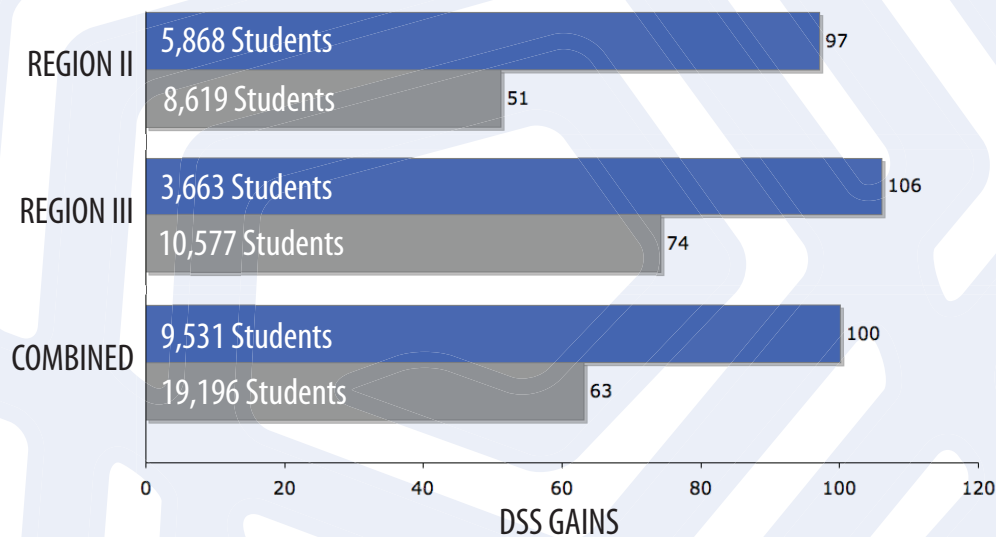


Measuring Large-Scale Reading Improvement

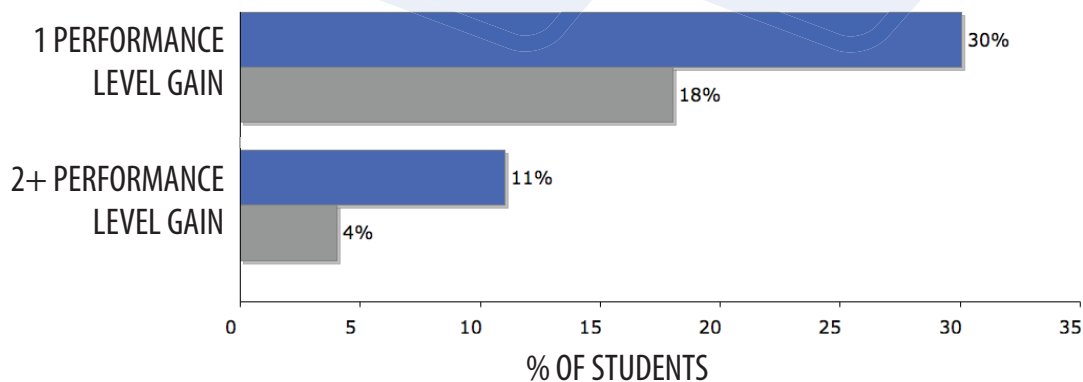
This study evaluates a large-scale implementation of Reading Plus®, a silent reading fluency intervention, to validate the effect of Reading Plus® as well as the feasibility of deployment within a wide range of school settings. This analysis, involving 98 schools and 28,727 students within Regions II and III of Miami-Dade County, was completed in collaboration with Miami-Dade Public Schools. Students in Grades 5 through 9 who participated (blue) in the 2006-07 school year deployment of Reading Plus® achieved significantly higher Florida FCAT Developmental Scaled Score (DSS) gains from 2006 to 2007 as compared to all non-participating students' DSS gains (grey).

Developmental Scale Score Growth in Grades 5-9 from 2006 to 2007



Of students who scored FCAT Performance Level 1 in 2006 (2,827 participating students [blue] and 4,208 non-participating students [gray]), a significantly greater percentage of Reading Plus® students increased one or more performance levels compared to non-participating students.

