

Research Results

Waggle ELA QED Study Grades 3–5, 2020–2021 SY

Study Profile

District:

22 Schools in One Missouri School District

Grades:

3–5

Participants:

1,402 Grade 3–5 Students
(701 matched students)

Evaluation Period:

2020–2021 School Year

ESSA Level:

Tier 2 Moderate ESSA Evidence

Study Conducted by:

JEM & R, LLC

Study Design:

Quasi-Experimental Design

Outcome Measure:

HMH Growth Measure

Executive Summary

Against the backdrop of accelerated shifts toward digital instruction during the COVID-19 pandemic, schools faced heightened needs for flexible, supplemental learning supports that address unfinished learning through targeted enrichment and remediation while providing appropriately challenging, scaffolded opportunities for sustained academic progress. This quasi-experimental study examined the impact of *Waggle*® ELA on reading outcomes for 1,402 students in Grades 3–5 during the 2020–2021 school year in one Missouri school district, comparing students who used *Waggle* ELA with a matched group

of peers who did not. Results showed that *Waggle* ELA students demonstrated statistically significant gains in reading achievement from mid-year to end-of-year despite a limited instructional window of approximately four months, with the strongest effects observed in Grade 3, including higher growth and a greater likelihood of meeting targeted growth expectations. These findings provide ESSA Moderate Evidence that *Waggle* ELA is an effective supplemental solution for supporting literacy growth in real-world elementary classroom settings.

The Challenge

As instructional demands grow in an increasingly digital and interconnected learning environment, students in Grades 3–5 are expected to develop strong literacy skills while also demonstrating persistence, independence, and engagement in their learning. At the same time, teachers face ongoing challenges providing personalized, targeted instruction that meets diverse student needs within limited instructional time—particularly in classrooms that include a wide range of readiness levels and learning profiles.

Disruptions to instruction during the COVID-19 pandemic further intensified these challenges, increasing concerns about unfinished learning and the need for instructional approaches that can support both enrichment and remediation. In this context, students benefit from learning experiences that provide appropriate challenge while maintaining motivation through scaffolded supports and timely feedback—conditions that enable productive struggle and sustained academic progress in real-world classroom settings.

The Solution

***Waggle* ELA**

To address these instructional challenges, HMH developed *Waggle* ELA, a supplemental digital learning solution for Grades K–8 designed to support personalized practice alongside core instruction. *Waggle* ELA leverages adaptive technology and embedded formative assessment to deliver targeted, skill-specific practice that adjusts dynamically in response to student performance.

Through differentiated learning pathways, *Waggle* ELA supports students in building foundational reading skills while engaging in productive struggle supported by scaffolded hints and immediate, in-the-moment feedback. The program is organized around *Waggle*'s Learn, Practice, and Play instructional activities, which are designed to support conceptual understanding, skill development, and

sustained engagement. These activities may be assigned by teachers or automatically sequenced based on individual student needs, allowing instruction to respond flexibly to variations in readiness and progress.

For teachers, *Waggle* ELA provides real-time insights into student performance and usage patterns, enabling data-informed instructional decision-making and targeted differentiation. By integrating ongoing formative assessment with adaptive learning technology, *Waggle* ELA offers actionable data that supports instructional planning, progress monitoring, and responsive support. When implemented with sufficient frequency and fidelity, *Waggle* ELA functions as a meaningful supplemental support for improving students' reading outcomes alongside Tier 1 instruction.

The Study

Study Design and Purpose

A quasi-experimental design (QED) study was conducted by JEM & R, LLC, an independent research firm, during the 2020–2021 school year to examine the impact of *Waggle* ELA on student outcomes. While many teachers in the participating schools continued to deliver instruction via remote or hybrid learning due to the outbreak of COVID-19, only teachers delivering in-person instruction were eligible for the QED study.

The study was designed to meet ESSA Tier 2 Moderate Evidence criteria and evaluated *Waggle* ELA under real-world classroom conditions. Students who used *Waggle* ELA were compared to a matched group of comparison (control) students who did not use the program.

