughout the school year. ToTAL staff were vigilant and, in the few cases where school directors attempted to promote or shift teachers outside of Grade 1 or Grade 2, when ToTAL staff found out about, they negotiated with school directors, who then stood by their commitments.

External political factors: Civil unrest in the Cap-Haitian corridor resulted in demonstrations and roadblocks that interrupted program activities and made it difficult to reach schools during the early months of 2014.

Weaknesses in teacher capacity: Some teachers struggled to implement the lessons, particularly those who were younger, less experienced, and less well educated. However, proactive, high-quality coaching helped to build the skills of these teachers and, in some cases, led to very

impressive improvements in their classroom effectiveness. In the Cap-Haitian corridor, the ToTAL Curriculum Development Manager and the ToTAL Field Coordinator worked closely with supervisors and coaches to provide a network of support to teachers identified as struggling.

Withdrawal of participating schools: Overall, only four treatment schools left the program during the final year of implementation. The schools were Ecole National La Deliverance, Institution Mixte Hans Muselaire, College Ruben Marc, Institut Jolly Garten, and College Univers. This very low rate of schools opting out likely reflects the fact that the students, teachers, and school directors who remained in the program overwhelmingly reported that they found that the materials improved learning and were also user friendly and fun.

3.5 Subcontractor

As indicated earlier, nonperformance by FONHEP resulted in critical nonperformance of coaches and community mobilizers, both of which had impacts on RTI's ability to implement Treatment A and B interventions as designed. This lack of performance by coaches and community mobilizers likely had an impact on teacher behaviors and on the overall level of engagement within communities attained by the end of the 2013–2014 school year. RTI took repeated measures to remediate these issues and considered seeking another partner for the 2014–2015 school year. However, due to the desire to retain experienced coaches and community mobilizers for the 2014–2015 school year, as well as having received assurances from FONHEP that it was committed to improving, RTI opted to not cancel the subcontract with FONHEP.

In addition, to supplement FONHEP's coaching efforts, in March 2014 RTI directly (rather than through FONHEP/CEEC) hired three coaches who were tasked with providing an additional layer of pedagogical support to FONHEP coaches and teachers. These coaches served as valuable sources of information about implementation challenges and successes and provided critical support to teachers in ToTAL schools.

Another challenge the project faced was the collection of coaching data. The ToTAL team implemented an electronic collection system for coaching data using tablets, and in December 2013, the team trained FONHEP coaches on its use. Many coaches started using the electronic system late, if at all, resulting in approximately 1,109 paper copies of coaching visit information that needed to be manually entered into the ToTAL database. FONHEP informed ToTAL in April 2014 that it would be unable to enter these data, thereby requiring RTI to hire staff to do so. As of September 2014, most of these paper forms had been entered into the database and tabulated. Tablet-based systems that use electronic data capture facilitate much more rapid sharing of classroom-level data and, as a result, better project management. The use of electronic data capture systems for coaching forms should be encouraged in future education projects in Haiti.

3.6 Staffing

As communicated to USAID throughout the life of this project, recruiting for certain technical positions in Haiti is difficult, given the lack of a sizeable talent pool from which to draw.

In April 2014, COP Ronald Jean-Jacques resigned from the project. Project Manager Jennae Bulat assumed the role of Acting COP until a new permanent COP could be hired. In June 2014, RTI

hired replacement COP Kadidia Dienta to lead the project. Mrs. Dienta proved herself to be a strong and capable leader with excellent team building and motivational skills. Under Ms. Dienta's leadership, RTI continued its strong project performance, as reflected in on-time submission of all deliverables that were due from April through September 2014.

In meeting the M&E needs of the project, RTI recruited repeatedly for quality, experienced M&E staff. The short duration of the opportunity, with the project scheduled to end this year, made the position less favorable to potential candidates. Further, it appeared that highly experienced M&E professionals were more interested in consultancies than a long-term assignment, possibly due to the potential of receiving higher compensation in short-term consultancies. M&E staff hired by ToTAL did not meet the expectations of their role. Ultimately, project management found that the most efficient way to manage M&E was to work directly with a team of data entry consultants instead of through an M&E officer. Had RTI been able to identify a strong, reliable and experienced M&E officer, this structure of data entry staff reporting to senior project management would not have been necessary. However, given the time constraints and the importance of the M&E function, this proved to be the most practical solution. If the ToTAL team had a longer contract period, it would have been worth considering seeking another M&E officer whose capacity could be built and who could grow into the role.

Recruiting for experienced curriculum developers familiar with developing scripted lesson plans for explicit literacy instruction in Haitian Creole and French also proved difficult, given the lack of strong teacher training and/or curriculum development schools of higher education in Haiti. In both years of the project, RTI repeatedly recruited for developers to supplement its core team of talented and qualified staff, and in August 2014 RTI was pleased to hire Darline Alexis as a reading specialist to support the curriculum team.

3.7 MENFP Involvement

One objective of the project was to build capacity within the MENFP for implementing EGRA and SSME assessments in future projects and initiatives. The ToTAL management team tried repeatedly during the spring, summer, and fall of 2014 to engage the MENFP in "parallel" EGRA activities. Central MENFP staff participated in both the Year 2 baseline EGRA and Year 2 endline training, made supervisory visits during the Year 2 baseline EGRA, accompanied assessors during Year 2 endline EGRA and SSME fieldwork, and participated in a four-hour statistical analysis briefing call with an RTI statistician. Local MENFP inspectors and other staff regularly participated in teacher and coach trainings as well as EGRA activities. RTI also attempted to provide additional analysis-based capacity-building training to central MENFP staff, but as of the end of September 2014, MENFP had not agreed to schedule this training.

Annex A: Performance Monitoring Indicators at End Year 2

The results of Haiti ToTAL monitoring and evaluation efforts during the two school years of program implementation, and reflecting the results of Haiti ToTAL as a whole, are summarized in the performance indicators established for Haiti ToTAL. The values achieved on these indicators are presented in three tables.

Annex Table 1, “Haiti ToTAL Performance Monitoring Summary Table of Indicators, Targets, and Values Achieved through September 2014” provides the targets and values achieved on 14 of the 17 performance indicators established for the Haiti ToTAL project. Annex Table 2, “Proportion of children achieving reading performance indicators 13, 14, and 15” presents a summary of results on the three student learning performance indicators across Year 1 and Year 2 baseline and Endline assessments, while Annex Table 3, “Creole Oral Reading Fluency Sample : Number of children assessed (denominator)” presents the number of students in the sample at each assessment.

