

Reading Plus Significantly Raises Achievement for Students Eligible for Subsidized Lunch

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 were not receiving ELL or SPED services.

Study Participants
104,475 students
63% engaged in *Reading Plus* practice
77% received free or reduced price lunch
48% male, 52% female
66% Hispanic
25% Black Non-Hispanic
9% White Non-Hispanic
or Other

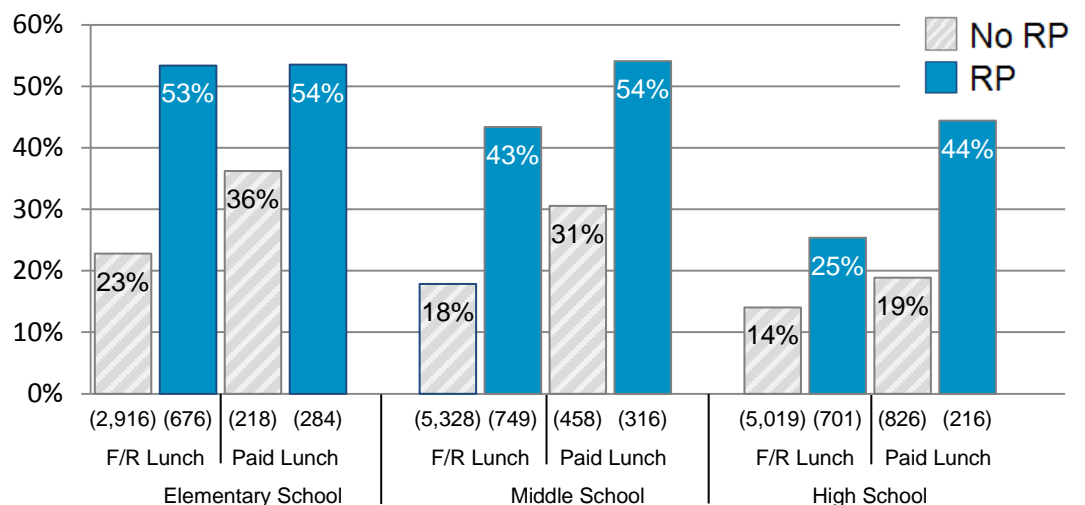
Purpose of Study

Determine the effect of *Reading Plus* on the scores of students from lower-income families (i.e., students receiving free or reduced price lunch under the *National School Lunch Program*) 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

In all grade bands, students who completed at least 100 *Reading Plus* lessons (~30 hours) were significantly more likely to advance from below satisfactory to satisfactory or higher levels on the reading portion of the FCAT in comparison to their peers who did not use the program. This was true for all students who completed 100 *Reading Plus* lessons regardless of subsidized lunch status. In addition, higher percentages of *Reading Plus* students receiving free or reduced price lunch achieved satisfactory levels in comparison to their peers from higher-income families who did not engage in *Reading Plus* practice.

Percentages of Students Who Advanced from Below Satisfactory to Satisfactory or Higher on the FCAT (Subsidized vs. Paid Lunch)



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 (FCAT level 3 or better) in 2014 as compared to students who did not engage in *Reading Plus* (No RP; p 's < .001). The number of students in each group is shown in parentheses. F/R Lunch = Free or reduced price lunch.

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 ($p < .001$). This was true for all students regardless of their subsidized lunch status.

