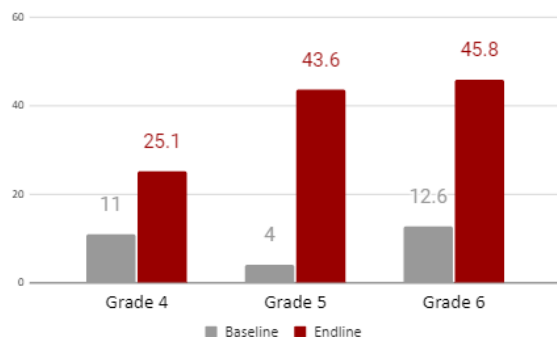# ENDLINE EVALUATION READ ALONG PILOT PROGRAM

SUMMARY OF INITIAL FINDINGS

Connected text - correct words per minute

Students in implementing schools were reading on average 29 *more* words correctly per minute at the end of the pilot program

To assess the impact of a 3 month Google Read Along pilot, World Education designed an experimental research study, using the Early Grade Reading Assessment[1] to establish a base and endline for English literacy proficiency of the participants.

54 of the initially identified 65 girls from grade 4 to 6 were assessed at endline in schools in which the pilot took place. Results were compared to a control group of 45 girls with similar characteristics from other schools that did not take part in the intervention. This sheet shows a summary of initial endline findings.
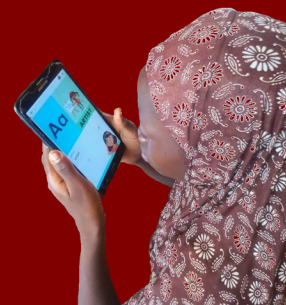
Similar gains were made in other fluency subtasks. On average, girls could read 40 letters more in 1 minute at the endline.
The non-words reading task involves nonsense words such as 'rin', 'mez'. This task assesses the student's ability to decode words into letter sounds and read them together as one word. On average girls read 18 words per minute more during the endline. Differences per grade exist but impact is high in all schools and all grades.

Letter and non-words reading—correct items per minute
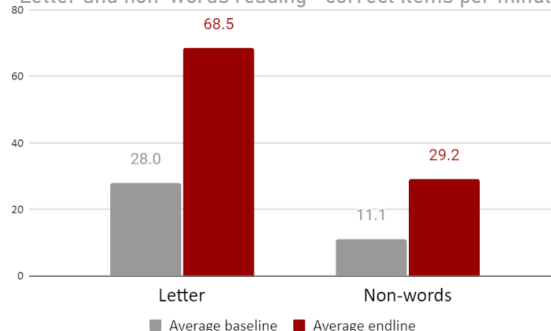
We compared learning gains of the 'treatment' group (girls involved in the pilot) with girls who were in 'control' schools (who did not practice with the read along app). Most of the girls in control schools also progressed from baseline to endline. This is expected as they are being taught as usual in their respective schools.
That said, the level of progress of the treatment group is significantly higher in all fluency subtasks.

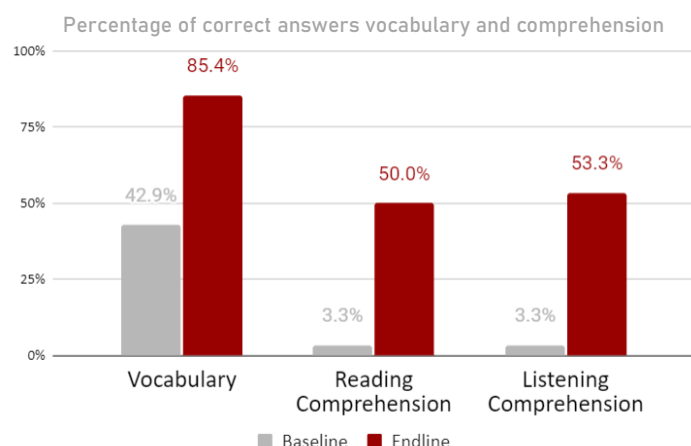**Fluency learning gains per grade in treatment and control group**
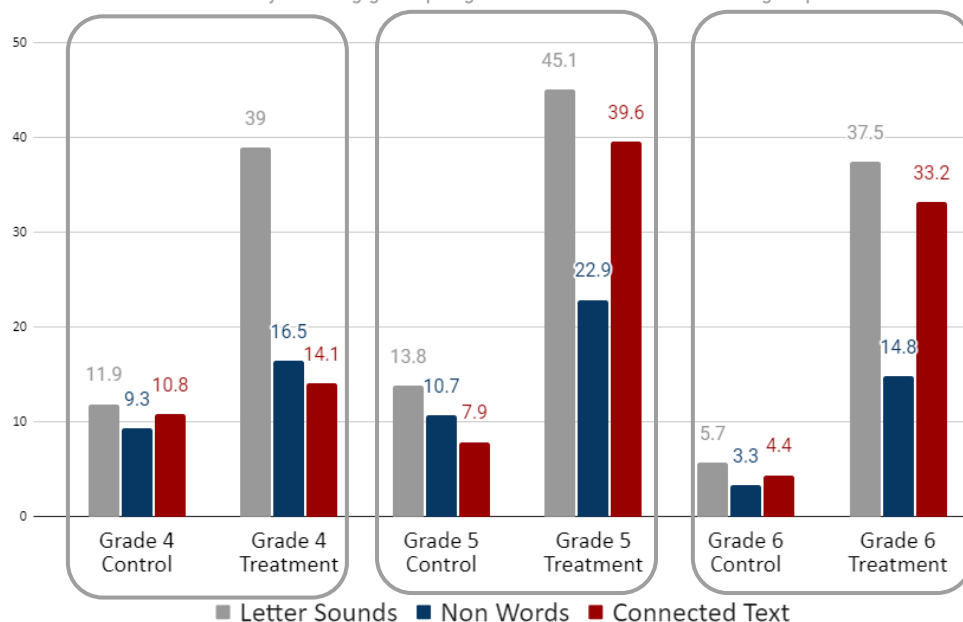
This graph shows the *increase* in correct items per minute (not the total score!).

