

RESEARCH RESULTS

English 3D: COMMUNITY CONSOLIDATED SCHOOL DISTRICT 15

STUDY PROFILE

DISTRICT:

Community Consolidated School District 15, Chicago, IL

GRADES:

7–8

STUDY DESIGN:

Tier 4: Demonstrates a Rationale (ESSA)¹

EVALUATION PERIOD:

School years 2020–2021, 2021–2022

STUDY CONDUCTED BY:

Forge Research Group

OUTCOME MEASURES:

- NWEA Measures of Academic Progress (MAP)
- ACCESS 2.0 English Language Proficiency
- Illinois Assessment of Readiness (IAR)

IMPLEMENTATION:

42-Minute Single Period Daily Instruction Model

DISTRICT CHARACTERISTICS

The Community Consolidated School District 15 (CCSD 15) is a public school district in the northwestern suburbs of Chicago, Illinois. With 20 schools, the CCSD 15 served 11,477 pre-K through eighth-grade students in the 2020–2021 school year and 11,080 students in the 2021–2022 school year². The CCSD 15 served students with a range of ethnic backgrounds in the 2020–2021 and 2021–2022 school years: African American (3.6%–4.0%), Asian or Pacific Islander (19.0%–19.1%), Caucasian (38.5%–38.6%), Hispanic (34.5%–34.9%), Native American (0.3%), and students with multiple ethnic backgrounds (3.5%–3.6%). In the 2020–2021 and 2021–2022 school years, 28.5%–29.4% of students were English learners (EL), 35.0%–37.2% of students were identified as low-income, and 11%–13% had an Individualized Education Plan (IEP).

IMPLEMENTATION OVERVIEW

IMPLEMENTATION MODEL

CCSD 15 students in grades seven and eight were placed in English language development services based on scores on the state-approved ACCESS 2.0 English proficiency assessment. Beginning in the 2020–2021 school year, higher-performing EL students who had lived for three or more years in the United States (long-term English learners) and scored an ACCESS 2.0 overall composite score of 2.0–4.7 and an ACCESS literacy composite score of 3.5–4.7 were placed in *English 3D*[®] instruction in addition to a regular English Language Arts class. In the

2021–2022 school year, the district expanded the *English 3D* offering to include lower-performing EL students in addition to a regular English Language Arts class. An ACCESS 2.0 overall composite score of 4.8 was used as the *English 3D* and EL exit criteria for both years.

These EL students received regular 45-minute ELA instruction using a district-created Lucy Calkins program as well as 42-minute *English 3D* instruction daily. In this Single Period Instruction Model, students progressed through *English 3D* lessons consisting of 14 Instructional Routines to build essential skills that were used flexibly by the teacher. During the 2020–2021 school year, CCSD 15 students used *English 3D* during both in-person and hybrid learning; students resumed in-person learning for the 2021–2022 school year.

Dr. Kate Kinsella, *English 3D* author, and her team provided implementation training for CCSD 15 EL teachers over four full-day training sessions and one virtual coaching session. Implementation materials include a teaching guide outlining the three essential routines (partner and group interactions, response frames, and setting up and monitoring tasks), key EL instruction techniques, use of *English 3D* assessment and differentiated learning materials, and a planning guide. During the initial professional learning session, EL teachers go over the teaching guide and available resources in addition to discussing how to establish a learning environment customized to EL instruction and experiencing a model lesson of each type of instructional routine from the student perspective.

¹pertains to programs with a well-defined theory of action supported by research
²Palatine CCSD 15 District snapshot found at <https://www.illinoisreportcard.com>

"The most useful resources in English 3D are the instructional routines, including the partner and group interactions, using response frames, and setting up and monitoring tasks. All of the instructional routines were critical in our students' success as it truly facilitated the academic language development in the four domains of language."
 – CCSD 15 employee

PARTICIPANTS

Four junior high schools in the CCSD 15 serving students in seventh- and eighth-grade utilized *English 3D* as an English language development program during the 2020–2021 and 2021–2022 school years. The analytic sample includes all students who were enrolled in the *English 3D* course (as denoted in district-provided data) with outcome measure data were included in the analysis ($N=412$). Students included in the analysis did not simultaneously participate in other reading interventions.

As mentioned, the characteristics of the participants targeted for *English 3D* changed from the first to second year of use in the CCSD 15. In the first year, participants were primarily high-performing eighth-grade EL students. In the second year, participants included both low- and high-performing EL students, with equal inclusion of both seventh- and eighth-grade students, and double the percentage of students classified as Students with Disabilities. In the 2020–2021 and 2021–2022 school years, students in this analysis attended Carl Sandburg Junior High (26.4% and 21.5%), Plum Grove Junior High (6.3% and 14.1%), Walter R. Sundling Junior High (21.3% and 11.5%), and Winston Campus Junior High (42.5% and 52.9%). The analysis included seventh- (5.7% and 44.2%) and eighth-grade (94.3% and 55.8%) students. Student ethnic backgrounds included Asian (10.3% and 9.6%), Black or African American (0% and 1.0%), Hispanic (83.3% and 82.4%), Native American (0% and 0.6%), and White (6.3% and 6.4%). Of these students, 47.1%–47.7% were female and 52.3%–52.9% were male, 4.0%–8.7% were classified as Students with Disabilities (SWD), and 71.8%–73.1% were socio-economically disadvantaged (qualified for Free or Reduced-Priced Lunch).

