SIGNALPOINT RESEARCH

Implementing EBLI: Evidence-Based Literacy Instruction at Hyde Park Day School

Report of Findings

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About the Author. Dr. Ciancio has over two decades of experience leading projects to improve learning and instruction in PreK-12 settings. His 50+ works of scholarship include experimental evaluations of promising interventions, conducting formative research, tools for educators to improve practice, and formative assessments of academic skills. Dr. Ciancio has served on the faculty of WestEd, the University of Tennessee and the University of Texas Health Science Center at Houston. He received his PhD in Developmental Psychology from the University of Notre Dame.

About this Project. SignalPoint Research received funding from EBLI: Evidence-Based Literacy Instruction to conduct independent analyses of student data and educator interviews for this study. Hyde Park Day School provided access to de-identified student data and collaborated on the development of the educator interview protocol. SignalPoint Research maintained full and exclusive control over all analytic decisions, interpretations, and conclusions. Neither EBLI nor Hyde Park Day School directed or influenced the findings presented in this report. All errors, interpretations, and conclusions are the sole responsibility of SignalPoint Research.

Executive Summary

SignalPoint Research conducted an evaluation of Hyde Park Day School's implementation of EBLI: Evidence-Based Literacy Instruction, a linguistics phonics speech-to-print approach to literacy instruction grounded in how language is neurologically processed. Unlike traditional phonics programs that move from print to speech (asking students to learn letter names and rules, then connect them to speech), EBLI begins with the sounds of spoken language and builds toward print. Hyde Park Day School (HPDS) is a program for students with dyslexia or students of average-to-superior intelligence with significant learning disabilities that impact their reading, writing, and academic progress. Over several years, HPDS instructors observed that students with severe reading delays were not making expected progress despite extensive, explicit instruction using the Wilson program. In response, HPDS launched a two-year developmental pilot to explore alternative approaches for strengthening foundational reading skills. Six teachers and speech-language pathologists volunteered to participate and received training in EBLI as part of this effort. These steps set the stage for a developmental evaluation of EBLI implemented across three HPDS campuses in 2023–24 and 2024–25, delivered under two pragmatic models (EBLI as the core reading block and EBLI as a supplemental intervention) by six trained teachers and speech-language pathologists.

Across the pilot sample, students made meaningful gains in foundational literacy skills, greater than typically seen by students with dyslexia and on pace with gains typically made by students without dyslexia. Averaging across students, oral reading fluency increased by approximately +25 words correct per minute (wcpm); spelling standard scores rose by about +6 points; and the proportion of students reading with less than 80% accuracy fell from 55% to 9%.

Both implementation models produced positive outcomes: total fluency gains were similar for EBLI as core (+23 wcpm) and EBLI as supplement (+26 wcpm), while growth-per-hour metrics favored the core model (+0.22 wcpm/hr. vs. +0.17 wcpm/hr.). Regardless of implementation model, students' growth per instructional hour was four to five times the prior average for HPDS students (+0.04 wcpm/hr.) who had not previously responded to Wilson instruction.

Fourteen students who received EBLI across both years averaged +41 wcpm total fluency growth over two years and showed unusually small summer declines (≈2–3 wcpm), suggesting durable gains for many participants.

Results varied by context and student characteristics. Campus-level outcomes diverged: Chicago showed the largest and most consistent gains and improved implementation

efficiency in Year 2, whereas Lemont and Northfield experienced year-over-year declines that warrant monitoring. Grade-level patterns indicated the strongest responses in early grades (2–4), with diminishing returns in upper grades. Educators reported qualitative improvements, for example, greater decoding strategy use, more systematic spelling attempts, and increased student confidence, which complemented the quantitative gains and suggested improvements in orthographic mapping not fully captured by standardized scoring.

Interpretation should be tempered by study limitations. The pilot was developmental and pragmatic: instructional dosage varied, fidelity was not formally monitored, assessors were not blind to condition, and sample sizes for some campuses and grades were small. These constraints limit causal inference and generalizability but do not diminish the practical significance of the observed improvements for a population that had shown limited response to prior Wilson instruction.

Taken together, the pilot findings indicate that EBLI is a promising approach for improving fluency, accuracy, and spelling among HPDS students with persistent reading difficulties. The results support further, more controlled implementation cycles that include systematic fidelity monitoring, larger samples, and targeted adaptations for older students and campus contexts to optimize and sustain gains.

Implementing EBLI: Evidence-Based Literacy Instruction at Hyde Park Day School

A Developmental Pilot of EBLI Implementation (2023–2025)

Background

Hyde Park Day School (HPDS) is a program for students with dyslexia or students of average-to-superior intelligence with significant learning disabilities that impact their reading, writing, and academic progress. HPDS was founded in 2000 in a converted auditorium on the University of Chicago campus and now operates additional campuses Northfield, and Lemont. Throughout its history, HPDS has focused on instructional innovation, data-driven decision-making, and individualized student support to help students succeed who have struggled in traditional classroom environments. HPDS uses the Wilson Reading System, an Orton-Gillingham-based program, as its primary structured literacy curriculum. HPDS is also a Wilson Accredited Training Partner school that is authorized to offer professional learning opportunities for Wilson's programs.

Over the past several years, HPDS instructors noticed that students with severe delays in reading were not progressing as expected despite hours of targeted and explicit instruction using Wilson. To investigate how it might better support these students' mastery of foundational reading skills, HPDS initiated a two-year developmental pilot. Six teachers and speech language pathologists (SLPs) volunteered to be trained in EBLI: Evidence-Based Literacy Instruction, a linguistics phonics speech-to-print approach, and implement it with a small group of students with persistent reading, spelling, and writing difficulties. Unlike traditional phonics programs that move from print to speech (asking students to learn letter names and rules, then connect them to speech), EBLI begins with the sounds of spoken language and builds toward print. This approach is grounded in how language is neurologically processed.

The goal of the pilot was not to rigorously test EBLI as a replacement for Wilson nor to directly compare the two programs' effectiveness. The goal was to understand how EBLI could work inside HPDS's existing instructional ecosystem and identify questions for future improvement cycles asking:

> *Would HPDS students with persistent reading, spelling, writing, and cognitive difficulties make progress despite years of Wilson instruction?*
>
> *How does EBLI fit with HPDS' other instructional components?*

Timeframe, Teachers and Implementation Models

HPDS implemented the pilot across three campuses over two school years with EBLI instruction delivered by six educators. The educators, while very experienced with Wilson, were also new to EBLI and completed EBLI training prior to beginning EBLI instruction in 2023-24. The educators had extensive experience at HPDS, ranging between 5 and 22 years at the school.

Two different instructional delivery pathways were formed based on staffing realities, scheduling limitations, and teacher/SLP interest. Consequently, EBLI was implemented under two distinct models: EBLI as core and EBLI as supplemental reading instruction.

Two classroom teachers, working with 5th and 6th grade students, replaced their Wilson block with EBLI. These teachers implemented EBLI as students' primary reading block. Their students received fifty minutes of EBLI instruction each day, five days a week and did not receive any reading instruction outside of EBLI. This high- dosage immersive model allowed for a clean switch in instructional approach and afforded HPDS the opportunity to see how students responded to EBLI as their main literacy program.

MODEL	EBLI as Core	EBLI as Supplement
CORE INSTUCTION	EBLI replaces Wilson	Wilson remains core program
DELIVERY FORMAT	Whole-class instruction 1:6	Supplemental intervention 1:1 or 1:2
TIME & FREQUENCY	50 minutes 5 days/week	20–30 minutes 2 times/week
DOSAGE LEVEL	HIGHER dosage Immersive, consistent exposure	LOWER dosage Targeted, strategic support
WHO DELIVERS	Classroom teachers	Speech-Language Pathologists
ADD'L SUPPORT	None	EBLI added to Wilson

Figure 1. EBLI Implementation Models at HPDS

The four SLPs working with students from 2nd through 7th grades made up the second pathway. In the EBLI as supplement model, students received their regular Wilson instruction with their classroom teacher each school day. EBLI was added on as an additional intervention. Speech-language pathologists delivered EBLI 1:1 or 1:2 for about 20-30 minutes, twice weekly. This model allowed HPDS to see how students responded to EBLI as lower-dosage supplement layered on top of the core program without replacing their main source of Wilson instruction.

Figure 1 (above) compares the two implementation models at HPDS while Figure 2 (below) displays the implementation models, campuses with their corresponding number of students and grade-levels for the 2023-24 (left) and 2024-25 (right) school years.

2023-24 SCHOOL YEAR

	CLASSROOM TEACHERS EBLI as core		SPEECH & LANGUAGE PATHOLOGISTS EBLI as supplement				
Campus	Northfield	Lemont	Lemont	Chicago	Northfield	Chicago	
Educator	T0001	T0002	T0003	T0004	T0005	T0006	TOTAL
Grade 2	-	-	-	-	-	2	2
Grade 3	-	-	-	-	-	4	4
Grade 4	4	-	1	-	-	-	5
Grade 5	-	5	2	2	1	-	10
Grade 6	-	-	1	4	1	-	6
Grade 7	-	-	-	-	-	-	0
TOTAL	4	5	4	6	2	6	27

2024-25 SCHOOL YEAR

	CLASSROOM TEACHERS EBLI as core		SPEECH & LANGUAGE PATHOLOGISTS EBLI as supplement				
Campus	Northfield	Lemont	Lemont	Chicago	Northfield	Chicago	
Educator	T0001	T0002	T0003	T0004	T0005	T0006	TOTAL
Grade 2	-	-	-	-	-	4	4
Grade 3	-	-	-	-	-	10 *(1)*	10
Grade 4	-	-	-	-	-	5 *(3)*	5
Grade 5	5 *(2)*	3	-	2 *(2)*	-	-	10
Grade 6	-	3 *(2)*	-	-	4 *(2)*	-	7
Grade 7	-	-	-	3 *(2)*	1 *(1)*	-	4
TOTAL	5	6	0	5	5	19	40

Figure 2. HPDS implementation of EBLI in 2023-24 included 27 students and 6 educators on 3 campuses (left panel). HPDS implementation of EBLI in 2024-25 included 40 students and 5 educators on 3 campuses (right panel); students who were provided EBLI instruction in both years are indicated in parentheses in the 2024-25 panel.

EBLI Training and Fidelity

All teachers and SLPs involved in the pilot were offered EBLI's formal training, which consists of coursework and coaching. Five of the six implementers completed the training sequence. Following training, implementers were expected to deliver EBLI on their own. No fidelity checks, observations, or formal implementation monitoring took place during the pilot. This hands-off approach was intentional; it was appropriate for the purposes of a developmental study designed to examine feasibility, get initial reactions, and learn how EBLI might fit into HPDS's overall instructional ecology. Because implementation fidelity was not monitored during the pilot, it cannot be determined whether instruction was delivered consistently across providers; this limitation should be taken into account when interpreting the results.

Instructional Time

As the pilot was intentionally designed without strict time requirements, the length of time students received EBLI also varied. Further, teachers began implementing EBLI at different times throughout the year. Thus, students received a different total amount of instructional hours depending on when teachers started and whether they were in the EBLI as core or EBLI as supplement model.

