

EFFICACY

Amplify CKLA & ESSA research report

Amplify.

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What to know about ESSA

ESSA requires that schools use educational programs and strategies that are evidence-based and proven to drive student progress. To meet the criteria, programs must show a statistically significant and positive effect on student learning outcomes. ESSA's evidence tiers are categorized by research design:

ESSA Evidence Tier	Research Study Design
Strong Evidence	At least 1 well-designed, well-implemented, experimental [randomized] study
Moderate Evidence	At least 1 well-designed, well-implemented, quasi-experimental [matched] study
Promising Evidence	At least 1 well-designed, well-implemented, correlational study

CKLA meets ESSA's Moderate Evidence¹ criteria through three studies that show statistically significant student outcomes when using CKLA or the Core Knowledge approach.

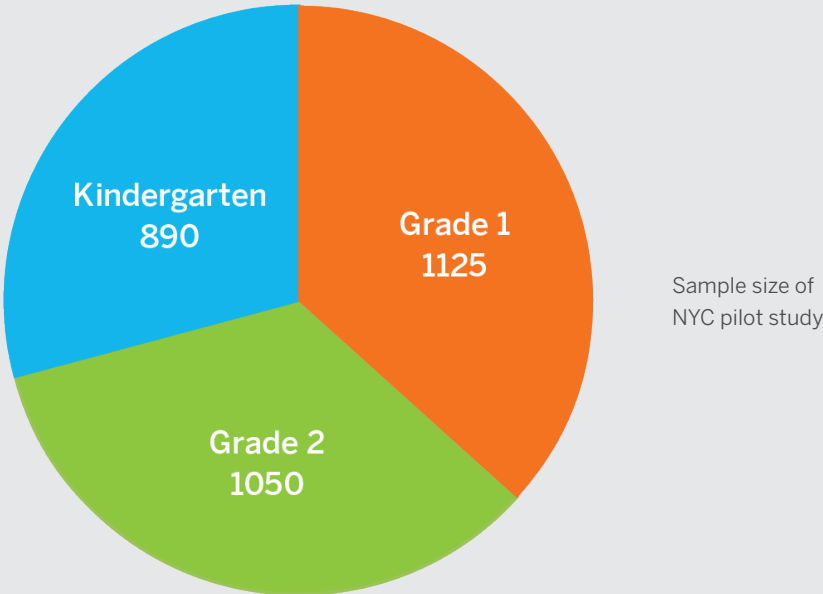
CKLA New York City pilot study

A pilot study conducted by the New York City Department of Education found that the fall-to-spring literacy gains of CKLA students were more than double the gains of students at demographically matched comparison schools.

Study design

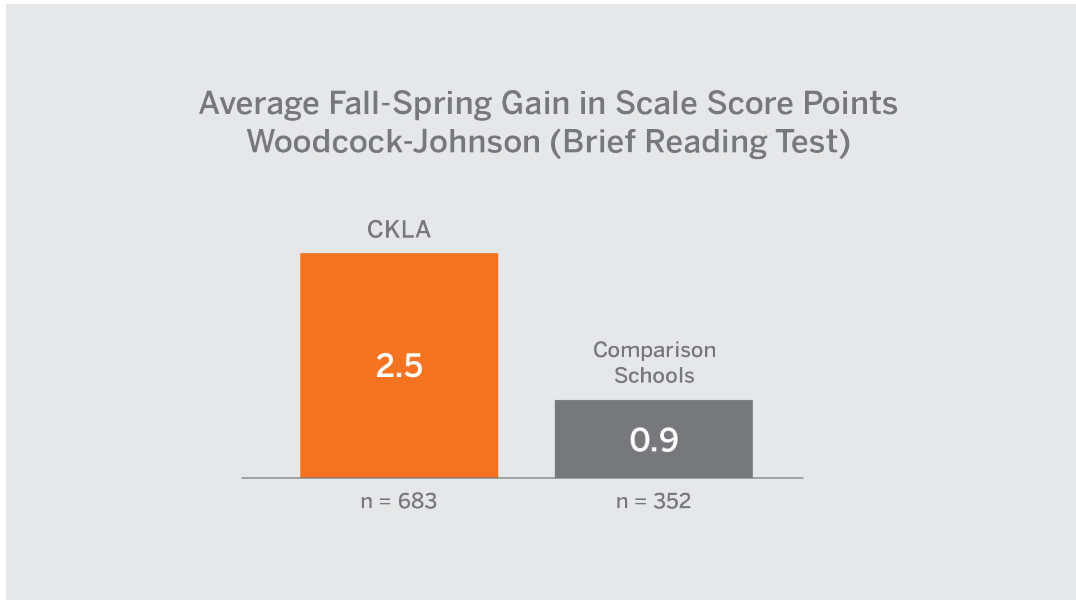
This longitudinal study evaluated whether students receiving CKLA beginning in Kindergarten across three full years show higher growth on Woodcock-Johnson and TerraNova measures than students at demographically matched comparison schools. CKLA schools implemented CKLA from September through June.

The NYC pilot study was conducted across 20 elementary schools that service ethnically diverse, lower-income student populations within the tri-state area.

