

Did You Know?

READING

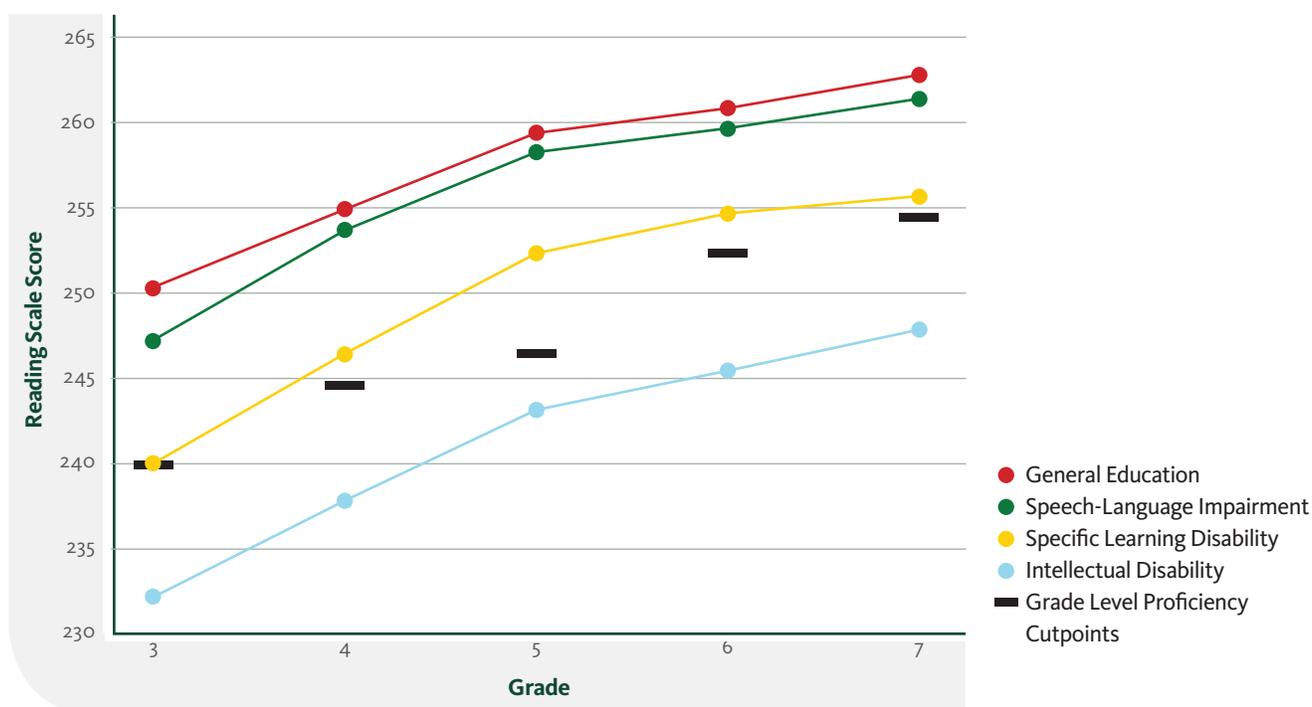
Research Note No. 1 – Dec. 2017

Reading comprehension growth across elementary and middle school grades is similar between students with disabilities and students without disabilities.¹

The good news: Students with disabilities who took a state general assessment in reading began with lower average Grade 3 reading comprehension scores, but across Grades 4-7, made average annual gains similar to students without disabilities.

The challenge ahead: Students with disabilities need *more intensive instruction* in the earliest grades to reduce reading gaps already evident at Grade 3.

Longitudinal Reading Comprehension Achievement Grades 3 to 7 in North Carolina (2003-2007)



- Reading achievement differences (achievement gaps) seen in Grade 3 remained stable through Grade 7.
- The use of longitudinal data and a vertically-scaled test means that both students and the test were constant across grades. This constancy is critical for a clear picture of achievement growth.

¹ For more information, see:

Schulte, A. C., Stevens, J. J., Elliott, S. N., Tindal, G., & Nese, J. F. T. (2016). Achievement gaps for students with disabilities: Stable, widening, or narrowing on a state-wide reading comprehension test? *Journal of Educational Psychology*, 108, 925-942. doi: 10.1037/edu0000107 or visit our website: www.ncaase.com.

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