

My Reading Academy™

Students at Jefferson County using My Reading Academy experienced meaningful gains in reading

Key Findings

- Students using *My Reading Academy* for 14 hours on average reached levels equivalent to the next grade in reading as measured by the state-administered Star Early Literacy assessment.
- Using *My Reading Academy* was related to significant growth in students' assessment scores.
- Educators reported that *My Reading Academy* had a positive impact on their students' reading skills, confidence and enjoyment in learning reading and wanted to continue using the programs.

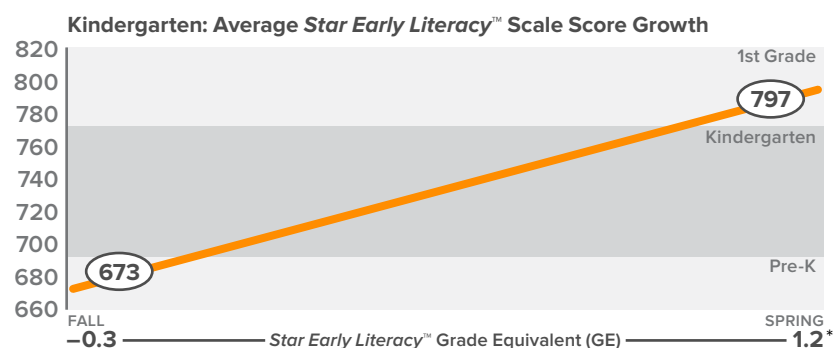
Background

This brief showcases the implementation of *My Reading Academy* in Jefferson County, Florida, during school year 2022–2023. It highlights the effects of this personalized digital learning program on children's achievement and on educators' capacity to provide effective instruction.

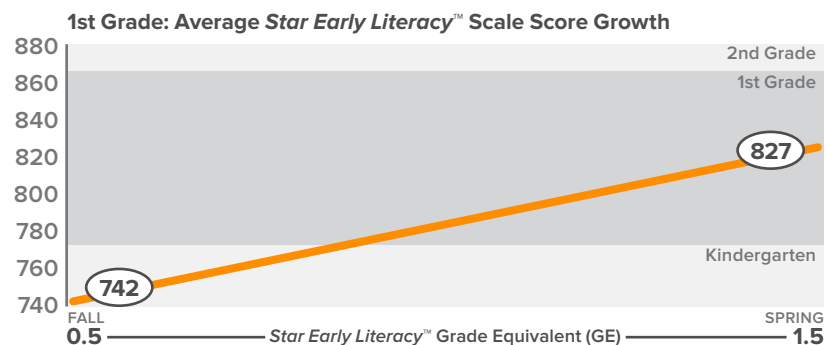
Study Overview

Across 11 kindergarten through 2nd grade classrooms, 198 students used *My Reading Academy*. Of these, 184 students had fall and spring Star Early Literacy assessment and/or Star Reading assessment scores.

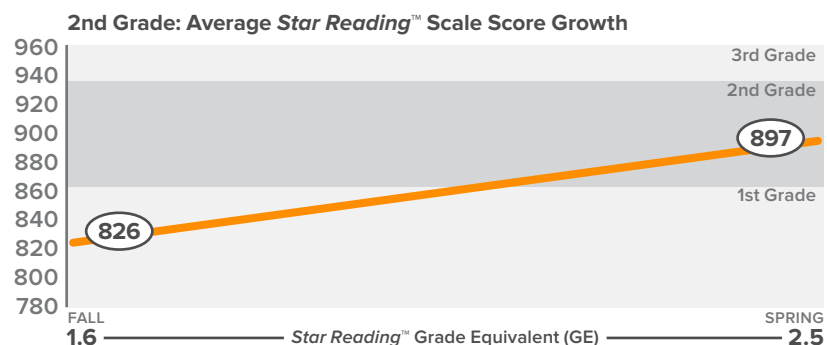
Results



65% of students reached 1st grade equivalency with 9 hours of usage (avg.) (n = 49)



