

Evidence-Based Literacy Instruction (EBLI) *Background, features, and Results*



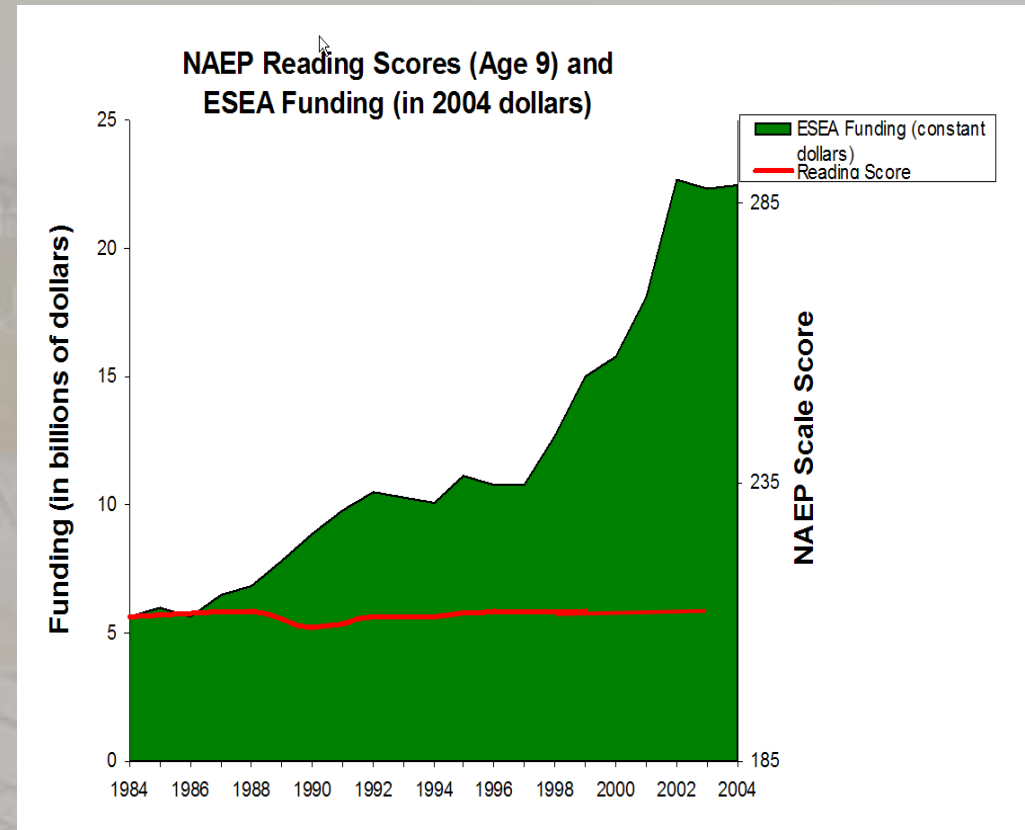
Evidence-Based
Literacy Instruction™

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5-10-05 Edition

America - Reading Results



- Over the past 20 years, Americans have invested trillions of dollars in elementary and second education, but reading scores have remained essentially flat.



What Is **EBLI**?

Evidence-Based Literacy Instruction

- Explicit, Structured, Systematic, Multi-sensory Reading Strategies
- Proven Research-Based Instructional Practices
- Strategies aligned to current curricular standards



EBLI Results

Classroom and Individual Intervention Formats

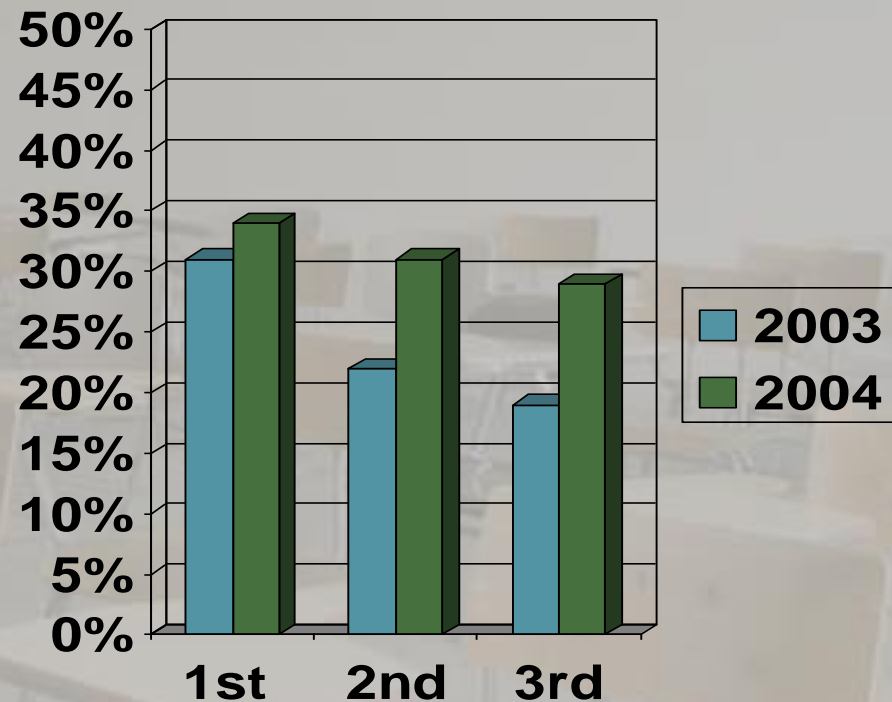
Grades 1-12



NCLB Goals and Results

- Reading First beliefs/goals:
 - All children, by the end of the third grade, will learn to read successfully, and
 - 95-98% of all children can learn to read.
- 90-120 minutes reading instruction/day – phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Extensive professional development, periodic student testing, specific reading programs/materials
- Iowa Basic year-end results
 - Note: 44 buildings 2002/03 – 119 buildings 2003/04
 - Note: LETRS/DIBELS – from Sopris West

% of students at/above grade level–RF-Michigan



EBLI Results

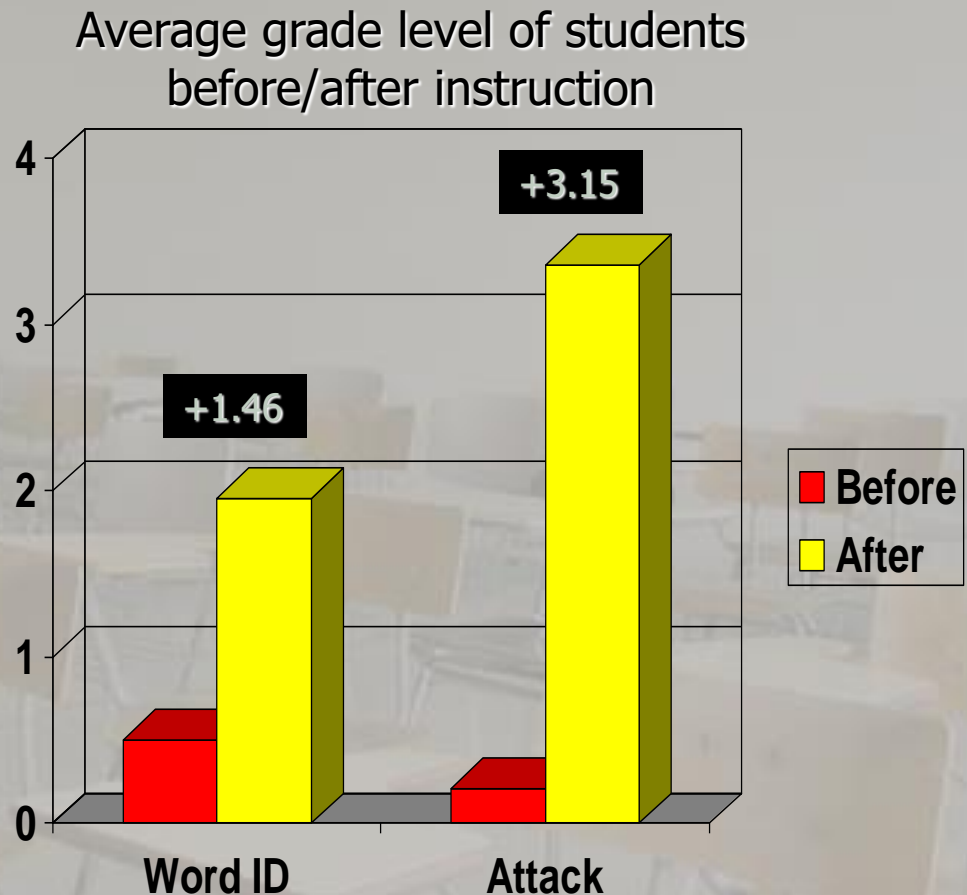
Classroom and Individual Intervention Formats

