



RESEARCH BRIEF

The Impact of Connect to Literacy™ on the MAP Reading Assessment

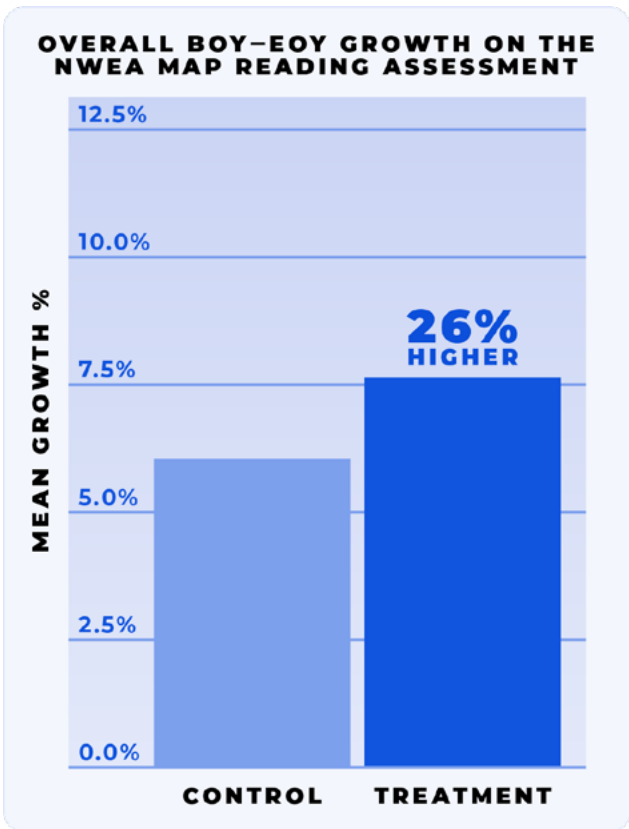
2024-25 Results in a Large Urban District

A Call to Action for Educational Leaders

In an era of rising accountability and increasingly diverse classrooms, district leaders are urgently seeking cost-effective, evidence-based instructional solutions that go beyond compliance and deliver real results for all students. Nowhere is this need more critical than for Multilingual Learners (MLLs), who require targeted support to accelerate both English language development and academic achievement.

This research brief presents compelling new evidence from a large, urban Texas school district, where 19,100 MLL students—spanning a wide range of English language proficiency levels from Beginning (Level 1) to Advanced High (Level 4)—used Summit K12’s Connect to Literacy™ solution throughout the 2024–25 school year. These students completed both beginning-of-year (BOY) and end-of-year (EOY) NWEA MAP Reading assessments. The results are striking: MLLs using the program with high fidelity demonstrated test score gains that were 26% higher than their peers. These gains reflect not only growth in English language proficiency, but also substantial improvements in reading comprehension skills essential for long-term academic success.

BOY-EOY Growth on the NWEA MAP Reading Assessment Strategic Goals



Summit K12 was founded on the belief that every student can reach their personal summit. Built to meet the diverse needs of MLLs, Connect to Literacy™ offers personalized learning paths, real-time progress tracking, and engaging content across all four language domains: listening, speaking, reading, and writing. Students engage with lessons at their current proficiency level and are gradually supported to reach higher levels of academic language and literacy. Through this approach, Connect to Literacy™ helps districts:

- Increase the percentage of MLLs advancing one or more proficiency levels on state English Language Proficiency (ELP) assessments
- Support the reclassification efforts of Long-Term English Learners (LTELs)
- Accelerate English language acquisition for Newcomers
- Equip educators and students with actionable data and strategies to improve outcomes
- Close the reading performance gap between MLLs and their General Education peers on both ELP and ELA assessments

Participant Overview

The 2024-25 study analyzed Beginning-of-Year (BOY) to End-of-Year (EOY) MAP Reading data from over 19,000 MLLs—spanning a wide range of English language proficiency levels from Beginning (Level 1) to Advanced High (Level 4)—in Grades 2-8 across the district.