TABLE 1. CCSD15 ENGLISH 3D STUDENTS, GRADES 7–8 (N = 412) DEMOGRAPHICS 2020–2022

Characteristics	2020–2021 N = 174	2021–2022 N = 312
Grade		
7	10 (5.7%)	138 (44.2%)
8	164 (94.3%)	174 (55.8%)
Gender		
Male	91 (52.3%)	165 (52.9%)
Female	83 (47.7%)	147 (47.1%)
Ethnicity		
Asian	18 (10.3%)	30 (9.6%)
Black/African American	-	3 (1.0%)
Hispanic	145 (83.3%)	257 (82.4%)
Native American	-	2 (0.6%)
White	11 (6.3%)	20 (6.4%)
Socio-Economically Disadvantaged	125 (71.8%)	228 (73.1%)
Students with Disabilities	7 (4.0%)	27 (8.7%)
School		
Carl Sandburg Junior High	46 (26.4%)	67 (21.5%)
Plum Grove Junior High	11 (6.3%)	44 (14.1%)
Walter R. Sundling Junior High	37 (21.3%)	36 (11.5%)
Winston Campus Junior High	74 (42.5%)	165 (52.9%)
Not identified	6 (3.4%)	-

MEASURES

Measures of Academic Progress (MAP) Reading

Measures of Academic Progress (MAP®) is a computer-adaptive interim (fall, winter, and spring) assessment developed by the Northwest Evaluation Association that measures reading, language usage, and mathematics. The primary score produced is the RIT (Rasch Unit) scale, which is a stable equal-interval vertical scale. This grade-independent RIT score indicates the level of question difficulty a given student can answer correctly about 50% of the time. Percentile ranks for the MAP are also provided. CCSD 15 students completed the MAP Reading assessment in the fall and spring of the 2020–2021 and 2021–2022 school years.

ACCESS FOR ELLs 2.0

ACCESS for ELLs 2.0®, a part of the WIDA® suite of English language development tests, was designed to annually assess the progress of EL students toward English language proficiency. ACCESS 2.0 is aligned to WIDA English language development standards and assesses progress in the four domains of listening, speaking, reading, and writing English. Assessment results include an Overall scale score comparable across grades (from 100–600) and a grade-specific performance level for each domain (Entering, Emerging, Developing, Expanding, Bridging, and Reaching) as well as an Overall composite score (35% Reading, 35% Writing, 15% Listening, and 15% Speaking) and related overall proficiency level. Students remain in EL services until an ACCESS 2.0 Overall composite proficiency level of 4.8 is achieved (the mandated exit criteria). CCSD 15 students designated as EL completed the ACCESS 2.0 each January or February.

Illinois Assessment of Readiness (IAR)

The Illinois Assessment of Readiness (IAR) assesses student progress in meeting the Illinois English language arts and literacy learning standards. Assessment results include a scale score comparable within grades (reported on a scale from 650–850) and Performance Level Descriptors (PLDs; Did Not Yet Meet, Partially Met, Approached, Met, and Exceeded Expectations) with a Met (4) or higher indicating readiness for the next grade level. Scale scores for the reporting categories of Reading (literary text, informational text, and vocabulary skills reported on a scale from 10–90 with scores of 50 meeting grade-level requirements) and Writing (written expression and knowledge and use of English language conventions skills reported on a scale from 10–60 with scores of 35 meeting grade-level requirements) are also provided. When previous year data is available, a student growth percentile indicates the percentage of peers with the same scale score in the previous school year whom the student scored equal to or higher than in the current school year (50th percentile indicates average growth). CCSD 15 students completed the IAR in the spring of 2021 and 2022.

RESULTS

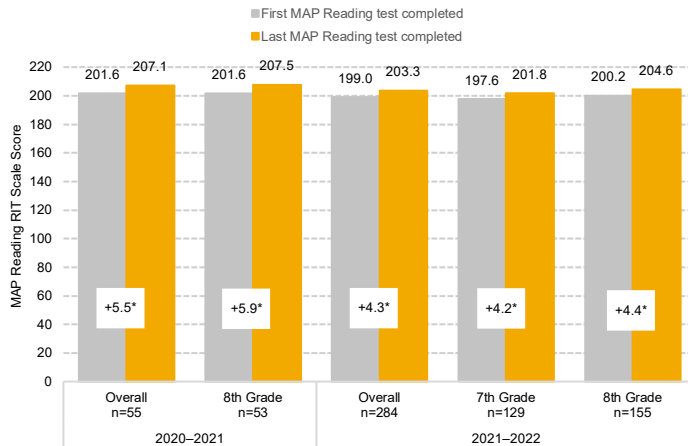
An independent evaluator from Forge Research Group analyzed student academic achievement using test score data provided by the CCSD 15. *English 3D* students' English Language Arts (ELA) performance was examined using multiple independent measures of reading and language. This analysis included pre- and post-implementation scores on the MAP reading assessment and post-implementation scores on the ACCESS 2.0 and the IAR state assessment. Based on the available data, *English 3D* students achieved accelerated ELA gains as compared to a national sample of initially same-scoring peers and demonstrated growth comparable to non-EL students.

