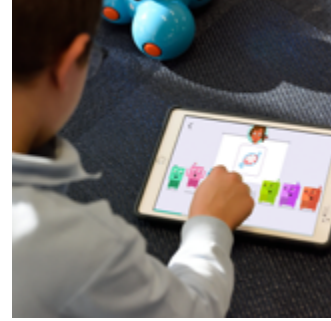


# Boost Reading



## A literacy program that accelerates growth

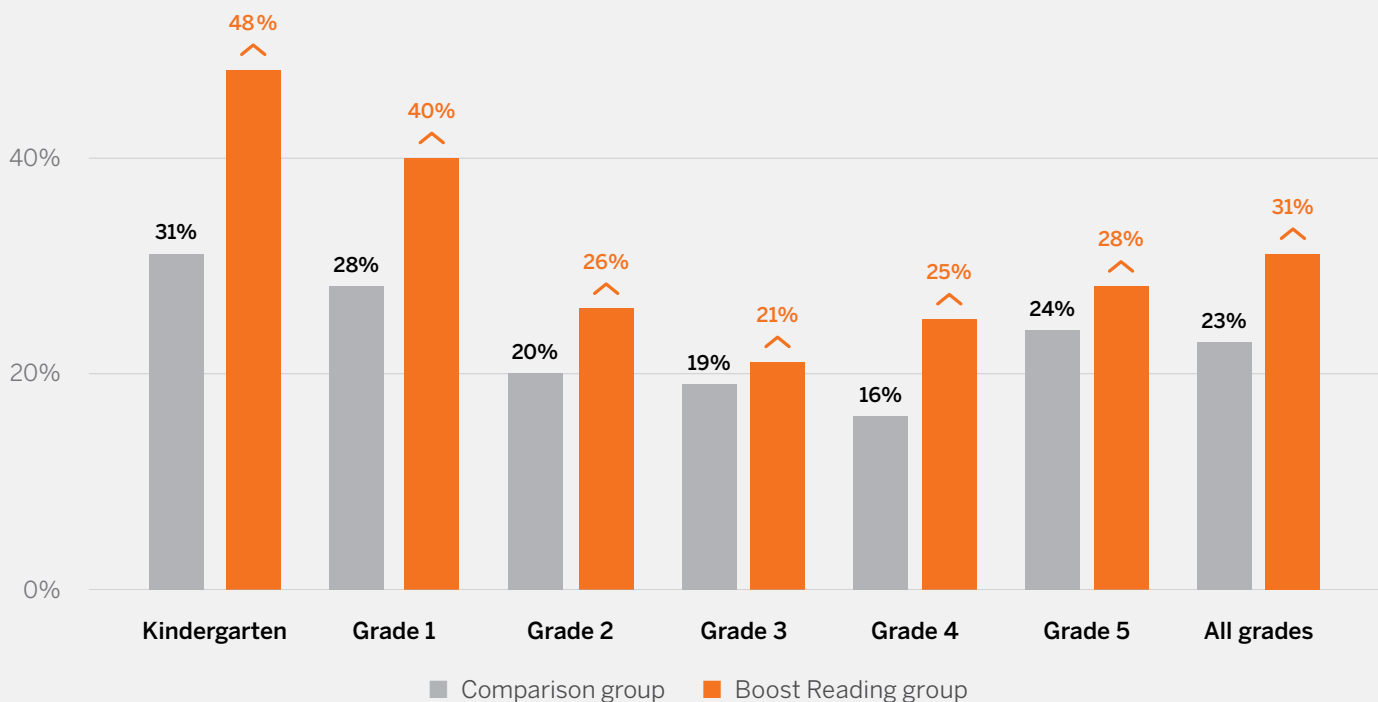
The research is in: A year-long national study found that Boost Reading students who used the program for 30 minutes a week during the 2020–21 school year significantly outperformed their peers across K–5.

Students who used Boost Reading were 36% more likely than non-Boost Reading students to meet or exceed benchmark by the end of the year.

Even in inconsistent times, Boost Reading consistently drives student growth.

**Insight:** In kindergarten, 48% of at-risk students in the Boost Reading group ended the year at benchmark or above, compared to 31% of the comparison group.

At-risk students who finished the 2020–2021 school year on track for reading success



## A reading acceleration program powered by the Science of Reading

Boost Reading accelerates phonological awareness, phonics, vocabulary, comprehension, and fluency skills. Students can use the program independently for 30–45 minutes a week, in school or at home, to learn and practice critical literacy skills while educators receive detailed reports on students' growth.

### ESSA Tier 2 Moderate Evidence rating

This national research study meets the Every Student Succeeds Act's (ESSA) Tier 2 Moderate Evidence criteria, showing significant and positive effects on student outcomes.

The sample size included over 32,000 students who used Boost Reading for at least 30 minutes a week and a comparison group of more than 97,000 students who did not use Boost Reading, matched on key student and school characteristics. Students' reading skills were measured using DIBELS® 8th Edition, the gold-standard early reading assessment developed by the University of Oregon.

**Insight:** In kindergarten, 43% of at-risk English language learners in the Boost Reading group ended the year at benchmark or above, compared to 26% of the comparison group.

### At-risk English language learners who finished the 2020–2021 school year on track for reading success

