Trends in Student Outcome Measures
myON® Reader and Student Achievement
Overview

Renaissance myON® Reader is a personalized literacy platform that offers students unlimited access to thousands of digital books. Recommended reading lists are tailored to each student based on interests, age, and reading level, offering students a wide, easy-to-access, and customizable library of literature to help support fluency development and maintain engagement. While reading, students can choose from a suite of literacy tools such as highlighting, note taking, and journaling.

As students complete books in myON Reader, data about their reading practice is available both for personal tracking of reading habits as well as to families and educators to facilitate communication. Trends are displayed in reports that summarize aspects of reading practice such as proficiency, progress towards goals, and changes over time.

The purpose of this study was to examine patterns of growth for students using myON Reader.

Main findings: Students using myON Reader experienced growth

Results indicated that reading in myON was associated with higher levels of annual growth in general reading ability. Students who spent more time reading in myON, measured by both seconds spent reading and number of words read, experienced more growth in Star Reading. Gains were shown in student growth percentiles (SGP). Analyses are presented for both the general population and lower-performing students who are considered struggling readers.

For these analyses, students were designated as struggling readers if they had a Star Reading pretest percentile rank (PR) score of 25 or less (i.e., in the bottom quartile). For additional information about sample characteristics and study metrics, see Deeper Dive, p. 5.

Results

Findings are summarized in figures 1 through 4, beginning with all students (the total sample), and then for students categorized as struggling readers.

All students

As figure 1 shows, growth in general reading ability improved with more myON use, measured in seconds students spent reading.
Likewise, gains were seen when we looked at how these students performed using the additional measure, words read. Figure 2 shows students made greater strides in reading the more words they read.
Struggling Readers

The positive relationship between myON use and growth was also found for struggling readers (students with a PR of 25 or less on their Star Reading pretest). As figure 3 shows, just like the total sample, students who struggle with reading saw gains in their SGP scores the more they read with myON Reader.

Figure 3. When struggling readers read more with myON Reader, Star Reading scores rise

Likewise, figure 4 displays struggling readers' scores increased the more words they read in myON Reader.

Figure 4. The more words struggling readers encountered in myON Reader, the more their Star Reading scores increased
Deeper dive: More information about the study

Sample

To explore how myON use relates to growth in general reading ability, we used hosted customers’ data from the 2017–2018 school year, consisting of students who participated in the myON Reader program and also completed Star Reading pre- and posttests. The final dataset included information for 108,752 students.

Outcome measure

Student growth was measured using student growth percentiles (see Renaissance Learning, 2018b). Interpreted much like a PR score, SGPs convey how much a student grew relative to his or her academic peers and range from 1 to 99, with higher values indicating more progress and 50 being typical annual growth. SGPs are a widely accepted indicator of student progress and are used for a variety of purposes including instructional decisions and accountability reports.

Interpreting the data

Program use was voluntary (students were not recruited to participate nor randomly assigned), so the results of these analyses should be considered correlational, not causal. While the trends presented are helpful to understand the relationship between digital reading practice and patterns of growth, more work is needed to establish a causal relationship and inform best practice recommendations.

In interpreting the results, also note that students likely did not complete all of their reading practice during the school year in myON Reader. Thus, data collected through myON represents a portion of students’ overall reading experience. Though not a comprehensive window into student reading practice, overall the results suggest that the more students read the better, and that myON Reader is an effective platform for accessing digital reading material.

Conclusion

As a comprehensive digital reading platform, myON Reader can help support literacy learning both at home and at school. The myON Reader program meets the requirements of the Every Student Succeeds Act (ESSA), falling under the category of evidence-based activities, strategies, or interventions (see Renaissance, 2018a).

References
