

Reading Plus Students Receiving Subsidized School Lunch Achieved Significant Reading Proficiency Growth

Pupils

16,094 students who completed two or more InSight reading assessments

Schools

483

School Districts

249

Study Inclusion Requirements

- Students receiving free or reduced-price lunch
- Students in grades 2 through 12
- Students with fall 2018 (pre) and spring 2019 (post) InSight assessment scores

Students Excluded

- Students for whom valid reading rates could not be calculated

Distribution of Students:

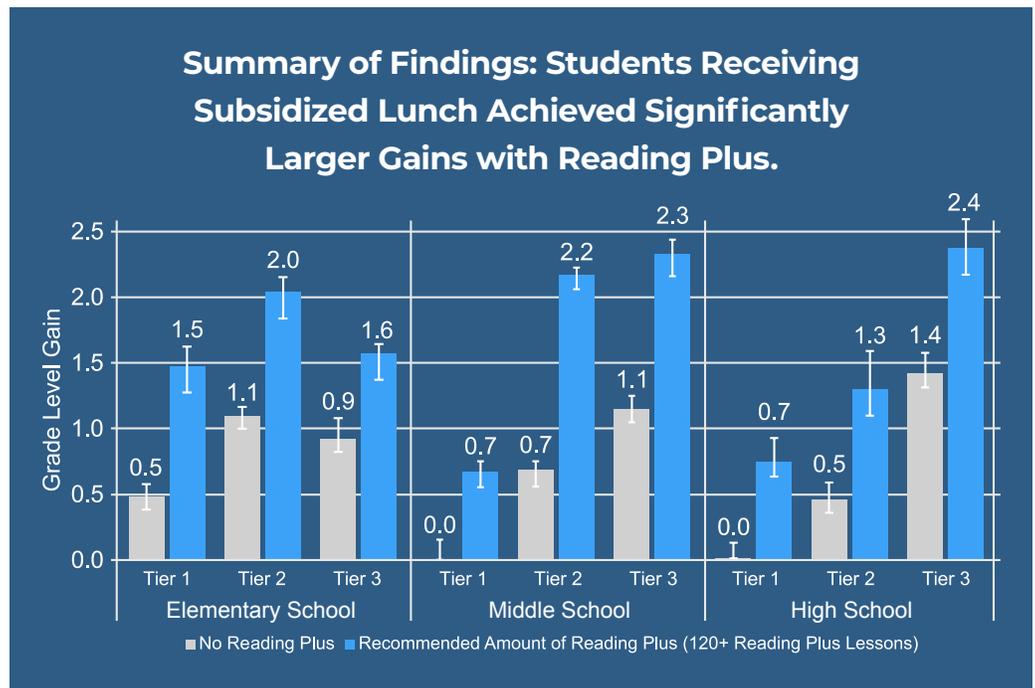
- Elementary School (ES, Grades 2 through 5) n=2,106
- Middle School (MS, Grades 6 through 8) n=7,228
- High School (HS, Grades 9 through 12) n=6,760

Purpose of Report

This report describes the progress achieved by Reading Plus students in grades 2 through 12 who received free or reduced-price meals at school through the National School Lunch Program (NSLP) during the 2018-2019 school year. These are students from households with incomes at or below 185 percent of the poverty line. Data are reported for all students in this category who completed the InSight silent reading assessment on at least two occasions, once near the start of the school year and again during the spring, so that growth over the school year was measured.

InSight – Computer Adaptive Assessment

InSight provides measures of reading comprehension, vocabulary, comprehension-based silent reading rate, and motivation, as well as a composite reading proficiency grade-level score. Results can be readily compared with nationally normed standardized test results ([see correlations here](#)). A detailed review and evaluation of InSight’s reliability, validity, and classification accuracy can be found on the [National Center on Intensive Intervention](#) website.



Proficiency Growth by Reading Proficiency Tier

More intensive use of Reading Plus is recommended for students who are reading below grade level and need to catch up with their peers. Figures 6-8 below shows the amount of reading proficiency growth achieved by students who started the school year at or above grade level (Tier 1), below grade level (Tier 2), or well below grade level (Tier 3), and completed fewer than 20 Reading Plus lessons, approximately 60 lessons, or at least 120 lessons.

