



# TANZANIA TZ21 2015 ENDLINE READING FLUENCY PROGRESS BRIEF – KISWAHILI

*This brief summarizes change in oral reading fluency (ORF) associated with the Tanzania TZ21 program after two years of implementation. The findings presented are representative of Grade 2 students attending schools that benefited from the full intervention under the program. The data used for this brief are from the baseline and endline assessments in Kiswahili.*

## Program Summary

Implemented by Creative Associates, the Tanzania 21st Century Basic Education Program (TZ21) was a five-year program spanning from the beginning of 2011 to the end of 2015, which aimed to improve children’s reading ability in Standards 1 and 2 in Mtwara and Zanzibar, as well as to strengthen systems that support literacy development. Working in collaboration with the Ministry of Education and Vocational Training (MOEVT/ Tanzania) and the Ministry of Education (MOE/Zanzibar), the program activities included supporting curriculum review, materials development, advocacy seminars, trainings, mentoring and coaching, and schoolbased reading corners. TZ21 was adapted to begin reaching students with strategy aligned programming in 2013.

### Program Highlights

- 450,600 student beneficiaries reached in School Years 2013 through 2015
- 4,900 more students reading at least 45 correct words per minute
- 107,100 more students able to read at least one word

Total Estimated Cost	Geographic Coverage	Duration	Intervention Grades	Intervention Languages
\$48.9 Million	Mtwara, Zanzibar	5 years January 2011 to October 2015	1 to 4	English and Kiswahili

## Assessment Design

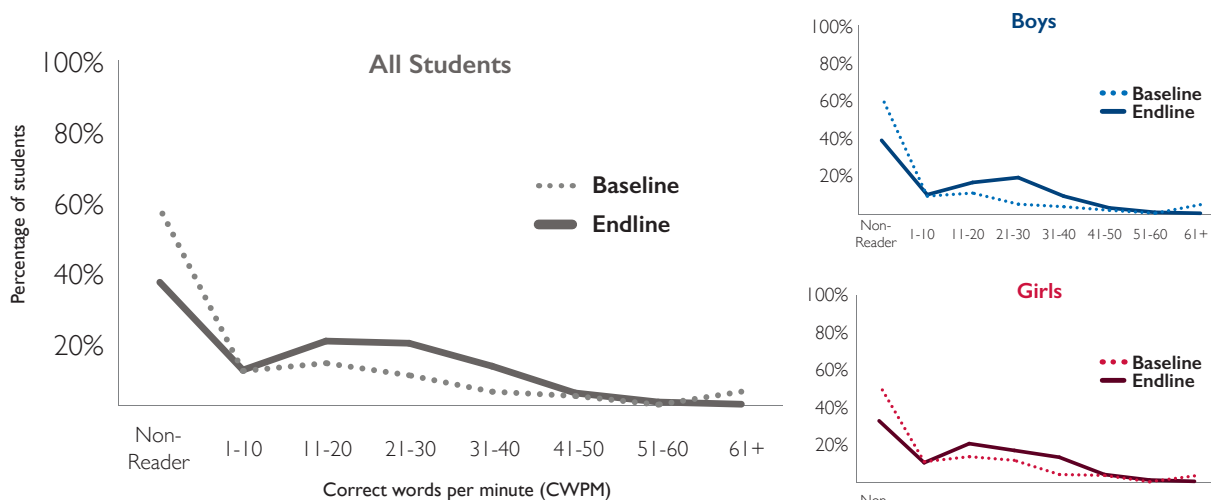
The assessment was part of a quasi-experimental impact evaluation conducted by School-to-School International (STS). This brief presents data from the early grade reading assessment (EGRA) of the full intervention group only. The main evaluation indicator was oral reading fluency (ORF) in correct words per minute (CWPM).

Assessment Phases	Assessment Languages	Assessment Grades	Assessment Sample	Assessment Group
Baseline (October 2013), Endline (October 2015)	Kiswahili	2	Baseline (759 students), Endline (797 students)	Full intervention

# Reading Distribution

In order to maintain consistency across program briefs, USAID’s Education Office in the Bureau for Economic Growth, Education and Environment (E3/ED) set eight bins to explore the ORF distribution: 0 CWPM (non-readers), a range from 1 to 60 CWPM in increments of 10 CWPM, and more than 60 CWPM (fluent readers).

