

# My Reading Academy<sup>®</sup>



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## My Reading Academy Boosts Learning Gains and Kindergarten Readiness for Pre-K Students with Special Learning Needs in Palm Beach County

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### KEY FINDINGS

- In school year 2023–2024, pre-kindergarten students (n = 635) with Individualized Education Programs (IEPs) across 139 sites in Palm Beach County made meaningful progress in *My Reading Academy*, mastering, on average, 17.1 learning units over 19.5 hours.
- Two hundred and thirty-eight pre-k students who used the program for at least 10 total hours (≥ 3 hours per semester) achieved statistically significantly higher reading gains in comparison to their peers who did not use the program—about 5–8 months of extra learning (effect size = .63), depending on analytic method.

### Background

In school year 2023–2024, the Early Learning Coalition of Palm Beach County (ELC PBC) led the deployment of *My Reading Academy* across the School District of Palm Beach County (SDPBC), across all privately operated 256 voluntary pre-k (VPK) sites and the SDPBC (public and private schools).

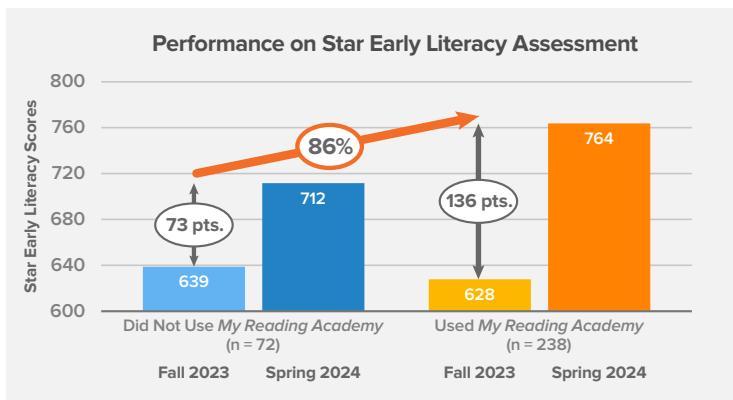
### Results

A total of 635 students with IEPs were enrolled across 199 sites. Students who used *My Reading Academy* for at least 10 hours during the school year, with a minimum of 3 hours per semester, were considered to have adequate usage. These students used the program for a total of 16.4 hours over 28 median weeks and mastered 26 learning units. We focused on 238 students who met this criterion and had matched fall 2023 and spring 2024 assessment scores.

A quasi-experimental design with matched comparison groups and propensity score weighting was used to identify a sample of similar students in the district who did not use *My Reading Academy*, based on their fall assessment scores and CLASS rating, a measure of teacher-student interactions in the classroom. Linear regression analyses were conducted to understand the relationship between students' use of *My Reading Academy* and their performance on the end of year Star Early Literacy™ assessment, while controlling for their fall scores and CLASS ratings.

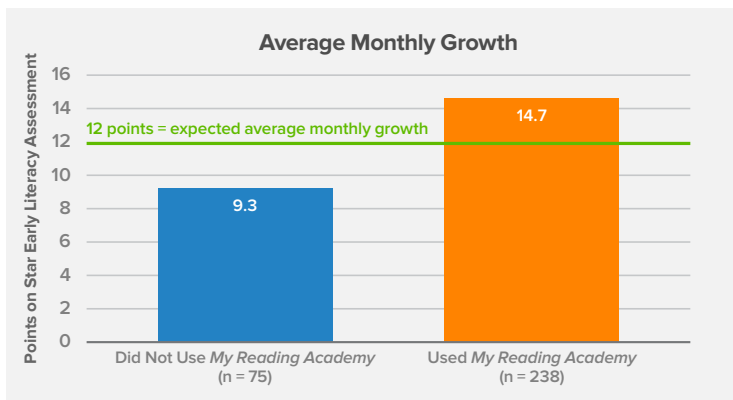
The results indicated that students with IEPs who used *My Reading Academy* made an average of 136-point gain, or 86% greater gain, in comparison to an average of 73-point gain made by their peers who did not use the program (**FIGURE 1**).

In other words, using *My Reading Academy* was associated with a statistically positive effect on their end-of-year Star Early Literacy™ assessment scores, controlling for their fall scores and CLASS ratings (effect size = 0.63,  $p < .001$ ). This modeled estimate of impact is equivalent to about 5.3 months of additional learning, according to the new VPK accountability standards adopted in the summer of 2024.



