

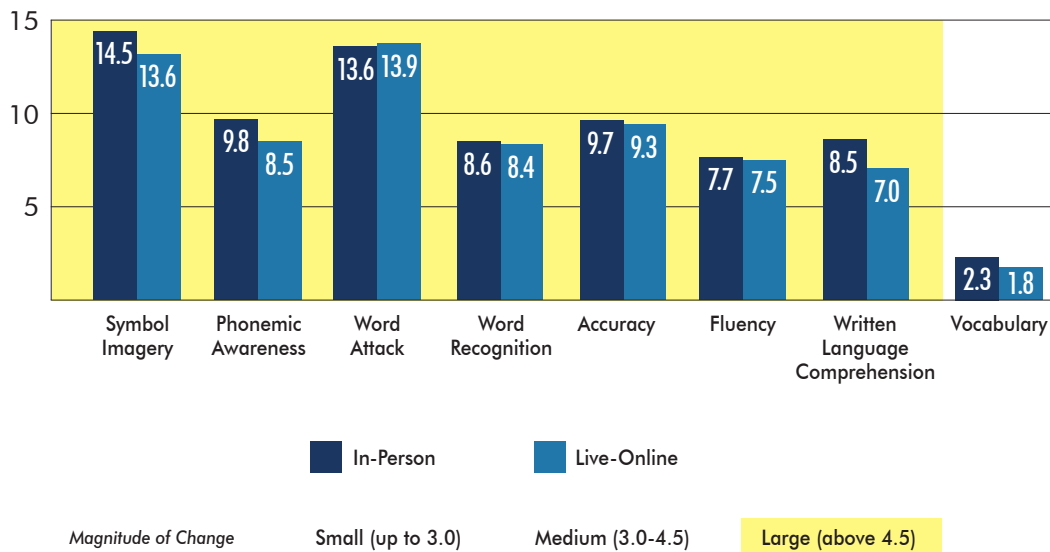


# Comparative Results Between Live-Online and In-Person Instruction

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

Average Standard Score Changes



### Summary

#### Lindamood-Bell

#### Instruction Implemented:

Seeing Stars

#### Years:

2017 - August 2025

#### Number of Students:

In-Person Students  $n=3,737$

Live-Online Students  $n=1,016$

#### Average Age:

In-Person Students: 9.7

Live-Online Students: 10.4

#### Average Instruction Hours:

In-Person Students: 116.6

Live-Online Students: 117.8

**Results:** The gains of students who have received live-online instruction are comparable in growth to those of in-person students. The standard score gains for both populations are large.

More specifically, other than vocabulary, which was not addressed, both populations achieved medium to large standard score gains, with live-online and in-person students testing statistically significantly higher on post-instruction on eight of nine measures.

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

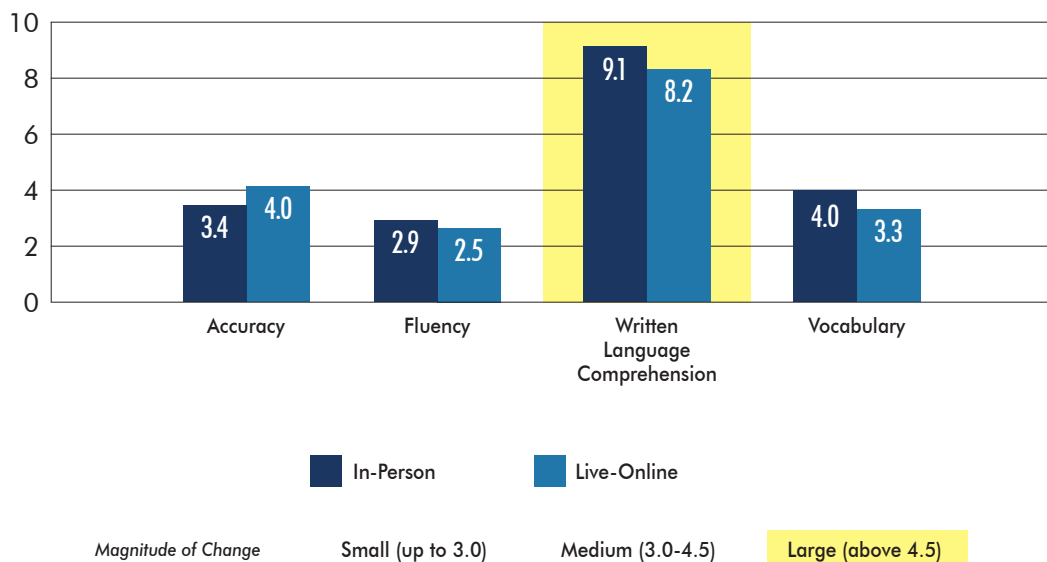


# Comparative Results Between Live-Online and In-Person Instruction

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.

## Comprehension

Average Standard Score Changes



### Summary

#### Lindamood-Bell

#### Instruction Implemented:

Visualizing and Verbalizing

#### Years:

2017 - August 2025

#### Number of Students:

In-Person Students  $n=1910$

Live-Online Students  $n=625$

#### Average Age:

In-Person Students: 12.5

Live-Online Students: 14.3

#### Average Instruction Hours:

In-Person Students: 106.1

Live-Online Students: 109.6

**Results:** The gains of students who have received live-online instruction are comparable in growth to those of in-person students. The standard score gains for both populations are large.

This intervention focused on language comprehension. Both populations achieved comparable large standard score gains on Written Language Comprehension. Live-online and in-person students scored statistically significantly higher on post-instruction.

Results from an ANOVA statistical test of comparative significance ( $p<.05$ ) indicate comparable growth between the two groups across all measures – Accuracy, Fluency, Written Language Comprehension, and Vocabulary.