"Overwhelmingly, the teachers reported that [English 3D] was an effective program for our ELs as we began with Language Launch during hybrid learning and throughout the pandemic." – CCSD 15 employee

MEASURES OF ACADEMIC PROGRESS (MAP) FINDINGS

CCSD 15 students take the Measurement of Academic Progress (MAP) Reading assessment in the fall and spring. MAP assessments are aligned to the Common Core State Standards (CCSS) and measure student growth in skills needed to do well on end-of-year CCSS assessments (i.e., the IAR). CCSD 15 *English 3D* students demonstrated a statistically significant overall increase in MAP Reading RIT Scale Scores, averaging a 6-point gain overall from fall to spring in the 2020–2021 school year and a 4-point gain in the 2021–2022 school year (see Graph 1). These statistically significant gains were seen in each demographic category of student group and with students in both the 7th and 8th grades.

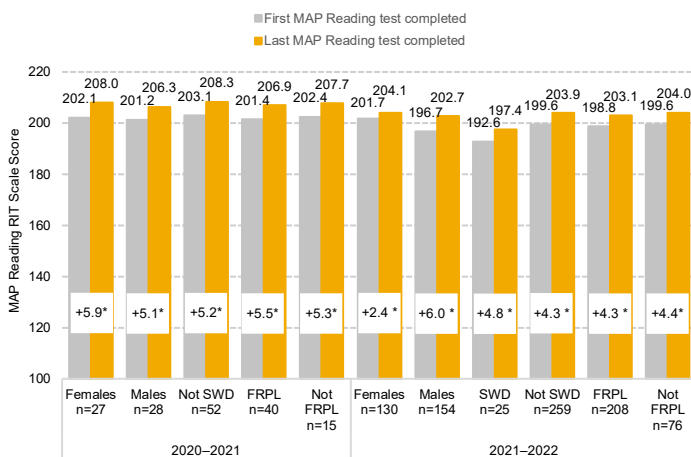
GRAPH 1
CCSD 15 *ENGLISH 3D* STUDENTS GRADES 7–8 (N = 308)
CHANGE IN MAP READING RIT SCALE SCORE OVERALL AND BY GRADE 2020–2022



Graph Note: *statistically significant change at one-sided $p < .05$. Data from groups with $n < 10$ are suppressed to maintain confidentiality.

When results were disaggregated by gender, both males and females achieved statistically significant MAP Reading RIT scale score gains. Likewise, both students qualified for FRPL, and those not qualified for FRPL, as well as students classified as Students with Disabilities (2020–2021 data suppressed for confidentiality with $n = 3$) and those not classified as SWD, achieved statistically significant MAP Reading RIT scale score gains in the 2020–2021 and 2021–2022 school years (see Graph 2).

GRAPH 2
CCSD 15 *ENGLISH 3D* STUDENTS GRADES 7–8 (N = 308)
CHANGE IN MAP READING RIT SCALE SCORE BY DEMOGRAPHIC CATEGORY 2020–2022

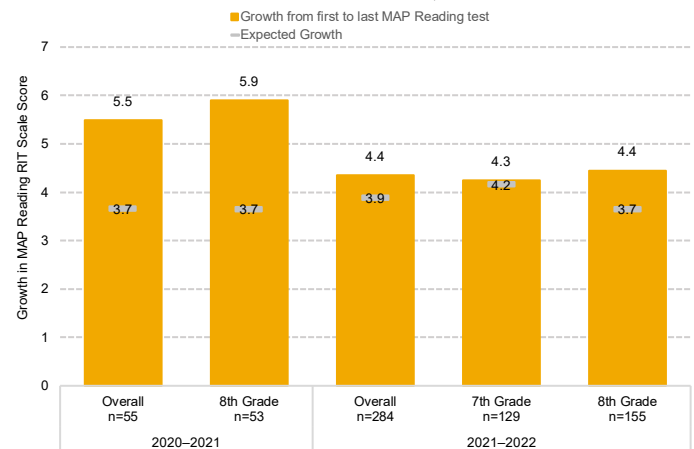


Graph Note: *statistically significant change at one-sided $p < .05$. Data from groups with $n < 10$ are suppressed to maintain confidentiality.