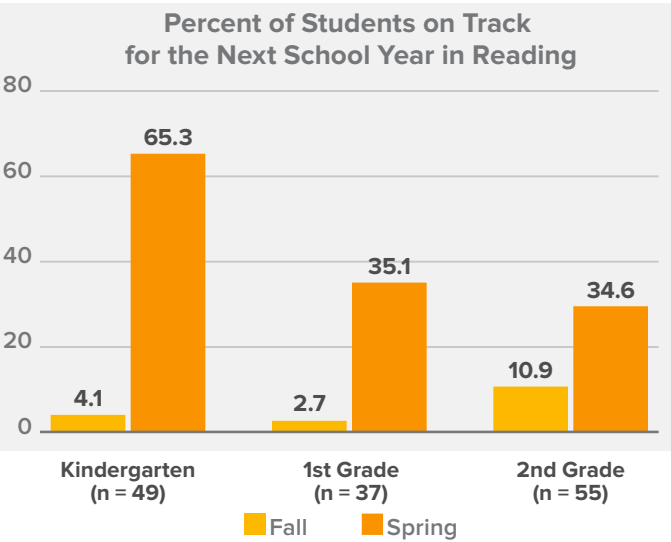
35% of students reached 2nd grade equivalency with 14 hours of usage (avg.) (n = 37)



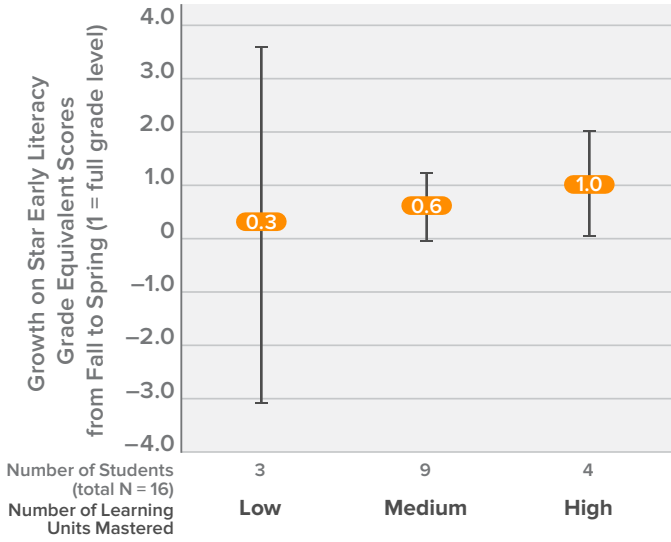
35% of students reached 3rd grade equivalency with 19 hours of usage (avg.) (n = 55)

* A student with a grade equivalent score of 1.2 has a score that is equivalent to the average score of 1st grade students in the 2nd month of instruction.

Results (continued)



Across all grades, the percent of students who were on track in reading increased substantially by the year’s end.



In analyses focused on 2nd grade students (n = 16) who took the Star Early Literacy assessment, results showed that mastering more learning units in *My Reading Academy* was associated with statistically greater gain scores on the assessment ($p < .01$).

Educator Feedback

On end-of-year surveys, all educators (n = 15) reported that *My Reading Academy* had a positive impact on their students’ overall academic achievement, indicating that it “closed some of the achievement gaps” (2nd grade educator). Additionally, 87 to 93% indicated the programs’ positive impact on students’ confidence and enjoyment in learning reading. They also reported that *My Reading Academy* supported their teaching as it “provided an abundant practice of varied reading skills and was a great progress monitoring tool” (1st grade educator).

Teachers further elaborated on the positive impact of *My Reading Academy* in interviews:

“When I look at my overall data from Star Reading and Star Math, the achievement gaps were closed. They’re still struggling, but the ones that will go on to the next grade level, they’ll need fewer interventions. They are becoming stronger math and reading students.”

—2nd grade teacher

“I got the most success with my beginning, reluctant, and emerging readers. They see the comfort level and think, I can do this. I’m learning. They feel successful. And those are the students that are hardest to build gains with. I feel like this program really met their needs.”

—2nd grade teacher



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