

Efficacy



SCIENCE OF READING THAT GETS RESULTS

Amplify CKLA efficacy and impact



Amplify.

“When we made the shift to Amplify [CKLA], it allowed our teachers to experience a different approach, a different way of looking at how we provide systematic phonics instruction to our students. Because CKLA is grounded in research, teachers took to the Science of Reading and promoted the approach in their classrooms every single day.”



Jovanna Mack,
Lead Content Teacher
Caddo Parish, Louisiana

Table of contents

Introduction 4

The shift to the Science of Reading 5

Foundational skills instruction that makes a difference 7

What high-quality knowledge building looks like 9

Third-party curriculum reviews

EdReports 10

Knowledge Matters Campaign 11

Efficacy studies

Every Student Succeeds ACT (ESSA) evidence 12

Building content knowledge to boost comprehension in the primary grades..... 14

Core Knowledge has a significant positive impact on state reading test scores 16

Amplify CKLA Arizona grade 5 efficacy research report..... 18

District case studies

Aldine Independent School District, Texas 20

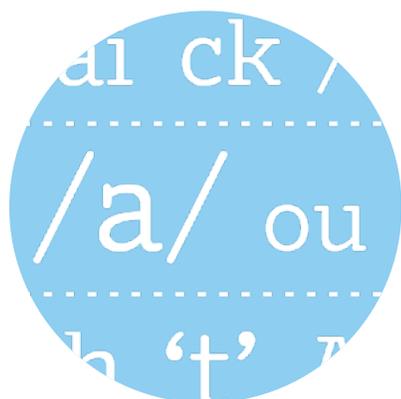
Allen Parish School District, Louisiana 22

Oak Harbor School District, Washington 24

West Jefferson Hills School District, Pennsylvania 26

Amplify CKLA is built on the science of how kids learn to read.

By pairing explicit and systematic foundational skills instruction with intentional and robust knowledge-building content, Amplify Core Knowledge Language Arts (CKLA) gives you the tools to make every student a skilled reader.



Strong skills foundation

Effective reading instruction starts with helping students develop strong reading skills. Amplify CKLA features an explicit, systematic approach that leverages multisensory instruction. By building a solid foundation of phonological awareness and phonics, reading the words on the page becomes automatic for students.



Deep content knowledge

The research is clear; Reading comprehension increases when students have background knowledge. With up to three times as many knowledge-building topics as any other program, Amplify CKLA offers the most robust elementary knowledge sequence and leads to deeper comprehension and better engagement in your classrooms.

The shift to the Science of Reading

Districts all over the country are making the shift to the Science of Reading to provide their students with the literacy instruction they need to become confident, skilled readers.

Many curriculum publishers claim alignment to the Science of Reading, but few can present compelling evidence of effectiveness.



“The greatest achievement that I have in the Science of Reading I feel, is truly having the teachers know that every kid can be a reader. It’s knowing that these teachers have the skills in order to teach these kids, and it doesn’t matter what level they’re at. We have complete confidence that every kid can learn to read.”

Heather Campbell
Learning Coach
Washington County District, Utah

“I love teaching the Kings and Queens domain! My students come in with no prior knowledge of kings and queens and finish the domain being able to eloquently speak about the advantages and disadvantages of being royal! P.S. THEY ARE FIVE!”



Alyssa Southerlin
Kindergarten Teacher
Propel Charter Schools

Angela Choate @elemteacher7

“Students are excited to learn.” “ALL our K students are readers!” Quotes from our K teachers about our CKLA implementation. Today we had buddy reading and every kindergartner was able to read with a 3rd grader using their decodable readers! [#CKLA](#) [#cvliteracy](#)





Foundational skills instruction that makes a difference

Amplify CKLA provides a research-based approach to foundational skills that gets real results.

Explicit

Learning isn't left to chance. All 44 sounds and their 150 spellings in the English language are taught, practiced, and mastered, with ample opportunity to encounter each sound-spelling in diverse settings.

Sequential

By moving in a sequence from easier to more complex in phonics and foundational reading skills, students master concepts before moving forward and gradually become more independent.

Rewarding

Learning to read should be fun. Decodable chapter books that feature dynamic plots and characters make kids want to read more. Engaging stories include children who discover fossils and a grandmother who flies hang gliders.

“I was amazed by what they absorbed and the growth they made in so many areas. I had many parents compliment the lessons by telling me that their child ran off the bus so excited to share what they learned in CKLA today.”



Laura Palazzo
Grade 2 Teacher
Palm Beach County School District

Dr. Heidi Beverine-Curry @heidianne1031 - Mar 8

Who says decodable books have to be boring? These kids are excited to learn all about puffins while reading words that contain phonic skills they have been TAUGHT explicitly. Building knowledge of the world, along with accuracy and fluency! [#CKLA](#) [#wildcatpride](#)





What high-quality knowledge building looks like

Our approach to building background knowledge is based on three pillars of curriculum that other programs often overlook.

