Discussion about Data Tools: Goal One Project Briefs

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Background about the briefs

- Means of communicating results in a standard format
- Descriptive information about the program and estimates for number of children who made certain improvements in ORF
- Estimates calculated by E3/ED implementing partner MSI
- Estimates might be from a specific subpopulation
- Does not detail a program's contribution to the Goal One target

Objectives for this presentation

- Present current thoughts on the content and layout
- Demonstrate challenges in creating a standardized document
- Show preliminary results from a few projects: Egypt-GILO; Malawi-MTPDS; Philippines-WSRP
- Gather feedback on possible improvements

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Additional information

- There will be as many as 75 Briefs for Goal One
- These Briefs currently have six sections (formatted on four pages):
  - Program Summary
  - Evaluation Design
  - Reading Ability Levels
  - Reading Improvements
  - Reading Statistics
  - Assessments and Sampling
- There are plans to produce Briefs for Goal Three as well

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PHILIPPINES
WHOLE SCHOOL READING PROGRAM
2013 ENDLINE RESULTS BRIEF

1. PROGRAM SUMMARY

WSRP Reading Outcomes

- **6,500 more students reading at least 45 CWPM**
- **200 more students able to read at least one word**

Implemented by the Education Development Center (EDC), the Education Quality and Access to Learning and Livelihood Skills Phase 2 (EQuALLS2) project was extended in January 2012 to implement the Whole School Reading Program (WSRP). With specific emphasis on poverty- and conflict-affected areas of Mindanao, it strengthened formal and alternative education and reintegrated out-of-school youth into the economy.

Total Estimated Cost:	$60 million (EQuALLS2, plus WSRP extension)
Geographic Coverage:	Regions 9 and 12 and Autonomous Region in Muslim Mindanao
Duration of Extension:	January 2012 – June 2013 (1.5 years)
Intervention Grades:	Grades 1 to 6
Intervention Languages:	English

This Brief summarizes the improved reading outcomes associated with the Whole School Reading Program (WSRP), a one-year extension of the EQuALLS2 project. The findings presented are from grade 2 students attending schools that benefited from the full treatment under the project. The data used for this Brief are from the endline reading assessment in English. Since the WSRP evaluation deviated from the structure E3/ED prescribed for the Education Strategy by not assessing students at the same point during the school year, change in reading outcomes is not measured based on a comparison of cohorts but rather by contrasting the treatment group with a comparison group composed of students in schools that did not receive any intervention at the time of the endline.

1. Phase
2. Implementer
3. Intervention
4. Grade and Treatment
5. Phase(s)

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When standard design is used…

briefer box

This Brief summarizes the improved reading outcomes associated with MTPDS after two years of implementation. The findings presented are from grade 3 students attending schools that benefited from the full treatment under the project. The data used for this Brief are from the baseline and endline reading assessments in Chichewa.

but even then further info may be needed…

2. EVALUATION DESIGN

An internal subcontractor (RTI International) conducted an evaluation for the MTPDS project using the Early Grade Reading Assessment (EGRA). Sampling included over 10,700 students in grades 2 and 4 at the start of the school year (thus, representing performances for grades 1 and 3). The main evaluation indicator was Oral Reading Fluency (ORF) in Correct Words per Minute (CWPM).

Assessment Grades:	Grades 2 and 4
Assessment Languages:	Chichewa
Assessment Groups:	Full Treatment
Assessment Phases:	Baseline (November 2010), Midline (November 2011) and Endline (November 2012)

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1. Evaluator
2. Type of assessment
3. Basic information about sampling
4. Key performance indicator

2. EVALUATION DESIGN

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3. READING ABILITY LEVELS

When reading categories from the country or project have not been established, E3/ED uses general performance categories based on ORF for the project briefs. Students were placed into one of four categories: 0 CWPM (non-readers), 1-10 CWPM, 11-44 CWPM and 45+ CWPM.