In contrast to national EL student trends of diminished ELA growth (NAEP, 2017), CCSD 15 *English 3D* students met or exceeded national MAP Reading growth averages in both school years (see Graph 3). Nationally, junior high students averaged a 3.7-point (2020–2021) and 3.9-point (2021–2022) MAP Reading RIT scale score gain, but *English 3D* students achieved an overall average 5.5-point (2020–2021) and 4.4-point (2021–2022) gain. Anecdotally, accelerated MAP Reading RIT scale score gain was most pronounced in schools that completed more *English 3D* lessons. Additionally, one school with more teacher reassignments showed less-than-expected growth; when that school's data was excluded from the analysis, CCSD 15 *English 3D* students exceeded national MAP Reading growth averages with a 5.3-point gain in the 2021–2022 school year (statistically significant at $p < .05$).

"The students developed a higher level of academic vocabulary through their speaking and writing skills. The productive partnering and ten-minute responses were strategic in developing those higher-level skills."
– CCSD 15 employee

GRAPH 3
CCSD 15 *ENGLISH 3D* STUDENTS GRADES 7–8 (N = 308)
MAP READING RIT SCALE SCORE ACTUAL COMPARED TO EXPECTED GROWTH BY YEAR AND GRADE, 2020–2022



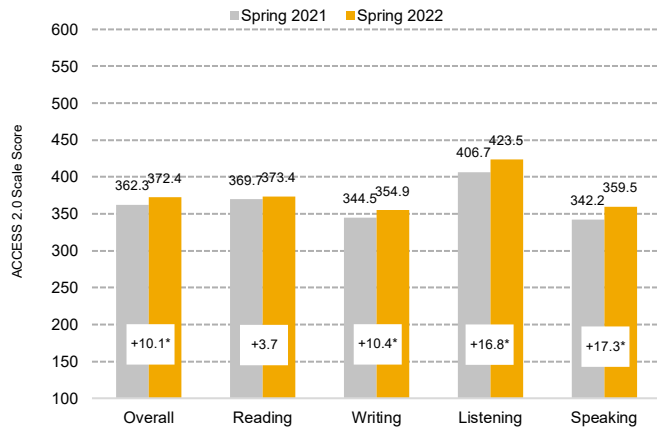
Graph Note: Data from groups with $n < 10$ are suppressed to maintain confidentiality.

MAP percentile scores represent a student's position relative to their national peer group; if a student shows typical growth over the course of the school year, their percentile rank will remain the same from fall to spring. On average, CCSD 15 *English 3D* students scored better than 28.1% of their Illinois state peers in fall 2020 and 28.1% of their Illinois state peers in spring 2021. *English 3D* students scored better than 20.6% of their Illinois state peers in fall 2021 and 21.4% of their Illinois state peers in spring 2022. Typically, the reading achievement gap widens between students classified as EL and non-EL students during the junior high school years (NAEP, 2017). These results indicate that, contrary to typical outcomes, CCSD 15 *English 3D* junior high EL students demonstrated grade-level growth comparable to non-EL students in the 2020–2021 and 2021–2022 school years. Further, 27% of students in the 2020–2021 school year and 19% of students in the 2021–2022 school year gained at least 10 percentile points from fall to spring, demonstrating accelerated ELA growth.

ACCESS 2.0 FINDINGS

English 3D students completed the ACCESS 2.0 in May 2021 after a full year of *English 3D* implementation, and January 2022 after a partial year of *English 3D* implementation. On average, students who took the assessment in both years ($N = 72$; see Graph 4) demonstrated statistically significant year-to-year increases in overall scale scores (from 362 to 372), writing domain scores (from 345 to 355), listening domain scores (from 407 to 424), and speaking domain scores (from 342 to 360), as well as notable growth in reading domain scores (from 370 to 373).

GRAPH 4
CCSD 15 ENGLISH 3D STUDENTS, GRADES 7–8 (N = 72)
CHANGE IN ACCESS 2.0 SCALE SCORE OVERALL AND BY DOMAIN,
SPRING 2021 TO SPRING 2022



Graph Note: *statistically significant change at one-sided $p < .05$.

When results were disaggregated by student category, both males and females and both students qualified for FRPL and those not qualified for FRPL achieved statistically significant year-to-year increases in ACCESS 2.0 overall scale scores in the 2020–2021 and 2021–2022 school years.