Content-specific

Clearly outlined content objectives are specific and support the development of knowledge in history, science, literature, culture, and the arts.

Cumulative

Topics and vocabulary connect within and across grades, allowing students to extend knowledge and revisit topics in increasing depth in later grades.

Coherent

An intentional design ensures the curriculum fits together as a whole, fostering continuous student learning not disrupted by the repetitions and gaps often found in fragmented/disconnected structures.

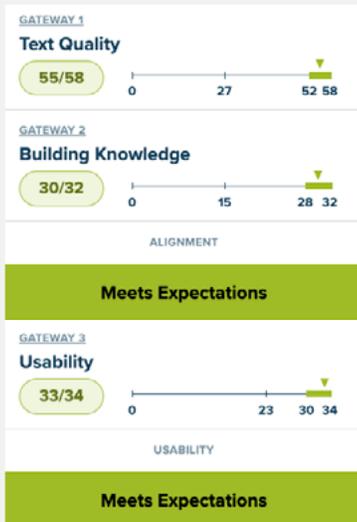
Amplify CKLA is all green on EdReports

Amplify CKLA was evaluated by EdReports.org, a reputable, independent K–12 curriculum review organization, and received all-green scores across all three of their gateways: Text Quality and Complexity, Building Knowledge, and Usability.

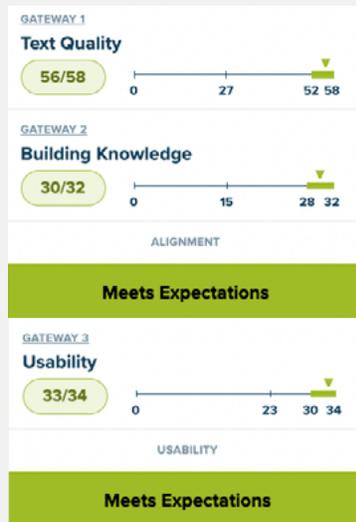
EdReports also gave Amplify Skills for K–2 (a component of the Amplify CKLA program) an all-green rating for standards and research-based practices, implementation, support materials, and assessment—once again demonstrating the quality of CKLA’s foundational skills instruction.



Kindergarten



Grade 1



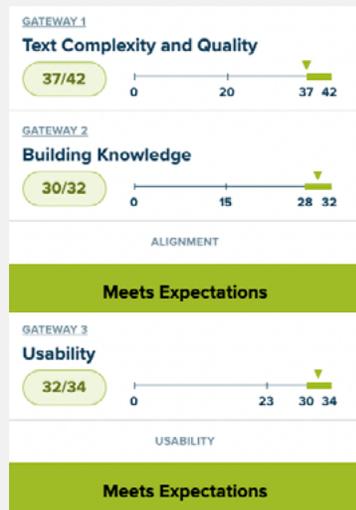
Grade 2



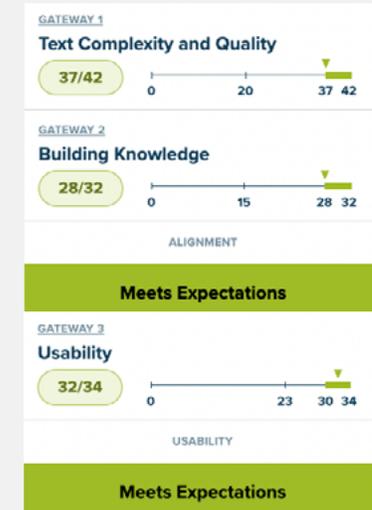
Grade 3



Grade 4



Grade 5



Data from EdReports.org

Amplify CKLA is recognized by the Knowledge Matters Campaign

The Knowledge Matters Campaign was launched by education leaders who understood the essential role background knowledge plays in reading comprehension and critical thinking.

Amplify CKLA is one of only a few high-quality, knowledge-building literacy curricula recognized by the Knowledge Matters Campaign. Amplify CKLA was chosen for its deep knowledge building and systematic, integrated foundational skills instruction, both of which contribute to a program that enables all students to build reading comprehension and confidence.



Teacher spotlight

Mrs. Hoffer @MrsHofferAPS - Mar 8

Today, our 3rd graders learned about convex and concave surfaces. We used spoons to see our reflections in both types of surfaces and drew our observations. Another day of building our background knowledge with CKLA!

[@Ashlawneagles](#) [@APSLiteracy](#) [@Amplify](#)



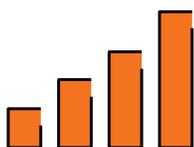
↻ 4

❤ 18

📊 1,355

Amplify CKLA has demonstrated ESSA Tier 1 evidence of effectiveness





What is ESSA evidence?

The Every Student Succeeds Act (ESSA) established four tiers of recognized evidence that demonstrate a statistically significant effect on improving student outcomes. Tier 1, the most rigorous tier of evidence, requires strong evidence from at least one well-designed and well-implemented experimental study.