Research Questions

The study addressed the following research questions:

1. What is the impact of *Waggle* ELA use on students' ELA achievement?
2. Do *Waggle* ELA users demonstrate significant growth over time?
3. Are there variations in outcomes across different student subgroups?

The District

The study was conducted in one Missouri school district comprising 22 schools and serving more than 14,000 students in a suburban community. The analytic sample closely reflected districtwide demographic characteristics, providing appropriate contextual grounding for interpretation of findings. The district had previously purchased *Waggle* ELA and implemented the program during the study year.

Implementation

Teachers self-reported using *Waggle* ELA 2–3 days per week, for 20–30 minutes per session. All teachers used *Waggle* ELA in class and did not assign as part of homework. Specifically, during the school year, teachers reported using *Waggle* ELA as an independent practice activity as part of the warm-up or to reinforce and provide extra practice for skills learned or previously taught during core instruction.

Analytic Sample

The final analytic sample for the *Waggle* ELA study included 1,402 students in Grades 3–5, drawn from one Missouri school district. The sample consisted of 701 students who used *Waggle* ELA and 701 matched control students who did not use the program. All elementary students who used *Waggle* ELA and who attended school in person during the 2020–2021 school year were eligible for inclusion.

The matched sample included: 290 Grade 3 *Waggle* ELA students and 290 Grade 3 control students; 330 Grade 4 *Waggle* ELA students and 330 Grade 4 control students; and 81 Grade 5 *Waggle* ELA students and 81 Grade 5 control students.

The sample represented a diverse population, including students across racial/ethnic groups, students eligible for free or reduced-price lunch, and students receiving special education services. Matching procedures ensured that treatment and control groups were comparable on key demographic characteristics. Chi-square analyses indicated no statistically significant differences between *Waggle* ELA and control groups across demographic characteristics, supporting the comparability of the matched samples.

The analytic sample closely mirrored districtwide demographics and statewide averages (with the exception of free/reduced-price lunch eligibility). Key demographic characteristics of the analytic sample included: 67% White, 12% Black, 10% Hispanic, 2% Asian, 1% Native American or Alaska Native, and 8% Multiracial/Other; 50% male, 50% female; 20% Free or Reduced-Price Lunch; and 16% Special Education (<1% of students were identified as English learners).

Propensity Score Matching

To ensure equivalence between *Waggle* ELA users and non-users, propensity score matching procedures were employed prior to outcome analyses. All students who attend school in person during the 2020–2021 school year and who used *Waggle* ELA were eligible for inclusion in the treatment group. The initial control pool consisted of students with no recorded *Waggle* ELA usage and who attended school in person during the study year.

The final analytical control sample was selected based on propensity score matching methods. This procedure matched each *Waggle* ELA student with the closest non-*Waggle* ELA student based on the

following characteristics (covariates) provided by the district:

- Race/Ethnicity
- Gender
- Free/Reduced-Price Lunch Eligibility
- Special Education status
- English Language Learner status
- Gifted status

The following three-step procedure was used to match the students and create the final analytical sample:

Step 1. First, a logistic regression model was used to estimate each student’s propensity to be a *Waggle* ELA user based on the specified covariates (listed above). The resulting propensity score reduced multiple student characteristics to a single composite value, which was then used as the distance measure for matching treatment and control students.

Step 2. Matches for the treatment group were obtained from the control group using a nearest neighbor algorithm (SPSS 27 FUZZY extension procedure). A small number of treatment students were not able to be matched using the SPSS procedure and were instead matched to a control student by randomly selecting a student with a similar propensity score.

Step 3. Balance was assessed through t-tests of means to examine differences in means of each of the measures between the identified *Waggle* and non-*Waggle* students. The tables in Appendix A show the means for each of the measures in the two groups, in addition to the “baseline” assessment score. As noted, no significant differences were observed between the matched *Waggle* and non-*Waggle* students.

