

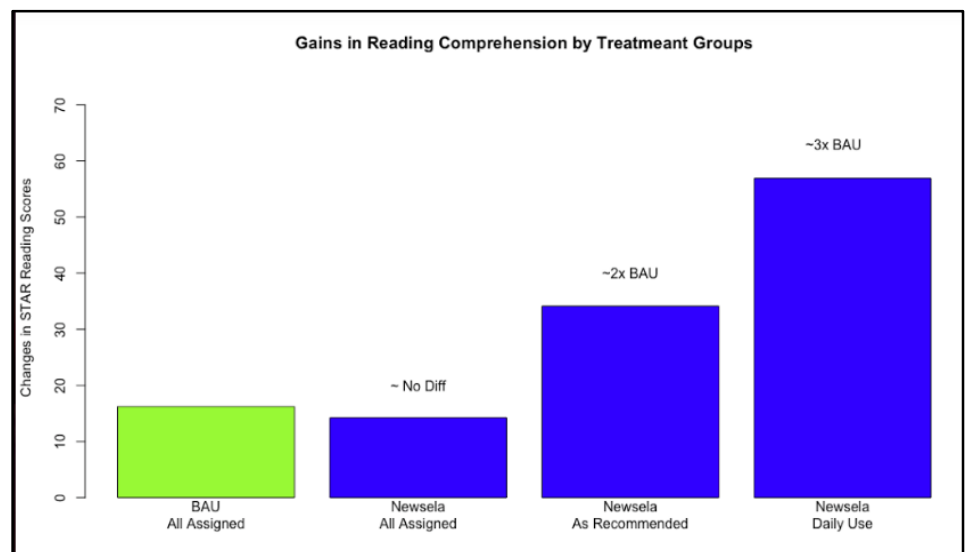
Newsela Efficacy Study: Building Reading Comprehension Through Leveled Nonfiction Content

Study Summary:

WestEd was contracted to conduct an efficacy study to evaluate Newsela when used by 5th grade teachers (twice a week for minimum of 12 weeks) in two large, diverse districts in CA and FL. For the efficacy study, a true, group-randomized, experimental design was used to control for most threats to internal validity where teachers were randomly assigned into treatment (access to Newsela, $n=32$) and control (business-as-usual English Language Arts, $n=31$) conditions. The study relied on hierarchical modeling techniques to determine whether the Newsela intervention treatment was more effective than business-as-usual for improving reading proficiency on the *STAR Reading Assessment* and the *Motivation to Read Survey*.

Study Outcomes:

1. Students who used Newsela at recommended dosage saw an additional growth of 113% (a little more than double) in size compared to the control group. A small percentage of students (6%) used Newsela daily, and they saw an additional 255% growth (more than triple) in reading comprehension when compared to the control group.



2. Due to the wide variation in adhering to the recommended dosage among treatment classrooms, reading gains are not visible when comparing the control group to the entire treatment group.

3. The effect for the *Motivation to Read Profile* was consistently positive, particularly in FL where effect sizes ranged from 0.19 to 0.24.

4. On a scale of 1-10, teachers rated their student engagement with Newsela at an 8 on average and their likelihood to continue using Newsela at 8.7 on average across states and usage levels.