Table 1. Student Participation and Instructional Hours

Implementation Model	N	Avg. EBLI Duration (in weeks)	Instructional Hours		
			EBLI	Wilson	Total
EBLI as core	**18**	**34**	**106**	**0**	**106**
EBLI as supplement	**37**	**26**	**18**	**120**	**138**

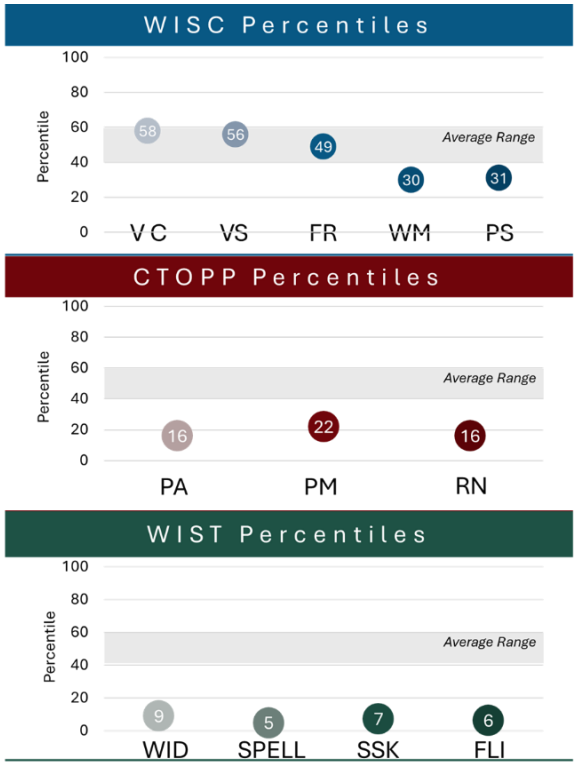
Table 1 summarizes the instructional hours for students in both models. On average and across both years, students in the EBLI as core model received about 106 total hours of reading instruction. Students in the EBLI as supplement model received about 138 total hours of reading instruction, 120 hours of Wilson as core and 18 total hours of EBLI as supplemental instruction.

Student Profiles

Twenty-seven students participated in the 2023–24 school year and forty students participated in 2024–25; fourteen students received EBLI instruction across both years which allowed the team to understand a small sample of two-year trajectories.

The students targeted by HPDS were those least responding to Wilson. Project leadership wished to ensure enough students were provided with EBLI instruction to provide a fair estimate of the program's impact; thus, they also included students scoring less than the 10th percentile on the Word Identification and Spelling Test (WIST), as shown in the bottom panel of Figure 3.

HPDS provided students' any available scores for the WIST, Wechsler Intelligence Scale for Children (WISC) and the Comprehensive Test of Phonological Processing (CTOPP), which were taken prior to beginning EBLI instruction, although specific test dates were not provided. On the WISC subtests, students scored



Note. WISC = Wechsler Intelligence Test for Children; VC = Verbal Comprehension; VS = Visual Spatial; FR = Fluid Reasoning; WM = Working Memory; PS = Processing Speed; Scores are scaled to a mean of 100 with a standard deviation of 15. CTOPP = Comprehensive Test of Phonological Processing; PA = Phonological Awareness; PM = Phonological Memory; RN = Rapid Naming; Scores are scaled to a mean of 100 with a standard deviation of 15. WIST = Word Identification and Spelling Test; WID = Word Identification; SPELL = Spelling; SSK = Sound-Symbol Knowledge; FLI = Foundational Literacy Index.

Figure 3. Student profiles on standardized assessments prior to beginning EBLI instruction.

average to below average with percentiles ranging between 30 and 58. On the CTOPP composite scales, students scored below average, with percentiles ranging from 16 to 22. Considered with the WIST results, the students showed weaknesses in general phonological processing, skills closely associated with the emergence of early reading.

Altogether, the profiles of students' prior skills paint a picture of students who had shown significant and enduring difficulties with reading, and for whom the school hoped EBLI would provide a fruitful supplement or alternative.

Pilot Assessments and Outcomes

HPDS gathered benchmark assessment data that were already built into its instructional cycle to measure growth in students' foundational reading skills. Assessments were administered by HPDS staff, and those administering assessments were not blind to student participation or their instructional model. It is unknown if any students received any assessment accommodations.

SignalPoint Research examined three primary outcomes (see sidebar):

- Oral Reading Fluency
- Oral Reading Accuracy
- Spelling

HPDS students take the Dynamic Indicators of Basic English Literacy Skills (DIBELS) assessment every Fall, Winter, and Spring. HPDS provided DIBELS Oral Reading Fluency and Oral Reading Accuracy data from Fall and Spring for analysis.

Students also took the Test of Written Spelling (TOWS) prior to and after EBLI instruction. The TOWS produces standard scores normed to have a mean of 100 and a standard deviation of 15.

The combination of these assessments provides information about students' decoding, fluency, accuracy, and spelling during each school year.

Measuring Growth

Students' yearly growth, or total growth, was operationalized as the raw score difference between their fall and spring scores.

How fluency, accuracy, and spelling are related

Oral reading fluency, accuracy, and spelling are interrelated via shared orthographic and phonological representations: accuracy (proportion of words read correctly) is a core component of fluency because accurate decoding reduces processing demands and enables automatic word recognition; spelling reflects the quality of orthographic representations that support decoding and sight-word reading, so improved spelling often accompanies gains in accuracy and fluency (Ehri, 2014). Orthographic mapping, bonding letter–sound connections to word pronunciations, links spelling memory and sight-word reading, improving accuracy and rate; weak orthographic representations, common in dyslexia, produce persistent deficits. The lexical quality hypothesis posits that higher-quality word representations yield more efficient recognition and better spelling, supporting fluent, accurate reading and comprehension (Perfetti, 2007).

Students received varied amounts of reading instruction, overall as well as amount of EBLI instruction. To account for the variation in dosage, SignalPoint Research calculated two growth-per-hour metrics:

1) growth for each hour of EBLI instruction
2) growth for each hour of any reading instruction

These metrics were calculated using information provided about when teachers started teaching EBLI, the frequency of lessons per week, and reported length of instructional sessions, including core instruction time for EBLI as supplement.

Growth Measures	
Total Growth	$(Spring_i - Fall_i)$
Growth per Hour of EBLI	$\frac{(Spring_i - Fall_i)}{Est.Total\ Hours\ EBLI_i}$
Growth per Hour of Instruction	$\frac{(Spring_i - Fall_i)}{Est.Total\ Instructional\ Hours\ _i}$

where i = values for each individual student

Because they account for differences in instructional time, the growth-per-hour metrics allow for accurate aggregation and comparisons across implementation factors (i.e., grade, campus, implementation model). We include total yearly growth along with the two growth-per-hour metrics because total yearly growth is commonly used and well understood.

Typical Growth in Oral Reading Fluency

Typical grade-level growth in oral reading fluency for general education students (grades 1-5) is approximately +32 wcpm per year or approximately +1 wcpm per week (Hasbrouck & Tindal, 2017). To put total growth into an instructional efficiency context, typical elementary students increase oral reading fluency at + 0.13 wcpm per instructional hour[1].

For readers with dyslexia, typical growth in oral reading fluency is about +16 wcpm per year or +.5 per week (Torgesen et al., 2001) which we estimate at +0.07 wcpm per instructional hour, assuming these students do not receive additional reading instruction. The 20 HPDS students for whom prior growth data were available averaged approximately +9 wcpm per

[1] Translating typical yearly oral reading fluency growth into growth per instructional hour, we assume instruction occurs across 32 instructional weeks for 90 minutes of reading instruction per day for 5 days per week. Applied to typical yearly growth (+32 wcpm), these assumptions yield:

$$\frac{+32\ wcpm\ per\ year}{[\ (32\ wks\ \times 90\ min.\ \times 5\ days) \div 60\ min.\ per\ hour]} = 0.13\ wcpm\ per\ hour$$

Additional Note. Factoring in additional instructional time, for example for supplemental intervention beyond the 90-minute block, would increase time (minutes) and decrease the rate of growth per hour.

year; under the same assumptions and without receiving additional instruction, which amounts to approximately **+0.04 wcpm per instructional hour**.

Typical Growth in Oral Reading Accuracy and Spelling

While there are no corresponding widely accepted "yearly gains" in oral reading accuracy percentage points, educators often use percentage thresholds for reading accuracy. When students read aloud with less than 80% accuracy, it signals that the text may be too complex for the student, they are likely to be frustrated in attempts to read, and unlikely to comprehend what they do read. Between 80% and 90% accuracy, students still struggle to decode challenging words and comprehension is still impacted to a lesser degree. When students read with greater than 90% accuracy, the text presents fewer decoding problems for readers and comprehension is minimally affected. Using these guides, we report the same growth metrics in accuracy as for fluency as well as the number (percentage) of students reading under 80%, between 80% and 90%, and greater than 90% accuracy.

Similarly, no published normative yearly gains exist for written spelling on the TOWS. Standard scores on the TOWS are norm-referenced at each testing point, meaning they are scaled so that the average student in the norming sample stays at the same standard score over time. Because the norms already account for typical developmental growth, students must improve more than their age-peers to show an increase in standard score. So even if a student is learning and gaining raw points, their standard score may not change much across the year. As a result, we generally expect little change in standard scores across a single school year unless a student is making unusually rapid progress. Standard scores on the TOWS are scaled to a mean of 100 with a standard deviation of 15 (Larsen et al., 2013). We present TOWS data as yearly growth, growth per hour of EBLI instruction, and growth per hour of all reading instruction.

Educator Interviews

SignalPoint Research interviewed five educators about their experiences using EBLI during February 2026. Interviews were voluntary and lasted less than an hour. Educators were informed that their responses would be anonymous. SignalPoint asked educators about their backgrounds and role at HPDS, prior experiences with or knowledge of Wilson, experiences with EBLI training, how they implemented EBLI with students, experiences with EBLI instruction and materials, any adaptations they made to EBLI materials, and changes they observed in students.

Below we present educators' impressions of student growth on reading outcomes followed by an analytic summary of student growth on the data provided. Results focus on the full sample of educators under the specific implementation models. Following we summarize student growth disaggregated by campus and grade-level and conclude with a brief discussion of the project's results and implications for practice.

Results

Educator's Observations of Student Growth in Reading Outcomes

Educators saw what they described as fundamental changes in students' behavior during reading and spelling activities. They report that students were more systematic and less prone to guessing, more willing to tackle unknown or multisyllabic words by decoding syllable by syllable. Teachers and SLPs report observing improved phoneme-grapheme correspondence, deliberate and more accurate attempts at written spelling (though, not always 100% accurate), and flexibility in experimenting with different sound combinations when they were unsure of the pattern. Educators noted that students demonstrated increased confidence and perseverance, that they were tackling more difficult text, consistently using the EBLI routines, and independently self-monitoring their reading accuracy. Although changes in confidence and persistence may not always be reflected in test scores, educators voiced observation of a shift in students' mindset about reading.

Growth under Different Implementation Models

Because of the sizeable differences between implementation models, our primary analysis focuses on growth for each model. Note that about twice as many students received EBLI as supplement (*n*=35) than EBLI as core (*n*=18).

Growth in Oral Reading Fluency

Averaging across all students, oral reading fluency increased by approximately +25 wcpm, nearly the rate of yearly growth reported for general education students (+32 wcpm), and more than growth reported for students with dyslexia (+16 wcpm).

Students made similar total growth across the two implementation models, EBLI as core (+23 wcpm) and EBLI as supplement (+26 wcpm). The 20 students who had averaged +9 wcpm per year prior to EBLI gained an average of +22 wcpm after one year with EBLI. Further, students in both implementations made yearly gains greater than those reported for students with dyslexia.

Average Growth

	EBLI Model	Growth per Year	Growth per hour of EBLI	Growth per hour of Instruction
Oral reading fluency	Core	+23	+0.22	+0.22
	Supplement	+26	+1.41	+0.17
		(change in words correct per minute)		
Oral reading accuracy	Core	+8	+0.07	+0.07
	Supplement	+14	+0.78	+0.09
		(percentage point increase)		
Written spelling	Core	+4	+0.03	+0.03
	Supplement	+8	+0.33	+0.04
		(change in standard score)		

Figure 4. Average growth per year, per hour of EBLI, per hour of all reading instruction disaggregated by implementation model.

