

Reading Plus Significantly Raises the Reading Achievement of Both Lower- and Higher-Performing Students

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 not receiving ELL or SPED services.

Study Participants

104,475 students
61% used *Reading Plus*
48% male, 52% female
66% Hispanic
25% Black Non-Hispanic
8% White Non-Hispanic
or Other
77% received free or reduced price lunch

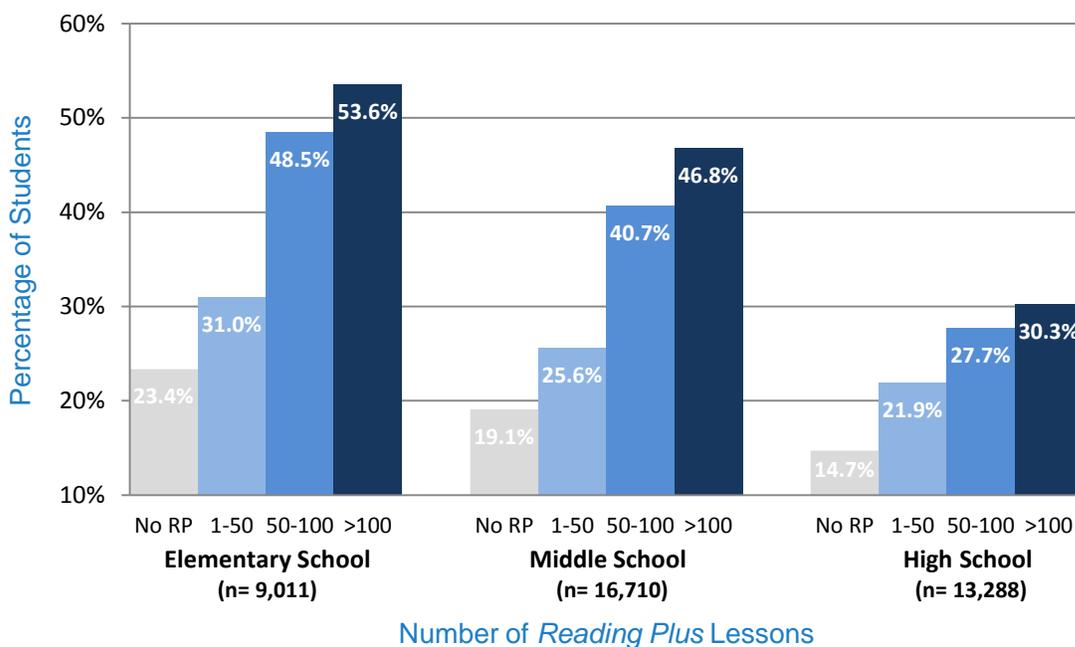
Purpose of Study

This study evaluated the effect of *Reading Plus* on the results achieved by lower- and higher-performing General Education students (non-SPED, non-ELL) on the reading portion of the Florida Comprehensive Assessment Test 2.0 (FCAT). The FCAT is the standardized state test that was administered to Florida public school students in Grades 3 through 10 in 2014 and prior years.

Lower-Performing Students: Closing the Performance Gap

Across all grades, more than twice as many General Education 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 Advancing from Below Satisfactory to Satisfactory or Higher on the FCAT 2.0



Of the students who scored below satisfactory (below FCAT level 3) in reading in 2013, a significantly larger percentage of students who engaged in *Reading Plus* practice achieved satisfactory levels (FCAT level 3) or higher in 2014 as compared to students who did not engage in *Reading Plus* practice (χ^2 tests, $p < .001$).

Higher-Performing Students: Enhanced Growth

Across all grades, students who had achieved FCAT Level 3 (satisfactory) or higher at the end of the 2013 school year, and then completed at least 100 *Reading Plus* lessons (~30 hours) during the 2013-2014 school year, were significantly more likely to advance to Level 4 (above satisfactory) or Level 5 (mastery of most challenging content) on the FCAT at the end of the 2014 school year (χ^2 tests, $p < .001$, except grades 9-10 on FCAT Level 4, $p = .026$).

