

SPECIAL RESEARCH REPORT

COVID-19 Pilots: Students Using Reading Plus for Remote Learning Demonstrated 0.5 to 1 Grade Level Growth in Only 20-40 Lessons (8-16 hours of Use)

This was an unusual school year in that nearly all schools in the United States [closed in mid-March](#). There has been much concern related to short-term as well as long-term learning loss for students due to these circumstances. This report describes the growth of 986 students who were new to Reading Plus and used the program at home for a one- to three-month period between March 15 and the end of June 2020, after schools were closed due to COVID-19. These students achieved reading proficiency gains on par with gains achieved by students during comparable pre-COVID-19 time periods during which Reading Plus implementations took place primarily in schools or a mix of in school and remote use.

Study Sample

986 students who were new to Reading Plus and completed two InSight reading assessments after March 15, 2020

Schools

89

School Districts

71

Study Inclusion Requirements

- Students in grade 2 through 12
- Students had two InSight assessment scores at least 4-12 weeks apart with valid reading rate measures
- Students completed about 20 lessons (~8 hrs) or 40 lessons (~16 hrs) between the two assessments

Final Study Sample:

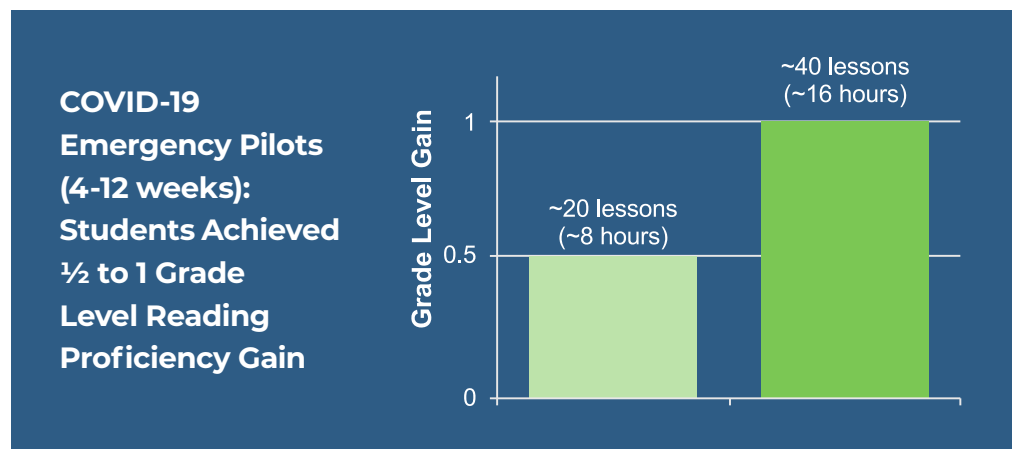
- Total (Grades 2-12) n=986 (March-June, 2020)
- Elementary School (Grades 2 through 5) n=340
- Middle School (Grades 6 through 8) n=469
- High School (Grades 9 through 12) n=169

Purpose of Report

This report describes the reading progress achieved by Reading Plus students who were enrolled in grades 2 through 12. Its focus is on students who completed the Reading Plus InSight silent reading assessment on at least two occasions and completed between about 20 or 40 Reading Plus lessons (~8 or 16 hours) during four- to twelve-week implementation periods after schools were closed due to COVID-19 (from March 15 to the end of June, 2020).

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.



Predictable and Reliable Results

Referring to the March-June, 2020 student sample (n=986), matched comparison samples were created for three additional 4-to-12-week time periods. These matched samples comprised of students who completed the same amount of Reading Plus instruction over a similar 4-to-12-week period (between August 2019 and February 2020; between March and June 2019; or between August 2018 and February 2019). Students in each of these matched groups achieved nearly identical reading proficiency gains (Figure 1).