Students' growth per instructional hour was roughly 29 percent greater for students receiving EBLI as core (+0.22 wcpm/hr.) than for students receiving EBLI as supplement (+0.17 wcpm/hr.). Both models yielded growth per hour rates greater than the estimated typical growth for general education students (+0.13 wcpm/hr.) and two to three times, depending on model, the rate for students with dyslexia (+0.07 wcpm/hr.).

Regardless of implementation model, students' growth per instructional hour was four to five times the prior average for HPDS students (+0.04 wcpm/hr.) who had not previously responded to Wilson instruction.

Growth in Oral Reading Accuracy

HPDS students in the pilot also showed marked improvement in oral reading accuracy for the full year and per instructional hour. Prior to beginning EBLI instruction, 55% of all students read DIBELS passages with less than 80% accuracy. By the end of the pilot, only 9% of students read with less than 80% accuracy.

Improvement in oral reading accuracy was somewhat larger for students receiving EBLI as supplement than for EBLI as core across yearly, per EBLI hour, and per instructional hour metrics. Prior to beginning EBLI, 57% of students in the EBLI as supplement group read DIBELS passages with less than 80% accuracy. After EBLI as a supplement, only 11% read with less than 80% accuracy. Prior to EBLI instruction, 23% of students read with 90% or greater accuracy while after EBLI as supplemental instruction, 69% of students read with 90% or greater accuracy.

The accuracy numbers are similar for the EBLI as core group: 50% of students at less than 80% accuracy prior versus 6% of students at less than 80% accuracy after EBLI as core instruction and 33% of students exceeding 90% accuracy prior versus 67% of students exceeding 90% accuracy after EBLI as core instruction.

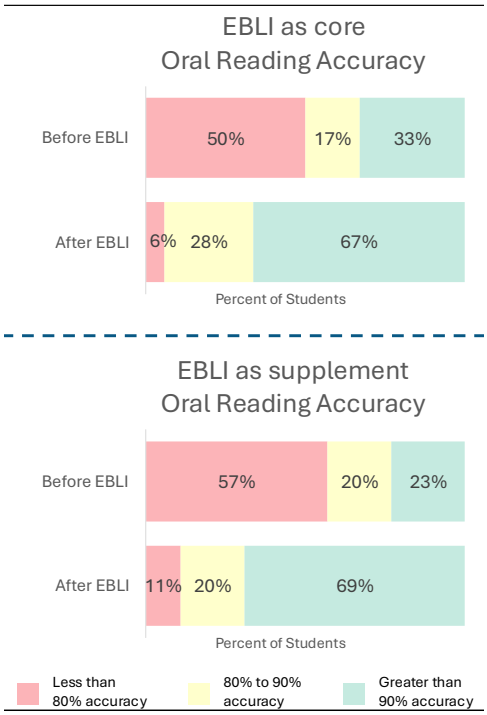


Figure 5. Students' oral reading accuracy prior to and after EBLI instruction by accuracy thresholds.

Growth in Spelling

HPDS students in the pilot improved their written spelling standard scores by approximately +6 points or 0.4 of a standard deviation on the TOWS standardized test. It is worth reiterating that changes in standard scores on a norm referenced test indicate improvement relative to peers, similar to changing percentile ranks, as opposed to changes in a skill metric (for example, word correct per minute for oral reading fluency) which indicates improvement in that skill but may or may not indicate a change relative to peers.

Students improved their spelling in both implementation models. Growth in spelling, on average, was larger for students receiving EBLI as supplement (+8 standard scores) than for students receiving EBLI as core (+4 standard scores). However, the two approaches yielded similar instructional efficiency rates when considering growth per hour of instruction.

Educators noted during interviews that after EBLI instruction, students' incorrect attempts at spelling words were "closer" to the correct spelling than previously. Close attempts are

not captured on the TOWS test. These observations *could* indicate improved orthographic knowledge beyond that which was demonstrated using correct/incorrect scoring rules of the TOWS test.

Two-Year Growth

Fourteen students received EBLI instruction across both years of the pilot, providing a small window into whether gains were sustained over time. These students averaged +41 wcpm of total fluency growth over two years, +20 percentage points in accuracy, and +10 standard score points in spelling. Expressed as annual averages (+20 wcpm, +10 percentage points, and +5 standard scores) these students' growth rates per year are less than the one-year averages of +25 wcpm, +12 percentage points, and +6 standard scores per year for the full sample.

For instructional efficiency in oral reading fluency growth, HPDS two-year EBLI students averaged **+0.15** wcpm/hr., more than estimated rate for general education students and more than double the estimated rate for students with dyslexia. Many of these students had extremely low decoding and encoding scores at the outset of the pilot, and nearly all displayed long-standing weaknesses in phonological processing. As such, these two-year growth trajectories are promising considering the severity of these students' initial reading performance.

Figure 6 (below) presents the observed oral reading fluency rates at each timepoint across the two years of EBLI instruction. The figure also reveals an encouraging pattern that extends beyond total growth: both groups demonstrated strong retention of reading gains across the summer months. The EBLI as core group declined by approximately 3 wcpm while the EBLI as supplement group declined by approximately 2 wcpm between Spring 2024 and Fall 2024, a notably small drop given what research literature tells us to expect.

Summer reading loss is a well-documented phenomenon in reading research literature. At all grades except first grade, students typically lose between 11 and 14 percent of their oral reading fluency gains over the summer, roughly one word per minute for every week they are not reading (Hiebert, n.d.). For struggling readers, the loss is often considerably worse. Research conducted with struggling third graders in Title I schools has documented oral reading fluency losses of up to 18 words per minute over the summer (Blanton, 2015), a rate of decline that far exceeds national averages and reflects the phenomenon in which more proficient readers continue to grow while struggling readers fall further behind during extended breaks from instruction. A loss of 2 to 3 wcpm over the summer months represents a fraction of the typical decline reported in the literature for struggling readers and is well within the range of what might be attributed to normal measurement variation. Against this background, the HPDS EBLI students' summer **retention** is notable.

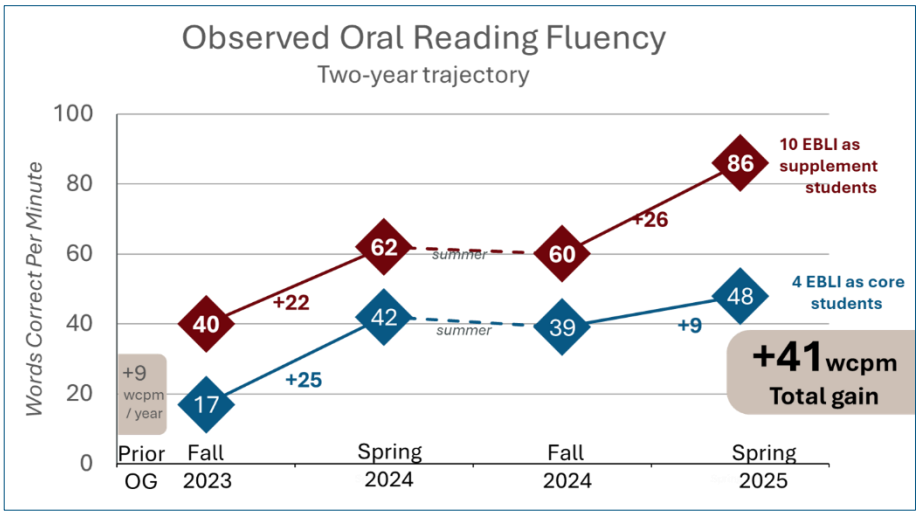


Figure 6. Average oral reading fluency rates for students receiving EBLI across two academic years.

Other Implementation Factors

In addition to examining the HPDS students' overall growth across and by implementation model, SignalPoint Research also disaggregated by campus and by grade. Tables documenting total growth and growth as instructional efficiency are provided in the Appendix. Below we provide some high-level summaries for each implementation factor.

Results by Campus

The Northfield campus implemented both models in both years. Across the two years of the pilot, Chicago, Lemont, and Northfield each showed positive growth in foundational reading skills, though the magnitude of gains across years differed meaningfully by campus.

Chicago. The HPDS Chicago campus implemented EBLI as supplement model both years. Chicago was the strongest performing campus across nearly all outcomes. Students gained an average of +30 wcpm in oral reading fluency over the course of the pilot, with growth per hour of instruction rising from +0.17 in 2023–24 to +0.26 in 2024–25 suggesting the campus became more efficient in its second year of implementation. Accuracy gains were the strongest among the three campuses, averaging +16 percentage points overall. Students' gains in spelling gains averaged +8.3 standard scores. Across all three outcomes, Chicago's growth per hour of instruction was consistently the highest or tied for highest among campuses.

Lemont. The Lemont campus implemented both models in 2023-24 and only the EBLI as core in 2024-25. Students at Lemont gained +24 wcpm overall and positive, if more modest, accuracy and spelling growth. A notable pattern, however, was a decline across nearly every metric from the first to the second year of the pilot. Fluency growth dropped from +30 to +18 wcpm, accuracy from +9 to +8 percentage points, and spelling from +4.75

to +1.0 standard score points. Growth per hour of EBLI instruction dipped as well. Reasons for these declines may reflect changes in implementation model and, consequently, the smaller student sample. The declines suggest monitoring in future cycles.

Northfield. Northfield showed the most modest outcomes of the three campuses overall and a sharp year-over-year decline as well. Fluency growth fell from +21.5 wcpm in 2023–24 to +10.2 in 2024–25, and accuracy gains dropped from +11.6 to +3.5 percentage points over the same period. Growth per hour of instruction on fluency fell from +0.18 to +0.08 between years. Across all three outcomes, Northfield's total growth per hour of instruction was the lowest among the three campuses.

Taken together, the campus-level data point to meaningful variation in how the pilot unfolded across sites. Chicago's improving trajectory across years stands in contrast to the declines observed at Lemont and Northfield, and may reflect differences in sample size, implementation experience, instructional consistency, or campus-level support structures.

Results by Grade Levels

HPDS student growth was strongest among the youngest students and declined through the upper grades. **Second and third graders** (*n*=6 and *n*=14, respectively) were the strongest responders across all three outcomes. Second graders averaged +37 wcpm in oral reading fluency, +28 percentage points in accuracy (the highest accuracy gains of any grade in the pilot), and +11 standard score points in spelling. Third graders averaged +42 wcpm in oral reading fluency, +21 percentage points in accuracy, and +11 standard score points in spelling. Growth in fluency per hour of instruction was +0.26 wcpm/hr. in second grade and +0.30 wcpm/hr. representing gains more than double the estimated growth for general education students.

Fourth graders (*n*=10) showed consistent fluency gains across both years (+32 and +37 wcpm), with accuracy gains improving markedly in 2024–25 (+31 percentage points, up from +16 in 2023–24). Spelling gains were modest and stable across both years. Growth per hour of instruction on fluency was virtually identical year over year (+0.26 and +0.25) and roughly 2 times the estimated growth per hour for general education students.

Fifth graders (*n*=20) showed fluency gains of +28 wcpm overall and +0.25 wcpm/hr. Accuracy averaged +8 percentage points and spelling gains were +4 standard score points. Both fluency and accuracy growth per hour declined from the first to the second year of the pilot.

Sixth grade students (*n*=13) demonstrated a sharp contrast from the pattern seen in the lower grades. Total yearly fluency growth was +1.5 wcpm and +0.01 wcpm/hr. Accuracy gains were +0.5 percentage points, and the 2024–25 cohort showed negative average growth in both fluency (−2.3 wcpm) and accuracy (−2.1 percentage points). Students gained +3.5 standard score points in spelling. The contrast between grade 6 outcomes and

those of grades 2 through 4 is stark and warrants serious attention in future implementation planning.