The data underlying the indicators presented in these tables were collected and analyzed through the methods described in the document “ToTAL Revised Monitoring and Evaluation Methods Narrative, Performance Monitoring Plan, and Performance Indicator Reference Sheets” (RTI International, September 2014).

Details for interpretation of the values presented are provided for each indicator, in the pages following the tables.

Annex Table 1. Haiti ToTAL Performance Monitoring Summary Table of Indicators, Targets, and Values Achieved through September 2014

PERFORMANCE MONITORING INDICATOR	LEVELS OF DISAGGREGATION		Oct 2012 - Sep 2013		Target for the Year	Oct 2013 - Sep 2014				Achieved Year 2
			Target for the Year	Achieved Year 1		Achieved in Quarter ending:				
						Dec 2013	Mar 2014	Jun 2014	Sep 2014	
1 Number of standardized learning assessments supported by the U.S. Government (USG) <i>Indicator Reference:</i> SI 3.2.1-34 <i>Disaggregation:</i> None <i>Data source:</i> Project records <i>Type:</i> Output	OVERALL		2	2	2	1	0	1	0	2
	2 Number of teachers who successfully completed in-service training or received intensive coaching or mentoring with USG support <i>Indicator Reference:</i> SI 3.2.1-31 <i>Disaggregation:</i> Corridor, Gender <i>Data source:</i> Project records <i>Type:</i> Output	Cap-Haitien	M & F	331	282	493	327	357	22	349
M			199	111	296	125	140	14	151	151
F			132	171	197	202	217	8	198	217
Saint-Marc		M & F	110	84	162	116	110	0	107	124
		M	78	48	115	68	54	0	56	68
		F	32	36	47	48	56	0	51	56
Port-Au-Prince		M & F			230	278	228	0	260	278
		M			138	65	46	0	64	65
		F			92	213	182	0	196	213
SUM		M & F	441	366	885	721	695	22	716	770
		M	277	159	549	258	240	14	271	284
		F	164	207	336	463	455	8	445	486
3 Total number of person-hours of teachers who successfully completed in-service training or received intensive coaching or mentoring with USG support. <i>Indicator Reference:</i> SI 3.2.1-41 <i>Disaggregation:</i> Corridor, Gender <i>Data source:</i> Project records <i>Type:</i> Output	Cap-Haitien	M & F	30000	27072	35300	20928	16656	704	12872	51160
		M	18000	10656	21200	8000	6576	448	5856	20880
		F	12000	16416	14100	12928	10080	256	7016	30280
	Saint-Marc	M & F	10000	8064	11600	7008	5536	0	3872	16416
		M	7100	4608	8200	4128	2848	0	2184	9160
		F	2900	3456	3400	2880	2688	0	1688	7256
	Port-Au-Prince	M & F			21000	16576	10064	0	7856	34496
		M			12600	3936	2160	0	1888	7984
		F			8400	12640	7904	0	5968	26512
	SUM	M & F	40000	35136	67900	44512	32256	704	24600	102072
		M	25100	15264	42000	16064	11584	448	9928	38024
		F	14900	19872	25900	28448	20672	256	14672	64048

PERFORMANCE MONITORING INDICATOR	LEVELS OF DISAGGREGATION		Oct 2012 - Sep 2013		Oct 2013 - Sep 2014					Achieved Year 2
			Target for the Year	Achieved Year 1	Target for the Year	Achieved in Quarter ending:				
						Dec 2013	Mar 2014	Jun 2014	Sep 2014	
<p>4</p> <p>Number of textbooks and other teaching and learning materials provided with USG assistance. Note: Teachers materials include teacher's manuals, school libraries, and posters.</p> <p><i>Indicator Reference:</i> SI 3.2.1-33</p> <p><i>Disaggregation:</i> Corridor, Teacher / Student</p> <p><i>Data source:</i> Project records</p> <p><i>Type:</i> Output</p>	Cap-Haitien	Teacher	662	916	986	1506	17	304	Data previously provided corrected. Materials distributed end Year 1 for 2013-2014 school year moved to "Dec 2013" quarter, to facilitate evaluation against targets	1827
		Student	47000	24960	36000	32636	517	0		33153
	Saint-Marc	Teacher	220	333	324	474	0	85		559
		Student	13800	7040	9200	7928	0	0		7928
	Port-Au-Prince	Teacher			460	1226	89	166		1481
		Student			27000	21254	726	56		22036
	SUM	Teacher	882	1249	1770	3206	106	555	3867	
		Student	60800	32000	72200	61818	1243	56	63117	
	<p>5</p> <p>Number of learners receiving reading interventions at the primary level</p> <p><i>Indicator Reference:</i> SI 3.2.1-35</p> <p><i>Disaggregation:</i> Corridor, Gender, grade</p> <p><i>Data source:</i> MENFP Census; project records</p> <p><i>Type:</i> Output</p>	Cap-Haitien G1 & G2	M & F	12300	12853	18000	16290	Dec 2013 numbers are estimated from materials distribution data and from Y2 baseline SSME gender proportions	Revised numbers for the year are based on the June 2014 School Survey (direct reports from schools)	12423
			M	6500	6746	9447	8675			6484
F			5800	6107	8553	7615	5939			
Cap-Haitien G1		M & F	6150	6671	9342	9887	6244			
		M	3250	3517	4925	5265	3294			
		F	2900	3154	4417	4622	2950			
Cap-Haitien G2		M & F	6150	6182	8658	6403	6179			
		M	3250	3229	4522	3410	3190			
		F	2900	2953	4136	2993	2989			
Saint-Marc G1 & G2		M & F	3200	4127	4600	4124	3418			
		M	1600	2094	2334	2209	1770			
Saint-Marc G1		F	1600	2033	2266	1915	1648			
		M & F	1600	2134	2379	2188	1674			
		M	800	1071	1194	1172	898			
Saint-Marc G2	F	800	1063	1185	1016	776				
	M & F	1600	1993	2221	1936	1744				
	M	800	1023	1140	1037	872				
		F	800	970	1081	899	872			

