

The Impact of Reading Plus on Reading Proficiency Growth as Measured by the Smarter Balanced (SBAC) and InSight Assessments: 2015-2016 School Year

State
California

County
Los Angeles

School District
ABC Unified School District

Schools
30

Pupils
20,781

Race & Ethnicity

- 45% Hispanic or Latino
- 25% Asian or Pacific Islander
- 12% Filipino
- 9% African American
- 7% White
- 2% Other

Free/Reduced-Price Lunch
53%

English Learners
21%

Reading Plus Enrollment

- 14 Schools
- 3,024 Students

Study Inclusion Requirements

- At least 10% of the students at a given school completed at least 60 Reading Plus lessons (9 included schools)
- Students with Spring 2015 and Spring 2016 SBAC assessment results.
- Students with Fall 2015 and Spring 2016 InSight assessment results.

Overview

This report summarizes the progress achieved by students from the ABC Unified School District (ABCUSD) who engaged in Reading Plus practice during the 2015-2016 school year.

Reading Proficiency Growth

Students who engaged in more Reading Plus practice achieved larger gains on both the Smarter Balanced (SBAC) and InSight assessments.

Key Results:

- ✓ Students who completed at least 80 Reading Plus lessons were more likely to advance from not meeting to meeting the grade standard (Achievement Level 3) on the SBAC than students who did not engage in Reading Plus (17% versus 3% in elementary and 26% versus 4% in middle school; SBAC was not administered twice in high school).
- ✓ Students who completed at least 80 Reading Plus lessons improved their reading proficiency by an average of 1.5 grade levels, as measured by InSight.
- ✓ There was strong alignment between SBAC and InSight. Not only did students who achieved higher levels on the SBAC also achieve higher Reading Proficiency levels on InSight, but the results also show that students who met the grade standard on the SBAC (Achievement Level 3), attained grade level reading proficiency on InSight.

ELA Achievement Level Growth by Reading Plus Use

More Reading Plus practice resulted in a higher percentage of students advancing from not meeting to meeting the grade standard (Level 3) on the SBAC (Figure 1).

Students Advancing from Not Meeting to Meeting Grade Standard (Level 3) on the SBAC

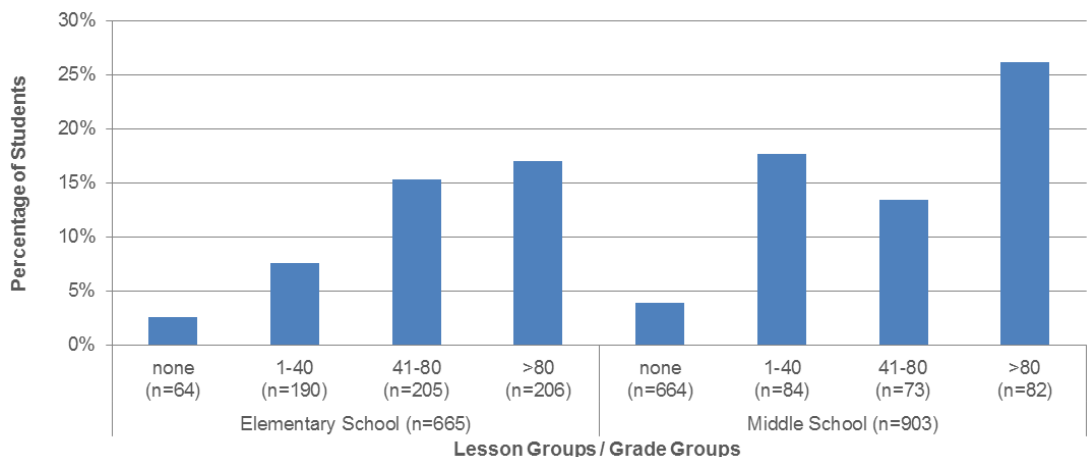


Figure 1. Percentage of students advancing from not meeting the grade standard (< Level 3) to meeting the grade standard (>= Level 3) on the SBAC. Data are grouped by students in grades 4-6 (elementary school) and 7-8 (middle school), at each of four levels of Reading Plus (no use, 1-40 lessons, 41-80 lessons, and >80 lessons).

Comparison between SBAC Achievement Levels and Reading Proficiency as Measured by the InSight Assessment

InSight is a computer-adaptive assessment in the Reading Plus system and 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 InSight and SBAC English Language Arts scores ($r = .83$, $p < .001$). (See [InSight Technical Brief](#) for details, including additional assessment comparisons).

The subset of 779 students who completed both InSight and SBAC during the spring of 2016 was sub-divided based on their SBAC Achievement Levels. The results in Table 1 show that students who achieved higher levels on the SBAC also achieve higher InSight Reading Proficiency levels. The results also show that students who attained the grade level standard on the SBAC (Level 3), scored grade level reading proficiency on InSight.

Table 1. Mean InSight Proficiency Index Grade Level Scores for SBAC Achievement Levels at ABCUSD.

Grade Level	SBAC Achievement Level	N	Mean InSight Proficiency Index
3	1	33	1.0
	2	33	2.0
	3	30	3.1
	4	18	4.6
4	1	60	1.8
	2	42	3.3
	3	39	4.0
	4	34	6.0
5	1	45	2.5
	2	45	3.4
	3	46	5.2
	4	23	7.3
6	1	29	3.6
	2	47	4.7
	3	34	6.9
	4	12	9.6
7	1	41	3.2
	2	49	4.8
	3	13	6.9
	4	-	-
8	1	50	3.7
	2	26	6.1
	3	7*	8.7
	4	-	-

* $n < 10$