

Reading Plus Significantly Raises Achievement for English Language Learners

State

Florida

County

Miami-Dade

School District

Miami-Dade County School District

Schools

466

Pupils

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

Race & Ethnicity

- 67% Hispanic
- 23% Black Non-Hispanic
- 10% White & Other Non-Hispanic

Free/Reduced Priced Lunch

74% Received

Study Participants

- 11,924 ELL students
- Grades 4-10
- 51% male, 49% female
- 91.5% Hispanic
- 83% received free/reduced priced lunch

Study Inclusion Requirements

- Students were eligible for *English for Speakers of Other Languages* (ESOL) services.
- Students completed either 0 or 100+ *Reading Plus* lessons.
- Students had valid 2013 and 2014 FCAT scores.
- Students were not receiving special education services.

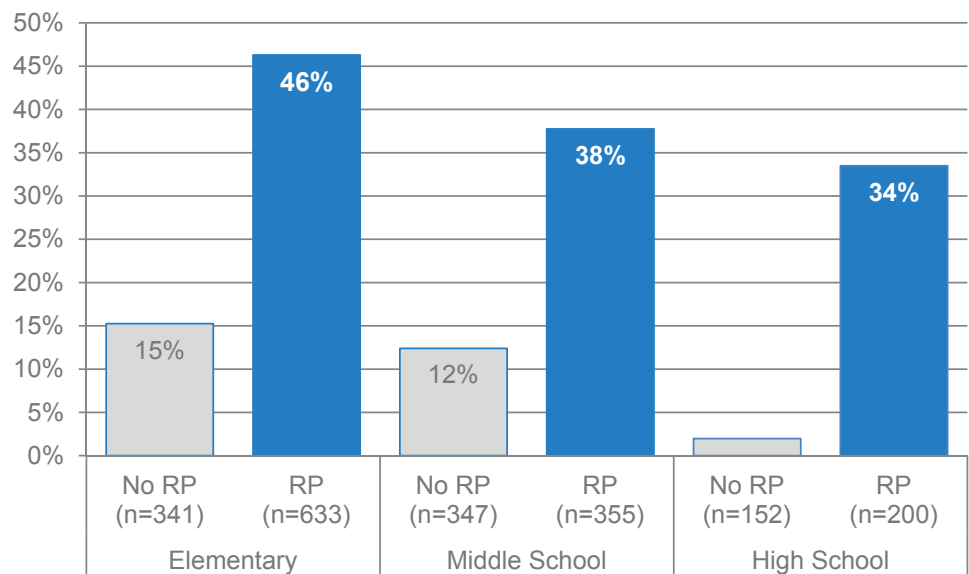
Purpose of Study

Determine the effect of *Reading Plus* on English Language Learner (ELL) students' scores on the reading portion of the Florida Comprehensive Assessment Test 2.0 (FCAT), the standardized state test administered annually to Florida public school students in grades three through ten.

Reading Achievement

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

Percent of ELL Students Advancing from Below Satisfactory to Satisfactory or Higher on the FCAT 2.0



Of the students who scored below satisfactory (FCAT level 3) the previous year, a significantly larger percentage of students who engaged in *Reading Plus* practice (RP) achieved satisfactory levels in reading on the FCAT 2.0 (FCAT levels 3+) as compared to students who did not engage in *Reading Plus* practice (No RP) (χ^2 tests, $p < .001$ in each comparison).

Reading Achievement: Scale Score Gains

Students who completed at least 100 *Reading Plus* lessons (~30 hours) achieved significantly larger scale score gains on the FCAT 2.0 as compared to their peers who did not use the program (mixed-design ANOVAs, $p < .001$). This pattern was consistent across all grade groups and English language proficiency levels.