PERFORMANCE MONITORING INDICATOR	LEVELS OF DISAGGREGATION		Oct 2012 - Sep 2013		Oct 2013 - Sep 2014				Achieved Year 2	
			Target for the Year	Achieved Year 1	Target for the Year	Achieved in Quarter ending:				
						Dec 2013	Mar 2014	Jun 2014		Sep 2014
5 Number of learners receiving reading interventions at the primary level (cont.) <i>Indicator Reference:</i> SI 3.2.1-35 <i>Disaggregation:</i> Corridor, Gender, grade <i>Data source:</i> MENFP Census; project records <i>Type:</i> Output	Port-Au-Prince G1 & G2	M & F			6000	10104	Dec 2013 numbers are estimated from materials distribution data and from Y2 baseline SSME gender proportions	Revised numbers for the year are based on the June 2014 School Survey (direct reports from schools)	7462	
		M			3000	4908			3677	
		F			3000	5196			3785	
	Port-Au-Prince G1	M & F			3000	5204			3898	
		M			1500	2528			1949	
		F			1500	2676			1949	
	Port-Au-Prince G2	M & F			3000	4900			3564	
		M			1500	2380			1728	
		F			1500	2520			1836	
	SUM	M & F	15500	16980	28600	30518			23303	
M		8100	8840	14781	15792	11931				
		F	7400	8140	13819	14726	11372			
6 Number of parent-teacher associations (PTAs) or similar "school" governance structures supported <i>Indicator Reference:</i> SI 3.2.1-18 <i>Disaggregation:</i> Corridor <i>Data source:</i> Project records <i>Type:</i> Output	Cap-Haitien		50	0	50	"Achieved" values for this indicator are based on End Year 2 School Survey and FONHEP records.	23			
	Saint-Marc		25	0	25		4			
	SUM		75	0	75		27			
7 Number of parents or community members who received training with USG support <i>Indicator Reference:</i> Custom Indicator 01 <i>Disaggregation:</i> Corridor, Gender <i>Data source:</i> Project records <i>Type:</i> Output	Cap-Haitien	M & F	500	0	500	"Achieved" values for this indicator are based on End Year 2 School Survey and FONHEP records.	329			
		M	250	0	250		130			
		F	250	0	250		199			
	Saint-Marc	M & F	250	0	250		97			
		M	125	0	125		23			
	F	125	0	125	74					
SUM	M & F	750	0	750	426					
	M	375	0	375	153					
		F	375	0	375	273				
8 Number of students in schools benefiting from community literacy strategies implemented with USG support <i>Indicator Reference:</i> Custom Indicator 02 <i>Disaggregation:</i> Corridor, Gender <i>Data source:</i> Project records <i>Type:</i> Output	Cap-Haitien	M & F	4200	3500	6000	4633	Dec 2013 numbers are estimated from materials distributions & Y2 baseline SSME gender proportions.	Revised numbers are based on the June 2014 School Survey (direct reports from schools)	3539	
		M	2100	1826	3100	2495			1866	
		F	2100	1674	2900	2138			1673	
	Saint-Marc	M & F	1600	2044	2300	2012			1625	
		M	800	1045	1150	1088			826	
	F	800	999	1150	924	799				
SUM	M & F	5800	5544	8300	6645	5164				
	M	2900	2871	4250	3583	2692				
		F	2900	2673	4050	3062	2472			

PERFORMANCE MONITORING INDICATOR	LEVELS OF DISAGGREGATION		Oct 2012 - Sep 2013		Target for the Year	Oct 2013 - Sep 2014				Achieved Year 2
			Target for the Year	Achieved Year 1		Achieved in Quarter ending:				
						Dec 2013	Mar 2014	Jun 2014	Sep 2014	
9 Percentage of principals providing regular support to teachers <i>Indicator Reference:</i> Custom Indicator 03 <i>Disaggregation:</i> Corridor, Treatment <i>Data source:</i> Project records <i>Type:</i> Output	Cap-Haitien	A No mob	Establish baseline	Baseline: 64%	10% over baseline	61%	91%	81%	No change since June 2014	81%
		B Mob				77%	83%	86%		86%
	Saint-Marc	A No mob		64%		86%	89%	89%		
		B Mob		100%		84%	96%	96%		
Port-Au-Prince	A No mob			83%	85%	86%	86%			
10 Percentage of schools with increased inspector visits per semester <i>Indicator Reference:</i> Custom Indicator 04 <i>Disaggregation:</i> Corridor, Treatment <i>Data source:</i> Project records <i>Type:</i> Output	Cap-Haitien	A No mob	Establish baseline	Avg # visits : 1.1	10% over baseline	Avg # visits / teacher in Y1Q1: 1.5 ; 77% of schools increased over baseline		47%	No change since June 2014	47%
		B Mob				Avg # visits : 1.3	Avg # visits / teacher in Y1Q1: 1.3 ; 55% of schools increased over baseline			43%
	Saint-Marc	A No mob				Avg # visits / teacher in Y1Q1: 0.3	54%	54%		
		B Mob				Avg # visits / teacher in Y1Q1: 0.0	46%	46%		
Port-Au-Prince	A No mob			Avg # visits / teacher in Y1Q1: 2.2	60%	60%				
11 Percentage of schools with improved opportunities to learn <i>Indicator Ref:</i> Custom Ind. 05 <i>Disaggregation:</i> Corridor, Treatment <i>Data source:</i> Project records <i>Type:</i> Outcome	Cap-Haitien	A No mob	Establish baseline	Avg OTL: 84 pts	5% of schools improve over baseline	Avg OTL: 86 pts	Annual indicator. Dec 2013 values provide Y2Q1 average OTL score (baseline).	10%	June 2014 values provide % of schools improved over their Dec 2013 score	10%
		B Mob				Avg OTL: 80 pts.		Avg OTL: 86 pts		12%
	Saint-Marc	A No mob				Avg OTL: 82 pts		22%		22%
		B Mob				Avg OTL: 89 pts		15%		15%
Port-Au-Prince	A No mob			Avg OTL: 85 pts	11%	11%				
12 Percentage of teachers with improved reading instruction in subset of schools in the USG Development Corridors (RIS = Reading Instruction Score) <i>Indicator Ref:</i> Custom Ind. 06 <i>Disaggregation:</i> Corridor, Gender <i>Type:</i> Outcome	Cap-Haitien	M	Establish baseline	Avg score: 81 pts	15% of teachers improve over baseline	Avg score: 87 pts	Annual indicator. Dec 2013 values show Y2Q1 average reading instruction score	15%	June 2014 values provide % of teachers improved over their Dec 2013 score	15%
		F				Avg score: 80 pts		Avg score: 88 pts		8%
	Saint-Marc	M				Avg score: 84 pts		22%		22%
		F				Avg score: 81 pts		27%		27%
Port-Au-Prince	M			Avg score: 82 pts	6%	6%				
		F			Avg score: 82 pts	14%	14%			