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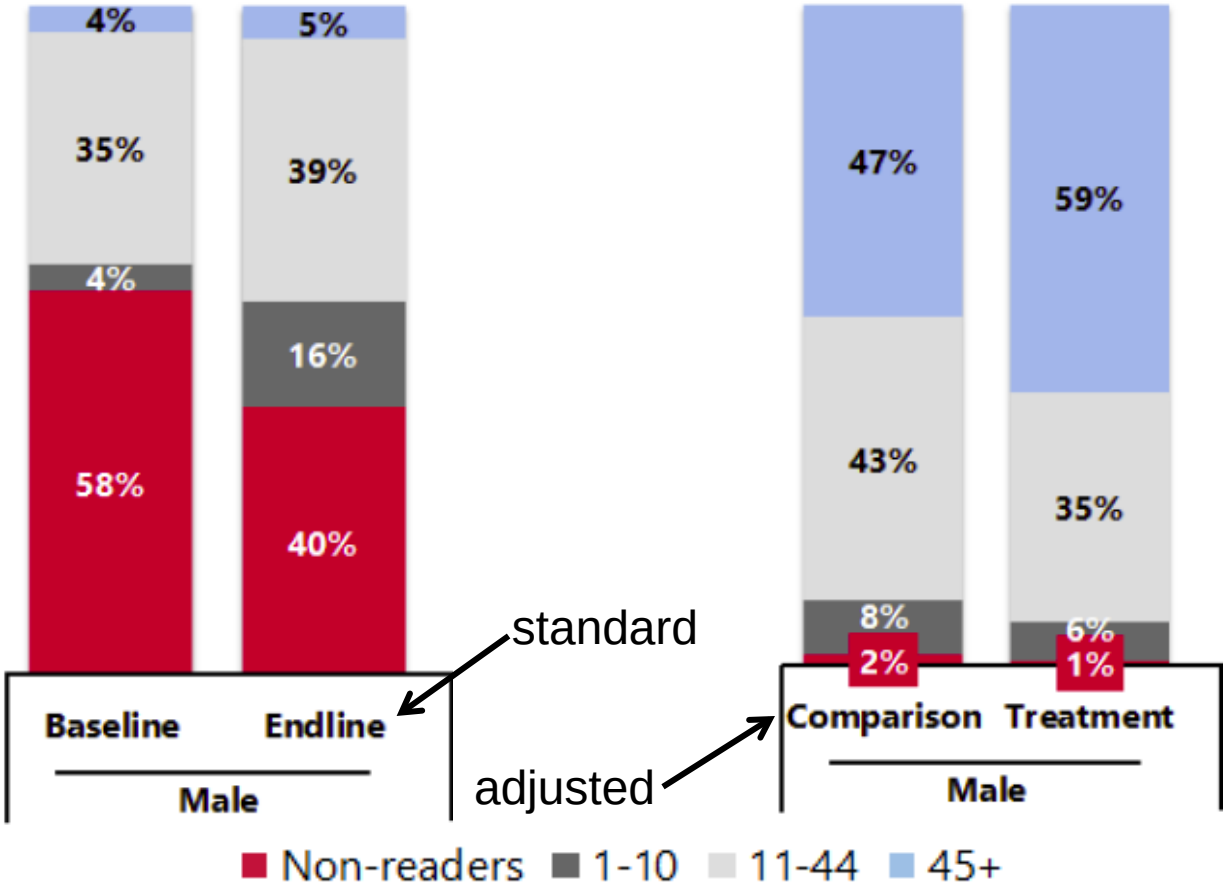
3. READING ABILITY LEVELS

ORAL READING FLUENCY RESULTS BY PERFORMANCE CATEGORY

MTPDS-Malawi, EGRA in Chichewa, Grade 3, After 2 years of implementation

WSRP-Philippines, EGRA in English, Grade 2, After 1.5 years of implementation



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3. READING ABILITY LEVELS

ORAL READING FLUENCY RESULTS BY PERFORMANCE CATEGORY

regional

MTPDS-Malawi, EGRA in Chichewa, Grade 3, After 2 years of implementation

Out of 38,600 students reached, at endline there were:

