

The Effect of Reading Plus[®] on Reading Proficiency Growth: National Results for the 2015-2016 School Year

Pupils

142,223 students who completed two or more *InSight* reading assessments.

Schools

1,346

School Districts

574

Study Inclusion Requirements

- Students in Grade 2 through 12.
- Students with valid Fall 2015 (pre) and Spring 2016 (post) *InSight* assessment scores.

Students Excluded

- None. All demographic groups are included.

Distribution of Students:

- Elementary School (Grades 2 through 5) n=29,174 (26,030 completed *Reading Plus* lessons).
- Middle School (Grades 6 through 8) n=75,436 (70,947 completed *Reading Plus* lessons).
- High School (Grades 9 through 12) n=37,613 (33,989 completed *Reading Plus* lessons)

Purpose of Report

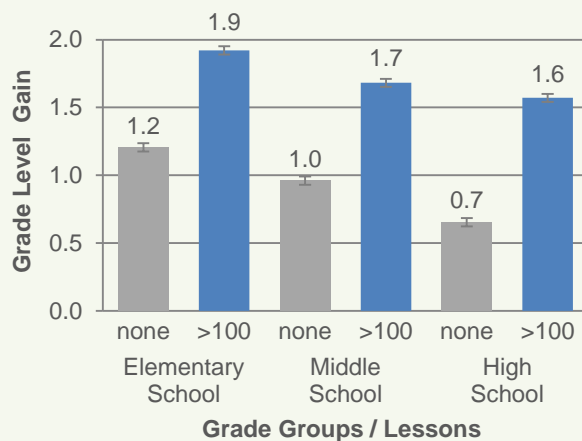
This report describes the progress achieved by *Reading Plus* students who were enrolled in grades 2 through 12 during the 2015-2016 school year. The focus of the report is on students who completed the *InSight* silent reading assessment on at least two occasions, once at the start of the school year (between August and October) and again near the end of the school year (in March or later). This criterion was selected to ensure that all students were studied over a similar timespan, and to control for growth that might occur naturally during the school year.

InSight – Measure of Growth (adaptive assessment)

InSight provides measures of reading comprehension, vocabulary, reading rate, and motivation, as well as a composite reading proficiency score. Students receive no instructional support while completing *InSight*. As such, this assessment gauges reading proficiency in the “real world” and yields results that can readily be compared with nationally normed standardized test results. For example, there is a strong correlation between the *InSight* reading proficiency index and the Smarter Balanced Assessment Consortium (SBAC) English Language Arts scale scores ($r = .83, p < .001$). (See [InSight Technical Brief](#) for details, including additional assessment comparisons)

Summary of Findings: More *Reading Plus* practice results in more growth in reading proficiency!

Across all grade groups, students who completed at least 100 *Reading Plus* lessons (~30 hours) during the school year achieved reading proficiency gains that were significantly larger than those achieved by students who had completed no lessons.



Overall Growth: Reading Proficiency

Across all grade groups, students who completed at least 100 *Reading Plus* lessons (~30 hours) during the school year increased their reading proficiency levels to a significantly greater extent than did students who completed fewer or no lessons (Figure 1). Analyses showed that larger positive changes in reading interest and confidence were measured in students who increased their reading proficiency to a greater extent ([see brief](#)).