Measures

HMH Growth Measure. The HMH Growth Measure® assessment is a research-based benchmark assessment that provides educators with an overall insight into how their students are performing in their

grade level. It can be administered in a group setting in around 30–45 minutes up to 3 times per year (beginning of the school year, mid-year, and at the end of the school year) to measure overall growth. It is a computer-adaptive test that provides data on students’ reading performance on grade-level expectations and growth over time using a research-based scaled score and three performance levels (below level, on level, above level). The main outcome measures from this assessment include:

- **Scale Scores:** Scaled scores range from 1 to 99. The scaled score makes it possible to compare individual student performance and to aggregate student performance within grade-level classrooms.
- **Student Growth Index (SGI):** This measures the amount of gain a student has achieved within a school year, with a growth target of 100, regardless of grade or current knowledge level. SGI has an effective range from approximately 50 to 150 and uses point increases from beginning-of-year to end-of-year to track targeted growth. SGI is a criterion-referenced growth model that allows educators to categorize a student’s growth from one assessment to the next within a school year.

Of note, while district teachers had an opportunity to collect Growth Measure data during all three time periods, only 4% of district elementary students who took the Growth Measure had beginning-of-year and mid-year assessment data, and even fewer (3%) had data for both beginning-of-year and end-of-year. In contrast, 93% of students who took the assessment had both mid-year and end-of-year data. As a result, this study focuses on change in performance from mid-year to end-of-year.

Outcome Analysis

Growth Measure scale scores were analyzed in order to determine whether significantly different learning gains were observed between students that used the *Waggle* ELA program and students that did not over the course of the school year. As previously noted, insufficient beginning-of-year data was available; therefore, student mid-year and end-of-year data were

used for all analyses. This means that the present study examines the impact of *Waggle* during an approximate four-month period (from January to May), and any significant differences observed have occurred despite this limited window of time.

Statistical analyses were conducted to examine differences in reading growth between students who used *Waggle* ELA and matched students who did not. Primary analyses focused on changes in performance from mid-year to end-of-year, with supplemental analyses examining growth indices and subgroup patterns.

Results

Results are presented by research question and focus on overall reading achievement, growth over time, and patterns across student subgroups. Tables in Appendix B and Appendix C provide additional detail.

Impact on Achievement

Results showed that students who used *Waggle* ELA demonstrated statistically significant learning gains compared with matched control students on the Growth Measure. Repeated measures ANOVA revealed a significant time-by-group interaction, indicating greater growth for *Waggle* ELA students ($F(1, 1400) = 4.644, p < .05$). From mid-year to end-of-year, *Waggle* ELA students increased by an average of 4.7 scale score points, compared with a 3.4-point increase for students who did not use the program (See Figure 1).

These findings indicate that students using *Waggle* ELA experienced a higher rate of growth relative to matched peers over the same instructional period. These results are notable given the approximately four-month instructional window examined in the study.

Figure 1. Overall Growth Measure Performance by Group

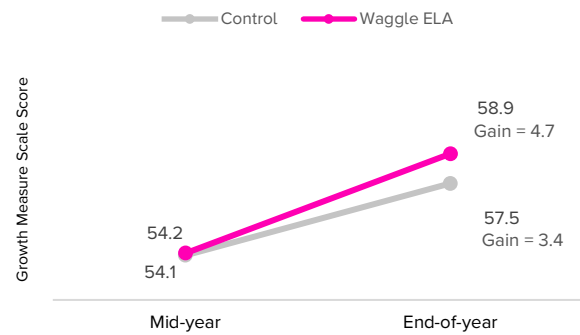


Figure note: *Significant at $p < .05$

In addition to a scale score, the Growth Measure provides a Student Growth Index (SGI) score which measures the amount of gain a student has achieved within a school year, regardless of grade or current knowledge level. As described above, the SGI is a criterion-referenced growth model that allows educators to categorize a student's growth from one assessment to the next within a school year.

The target value for every student is 100 SGI throughout a school year; thus, targeted growth is a range around the 100 SGI value, low growth (Did Not Meet Targeted Growth) are SGI values below 95, and high growth (Exceeded Targeted Growth) are SGI values above 105. While the SGI is best interpreted with respect to annual gains, we can examine SGI values from mid-year to end-of-year to determine the extent to which students were on target, below, or above annual goals.