Amplify CKLA's ESSA Tier 1 evidence

Building Content Knowledge to Boost Comprehension in the Primary Grades, published by the International Literacy Association, the research of Sonia Q. Cabell, Ph.D., and Hyejin Hwang, Ph.D., on the effects of the Amplify CKLA Kindergarten Knowledge instruction found statistically significant greater post-test outcomes for students who received Amplify CKLA Knowledge compared to the students in the business-as-usual control group.

The findings of this well-designed and implemented academic research study meets the qualifications for ESSA Tier 1: Strong Evidence.

Building content knowledge to boost comprehension in the primary grades

Executive summary

Cabell, S.Q., & Hwang, H.J. (2020). Building content knowledge to boost comprehension in the primary grades. *Reading Research Quarterly*, 55(1), 99–107.

Available at: <https://ila.onlinelibrary.wiley.com/doi/10.1002/rrq.338>

Researchers from Florida State University conducted an evaluation¹ of the content-rich Amplify CKLA program in Kindergarten classrooms. The study was conducted across two trials where each school was randomly assigned as either part of the treatment group (implementing the program) or part of the control group (business as usual).

A total of 65 teachers and 1,281 students participated in the study. Each student was individually tested prior to implementing Amplify CKLA, then tested again in the spring on standardized assessments of language and knowledge.

“The results of this work indicate that early content-rich ELA instruction, involving students interacting with complex, systematically organized texts, can lead to enhanced learning in vocabulary and content knowledge.”

Excerpt from Cabell & Hwang, 2020, “Building content knowledge to boost comprehension in the primary grades”



RESULTS



Amplify CKLA significantly improved vocabulary and knowledge scores.

- ▢ **The treatment group [CKLA students] outperformed the control on proximal vocabulary assessments**, with a statistically significant effect size of 0.55.
- ▢ **The treatment group [CKLA students] outperformed the control on proximal social studies knowledge and science knowledge assessments**, with statistically significant effect sizes of 0.97 and 0.26, respectively. Differences in the magnitude of effects between the proximal science and social studies knowledge outcomes likely reflect the topics being assessed.
- ▢ **Statistically significant effects were also found for standardized measures of generalized vocabulary** (effect size 0.09).

Teacher spotlight

Alli Rice @AlliRice4 - Mar 30

This kid has come a long way since the start of the year. He used to struggle, but now he exceeds. His task was to label his drawing and he CHOSE to write a SENTENCE!

We ❤️ [@Amplify #CKLA](#) Skills in our [@kckschools @EWareKckps](#) kindergarten rooms. [#bilingual #comeback #ALLkids](#)



Core Knowledge has a significant positive impact on state reading test scores

Executive summary

Grissmer, D., White, T., Buddin, R., Berends, M., Willingham, D., DeCoster, J., Duran, C., Hulleman, C., Murrah, W., & Evans, T. (2023). A Kindergarten lottery evaluation of Core Knowledge charter schools: Should building general knowledge have a central role in educational and social science research and policy? (EdWorkingPaper: 23-755).

Available at: <https://doi.org/10.26300/nsbq-hb21>

Researchers at the University of Virginia, University of Notre Dame, and Auburn University conducted a study² in nine Core Knowledge charter schools in Denver, Colorado. Using a lottery system, 688 seats were selected from 2,360 Kindergarten applicants. The 688 students awarded seats served as the treatment group of this Amplify CKLA study. The students who did not get a seat in the lottery served as the control group.

Achievement data was collected after four years, when standardized testing began in third grade. The researchers continued to collect and analyze test scores through sixth grade.

Teacher spotlight

“I enjoy seeing kids make connections as the year goes on. Just recently, we were studying seasons and weather, and the lessons referred to plants sprouting. It was great to hear students referring back to when we studied plants. I also enjoy hearing parents talk about what their kids talk about at home from their learning!”



Jessica McNary
Kindergarten Teacher
Gunnison Watershed School District

RESULTS

Test scores significantly improved with the Core Knowledge curriculum.

The results found that test scores significantly improved with the Core Knowledge curriculum. The Amplify CKLA treatment group outperformed the control group on all state reading tests, with a statistically significant effect size of 0.473. From Kindergarten to Grade 6, **the cumulative long-term gain for the Core Knowledge students was approximately 16 percentile points.**

Income-based achievement gaps were eliminated.

Additional findings revealed that students in the treatment group from the low-income area experienced the greatest gains. The effect size for the treatment group from the high-income area was 0.445, which is a strong effect size for an instructional program in K–12 education. For the low-income area, the effect size was a remarkable 1.299—virtually unheard of in studies of K–12 program impact.

Students in the low-income area also saw increases in state math test scores in Grades 3 and 6, as well as gains in state science test scores in Grade 5.