Reading Proficiency Growth by Lessons Completed

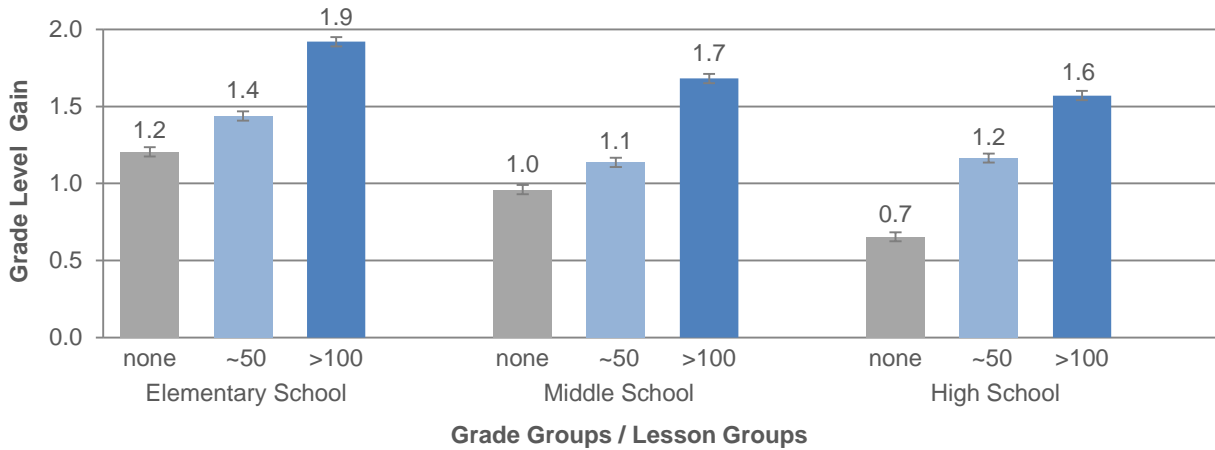


Figure 1. Reading proficiency gains achieved by students in grades 2-5 (elementary school), 6-8 (middle school), and 9-12 (high school), at each of three levels of *Reading Plus* use (no lessons, ~50, and >100 lessons). Students with more *Reading Plus* use always achieved significantly larger proficiency gains ($p < .001$).

Cognitive: Comprehension and Vocabulary Growth

Across all grade groups, students who completed at least 100 *Reading Plus* lessons (~30 hours) during the school year increased their reading comprehension levels to a significantly greater extent than did students who completed fewer or no lessons (Figure 2).

Comprehension Growth by Lessons Completed

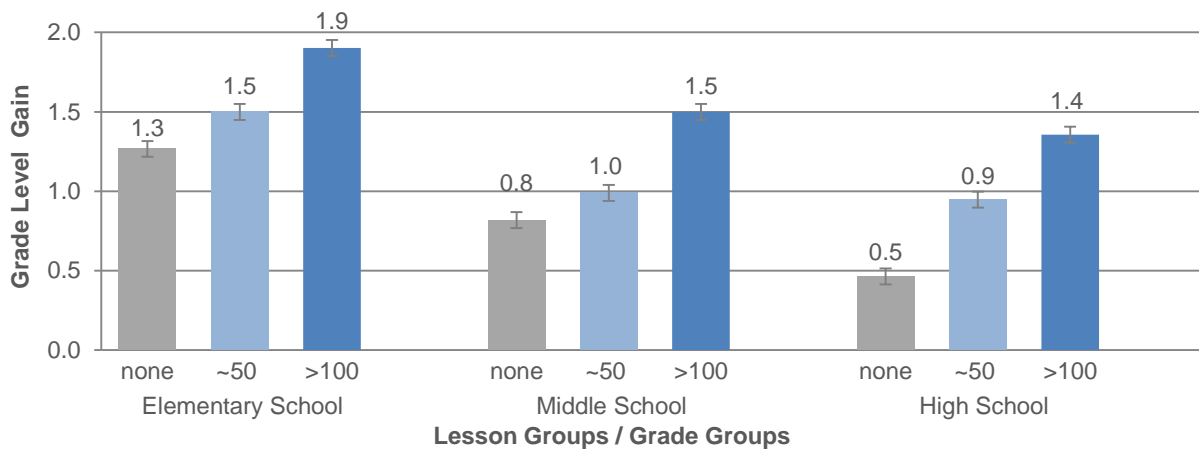


Figure 2. Reading comprehension level gains achieved by students in grades 2-5 (elementary school), 6-8 (middle school), and 9-12 (high school), at each of three levels of *Reading Plus* use (no lessons, ~50 lessons, and >100 lessons). Students with more *Reading Plus* use always achieved significantly larger comprehension gains ($p < .001$).

Across all grade groups, students who completed at least 100 *Reading Plus* lessons (~30 hours) during the school year increased their vocabulary levels to a significantly greater extent than did students who completed fewer or no lessons (Figure 3).