Elementary School: Reading Proficiency Growth by Amount of Reading Plus Use

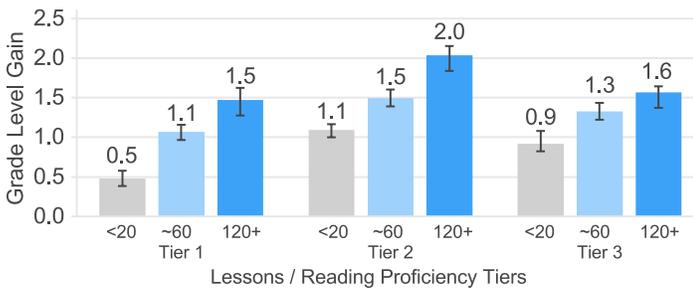


Figure 1. Proficiency gains (+/- SEM) achieved by elementary school students. Three levels of Reading Plus use are shown for each tier group: Tier 1 (at/above grade level); Tier 2 (below grade level but less than three grades below); Tier 3 (3+ levels below grade level). Elementary school students who completed 120+ Reading Plus lessons achieved large reading proficiency gains in all tier groups (Tier 1, 1.5 grade levels, $p < .001$; Tier 2, 2.0 grade levels, $p < .001$; Tier 3, 1.6 grade levels, $p < .001$). These gains were significantly larger than those of their peers who did not use Reading Plus ($p < .001$).

Middle School: Reading Proficiency Growth by Amount of Reading Plus Use

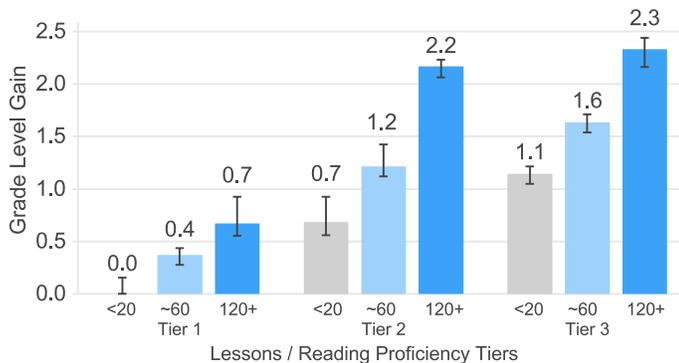


Figure 2. Reading proficiency gains (+/- SEM) achieved by middle school students. Three levels of Reading Plus use are shown for each tier group: Tier 1 (at/above grade level); Tier 2 (below grade level but less than three grades below); Tier 3 (3+ levels below grade level). Middle school students who completed 120+ Reading Plus lessons achieved large reading proficiency gains in all tier groups (Tier 1, 0.7 grade levels, $p < .001$; Tier 2, 2.2 grade levels, $p < .001$; Tier 3, 2.3 grade levels, $p < .001$). These gains were significantly larger than those of their peers who did not use Reading Plus ($p < .001$).

High School: Reading Proficiency Growth by Amount of Reading Plus Use

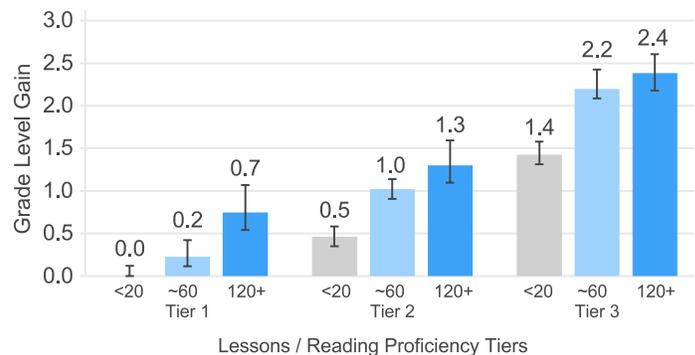


Figure 3. Reading proficiency gains (+/- SEM) achieved by high school students. Three levels of Reading Plus use are shown for each tier group: Tier 1 (at/above grade level); Tier 2 (reading at a middle school grade level); Tier 3 (reading at an elementary school grade level). High school students who completed 120+ Reading Plus lessons achieved large reading proficiency gains in all tier groups (Tier 1, 1.0 grade levels, $p < .001$; Tier 2, 2.3 grade levels, $p < .001$; Tier 3, 2.5 grade levels, $p < .001$). These gains were significantly larger than those of their peers who did not use Reading Plus ($p < .001$).

Summary

These results show that students receiving free or reduced-price meals at school who engaged in Reading Plus instruction over the course of the 2018-2019 school year significantly increased their capacity to comprehend more complex texts, developed their capacity to understand higher levels of general academic vocabulary, and improved their reading efficiency. Students who completed more Reading Plus practice achieved larger gains than their peers who engaged in little or no Reading Plus instruction. These results [replicate previous studies](#) documenting the effectiveness of using Reading Plus with lower-income students. These results also show that students who engaged in more Reading Plus instruction generally increased their reading confidence and their interest in reading. This in turn increases the likelihood that they will continue to use reading as a means to expand their knowledge, to be entertained, and to seek inspiration.