+16
percentile
points

“To put this into perspective... National student gains [in reading] similar to the gains realized in this intervention would place the U.S. among the top five countries.”

Daniel Willingham
Professor of Psychology
University of Virginia

Amplify CKLA Arizona grade 5 efficacy research report.

Executive summary

A study was conducted on Grade 5 students in 31 Arizona schools using Amplify CKLA to measure performance based on analysis of Arizona Merit (AzMERIT) outcomes. Baseline outcomes for Amplify CKLA students and students using other programs were compared.

Then, a multiple regression analysis was conducted to investigate the relationship between a school's use of Amplify CKLA and ELA performance, while controlling for selection bias using previous scores and school-level demographic variables.

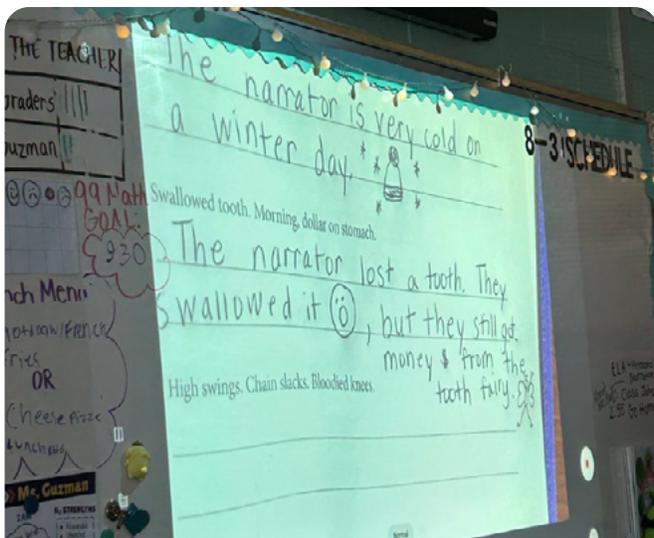
25%

increase in student outcomes

Teacher spotlight

Diana Guzman @MsDGuzman - Aug 31

4th grade students practiced making inferences and using descriptive language in their writing today. [@Amplify](#) [#CKLA](#)



