For the second year in a row, District of Columbia Schools participated in a study to determine the impact of Junior Great Books on Text Reading/Comprehension over the course of the school year. At the end of both years, proficient, below-proficient, and far-below-proficient students who participated in Junior Great Books showed significantly higher increases in Text Reading/Comprehension than students at the same levels in the schools that did not implement Junior Great Books.

**Text Reading/Comprehension Improvements**

**School Year 2013–2014**

### Below-Proficient and Far-Below-Proficient Students

- **Control Group** (n=1,829)
- **JGB Program** (n=233)

- Control Group: 51%
- JGB Program: 72%

### Proficient Students

- **Control Group** (n=655)
- **JGB Program** (n=196)

- Control Group: 35%
- JGB Program: 56%

**School Year 2014–2015**

### Below-Proficient and Far-Below-Proficient Students

- **Control Group** (n=2,030)
- **JGB Program** (n=214)

- Control Group: 50%
- JGB Program: 69%

### Proficient Students

- **Control Group** (n=524)
- **JGB Program** (n=235)

- Control Group: 53%
- JGB Program: 65%

“One of our biggest surprises was what an effect there was on struggling readers who participated in the Junior Great Books groups. I feel that the dynamic interaction of high-quality texts that can lead to multiple interpretations and the energizing student discussions that result from these interactions help not just with critical thinking but with one of our greatest priorities: improving reading comprehension.”

—Matthew Reif

Director

Advanced and Enriched Instruction

Office of Teaching and Learning

District of Columbia Public Schools

For more information, contact us at 800.222.5870 or visit greatbooks.org.