

My Reading Academy®



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Enhancing Early Literacy: Brevard County's Pre-K Success with My Reading Academy

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KEY FINDINGS

- Among pre-kindergarteners, greater use of *My Reading Academy* was significantly associated with higher growth on the Star Early Literacy assessment, with each additional week linked to about 2.7-point gain, after controlling for fall scores.
- Students who mastered 20+ learning units in *My Reading Academy* ended the school year with an expected score that is on average 50 points higher than the expected score of an average student who did not use the program, equivalent to about 4.2 months of additional learning.
- Educators reported that their students are excited to learn with *My Reading Academy* and that the program had a positive impact on their students' enjoyment in learning to read.

Study Overview

In school year 2024–2025, educators across 17 sites in the Early Learning Coalition of Brevard County used *My Reading Academy* with a total of 283 students. Among these students, 239 students had matched fall 2024 and spring 2025 Star Early Literacy assessment scores. **TABLE 1** displays the total number of hours and weeks student were actively learning in the program, along with the median weekly minutes of learning time and the median number of learning units they mastered.

TABLE 1. Usage and Progress Metrics in *My Reading Academy*

	Total Hours (median)	Total Active Weeks (median)	Weekly Minutes (median)	Learning Units Mastered (median)
<i>My Reading Academy</i> (n = 283)	4	11	22	7
Students with Fall 2024 & Spring 2025 scores (n = 239)	4.8	11.1	21	11

Background

This brief focuses on the school year 2024–2025 implementation of *My Reading Academy* across 17 voluntary pre-kindergarten (VPK) sites in the Early Learning Coalition of Brevard County. It highlights the effects of the programs on students' development of early reading skills as well as educators' capacity to support their students' learning.

Student Results

Pre-kindergarteners who spent more weeks actively learning in the program finished the school year with higher scores on the Star Early Literacy assessment. Regression analyses were conducted, examining the relationship between students' spring Star Early Literacy assessment scores and the number of active weeks learning in programs, while controlling for their fall scores on the assessment. Students who learned for more weeks in *My Reading Academy* showed greater improvement, after controlling for baseline achievement. On average, each extra week of use was associated with a 2.7-point increase on the Star Early Literacy assessment ($p < .001$).

FIGURE 1 illustrates the small, but statistically significantly positive relationship between the number of weeks actively learning in *My Reading Academy* and students’ achievement on the spring 2025 Star Early Literacy assessment.

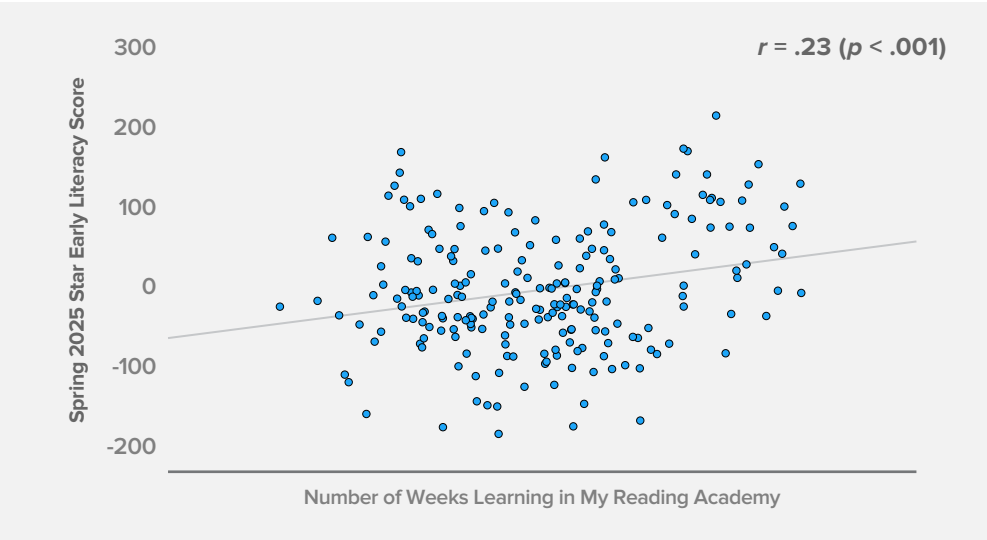


FIGURE 1. Correlation between number of weeks actively learning in *My Reading Academy* and students’ spring 2025 Star Early Literacy assessment scores

To understand the impact of using *My Reading Academy*, comparisons were made between students who used the program as intended (n = 33, 6 sites) and similar students who did not use the program (n = 117, 8 sites). In total, these students represented 12 unique sites. Those who used the program as intended made substantial progress in the program; they mastered at least 20 learning units in the program. **TABLE 2** displays the usage and progress statistics for these students.