Only four students in a single year of **Seventh grade** (*n*=4) received EBLI instruction, making interpretation appropriately tentative. Students gained +13 wcpm and +0.1 wcpm/hr. of instruction in oral reading fluency. Students gained +3 percentage points in oral reading accuracy and a small decline -0.25 standard score points in spelling. Growth per hour of instruction was low across all outcomes. While the small sample precludes firm conclusions, the pattern is consistent with the broader trend of diminishing returns in the upper grades.

Educators' Impressions of EBLI

Over the course of the two years of the pilot, educators explained that their instruction, workload, and confidence changed as they implemented EBLI. Teachers and SLPs commonly reported that the efficiency of the routines and ready-to-use lessons cut down on planning time and lifted the preparation load they previously experienced with Wilson. Multiple educators said that the structure of EBLI freed them up to notice student thinking and error patterns instead of scrambling to gather materials or respond to students breaking rule-based routines. Teachers explained that video-based training allowed them to start teaching right away, and that with repetition they began to "just know" what to say next in the sequence.

Educators also described themselves as improving their noticing student errors on-the-fly, supporting flexible decoding, and embedding speech-to-print principles into everyday teaching. In particular, SLPs expressed how EBLI naturally aligned with their language-based objectives and allowed them to address phonology, morphology, and vocabulary all within the same lesson. Classroom teachers explained how EBLI afforded them opportunities to teach with authentic texts, novels, and content-area materials they would have otherwise spent hours planning lessons around. As instruction felt more flexible, educators explained that it also felt more responsive to and connected with what students were reading throughout the day.

Educators shared that the pilot impacted their thinking about reading instruction overall. Many described EBLI as providing them with a "bigger toolkit" to reach students who were not making progress with Wilson. Other educators explained that EBLI fostered greater collaboration between SLPs and classroom teachers, particularly when push-in models were used and teachers were able to see EBLI routines implemented firsthand and reinforce them later. Educators reported feeling better able to reach students with complex needs, and many explained that EBLI rejuvenated their teaching by providing them with an intuitive, language-aligned framework.

Interpretation and Learnings

This was a **developmental study** intended to examine individual change over a period of time. It was not an impact study designed to compare instructional programs or to prove that one implementation model was better than another. Key limitations include:

- **Nonrandom selection:** Students identified as OG non-responders were selected because they had not made expected progress with Wilson despite sustained instruction.
- **Dosage/timing varied:** Students began EBLI at different times of the year with varying hours of instruction.
- **Fidelity not monitored:** Although five of six implementers completed EBLI training, there were no formal fidelity checks or observations conducted during the pilot. Implementation, as described during interviews, varied across teachers and SLPs.

Given these constraints, the results of this pilot should be interpreted as describing what happened in this setting, rather than as generalizable evidence of EBLI's impact. What this work shows is how dosage, starting skills, and instructional context impacted the students at HPDS.

Across both implementation models, the EBLI pilot produced gains that are unusually strong for a population of students who had previously shown limited response to intensive Wilson instruction. Students receiving EBLI, whether as their core reading block or as a supplemental intervention, made fluency gains that approached or exceeded typical yearly growth for general-education peers and clearly surpassed growth reported for students with dyslexia. The fact that students with a prior average of only +9 wcpm per year accelerated to +22 wcpm after EBLI underscores the magnitude of change. When instructional time is considered, the efficiency of EBLI becomes even more apparent: both models outperformed typical growth-per-hour estimates, and the EBLI-as-core model yielded roughly 29% greater hourly fluency growth than the supplemental model. These patterns suggest that EBLI can produce meaningful and efficient improvements in oral reading fluency even for students with a history of slow progress.

Accuracy and spelling outcomes reinforce this pattern of accelerated growth. The proportion of students reading below 80% accuracy dropped sharply in both models, and the share reading with 90% or greater accuracy more than doubled. Although the supplemental model showed slightly larger accuracy gains, both approaches produced substantial shifts in students' error profiles, moving them from highly error-prone reading to consistently accurate reading. Spelling gains, while more modest in standard score terms, still indicate movement relative to national peers, an important distinction for norm-referenced outcomes. Educators' observations that students' incorrect spellings became

"closer" to the target word suggest that EBLI may also strengthen orthographic knowledge in ways not fully captured by correct/incorrect scoring.

The two-year results suggest that EBLI produced sustained, meaningful growth for students with longstanding and significant reading challenges. Although annualized gains across two years were slightly lower than the one-year averages, students still demonstrated robust improvement in fluency, accuracy, and spelling, levels of progress that exceed typical expectations for struggling readers and far surpass their own pre-EBLI trajectories. Their average fluency efficiency (+0.15 wcpm/hr.) remained above estimated rates for general-education students and more than double those for students with dyslexia, despite many beginning the pilot with extremely weak decoding and phonological-processing skills. Importantly, students also showed strong retention of gains across the summer months, losing only 2–3 wcpm compared to the 11–14 percent declines typically reported in the literature and the far steeper losses documented for struggling readers. This unusually small summer drop, well within the range of measurement variation, indicates that EBLI may help stabilize reading skills over time, reducing the seasonal regression that often widens achievement gaps for students with persistent reading difficulties.

Campus-level patterns revealed substantial variation in how the EBLI pilot unfolded across sites, with Chicago emerging as the strongest and most consistently improving campus. Chicago's students posted the largest gains in fluency, accuracy, and spelling, and their growth-per-hour efficiency increased notably from the first to the second year, suggesting strengthening implementation over time. Lemont showed positive overall growth but a clear year-over-year decline across nearly all metrics, a pattern that may reflect shifts in implementation model and smaller student samples. Northfield demonstrated the most modest gains and the steepest declines, with fluency, accuracy, and efficiency dropping sharply in the second year.

Across grade levels, the EBLI pilot showed a clear pattern: younger students made the largest and most efficient gains, while outcomes diminished progressively in the upper grades. Second and third graders demonstrated the strongest growth across all measures, with fluency gains exceeding +37–42 wcpm, accuracy gains of +21–28 percentage points, and spelling gains of +11 standard score points, levels of fluency improvement more than double typical growth-per-hour estimates for general-education students. Fourth graders also showed strong and stable fluency gains and substantial improvement in accuracy in the second year. In contrast, fifth graders showed moderate gains with some decline in efficiency over time, and sixth graders displayed minimal or even negative growth in fluency and accuracy, marking a departure from the robust gains seen in younger students. Seventh-grade results, though based on a very small sample, aligned with this broader trend of modest returns in later grades.

Taken together, these findings indicate that EBLI, whether implemented as core instruction or as a supplement, can meaningfully improve foundational literacy skills for students who have not responded to the Wilson structured literacy approach. Results further indicate that while EBLI produced benefits across all campuses, the magnitude and stability of those gains were likely influenced by campus-level factors such as implementation, instructional consistency, and campus support. The patterns across grade-levels highlight the importance of early intervention and suggest that EBLI may be most impactful when implemented in the primary grades, with upper-grade implementation requiring additional attention and support.

The pilot did not provide conclusive data on every aspect of EBLI's comparative effectiveness. But it did exactly what a well-run developmental study should: identify what's working on the ground; uncover where implementation can be improved; and provide the school with a framework for thoughtfully scaling successful components.

A final, human metric

Data provided for this report indicate that students improved academically. Teachers reported to SignalPoint Research that students changed behaviorally. Neither of these outcomes tell the whole story of the pilot. But together they are convincing evidence of the pilot's success.

When guessing at words becomes syllable-by-syllable decoding, when hours of teacher prep time are replaced by observing and responding to student thinking, classrooms become places where learning is actually happening. For kids who have been struggling for years, those improvements could mean the difference between continued frustration versus truly learning to read.

Implications for Practice at HPDS

These recommendations are meant to be food for thought and were developed by noticing patterns in the student data and interviews from the pilot.

Strengthen Campus-Level Implementation Consistency

Variation in outcomes across campuses, particularly Chicago's steady improvement compared with declines at Lemont and Northfield, suggests that implementation quality and campus support structures may play a critical role in student growth. Future cycles should examine campus-specific scheduling, coaching, and instructional routines to identify the conditions that enabled Chicago's strong trajectory and to replicate those conditions across sites.

Clarify the Roles of EBLI as Core and Supplement

Both implementation models produced meaningful gains, but each showed distinct strengths: the supplemental model yielded stronger accuracy and spelling gains, while the core model produced higher fluency efficiency. Future planning should clarify when each model is most appropriate and whether and how transitions between models.

Monitor for Year-Over-Year Stability and Implementation Drift

Several campuses and grade levels showed declines from Year 1 to Year 2, raising the possibility of implementation drift or shifting student needs. If not already in place, establishing systematic fidelity checks, regular data reviews, and structured teacher feedback loops may help maintain strong implementation and prevent erosion of early gains.

Prioritize Early Intervention Opportunities

The strongest gains occurred in grades 2 and 3, with substantial benefits also evident in grade 4. These patterns reinforce the value of early intervention and suggest that HPDS should prioritize consistent, high-dosage EBLI instruction in the primary grades to reduce the need for intensive remediation later.

Investigate Factors Contributing to Strong Summer Retention

Students' unusually small summer declines, far below typical losses for struggling readers, are noteworthy and suggest that EBLI may support more durable reading skills. Future cycles could explore which instructional components or student characteristics/behaviors contributed to this retention and how to reinforce these protective factors across cohorts.

Implications for Practice at HPDS (cont.)

Refine Measures of Spelling and Orthographic Development

Although spelling gains were positive, teachers observed qualitative improvements—such as "closer" incorrect spellings—that were not captured by standard-score metrics. Incorporating more sensitive measures of orthographic learning or analyzing error patterns may provide a fuller picture of students' progress.

Refine Implementation Monitoring and Growth-Per-Hour Metrics to Guide Instructional Decisions

Efficiency estimates were based on data available and educators' reported frequencies and were applied to all students in a class or caseload. Routine implementation monitoring could refine the estimate of number of lessons completed and instructional time for each student individually.

Growth-per-hour efficiency varied meaningfully across campuses, models, and grade levels. Establishing internal benchmarks for expected efficiency may help HPDS make informed decisions about scheduling, dosage, and resource allocation, and may serve as an early indicator of implementation strength or emerging challenges.

Add Fidelity Monitoring

HPDS may explore ways to incorporate some light-touch fidelity monitoring practices, such as occasional observations or teacher self-reflection protocols, to help keep instruction consistent without being overly burdensome.