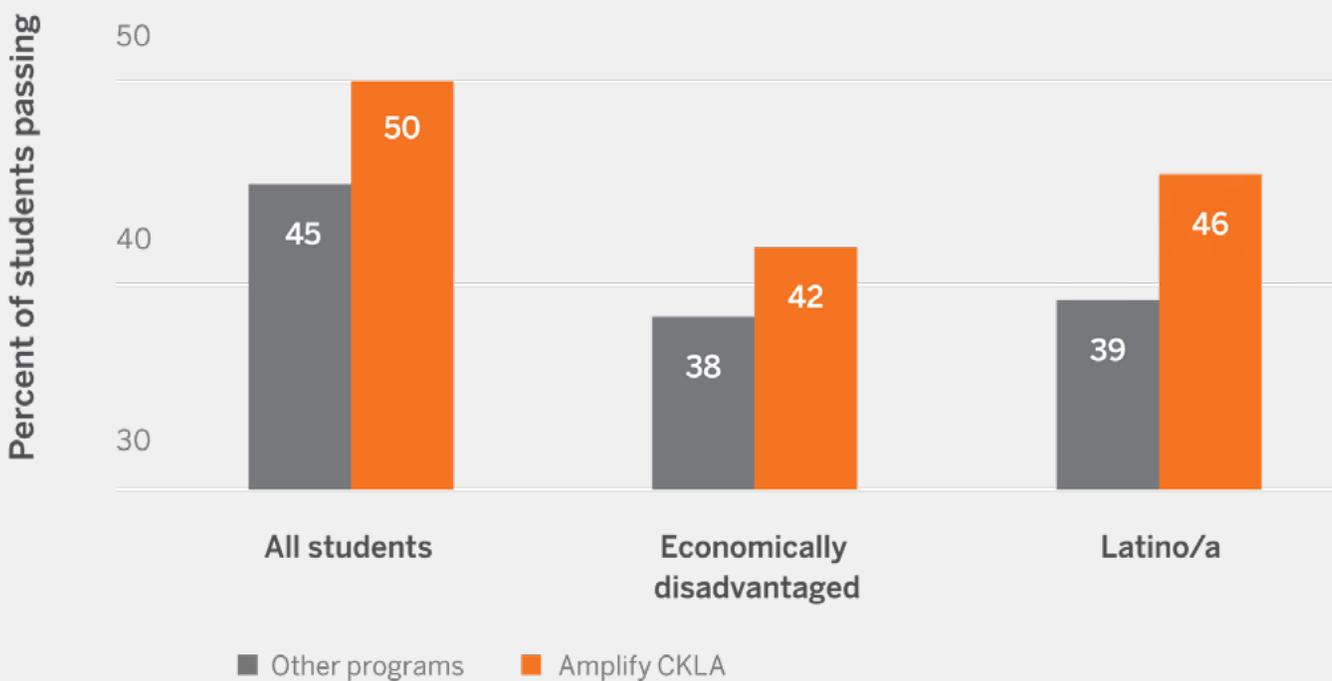
RESULTS

Amplify CKLA improved outcomes for all students

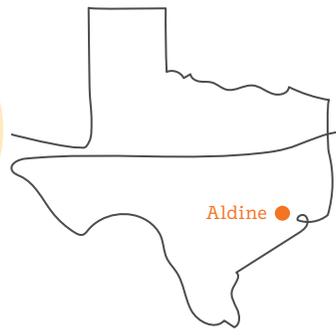
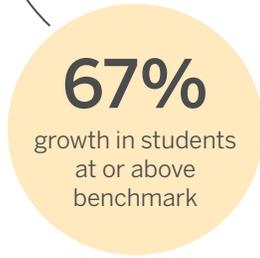
The study compared results for three student populations: (1) all students; (2) economically disadvantaged students; and (3) Latino/a students. The study found that use of **Amplify CKLA was a positive predictor of improved outcomes on the AzMERIT state test with a 25% increase in student passing for the group of all students.**

Amplify CKLA was found to be a significant positive predictor in AzMERIT Grade 5 outcomes for the group of all students, a significant positive predictor in AzMERIT Grade 5 outcomes for Latino/a students, and a positive predictor in AzMERIT Grade 5 outcomes for economically disadvantaged students.

Outcomes for Amplify CKLA vs. other programs



Case study: Aldine, Texas



The Aldine Independent School District experienced significant gains after implementing Amplify’s early literacy suite.

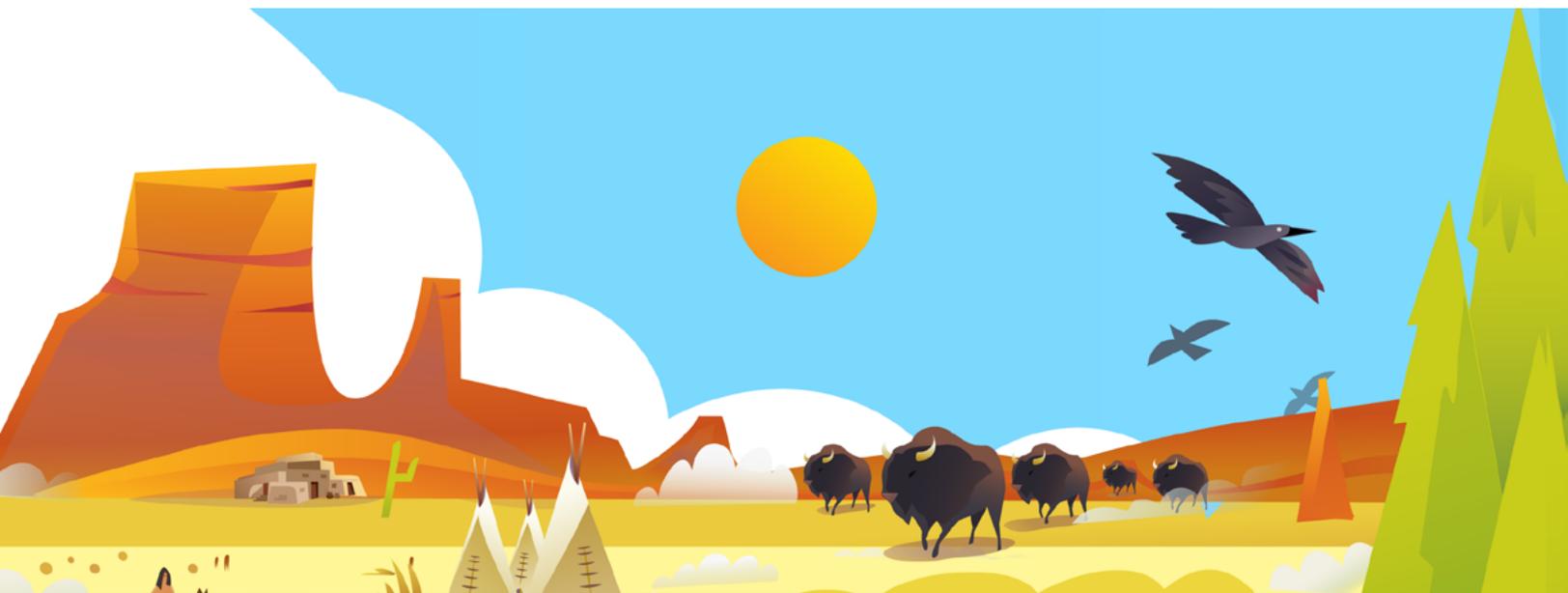
Challenge

Aldine ISD’s curriculum did not align to state standards and only 30% of students were reading at grade level. Superintendent LaTonya Goffney, Ph.D., requested an audit that confirmed the low performance was directly correlated to district-wide practice and resources. To discover more, Goffney created a Literacy Task Force to study other school districts and learn how they were improving student outcomes.