Treatment Group: At the beginning of the **school year** the language proficiency distribution determined by the state ELP assessment revealed that nearly half—**44.8%**—were at the **Beginning** level; **36.7%** were at the **Intermediate** level; **18.2%** of students reached the **Advanced** level, and **0.3%** achieved **Advanced High** proficiency.

Demographic Breakdown of Participants

Subgroup	Percent of Participants
Gender - Male	53%
Gender - Female	47%
Grade Level - 2nd	11%
Grade Level - 3rd	11%
Grade Level - 4th	13%
Grade Level - 5th	14%
Grade Level - 6th	17%
Grade Level - 7th	18%
Grade Level - 8th	17%
Ethnicity - Asian	7%
Ethnicity - African American	3%
Ethnicity - Hispanic	84%
Ethnicity - White	4%
Economically Disadvantaged	90%
SPED (Special Education)	11%
Gifted/Talented	7%

Treatment Group Criteria

Students were included in the treatment group if they used the program with high fidelity, defined as using Connect to Literacy™ for at least **3,200 minutes (100 minutes per week) over the course of the school year and completing 50 or more Language Foundation Skills lessons** aligned to the **Science of Reading** and specifically designed for MLLs. The control group consisted of students with lower or no program usage. By using time-on-platform and completion of LFS lessons as our measure of fidelity, we established a quantifiable indicator of instructional dosage.

Variable	Sample Sizes		
	Total	Control	Treatment
All	19,100	18,631	469
Gender - Male	10,076	9,833	243
Gender - Female	9,024	8,787	237
Grade Level - 2nd	2,130	2,065	65
Grade Level - 3rd	2,041	1,985	56
Grade Level - 4th	2,396	2,371	25
Grade Level - 5th	2,709	2,695	14
Grade Level - 6th	3,186	3,094	92
Grade Level - 7th	3,415	3,306	109
Grade Level - 8th	3,223	3,113	110
Ethnicity - Asian	1,280	1,258	22
Ethnicity - African American	478	465	13
Ethnicity - Hispanic	16,130	15,773	357
Ethnicity - White	824	806	18
Economically Disadvantaged	17,279	16,823	456
SPED (Special Education)	2,056	2,032	24
Gifted/Talented	1,425	1,419	6

Research Design

Our analysis compared outcomes for students who used Connect to Literacy™ with high fidelity to those who did not meet the recommended program usage benchmarks. All data were coded in accordance with PEIMS and STAAR data dictionary guidelines, and missing data were excluded without imputation. To ensure comparability between groups, we verified balance across six key variables. A demographics table was created to summarize treatment and control group characteristics, and the attrition rate was calculated and reported. We also conducted a power analysis to confirm that the sample size —**19,100 MLL students** who took both the BOY and EOY MAP Reading assessments — was sufficient to detect meaningful effects.

Once students were categorized into treatment and control groups according to fidelity of use criteria, we compared BOY to EOY MAP Reading growth rates between the groups to evaluate the relationship between instructional dosage and student outcomes. Because the groups were well balanced across key demographic and academic characteristics, we did not control for subgroup characteristics within the primary model. However, **we conducted additional regression analyses for each subgroup** (e.g., gender, ethnicity, grade level, and special population status) to explore whether the program's impact varied across specific student populations. To assess the reliability of the results, **significance testing was conducted at both the 95% and 99% confidence levels.**

Both treatment and control groups had access to district-wide core literacy resources; however, Connect to Literacy™ was the only program specifically designed to accelerate English language development for MLLs through targeted, **evidence-based instruction** and ample opportunities for application. Because program exposure outside of Connect to Literacy™ was consistent across the sample, differences in growth outcomes between groups are unlikely to be influenced by access to general literacy programs.

Notably, students in the treatment group began the year with similar or lower baseline MAP Reading scores, **indicating that any gains observed could not be attributed to prior academic advantage.**

In addition, our analysis compared the distribution of composite proficiency levels—Beginning, Intermediate, Advanced, and Advanced High—on the Texas English Language Proficiency Assessment System (TELPAS) from the 2023-2024 school year to the 2024–2025 school year. Percentages were calculated for each level to identify year-over-year growth in language proficiency.

