Findings Brief

Summary

Question: Does ReadTech increase benchmark reading assessment grade level equivalency scores among 4th graders compared to 4th graders who are not using ReadTech?

Answer:

- Yes, we think this intervention is moving the needle.
- There is an 83.4% probability that the intervention increases the outcome by 0.25 units or more.
- There is a 50% probability that the true impact of the intervention is between 0.26 and 0.33 units.

Next steps:

- We will expand ReadTech to all 4th graders throughout the district.

What Was Tested

- This evaluation tested the effectiveness of ReadTech.
- ReadTech is an individualized learning software that targets students' needs in both reading and mathematics.
- Key program components include that it is adaptive with on-grade-level instruction, practice, and diagnostics at a sub-skill level.
- Implementing ReadTech would cost $10 per student.

Evaluation Design

- This study used a matched comparison design. This is a quasi-experimental design. To compare apples to apples, this quasi-experimental design identified a comparison group with similar characteristics to the students who used the technology.
- Similar comparison group members were identified using the following background characteristics: pre-test scores, gender, and race.

Setting and Sample

- This evaluation studied students.
- The intervention group in this evaluation includes 4th grade students who did not use the technology.
- The sample for this evaluation includes:
    - 140 students who used ReadTech in the intervention group.
    - 140 students who did not use the program in the comparison group.
- Table 1 below summarizes key characteristics of the study sample:

Table 1. Background Characteristics of the Evaluation Sample

Characteristic	Overall	Intervention	Comparison	Difference
Pre-test scores	3.89	3.91	3.87	0.04
Proportion female	0.57	0.59	0.56	0.03
Proportion non-white	0.45	0.46	0.44	0.02
Number of students	280	140	140	--

Implementation

- The evaluation period lasted a full school year.
- During this period, students in the intervention group were intended to use the app two times per week for 45 minutes or once per week for 90 minutes.
- Among students in the intervention group, it was used as intended.
- Students in the comparison group did not have access to ReadTech.

Measures

- Student academic achievement was measured using the benchmark reading assessment grade level equivalency scores.
- Analysis of the impact of ReadTech controls for pre-test scores, gender, and race.

Conclusions and Next Steps

- Based on the results we will expand use of ReadTech to all 4th grade students in the district and will look into piloting the technology in other grades. We will set up the pilots in a manner that allows us to conduct similar evaluations.