Results showed that both *Waggle* ELA and control students were generally on target for annual goals. Moreover, comparisons in SGI scores showed that overall, students who used *Waggle* ELA demonstrated significantly higher SGI values than students who did not, $t(1400) = -2.261, p < .05$. Although SGI differences were modest, they indicate that *Waggle* ELA students made slightly more progress toward annual growth targets than control students during the study period. See Figure 2 for overall SGI by group.

The Student Growth Index (SGI) scores were also analyzed by grade level to provide specific information

on the extent to which students demonstrated targeted growth in comparison to control students at each grade level. Findings revealed that *Waggle* ELA students in Grade 3 demonstrated significantly higher SGI values than control students that did not use the program, Grade 3 $t(578) = -2.115, p < .05$. While learning gains were slightly higher for Grade 4 students, these differences were not significant nor were they for Grade 5 students, Grade 4 $t(658) = -1.344, p = .179$; Grade 5 $t(160) = -0.028, p = .978$. See Figure 2 for SGI by grade level.

Figure 2. Student Growth Index (SGI), by Group and Grade

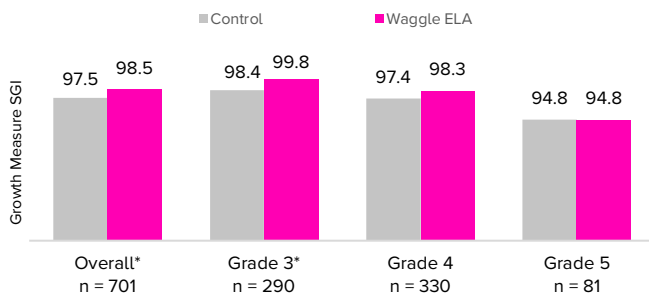
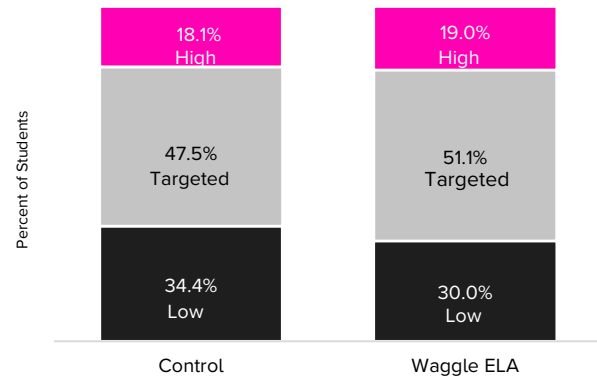


Figure note: *Significant at $p < .05$

Together, these findings suggest that *Waggle* ELA had the strongest impact on reading growth for students in Grade 3 during the study period.

As previously noted, SGI values from the Growth Measure are categorized into performance levels that indicate a student’s readiness to learn on-grade-level content. The three categories are Low: Did Not Meet Targeted Growth (< 95), Targeted: Met Targeted Growth (95–105), and High: Exceeded Targeted Growth (> 105). Performance levels for students that used *Waggle* ELA were compared to control students. While the relationship between performance levels and group was not statistically significant, generally students using *Waggle* ELA had a higher percentage of students performing at High and Targeted Levels on the Growth Measure, and control students had a higher percentage of students performing at Low Levels (See Figure 3).

Figure 3. Growth Measure Performance Level, by Group



Student Growth Over Time

To determine the extent to which students that used the *Waggle* ELA program showed significant learning gains over a semester (from January to May 2021), analysis on outcomes was conducted via paired sample t-tests. Overall, significant learning gains among *Waggle* ELA users were observed from mid-year to end-of-year, $t(746) = -10.999, p < .001$. As previously noted, on average *Waggle* ELA users improved 4.7 points over the course of the study.

To better understand the extent of this growth, the Growth Measure proficiency bands (Below Level, On Level, and Above Level) were examined to determine whether there is a relationship between mid-year and end-of-year levels (i.e., did they tend to increase, decrease, or be maintained). There was a significant relationship in student performance level growth from mid-year and end-of-year, $\chi^2(4) = 318.40, p < .001$.

