

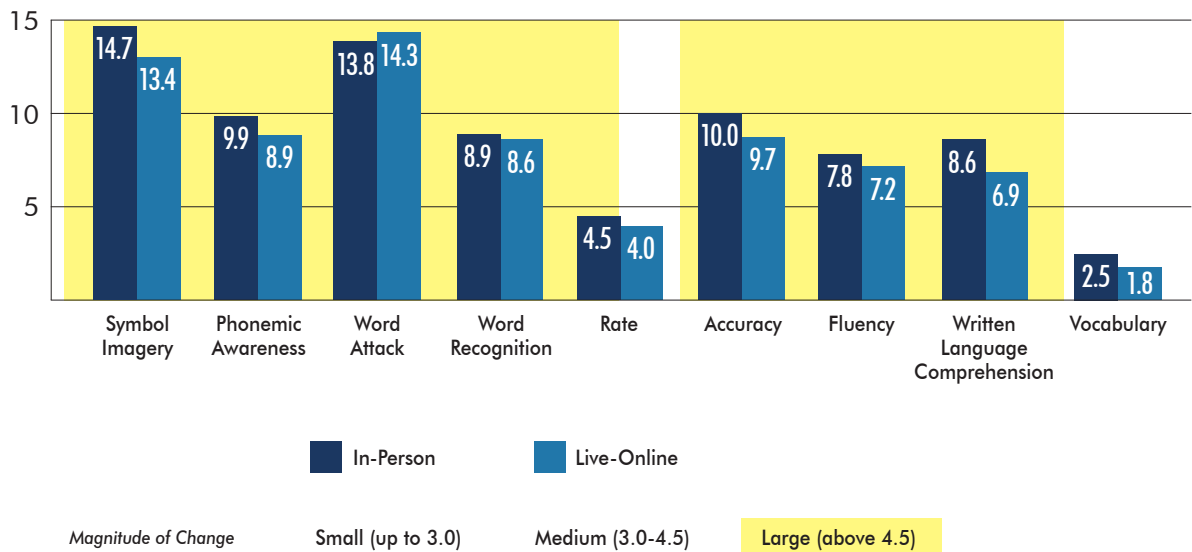


Comparative Results Between Live-Online and In-Person Instruction

The following shows that all measures were comparable in progress between the two populations for Lindamood-Bell students over the years 2017 to August 2025.

Decoding Gains – Students with Dyslexia

Average Standard Score Changes



Summary

Lindamood-Bell Instruction Implemented:
Seeing Stars

Years:
2017 - August 2025

Number of Students:
In-Person Students $n=1,255$
Live-Online Students $n=383$

Average Age:
In-Person Students: 10.0
Live-Online Students: 11.1

Average Instruction Hours:
In-Person Students: 126.1
Live-Online Students: 124.7

Results: Within the decoding-only category, students diagnosed with dyslexia were measured for both progress and comparison. Other than vocabulary, both populations achieved medium to large standard score gains (eight of nine measures). Live-online and in-person students tested statistically significantly higher on post-instruction on all measures.

Results from an ANOVA statistical test of comparative significance ($p < .05$) indicate that Symbol Imagery, Phonemic Awareness, Word Attack, Word Recognition, Rate, Fluency, and Vocabulary (seven of nine measures) were comparable in growth between the two populations.