- 200 fewer 0 CWPM readers (200 male, 0 female)
- 2,100 fewer 1-10 CWPM readers (400 male, 1,700 female)
- 4,200 fewer 11-44 CWPM readers (1,400 male, 2,800 female)
- 6,500 more 45+ CWPM readers (2,000 male, 4,500 female)

national

WSRP-Philippines, EGRA in English, Grade 2, After 1.5 years of implementation

Out of 4,589,000 students reached, at endline there were:

- 710,800 fewer 0 CWPM readers (400,500 male, 310,300 female)
- 310,300 more 1-10 CWPM readers (264,700 male, 45,600 female)
- 323,600 more 11-44 CWPM readers (101,900 male, 221,700 female)
- 76,900 more 45+ CWPM readers (33,800 male, 43,100 female)

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3. READING ABILITY LEVELS

ORAL READING FLUENCY RESULTS BY PERFORMANCE CATEGORY

- Although same performance categories were used across the board, exert caution when comparing across projects
- Whenever projects have set benchmarks, this could replace the general (indicative) performance categories set by E3/ED

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4. READING IMPROVEMENTS

This section displays ORF levels of the treatment and comparison groups at endline by score percentile and can be used to understand how ORF changed for students of different ability levels. For example, at baseline, 50% of male students scored below 34 CWPM; at endline 50% of male students scored below 49 CWPM; the ORF for males at the 75th percentile increased by 15 CWPM.

Based on Pilot from GILO-Egypt, EGRA in Arabic,
Grade 2, Base (2008) and End (2011)

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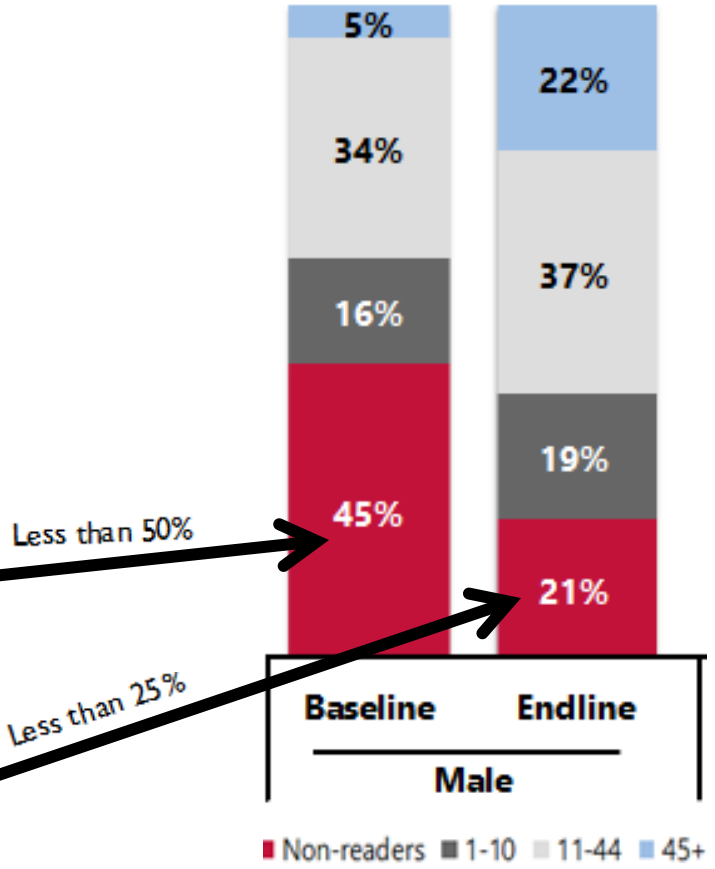
4. READING IMPROVEMENTS