Specifically, students tended to demonstrate higher performance levels at end-of-year testing than at mid-year. The majority of students (68%) maintained their performance level over time, with nearly one quarter (24%) showing improvement and a small proportion (8%) demonstrating a decline. See Figure 4 for change in Growth Measure performance level overall.

Performance levels were also available for the Growth Measure Reading subtests Language and Reading Comprehension. Changes in student performance

level were examined for each subtest, and results showed significant relationships in student performance level growth from mid-year and end-of-year for both subtests, $p < .05$. As shown in Figure 4, the percent of students who improved their performance level was higher than those who declined.

Figure 4. Growth Measure Performance Level Change, Overall and by Subtest

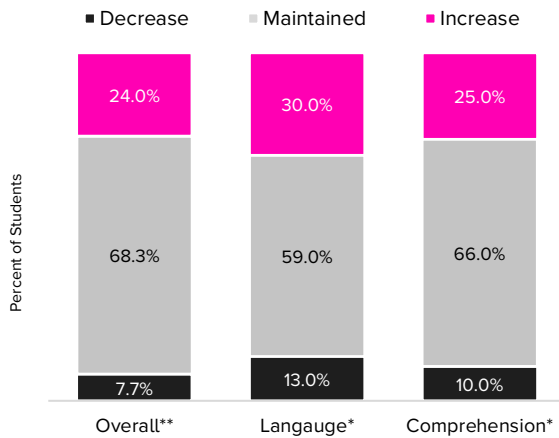


Figure note: **Significant at $p < .001$; *Significant at $p < .05$

Waggle Students' Growth by Subgroup

To examine whether *Waggle* ELA was associated with improvements among students of various subgroups, exploratory, descriptive analyses were conducted. Only the performance of *Waggle* ELA students in specific student populations was examined in these paired t-test analyses. Of note, the sample sizes in some of the subgroups are small and there are unequal sample sizes between subgroups for a number of variables. Therefore, with the caveat that these analyses are limited, this provides readers with preliminary, descriptive information on the extent to which this program is associated with improvements among various subgroups.

Results showed significant learning gains among Grade 3 and Grade 4 *Waggle* ELA students on the Growth Measure, $p < .05$. No significant differences were observed among Grade 5 students. See Figure 5.

No significant interaction between gender and growth was observed, $F(1, 584) = 1.228, p = .268$. Both males and females demonstrated statistically significant growth rates on the Growth Measure from mid-year to end-of-year testing, $p < .05$. See Figure 6.

Figure 5. Growth Measure Gains by Grade

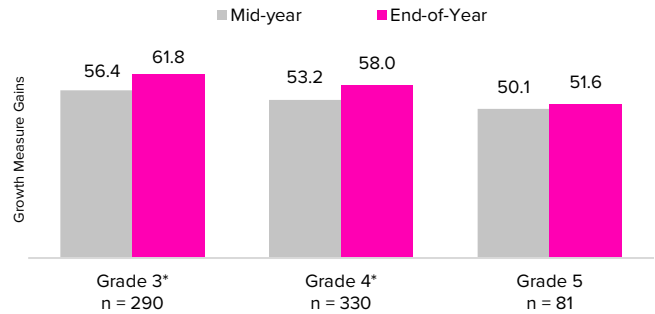
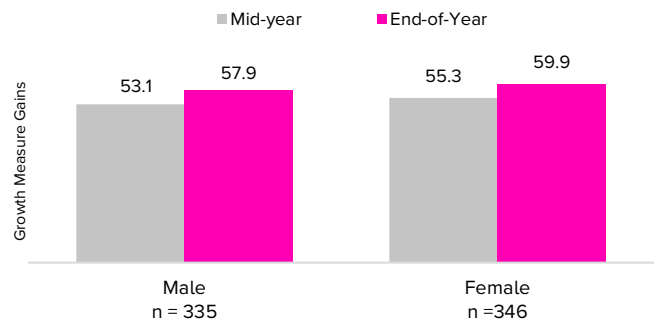