Grades 1-3



1st Grade – Classroom Instruction

- Hart Public Schools (MI)
- 2003/04 school year
- Whole class instruction
- 26 students
- Woodcock Mastery Test
- 87% free and reduced lunch building population
- ~50% Hispanic – large migrant population
- Building eligible for 2005/06 Reading First grant

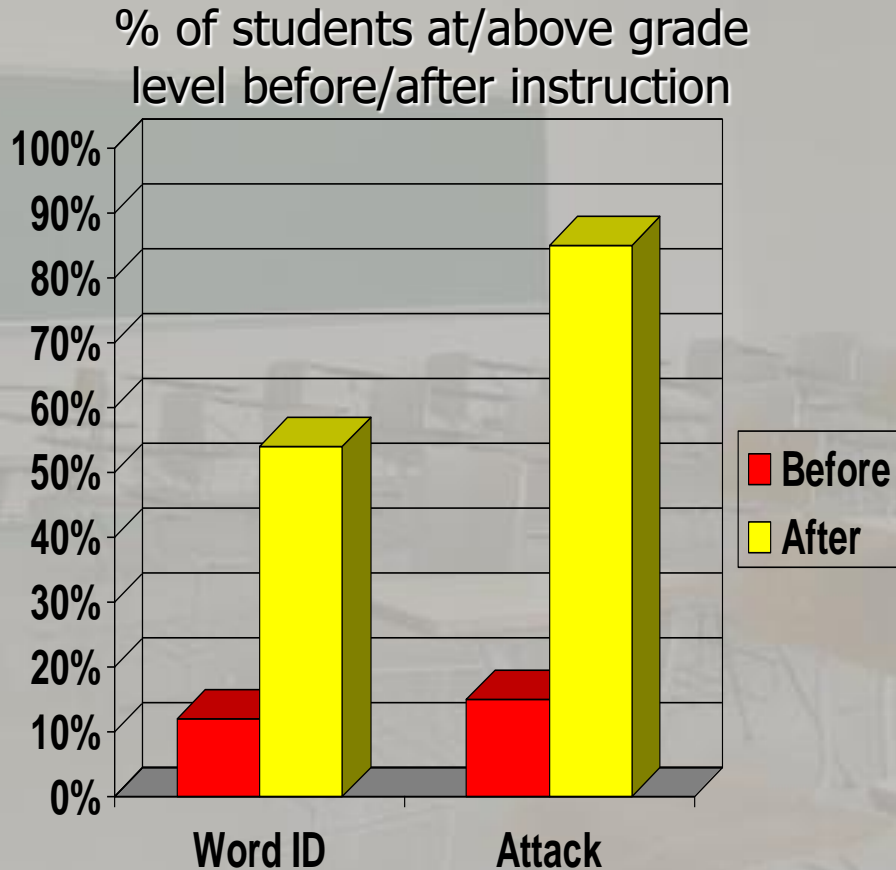


Effect Size

A value of 1.0 represents 1-standard-deviation (the difference between scoring at the 50th and 85th percentile on a standardized test)

- .15 to .40 – small effect
- .40 to .79 – moderate effect
- .80 or higher – strong effect

1st Grade – Classroom - Data Analysis

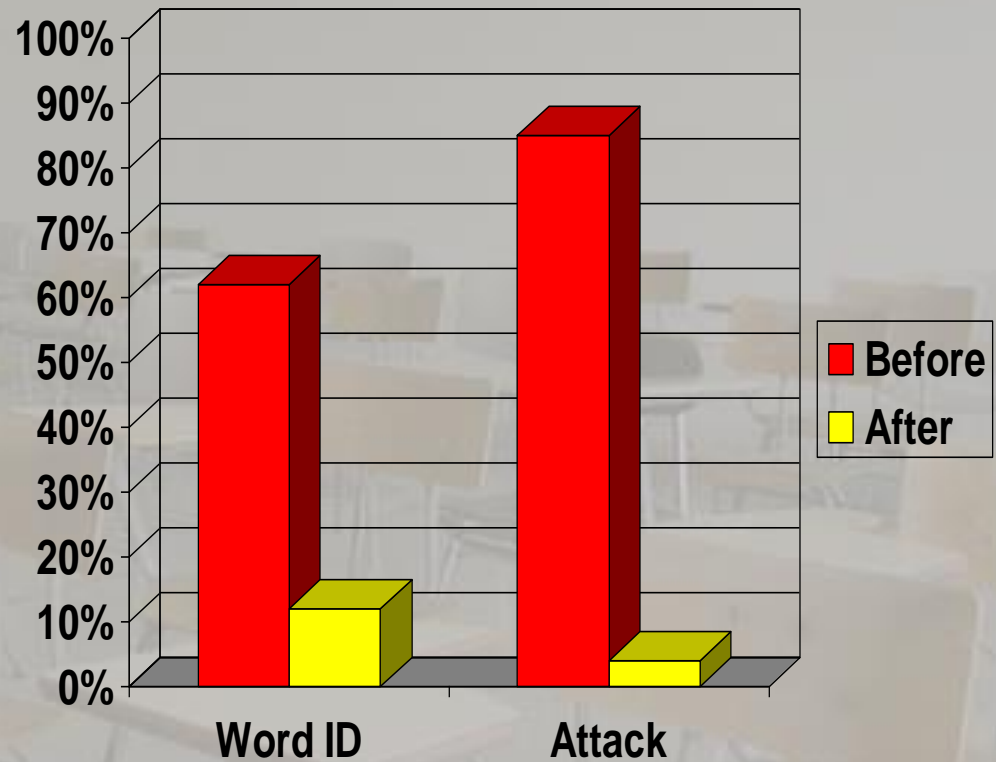


Effect Size	
Word ID	Attack
2.70	2.28

Effect Analysis by: Matthew K. Burns, PhD,
School Psychology Program, University of
Minnesota, Minneapolis, MN

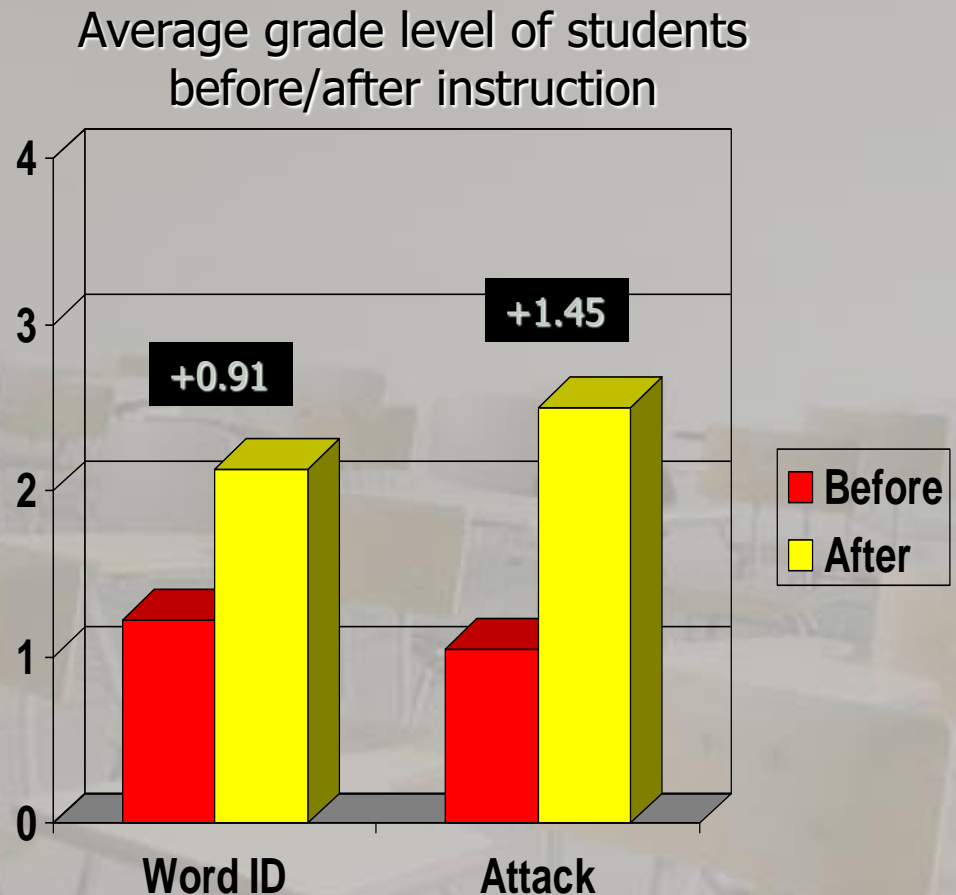
1st Grade – Classroom - Cont'd

- % of students $\frac{1}{2}$ or more grades below grade level - before/after instruction