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Appendix: Supplemental Tables and Figures

Table 1.Student Participation and Instructional Hours

Years	N	EBLI Duration	Instructional Hours		
			EBLI	Wilson	Total
2023-2024	27	25	43	80	123
2024-2025	40	33	44	87	131
Total	**53**	**28**	**43**	**86**	**128**

Table 1a. Student Participation and Instructional Hours by Implementation Model

Model	N	EBLI Duration	Average Instructional Hours		
			EBLI	Wilson	Total
EBLI as core					
2023-2024	9	33	100	0	100
2024-2025	11	35	108	0	108
Total	**18**	**34**	**106**	**0**	**106**
EBLI as supplement					
2023-2024	18	21	15	120	135
2024-2025	29	32	20	120	140
Total	**37**	**26**	**18**	**120**	**138**

Table 1b.Student Participation and Instructional Hours by Campus

Campus	N	EBLI Duration	Average Instructional Hours		
			EBLI	Wilson	Total
Chicago					
2023-2024	12	21	15	120	135
2024-2025	24	35	22	120	142
Total	**28**	**56**	**19**	**120**	**139**
Lemont					
2023-2024	9	29	56	53	109
2024-2025	6	35	97	0	97
Total	**13**	**64**	**67**	**40**	**107**
Northfield					
2023-2024	6	27	82	40	122
2024-2025	10	25	65	60	125
Total	**12**	**52**	**71**	**53**	**124**

Table 1c.Student Participation and Instructional Hours by Grade

Grade	N	EBLI Duration	Average Instructional Hours		
			EBLI	Wilson	Total
Grade 2					
2023-2024	2	21	15	120	135
2024-2025	4	35	24	120	144
Total	**6**	**56**	**21**	**120**	**141**
Grade 3					
2023-2024	4	19	13	120	133
2024-2025	10	35	22	120	142
Total	**14**	**54**	**19**	**120**	**139**
Grade 4					
2023-2024	5	33	99	24	123
2024-2025	5	35	27	120	147
Total	**10**	**68**	**63**	**72**	**135**
Grade 5					
2023-2024	10	27	50	60	110
2024-2025	10	35	95	24	119
Total	**20**	**62**	**73**	**42**	**115**
Grade 6					
2023-2024	6	21	15	120	135
2024-2025	7	23	47	69	116
Total	**13**	**44**	**32**	**92**	**125**
Grade 7					
2024-2025	4	29	12	120	132

Table 1d. Student Participation and Instructional Hours by Teacher

Educator	N	EBLI Duration	Average Instructional Hours		
			EBLI	Wilson	Total
T0001					
2023-2024	4	35	119	0	119
2024-2025	5	35	122	0	122
Total	**9 (2)**	**70**	**120**	**0**	**120**
T0002					
2023-2024	5	31	84	0	84
2024-2025	6	35	97	0	97
Total	**11 (2)**	**66**	**84**	**11**	**95**
T0003					
2023-2024	4	28	20	120	140
T0004					
2023-2024	6	22	16	120	136
2024-2025	5	35	19	120	139
Total	**11 (4)**	**57**	**17**	**120**	**137**
T0005					
2023-2024	2	12	7	120	127
2024-2025	5	14	9	120	129
Total	**7 (3)**	**26**	**8**	**120**	**128**
T0006					
2023-2024	6	19	14	120	134
2024-2025	19	35	23	120	143
Total	**25 (4)**	**44**	**21**	**120**	**141**

Note. Numbers in parentheses indicate the number of students who were provided EBLI instruction in both years

Table 1e. Student Participation and Instructional Hours for two-year students

Two-Year Students	N	EBLI Duration	Average Instructional Hours		
			EBLI	Wilson	Total
2023-2025	**14**	**54**	**75**	**189**	**264**
By Model					
EBLI as core	2	70	241	0	241
EBLI as supplement	10	50	34	240	274
EBLI as core (23-24) and as supplement (24-25)	2	63	118	120	238
By Campus					
Chicago	8	55	38	240	278
Lemont	2	63	118	120	238
Northfield	4	48	128	120	248
By Grade					
Grade 2	1	57	42	240	282
Grade 2 and Grade 3	3	53	39	240	279
Grade 3 and Grade 4	2	70	241	0	241
Grade 4 and Grade 5	2	57	42	240	282
Grade 5 and Grade 6	3	51	84	160	244
Grade 6 and Grade 7	3	46	25	240	265
By Instructor					
T0001	2	70	241	0	241
T0003 (23-24) and T0002 (24-25)	2	63	118	120	238
T0004	4	57	36	240	276
T0005	2	26	16	240	256
T0006	4	54	40	240	280

Table 2.Student DIBELS and TOWS scores at Pre and Post

		Oral Reading Fluency			Oral Reading Accuracy			Spelling		
	N	Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth
2023-2024	27	44.4 (29.6)	69.4 (34.5)	25.0 (17.9)	78.0% (16.1%)	90.1% (11.2%)	12.1% (11.9%)	73.1 (16.1)	82.1 (13.8)	7.9 (12.5)
2024-2025	40	39.0 (31.3)	66.8 (39.3)	27.8 (26.3)	75.9% (17.7%)	89.7% (10.5%)	13.8% (15.7%)	70.2 (10.8)	74.9 (11.2)	4.7 (7.7)
Grand Avg.	**67[1]**	**37.8 (28.8)**	**70.9 (38.0)**	**33.1 (25.2)**	**75.0% (17.7%)**	**91.1% (10.4%)**	**16.1 % (14.8%)**	**70.5 (16.7)**	**73.4 (21.6)**	**6.2 (9.7)**

Note. Standard Deviation is provided in parentheses.

[1] *A total of 53 different students participated, 14 of which participated for two years. These averages include the yearly averages for the 14 two-year students (67 total yearly averages).*

Table 2a.Student DIBELS and TOWS scores at Pre and Post by Implementation Model

Implementation Model		Oral Reading Fluency			Oral Reading Accuracy			Spelling		
	N	Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth
EBLI as core										
2023-2024	9	56.6 (33.5)	84.2 (38.3)	27.7 (12.4)	87.0% (14.0%)	94.8% (9.6%)	7.8% (5.6%)	78.7 (17.1)	81.4 (17.6)	4.8 (11.1)
2024-2025	11	32.2 (17.2)	51.5 (22.0)	19.3 (20.8)	79.0% (11.2%)	87.0% (9.8%)	8.0% (9.1%)	64.8 (9.9)	67.2 (8.3)	2.4 (5.5)
Model Avg.	**20[1]**	**42.0 (29.2)**	**70.8 (32.5)**	**28.8 (14.5)**	**80.9% (13.6%)**	**91.9% (9.8%)**	**11.0 % (7.0%)**	**74.3 (13.9)**	**70.8 (22.0)**	**1.9 (5.8)**
EBLI as supplement										
2023-2024	18	38.3 (26.3)	62.0 (31.0)	23.7 (20.3)	73.6% (15.6%)	87.8% (11.4%)	14.3% (13.6%)	70.1 (15.2)	82.5 (11.5)	9.9 (13.4)
2024-2025	29	41.6 (35.1)	72.6 (43.0)	31.0 (27.7)	74.7% (19.6%)	90.7% (10.8%)	16.0% (17.2%)	72.2 (10.6)	77.8 (10.8)	5.6 (8.3)
Model Avg.	**47[1]**	**35.7 (28.8)**	**70.9 (40.9)**	**35.2 (29.2)**	**72.0% (18.9%)**	**90.7% (10.8%)**	**18.7 % (17.0%)**	**68.5 (17.9)**	**74.8 (21.5)**	**8.5 (10.5)**

Note. Standard Deviation is provided in parentheses.

[1] *A total of 53 different students participated, 14 of which participated for two years. These averages include the yearly averages for the 14 two-year students (67 total yearly averages).*

Table 2b.Student DIBELS and TOWS scores at Pre and Post by Campus

Campus	N	Oral Reading Fluency			Oral Reading Accuracy			Spelling		
		Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth
Chicago										
2023-2024	12	40.8 (29.0)	63.8 (33.6)	23.0 (17.5)	73.9% (17.7%)	88.4% (11.5%)	14.5% (14.1%)	69.3 (17.2)	83.9 (9.7)	12.5 (12.9)
2024-2025	24	38.0 (36.6)	75.7 (45.8)	37.6 (25.6)	72.5% (20.7%)	92.1% (10.8%)	19.7% (16.7%)	71.8 (10.6)	77.4 (10.4)	5.6 (9.0)
Campus Avg.	**36[1]**	**34.3 (30.4)**	**75.2 (43.1)**	**40.9 (27.3)**	**70.5% (20.1%)**	**92.6% (10.0%)**	**22.1 % (16.0%)**	**70.2 (14.0)**	**79.2 (10.7)**	**9.0 (11.3)**
Lemont										
2023-2024	9	53.1 (33.5)	83.1 (36.4)	30.0 (21.5)	84.7% (13.8%)	94.0% (10.7%)	9.3% (12.3%)	81.5 (14.1)	93.3 (7.3)	4.8 (6.4)
2024-2025	6	36.3 (14.9)	54.0 (16.8)	17.7 (27.1)	84.0% (8.1%)	91.7% (4.4%)	7.7% (11.3%)	69.0 (9.2)	70.0 (7.2)	1.0 (6.8)
Campus Avg.	**15[1]**	**45.5 (30.3)**	**73.2 (35.0)**	**27.8 (20.7)**	**83.5% (12.1%)**	**93.2% (9.3%)**	**9.7 % (10.5%)**	**73.1 (24.8)**	**61.0 (36.8)**	**-0.2 (6.6)**
Northfield										
2023-2024	6	38.7 (26.3)	60.2 (32.9)	21.5 (13.5)	76.3% (15.6%)	87.8% (11.6%)	11.6% (5.0%)	69.3 (14.2)	71.5 (16.8)	2.2 (13.3)
2024-2025	10	42.9 (26.0)	53.1 (25.2)	10.2 (15.4)	79.1% (11.7%)	82.6% (10.1%)	3.5% (7.2%)	67.1 (12.6)	71.9 (13.9)	4.8 (3.3)
Campus Avg.	**16[1]**	**38.0 (23.3)**	**58.4 (26.3)**	**20.4 (18.6)**	**76.4% (13.7%)**	**85.3% (11.0%)**	**8.9 % (9.1%)**	**68.3 (12.5)**	**73.4 (13.1)**	**5.2 (2.8)**

Note. Standard Deviation is provided in parentheses.

[1] A total of 53 different students participated, 14 of which participated for two years. These averages include the yearly averages for the 14 two-year students (67 total yearly averages).

Table 2c.Student DIBELS and TOWS scores at Pre and Post by Grade

Grade	N	Oral Reading Fluency			Oral Reading Accuracy			Spelling		
		Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth
Grade 2										
2023-2024	2	23.5 (7.8)	57.0 (19.8)	33.5 (12.0)	69.5% (17.7%)	98.0% (0.0%)	28.5% (17.7%)	68.5 (2.1)	89.5 (7.8)	21.0 (5.7)
2024-2025	4	23.0 (28.4)	61.5 (38.5)	38.5 (15.8)	65.3% (23.2%)	92.5% (7.3%)	27.3% (20.0%)	76.5 (3.7)	83.0 (6.3)	6.5 (5.3)
Grade 2 Avg.	**6[1]**	**23.2 (22.3)**	**72.3 (47.0)**	**49.2 (35.4)**	**66.7% (19.7%)**	**94.5% (6.5%)**	**27.8 % (17.5%)**	**73.8 (5.1)**	**83.3 (8.5)**	**9.5 (8.6)**
Grade 3										
2023-2024	4	18.3 (8.2)	43.8 (22.4)	25.5 (14.4)	60.5% (18.6%)	84.5% (12.1%)	24.0% (7.8%)	63.8 (17.5)	78.3 (8.0)	16.7 (16.6)
2024-2025	10	27.5 (25.3)	76.4 (54.0)	48.9 (31.5)	70.7% (21.9%)	90.8% (15.0%)	20.1% (14.3%)	67.9 (7.7)	76.3 (13.0)	8.4 (11.4)
Grade 3 Avg.	**14[1]**	**21.9 (17.5)**	**71.8 (46.6)**	**49.9 (32.3)**	**65.4% (20.0%)**	**91.6% (12.7%)**	**26.2 % (15.5%)**	**66.4 (10.7)**	**76.5 (11.3)**	**10.1 (11.7)**
Grade 4										
2023-2024	5	26.4 (23.0)	58.8 (32.5)	32.4 (21.0)	73.7% (13.5%)	89.4% (10.7%)	15.7% (8.2%)	64.8 (13.8)	69.5 (17.1)	4.8 (15.7)
2024-2025	5	23.0 (15.3)	59.6 (30.8)	36.6 (18.9)	62.0% (16.1%)	93.4% (5.0%)	31.4% (13.0%)	68.0 (14.8)	72.8 (8.9)	4.8 (6.3)
Grade 4 Avg.	**10[1]**	**23.6 (19.0)**	**64.7 (24.5)**	**41.1 (14.6)**	**65.2% (18.3%)**	**92.2% (6.8%)**	**27.0 % (15.5%)**	**55.9 (24.3)**	**64.7 (24.6)**	**9.8 (10.0)**
Grade 5										
2023-2024	10	58.9 (31.5)	89.8 (34.2)	30.9 (13.4)	86.0% (13.3%)	93.5% (11.2%)	7.5% (7.9%)	77.6 (18.4)	88.5 (12.0)	6.8 (7.8)
2024-2025	10	34.4 (29.4)	59.3 (33.4)	24.9 (16.3)	77.2% (10.7%)	86.2% (11.0%)	9.0% (8.9%)	65.3 (8.8)	66.9 (7.5)	1.6 (6.1)
Grade 5 Avg.	**20[1]**	**43.8 (30.7)**	**71.7 (34.9)**	**27.9 (16.8)**	**79.9% (13.8%)**	**90.5% (9.9%)**	**10.7 % (7.4%)**	**72.4 (16.4)**	**71.5 (22.2)**	**4.3 (9.4)**

Table 2c. Student DIBELS and TOWS scores at Pre and Post by Grade (cont.)