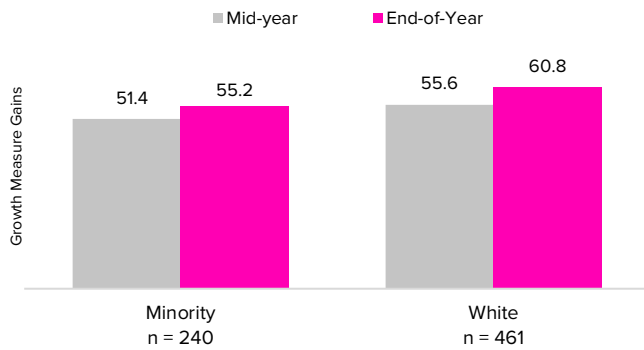
Figure note: *Significant at $p < .05$

Figure 6. Growth Measure Gains by Gender



A marginally significant interaction between race/ethnicity and growth was observed, $F(1, 699) = 2.885, p = .09$. While growth rates of both White and students from racially and ethnically minoritized groups were statistically significant, $p < .05$, an examination revealed that White students demonstrated slightly higher rates of growth (5.2 points) from mid-year to end-of-year as compared to Minority students (3.7 points) on the Growth Measure. See Figure 7.

Figure 7. Growth Measure Gains by Race/Ethnicity



A significant interaction between students eligible for free or reduced-price lunch and growth was also revealed, $F(1, 699) = 12.680, p < .05$. Examination of differences within subgroups revealed that students not receiving free or reduced-price lunch demonstrated higher rates of growth (5 points) from mid-year to end-of-year as compared to students receiving free or reduced-price lunch (2 points) as measured by the Growth Measure. Nevertheless, both growth rates were statistically significant, $p < .05$. See Figure 8.

Figure 8. Growth Measure Gains by Free or Reduced-Price Lunch

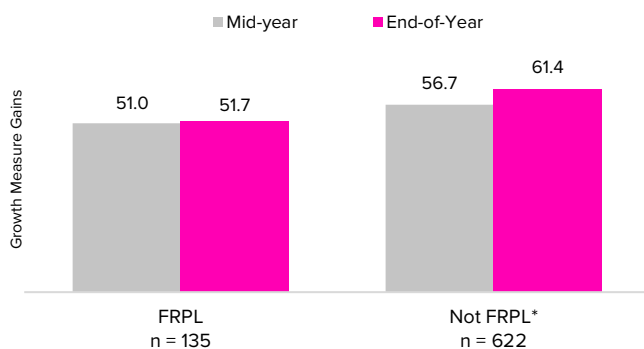
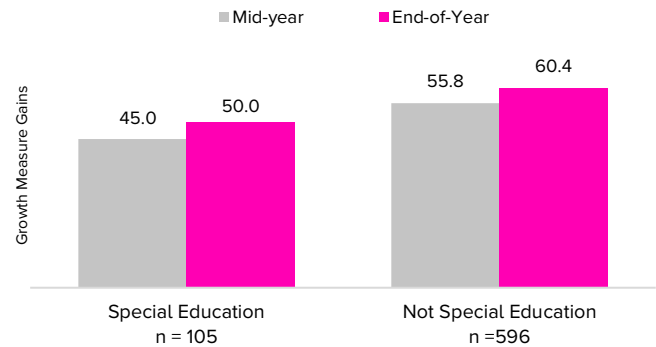


Figure note: *Significant at $p < .05$

No significant interaction between special education status and growth was revealed, $F(1, 699) 0.143, p = .706$, indicating that students receiving special education services and students not receiving special education services both demonstrated significant learning gains on the Growth Measure, $p < .05$. See Figure 9.

Figure 9. Growth Measure Gains by Special Education Status



Conclusion

Findings from this quasi-experimental study provide ESSA Moderate Evidence that *Waggle* ELA is associated with improved reading outcomes for students in Grades 3–5. Students who used *Waggle* ELA demonstrated statistically significant gains on the Growth Measure from mid-year to end-of-year compared with matched control students, despite an instructional window of approximately four months. These results suggest that *Waggle* ELA can contribute meaningfully to student reading growth when implemented as a supplemental instructional support alongside core instruction.

