

EFFICACY SUMMARY

Evidence-based, research proven

MEETING THE HIGH-QUALITY RESEARCH REQUIREMENTS OF THE EVERY STUDENT SUCCEEDS ACT (ESSA)



- ✓ 100+ research studies
- ✓ 38 peer-reviewed journal articles, conference and symposia presentations
- ✓ 40+ research briefs
- ✓ 40+ learning science research studies
- ✓ 30+ assessment correlation studies
- ✓ 20+ district and school yearly reports and correlation studies
- ✓ 7 third-party implementation studies
- ✓ 4 clearinghouse reports
- ✓ 6 dissertations
- ✓ 5 book chapters

DreamBox Reading is an evidence-based, adaptive reading intervention program with a large research portfolio over the past 15 years that demonstrates statistically significant improvements on student outcomes. The program has been validated in a range of districts and schools, with all key student subpopulations, and for RTI/MTSS Tiers I, II and III.

DreamBox Reading is built on decades of foundational research in silent reading development and vocabulary improvement.

Program authors include noted Dr. P. David Pearson, Dr. John Guthrie, Dr. Kristin Gehsmann, Dr. Ralph Radach, Dr. Alexandra Spichtig and Stanford Taylor. Research partners and past contributors include Dr. Elfrieda (Freddy) Hiebert, Dr. Timothy Rasinski, Dr. Ray Reutzel and Dr. Jay Samuels.

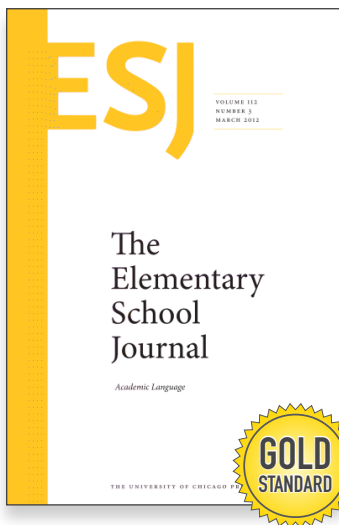
Clearinghouse website publications



Evidence for ESSA website, Center for Research and Reform in Education at Johns Hopkins University. Met the criteria for the highest rating: strong evidence.

National Center on
INTENSIVE INTERVENTION
at American Institutes for Research ■

National Center for Intensive Intervention, Academic Screening Tools. The DreamBox Reading InSight assessment found to have convincing evidence.



Gold standard randomized trial

Significant gains in proficiency with DreamBox Reading

The impact of adaptive, web-based, scaffolded silent reading instruction on reading achievement of students in grades 4 and 5

Elementary School Journal, 2019

This randomized controlled trial examined the impact of DreamBox Reading on 426 4th and 5th graders in an urban U.S. school district.

During 25-minute supplemental literacy blocks, students in the control group received targeted reading instruction using the district's usual curricula. The treatment group received DreamBox Reading, completing an average of 93 15-minute scaffolded silent reading lessons. Expressed as grade equivalents, grade 4 students accelerated reading growth by 2.5 grade levels, or 23% more than the control group. Grade 5 students improved their reading achievement by 2.4 grade levels, or 46% more than the control group.

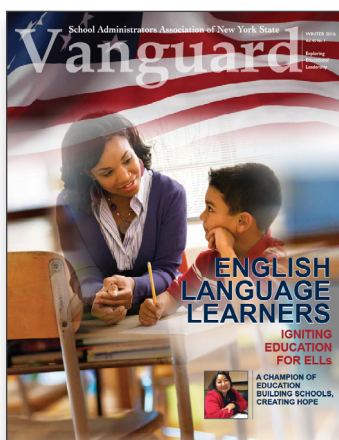
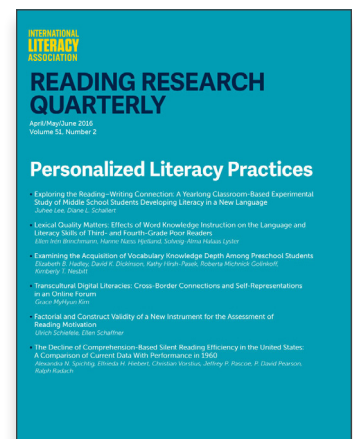
The impact of adaptive learning on silent reading achievement in the U.S.

The Decline of Comprehension-Based Silent Reading Efficiency in the United States: A Comparison of Current Data with Performance in 1960

Reading Research Quarterly, 2016

This groundbreaking study by leading researchers compared current silent reading performance data with data from 1960. The study found that comprehension-based silent reading rates of U.S. students have significantly declined at all grade levels.

Given this evidence, the reading proficiency of U.S. students may not have improved over the past two generations due to the failure of curricula and instructional practice to address silent reading efficiency. This study expands the body of evidence suggesting that the silent reading efficiency of U.S. students, especially older students, is not adequate to meet current literacy demands faced in schools and the workplace.



ELL students: 1.5 to 2 times larger gains

Structured Silent Reading Practice: An Effective Educational Support for ELL Students

Vanguard special issue, 2016

This peer-reviewed study showed that ELL students (English language learners) in a large urban district who used DreamBox Reading with fidelity achieved gains 1.5 to 2 times as large as those achieved by students who didn't use the program. In addition, students who used DreamBox Reading at lower levels of fidelity, reaching just 30 hours of silent reading instruction and practice, achieved increased reading rates and an improved ability to comprehend more complex text over the course of a school year, evidenced by higher scores and level advancement.