Grade	N	Oral Reading Fluency			Oral Reading Accuracy			Spelling		
		Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth
Grade 6										
2023-2024	6	59.7 (23.2)	65.5 (36.4)	5.8 (15.5)	82.8% (13.1%)	86.3% (12.4%)	3.5% (10.0%)	78.8 (12.9)	83.6 (14.1)	1.0 (11.1)
2024-2025	7	52.0 (17.4)	49.7 (19.3)	-2.3 (8.2)	88.7% (6.4%)	86.6% (7.7%)	-2.1% (2.5%)	71.1 (13.0)	76.7 (13.7)	5.6 (3.0)
Grade 6 Avg.	**13[1]**	**50.5 (22.5)**	**63.9 (33.8)**	**13.4 (19.3)**	**82.8% (11.0%)**	**87.8% (10.0%)**	**4.9 % (9.1%)**	**76.8 (11.0)**	**74.4 (24.9)**	**2.4 (5.6)**
Grade 7										
2024-2025	4	92.5 (31.6)	105.5 (34.0)	13.0 (13.0)	90.8% (7.9%)	93.5% (9.0%)	2.8% (1.3%)	83.0 (9.6)	82.8 (3.9)	-0.3 (7.5)
Grade 7 Avg.	**4[1]**	**92.5 (31.6)**	**105.5 (34.0)**	**13.0 (13.0)**	**90.8% (7.9%)**	**93.5% (9.0%)**	**2.8% (1.3%)**	**83.0 (9.6)**	**82.8 (3.9)**	**-0.3 (7.5)**

Note. Standard Deviation is provided in parentheses.

[1] *A total of 53 different students participated, 14 of which participated for two years. These averages include the yearly averages for the 14 two-year students (67 total yearly averages).*

Table 2d.Student DIBELS and TOWS scores at Pre and Post by Instructor

Educator	N	Oral Reading Fluency			Oral Reading Accuracy			Spelling		
		Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth
T0001										
2023-2024	4	29.8 (25.1)	54.8 (36.1)	25.0 (15.0)	75.9% (14.6%)	88.3% (12.0%)	12.3% (3.9%)	64.8 (13.8)	69.5 (17.1)	4.8 (15.7)
2024-2025	5	27.2 (20.2)	48.4 (28.9)	21.2 (12.4)	73.0% (12.3%)	81.4% (12.0%)	8.4% (6.8%)	59.8 (9.1)	63.8 (8.9)	4.0 (3.3)
Educator Avg.	**9[1]**	**29.4 (23.4)**	**58.9 (30.2)**	**29.4 (14.9)**	**73.1% (14.0%)**	**86.3% (12.9%)**	**13.2 % (5.5%)**	**63.9 (11.9)**	**68.7 (11.2)**	**4.9 (2.5)**
T0002										
2023-2024	5	78.0 (21.7)	107.8 (19.7)	29.8 (11.1)	95.8% (3.9%)	100.0% (0.0%)	4.2% (3.9%)	89.8 (9.8)	93.3 (7.3)	4.8 (6.4)
2024-2025	6	36.3 (14.9)	54.0 (16.8)	17.7 (27.1)	84.0% (8.1%)	91.7% (4.4%)	7.7% (11.3%)	69.0 (9.2)	70.0 (7.2)	1.0 (6.8)
Educator Avg.	**11[1]**	**50.0 (30.7)**	**78.5 (33.0)**	**28.5 (14.9)**	**85.8% (11.4%)**	**95.5% (5.3%)**	**9.6 % (7.8%)**	**80.9 (10.8)**	**72.1 (27.3)**	**-0.2 (6.6)**
T0003										
2023-2024	4	22.0 (6.5)	52.3 (27.1)	30.3 (32.6)	70.8% (4.5%)	86.5% (13.1%)	15.8% (16.9%)	67.7 (6.7)	-[2]	-
2024-2025	-	-	-	-	-	-	-	-	-	-
Educator Avg.	**4[1]**	**22.0 (6.5)**	**44.0 (25.0)**	**22.0 (31.1)**	**70.8% (4.5%)**	**83.8% (11.6%)**	**13.0 % (15.9%)**	**50.8 (34.3)**	**32.8 (37.8)**	**-6.0 (0.0)**
T0004										
2023-2024	6	61.5 (27.5)	79.3 (38.4)	17.8 (21.1)	84.3% (11.6%)	87.8% (12.4%)	3.5% (6.3%)	73.3 (20.5)	85.0 (11.2)	6.6 (11.8)
2024-2025	5	86.2 (41.5)	101.6 (45.4)	15.4 (8.6)	92.2% (5.8%)	93.2% (9.2%)	1.0% (3.7%)	79.6 (11.2)	79.6 (7.8)	0.0 (7.6)
Educator Avg.	**12[1]**	**69.3 (32.5)**	**98.0 (38.6)**	**28.7 (20.7)**	**85.9% (11.3%)**	**94.0% (7.6%)**	**8.1 % (5.3%)**	**75.7 (19.8)**	**82.6 (8.2)**	**6.9 (13.7)**

Table 2d. Student DIBELS and TOWS scores at Pre and Post by Instructor (cont.)

Educator	N	Oral Reading Fluency			Oral Reading Accuracy			Spelling		
		Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth
T0005										
2023-2024	2	56.5 (24.7)	71.0 (33.9)	14.5 (9.2)	77.0% (24.0%)	87.0% (15.6%)	10.0% (8.5%)	78.5 (13.4)	75.5 (21.9)	-3.0 (8.5)
2024-2025	5	58.6 (22.3)	57.8 (23.2)	-0.8 (8.7)	85.2% (7.9%)	83.8% (9.0%)	-1.4% (3.0%)	74.4 (11.8)	80.0 (13.8)	5.6 (3.4)
Educator Avg.	**7[1]**	**50.0 (19.1)**	**57.8 (23.2)**	**7.8 (16.8)**	**81.0% (13.4%)**	**83.8% (9.0%)**	**2.8 % (10.1%)**	**74.4 (11.8)**	**80.0 (13.8)**	**5.6 (3.4)**
T0006										
2023-2024	6	20.0 (7.7)	48.2 (20.7)	28.2 (13.0)	63.5% (17.0%)	89.0% (11.7%)	25.5% (10.2%)	65.3 (13.8)	82.8 (9.2)	18.4 (12.3)
2024-2025	19	25.4 (22.6)	68.8 (44.5)	43.5 (25.5)	67.3% (20.1%)	91.8% (11.3%)	24.6% (15.2%)	69.7 (9.6)	76.8 (11.1)	7.1 (9.0)
Educator Avg.	**25[1]**	**22.6 (19.0)**	**60.9 (39.9)**	**45.0 (28.4)**	**65.4% (19.9%)**	**90.4% (12.0%)**	**26.8 % (15.7%)**	**68.4 (11.5)**	**75.1 (20.6)**	**9.7 (10.7)**

Note. Standard Deviation is provided in parentheses.

[1] *A total of 53 different students participated, 14 of which participated for two years. These averages include the yearly averages for the 14 two-year students (67 total yearly averages).*

[2] *Data not provided.*

Table 2e.Student DIBELS and TOWS scores at Pre and Post for two-year students

Two-year students	N	Oral Reading Fluency			Oral Reading Accuracy			Spelling		
		Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth
Years										
2023-2024 & 2024-25	14	33.7 (25.5)	74.8 (38.2)	41.1 (26.4)	70.0% (16.5%)	90.2% (7.7%)	20.2% (14.9%)	64.4 (13.9)	74.1 (10.3)	9.7 (11.3)
By Model										
EBLI as core	4	17.3 (7.5)	47.8 (6.7)	30.5 (12.4)	67.6% (5.2%)	84.5% (3.3%)	16.9% (5.2%)	62.8 (11.2)	63.0 (4.7)	0.3 (7.3)
EBLI as supplement	10	40.3 (27.4)	85.6 (40.4)	45.3 (29.8)	71.0% (19.5%)	92.5% (7.9%)	21.5% (17.4%)	65.0 (15.4)	78.5 (8.3)	13.5 (10.6)
By Campus										
Chicago	8	36.3 (28.0)	86.9 (45.4)	50.6 (31.1)	69.5% (19.8%)	93.6% (7.4%)	24.1% (18.1%)	61.6 (14.6)	76.5 (6.8)	14.9 (11.5)
Lemont	2	23.5 (2.1)	43.5 (3.5)	20.0 (1.4)	71.0% (0.0%)	87.0% (0.0%)	16.0% (0.0%)	71.5 (0.7)	65.5 (0.7)	-6.0 (0.0)
Northfield	4	33.8 (29.9)	66.3 (19.0)	32.5 (11.6)	70.6% (16.1%)	85.0% (7.6%)	14.4% (9.8%)	66.3 (16.9)	73.5 (16.9)	7.3 (1.7)
By Grade										
Grade 2-Grade 3	1	29.0 (-)	145.0 (-)	116.0 (-)	57.0 (-)	99.0 (-)	42.0 (-)	67.0 (-)	73.0 (-)	6.0 (-)
Grade 3-Grade 4	3	15.3 (7.1)	57.7 (23.4)	42.3 (17.6)	56.3% (20.3%)	94.0% (4.4%)	37.7% (15.9%)	56.7 (12.6)	74.0 (3.0)	17.3 (14.0)
Grade 4-Grade 5	2	11.0 (2.8)	52.0 (7.1)	41.0 (4.2)	64.2% (6.0%)	82.0% (2.8%)	17.8% (8.8%)	54.0 (8.5)	60.5 (6.4)	6.5 (2.1)
Grade 5-Grade 6	5	39.8 (29.1)	66.8 (40.4)	27.0 (17.4)	76.2% (12.0%)	88.4% (7.7%)	12.2% (5.8%)	65.4 (17.3)	74.2 (12.8)	8.8 (15.8)
Grade 6-Grade 7	3	58.7 (20.6)	97.0 (36.1)	38.3 (17.2)	81.7% (18.8%)	92.0% (10.4%)	10.3% (8.4%)	76.3 (7.5)	83.3 (4.6)	7.0 (4.4)

Table 2e. Student DIBELS and TOWS scores at Pre and Post for two-year students (cont.)