Solution

The Task Force found that districts where student outcomes were improving all used the same curriculum. That curriculum was the Amplify early literacy suite.

Aldine ISD made the decision to implement Amplify CKLA (core curriculum), mClass® (assessment and intervention), and Boost Reading (personalized learning).



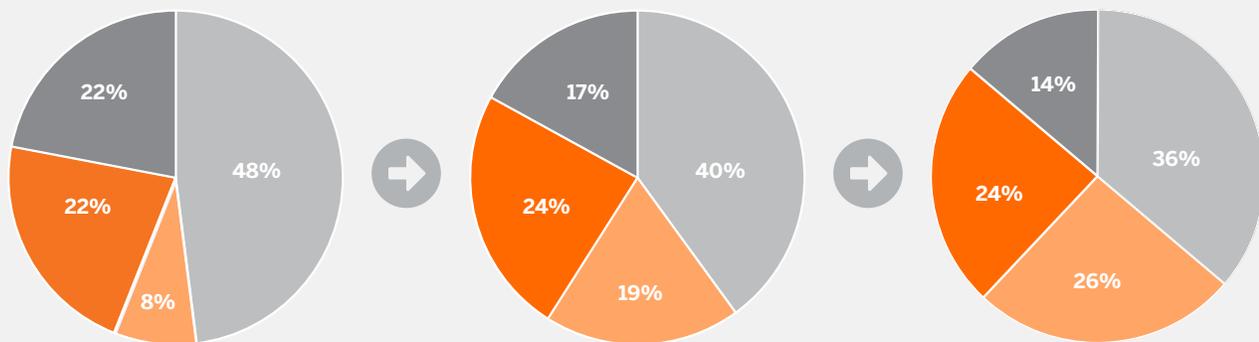
RESULTS

After just two years, the data confirmed how the teachers and students felt in the classroom:
The percentage of elementary students hitting the benchmark of at or above grade level rose 67% within two years with Aldine growing from 30% to 40% in year one and then growing to 50% in year two.

“I can’t tell you how amazing [the] results I have seen [are], not just with our students but also with our teachers. Aldine is on the right track, and this year, we’re taking it to the next level.”

Georgina Foroi
 Principal, Gloria B. Sammons Elementary School
 Aldine ISD

Aldine ISD’s elementary student growth, 2020–2022



Beginning of year 2020–2021

End of year 2020–2021

End of year 2021–2022

30%

43%

50%

- Above benchmark
- At benchmark
- Below benchmark
- Well below benchmark

mCLASS® with DIBELS® 8th Edition data, 2020–2022

Case study: Allen Parish, Louisiana

80%
achieved
proficiency



The Allen Parish School District experienced impressive gains after just one year of using Amplify CKLA.

Challenge

With **only 52% of students in Grades K–2 meeting grade-level expectations**, Allen Parish was far below their district goal of at least 80%. Allen Parish examined areas for improvement and realized their need for a new curriculum. Their current program did not support their needs and failed to boost student outcomes. It also lacked alignment with the Science of Reading, which was critical to the district’s beliefs and mandated by the state.

“I highly encourage educators to adopt this program. It has greatly helped our students become better readers.”

Tabitha Moffett
Second Grade Teacher
Oakdale Elementary



Solution

Allen Parish sought a curriculum partner that was aligned with the Science of Reading, supported its teachers, and raised student achievement.

Because Allen Parish was already using the Amplify mCLASS literacy screener, **implementing the aligned core program—Amplify CKLA—was the natural next step.**

RESULTS

Allen Parish educators saw immediate positive effects after implementing Amplify CKLA and the Science of Reading. **After just one year of using Amplify CKLA, Allen Parish Grade 1 students met their goal of 80% proficiency,** up from 58%. The overall level of proficiency for Grades K–2 in that year rose from 52% to 66%.

“Several of my [Grade 2] students went from an Oral Reading Fluency of 19 words per minute to 90 or more words per minute with 95% of higher accuracy.”

Ashley Matt
Grade 2 Teacher
Oberlin Elementary

Allen Parish School District Grade 1 student proficiency, 2022–2023

Beginning of year

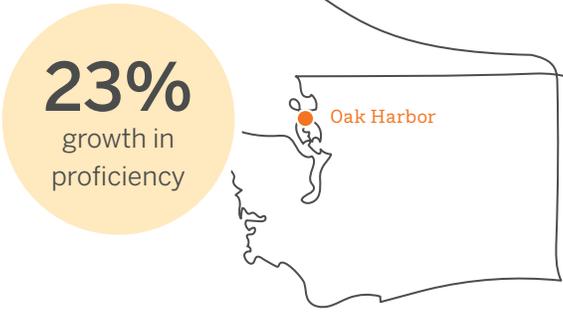
58%



End of year

80%

Case study: Oak Harbor, Washington



The Oak Harbor School District attained “exceptional results and astronomical growth” in literacy with Amplify CKLA.