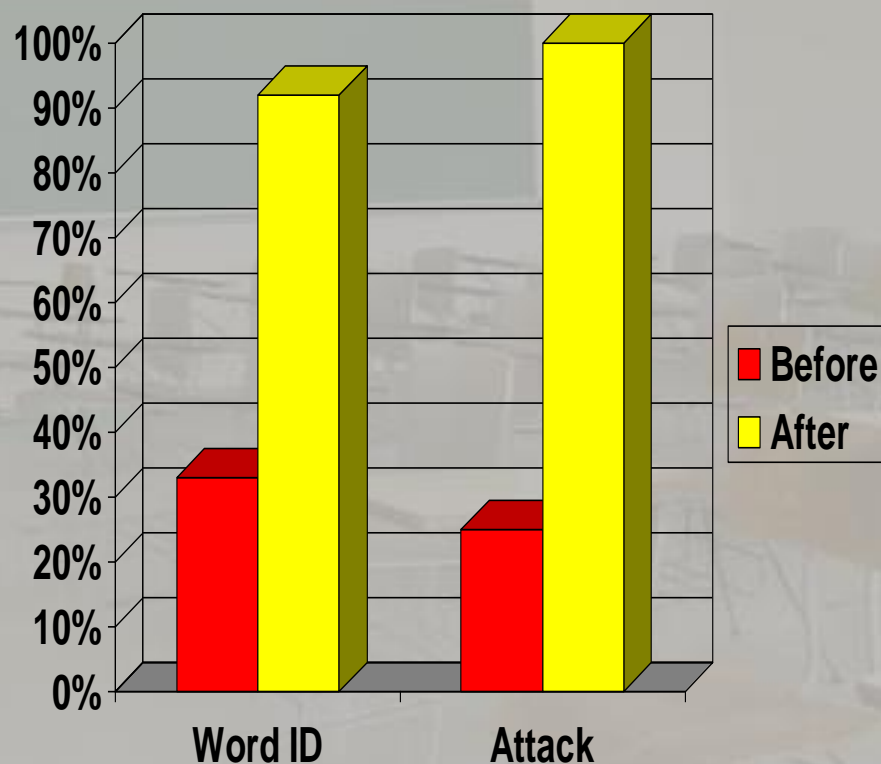
1st Grade – Individual Intervention

- 2003 thru December 2004
- Individual intervention
- Average 15 hours of instruction (median – 12)
- 12 1st grade special ed/high risk students
- Woodcock Diagnostic Reading Battery



1st Grade – Individual – Data Analysis

% of students at/above grade level before/after instruction

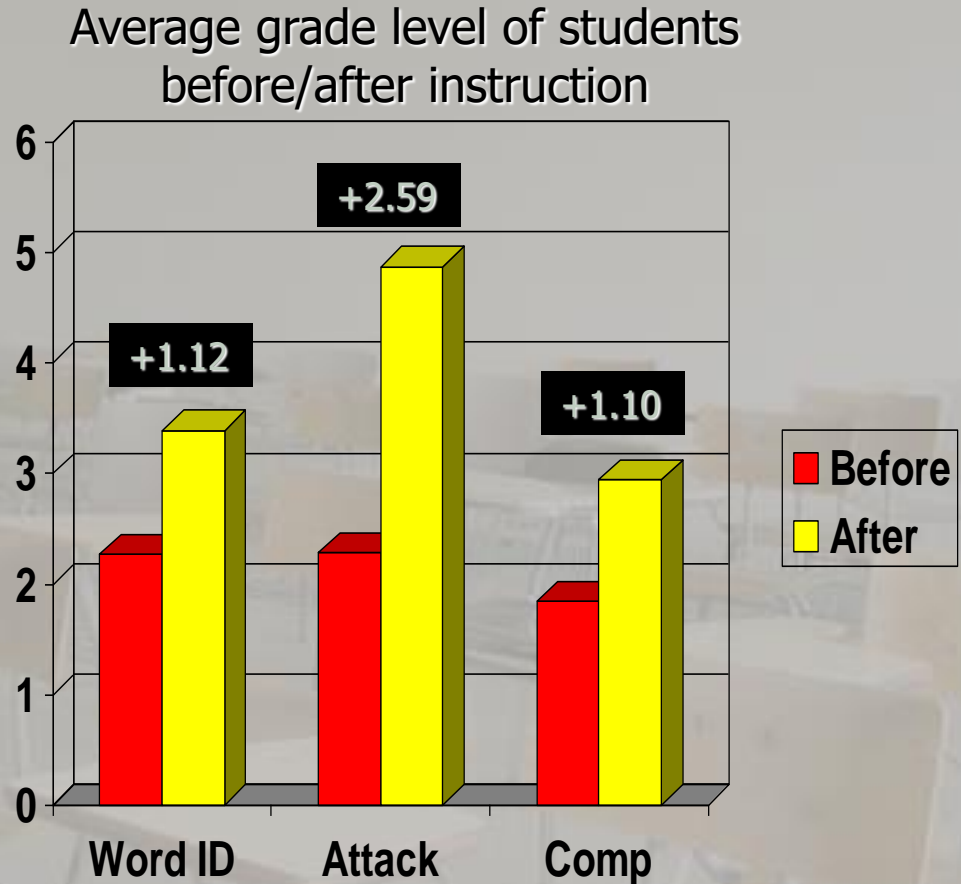


Effect Size	
Word ID	Attack
1.57	2.03

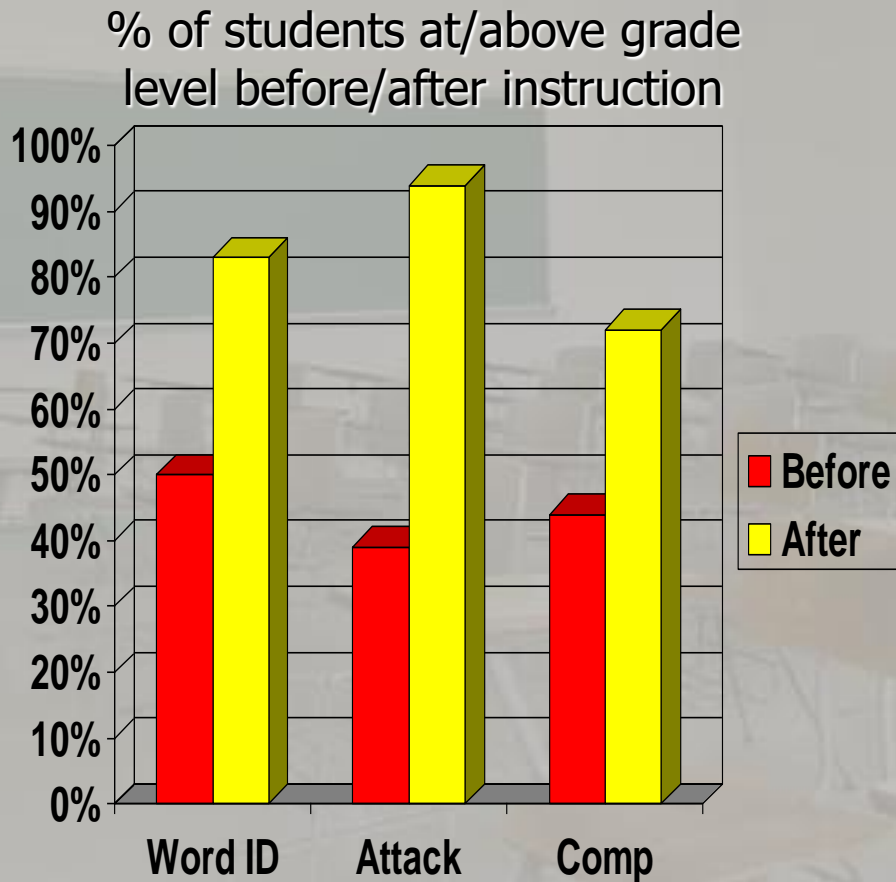
Effect Analysis by: Matthew K. Burns, PhD,
School Psychology Program, University of
Minnesota, Minneapolis, MN

2nd Grade – Classroom Instruction

- Quincy Schools (MI)
- November 2003 to May 2004 – approximately 25 weeks considering breaks
- 3 hours of whole class instruction per week (total of 75 hours)
- 27 students
- Woodcock Johnson III
- 21% free and reduced lunch
- Building eligible for 2005/06 Reading First grant