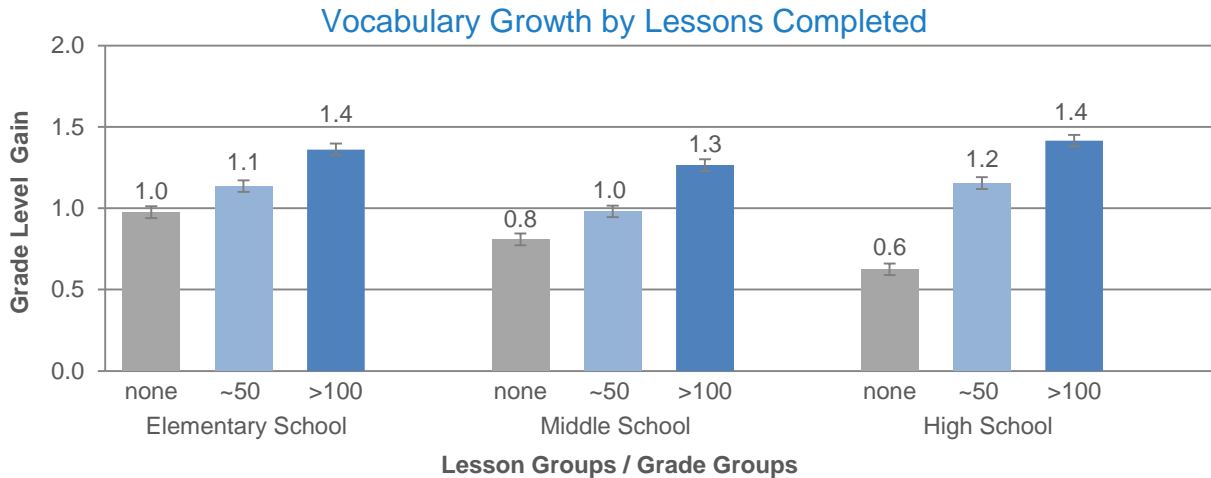


Figure 3. Vocabulary level gains achieved by students in grades 2-5 (elementary school), 6-8 (middle school), and 9-12 (high school), at each of three levels of *Reading Plus* use (no lessons, ~50 lessons, and >100 lessons). Students with more *Reading Plus* use always achieved significantly larger vocabulary level gains ($p < .001$).

Physical: Comprehension-Based Silent Reading Rate Growth

Across all grade groups, students who completed at least 100 *Reading Plus* lessons (~30 hours) during the school year increased their comprehension-based silent reading rates (i.e., rates while engaged in reading tasks that required them to demonstrate comprehension) to a significantly greater extent than did students who had completed fewer or no lessons (Figure 4). In fact, elementary school students who completed at least 100 *Reading Plus* lessons achieved rate gains that were more than twice as large as those achieved by their peers who completed no lessons. Analyses have shown that increased reading efficiency is the gateway to increased reading comprehension and motivation ([see research brief](#)).

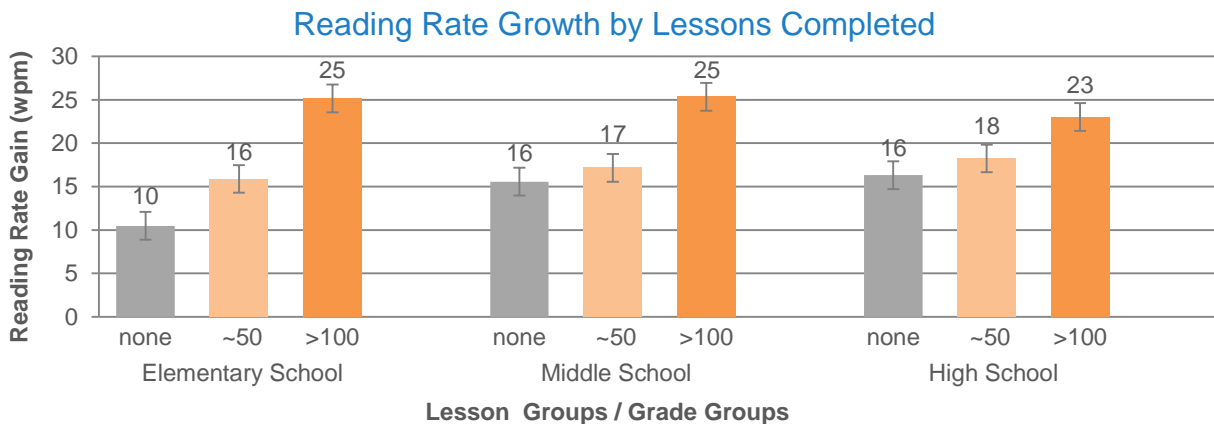


Figure 4. Mean comprehension-based silent reading rate gains achieved by students in grades 2-5 (elementary school), 6-8 (middle school), and 9-12 (high school), at each of three levels of *Reading Plus* use (no lessons, ~50 lessons, and >100 lessons). Students with more *Reading Plus* use always achieved significantly larger reading rate gains ($p < .001$).