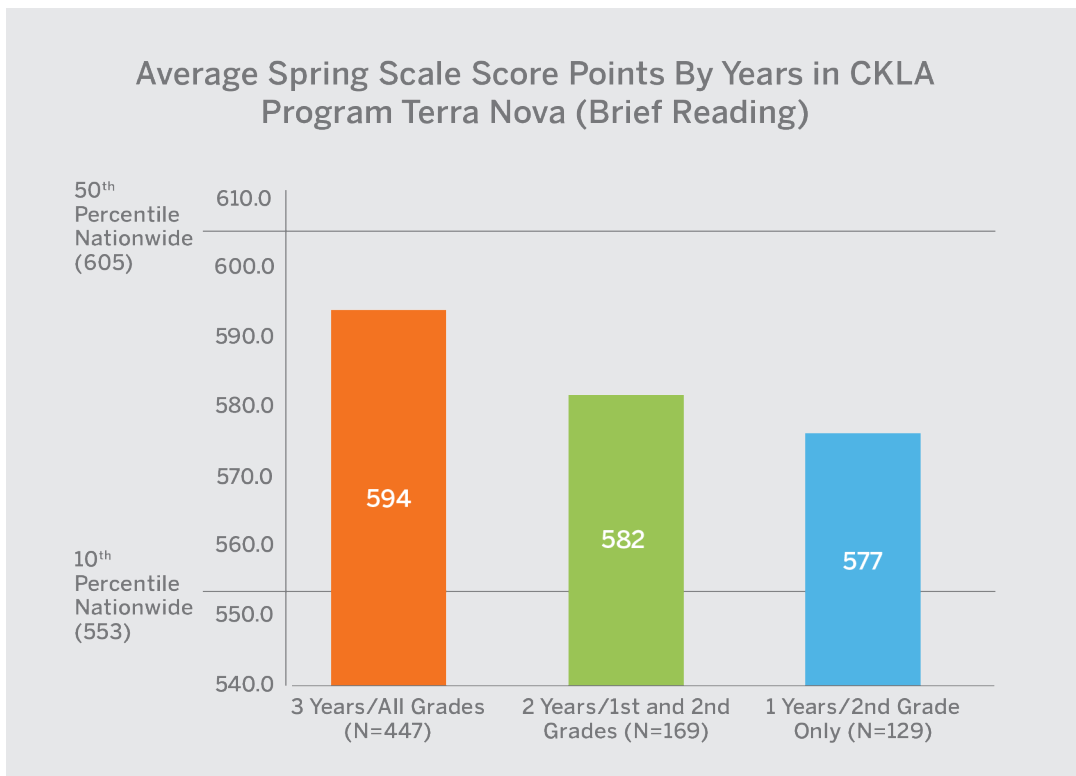


CKLA's impact

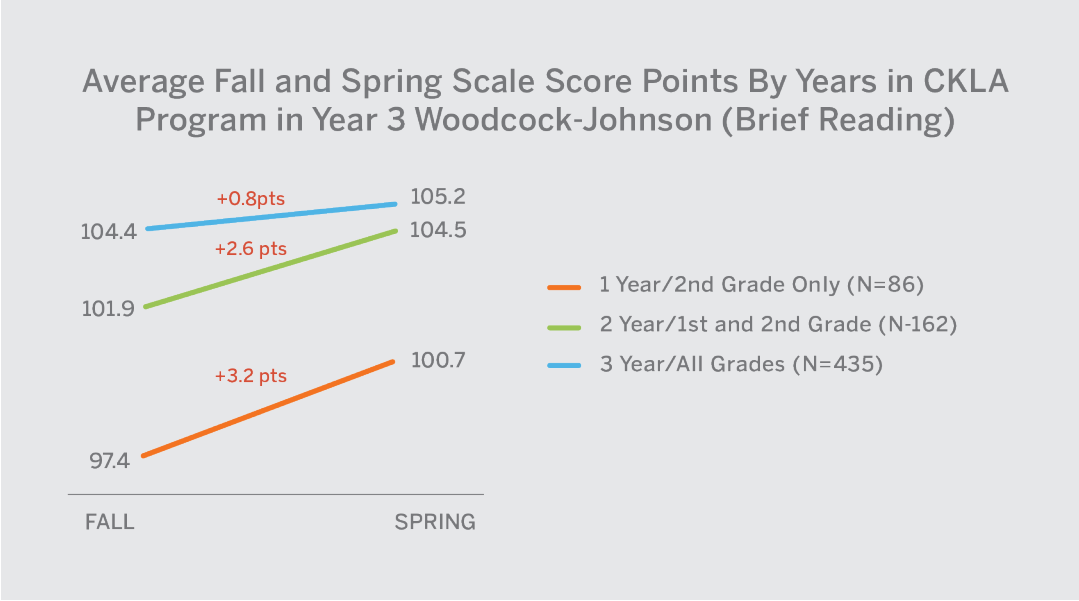
In 1, 2, and 3 years of implementation, CKLA students scored significantly higher than control students on Woodcock-Johnson measures of basic reading skills, oral reading comprehension, decoding, phonemic awareness, and spelling.



The longer students were in the CKLA program, the higher their TerraNova scores.



CKLA had the largest impact among students who were new to the program. The highest ultimate scores were found among those had been in the program longest.



The Core Knowledge approach: The Datnow and the Whitehurst- Hall studies

The Datnow and the Whitehurst-Hall studies evaluated the effectiveness of the Core Knowledge approach, based on the Core Knowledge Sequence.

Core Knowledge is a method of teaching literacy to students first presented by E.D. Hirsch, Jr. in 1987 that focuses on explicit instruction in background knowledge and listening practices to build reading comprehension.

CKLA's unique approach

CKLA is a uniquely structured knowledge-rich program based on the Core Knowledge approach. The program is built on decades of early literacy research that demonstrates the importance of wide-ranging background knowledge and explicit and systematic foundational skills. CKLA is in use in over 25,000 diverse classrooms across the country and driving significant student progress.

Ongoing research

Amplify is committed to ongoing research on the effectiveness of CKLA and its instructional strategies. A randomized longitudinal study spanning from 2016 through 2021 is underway at the University of Virginia to evaluate the efficacy of CKLA's read-aloud program for Kindergarten through Grade 2 students.

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