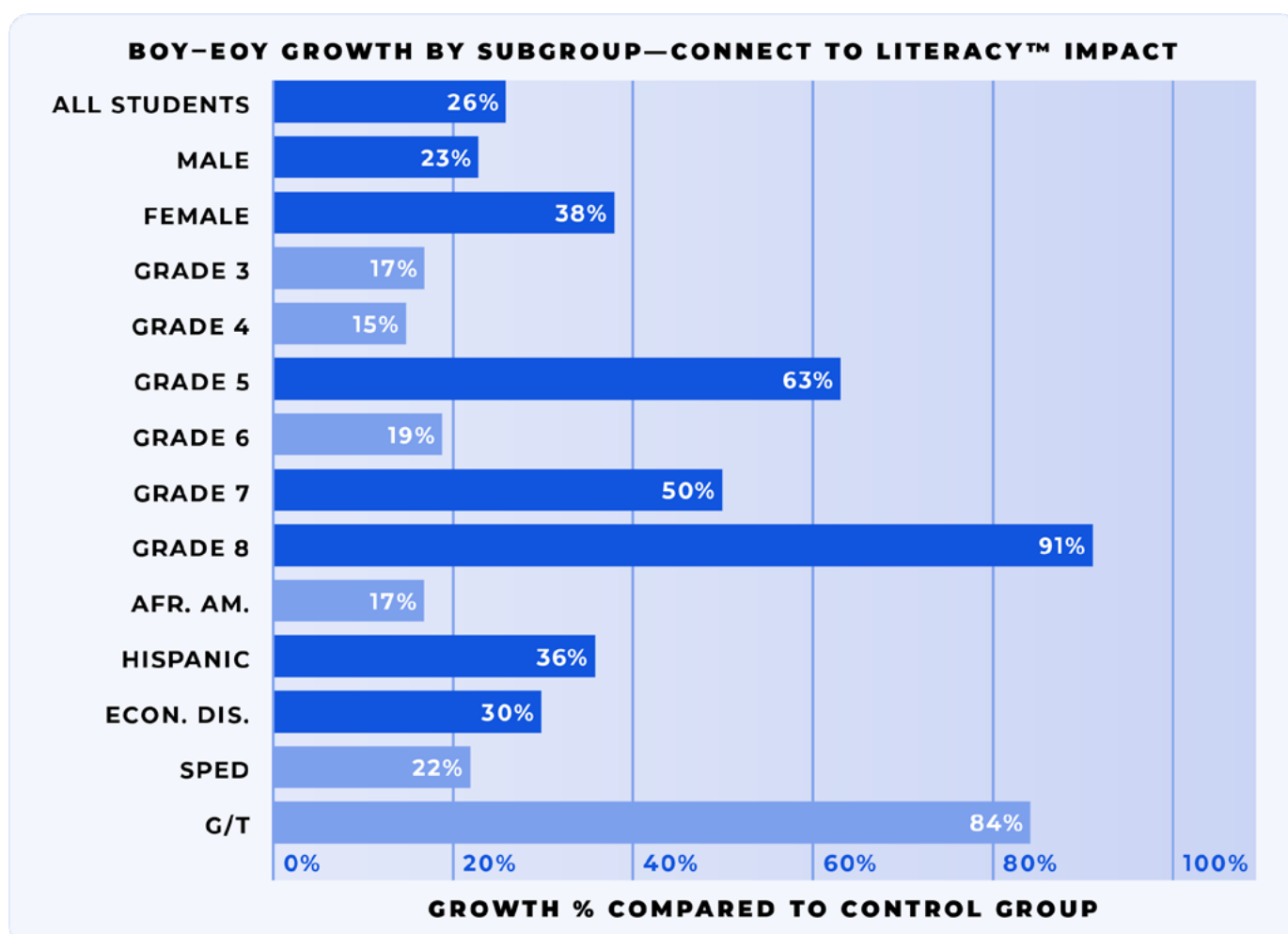
Only students in the treatment group were included to isolate the impact of the instructional intervention. This approach allowed the study to measure changes in the proportion of students advancing to higher proficiency levels, providing insight into the effectiveness of Connect to Literacy™.