PERFORMANCE MONITORING INDICATOR	LEVELS OF DISAGGREGATION	Oct 2012 - Sep 2013			Oct 2013 - Sep 2014					
		Target for the Year	Achieved Year 1	Target for the Year	Achieved in Quarter ending:				Achieved Year 2	
					Dec 2013	Mar 2014	Jun 2014	Sep 2014		
13 Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text		Please see Annex Table 2 for information on this indicator.								
14 Number and Proportion of students with improved reading skills at the end of Grade 1		Please see Annex Table 2 for information on this indicator.								
15 Number and Proportion of students with improved reading skills at the end of Grade 2		Please see Annex Table 2 for information on this indicator.								
16 Number of officials & university & other partners trained in Early Grade Reading assessment <i>Indicator Ref:</i> Custom Ind. 09 <i>Disaggregation:</i> Corridor, Gender <i>Data source:</i> Project records <i>Type:</i> Output	Cap-Haitien	M & F	27	75	45	41	52	99	90	99
		M	15	51	26	33	44	76	70	76
		F	12	24	19	8	8	23	20	23
	Saint-Marc	M & F	9	15	23	9	49	6	33	49
		M	5	8	13	5	39	3	30	39
		F	4	7	10	4	10	3	3	10
	Port-Au-Prince	M & F	18	23	34	28	0	55	45	61
		M	10	18	21	13	0	20	26	26
		F	8	5	13	15	0	35	19	35
	National level	M & F	36	81	0	54	0	11	3	54
M		20	56	0	25	0	10	2	25	
F		16	25	0	29	0	1	1	29	
SUM	M & F	90	194	104	132	101	171	171	263	
	M	50	133	60	76	83	109	128	166	
	F	40	61	44	56	18	62	43	97	
17 Number of administrators and officials successfully trained with USG support <i>Indicator Reference:</i> SI 3.2.1-03 <i>Disaggregation:</i> Corridor, Gender <i>Data source:</i> Project records <i>Type:</i> Output	Cap-Haitien	M & F	121	106	151	125	150	46	174	174
		M	68	90	85	108	125	36	142	142
		F	53	16	66	17	25	10	32	32
	Saint-Marc	M & F	40	42	50	48	45	0	58	66
		M	23	39	28	32	40	0	50	50
		F	17	3	22	16	5	0	8	16
	Port-Au-Prince	M & F			101	123	66	0	113	123
		M			57	79	48	0	72	79
		F			44	44	18	0	41	44
	National level	M & F	69	16	34	0	0	0	63	63
M		39	13	19	0	0	0	40	40	
F		30	3	15	0	0	0	23	23	
SUM	M & F	230	164	335	296	261	46	408	426	
	M	130	142	189	219	213	36	304	311	
	F	100	22	146	77	48	10	104	115	

Annex Table 2. Proportion of children achieving reading performance indicators 13, 14, and 15 at Year 2 endline (May 2014)

PERFORMANCE MONITORING INDICATOR	LEVELS OF DISAGGREGATION		Oct 2012 - Sep 2013				Oct 2013 - Sep 2014				
			Y1 Baseline	Relative target	Target at endline	Y1 Endline achieved	Y2 Baseline	Relative target	Target at endline	Y2 Endline achieved	
13 Proportion of students who, by the end of 2 grades of primary schooling, demonstrate that they can read and understand the meaning of grade level text.	CAP-HAITIEN Treatment A	M	10%	20% over Y1 baseline	12%	24%	5%	30% over Y2 baseline	6.5%	30%	
		F	13%		16%	44%	17%		22.1%	40%	
	CAP-HAITIEN Treatment B	M	9%	20% over Y1 baseline	11%	21%	1%	30% over Y2 baseline	1.3%	12%	
		F	9%		11%	46%	4%		5.2%	32%	
	SAINT-MARC Treatment A	M	7%	20% over Y1 baseline	8%	22%	9%	30% over Y2 baseline	11.7%	27%	
		F	20%		24%	38%	17%		22.1%	40%	
	SAINT-MARC Treatment B	M	5%	20% over Y1 baseline	6%	15%	0%	30% over Y2 baseline	0.0%	15%	
		F	8%		10%	28%	6%		7.8%	19%	
	PORT-AU-PRINCE Treatment A	M					15%	52% over Y2 baseline	22.8%	38%	
		F					20%		30.4%	51%	
	14 Proportion of students with improved reading skills at the end of grade 1	CAP-HAITIEN Treatment A	M	0%	20% over Y1 baseline	0%	26%	3%	30% over Y2 baseline	3.9%	14%
			F	4%		5%	31%	6%		7.8%	31%
CAP-HAITIEN Treatment B		M	1%	20% over Y1 baseline	1%	10%	2%	30% over Y2 baseline	2.6%	4%	
		F	1%		1%	9%	2%		2.6%	12%	
SAINT-MARC Treatment A		M	0%	20% over Y1 baseline	0%	9%	2%	30% over Y2 baseline	2.6%	12%	
		F	0%		0%	10%	1%		1.3%	18%	
SAINT-MARC Treatment B		M	1%	20% over Y1 baseline	1%	18%	0%	30% over Y2 baseline	0.0%	6%	
		F	1%		1%	8%	0%		0.0%	18%	
PORT-AU-PRINCE Treatment A		M					13%	52% over Y2 baseline	19.8%	30%	
		F					12%		18.2%	40%	

PERFORMANCE MONITORING INDICATOR	LEVELS OF DISAGGREGATION		Oct 2012 - Sep 2013				Oct 2013 - Sep 2014			
			Y1 Baseline	Relative target	Target at endline	Y1 Endline achieved	Y2 Baseline	Relative target	Target at endline	Y2 Endline achieved
15 Proportion of students with improved reading skills at the end of grade 2	CAP-HAITIEN Treatment A	M	13%	20% over Y1 baseline	16%	34%	10%	30% over Y2 baseline	13.0%	40%
		F	20%		24%	51%	20%		26.0%	48%
	CAP-HAITIEN Treatment B	M	9%	20% over Y1 baseline	11%	24%	4%	30% over Y2 baseline	5.2%	18%
		F	12%		14%	54%	9%		11.7%	43%
	SAINT-MARC Treatment A	M	12%	20% over Y1 baseline	14%	41%	13%	30% over Y2 baseline	16.9%	32%
		F	32%		38%	41%	27%		35.1%	50%
	SAINT-MARC Treatment B	M	7%	20% over Y1 baseline	8%	23%	4%	30% over Y2 baseline	5.2%	21%
		F	9%		11%	33%	11%		14.3%	27%
	PORT-AU-PRINCE Treatment A	M					26%	52% over Y2 baseline	39.5%	50%
		F					31%		47.1%	56%

Annex Table 3. Creole Oral Reading Fluency Sample : Number of children assessed (denominator)