2nd Grade-Data Analysis

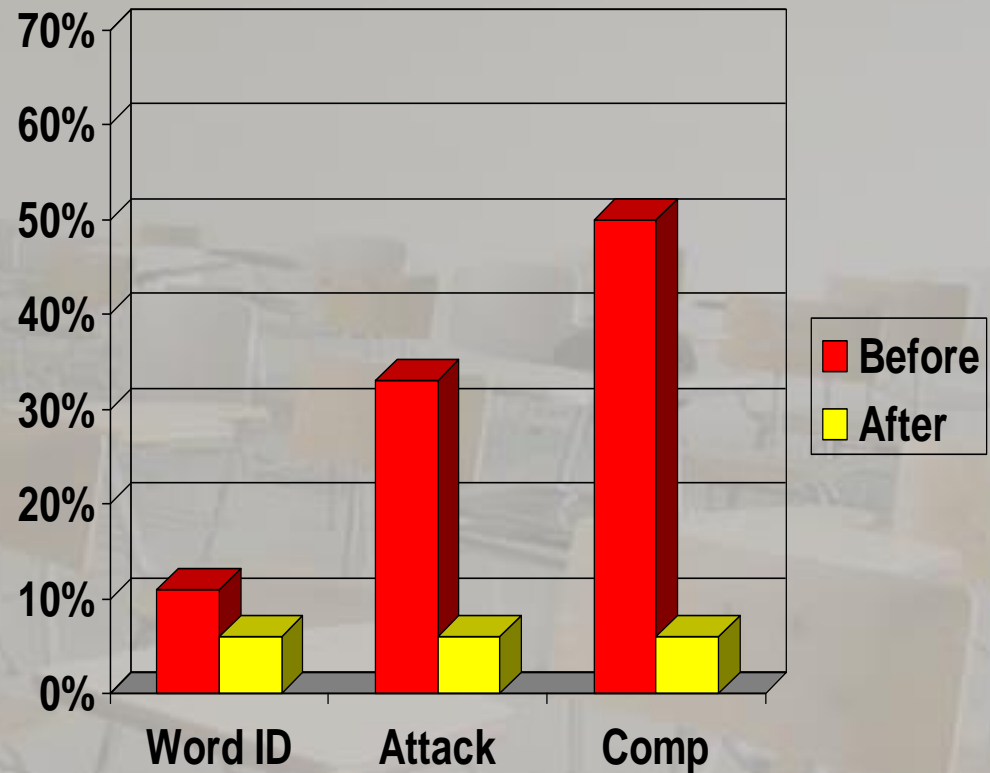


Effect Size		
Word ID	Attack	Comp
1.66	1.59	2.44

Effect Analysis by: Matthew K. Burns, PhD,
School Psychology Program, University of
Minnesota, Minneapolis, MN

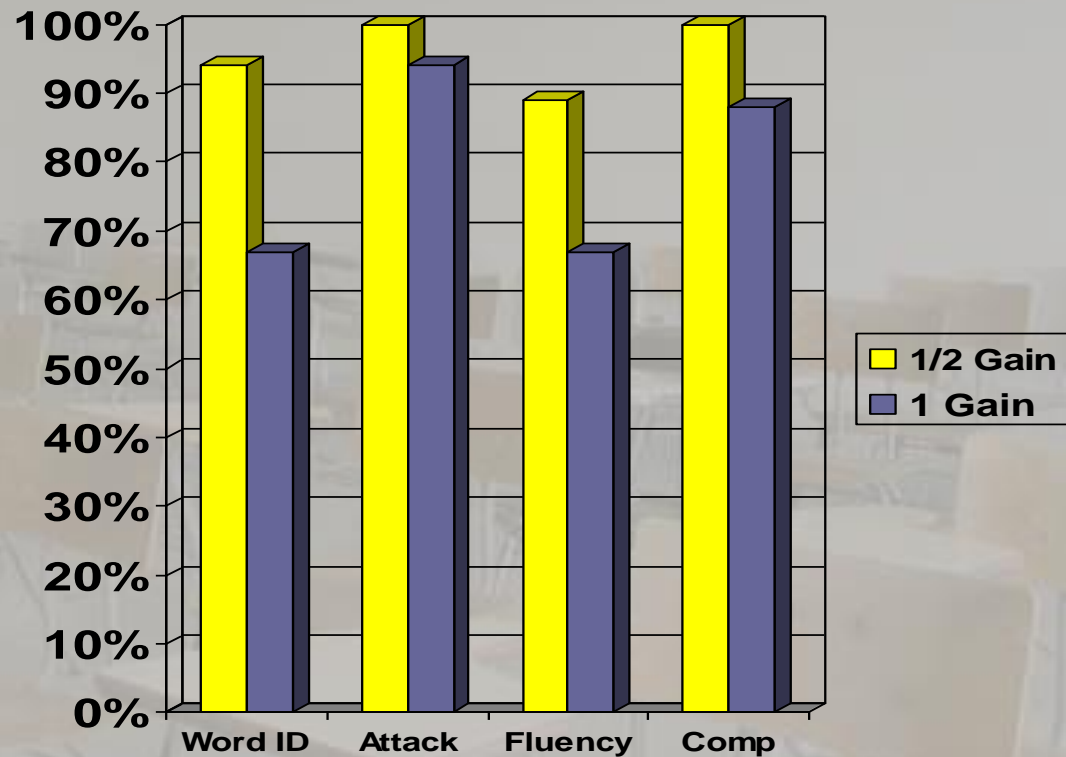
2nd Grade – Classroom - Cont'd

- % of students $\frac{1}{2}$ or more grades below grade level - before/after instruction



