

# RELEVANT CONTENT IMPROVES ENGAGEMENT AND READING SKILLS

thejuice

CARL H KUMPF MIDDLE SCHOOL, CLARK, NEW JERSEY

A CUSTOMER USE CASE

## OVERVIEW

After noticing their students consistently struggled to engage with informational text on state assessment tests, middle school teachers at Carl H Kumpf decided to improve reading skills by implementing The Juice.

## SCHOOL PROFILE

Carl H Kumpf Middle School  
Clark Township School District, Clark, New Jersey



557 STUDENTS



59.9% ELA PROFICIENCY RATE  
ON THE NEW JERSEY STUDENT  
LEARNING ASSESSMENT (NJSLA)

## CHALLENGE

- Students consistently struggle with informational text standards on state assessments
- Lack of student engagement with informational and nonfiction texts

## SOLUTION

- Using The Juice to engage students with fresh, relevant content
- Using The Juice to build reading comprehension with informational texts

## RESULTS

01

### INCREASED READING COMPREHENSION

Students increased their informational text skills and reading comprehension through consistent exposure to The Juice articles.

02

### INCREASED ENGAGEMENT

The Juice articles helped students become more engaged with nonfiction content.

03

### ELA PROFICIENCY INCREASE

The Juice helped contribute to an increase in ELA proficiency at Carl H Kumpf Middle School from boosting ELA proficiency from 59.5% in 2021-22 to 70.0% in 2023-24.

## A DECLINE IN INFORMATIONAL TEXT SKILLS

Language Arts teachers at Carl H Kumpf noticed that each year their students were struggling the most with informational texts on the NJ standardized school performance report.

“Our standardized test scores consistently revealed that our students struggled the most with comprehension and understanding of nonfiction, informational texts,” said Suzanne Hamilton, 7th & 8th Grade Language Arts Teacher.

Informal conversations with her students revealed that interest and engagement with nonfiction content was challenging. “I asked my student why they disliked nonfiction. They said that nonfiction was old, hard to understand and sometimes the teacher thought they knew things they didn’t,” said Hamilton.

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students said that nonfiction was old, hard to understand, and sometimes the teacher thought they [the students] knew things they didn’t.

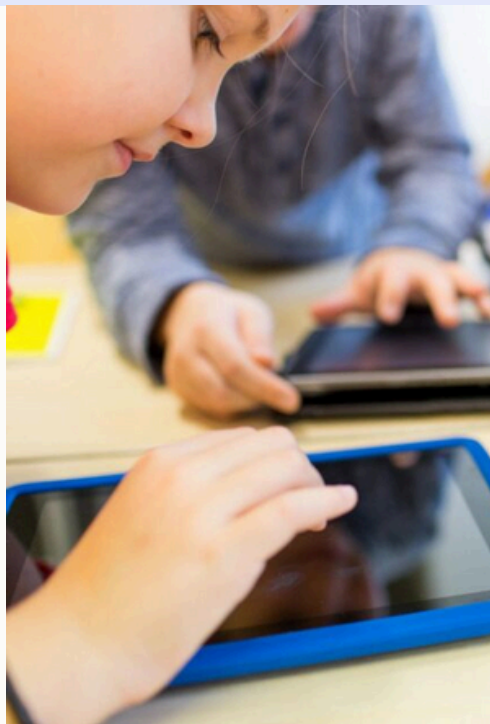
*Feedback from Ms. Hamilton’s students*



## USING THE JUICE TO ENGAGE STUDENTS

After speaking with her humanities supervisor, Hamilton decided to implement The Juice in her language arts class, along with her 7th grade ELA colleagues. She liked that the Extra Juice articles provided students with more background information on something they may not have known, and that the articles were current and relevant. The assessment questions shown after each article allowed students to practice the informational text skills they struggled with on state assessments.

Each week, Hamilton looked through the articles and assigned the ones she felt were the most engaging and relevant for students. She often tied writing into the assignments by providing students with an open-ended writing prompt so that students could practice text analysis, compare and contrast, and cite evidence from the article or Extra Juice article.



## THE RESULTS

### INCREASED ENGAGEMENT AND ELA PROFICIENCY

Based on her classroom observations, Hamilton noticed that her students grew in their informational text skills. "I found that my students were able to extract information better from nonfiction content when utilizing The Juice," said Hamilton.

Hamilton also assigned 4 or 5 articles each week and gave students grades on the assignments, which she noted helped with student motivation and achievement. "If they get three out of four that motivates them to read a little bit closer," said Hamilton. "For the most part, my students are doing well."

Not only did Hamilton see an increase in achievement, she noticed increased engagement with nonfiction using The Juice. "I did find that my kids actually really liked doing The Juice. Every time I told them that it's a Juice day, they got excited," said Hamilton. This increased engagement helped contribute to an increase in ELA proficiency rates at Carl H Kumpf Middle School from 59.5% in 2021-22 to 70.0% in 2023-24 on the NJSLA test.