GRADE	CORRIDOR	TREATMENT GROUP	YEAR 1 (2012-2013)				YEAR 2 (2013-2014)			
			BOYS		GIRLS		BOYS		GIRLS	
			BASELINE	ENDLINE	BASELINE	ENDLINE	BASELINE	ENDLINE	BASELINE	ENDLINE
GRADE 1	CAP-HAITIEN	Treatment A	225	82	201	77	223	184	186	162
		Treatment B	165	71	162	74	190	201	159	189
		Control	127	130	116	108	183	136	172	144
	SAINT-MARC	Treatment A	79	75	86	60	113	114	73	75
		Treatment B	101	51	83	39	103	103	96	100
	PORT-AU-PRINCE	Treatment A					211	225	192	198
Control						134	142	134	129	
GRADE 2	CAP-HAITIEN	Treatment A	206	80	210	73	200	166	218	182
		Treatment B	191	82	147	56	201	208	176	187
		Control	135	125	100	109	214	156	161	133
	SAINT-MARC	Treatment A	76	58	76	66	93	92	99	100
		Treatment B	88	47	89	39	99	92	106	112
	PORT-AU-PRINCE	Treatment A					200	226	214	205
Control						155	148	155	137	

Details for interpretation of indicator values

Indicator 1: Four standardized learning assessments were completed as per contract, with one assessment conducted at the beginning and one at the end of each school year. Full analytical reports on the results of these studies are available.

Indicator 2: The values presented for numbers of teachers trained exclude double counting of the same individual *within a given quarter*, but should not be added across quarters, as the same individual may have been trained in multiple quarters. For this reason, the year-end count uses the maximum reported quarterly value per corridor as the final annual value for the corridor. In this way, the year-end count excludes double-counting across quarters. It should also be noted that the “Achieved Year 2” column for Indicator 2 (as well as Indicators 16 and 17), subtotals and the overall sum of persons trained are calculated vertically, given the use of maximum quarter values for a given detail row.

The values for Year 2 Quarters 1 to 3 (October 2013 to June 2014) are based on the number of participants present on the day of lowest attendance for a given training event, producing a conservative estimate of the number of people benefiting from the training. The counts for Year 2 Quarter 1 (quarter ending December 2013) include individuals who were trained for the 2013-2014 school year in August-September 2013. These individuals were not included in the Achieved column for Year 1, as doing so would have constituted double-counting for that year.

For Year 2 Quarter 4 (quarter ending September 2014), a system of tracking unique individuals was put in place and utilized. This new system allowed for greater granularity of tracking individual participation in training by the day, and provided a more precise estimate of individuals trained, days present, and hours trained. A person was considered “trained” and counted only if s/he had attended all days of the training for trainings of 1 to 3 days, and for at least 70% of the days of trainings that were longer than 3 days (thus, 3 out of 4 days; 4 out of 5 days; 5 out of 6 or 7 days, etc.).

Overall, Project ToTAL trained 770 teachers during Year 2 compared to a target of 885, achieving 87% of the target. Interestingly, while the project fell short of its Year 2 target for male teachers with 284 (achieved) versus 549 (target), the project exceeded its target for female teachers by over 40% with 486 (achieved) versus 336 (target). The Year 2 results for Port-au-Prince were 21% above the target, at 278 (achieved) versus 270 (target). Results for Cap-Haitian and Saint Marc were below target, but considerably above the previous year results achieved in these two corridors.

The MS Access database used for recording and tracking unique participants have been provided to USAID for use on future projects and for sharing with the MENFP.

Indicator 3: Project ToTAL achieved a combined 102,072 person hours of teacher training in Year 2, representing 150% of the Year 2 target of 67,900 person hours and almost three times the 35,136 person hours of training achieved in Year 1. Project ToTAL vastly exceeded targets for number of person hours trained due to beginning of the school year teacher trainings, in-service trainings in January and March, Grade 2 Pilot trainings in March and April, summative

assessment trainings in July, as well as trainings on Grade 1 and Grade 2 materials in August and September 2014. While the reported number of person hours is substantial, it is conservative because the hours counted in the first three quarters of year 2 are based on the conservative attendance protocol used during those three quarters. For the fourth quarter, tracking of unique participants allowed for a more precise estimate of person hours trained.

Indicator 4: Overall, Year 2 results for materials distributed were above target for teacher materials, with 3,867 teacher materials distributed versus a target of 1,770. Results were somewhat below target for student materials with 63,117 achieved versus a target of 72,200. It should be noted that the purpose of Project ToTAL’s teaching and learning materials distributions was not to meet or exceed specific numeric targets per se, but to ensure that teachers and students in Project ToTAL schools had access to sufficient teaching and learning materials.

In contrast with the values reported in the Year 1 Annual Report and Year 2 quarterly reports through June 2014, in this final reporting table, we have moved the counts of materials that were distributed in August-September 2013 but intended for use in School Year 2013-2014, to the first quarter of Year 2 (ending December 2013) to facilitate comparison to the year’s target. In addition to ad hoc follow-on distributions in response to reports of insufficient materials in schools, major follow-on distributions were conducted in December 2013 and April 2014 to provide newly completed French teacher’s guides to all treatment schools.

As per the Performance Monitoring Plan,

- Teacher materials distributed included Creole Teacher's Manuals Volumes 1, 2, and 3 (counted as a single item), and French Teacher's Manual Volumes 1 and 2 (counted as a single item), French language poster, and a small “library” of books suitable for early grade learners (entire library counted as a single item).
- Student materials distributed included the ToTAL Creole Reading Book and the ToTAL Creole Writing Book (each item counted separately). Other materials distributed (pencils, erasers, pencil sharpeners, and notebooks) are not included in the count.

In October 2014, after the completion of the period covered by the Performance Monitoring Plan, RTI distributed school libraries to the control schools of Project ToTAL to honor an agreement to compensate them for participating in the applied research activity. RTI distributed a combined 83 libraries to control schools in October. Of these, 36 were provided to schools in the Cap-Haitian Development Corridor and 47 to schools in the Port-au-Prince development quarter. As part of this agreement, control schools will also receive priority in any expansion or follow-on program to Project ToTAL.

Indicator 5: For this indicator, Year 1 student enrollment numbers are based on 2012-2013 MENFP enrollment estimates for treatment schools. For Year 2, we present two sets of enrollment numbers. At the beginning of the school year (quarter ending December 2013), enrollments are based on the estimate used for materials distributions (a combination of projection from Year 1 census figures, and specific requests of shortages from schools), with gender proportions estimated from those observed in the Y2 baseline sample school survey. Revised enrollment numbers presented for the quarter ending June 2014, on the other hand, are

based on the June 2014 School Survey (direct reports from schools). The June 2014 School Survey enrollment numbers were considerably lower than those reported in December 2013, likely reflecting not only the difference in methods used but also real variability in enrollment across the school year.