The data tells us an important story. In all tasks, girls in treatment schools have much higher learning gains than their peers in control schools. The difference is particularly high in grade 5 and 6.

For example; girls in grade 5 in treatment schools read on average 39.6 words more per minute at endline whilst this is 7.9 for girls in control schools.

The comprehension subtasks involved an assessment of 8 English vocabulary items, 5 comprehension questions about the text girls read in the 'connected text' subtask and finally a listening comprehension task in which 3 questions were asked about a text read out by the enumerators.

Percentage of correct answers vocabulary and comprehension

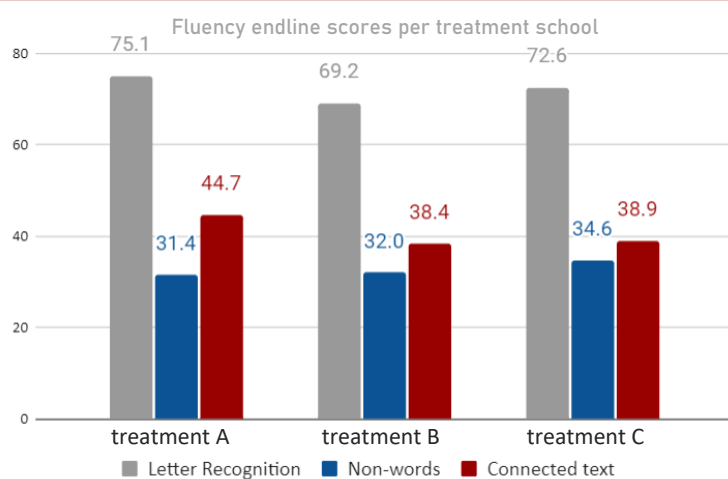|	Vocabulary	Reading Comprehension	Listening Comprehension
Baseline	42.9%	3.3%	3.3%
Endline	85.4%	50.0%	53.3%

The endline data visualized in the graph shows that the girls in the treatment group improved their vocabulary knowledge and comprehension drastically. On average, they were able to name and pronounce 85.4% of the English vocabulary correctly. They were also capable of answering around half of the reading and listening comprehension questions correctly. A correlation between improved reading fluency and increased vocabulary and comprehension is evident.
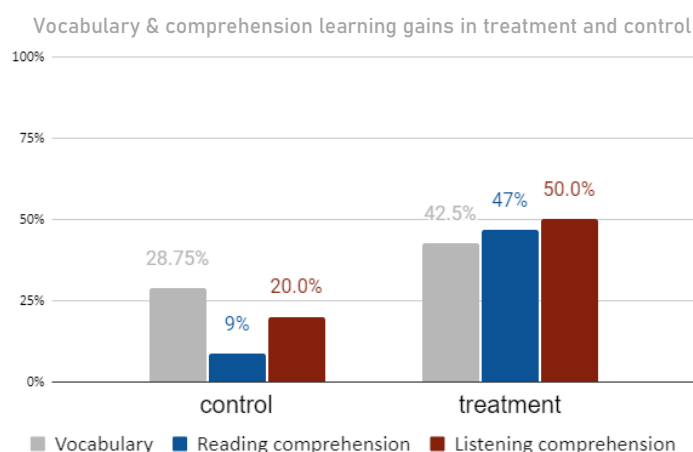
Here too we've looked at the difference in learning gains in both groups of students. The graph shows higher learning gains in the treatment schools where 42.5% more words were known compared to baseline. This was 28.75% in the treatment schools. The reading and listening comprehension gains of girls in treatment schools are notably higher in treatment schools.

Vocabulary & comprehension learning gains in treatment and control

	Vocabulary	Reading comprehension	Listening comprehension
control	28.75%	9%	20.0%
treatment	42.5%	47%	50.0%

An analysis was done of the results by school. Whilst there were indeed some differences per school, all treatment schools followed the same pattern in making significant progress in all subtasks. As an example we've included the graph below which shows the average scores of assessed girls in grade 4 to 6 per school. Letter recognition scores are highest in all schools with high learning gains in non-word reading and connected text as well.

Fluency endline scores per treatment school

	Letter Recognition	Non-words	Connected text
treatment A	75.1	31.4	44.7
treatment B	69.2	32.0	38.4
treatment C	72.6	34.6	38.9

The endline also collected qualitative data to document experiences of girls, their teachers and the Ghana Education Services. These findings will all be included in the full endline report.

In addition, an analysis of attendance data linked learning gains directly to school attendance and the number of times that girls were practicing with the Read Along app. This too will be further explored in the endline report.

World Education aims to expand the scope of this pilot program in response to positive outcomes, the girls' and teachers' enthusiastic engagement, and the necessity to improve English literacy levels among primary school students in Ghana.

LEARN MORE All tools used including the EGRA, monitoring tools, as well as the full report will be available on worlded.org

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