

Reading Plus Significantly Raises Achievement for Special Education Students with Learning Disabilities

State
Florida

County
Miami-Dade

School District
Miami-Dade County
Public Schools

Schools
466

Pupils
355,268 students
(51% male, 49% female)

Race & Ethnicity
67% Hispanic
23% Black Non-Hispanic
10% White Non-Hispanic
or Other

Free or Reduced Price Lunch
74% received free or reduced price lunch

Study Inclusion Requirements

- Students in Grades 4-10.
- Students with valid 2013 and 2014 FCAT scores.
- Students identified in district records as having a specific learning disability (LD).
- Students not receiving ELL or SPED services other than for LD.

Study Participants
7,406 students with LD
66% male, 34% female
69% Hispanic
22% Black Non-Hispanic
8% White Non-Hispanic
or Other
76% received free or reduced price lunch

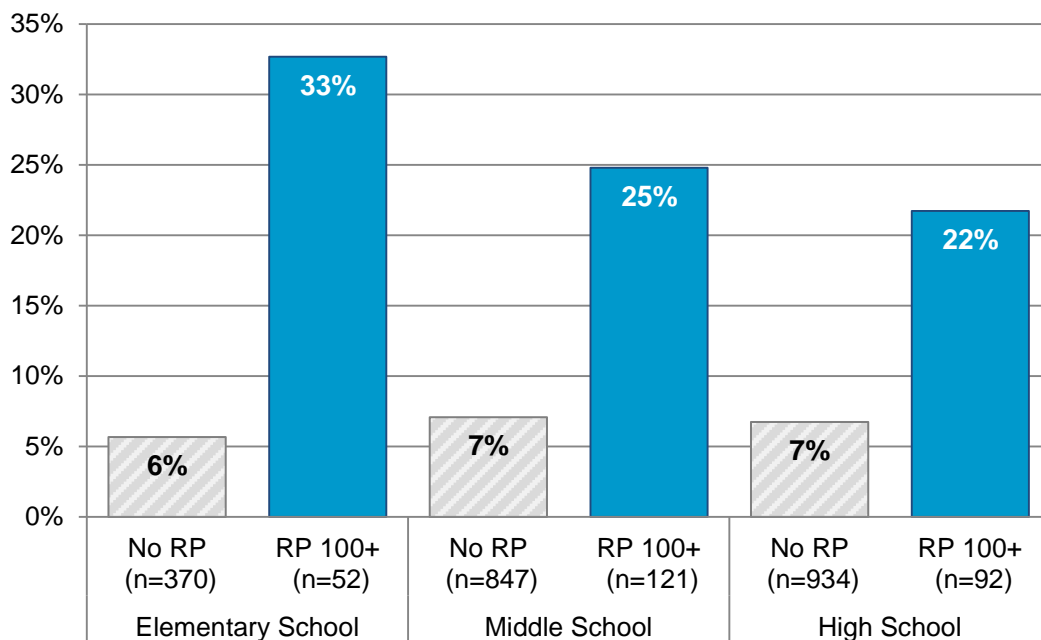
Purpose of Study

Determine the effect of *Reading Plus* on the scores of Special Education students with specific learning disabilities (LD) on the reading portion of the Florida Comprehensive Assessment Test 2.0 (FCAT), the standardized state test administered to Florida public school students in grades 3 through 10 in 2013 and 2014.

Reading Achievement

Across all grades, more than three times as many LD students who completed at least 100 *Reading Plus* lessons (~30 hours) advanced from below satisfactory to satisfactory or higher levels in reading as compared to their peers who did not use the program.

Percentage of Students with LD Advancing from Below Satisfactory



Of the students who scored below satisfactory (FCAT level 3) in 2013, a significantly larger percentage of students who engaged in 100 or more *Reading Plus* lessons (RP) achieved satisfactory levels in reading on the FCAT (FCAT levels 3+) in 2014 as compared to students who did not engage in *Reading Plus* practice (No RP; $p < .001$).

Reading Achievement: Developmental Scale Score Gains

In each grade band, there was a significant positive relationship between increasing amounts of *Reading Plus* practice and larger scale score gains on the FCAT 2.0 ($p < .001$). This was equally true for Special Education students with LD and for general education students who used *Reading Plus*.

