

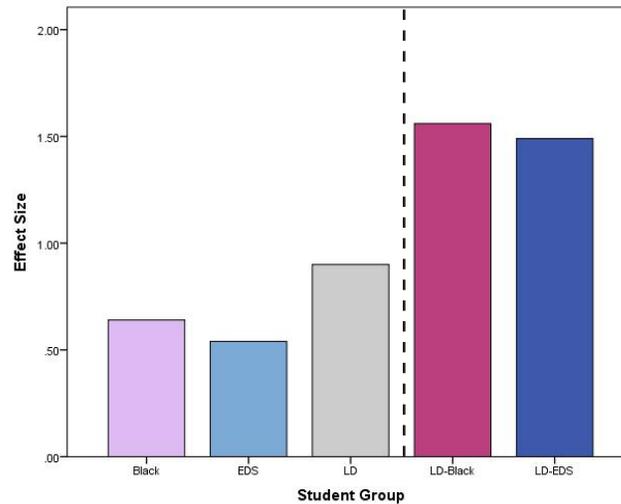
Research Note No. 14 – July 2018

The size of the mathematics achievement gap effect size (ES)¹ between students with learning disabilities (LD) and students without disabilities (SWOD) depends on other student characteristics. In our study of North Carolina students, we found that the gap was substantially larger for Black or economically disadvantaged students (EDS) with LD than for all students with LD.²

The good news: Although mathematics achievement gaps may be larger than previously reported for some subgroups of students with LD, through careful study, *we can identify children most at risk of mathematics difficulties and provide them with targeted resources.*

The challenge ahead: Many researchers do not study specific combinations of student subgroups. As a result, *some student subgroups may be at greater risk than typically described.*

Mathematics Achievement Gaps in Grade 7 for Black, EDS, and LD students



- To the left of the dashed black line, the figure shows achievement gap effect sizes (ES) for all Black students, all EDS, and all students with LD compared to SWOD who are also White and not EDS.
- The two bars on the far right show achievement gaps for more specific student subgroups: students who are LD *and* Black or students who are LD *and* EDS compared to SWOD who are also White and not EDS.
- In summary, the figure shows that the size of mathematics differences between LD and SWOD students depends on student race/ethnicity and economic disadvantage as well.

¹ For additional information on achievement gap ES see [DYK #4](#) or our in-brief on ES at: [ES_Details.pdf](#)

² For more information see: Stevens, J. J., & Schulte, A. C. (2017). The interaction of learning disability status and student demographic characteristics on mathematics growth. *Journal of learning disabilities*, 50, 261-274. doi 002219415618496 or visit our website: www.ncaase.com.

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