IMPACT RESEARCH

Effectiveness of EPS Reading Assistant

Across Multiple Academic Studies

Overview

This document offers a comprehensive overview of the academic research and effect sizes supporting the effectiveness of EPS Reading Assistant, an assessment and oral reading practice tool driven by proven AI technology. Multiple independent analyses have confirmed significant student growth, with users achieving 2-3 times greater progress compared to non-users, equivalent to or surpassing the impact of a certified human tutor. Explore the academic studies highlighting the compelling efficacy of Reading Assistant's technology.

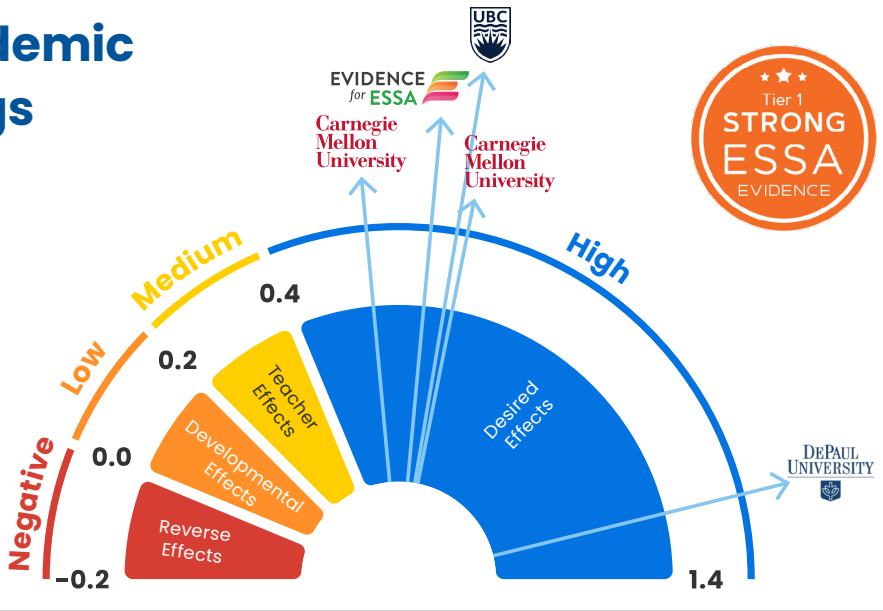
A Note on Effect Size

"Effect size" is a measure of the strength of a program compared to a situation without the program. Programs with a higher effect size demonstrate evidence for growth; effect sizes greater than 0.4 accelerate learning. Learn more about effect size **here**.

Research	Effect Size	Narrative	Link
Carnegie Mellon University: Computer-Assisted Oral Reading	.56	The students using the Reading Assistant technology in grade 3 did better than their peers receiving standard classroom instruction, with significantly greater gains in Word Comprehension (p = 0.042). For grade 3, the effect size was 0.56.	Computer Assisted Oral Reading Helps 3rd Graders
Center for Research and Reform in Education at Johns Hopkins University: Evidence for ESSA	.64	The Evidence For ESSA organization reviewed evidence for the technology underpinning EPS Reading Assistant (Amira), and posted a strong rating with a .64 effect size.	Evidence for ESSA
University of British Columbia: Speech Recognition Software Contributes to ELL Reading	.68	English Language Learners identified as striving readers improved reading mastery faster when working with the Reading Assistant technology than when receiving only classroom instruction. The effect size was determined to be between .41 and .68 for various measures of reading mastery.	Software Contributes To ELL Growth
Carnegie Mellon University: Independent vs. Computer-Assisted Reading	.70	Students using the Reading Assistant technology significantly outgained their classmates who participated in silent reading in word identification, word comprehension, passage comprehension, fluency, phonemic awareness, rapid letter naming, and spelling.	Independent vs. Computer-Assisted Reading
DePaul University: Tutoring Bilingual Students with an Automated Tutor	1.27	The treatment group using the Reading Assistant technology outgained the control group by every measure.	Impact For Bilingual Students

This table shows research conducted in the form of Randomized Controlled Trials (RCTs) by independent academic teams.

Overview of Academic Research Findings



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