Challenge

Oak Harbor’s scores had shown no growth in five years and only 50% of elementary students were meeting grade-level standards in reading proficiency.

The district recognized the need for a new curriculum and conducted research to recommend a solution. The research pointed to the Science of Reading.

Solution

Oak Harbor decided to pilot Amplify CKLA for two years. At the end of the pilot, Amplify CKLA was unanimously approved by Oak Harbor’s curriculum review team and school board.

Oak Harbor has outperformed Washington state literacy trends across Grades 1–4 and has inspired other districts to align with the Science of Reading.



“When teachers fully embrace the Science of Reading approach and implement Amplify materials with integrity, we see exceptional results and astronomical growth.”

Liz Ritz
Director of Teaching and Learning
Oak Harbor School District

RESULTS

With the shift to the Science of Reading and Amplify CKLA, Oak Harbor achieved its goal of high growth across all elementary schools. Longitudinal data showed **each elementary school experiencing up to 23% growth in reading proficiency**, with especially significant improvements in K–1. Kindergarteners’ reading proficiency improved by 19%, and first graders improved by 31%.

By the end of the 2022–2023 school year, three Kindergarten classes and one Grade 3 class reached 100% proficiency. (The Grade 3 class had started the year with only 50% of its students reaching proficiency levels.)

Overall percent change in reading proficiency from 2020–2023:

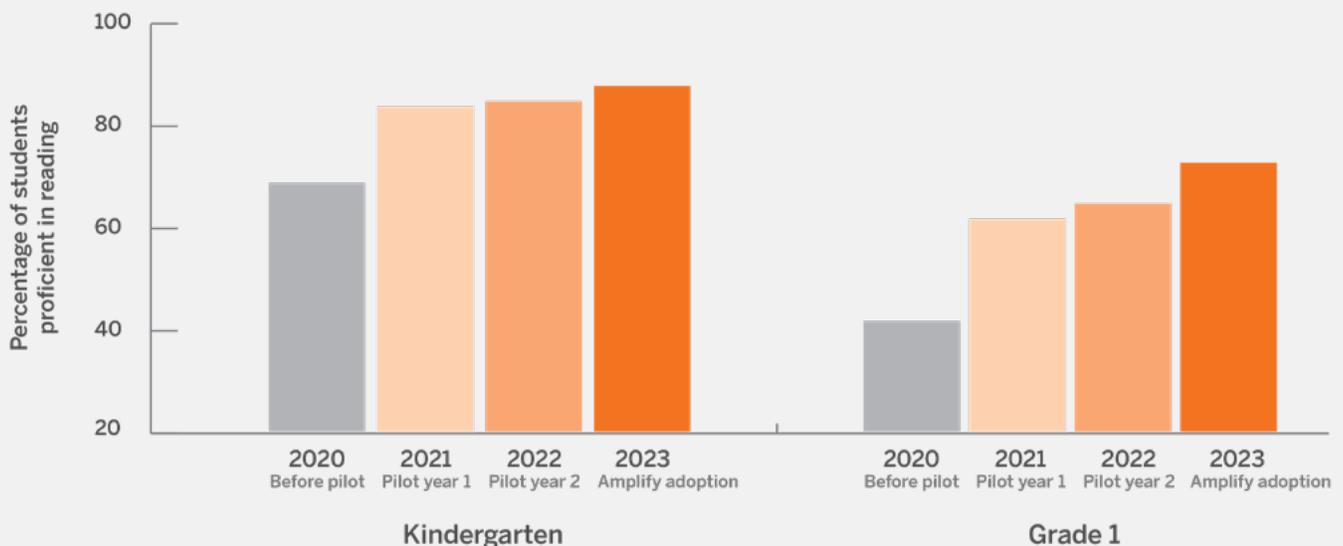
Kindergarten

Grade 1

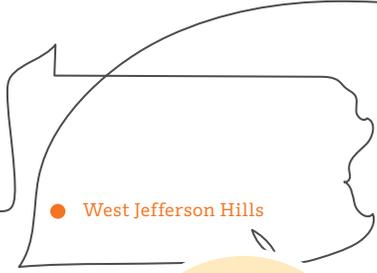
+19%

+31%

Oak Harbor School District’s reading growth, Grades K–1



Case study: West Jefferson Hills, Pennsylvania



2x
growth in
students
at or above
benchmark

The West Jefferson Hills School District achieved reading gains and lasting impact with Amplify CKLA.

Challenge

During the 2019–2020 school year, educators from **West Jefferson Hills recognized the need for a change in their literacy instruction.** While they were not yet familiar with the Science of Reading, they desired a curriculum that offered something distinctly different from the various elementary literacy curricula they were using.

