

**Curriculum Associates** RESEARCH

# *Magnetic Reading* Has a Positive Impact on Students' Reading Achievement and Supports Growth toward Grade-Level Proficiency

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## Reading

Research Summary, November 2023

*Magnetic Reading* is a supplemental, comprehension-focused reading program designed for Grades 3–5. The program's purposes are to support students' comprehension skills, build knowledge that fosters deeper learning and connection with texts, and nurture a love of reading. The program's foundation comprises texts that are written to be high-interest, culturally relevant, and informational. It is designed to be used alongside a core reading program as part of a robust reading block.

Curriculum Associates conducted a study in the 2021–2022 school year to evaluate the impact of *Magnetic Reading* on students' reading achievement. Findings suggest that *Magnetic Reading* has a positive impact on students' *i-Ready Diagnostic* for Reading scores and grade-level placements in Grades 3–5. Additionally, more students met their Typical Growth or Stretch Growth® targets if they used *Magnetic Reading*, suggesting *Magnetic Reading* supports students' journeys toward grade-level proficiency and skills acquisition. Students in this study represent seven predominately White, Title I schools in Iowa. Research methodology meets the criteria for Every Student Succeeds Act (ESSA) Level 2 (i.e., Moderate) evidence requirements and Evidence for ESSA's Tier 3 (i.e., Promising) evidence standards.

## Key Findings

*Grades 3–5 students using Magnetic Reading achieve higher end-of-year Reading scores than non-Magnetic Reading students.*

- Students using *Magnetic Reading* scored an average of nearly 11 points higher on their spring *i-Ready Diagnostic* for Reading than similar students from similar schools who did not use *Magnetic Reading*. This difference translates to a standardized effect of .23, representing a moderate and meaningful effect for a classroom-based intervention.
- Of *Magnetic Reading* students, 41% met their Stretch Growth targets, compared to 28% of comparison students. Three-fourths of students using *Magnetic Reading* met their Typical Growth targets, compared to 61% of comparison students.
- More than two-thirds (i.e., 68%) of *Magnetic Reading* students who placed Two or More Grade Levels Below in the fall progressed one or more grade levels over the course of the year, compared to 54% of comparison students with the same fall placement.

## Study Overview

This study evaluated the impact of *Magnetic Reading* on students' reading achievement. We evaluated the effect of *Magnetic Reading* on students' reading achievement as measured by Curriculum Associates' *i-Ready Diagnostic* for Reading. We also evaluated the association between *Magnetic Reading* usage and meeting Typical Growth or Stretch Growth targets.

Treatment schools were selected for the study because they reported using *Magnetic Reading* as their supplemental comprehension strand in their reading block. Demographically similar schools in Iowa not using *Magnetic Reading* were selected as the comparison sample. *Magnetic Reading* and comparison students from these schools were matched to ensure they were similar on fall achievement. The final sample represented 214 *Magnetic Reading* and 214 comparison Grades 3–5 students from seven small, rural, predominately White, and Title I-eligible schools in Iowa.

The effect of *Magnetic Reading* on spring Diagnostic scores was evaluated using regression with an adjustment to account for school membership. The model accounted for students' fall Diagnostic scores, average weekly time and number of weeks spent using *i-Ready* in the academic year, grade, and the relationship between grade and fall Diagnostic scores. Students using *Magnetic Reading* scored 11 points higher on their spring Diagnostic than similar comparison students.

The association between *Magnetic Reading* usage and meeting growth targets was evaluated using a chi-square test of independence. A greater percentage of students who used *Magnetic Reading* met their Typical Growth or Stretch Growth targets, representing a statistically significant relationship between *Magnetic Reading* usage and meeting growth targets.

[Read the full research report to learn more.](#)

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## Full Report Reference

Holzman, M. A. & Duncan, M. K. (2023). *Impact of Magnetic Reading in Iowa schools: Evidence from the 2021–2022 school year*. <https://cdn.bfldr.com/LS6J0F7/at/mb8tn4ncwbmcfhnhwchsxcnt/magnetic-reading-impact-in-iowa-evidence-for-essa-technical-report.pdf>