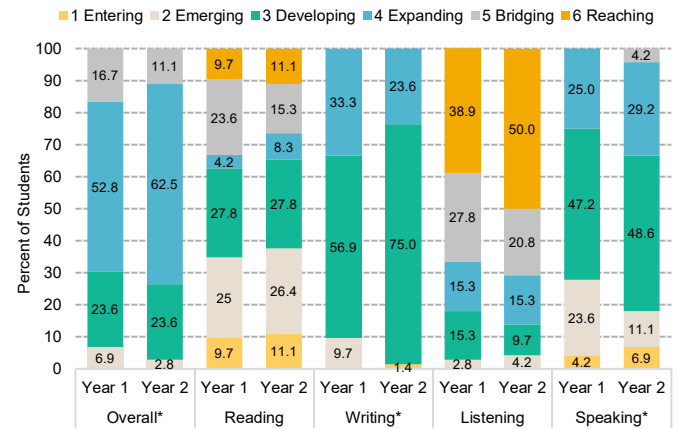
Comparing the scores of all *English 3D* students ($N=173$ in Year 1 and $N=312$ in Year 2), ACCESS 2.0 scores were slightly lower in Year 2 as compared to Year 1, reflecting the different populations of *English 3D* participants each year. On average, in the 2020–2021 and 2021–2022 school years, students earned overall scale scores (with 600 possible points) of 373 and 364. Students averaged 381 and 364 on the reading domain, 354 and 346 on the writing domain, 420 and 414 on the listening domain, and 349 and 353 on the speaking domain (see Table 2). Importantly, 43% (74/173) of students in the 2020–2021 school year and another 19% (59/312) in the 2021–2022 school year achieved at least a “Bridging” ACCESS 2.0 Reading performance level, indicating an ability to understand written language in English from all academic classes.

TABLE 2. CCSD 15 ENGLISH 3D STUDENTS, GRADES 7–8 (N=412)
ACCESS 2.0 SCALE SCORE OVERALL AND BY DOMAIN
SPRING 2021 AND SPRING 2022

	Mean Scores 2021 N=173	Mean Scores 2022 N=312
Overall	372.7	363.5
Reading	381.2	364.1
Writing	354.0	345.7
Listening	420.0	413.8
Speaking	349.4	353.2

Student ACCESS 2.0 performance levels (scored from 1–6) varied greatly by domain. In the 2020–2021 and 2021–2022 school years, the majority (70% and 74%) of students who took the assessment in both years ($N=72$) achieved an overall weighted performance level of 4 or 5, demonstrating a statistically significant increase in overall performance level from Year 1 to Year 2. In both years, more students achieved higher performance levels (4 or above) on the reading and listening domains as compared to the speaking and writing domains (see Graph 5), though statistically significant gains in performance level from Year 1 to Year 2 were demonstrated in both the speaking and writing domains.

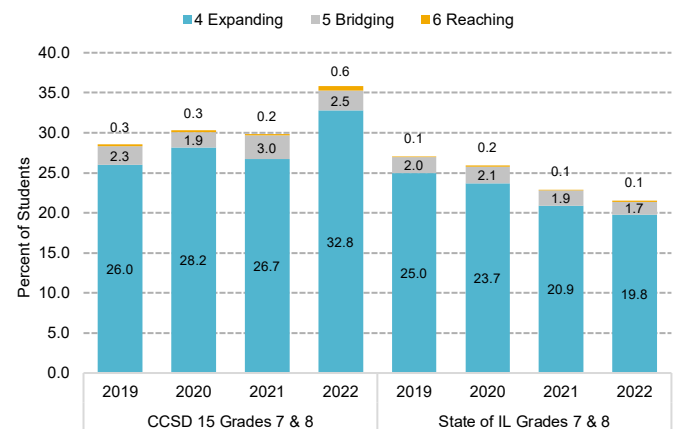
GRAPH 5
CCSD 15 ENGLISH 3D STUDENTS, GRADES 7–8 (N = 72)
CHANGE IN ACCESS 2.0 PROFICIENCY LEVEL OVERALL AND BY
DOMAIN, SPRING 2021 TO SPRING 2022



Graph Note: *statistically significant increase at one-sided $p < .05$. The Overall proficiency level is shown with rounding to the nearest whole number. Year 1 indicates school year 2020–2021 and Year 2 indicates school year 2021–2022.

Though not every seventh- and eighth-grade EL student in the CCSD 15 participated in *English 3D*, approximately 32% participated in the 2020–2021 school year and 58% participated in the 2021–2022 school year. Notably, the district ACCESS 2.0 Overall composite proficiency levels increased each year following *English 3D* implementation in the 2020–2021 school year (see Graph 6), from 2.6% of students achieving a 5 or 6 in 2019 to 3.1% of students achieving a 5 or 6 in 2022. Likewise, the percentage of students achieving a 4 increased from 26.0% in 2019 to 32.8% in 2022. In contrast, the state-wide Overall composite proficiency levels decreased each of the past four years, from 2.1% of students achieving a 5 or 6 and 25% of students achieving a 4 in 2019 to 1.8% of students achieving a 5 or 6 and 19.8% of students achieving a 4 in 2022. These trends indicate that CCSD 15 EL students have maintained accelerated growth toward competency during a time when many EL students state-wide have struggled to maintain English language development growth.

