

Reading Assessment Data among Students with Specific Learning Disabilities

A Snapshot of the 2022 National Assessment of Educational Progress¹

A specific learning disability (SLD) is a brain-based disorder that affects an individual's ability to read, write, and do math (e.g., dyslexia, dysgraphia, and dyscalculia). Of the 13% of the U.S. school-age population who received disability services under IDEA in the 2020–2021 academic year, 34% received services for SLD as the primary disability. Research² shows students with SLD can achieve commensurate with their peers, if given appropriate instruction and support.

Yet,

more than 95%

of 4th- and 8th- grade students with SLD are not proficient in reading



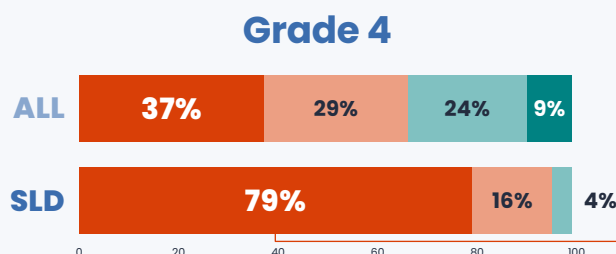
Reading Scores

indicate Black and Hispanic students with SLD experience even greater opportunity gaps than their White and Asian peers

Act now

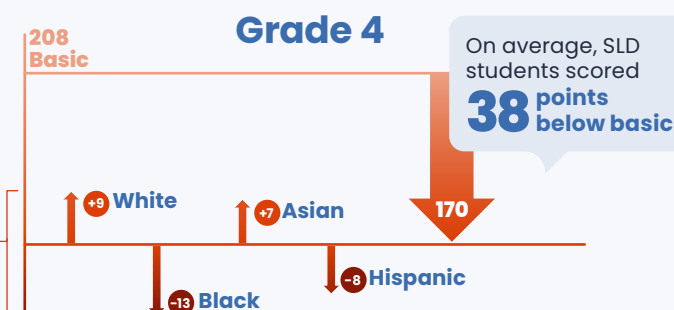
SLD Compared to All Students

Below Basic Basic Proficient Advanced



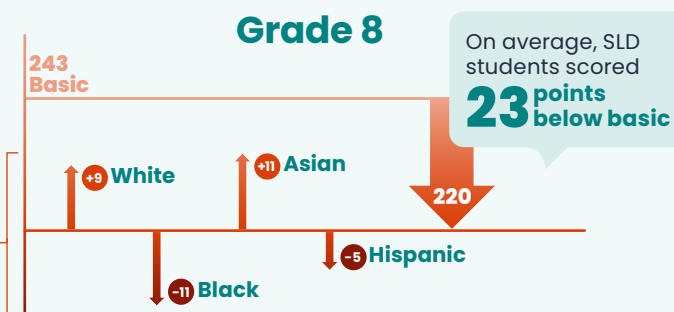
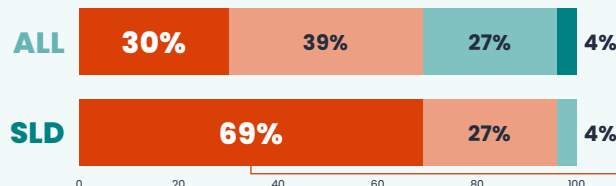
SLD Achievement Gaps by Race*

*Data quality was insufficient to include all racial/ethnic categories.



Note: Among 4th-grade SLD students, reading scores did not significantly change from 2019 (pre-pandemic).