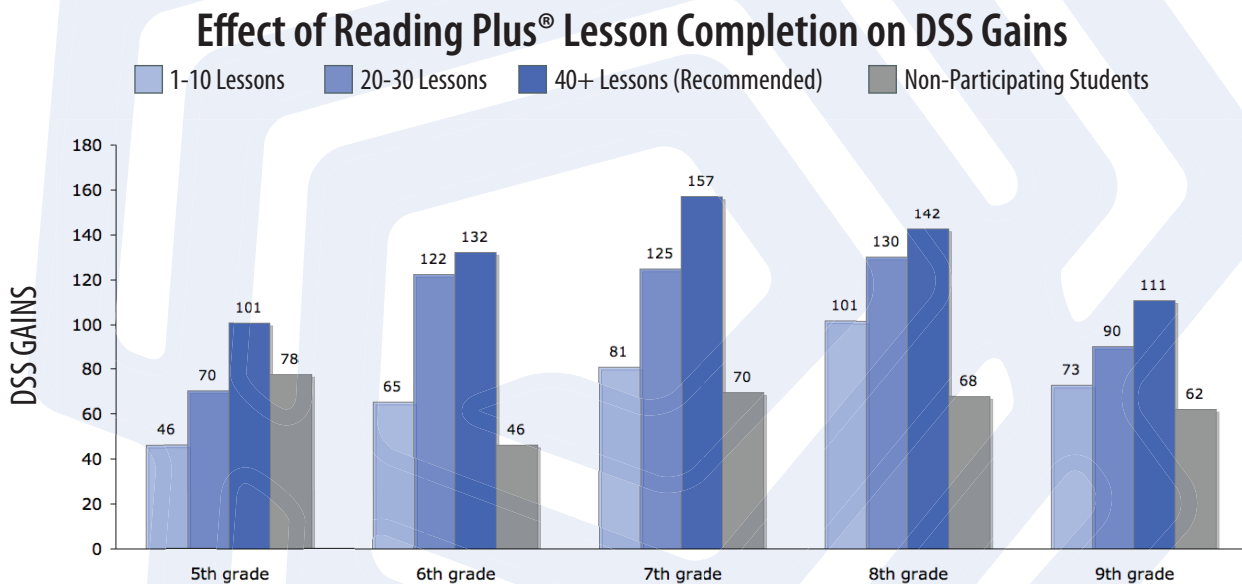
Level 1 Students Gaining FCAT Performance Levels



READING PLUS®: MULTI-REGION STUDY 2006-2007, MIAMI-DADE COUNTY

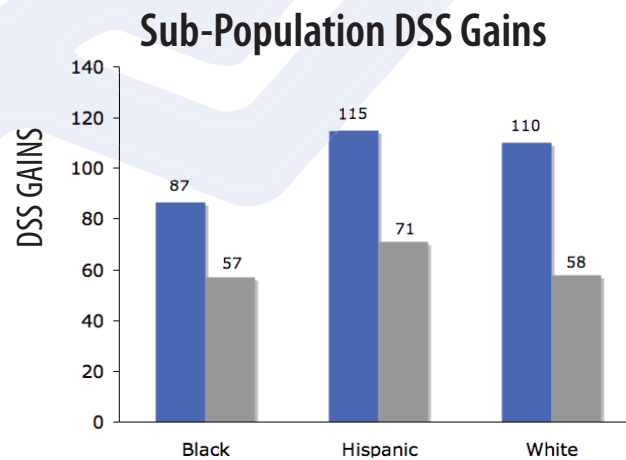
The Reading Plus® program was implemented in Regions II and III of Miami-Dade County during the 2006-07 school year. In some schools, only those students who scored Performance Level 1 and/or 2 on the Reading portion of the 2006 FCAT participated in Reading Plus® instruction. In other schools, broader groups of students participated.

All students who participated in Reading Plus® instruction, who completed one or more Reading Plus® lessons, and who had valid 2006 and 2007 FCAT Reading scores were compared to all non-participating students within the regions who had valid 2006 and 2007 FCAT Reading scores (see graphs on reverse page). Comparisons were made in DSS gains. Additional analysis compared DSS gains for students who completed fewer than the recommended number of Reading Plus® lessons to the gains of students who completed the recommended number of Reading Plus® lessons (40).



DEMOGRAPHICS

Student population statistics for this study are as follows: black (45% of total student population; 4,598 participating students and 8,340 non-participating); Hispanic (45% of total; 4,116 participating and 8,816 non-participating); white (8% of total; 628 participating and 1,646 non-participating); American Indian, Asian, or multi-racial (2% of total). DSS gains for each sub-population that participated in Reading Plus® (blue) were significantly higher than those of non-participating students (grey).



See full length report for more information about this study.