GRAPH 6
CCSD 15 AND ALL STATE OF ILLINOIS EL STUDENTS, GRADES 7–8
ACCESS 2.0 PROFICIENCY LEVEL OVERALL SPRING 2019 TO
SPRING 2022



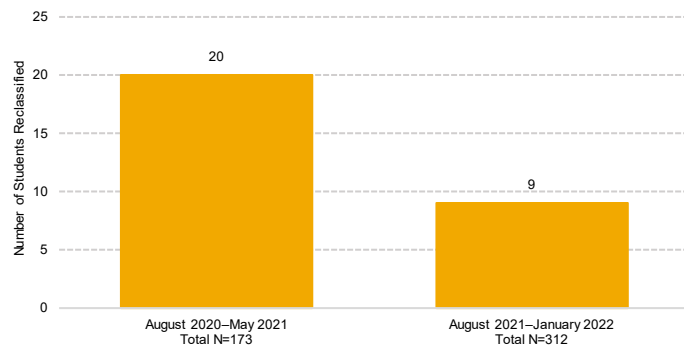
Graph Note: *statistically significant increase at one-sided $p < .05$. The Overall performance level is shown with rounding to the nearest whole number.

EL RECLASSIFICATION

CCSD 15 EL students are reclassified once they achieve an Overall composite proficiency level of 4.8 or greater (see Graph 7). From August 2020 to May 2021, 12% (20/173) of the *English 3D* students were reclassified, and a further 17% (29/173) scored between a 4.5–4.7, approaching the EL exit criteria. From August 2021 to January 2022, a further 3% (9/312) of *English 3D* students were reclassified, and a further 9% (27/312) scored between a 4.5–4.7, approaching the EL exit criteria.

"We noticed at one Junior High School that we had 13 students reach proficiency criteria [2020–2021]. The year prior, only 2 students attained proficiency. Therefore, we were certain that even during a pandemic, the language development gains were noticed and attributed to the curricular anchor of English 3D." – CCSD 15 employee

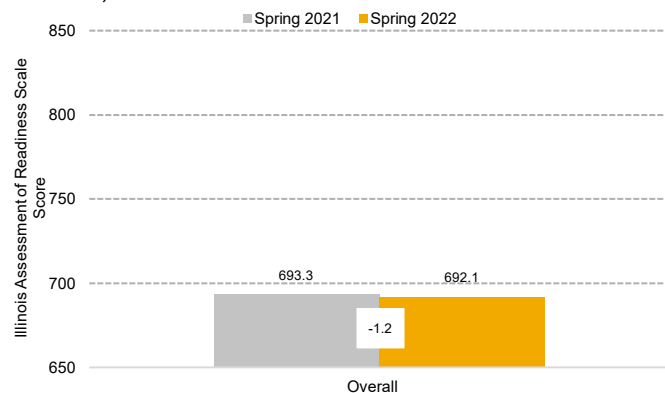
GRAPH 7
CCSD 15 ENGLISH 3D STUDENTS GRADES 7–8 (N = 308)
EL RECLASSIFICATION, 2020–2022



ILLINOIS ASSESSMENT OF READINESS (IAR) FINDINGS

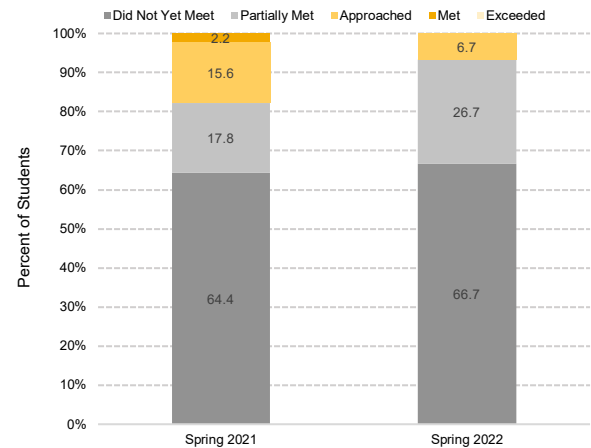
English 3D students completed the IAR at the end of the school year in May 2021 and 2022. On average, students who completed the IAR in both school years ($N=45$) earned scale scores of 693 (with a possible range from 650–850) in the 2020–2021 school year and 692 in the 2021–2022 school year (see Graph 8). On average, students earned Reading scale scores of 28.2 and 29.8 and Writing scale scores of 18.3 and 16.3.

GRAPH 8
CCSD 15 ENGLISH 3D STUDENTS, GRADES 7–8 (N = 45)
CHANGE IN ILLINOIS ASSESSMENT OF READINESS SCALE SCORE OVERALL, SPRING 2021 TO SPRING 2022



Student IAR Performance Level Descriptors indicated that among students who completed the IAR in both school years ($N=45$), 2% of the *English 3D* students Met grade-level ELA expectations and another 16% Approached grade-level ELA expectations in the 2020–2021 school year (see Graph 9) and 0% Met grade-level ELA expectations while 7% Approached grade-level ELA expectations in the 2021–2022 school year.