Indicator 6: The number of parent-teacher associations (PTAs) or similar “school” governance structures supported is based on Treatment B schools that participated in at least one Parent Reading Event according to FONHEP community mobilization records. The results of 23 schools for the Cap-Haitian Corridor compared to a target of 50 and 4 schools for the Saint Marc corridor compared to a target of 25 indicate that the Parent Reading Event component of the Community Mobilization program was not fully implemented. In addition, only 31 events were reported overall (with most schools engaged in only one event), compared to FONHEP’s contractual obligation of 300 events across the 75 schools.

Indicator 7: The number of parents or community members who received training with USG support is based on reports of attendance at Parent Reading Events made by the school director in the June 2014 School Survey. The combined number of parents reached for both corridors that received community mobilization support was 426 compared to a target of 750. This result is due to the fact that Parent Reading Events were held in only 27 of the 75 Treatment B schools, all of which were intended to be engaged in such events (see Indicator 6).

Indicator 8: For Year 2, the number of students in schools benefiting from community literacy strategies implemented with USG support reached 5,164 students, based on enrollment reported in the year-end school survey (or 6,645 students based on beginning of the school year enrollment estimates) compared to a target of 8,300. Schools included in this calculation were the 72 Treatment B Schools that conducted one or more Student Reading Clubs during the year, according to community mobilization records provided by FONHEP. It should also be noted that the number of Student Reading Club sessions carried out was far below FONHEP’s contractual obligation to RTI. The 72 schools participated in 525 Reading Clubs, compared to 1,800 initially envisioned.

Indicator 9: Year 1 baseline values for this indicator are available for Cap-Haitien Corridor only. In Year 1, “Regular support” was operationally defined to mean that the principal reviewed teachers’ lesson plans and / or observed classrooms at least 3 days a week, estimated on the basis of the average of the numbers of days reported for these activities by the head teacher and by teachers surveyed in a given school on the Year 1 baseline SSME. By this method, the Year 1 baseline was established at 64% of principals in the Cap-Haitien corridor; a target of 10% improvement for all corridors was set.

For Year 2, values for this indicator are based on a question posed to teachers during every coaching session, “Did the principal regularly provide support to the teacher in his/her efforts to implement better reading instruction? (classroom visits, lesson observations, feedback, discussions)”. Schools with at least 75% of teacher responses of “yes” during a given quarter are counted as having a principal who provides regular support for that quarter.

Overall Year 2 results for percentage of principals providing regular support to teachers were considerably above targets for all three corridors and for both A and B treatment schools (see Exhibit 1). In addition, in most cases the proportion improved from the first to the third quarter of the year, suggesting that ToTAL may have helped to bring about a positive change in principals' behavior in this respect. For the final quarter of the 2013-2014 school year, results for Cap Haitian were 81% for Treatment A and 86% for Treatment B. In Saint Marc, results were 89% for Treatment A and 96% for Treatment B. For Port-Au-Prince, 87% of principals provided regular support to teacher.

Exhibit 1. Percent of schools reporting regular principal support % "Yes" > 74%

CORRIDOR	STATISTIC	Y2Q1	Y2Q2	Y2Q3
CAP-HAITIEN Treatment A	Average % "Yes"	64%	91%	83%
	Count of schools reporting	18	91	68
	Number of schools with > 74%"Yes"	11	83	55
	% Schools with >74% "Yes"	61%	91%	81%
CAP-HAITIEN Treatment B	Average % "Yes"	77%	86%	86%
	Count of schools reporting	13	53	36
	Number of schools with > 74%"Yes"	10	44	31
	% Schools with >74% "Yes"	77%	83%	86%
SAINT-MARC Treatment A	Average % "Yes"	62%	87%	89%
	Count of schools reporting	11	28	28
	Number of schools with > 74%"Yes"	7	24	25
	% Schools with >74% "Yes"	64%	86%	89%
SAINT-MARC Treatment B	Average % "Yes"	100%	87%	96%
	Count of schools reporting	2	25	24
	Number of schools with > 74%"Yes"	2	21	23
	% Schools with >74% "Yes"	100%	84%	96%
PORT-AU-PRINCE Treatment A	Average % "Yes"	85%	90%	89%
	Count of schools reporting	23	91	87
	Number of schools with > 74%"Yes"	19	77	75
	% Schools with >74% "Yes"	83%	85%	86%

Indicator 10: A substantial number of treatment schools reported an increase in the number of inspector visits from one quarter to the next during Year 2, and especially between the second and third quarters. As shown in Exhibit 2, the average number of inspector visits per teacher (reported by teachers during coaching observation sessions) ranged from 0.0 (none) to 2.2 for a given quarter, and remained quite stable over time within each Corridor. Cap-Haitien presents completely stable average numbers of visits (1.5 per quarter per teacher in Treatment A schools, and 1.3 visits per quarter per teacher in Treatment B schools), Saint-Marc low but steadily increasing numbers of visits, from an average of 0.3 and 0.0 in the first Quarter for Treatment A and Treatment B schools, respectively, to an average of 1.0 and 0.8 visits by Quarter 3. Port-Au-

Prince schools display the most variable numbers of visits – high in Quarters 1 and 3 (2.2 and 1.7 visits on average), but relatively low (1.1 visits) in Quarter 2.

Exhibit 2 also presents the numbers of schools responding, and those of schools that report increases across quarters; these numbers underlie the calculation of Indicator 10.

Exhibit 2. School-level average number of inspector visits reported per quarter, and comparison of number of visits across Year 2 reporting quarters

YEAR 2 QUARTER	DESCRIPTION	CORRIDOR AND TREATMENT GROUP				
		CAP-HAITIEN - A	CAP-HAITIEN - B	SAINT MARC - A	SAINT MARC - B	PORT-AU-PRINCE - A
Y2Q1	Total number of schools responding	18	13	11	2	23
	Average number of Inspector visits reported	1.5	1.3	0.3	0.0	2.2
Y2Q2	Total number of schools responding	90	53	28	25	91
	Average number of Inspector visits reported	1.5	1.3	0.6	0.3	1.1
	Count of schools with Q1 & Q2 data	18	13	11	2	22
	Number of schools in which Q2 > Q1	7	4	4	0	3
	% Q2>Q1	39%	31%	36%	0%	14%
Y2Q3	Total number of schools responding	67	37	28	24	88
	Average number of Inspector visits reported	1.5	1.3	1.0	0.8	1.7
	Count of schools with Q2 & Q3 data	66	37	28	24	87
	Number of schools in which Q3 > Q2	31	16	15	11	52
	% Q3>Q2	47%	43%	54%	46%	60%

Port-Au-Prince Corridor has the highest percentage (60%) of schools reporting an increase in inspector visits to teachers between Quarter 2 and Quarter 3. Other groups range from 43% of Cap Haitien Treatment B schools reporting an increase, to 54% of Saint-Marc Treatment A schools. In Cap-Haitien in particular, the fact that the average number of visits remains unchanged, indicates that for other schools, the number of visits declined between the two quarters.

