Efficacy Study

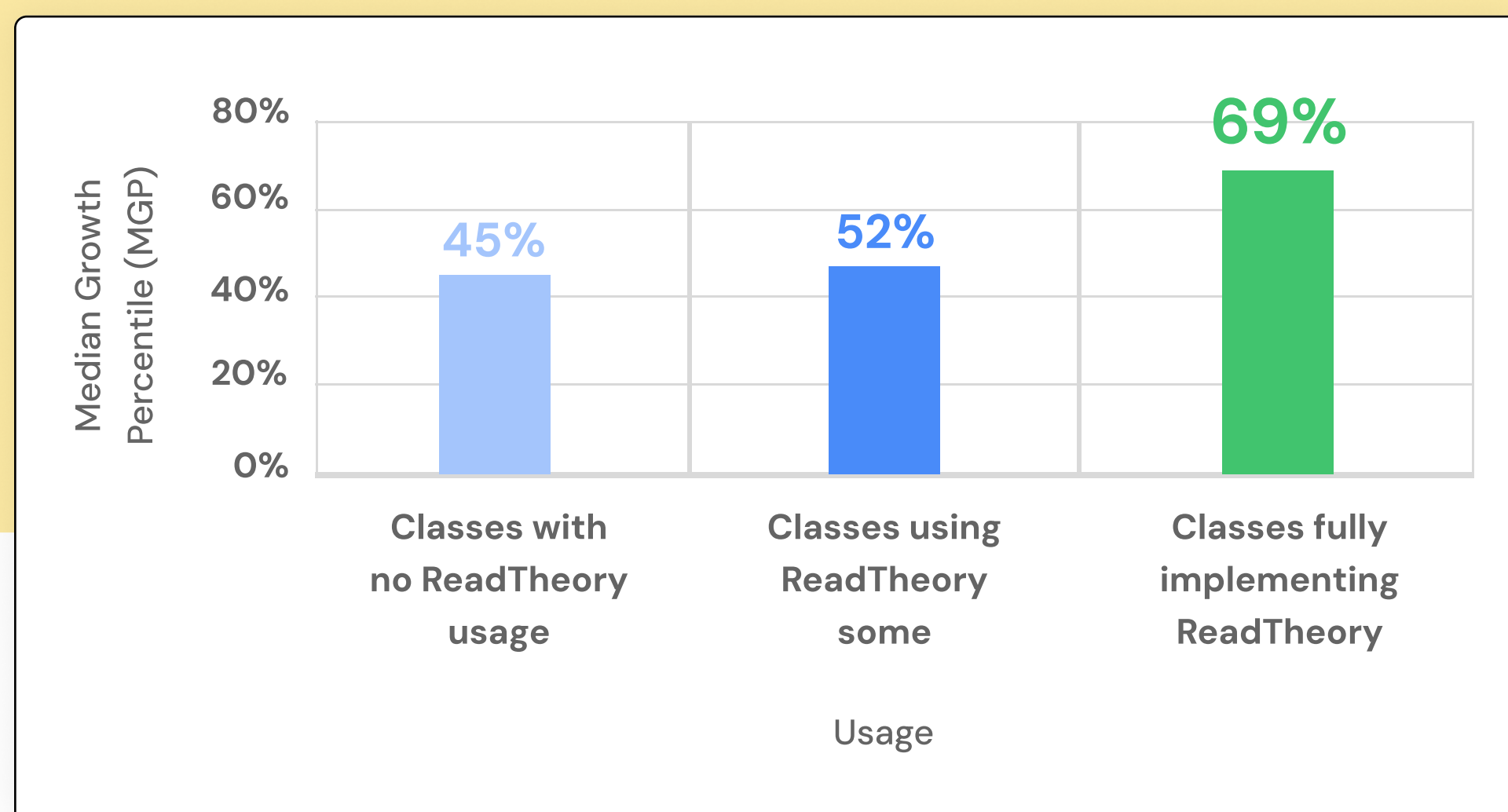# Students Who Use ReadTheory See Greater Reading Gains

Introduction

This independent study, performed by Mitchell High School evaluated the impact of ReadTheory in a controlled setting where half of the student population engaged with ReadTheory, while the other half followed the standard curriculum.

Prior to the initiation of this study, Mitchell High School faced a critical challenge, striving to move out of School Improvement Status in Colorado. At the time, the average student reading level was equivalent to 5th grade. The purpose of this study was to assess whether ReadTheory could effectively enhance student mastery and improve overall reading proficiency.

Summary of Findings

The findings from this study show a strong correlation between high ReadTheory usage and impressive growth in reading proficiency at Mitchell High School. Students who consistently used ReadTheory demonstrated a 15 point higher Median Growth Percentile (MGP) than their initial benchmarks.

Correlation Between ReadTheory Usage and Reading Growth Scores at Mitchell High School

Bar chart — Median Growth Percentile (MGP) vs Usage:
- Classes with no ReadTheory usage: 45%
- Classes using ReadTheory some: 52%
- Classes fully implementing ReadTheory: 69%

First, what is Median Growth Percentile?

MGP stands for Median Growth Percentile. It is a measure used to evaluate student academic growth over time, typically in standardized testing. The MGP compares a student's growth in performance to that of their academic peers—students with similar prior test scores.

How is ReadTheory Usage Calculated?

ReadTheory usage is measured through key metrics that reflect teacher and student engagement, including the total number of active teachers, and total quizzes completed by students. Together, these metrics are weighted and provide insights into both adoption and consistency of ReadTheory use.

Analysis of Findings

1. **High ReadTheory Usage = High Growth:** Classes which maintained the highest ReadTheory engagement, showed the most significant reading growth with an average MGP of 69%.

2. **Moderate Usage, Moderate Growth:** Where ReadTheory usage was more sporadic, students still showed improvement, but at lower rates. These grades saw average MGPs in the low 50% range, indicating a positive, albeit less dramatic, impact.

3. **No Usage, Lower Performance:** Classes that did not implement ReadTheory experienced an average MGP of just 45%, further underscoring the program's effectiveness in boosting reading growth.

With this clear evidence of ReadTheory's effectiveness, Mitchell High School moved forward with full implementation of ReadTheory, enhancing data collection and student performance management.

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