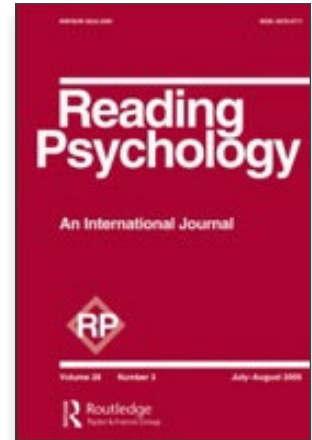
Large district study: significantly greater gains, grades 4 – 10

The Relationship Between a Silent Reading Fluency Instructional Protocol on Students' Reading Comprehension Achievement in an Urban School Setting

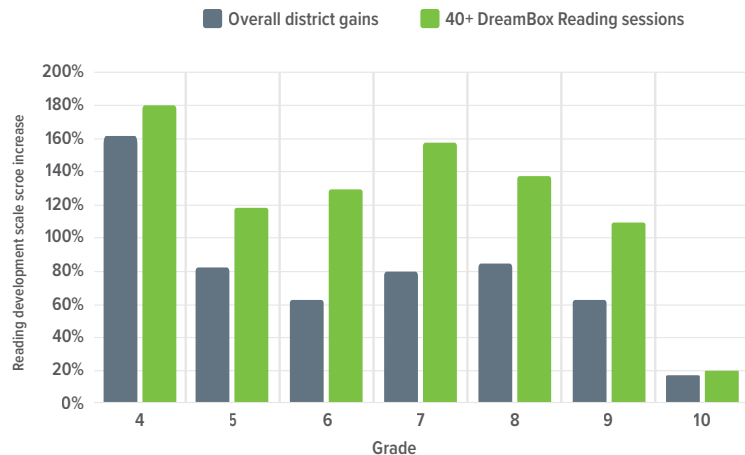
Reading Psychology, 2011

This study examined the impact of DreamBox Reading on the Florida Comprehensive Achievement Test (FCAT) reading scores of students in grades 4 – 10 in 23 schools in Miami-Dade County Public Schools.

Results indicated that students using DreamBox Reading for a minimum of 40 or more 30-minute lessons over approximately six months made significantly greater gains than students in the control group who received other intervention materials or followed the district's standard Reading/ELA curriculum. Among subpopulations, African-American, Latino-American, special education, and learning disabled students demonstrated substantially greater gains in measures of reading achievement on both the CRT and NRT portions of the FCAT than students not participating in the intervention.



Reading development scale score increases overall district vs. DreamBox Reading gains



Significant improvement in efficiency and comprehension

The Impact of Differentiated Silent Reading Instruction Targeting Comprehension and Efficiency

Twenty-Fifth Annual Society for the Scientific Study of Reading (SSSR) Meeting, 2018

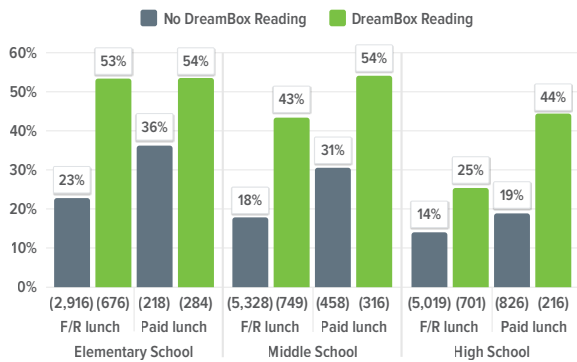
This peer-reviewed, randomized control trial examined the impact of DreamBox Reading instruction targeting both reading comprehension and efficiency in students reading at different levels.

Results showed that students who began with low efficiency increased their reading rates the most. In addition, the low-efficiency group achieved significantly larger gains in reading efficiency as compared with their peers in the control group.





Percentages of students who advanced from below satisfactory to satisfactory or higher on the FCAT (subsidized vs. paid lunch)



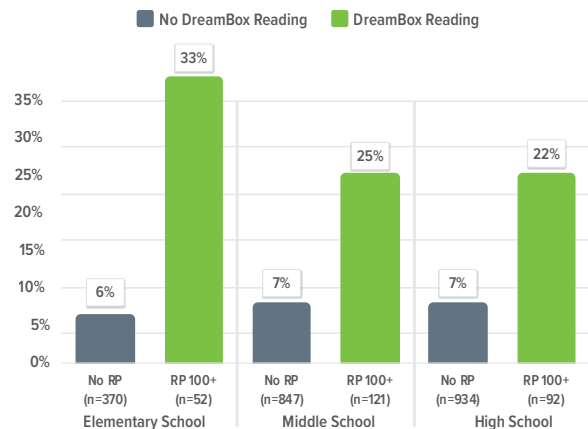
Significant effect on students eligible for free and reduced lunch

DreamBox Reading Significantly Raises the Reading Achievement of Students Eligible for Subsidized Lunch

Reading Plus Research Study, 2015

This study included 104,475 students in grades 4 – 10. All grades saw a significant positive relationship between increasing use of DreamBox Reading and larger score gains on the FCAT. This was true for all student groups regardless of their subsidized lunch status.

Percentage of students with LD advancing from below satisfactory to higher on the FCAT 2.0



Significant effect for learning disabled students

DreamBox Reading Significantly Raises Achievement for Students with Learning Disabilities

Reading Plus Research Study, 2015

This large study included 7,406 students in grades 3 – 10 classified as having a specific learning disability. All grades saw a significant positive relationship was found between increasing use of DreamBox Reading and larger score gains on the FCAT. This was true for all student groups regardless of their learning disability.



Learn more.
Visit dreambox.com.