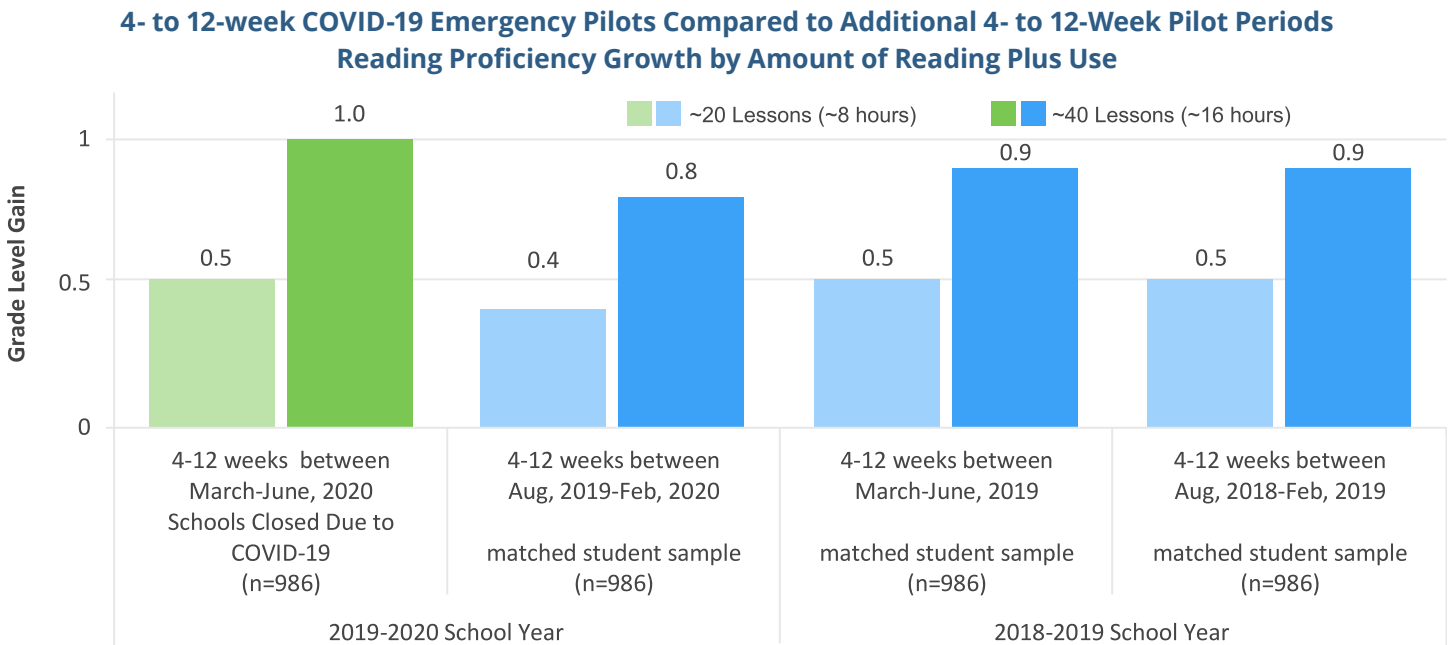


Figure 1. Two levels of Reading Plus use are shown for each four- to twelve-week implementation period: March-June, 2020 (schools were closed due to COVID-19; average implementation period: 54 days), August, 2019-February, 2020 during the 2019-20 school year (average implementation period: 73 days), March-June, 2019 (average implementation period: 56 days), and August, 2018-February, 2019 during the 2018-19 school year (average implementation period: 68 days). Students who completed between 10-30 lessons (~20 lessons/~8 hrs) improved their reading proficiency by 0.5 grade levels and students who completed between 31-50 lessons (~40 lessons/16 hrs) improved their reading proficiency between 0.8-1.0 grade levels (differences among the 20-lesson groups as well as among the 40-lesson groups were not statistically significant).

Summary

These results demonstrate that even amid the challenge of abruptly shifting to remote learning, Reading Plus students achieve predictable and reliable gains. Reading Plus can effectively and efficiently assist students in developing their reading proficiency regardless of whether they work at school or remotely.