Solution

After visiting Erie’s Public Schools, which had been using Amplify CKLA, the Jefferson Hills educators found all the elements they had been searching for in one program.

They decided to pilot Amplify CKLA in their Kindergarten classrooms and, after a thorough review process, implemented Amplify CKLA in K–5 classrooms across the district, paired with the mCLASS assessment and Boost Reading personalized learning programs.



“The choice of Amplify became clear for our district. The tremendous professional support from Amplify matched with the commitment of our people. We’re finally seeing something different, and the results are encouraging.”

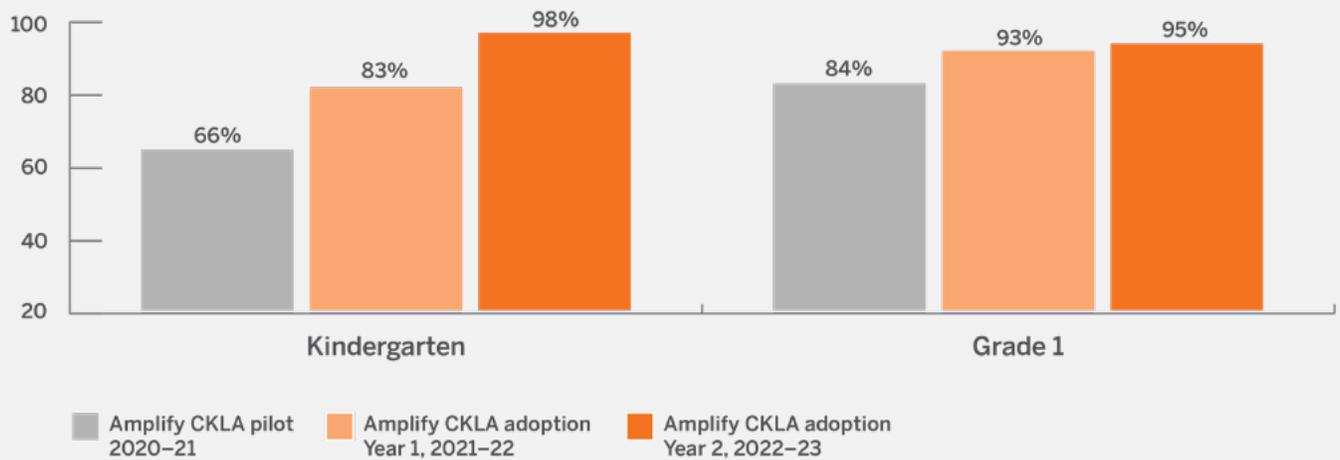
Matthew Patterson, Ph.D.
Assistant Superintendent
West Jefferson Hills School District

RESULTS

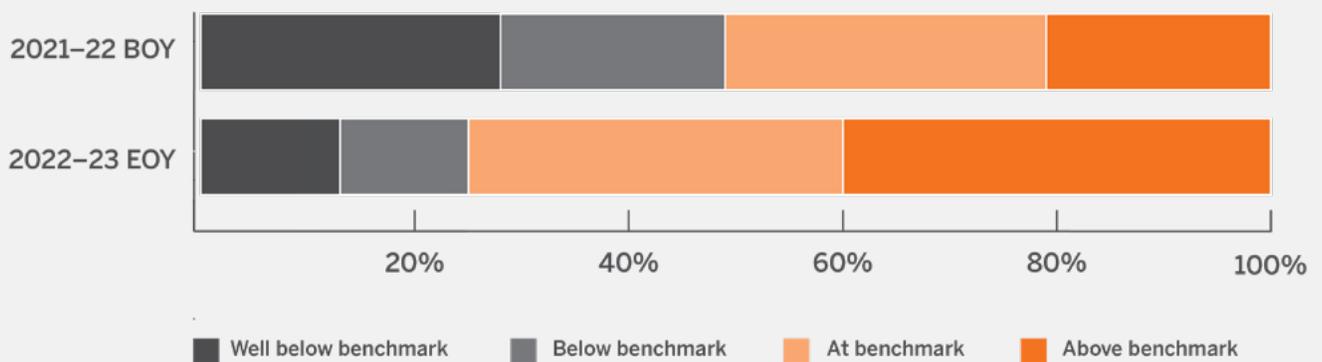
Following the implementation of Amplify CKLA over two years, students at West Jefferson Hills scored in the 98th and 99th percentiles among their peers nationwide.

They also saw an increase in student proficiency. **The percentage of students reading at or above benchmark doubled over the first two years of using Amplify CKLA.**

West Jefferson Hills’ national achievement percentiles on NWEA Measures of Academic Performance (MAP)



West Jefferson Hills’ student proficiency growth after adopting Amplify CKLA



To further explore the
impact of Amplify CKLA,
visit **amplify.com/ckla**.

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