



ACCELERATING LITERACY GROWTH

2021–22 Efficacy Study

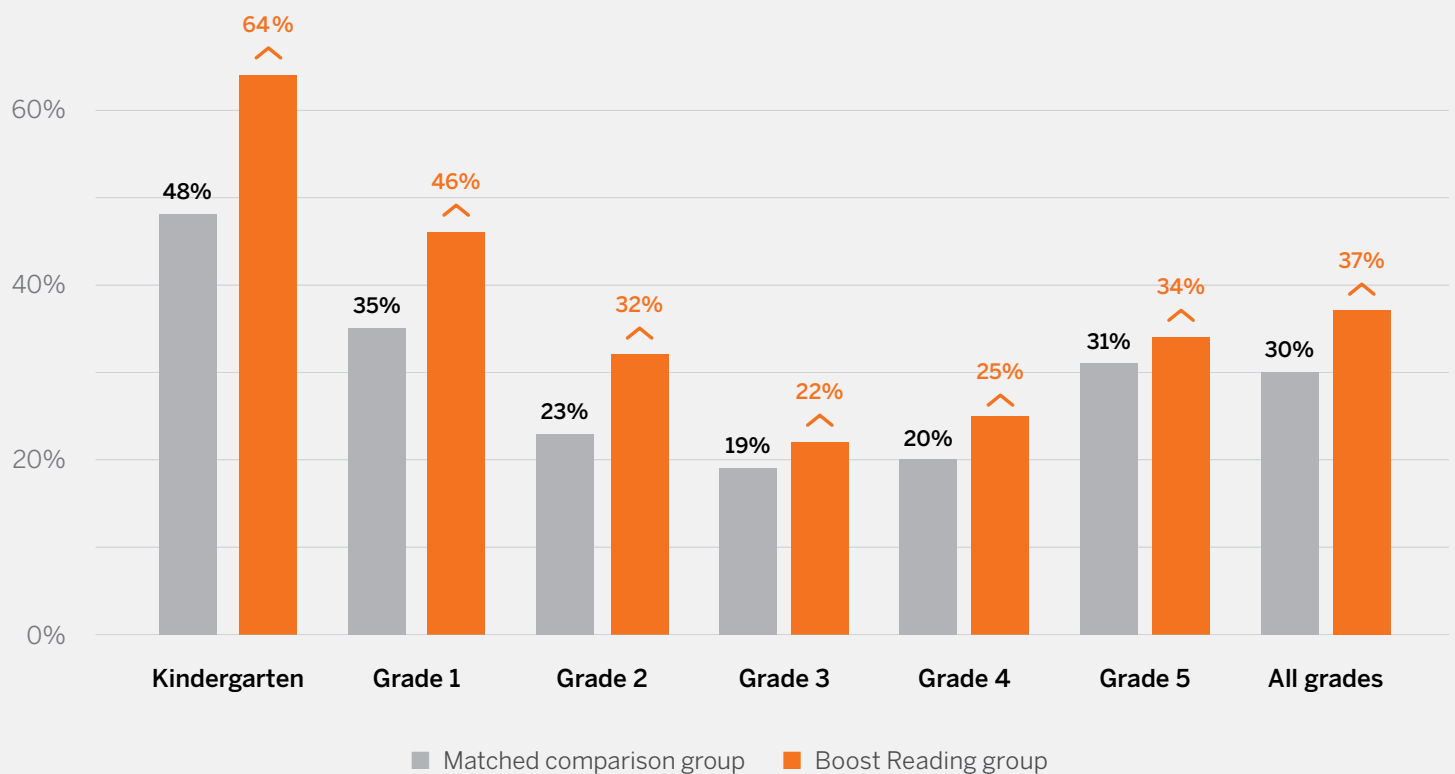
Research from the 2021–22 school year is in: Our annual year-long national study found that Boost Reading students (including English/multilingual learners) who used the program for 30 minutes a week continue to significantly outperform their peers across K–5.

Students at risk for reading difficulty who used Boost Reading were 26% more likely than students not using Boost Reading to meet or exceed benchmark by the end of the year.