Key Results:

A 26% Growth Advantage for MLLs Using Connect to Literacy™

Students who used Connect to Literacy™ during the 2024–25 school year demonstrated significantly greater growth in test scores compared to students in the control group. On average, the test scores of treatment group students grew 26% more than those of the control group from the beginning to the end of the school year ($\beta = 1.57$), a statistically significant result at the 99% confidence level. Subgroup analyses revealed consistent and, in some cases, exceptionally high gains among specific populations. **Hispanic students** ($\beta=2.07$), **male students** ($\beta=1.41$), **female students** ($\beta=2.26$), and **economically disadvantaged students** ($\beta=1.80$) all had **statistically significant gains**. Gifted and Talented students showed **especially strong gains (84% increase, $\beta = 3.86$)**, though this result was not statistically significant due to small sample size. The program also yielded remarkable statistically significant **grade-level impacts**, especially in **Grade 5** ($\beta=3.80$), **Grade 7** ($\beta=2.16$), and **Grade 8** ($\beta=4.50$), where growth rates of the treatment group **averaged 68% higher** than those of the control group.

In all 7 of 13 subgroups with statistically significant results, the treatment group demonstrated higher growth rates (47% or +2.57 pct. points higher on average) compared to the control group.

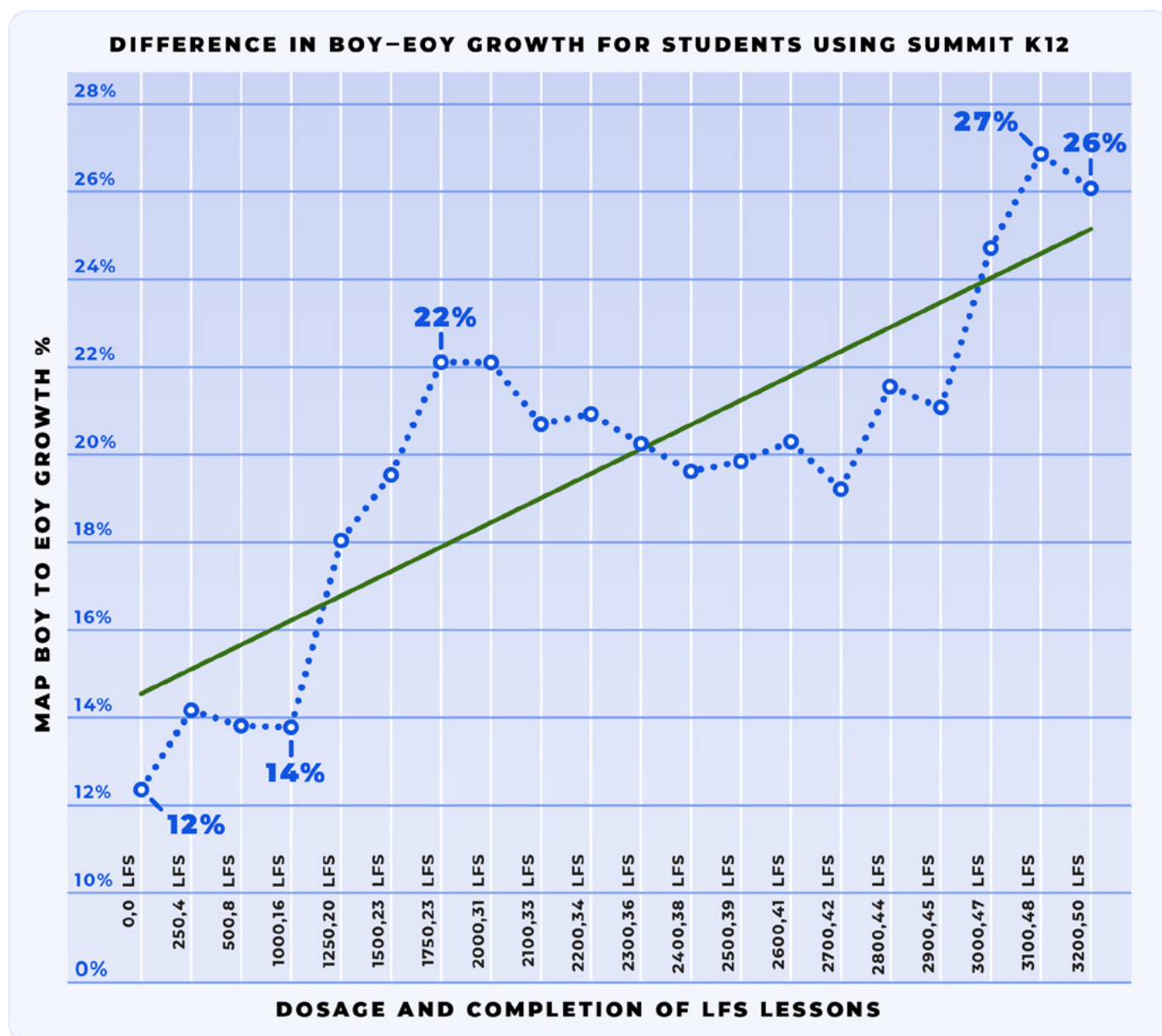


Dark blue represents statistically significant groups.

Sensitivity Analysis:

Impact of Dosage on MAP Growth

A detailed sensitivity analysis revealed a **strong correlation between increased usage of Connect to Literacy™ and higher growth on the MAP Reading assessment**. Even at minimal usage levels (e.g., anything above 0 minutes and 0 Language Foundation Skills [LFS] lessons), students in the treatment group experienced 12% more growth than their peers. As instructional minutes