Two-year students	N	Oral Reading Fluency			Oral Reading Accuracy			Spelling		
		Pre	Post	Growth	Pre	Post	Growth	Pre	Post	Growth
By Educator										
T0001	2	11.0 (2.8)	52.0 (7.1)	41.0 (4.2)	64.2% (6.0%)	82.0% (2.8%)	17.8% (8.8%)	54.0 (8.5)	60.5 (6.4)	6.5 (2.1)
T0003 & T0002	2	23.5 (2.1)	43.5 (3.5)	20.0 (1.4)	71.0% (0.0%)	87.0% (0.0%)	16.0% (0.0%)	71.5 (0.7)	65.5 (0.7)	-6.0 (0.0)
T0004	4	53.8 (30.6)	94.3 (48.9)	40.5 (20.4)	82.5% (13.9%)	92.0% (10.1%)	9.5% (4.7%)	64.0 (18.8)	79.3 (9.0)	15.3 (12.0)
T0005	2	56.5 (24.7)	80.5 (14.8)	24.0 (9.9)	77.0% (24.0%)	88.0% (11.3%)	11.0% (12.7%)	78.5 (13.4)	86.5 (12.0)	8.0 (1.4)
T0006	4	18.8 (9.0)	79.5 (47.7)	60.8 (39.5)	56.5% (16.6%)	95.3% (4.3%)	38.8% (13.2%)	59.3 (11.5)	73.8 (2.5)	14.5 (12.8)

Table 3. Growth Efficiency Metrics by Year

Year	N	Growth in Oral Reading Fluency			Growth in Oral Reading Accuracy			Growth in Spelling		
		/ Week	/ EBLI Hr.	/ Inst. Hr.	/ Week	/ EBLI Hr.	/ Inst. Hr.	/ Week	/ EBLI Hr.	/ Inst. Hr.
2023-2024	27	1.06 (0.80)	1.22 (1.31)	0.21 (0.15)	0.57% (0.65%)	0.74% (1.02%)	0.10% (0.09%)	0.33 (0.57)	0.29 (0.70)	0.05 (0.09)
2024-2025	40	0.78 (0.77)	1.16 (1.43)	0.21 (0.20)	0.38% (0.46%)	0.56% (0.78%)	0.10% (0.11%)	0.16 (0.25)	0.25 (0.47)	0.03 (0.06)
Grand Avg.	**67[1]**	**0.90 (0.73)**	**1.13 (1.31)**	**0.22 (0.17)**	**0.45% (0.46%)**	**0.56% (0.72%)**	**0.10 % (0.09%)**	**0.19 (0.30)**	**0.24 (0.46)**	**0.03 (0.06)**

Note. Standard Deviation is provided in parentheses.

[1] A total of 53 different students participated, 14 of which participated for two years. These averages include the yearly averages for the 14 two-year students (67 total yearly averages).

Table 3a.Growth Efficiency Metrics by Year and Implementation Model

Model	N	Growth in Oral Reading Fluency			Growth in Oral Reading Accuracy			Growth in Spelling		
		/ Week	/ EBLI Hr.	/ Inst. Hr.	/ Week	/ EBLI Hr.	/ Inst. Hr.	/ Week	/ EBLI Hr.	/ Inst. Hr.
EBLI as core										
2023-2024	9	0.85 (0.39)	0.29 (0.14)	0.29 (0.14)	0.23% (0.16%)	0.07% (0.05%)	0.07% (0.05%)	0.15 (0.33)	0.04 (0.09)	0.04 (0.09)
2024-2025	11	0.54 (0.59)	0.18 (0.21)	0.18 (0.21)	0.23% (0.26%)	0.07% (0.09%)	0.07% (0.09%)	0.07 (0.15)	0.02 (0.05)	0.02 (0.05)
Model Avg.	**20[1]**	**0.78 (0.42)**	**0.26 (0.15)**	**0.26 (0.16)**	**0.28% (0.17%)**	**0.09% (0.06%)**	**0.09 % (0.06%)**	**0.10 (0.17)**	**0.01 (0.06)**	**0.02 (0.05)**
EBLI as supplement										
2023-2024	18	1.17 (0.94)	1.69 (1.39)	0.17 (0.15)	0.74% (0.73%)	1.08% (1.12%)	0.11% (0.10%)	0.45 (0.67)	0.41 (0.83)	0.05 (0.09)
2024-2025	29	0.87 (0.82)	1.54 (1.52)	0.22 (0.19)	0.44% (0.50%)	0.74% (0.84%)	0.11% (0.12%)	0.20 (0.27)	0.33 (0.53)	0.04 (0.06)
Model Avg.	**47**	**0.96 (0.84)**	**1.57 (1.42)**	**0.21 (0.18)**	**0.54% (0.53%)**	**0.81% (0.79%)**	**0.11 % (0.11%)**	**0.24 (0.34)**	**0.36 (0.53)**	**0.04 (0.06)**

Note. Standard Deviation is provided in parentheses.

[1] *A total of 53 different students participated, 14 of which participated for two years. These averages include the yearly averages for the 14 two-year students (67 total yearly averages).*

Table 3b.Growth Efficiency Metrics by Year and Campus

Campus	N	Growth in Oral Reading Fluency			Growth in Oral Reading Accuracy			Growth in Spelling		
		/ Week	/ EBLI Hr.	/ Inst. Hr.	/ Week	/ EBLI Hr.	/ Inst. Hr.	/ Week	/ EBLI Hr.	/ Inst. Hr.
Chicago										
2023-2024	12	1.18 (0.96)	1.71 (1.46)	0.17 (0.13)	0.78% (0.81%)	1.13% (1.25%)	0.11% (0.11%)	0.58 (0.61)	0.68 (0.83)	0.08 (0.09)
2024-2025	24	1.06 (0.72)	1.87 (1.41)	0.26 (0.18)	0.56% (0.47%)	0.93% (0.79%)	0.14% (0.12%)	0.16 (0.26)	0.28 (0.55)	0.04 (0.06)
Campus Avg.	**36[1]**	**1.11 (0.72)**	**1.81 (1.33)**	**0.24 (0.16)**	**0.64% (0.49%)**	**0.96% (0.71%)**	**0.13 % (0.10%)**	**0.25 (0.36)**	**0.37 (0.58)**	**0.05 (0.07)**
Lemont										
2023-2024	9	1.02 (0.77)	0.85 (1.14)	0.29 (0.19)	0.33% (0.45%)	0.37% (0.63%)	0.08% (0.09%)	0.15 (0.21)	0.03 (0.06)	0.03 (0.06)
2024-2025	6	0.50 (0.77)	0.18 (0.28)	0.18 (0.28)	0.22% (0.32%)	0.08% (0.12%)	0.08% (0.12%)	0.03 (0.19)	0.01 (0.07)	0.01 (0.07)
Campus Avg.	**15**	**0.86 (0.70)**	**0.44 (0.84)**	**0.27 (0.21)**	**0.28% (0.34%)**	**0.16% (0.41%)**	**0.08 % (0.09%)**	**0.08 (0.20)**	**0.00 (0.06)**	**0.01 (0.06)**
Northfield										
2023-2024	6	0.89 (0.55)	0.79 (1.07)	0.18 (0.11)	0.52% (0.42%)	0.52% (0.83%)	0.10% (0.04%)	0.01 (0.52)	-0.11 (0.57)	0.02 (0.11)
2024-2025	10	0.27 (0.58)	0.05 (0.65)	0.08 (0.13)	0.07% (0.27%)	-0.05% (0.27%)	0.03% (0.06%)	0.26 (0.23)	0.32 (0.40)	0.04 (0.03)
Campus Avg.	**16**	**0.46 (0.60)**	**0.29 (0.76)**	**0.12 (0.13)**	**0.20% (0.31%)**	**0.09% (0.45%)**	**0.05 % (0.06%)**	**0.17 (0.18)**	**0.21 (0.27)**	**0.03 (0.02)**

Note. Standard Deviation is provided in parentheses.

[1] A total of 53 different students participated, 14 of which participated for two years. These averages include the yearly averages for the 14 two-year students (67 total yearly averages).

Table 3c.Growth Efficiency Metrics by Year and Grade

Grade	N	Growth in Oral Reading Fluency			Growth in Oral Reading Accuracy			Growth in Spelling		
		/ Week	/ EBLI Hr.	/ Inst. Hr.	/ Week	/ EBLI Hr.	/ Inst. Hr.	/ Week	/ EBLI Hr.	/ Inst. Hr.
Grade 2										
2023-2024	2	1.58 (0.57)	2.22 (0.80)	0.25 (0.09)	1.35% (0.84%)	1.89% (1.17%)	0.21% (0.13%)	0.99 (0.27)	1.39 (0.37)	0.16 (0.04)
2024-2025	4	1.09 (0.44)	1.83 (1.11)	0.27 (0.11)	0.77% (0.56%)	1.11% (0.65%)	0.19% (0.13%)	0.18 (0.15)	0.31 (0.24)	0.05 (0.04)
Grade Avg.	**6[1]**	**1.26 (0.51)**	**1.96 (0.94)**	**0.28 (0.11)**	**0.82% (0.46%)**	**1.08% (0.51%)**	**0.17 % (0.11%)**	**0.39 (0.42)**	**0.50 (0.60)**	**0.06 (0.07)**
Grade 3										
2023-2024	4	1.54 (1.07)	2.34 (1.80)	0.19 (0.11)	1.42% (0.73%)	2.13% (1.28%)	0.18% (0.06%)	0.79 (0.78)	0.83 (1.05)	0.09 (0.12)
2024-2025	10	1.38 (0.89)	2.58 (1.76)	0.35 (0.22)	0.57% (0.40%)	1.16% (0.94%)	0.14% (0.10%)	0.24 (0.32)	0.49 (0.72)	0.06 (0.08)
Grade Avg.	**14**	**1.34 (0.84)**	**2.24 (1.67)**	**0.29 (0.20)**	**0.76% (0.44%)**	**1.19% (0.79%)**	**0.15 % (0.09%)**	**0.28 (0.34)**	**0.47 (0.64)**	**0.06 (0.07)**
Grade 4										
2023-2024	5	1.03 (0.78)	0.77 (1.26)	0.26 (0.15)	0.49% (0.33%)	0.37% (0.59%)	0.12% (0.05%)	0.14 (0.45)	0.03 (0.12)	0.03 (0.12)
2024-2025	5	1.03 (0.53)	1.35 (0.70)	0.25 (0.13)	0.89% (0.37%)	1.16% (0.48%)	0.21% (0.09%)	0.14 (0.18)	0.18 (0.23)	0.03 (0.04)
Grade Avg.	**10**	**1.06 (0.64)**	**0.92 (1.11)**	**0.26 (0.12)**	**0.60% (0.46%)**	**0.62% (0.74%)**	**0.15 % (0.10%)**	**0.15 (0.20)**	**0.08 (0.20)**	**0.03 (0.04)**
Grade 5										
2023-2024	10	1.22 (0.60)	1.24 (1.17)	0.29 (0.13)	0.29% (0.28%)	0.33% (0.42%)	0.06% (0.06%)	0.29 (0.33)	0.18 (0.38)	0.04 (0.06)
2024-2025	10	0.70 (0.46)	0.29 (0.21)	0.23 (0.17)	0.25% (0.25%)	0.07% (0.12%)	0.09% (0.09%)	0.05 (0.17)	0.04 (0.15)	0.01 (0.05)
Grade Avg.	**20**	**0.86 (0.44)**	**0.42 (0.34)**	**0.25 (0.17)**	**0.26% (0.18%)**	**0.13% (0.09%)**	**0.08 % (0.06%)**	**0.12 (0.22)**	**0.10 (0.22)**	**0.02 (0.06)**

Table 3c. Growth Efficiency Metrics by Year and Grade (cont.)