This study meets Tier 2 Moderate ESSA Evidence.

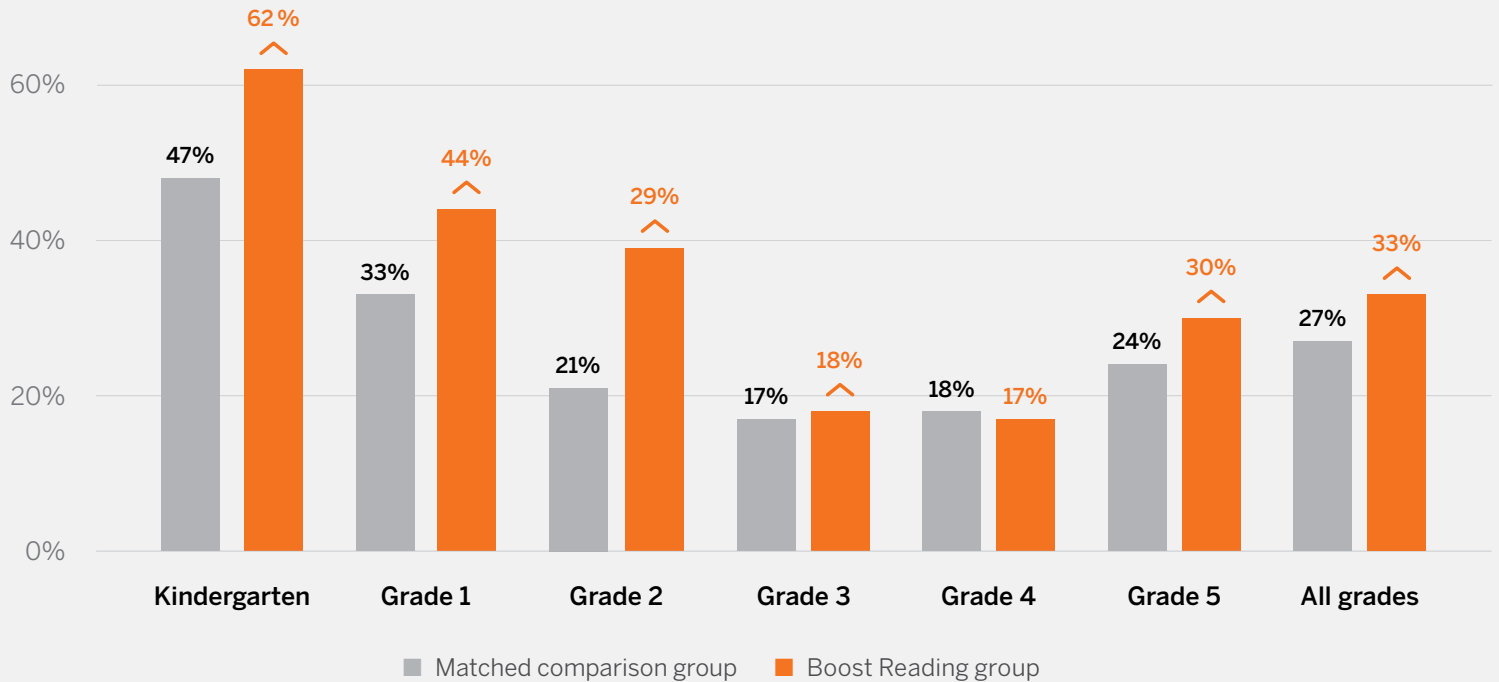
Insight: In kindergarten, 64% of at-risk students in the Boost Reading group ended the year at benchmark or above, compared to 48% of the comparison group.

At-risk students who finished the 2021–22 school year on track for reading success



Insight: In kindergarten, 62% of at-risk English/multilingual learners in the Boost Reading group ended the year at benchmark or above, compared to 47% of the comparison group.

At-risk English/multilingual learners who finished the 2021–22 school year on track for reading success



A personalized reading 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 43,000 students who used Boost Reading for at least 30 minutes a week and a comparison group of more than 130,000 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.