and the number of completed LFS lessons increased, so did the growth advantage. For instance, students with over 1,250 minutes and 20+ LFS lessons showed an 18% improvement, while those meeting the full implementation threshold — at least 3,200 minutes and 50 LFS lessons — experienced a 26% increase. **This trend confirms that instructional dosage influences outcomes and reinforces the importance of consistent, high-fidelity implementation to maximize impact.**



Quintile Analysis:

Gains Across All Performance Levels

The quintile analysis reinforces the broad impact of Connect to Literacy™ across varying levels of student performance. When examining growth across the five performance bands — Low, Low Average, Average, High Average, and High — **the treatment group outpaced the control group in 14 of 15 possible quintiles across the three MAP RIT Goal Areas: Vocabulary , Multiple Genres , and Author's Purpose and Craft.**

The most substantial growth occurred among students in the “Low” quintile, who gained more than 8% between the beginning and end of the year across all domains. Importantly, **students in the “High” quintile also benefited significantly, with treatment students outperforming the control group by an average of 45%.** This trend highlights that Connect to Literacy™ not only accelerates the learning of students who are furthest behind but also continues to challenge and elevate those already performing at higher levels.

Treatment vs. Control Growth by Quintile*

		Low	LoAvg	Avg	HiAvg	High
Goal 1 Vocabulary	Treatment	8.51%	5.75%	6.20%	4.28%	4.02%
	Control	8.06%	5.76%	4.68%	3.60%	2.91%
	% difference	5.48%	-0.31%	32.41%	19.07%	38.06%
Goal 2 Multiple Genres	Treatment	8.32%	6.98%	5.06%	5.10%	4.52%
	Control	7.98%	5.88%	4.52%	3.75%	2.94%
	% difference	4.33%	18.68%	11.77%	35.97%	54.03%
Goal 3 Author's Purpose & Craft	Treatment	8.27%	7.29%	5.85%	3.81%	4.11%
	Control	7.95%	6.28%	4.56%	3.60%	2.89%
	% difference	4.13%	16.03%	28.22%	5.83%	42.34%