Indicator 11: To calculate this indicator, an “Opportunity to learn” (OTL) measure was operationalized in terms of average scores of schools obtained across six distinct variables on which classroom observations were made by trained observers (coaches). These six variables were the following:

- Average student attendance rate on the date of observation
- % of classes observed in which all students can see the teacher
- % of classes observed in which all students are participating in the lesson
- % of students in class with book
- % of classes in which the lesson is on time (within 4-5 lessons) relative to the program
- Average teacher performance score (across a series of teacher performances observed) for the school.

A school’s overall “OTL score” for a given quarter was calculated as an average of the above scores (each score is expressed in terms of a percentage) obtained during the quarter. Scores were calculated for all schools having usable data on at least four of these variables. Exhibit 3 presents the number of schools in each Corridor and Treatment Group having adequate data, as well as the proportion of schools whose scores showed improvement in the third quarter of Year 2 relative to the first and second quarters.

Exhibit 3. Proportion of schools with improved OTL scores at end 2013-2014 school year (Y2Q3)

CORRIDOR / Treatment Group	Number of schools in analysis *	% Y2Q3 > Y2Q1	% Y2Q3 > Y2Q2	% Y2Q3 > Y2Q1 & Y2Q2
1 CAP-HAITIEN	93	11%	52%	9%
A	61	10%	54%	10%
B	32	12%	47%	6%
2 SAINT-MARC	43	19%	58%	12%
A	23	22%	57%	17%
B	20	15%	60%	5%
3 PORT-AU-PRINCE	74	11%	45%	4%
A	74	11%	45%	4%
OVERALL	210	12%	50%	8%

* Only schools having information for all three quarters of Year 2 are included in this analysis.

The Year 2 results demonstrate substantial progress in improved opportunities to learn, with results exceeding the target of 5% of schools improving across all corridors from Quarter 1 to Quarter 3 (the comparison used for Indicator 11). Eleven percent of Cap Haitien and Port-Au-Prince schools improved between Quarter 1 and Quarter 3, while 19% of Saint-Marc schools

improved (with 22% of Treatment A schools improving),. Even greater proportions of schools improved from Quarter 2 to Quarter 3, although only 8% of schools overall registered improvements at Quarter 3 relative to both previous quarters.

Indicator 12: To calculate this indicator, a “Teacher’s Performance Score” measure of reading instruction practice in the classroom was produced on the basis of observation of a series of behaviors associated with effective reading instruction and promoted by ToTAL training. Coaches observed teachers and for each named behavior, indicated whether the teacher used it in the lesson or not. Some behaviors were ranked by frequency of use categories rather than simple presence or absence; in these cases “always” and “frequently” were given value of 1 and “seldom” or “never” were given a value of 0, so that all behaviors in the overall score would have an equal weight. The overall score obtained by a given teacher during a given lesson observation is the proportion of identified effective reading instruction behaviors that were observed to be in use (number of behaviors observed to be used / total number of named behaviors in the observation instrument).

Within a given school and reporting quarter, performance scores were further averaged for male and female teachers, respectively, prior to comparison of one quarter to another, as the data collection was not adequate to rigorously track individual teachers’ performance over time. This method resulted in an “average” score for female teachers, and another “average” score for male teachers in a given school and quarter. It is these “average” scores that are then used in comparing performance across quarters for each school and teacher gender, from which the final indicator values are calculated.

On this indicator, while teacher performance gains were observed for some schools in all corridors and treatment groups, only Saint Marc met or exceeded the target of 15% of schools improvement. Exhibit 4 provides detail on the results obtained.

Exhibit 4. Proportion of schools with improved teacher performance scores at end 2013-2014 school year (Y2Q3)

CORRIDOR / Treatment Group	Number of records in analysis *	Average Teacher performance score at Y2Q1	Number of schools in which Y2Q3 score > Y2Q1 score	% Y2Q3 > Y2Q1
1 CAP-HAITIEN	119	88 points / 100	17	7%
M	52	88 points / 100	4	
F	67	87 points / 100	4	6%
2 SAINT-MARC	51	82 points / 100	18	27%
M	26	81 points / 100	6	23%
F	25	84 points / 100	8	32%

CORRIDOR / Treatment Group	Number of records in analysis *	Average Teacher performance score at Y2Q1	Number of schools in which Y2Q3 score > Y2Q1 score	% Y2Q3 > Y2Q1
3 PORT-AU-PRINCE	80	85 points / 100	10	13%
M	14	81 points / 100	1	7%
F	66	85 points / 100	9	14%

* Only schools having information for all three quarters of Year 2 are included in this analysis.

Indicator 13: For the purposes of reporting on Indicator 13, the threshold of 41 or higher words read per minute on the Creole Oral Reading Fluency subtask is selected as our operational definition of demonstration of ability to read and understand the meaning of grade level text. This same threshold was used in Year One.

Overall, girls generally outperformed boys and some treatment groups outperformed their respective control groups. In the Cap-Haitian corridor, only treatment A boys performed better on this task than their control group (30% versus 15%). Performance in Saint Marc for both treatment groups was approximately in line with Cap-Haitian. In Port-Au-Prince, Treatment A girls tied with their control group with 51% of both groups able to read a grade level text. Treatment A boys in Port-au-Prince outperformed their control group (38% versus 34%). For more information and discussion on the relative performance of treatment and control schools, please see *Tout Timoun Ap Li – ToTAL Year 2 EGRA and SSME Endline Report, REVISED* (RTI, 2014).