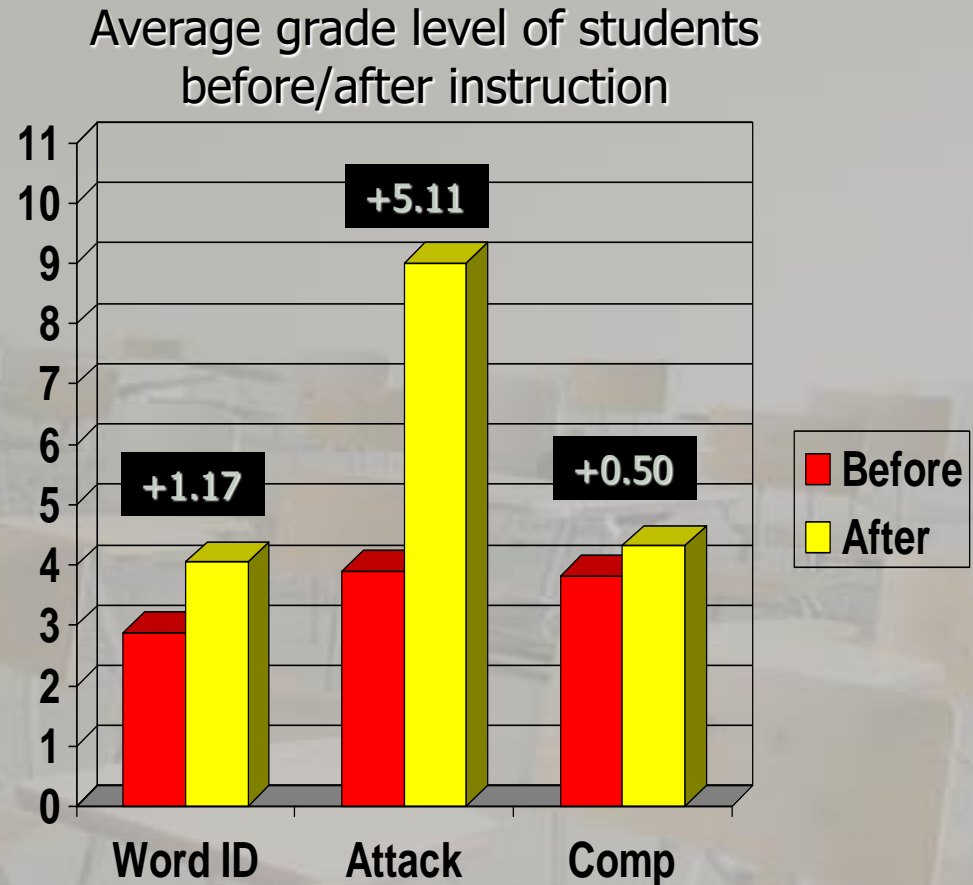
2nd Grade – Classroom - Cont'd

- % of students experiencing .5 and 1.0 or more grade level gains

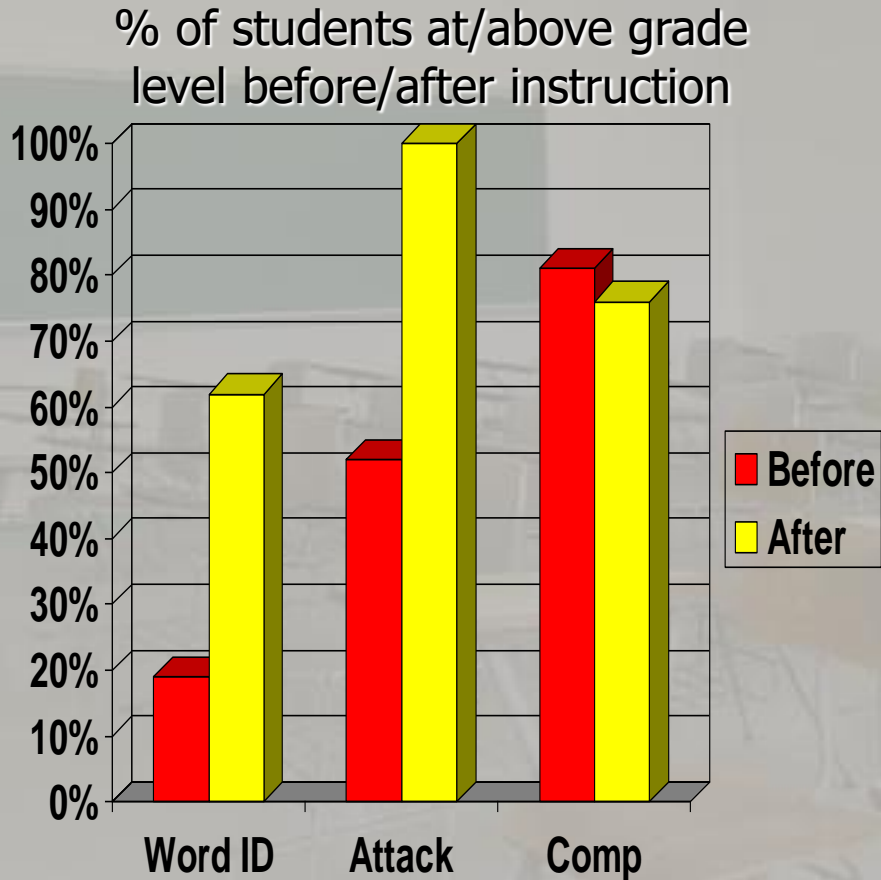


3rd Grade – Classroom Instruction

- Hart Public Schools (MI)
- 2003/04 school year
- Whole class instruction
- 21 students
- Woodcock Mastery Test
- 87% free and reduced lunch building population
- 50%+ ESL – large migrant Hispanic population
- Building eligible for 2005 Reading First grant



3rd Grade-Data Analysis

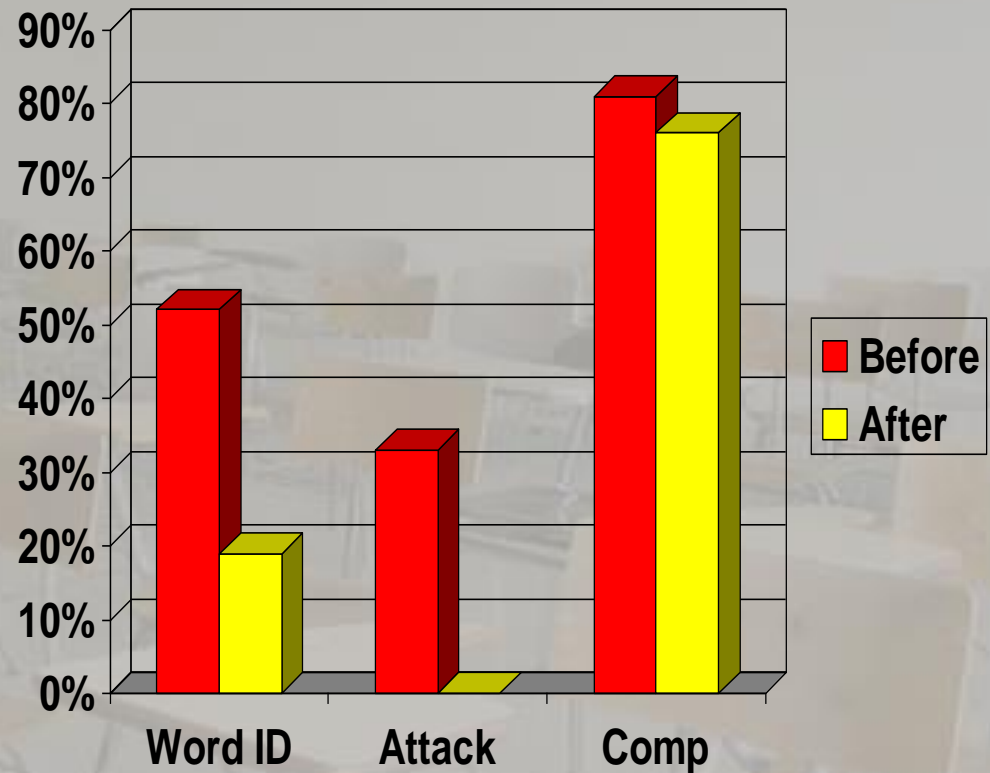


Effect Size		
Word ID	Attack	Comp
.91	1.92	.48

Effect Analysis by: Matthew K. Burns, PhD,
School Psychology Program, University of
Minnesota, Minneapolis, MN

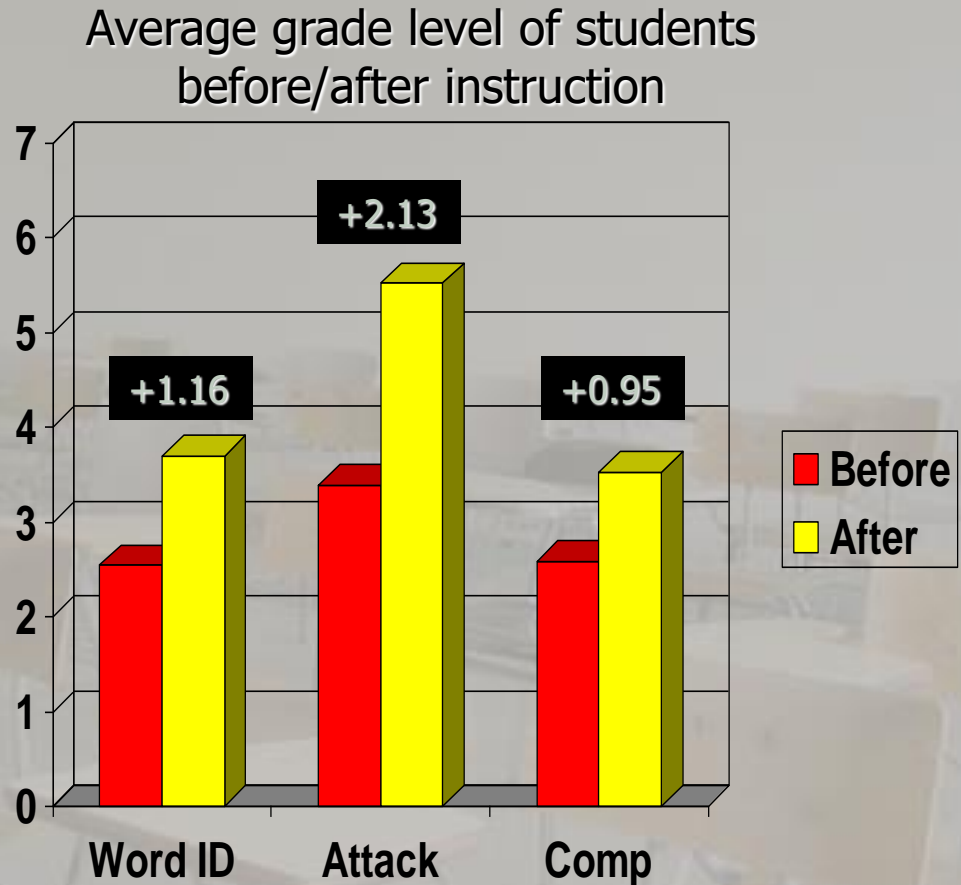
3rd Grade – Classroom - Cont'd

- % of students $\frac{1}{2}$ or more grades below grade level - before/after instruction