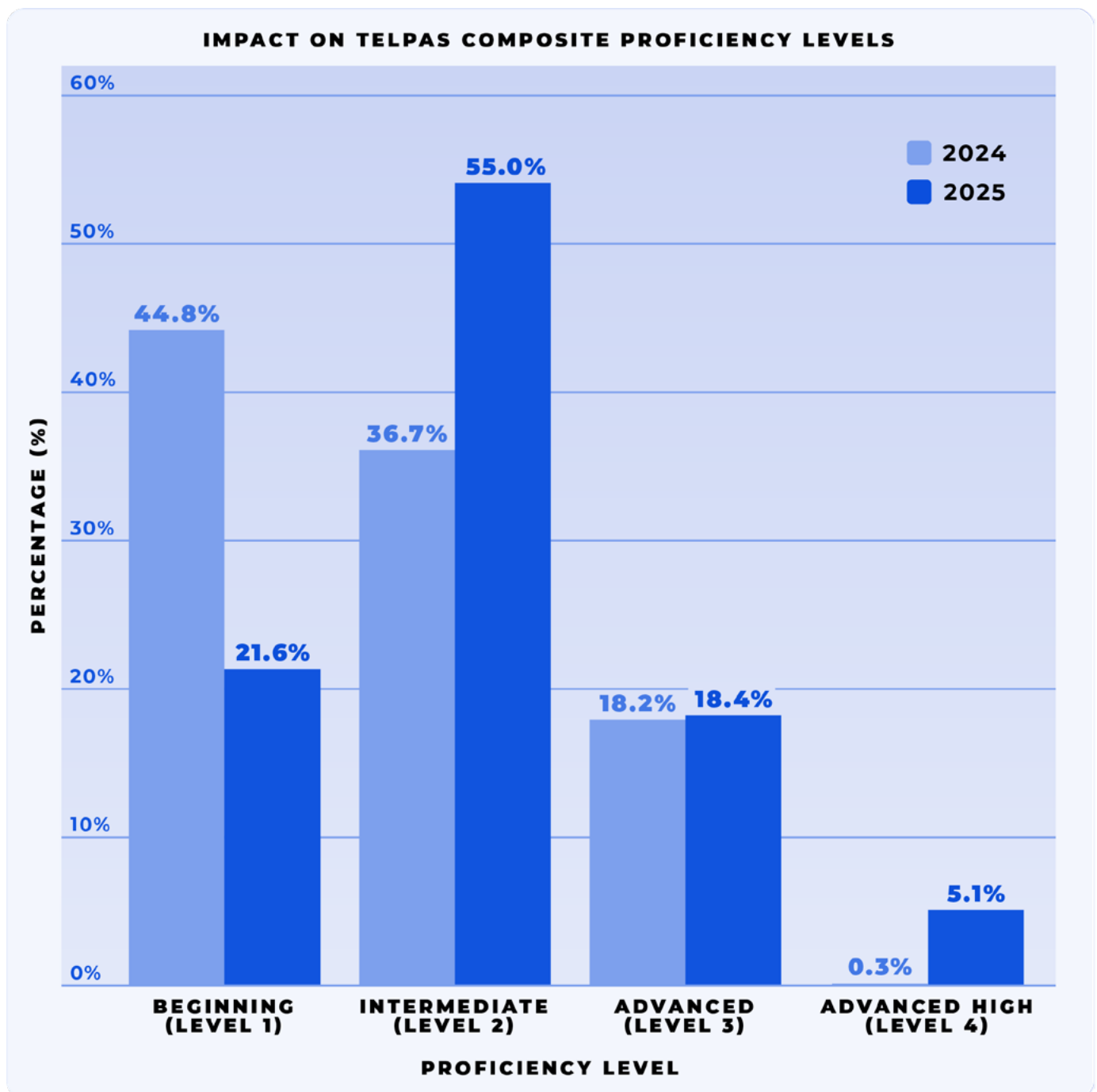
**While the results showed consistently higher growth rates among students in the treatment group, the results were not statistically significant due to the small sample sizes within each quintile.*

“It's even more than test score growth — it's trajectory change that leads to closing gaps. Multilingual Learners are not only catching up, they're thriving when given targeted, high-fidelity support rooted in evidence-based practices.”

— John Kresky, Summit K12 Founder and CEO

Impact on English Language Proficiency

In the **2024–2025 school year**, **413 students** in the treatment group had TELPAS Composite scores, compared to **308 students in 2023–2024**. The distribution of proficiency levels reveals a strong shift toward language development gains. The majority—**55%**—scored at the **Intermediate** level, indicating significant progress from the **Beginning** stage. **18.4%** of students reached the **Advanced** level, while **5.1%** attained **Advanced High** proficiency, demonstrating readiness for more rigorous academic tasks in English. **21.6%** remained at the **Beginning** level, marking a notable decrease from the previous year and highlighting overall upward movement in English language proficiency across the student population.