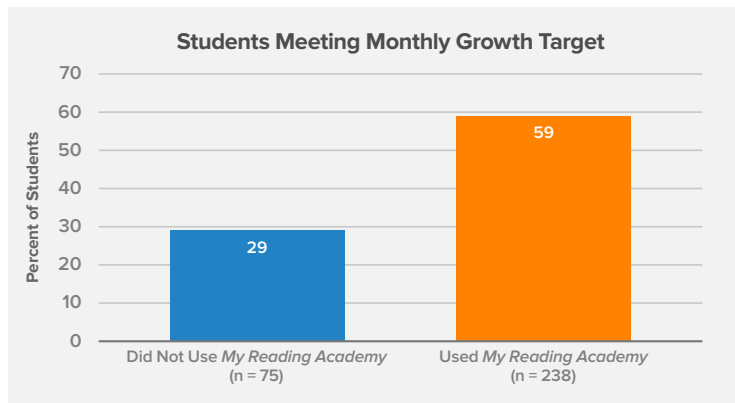
**FIGURE 1.** Students’ performance on Fall 2023 and Spring 2024 Star Early Literacy™ assessment

Those who used *My Reading Academy* made an average monthly growth of 14.7 points on the Star Early Literacy™ Assessment, well above the monthly benchmark of 12 points of growth (FIGURE 2). This is about 58 percent greater growth in comparison to their matched peers not using the program, who made an average gain of 9.3 points on the assessment (effect size = 0.61,  $p < .001$ ).



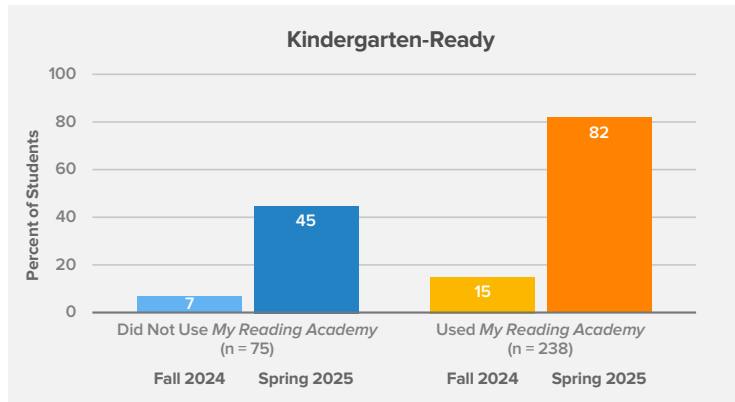
**FIGURE 2.** Average number of points students gained monthly on Star Early Literacy™ assessment

Students who used *My Reading Academy* with fidelity were 59 percent likely to meet the monthly growth target of 12 points of growth on the Star Early Literacy™ Assessment, while those in the comparison group were 29 percent likely to meet the same monthly target (FIGURE 3). In other words, students who used the program were about 103 percent more likely to meet the growth target relative to their comparison group peers (effect size = 0.77,  $p < .001$ ).



**FIGURE 3.** Percent of students in each group who met the monthly growth of 12 points on the Star Early Literacy assessment

Students who used *My Reading Academy* with fidelity were 82 percent likely to end the school year kindergarten-ready as measured by the Star Early Literacy™ Assessment, while their comparison group peers were only 45 percent likely to end the school year kindergarten ready (FIGURE 3). This means that those who used the program were 82 percent more likely to be kindergarten-ready in comparison to their non-user peers (effect size = 1.0,  $p < .001$ ).



**FIGURE 4.** Percent of students in each group who were kindergarten-ready in the fall of 2024 and spring of 2025

These results replicate the positive outcomes observed in the general population during the same 2023–2024 Palm Beach County implementation, where students achieved nearly four months of additional learning.<sup>1</sup> The consistency of outcomes across diverse learners provides compelling evidence that *My Reading Academy's* approach promotes educational equity in early literacy education.

<sup>1</sup> Bang, H.J., & Setoguchi, E. (2024). *My Reading Academy* Significantly Boosts Learning Gains and Kindergarten Readiness for Pre-K students Across Palm Beach County. [https://www.ageoflearning.com/wp-content/uploads/2025/04/MRA-2024-FL-PBC-RB\\_RGB\\_02.pdf](https://www.ageoflearning.com/wp-content/uploads/2025/04/MRA-2024-FL-PBC-RB_RGB_02.pdf)