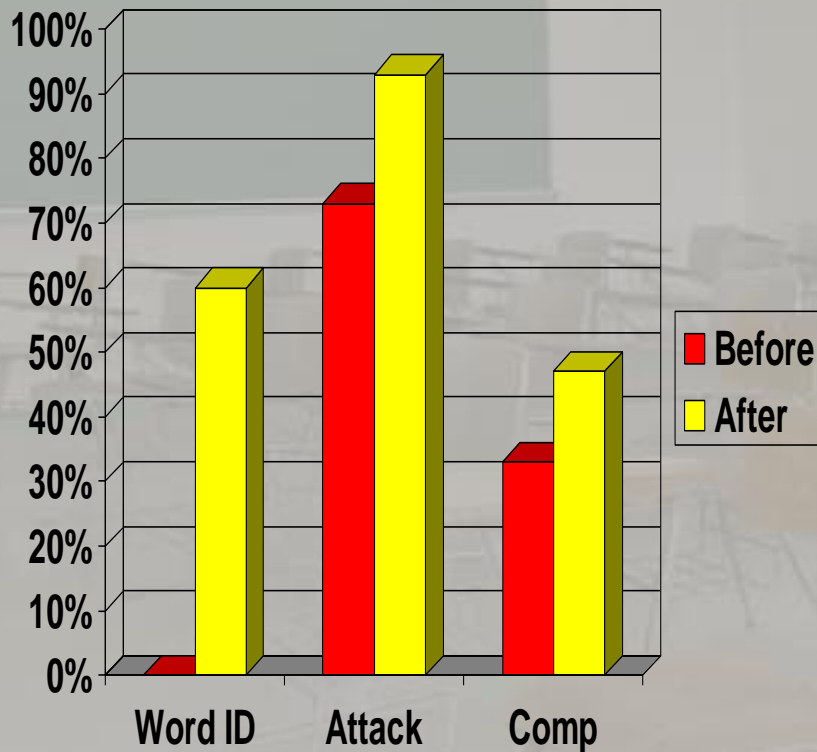
3rd Grade – Individual Intervention

- Hart Public Schools (MI)
- Pull-out instruction by teachers – winter 2005
- 8 45 minute sessions on average – average 5.73 hours
- 15 students
- Woodcock Mastery
- 72% free and reduced lunch building population
- 33%+ Hispanic – large migrant population
- Building eligible for 2005 Reading First grant



3rd Grade - Data Analysis

% of students at/above grade level before/after treatment



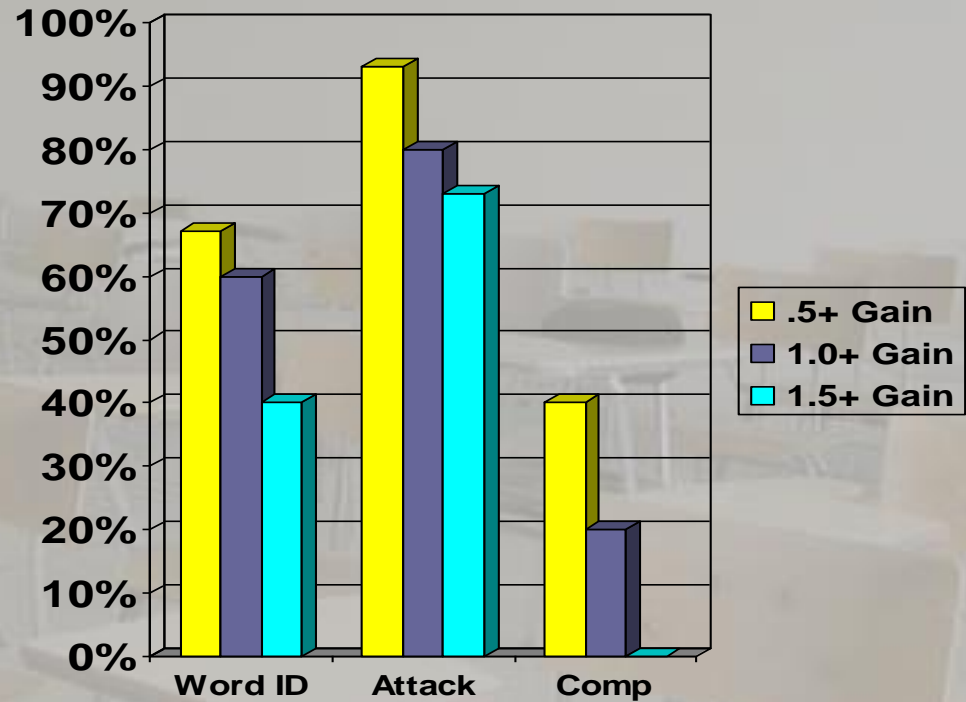
Effect Size

ID	Attack	Comp	Flu	Errors
2.49	2.28	2.32	.96	1.23

Effect Analysis by: Matthew K. Burns, PhD,
School Psychology Program, University of
Minnesota, Minneapolis, MN