GRAPH 9
CCSD 15 ENGLISH 3D STUDENTS, GRADES 7–8 (N = 45)
CHANGE IN ILLINOIS ASSESSMENT OF READINESS PERFORMANCE LEVEL DESCRIPTORS, SPRING 2021 TO SPRING 2022



Overall *English 3D* student IAR scores were slightly lower in Year 2 as compared to Year 1, reflecting the different populations of *English 3D* participants (see Table 3). On average, students earned overall scale scores of 698, Reading scale scores of 30.5, and Writing scale scores of 18.7 in the 2020–2021 school year. On average, students earned overall scale scores of 694, Reading scale scores of 29.6, and Writing scale scores of 17.3 in the 2021–2022 school year.

TABLE 3. CCSD 15 ENGLISH 3D STUDENTS, GRADES 7–8 (N=371)
ILLINOIS ASSESSMENT OF READINESS SCALE SCORES
SPRING 2021 AND SPRING 2022

	Mean Scores 2021 N=110	Mean Scores 2022 N=306
Overall	698.4	694.4
Reading	30.5	29.6
Writing	18.7	17.3

English 3D students' 2021 and 2022 IAR scores were highly correlated (see Table 4) with end-of-year MAP Reading Percentiles ($r=.61$, $p<.001$ and $r=.50$, $p<.001$) and ACCESS 2.0 Composite scores ($r=.65$, $p<.001$ and $r=.50$, $p<.001$). These relationships indicate a likelihood that, as students continue to make MAP Reading score gains, they will also demonstrate IAR and ACCESS 2.0 score gains.

TABLE 4. CCSD 15 ENGLISH 3D STUDENTS, GRADES 7–8 (N = 412)
OUTCOME MEASURE CORRELATIONS 2020–2021 AND 2021–2022

	ACCESS Composite 2021		MAP Reading Percentile 2021		ACCESS Composite 2022		MAP Reading Percentile 2022	
	r	p	r	p	r	p	r	p
IAR 2021	.65	<.001	.61	<.001	-	-	-	-
IAR 2022	-	-	-	-	.50	<.001	.50	<.001

CONCLUSION

Higher-performing seventh- and eighth-grade CCSD 15 EL students received *English 3D* instruction during the 2020–2021 school year and both lower-performing and higher-performing EL students received *English 3D* instruction during the 2021–2022 school year. The available ELA data is consistent with the theory that students who received *English 3D* instruction made important improvements in English Language Arts and Literacy achievement.

During both years of implementation, CCSD 15 students in Grades 7 and 8 who received *English 3D* instruction demonstrated statistically significant increases in MAP Reading RIT Scale Scores. Of note, these gains were achieved by students in each demographic category of gender, eligibility for the Free or Reduced-Price Lunch program, and Students with Disabilities classification. Further, *English 3D* students achieved greater MAP Reading RIT scale score gains than would be predicted based on national growth norms, averaging 5.5-point gains compared to the expected 3.7-point gains in the 2020–2021 school year and 4.4-point gains compared to the expected 3.9-point gains in the 2021–2022 school year. Despite beginning at a disadvantage, *English 3D* students demonstrated school-year growth equal to their non-English learner peers on the MAP Reading assessment in both years. These typical grade-level gains were achieved despite students moving between in-person and hybrid learning during the 2020–2021 school year and in contrast with the typically found widening achievement gap between students classified as EL and non-EL students during the junior high school years (NAEP, 2017).

English 3D students who completed the exam in both years also demonstrated statistically significant gains in ACCESS 2.0 Overall scale scores and in each domain of writing, listening, and speaking. *English 3D* students demonstrated notable ACCESS 2.0 Overall composite proficiency level increases, with the percentage of students who achieved a 4 or greater increasing each year following *English 3D* implementation, in contrast to state-wide decreases in proficiency levels across the past four years.

Overall composite proficiency levels during the same time period. Further, after a full-year implementation of *English 3D* in the 2020–2021 school year, 12% (20/173) of students achieved an Overall composite performance level greater than 4.8, indicating readiness to end EL services (reclassification). After a partial year implementation of *English 3D* in the 2021–2022 school year, a further 3% (9/312) of students were reclassified, ending EL services.

End-of-year state assessment (IAR) scores showed that 2% of *English 3D* students met and 18% of students approached grade-level ELA expectations in the 2020–2021 school year, and 1.3% of *English 3D* students met and 9.8% of students approached grade-level ELA expectations in the 2021–2022 school year. Though these summative assessments do not adequately capture ELA growth occurring far below grade-level proficiency, the strong correlations between the IAR and the interim MAP Reading assessment scores suggest that, as *English 3D* students continue to make MAP Reading score gains, they will also make IAR score gains.

These study results, corroborated by CCSD 15 employee feedback, provide evidence that using *English 3D* to improve English language development is an effective method of increasing literacy for EL students struggling to achieve grade-level ELA proficiency.

“Dr. Kinsella’s research and curricular tool is unmatched for language development. It makes a life-changing difference for both the teacher and the students and is sorely missing in most ELA programs.”

– CCSD 15 Employee

REFERENCES

National Assessment of Educational Progress (NAEP). (2017). *The Nation’s Report Card: 2017 Reading Assessment*. Washington, DC: U.S. Department of Education.