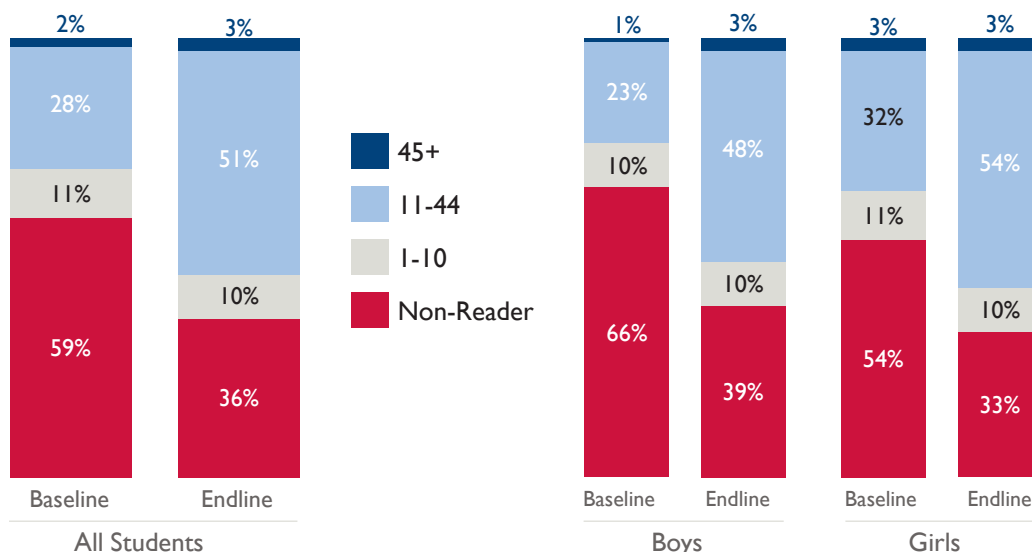
**PERCENTAGE OF STUDENTS BY ORAL READING FLUENCY IN CWPM**



# Reading Ability Levels

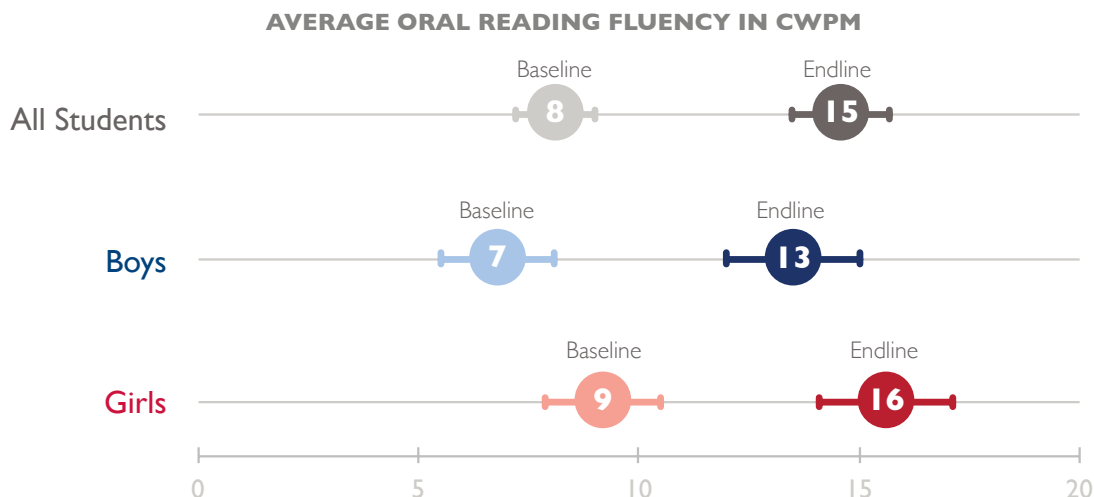
In order to maintain consistency across program briefs, USAID’s Education Office in the Bureau for Economic Growth, Education and Environment (E3/ED) set four generic performance categories based on ORF: 0 CWPM (non-readers), 1 to 10 CWPM, 11 to 44 CWPM, and 45 or more CWPM. These generic categories should not be used as a replacement for country-specific benchmarks. E3/ED encourages programs to conduct performance standard setting (or benchmarking) workshops with the host government to determine the country-appropriate performance categories.

**PERCENTAGE OF STUDENTS BY ORAL READING FLUENCY CATEGORIES**



## Reading Statistics

The table below indicates that the average ORF increased overall, for males and females by 7, 6 and 7 CWPM, respectively.



## Assessments and Sampling

The EGRA tool included ORF and reading comprehension components. For the baseline, midline and endline, the EGRAs were conducted at the same time points near the end of the school year. Comparison schools in Lindi were selected purposely using a matched pair design to link these to comparable schools in Mtwara. The baseline, midline and endline assessments used the same EGRA form. Sampling weights were not used to produce estimates for the population of beneficiaries.

<b>Critical Characteristics</b>	<b>Yes</b>	<b>No</b>
Were the assessment instruments (tests) either the same or equated?	✓	
Was inter-rater reliability monitored during the data collection?		✓
<b>Were assessments conducted such that results are generalizable to the project population?</b>		
Were schools randomly selected for assessment?		✓
Were the assessments conducted at comparable time points?	✓	
Were sampling weights available for use in the analysis?		✓

This is one in a series of standard-format progress briefs exploring changes in early grade oral reading fluency associated with USAID-supported reading programs. Briefs focus on oral reading fluency because it is a powerful predictor of student reading comprehension. Briefs prioritize early grades because early grade reading is key to further academic success.

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