Indicator 14: Comparison of Baseline and Endline results reveals considerable improvement overall in Grade 1 students' reading ability. Values shown indicate the percent of Grade 1 students scoring at least 21 words per minute on ORF at a given time period. "Proportion improved" can be roughly estimated by subtracting the baseline value from the Endline value, although it should be noted that this method of estimation is conservative, as improvements within either side of the 21-word threshold are also likely to be occurring but are not captured by this method. As with improvement in grade level reading, female cohorts outperformed male cohorts and control groups also showed achievement. One of the Cap-Haitian treatment cohorts (Treatment A boys) and both of the Port-Au-Prince treatment cohorts performed above the level of the control group. In the Cap-Haitian Corridor, Treatment A girls performed in line with the control group (31% versus 31%) but Treatment B girls were below at 12%. Among boys in the Cap-Haitian Corridor, Treatment A outperformed the control group (14% versus 11%), while Treatment B lagged behind 4%. In Saint Marc, Treatment A and Treatment B girls were in line (18% versus 18%), while Treatment A boys considerably outperformed their Treatment B counterparts (12% versus 6%). In Port-Au-Prince, Treatment A girls outperformed their control group (40% versus 27%) and Treatment A boys also outperformed their control group by a wide margin (30% versus 14%).

Indicator 15: Strong progress was also seen among Grade 2 students with girls outperforming boys in general. However, boys' treatment groups were much more likely to demonstrate greater achievement than their control groups. Values shown indicate the percent of Grade 2 students scoring at least 31 words per minute on ORF at a given time period. "Proportion improved" can be roughly estimated by subtracting the baseline value from the Endline value, although it should be noted that this method of estimation is conservative, as improvements within either side of the 31-word threshold are also likely to be occurring but are not captured by this method.

In Cap-Haitien, Treatment A boys outperformed their control group by a very impressive margin (40% versus 20%), but Treatment B boys lagged behind with 18% demonstrating improvement. For Cap-Haitian girls, neither treatment group outperformed the control group. In Saint Marc, Treatment A girls outperformed Treatment B girls (50% versus 27%) and the same pattern was seen among boys, with 32% of Treatment A boys demonstrating improvement versus 21% of Treatment B boys. In Port-Au-Prince, Treatment A girls performed approximately in line with their control group (56% versus 59%), while Treatment A boys performed better than the control group (50% versus 43%).

Indicator 16: The number of officials, university staff and other partners trained in early grade reading assessment reported for Year 1 represents a downward revision of previously reported numbers, due to RTI's practice of ongoing examination of data, notably the removal of duplicate records discovered after the fact. Even with these corrections, the total number of persons trained (194) substantially exceeds the target number for the year (90). Year 2 results also substantially exceeded their target, with 263 persons trained compared to the target of 104.¹ For Year 2, Indicator 16 includes the Baseline EGRA training in October 2013, presentations of EGRA and SSME results to stakeholders in Trou Du Nord in February 2014 and Saint Marc in March 2014, the Endline EGRA and SSME Training held in April - May 2014, the June 2014 Training of Trainers in EGRA and Summative Assessments, the school principals trained with teachers on summative assessment in July 2014, and a national-level EGRA data analysis session in which a number of MENFP personnel participated, in August 2014 (see Exhibit 5). Data presented exclude double counting of the same individual within a given quarter, but should not be added across quarters, as the same individual may have been trained in multiple quarters. For this reason, the year-end count uses the maximum reported quarterly value per corridor by gender as the final annual value for the corridor. Participation in all reading assessment trainings was tracked by individual participant. A person is considered "trained" and counted only if s/he has attended all days of training for trainings of 1 to 3 days, and for at least 70% of the days of trainings that are longer than 3 days (thus, 3 out of 4 days; 4 out of 5 days; 5 out of 6 or 7 days, etc.).

¹ As previously noted for Indicator 2, in the "Achieved Year 2" column for indicators 2, 16, and 17, subtotals and the overall sum of persons trained are always calculated vertically, given the use of maximum quarter values for a given detail row.

Exhibit 5. Training Events on Reading Assessment Held During Year 2

YEAR 2 READING ASSESSMENT TRAINING EVENTS	LOCATION	DATES
EGRA - Formation évaluateurs et superviseurs - Participants Cap-Haitien	Hotel Kaliko, Montrouis	13 – 20 October 2013
Rencontres partenaires sur EGRA Total-MENFP sur EGRA	Saint-Marc; Trou du Nord	21 March 2014
Training of Y2 Endline EGRA assessors	Saint Marc - Hotel Indigo	27 April – 2 May 2014
Training of trainers on Summative Assessment	Saint Marc - Hotel Indigo	26 – 27 June 2014
School director training on Summative Assessment (with Teachers)	Multiple sites in each Corridor	17 – 18 July 2014
MENFP EGRA Data Analysis Session	Port-au-Prince	12 August 2014

Indicator 17: As with Indicator 16, data presented exclude double counting of the same individual within a given quarter. The year-end counts are not made by adding across quarters, since the same individual may have been trained in multiple quarters. Rather, the year-end counts exclude double-counting across quarters by taking the highest number of men or women trained in any one quarter as the annual result.

The counts for Year 2 Quarter 1 (ending December 2013) include individuals who were actually trained in the previous quarter (August-September 2013) for the 2013-2014 school year. These individuals were not included in the Achieved column for Year 1, as doing so would have constituted double-counting for that year. The numbers shown in this indicator primarily represent school principals and local inspectors who participated in trainings on ToTAL instructional methods and materials, as well as Ministry and private education system administrators, officials, and supervisors.

The numbers provided include some corrections to “achieved” numbers previously reported (resulting in a revised total of 164 individuals trained during Year 1, for example). For Year 2, the total number of personnel trained reached 426 (311 men and 115 women), well above the overall target set for Year 2, although women were underrepresented in nearly all cases with the exception of Port-Au-Prince. Exhibit 6 lists the Year 2 trainings conducted in which education system officials, administrators, and supervisors participated.

Exhibit 6. Trainings conducted during ToTAL Year 2 for education system officials, administrators, and supervisors

YEAR 2 TRAINING EVENTS FOR SYSTEM OFFICIALS	LOCATION	DATES
School directors trained in ToTAL methods (alongside teachers) in preparation for Year 2 classroom interventions	Multiple sites in Cap-Haitien and Saint-Marc corridors	5-14 August 2014
School directors trained in ToTAL methods (alongside teachers) in preparation for Year 2 classroom interventions	Multiple sites in Port-au-Prince Corridors	19-28 August 2014
School directors trained in ToTAL methods (alongside teachers; in-service training)	Multiple sites in all Corridors	7-10 January 2014
Creole Pilot training	Limonade	17-18 March 2014
French Pilot Training	Fort-Liberté	14-17 April 2014
Inspectors Training for Pilot Classroom Observation	North	24-25 April 2014
Training of trainers on Grade 1 and 2 materials	Moulin-Sur-Mer	24-30 August 2014
Training on G1 and G2 materials - School directors & inspectors	Multiple sites in all Corridors	1-6 September 2014