Analyses of growth over time indicated that *Waggle* ELA students were generally on track to meet annual growth expectations, as reflected by Student Growth Index (SGI) values near the targeted benchmark of 100. Notably, students in Grade 3 demonstrated significantly higher growth and SGI values than their non-*Waggle* peers, as well as a greater likelihood of performing at targeted levels of growth. While patterns of growth in Grades 4 and 5 favored *Waggle* ELA students, differences were not statistically significant, underscoring the importance of considering developmental and contextual factors when interpreting grade-level results.

Exploratory subgroup analyses further indicated that students across demographic groups—including males and females, students receiving special education services, and students eligible for free or reduced-price lunch—demonstrated statistically significant growth over time while using *Waggle* ELA. Although these analyses were descriptive in nature, they suggest that *Waggle* ELA supported reading growth across a diverse population of learners.

Taken together, these findings indicate that *Waggle* ELA is an effective supplemental digital learning solution for supporting elementary students' reading development in authentic classroom contexts. While additional research using longer instructional windows and experimental designs would strengthen the evidence base, results from this study provide credible and meaningful evidence that *Waggle* ELA can support literacy growth for students in Grades 3–5.

Learn more about *Waggle* at
hnhco.com/Waggle

Appendix A – Baseline Comparisons

Table A1. Chi-Square Test by Subgroup

	Group	Control		Waggle		Chi-Square	df	p
		%	N	%	N			
Race/Ethnicity	White	67.8%	475	65.8%	461	1.549	5	0.907
	African American	12.4%	87	12.4%	87			
	Hispanic	9.8%	69	10.8%	76			
	Pacific Islander/ Native American	0.7%	5	0.6%	4			
	Asian	1.9%	13	2.6%	18			
	Multiracial	7.4%	52	7.8%	55			
Minority	White	67.8%	475	65.8%	461	0.630	1	0.427
	Minority	32.2%	226	34.2%	240			
Gender	Male	48.4%	339	50.6%	355	0.730	1	0.393
	Female	51.6%	362	49.4%	346			
Free/Reduced- Price Lunch Status	Not FRPL	78.3%	549	81.5%	571	2.148	1	0.143
	FRPL	21.7%	152	18.5%	130			
Special Education Status	Not Special Ed	83.9%	588	85.0%	596	0.348	1	0.555
	Special Ed	16.1%	113	15.0%	105			

Table A2. Paired t-test: Mid-Year (MOY) Overall Growth Measure Scale Score

Sample	Group	Mean	SD	N	t	df	p
Overall	Control	54.07	16.466	701	-0.144	1400	0.885
	Waggle	54.19	15.397	701			

Table A3. Paired t-tests: Mid-Year (MOY) Growth Measure Scale Score by Grade Level

Sample	Group	Mean	SD	N	t	df	p
Grade 3	Control	56.58	17.478	290	0.125	578	0.901
	Waggle	56.40	17.195	290			
Grade 4	Control	52.89	16.060	330	-0.305	658	0.760
	Waggle	53.24	13.396	330			
Grade 5	Control	49.86	12.706	81	-0.124	160	0.902
	Waggle	50.14	15.170	81			

Appendix B – Results by Group

Table B1. Repeated Measures ANOVA: Overall Reading Growth Measure Performance by Group

Sample	Time	Mean	SD	N	F	df	p	eta
Control	MOY	54.07	16.466	701	F = 4.644	1,1400	0.031	0.003
	EOY	57.49	17.556	701				
Waggle	MOY	54.19	15.397	701				
	EOY	58.86	15.743	701				

Table B2. Chi-Square Tests: Reading Growth Measure Overall Growth Level

	High		Targeted		Low		Chi-Square	df	p
	%	N	%	N	%	N			
Control	18.1%	127	47.5%	333	34.4%	241	3.174	2	0.205
Waggle	19.0%	133	51.1%	358	30.0%	210			