APPENDIX

TABLE 1.
CCSD 15 ENGLISH 3D STUDENTS GRADES 7–8 (N = 308)
RESULTS OF T-TEST AND DESCRIPTIVE STATISTICS MAP READING, 2019–2022

	First MAP Reading Score		Last MAP Reading Score		<i>n</i>	95% CI for Mean Difference	<i>t</i>	<i>df</i>	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>					
2020–2021									
Overall	201.64	13.31	207.13	11.20	55	-8.39, -2.59	-3.794	54	<.001
Grade									
Eighth	201.62	13.55	207.53	11.20	53	-8.84, -2.97	-4.04	52	<.001
Gender									
Female	202.07	12.95	208.00	10.76	27	-10.41, -1.45	-2.72	26	.006
Male	201.21	13.88	206.29	11.75	28	-9.08, -1.07	-2.60	27	.007
Socioeconomically Disadvantaged									
Not FRPL Eligible	202.40	14.68	207.73	13.97	15	-11.12, 0.46	-1.98	14	.034
FRPL Eligible	201.35	12.95	206.90	10.18	40	-9.06, -2.04	-3.20	39	.001
Student with Disability									
No	203.10	12.03	208.31	9.71	52	-8.23, -2.20	-3.47	51	<.001
Yes	-	-	-	-	3	-	-	-	-
Ethnicity									
Asian	204.50	17.94	212.80	16.71	10	-19.67, 3.07	-1.65	9	.067
Hispanic	201.30	12.43	206.05	9.52	43	-7.67, -1.82	-3.27	42	.001
2021–2022									
Overall	198.98	12.95	203.33	12.97	284	-5.42, -3.28	-8.00	283	<.001
Grade									
Seventh	197.57	12.26	201.81	12.69	129	-5.94, -2.56	-4.98	128	<.001
Eighth	200.16	13.44	204.60	13.11	155	-5.83, -3.05	-6.32	154	<.001
Gender									
Female	201.72	10.86	204.09	12.20	130	-3.98, -0.78	-2.94	129	.002
Male	196.68	14.13	202.69	13.60	154	-7.43, -4.61	-8.46	153	<.001
Socioeconomically Disadvantaged									
Not FRPL Eligible	199.63	14.26	203.99	13.32	76	-6.77, -1.94	-3.60	75	<.001
FRPL Eligible	198.75	12.48	203.10	12.87	208	-5.53, -3.17	-7.26	207	<.001
Student with Disability									
No	199.59	12.73	203.90	13.00	259	-5.45, -3.17	-7.44	258	<.001
Yes	192.64	13.92	197.44	11.31	25	-7.94, -1.66	-3.15	24	.002
Ethnicity									
Asian	200.61	17.42	206.71	14.96	28	-10.25, -1.97	-3.03	27	.003
Hispanic	199.17	12.08	203.25	12.47	233	-5.25, -2.92	-6.89	232	<.001
White/Caucasian	196.95	14.03	201.00	14.73	19	-8.40, 0.30	-1.96	18	.033

Table Note. *M*=Mean; *SD*=Standard Deviation; *n*=sample size; *CI*= confidence interval; *df*=degrees of freedom; *p*=one-sided significance. Categories with less than 10 students are suppressed to maintain student confidentiality.

TABLE 2.
CCSD 15 ENGLISH 3D STUDENTS GRADES 7–8 (N = 72)
RESULTS OF T-TEST AND DESCRIPTIVE STATISTICS ACCESS 2.0, SPRING 2021 TO SPRING 2022

	2020–2021 Score		2021–2022 Score		<i>n</i>	95% CI for Mean Difference	<i>t</i>	df	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>					
Overall	362.29	24.66	372.39	24.13	72	-13.76, -6.43	-5.49	71	<.001
Reading	369.74	30.13	373.40	30.82	72	-9.33, 2.00	-1.29	71	.100
Writing	344.50	26.78	354.89	22.73	72	-15.88, -4.90	-3.77	71	<.001
Listening	406.67	36.12	423.47	39.29	72	-25.64, -7.97	-3.79	71	<.001
Speaking	342.24	35.42	359.47	45.37	72	-27.11, -7.37	-3.48	71	<.001

Table Note. *M*=Mean; *SD*=Standard Deviation; *n*=sample size; CI= confidence interval; df=degrees of freedom; *p*=one-sided significance.

TABLE 3.
CCSD 15 ENGLISH 3D STUDENTS GRADES 7–8 (N = 45)
RESULTS OF T-TEST AND DESCRIPTIVE STATISTICS IAR, SPRING 2021 TO SPRING 2022

	2020–2021 Score		2021–2022 Score		<i>n</i>	95% CI for Mean Difference	<i>t</i>	df	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>					
Overall	693.29	26.02	692.09	21.70	45	-7.48, 9.88	0.28	44	.391

Table Note. *M*=Mean; *SD*=Standard Deviation; *n*=sample size; CI= confidence interval; df=degrees of freedom; *p*=one-sided significance.

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