Grade	N	Growth in Oral Reading Fluency			Growth in Oral Reading Accuracy			Growth in Spelling		
		/ Week	/ EBLI Hr.	/ Inst. Hr.	/ Week	/ EBLI Hr.	/ Inst. Hr.	/ Week	/ EBLI Hr.	/ Inst. Hr.
Grade 6										
2023-2024	6	0.33 (0.69)	0.49 (0.96)	0.04 (0.11)	0.28% (0.62%)	0.43% (0.97%)	0.03% (0.07%)	-0.03 (0.59)	-0.06 (0.78)	0.01 (0.07)
2024-2025	7	-0.05 (0.50)	0.01 (0.74)	-0.02 (0.07)	-0.11% (0.18%)	-0.14% (0.29%)	-0.02% (0.02%)	0.27 (0.18)	0.31 (0.33)	0.05 (0.03)
Grade Avg.	**13**	**0.12 (0.52)**	**0.48 (1.06)**	**0.05 (0.10)**	**0.06% (0.37%)**	**0.13% (0.59%)**	**0.01 % (0.05%)**	**0.13 (0.24)**	**0.20 (0.31)**	**0.02 (0.03)**
Grade 7										
2024-2025	4	0.31 (0.49)	0.92 (1.08)	0.10 (0.10)	0.09% (0.02%)	0.22% (0.07%)	0.02% (0.01%)	0.10 (0.41)	0.08 (0.74)	0.00 (0.06)
Grade Avg.	**4**	**0.31 (0.49)**	**0.92 (1.08)**	**0.10 (0.10)**	**0.09% (0.02%)**	**0.22% (0.07%)**	**0.02% (0.01%)**	**0.10 (0.41)**	**0.08 (0.74)**	**0.00 (0.06)**

Note. Standard Deviation is provided in parentheses.

[1] A total of 53 different students participated, 14 of which participated for two years. These averages include the yearly averages for the 14 two-year students (67 total yearly averages).

Table 3d.Growth Efficiency Metrics by Year and Instructor

Educator	N	Growth in Oral Reading Fluency			Growth in Oral Reading Accuracy			Growth in Spelling		
		/ Week	/ EBLI Hr.	/ Inst. Hr.	/ Week	/ EBLI Hr.	/ Inst. Hr.	/ Week	/ EBLI Hr.	/ Inst. Hr.
T0001										
2023-2024	4	0.72 (0.43)	0.21 (0.13)	0.21 (0.13)	0.36% (0.11%)	0.10% (0.03%)	0.10% (0.03%)	0.14 (0.45)	0.04 (0.13)	0.04 (0.13)
2024-2025	5	0.60 (0.35)	0.17 (0.10)	0.17 (0.10)	0.24% (0.19%)	0.07% (0.06%)	0.07% (0.06%)	0.11 (0.09)	0.03 (0.03)	0.03 (0.03)
Educator Avg.	**9[1]**	**0.67 (0.38)**	**0.20 (0.11)**	**0.20 (0.11)**	**0.30% (0.11%)**	**0.09% (0.03%)**	**0.09 % (0.03%)**	**0.12 (0.14)**	**0.03 (0.02)**	**0.03 (0.02)**
T0002										
2023-2024	5	0.96 (0.36)	0.35 (0.13)	0.35 (0.13)	0.14% (0.13%)	0.05% (0.05%)	0.05% (0.05%)	0.15 (0.21)	0.05 (0.07)	0.05 (0.07)
2024-2025	6	0.50 (0.77)	0.18 (0.28)	0.18 (0.28)	0.22% (0.32%)	0.08% (0.12%)	0.08% (0.12%)	0.03 (0.19)	0.01 (0.07)	0.01 (0.07)
Educator Avg.	**11**	**0.85 (0.45)**	**0.31 (0.17)**	**0.29 (0.19)**	**0.26% (0.20%)**	**0.10% (0.08%)**	**0.08 % (0.07%)**	**0.08 (0.20)**	**0.00 (0.07)**	**0.01 (0.07)**
T0003										
2023-2024	4	1.10 (1.18)	1.48 (1.59)	0.22 (0.23)	0.57% (0.61%)	0.77% (0.83%)	0.11% (0.12%)	-[1]	-	-
2024-2025	-	-	-	-	-	-	-	-	-	-
Educator Avg.	**4**	**0.70 (1.15)**	**0.67 (1.62)**	**0.13 (0.23)**	**0.35% (0.56%)**	**0.31% (0.78%)**	**0.07 % (0.11%)**	**0.21 (0.10)**	**-0.03 (0.03)**	**-0.01 (0.01)**
T0004										
2023-2024	6	0.81 (0.96)	1.13 (1.34)	0.13 (0.16)	0.16% (0.28%)	0.22% (0.39%)	0.03% (0.05%)	0.30 (0.53)	0.35 (0.68)	0.04 (0.08)
2024-2025	5	0.44 (0.25)	1.01 (0.70)	0.11 (0.06)	0.03% (0.11%)	0.11% (0.20%)	0.01% (0.03%)	0.00 (0.22)	-0.08 (0.41)	0.00 (0.05)
Educator Avg.	**11**	**0.61 (0.45)**	**1.05 (0.52)**	**0.13 (0.06)**	**0.14% (0.23%)**	**0.32% (0.25%)**	**0.04 % (0.03%)**	**0.07 (0.33)**	**0.09 (0.46)**	**0.02 (0.06)**

Table 3d. Growth Efficiency Metrics by Year and Instructor (cont.)

Educator	N	Growth in Oral Reading Fluency			Growth in Oral Reading Accuracy			Growth in Spelling		
		/ Week	/ EBLI Hr.	/ Inst. Hr.	/ Week	/ EBLI Hr.	/ Inst. Hr.	/ Week	/ EBLI Hr.	/ Inst. Hr.
T0005										
2023-2024	2	1.22 (0.78)	1.96 (1.25)	0.11 (0.07)	0.84% (0.72%)	1.35% (1.15%)	0.08% (0.07%)	-0.25 (0.72)	-0.41 (1.15)	-0.02 (0.07)
2024-2025	5	-0.05 (0.62)	-0.08 (0.94)	-0.01 (0.07)	-0.10% (0.23%)	-0.16% (0.36%)	-0.01% (0.02%)	0.40 (0.25)	0.62 (0.39)	0.04 (0.03)
Educator Avg.	**7**	**0.16 (0.76)**	**0.43 (1.24)**	**0.02 (0.08)**	**0.06% (0.44%)**	**0.09% (0.74%)**	**0.00 % (0.05%)**	**0.23 (0.23)**	**0.45 (0.27)**	**0.03 (0.02)**
T0006										
2023-2024	6	1.56 (0.87)	2.30 (1.44)	0.21 (0.10)	1.40% (0.68%)	2.05% (1.13%)	0.19% (0.08%)	0.87 (0.58)	1.01 (0.88)	0.11 (0.10)
2024-2025	19	1.23 (0.72)	2.10 (1.47)	0.30 (0.18)	0.69% (0.43%)	1.15% (0.75%)	0.17% (0.10%)	0.20 (0.25)	0.37 (0.55)	0.05 (0.06)
Educator Avg.	**25**	**1.28 (0.72)**	**2.06 (1.42)**	**0.28 (0.17)**	**0.80% (0.43%)**	**1.17% (0.69%)**	**0.16 % (0.10%)**	**0.30 (0.35)**	**0.46 (0.59)**	**0.06 (0.07)**

Note. Standard Deviation is provided in parentheses.

[1] A total of 53 different students participated, 14 of which participated for two years. These averages include the yearly averages for the 14 two-year students (67 total yearly averages).

Table 3e.Growth Efficiency Metrics for two-year students

Two-year students	N	Growth in Oral Reading Fluency			Growth in Oral Reading Accuracy			Growth in Spelling		
		/ Week	/ EBLI Hr.	/ Inst. Hr.	/ Week	/ EBLI Hr.	/ Inst. Hr.	/ Week	/ EBLI Hr.	/ Inst. Hr.
Years										
2023-24 & 2024-25	14	0.87 (0.65)	1.03 (0.82)	0.15 (0.09)	0.49% (0.49%)	0.48% (0.46%)	0.08 % (0.05%)	0.27 (0.30)	0.28 (0.28)	0.04 (0.04)
By Model										
EBLI as core	4	0.56 (0.19)	0.17 (0.01)	0.13 (0.05)	0.29% (0.12%)	0.10% (0.04%)	0.07 % (0.02%)	0.17 (0.19)	-0.01 (0.05)	0.00 (0.03)
EBLI as supplement	10	1.00 (0.74)	1.38 (0.71)	0.16 (0.10)	0.57% (0.57%)	0.63% (0.47%)	0.08 % (0.06%)	0.30 (0.33)	0.40 (0.24)	0.05 (0.04)
By Campus										
Chicago	8	1.07 (0.76)	1.35 (0.76)	0.18 (0.11)	0.60% (0.62%)	0.61% (0.43%)	0.09 % (0.06%)	0.34 (0.35)	0.37 (0.26)	0.05 (0.04)
Lemont	2	0.53 (0.22)	0.17 (0.01)	0.08 (0.01)	0.34% (0.03%)	0.14% (0.00%)	0.07 % (0.00%)	0.21 (0.10)	-0.05 (0.00)	-0.03 (0.00)
Northfield	4	0.64 (0.47)	0.83 (0.86)	0.13 (0.05)	0.34% (0.27%)	0.38% (0.59%)	0.06 % (0.04%)	0.15 (0.24)	0.26 (0.28)	0.03 (0.01)
By Grade										
Grade 2-Grade 3	1	2.04	2.75	0.41	1.10	1.00	0.15	0.43	0.14	0.02
Grade 3-Grade 4	3	1.25 (0.85)	1.11 (0.53)	0.15 (0.06)	1.19% (0.25%)	0.95% (0.35%)	0.13 % (0.06%)	0.44 (0.44)	0.42 (0.32)	0.06 (0.05)
Grade 4-Grade 5	2	0.58 (0.24)	0.17 (0.02)	0.17 (0.02)	0.25% (0.17%)	0.07% (0.04%)	0.07 % (0.04%)	0.13 (0.31)	0.03 (0.01)	0.03 (0.01)
Grade 5-Grade 6	5	0.82 (0.51)	0.64 (0.53)	0.10 (0.06)	0.19% (0.16%)	0.21% (0.10%)	0.05 % (0.02%)	0.27 (0.25)	0.29 (0.34)	0.03 (0.06)
Grade 6-Grade 7	3	0.38 (0.40)	1.61 (0.63)	0.14 (0.06)	0.26% (0.40%)	0.55% (0.63%)	0.04 % (0.03%)	0.12 (0.30)	0.33 (0.25)	0.03 (0.02)

Table 3e. Growth Efficiency Metrics for two-year students (cont.)

Two-year students	N	Growth in Oral Reading Fluency			Growth in Oral Reading Accuracy			Growth in Spelling		
		/ Week	/ EBLI Hr.	/ Inst. Hr.	/ Week	/ EBLI Hr.	/ Inst. Hr.	/ Week	/ EBLI Hr.	/ Inst. Hr.
By Educator										
T0001	2	0.58 (0.24)	0.17 (0.02)	0.17 (0.02)	0.25% (0.17%)	0.07% (0.04%)	0.07 % (0.04%)	0.13 (0.31)	0.03 (0.01)	0.03 (0.01)
T0003 & T0002	2	0.53 (0.22)	0.17 (0.01)	0.08 (0.01)	0.34% (0.03%)	0.14% (0.00%)	0.07 % (0.00%)	0.21 (0.10)	-0.05 (0.00)	-0.03 (0.00)
T0004	4	0.70 (0.59)	1.18 (0.65)	0.15 (0.07)	0.04% (0.10%)	0.25% (0.08%)	0.03 % (0.02%)	0.23 (0.35)	0.39 (0.27)	0.05 (0.04)
T0005	2	0.69 (0.77)	1.49 (0.68)	0.09 (0.04)	0.44% (0.39%)	0.70% (0.82%)	0.04 % (0.05%)	0.17 (0.28)	0.49 (0.11)	0.03 (0.01)
T0006	4	1.45 (0.80)	1.52 (0.93)	0.22 (0.14)	1.17% (0.21%)	0.96% (0.29%)	0.14 % (0.05%)	0.44 (0.36)	0.35 (0.30)	0.05 (0.05)

Note. Standard Deviation is provided in parentheses.