Table B3. Chi-Square Tests: Reading Growth Measure Level by Grade

Grade	Group	High		Targeted		Low		Chi-Square	df	p
		%	N	%	N	%	N			
Grade 3	Control	22.1%	64	46.6%	135	31.4%	91	6.731	2	.035
	Waggle	23.1%	67	54.8%	159	22.1%	64			
Grade 4	Control	17.0%	56	47.9%	158	35.2%	116	0.823	2	.663
	Waggle	17.9%	59	50.3%	166	31.8%	105			
Grade 5	Control	8.6%	7	49.4%	40	42.0%	34	1.325	2	.516
	Waggle	8.6%	7	40.7%	33	50.6%	41			

Table B4. Paired t-tests: Reading Growth Measure Growth Index Overall and by Grade Level

Sample	Group	Mean	SD	N	t	df	p
Overall	Control	97.50	9.006	701	-2.261	1400	0.024
	Waggle	98.55	8.221	701			
Grade 3	Control	98.36	9.049	290	-2.115	578	0.035
	Waggle	99.84	7.790	290			
Grade 4	Control	97.42	8.844	330	-1.344	658	0.179
	Waggle	98.32	8.352	330			
Grade 5	Control	94.78	9.057	81	-0.028	160	0.978
	Waggle	94.81	8.048	81			

Appendix C – Results for *Waggle* Students Only

Table C1. Paired t-tests: Growth Measure (Scale Score) by Overall

Sample	Time	Mean	SD	N	t	df	p
Overall	MOY	54.19	15.397	701	-11.641	700	<0.001
	EOY	58.86	15.743	701			

Table C2. Chi-Square Tests: Growth Measure Subtests

	Increased	Maintained	Declined	Chi-Square	df	p
Overall	24.0% (n=168)	68.3% (n=479)	7.7% (n=54)	318.404	4	<0.001
ELA Reading Comprehension	24.8% (n=174)	65.6% (n=460)	9.6% (n=67)	294.224	4	<0.001
ELA Language	28.0% (n=196)	59.2% (n=415)	12.8% (n=90)	233.622	4	<0.001

Table C3. Paired t-tests: Growth Measure (Scale Score) by Grade Level

Sample	Time	Mean	SD	N	t	df	p
Grade 3	MOY	56.40	17.195	290	-8.936	289	<0.001
	EOY	61.83	16.229	290			
Grade 4	MOY	53.24	13.396	330	-8.263	329	<0.001
	EOY	58.01	15.034	330			
Grade 5	MOY	50.14	15.170	81	-1.170	80	0.245
	EOY	51.64	14.135	81			

Table C4. Repeated Measures ANOVA & Paired t-test: Growth Measure (Scale Score) by Sub-populations

Sample	Group	Time	Mean	SD	N	Paired t-test	F (time*group)
Minority Status	White	MOY	55.62	15.250	461	$t(460) = -10.614,$ $p=0.00$	$F(1, 699) = 2.885,$ $p=.090$
		EOY	60.78	15.619	461		
	Minority	MOY	51.44	15.337	240	$t(239) = -5.286,$ $p=0.00$	
		EOY	55.17	15.349	240		
Gender	Male	MOY	53.11	15.231	355	$t(354) = -7.818,$ $p=0.00$	$F(1, 699) = 0.052,$ $p=.820$
		EOY	57.87	15.623	355		
	Female	MOY	55.29	15.510	346	$t(345) = -8.790,$ $p=0.00$	
		EOY	59.87	15.823	346		
Free/Reduced-Price Lunch	Not FRPL	MOY	55.08	15.395	571	$t(570) = -4.469,$ $p=0.00$	$F(1, 699) = 12.680,$ $p<0.001$
		EOY	60.42	15.448	571		
	FRPL	MOY	50.28	14.843	130	$t(129) = -1.935,$ $p=0.055$	
		EOY	51.98	15.227	130		
Special Education	Not SpecEd	MOY	55.81	14.422	596	$t(595) = -10.932,$ $p=0.00$	$F(1, 699) = .143,$ $p=.706$
		EOY	60.42	14.818	596		
	SpecEd	MOY	44.96	17.454	105	$t(104) = -4.158,$ $p=0.00$	
		EOY	49.99	17.851	105		