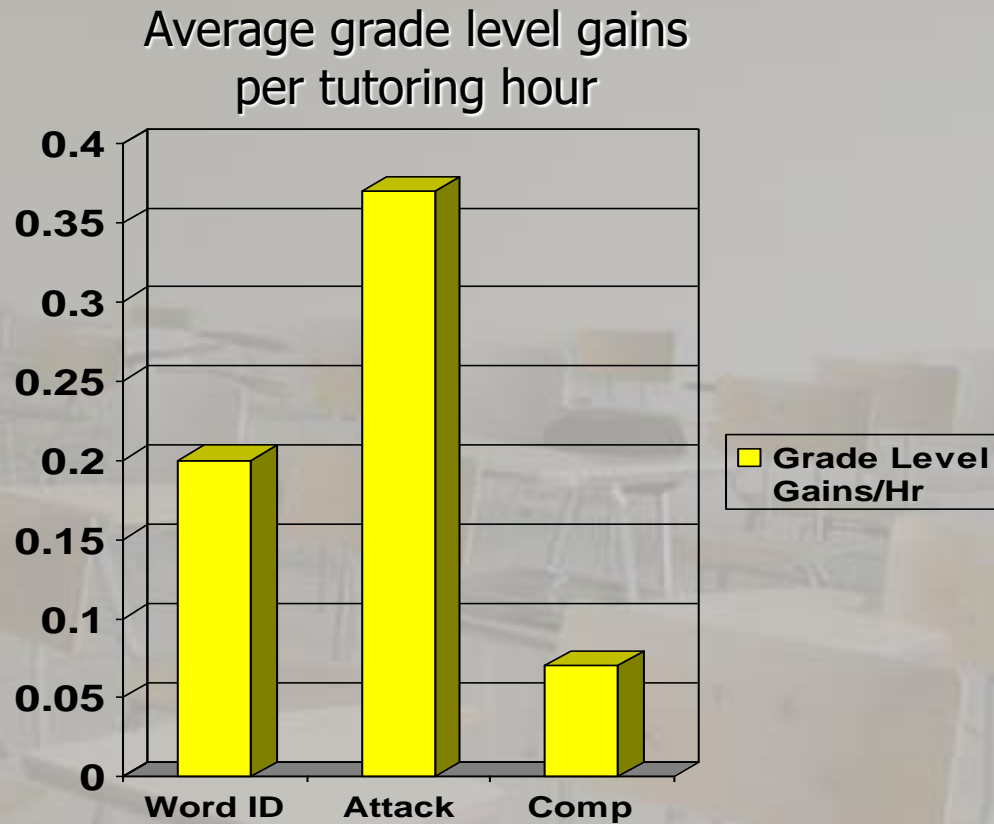
3rd Grade – Pull-Out - Cont'd

- % of students experiencing .5, 1.0, and 1.5 or more grade level gains



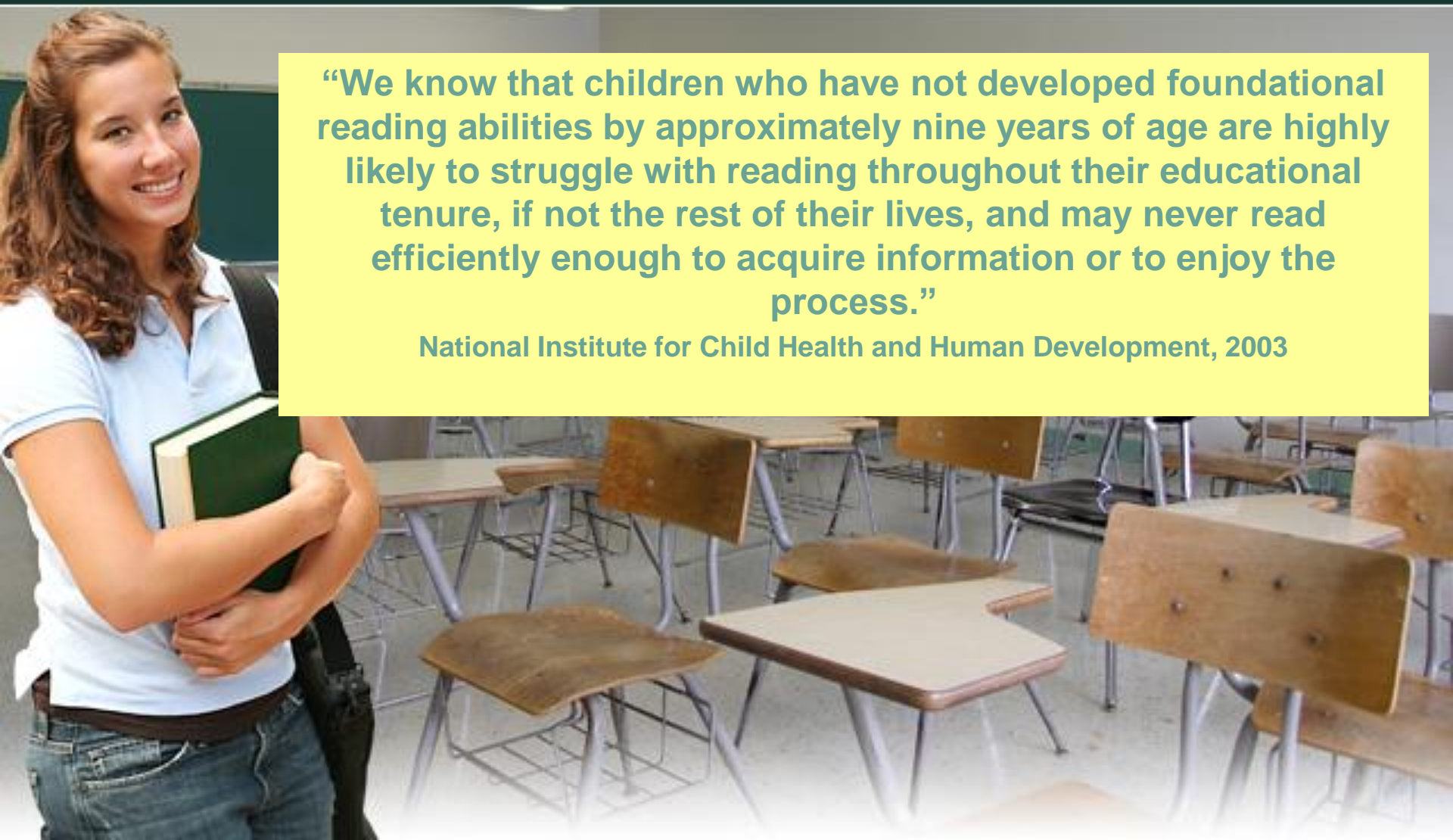
3rd Grade – Pull-Out - Cont'd

- 5.73 average instruction hours/student



EBLI Results

Individual Intervention Format Upper Elementary and Middle and High School

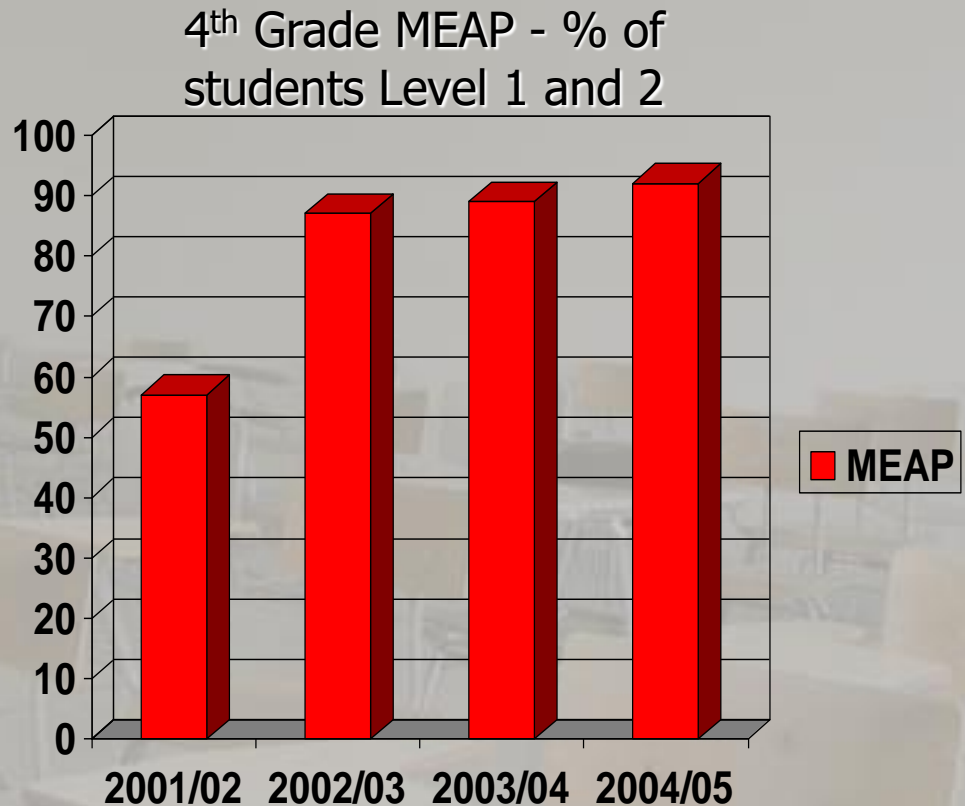


“We know that children who have not developed foundational reading abilities by approximately nine years of age are highly likely to struggle with reading throughout their educational tenure, if not the rest of their lives, and may never read efficiently enough to acquire information or to enjoy the process.”

National Institute for Child Health and Human Development, 2003

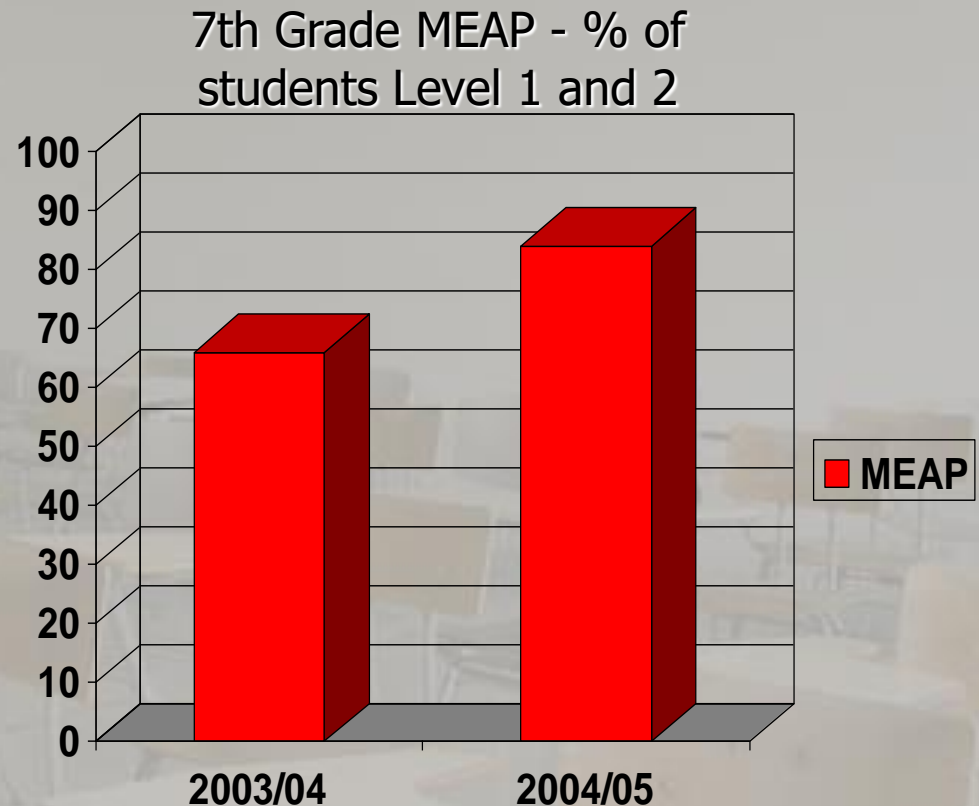
4th grade Classroom Instruction

- Whitehall District Schools
- Ealy Elementary
- Whole class instruction
- 35% free and reduced lunch population
- 8% Special Ed population
- MEAP - 57% Levels 1 and 2 in 2001/02 – increased to 92% Levels 1 and 2 in 2004/05 (only 6% Level 3; 2% Level 4)
- 30% reduction in 4th grade Special Education students first year after implementation