Percentile Rank	Male Oral Reading Fluency		
	Baseline	Endline	Change
Higher performers ↑ 95	44	92	48
90	34	72	38
85	26	57	31
80	21	49	28
75	18	38	20
70	14	30	16
65	13	26	13
60	10	22	12
55	8	18	10
50	5	16	11
45	0	13	13
40	0	10	10
35	0	7	7
30	0	5	5
25	0	4	4
20	0	0	0



Source: GILO-Egypt, EGRA in Arabic, Grade 2, Base (2008) and End (2011)

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25	0	4	4
20	0	0	0

Highest gains achieved by top quartile

Source: GILO-Egypt, EGRA in Arabic, Grade 2, Base (2008) and End (2011)

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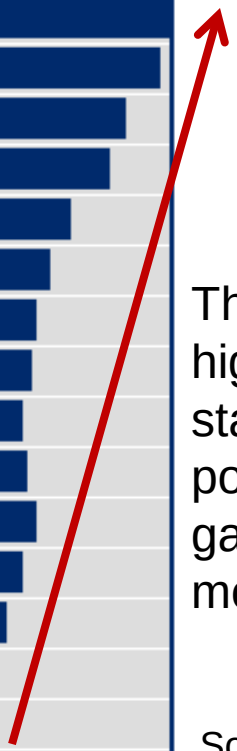

Those with higher starting points gained the most

Source: GILO-Egypt, EGRA in Arabic, Grade 2, Base (2008) and End (2011)

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25	0	4	4
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About 25% were readers that improved by at least 20 CWPM

About 20% were non-readers that improved by at least 5 CWPM

Source: GILO-Egypt, EGRA in Arabic, Grade 2, Base (2008) and End (2011)

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4. READING IMPROVEMENTS

Out of 12,000 students reached, at endline:

- 9,700 had gains of at least 1 CWPM (5,200 male, 4,500 female)
- 9,100 had gains of at least 5 CWPM (4,800 male, 4,300 female)
- 7,300 had gains of at least 10 CWPM (3,800 male, 3,500 female)
- 3,300 had gains of at least 20 CWPM (1,700 male, 1,600 female)

Source: GILO-Egypt, EGRA in Arabic, Grade 2, Base (2008) and End (2011)

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5. READING STATISTICS

Table 2 below indicates that the percentage of non-readers at grade 2 decreased from baseline to endline for boys, girls, and overall (by 24 percentage points for each group). The average ORF scores increased from baseline to endline for boys, girls, and overall (by 15, 16, and 15 CWPM, respectively).

ORAL READING FLUENCY STATISTICS

Phase	Statistic	Male	Female	Overall
Baseline	Sample Size	222	239	461
	% Non-readers	45%	41%	43%
	Average ORF (CWPM)	11	12	12
	Standard Deviation ORF (CWPM)	15	20	18
Endline	Sample Size	305	329	634
	% Non-readers	21%	17%	19%
	Average ORF (CWPM)	26	28	27
	Standard Deviation ORF (CWPM)	29	31	30

Those with non-missing values for ORF

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6. ASSESSMENTS AND SAMPLING

Contextual info that affected implementation

The EGRA tool included ORF and reading comprehension components. For the baseline and endline, the EGRAs were conducted at roughly similar time points near the middle of the school years. Due to the Egyptian revolution that began late January 2011, the students were out of school and the endline was conducted in May 2011.

Since the baseline and or endline test versions were not equated, score differences might reflect changes in test difficulty in addition to the changes in reading scores.

Sampling weights were not used to produce estimates for the population of beneficiaries.

ASSESSMENT AND SAMPLING CHARACTERISTICS

Critical Characteristics	Yes	No
Were the assessments conducted at comparable time points?	✓	
Were the assessment instruments (tests) equated?		✓
Were the schools randomly selected?		✓
Were sampling weights used in the analysis?		✓
Was inter-rater reliability monitored during the data collection?		✓

To provide additional inputs/suggestions, contact:

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