Emotional: Motivation Growth

Across all grade groups, *Reading Plus* practice had a positive effect on students' self-reported interest in reading and reading confidence (self-efficacy). Students who completed at least 100 *Reading Plus* lessons (~30 hours) during the school year increased their reading interest and confidence to a significantly greater extent than did students who had completed no lessons. In fact, middle school students who completed fewer or no lessons reported lower levels of interest in the spring than they had reported in the fall (Figure 5). Analyses have shown that reading motivation and reading success are closely linked ([see research brief](#)).

Self-Reported Reading Interest and Confidence Growth by Lessons Completed

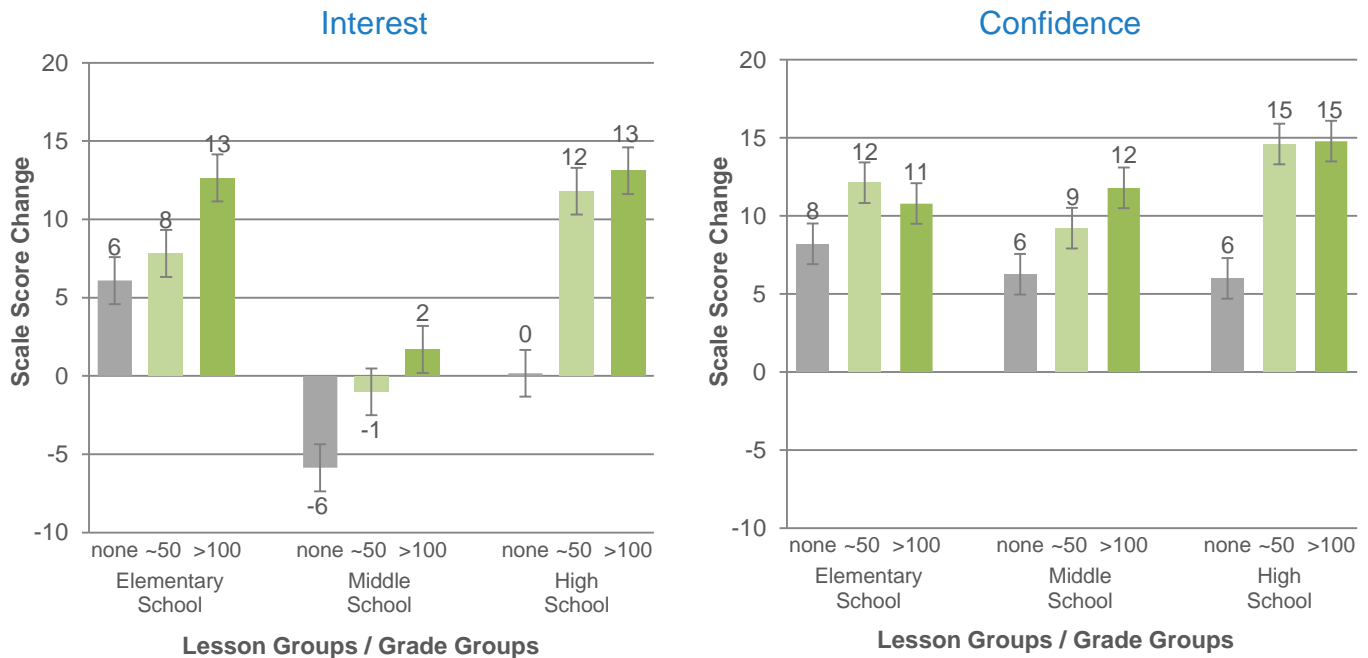


Figure 5. Mean fall to spring changes in two motivational constructs as reported by students in grades 2-5 (elementary school), 6-8 (middle school), and 9-12 (high school), at each of three levels of *Reading Plus* use (no lessons, ~50 lessons, and >100 lessons). Students who used *Reading Plus* were more likely to experience positive reading motivation changes and significantly larger motivation scale score gains ($p < .001$).

Summary

These results show that students at all grade levels who engaged in *Reading Plus* over the course of the 2015-2016 school year significantly increased their capacity to comprehend progressively more complex texts, developed their capacity to understand higher level vocabulary, and improved their reading efficiency. Students who completed at least 100 *Reading Plus* lessons achieved significantly larger gains. The results also showed that the students developed more confidence and increased their interest in reading. This in turn increases the likelihood that they will use reading as a means to expand their knowledge, to be entertained, and to seek inspiration.