Scaling What Works

This case study demonstrates that with the right tools, intentional strategies, and strong implementation fidelity, **districts can unlock the full potential of every MLL.**

Faced with the urgent need to accelerate outcomes, the district is phasing out instructional solutions that have failed to deliver measurable results. Instead, they are doubling down on what works. As part of their strategic shift, the district plans to:

- **Expand access to Connect to Literacy™** across all campuses by embedding it into the master schedule to ensure consistent, schoolwide implementation.
- **Deepen professional learning** to strengthen implementation support through leadership and instructional coaching.
- **Leverage platform usage data** to inform instruction and drive academic growth, helping students advance their English language development and close achievement gaps on the state Reading Language Arts assessment.

By aligning their investments with evidence-based impact, **the district is scaling success and ensuring that every MLL has access to the tools and support they need to thrive.**

Conclusion

The results of this study provide compelling evidence that Connect to Literacy™ is an effective, research- and evidence-based solution for accelerating English language development and reading growth among Multilingual Learners (MLLs). With a **26% average growth advantage and a positive impact observed in 13 out of 16 subgroups**, the program consistently outperformed traditional instruction. **Statistically significant gains** were achieved in key populations such as **Hispanic students** and **economically disadvantaged learners**, strengthening the case for Connect to Literacy™ as a reliable tool for improving literacy outcomes in diverse, multilingual classrooms. Gains were **especially strong in Grades 5, 7, and 8**, underscoring the **scalability of the program** across upper elementary and middle school levels. The high growth of **gifted and talented** learners—despite not reaching statistical significance due to small sample size—suggests the program may also be **effective in challenging and supporting more advanced students.**

Additionally, TELPAS proficiency growth **reinforces the program's impact on English language development.** From 2024 to 2025, the percentage of students at the Beginning level dropped from 44.8% to 21.6%, while those reaching Intermediate rose from 36.7% to 55%. Growth was also evident in Advanced and Advanced High levels, with a combined increase from 18.5% to 23.5%, indicating upward movement across the proficiency continuum.

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About Summit K12

Summit K12 is a trusted leader in multilingual education, offering explicit language instruction and oral practice to strengthen academic English skills. Our flagship solution, Connect to Literacy™, supports the unique needs of MLLs, including LTELs and Newcomers. Aligned with the Science of Reading, Science of Learning, and ELD/ELA standards, it provides personalized plans with explicit instruction, targeted practice, and ongoing feedback. This year-round, evidence-based approach helps close opportunity gaps and drive academic success.

The Connect to Literacy™ Advantage:

- Alignment to standards
- ELD progress monitoring assessments for all language domains: Listening, Speaking, Reading, Writing
- Automatically generated Personalized Learning Plans (PLPs)
- Real-time reporting and dashboards
- AI-powered scoring and intelligent insights with access to targeted virtual coaching feedback and model exemplars for students
- Newcomer resources and supports in 30 home languages with access to written and audio directions throughout the C2L course for Newcomers
- Science of Reading - aligned Language Foundation Skills: Phonemic Awareness, Decoding, Encoding, Syntax, and Morphological Awareness through a multilingual lens

As districts continue to navigate the dual demands of closing opportunity gaps and boosting academic achievement, Summit K12's Connect to Literacy™ stands out as a proven solution. With strong implementation fidelity, this program doesn't just support compliance, **it drives measurable student growth and advances educational outcomes.**



Empowering every learner to reach their personal summit.

Want to Learn More? Connect with Us!

Ready to see how Connect to Literacy™ can transform outcomes in your district?

At Summit K12, we believe every Multilingual Learner deserves an accelerated path to academic success, and we're here to help you make that a reality. Whether you're focused on growth, reclassification, performance, or newcomer support, our team can tailor a solution to fit your needs.

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