TABLE 2. Usage and Progress Metrics for students who used *My Reading Academy* as intended

	Total Hours (median)	Total Active Weeks (median)	Weekly Minutes (median)	Learning Units Mastered (median)
Mastered 20+ learning units in the program (n = 33)	9.8	23	30	27

To ensure a fair comparison between groups, propensity score weighting was used to create balanced comparison groups (a process that gives more weight to students who did not use *My Reading Academy* but had similar initial early literacy scores to those who did use the program). Regression analyses were then run to measure the impact of *My Reading Academy* on end-of-year assessment scores.

The results of the regression comparing the performance of students who used *My Reading Academy* and those who did not, controlling for initial scores, indicated that those who used the program ended the school year with an expected score that was on average 50 points higher than the expected score of their peers who did not use the program on the Star Early Literacy assessment (effect size = 0.58, $p < .001$) (see **FIGURE 3**). This is equivalent to about 4.2 months of additional learning according to the Florida Department of Education’s VPK accountability standards.

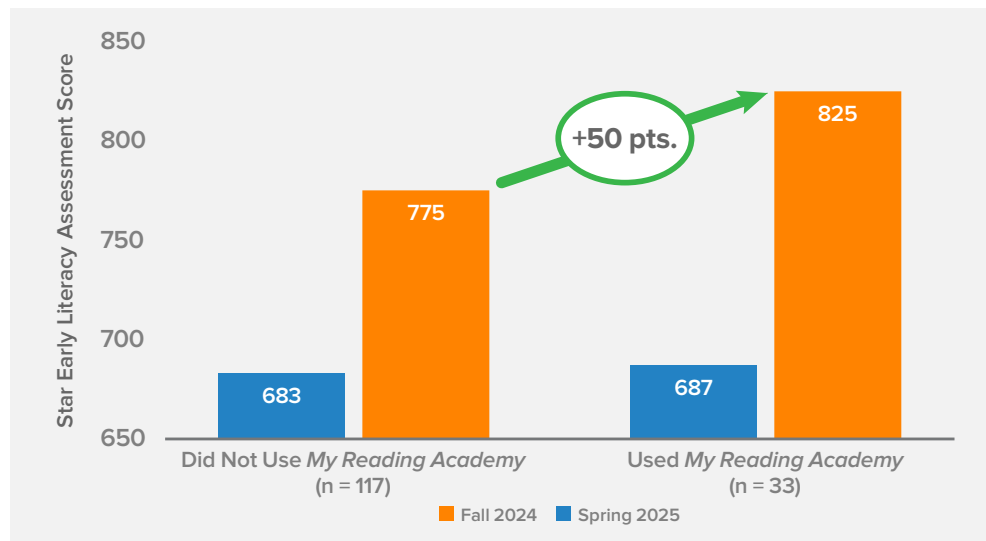


FIGURE 3. Fall 2024 and Spring 2025 Star Early Literacy assessment scores of students who mastered 20+ learning units compared to their peers who made less progress in the program

Educator Feedback

Five educators completed end-of-year surveys. All five educators reported that *My Reading Academy* had a “positive” or “very positive” impact on their students’ enjoyment in learning to read. Despite some technical issues that posed some challenges to the implementation (e.g., internet connection, long loading times, glitches), 4 out of 5 indicated that *My Reading Academy* is a resource they would like to continue using.

Educators also claimed that *My Reading Academy* is a program that provides their students with enjoyable learning experiences while also helping them strengthen some foundational reading skills.

- They enjoy the programs and are actively engaged with the lessons.
- Students are excited to learn and be a part of it.
- The programs provide a variety of ways to learn and practice valuable VPK skills.
- It is giving them an additional practice to review the skills taught in class.

The programs further supported educators in their efforts to ensure that all students receive the instruction they need to be kindergarten ready.

- I use the suggested activities to help support learning. It allows me to be more targeted in my instruction.
- I can work with students who need a little extra support while their classmates are engaged in *My Reading Academy*.

Conclusion

The 2024–2025 implementation of *My Reading Academy* with 17 VPK sites builds upon the initial promising spring 2024 pilot of the programs with 6 sites, strengthening the evidence base for the program with our youngest learners. This expanded implementation validates the initial pilot findings and supports the continued use the program as an effective supplemental tool for early childhood education in Brevard County.