Grade 8

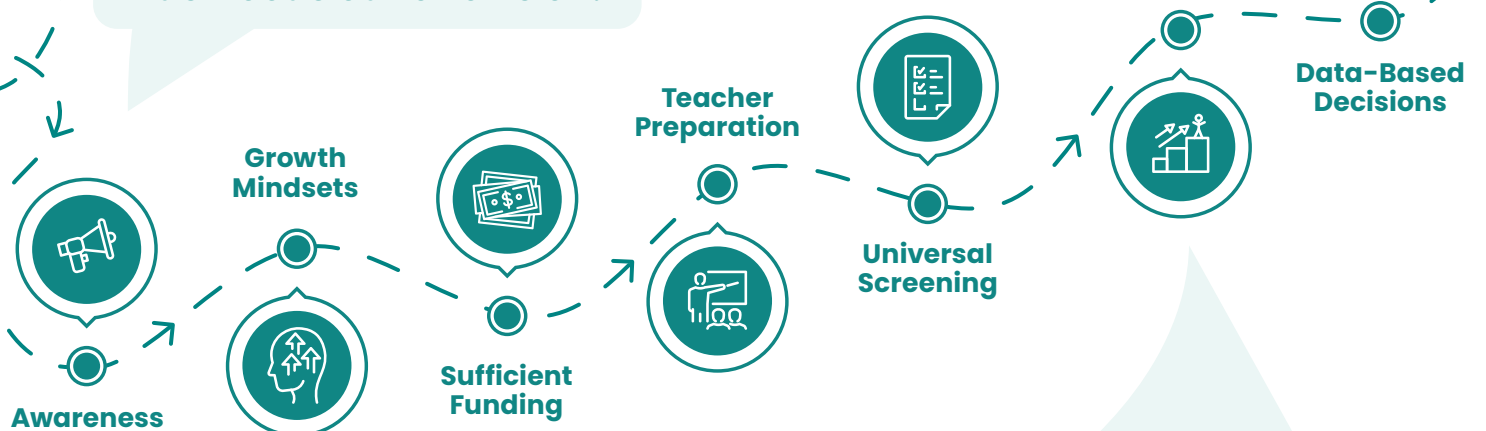


Note: Among 8th-grade SLD students, reading scores did not significantly change from 2019 (pre-pandemic).

Reading Assessment Data among Students with Specific Learning Disabilities

A Snapshot of the 2022 National Assessment of Educational Progress¹

To build promising futures for students with SLD, we must focus our efforts on:



Extensive intervention research² rooted in the science of reading establishes an evidence base of effective instructional methods for developing foundational reading skills among students with and at risk for SLD, building a bridge to close achievement gaps. When students with SLD receive evidence-based intervention aligned to their needs, the National Assessment of Education Progress and other standardized assessments will accurately portray their full academic potential. To boost reading outcomes, funding should prioritize continued research and implementation of effective instructional practices.



You can help fuel the learning rights movement by reading about the **current issues** and reaching out to your government officials to encourage them to take action on behalf of students with disabilities. Learn more by visiting ncl.org.

References

¹U.S. Department of Education. (2022). National Assessment of Educational Progress (NAEP), 2022 Reading* Assessment. Institute of Education Sciences, National Center for Education Statistics.

*Reading data obtained directly from the U.S. Department of Education and is not available on the Nation's Report Card website.

²Berkeley, S., Scruggs, T. E., & Mastropieri, M. A. (2010). Reading comprehension instruction for students with learning disabilities, 1995–2006: A meta-analysis. *Remedial and Special Education*, 31(6), 423–436.

³Filderman, M. J., Toste, J. R., Didion, L. A., Peng, P., & Clemens, N. H. (2018). Data-based decision making in reading interventions: A synthesis and meta-analysis of the effects for struggling readers. *The Journal of Special Education*, 52(3), 174–187.

⁴Mathes, P., Denton, C., Fletcher, J., Anthony, J., Francis, D., & Schatschneider, C. (2005). The effects of theoretically different instruction and student characteristics on the skills of struggling readers. *Reading Research Quarterly*, 40, 148–182.

⁵Vaughn, S., Wanzek, J., Murray, C., Scammacca, N., Linan-Thompson, S., & Woodruff, A. (2009). Response to early reading intervention examining higher and lower responders. *Exceptional Children*, 75, 165–183.