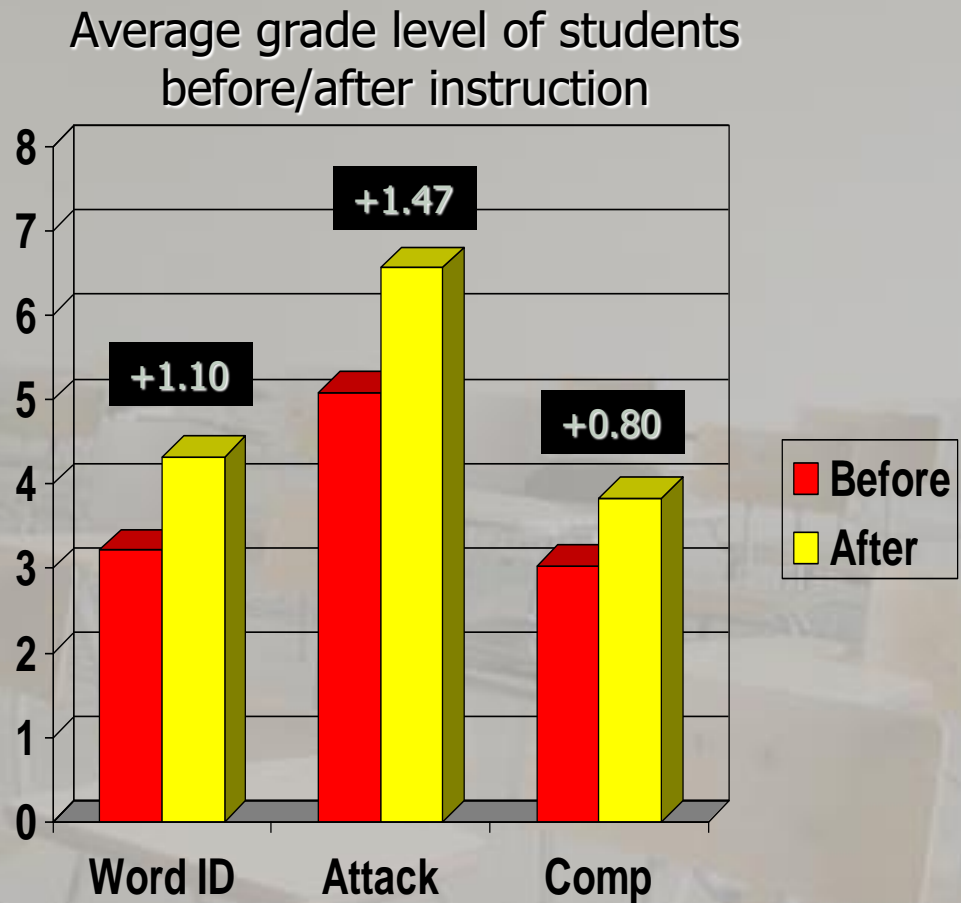
Same students now in 7th grade

- Whitehall District Schools
- 7th grade MEAP testing
- First 7th grade class with at EBLI instruction in 4th grade
- No further EBLI instruction after 4th grade
- MEAP - 66% Levels 1 and 2 in 2003/04 -increased to 84% Levels 1 and 2 in 2004/05
- 18 percentile point increase from prior year



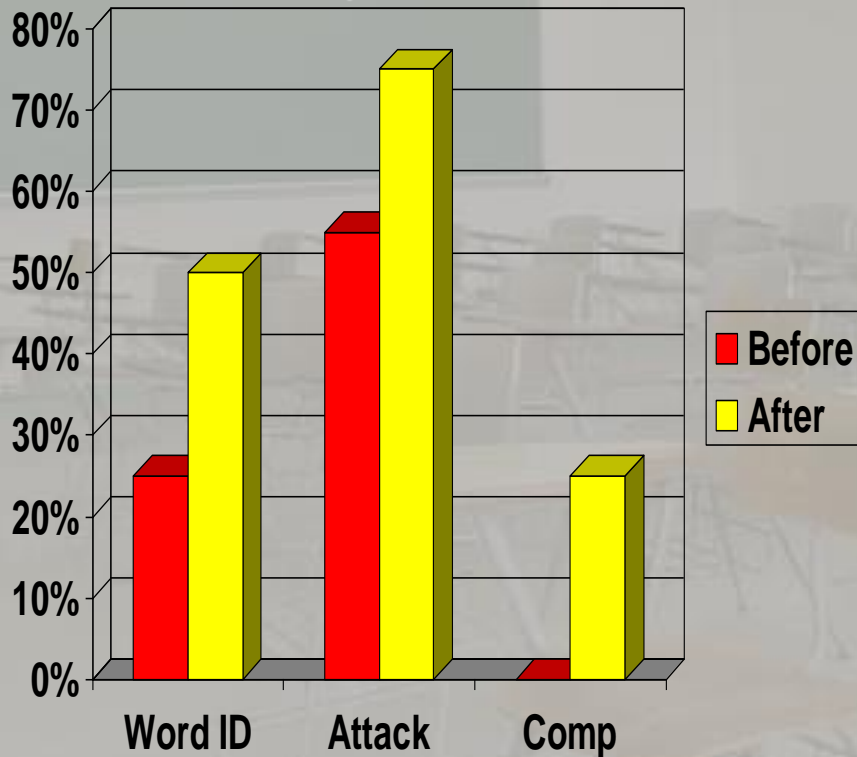
4th Grade – Individual Intervention

- Hart Public Schools (MI)
- Pull-out instruction by teachers – fall 2004
- 6 45-minute sessions
- 19 students
- Woodcock Mastery
- 35% Hispanic
- 68% free and reduced lunch



4th Grade - Data Analysis

% of students at/above grade level before/after treatment



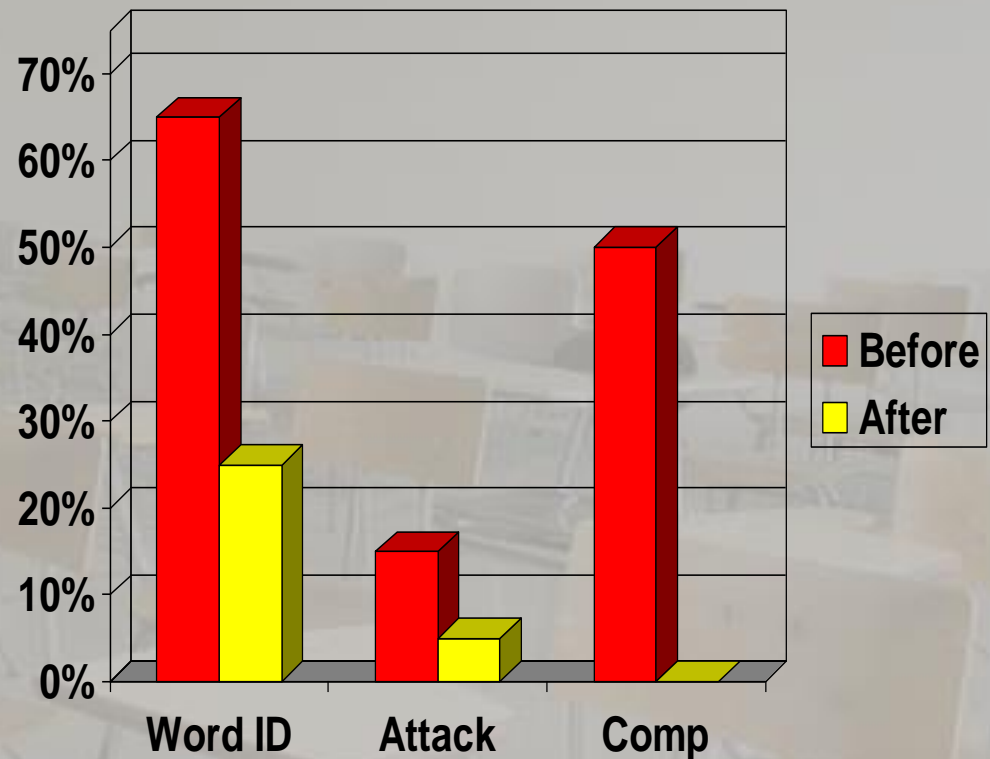
Effect Size

Word ID	Attack	Comp
.95	.47	2.35

Effect Analysis by: Matthew K. Burns, PhD,
School Psychology Program, University of
Minnesota, Minneapolis, MN

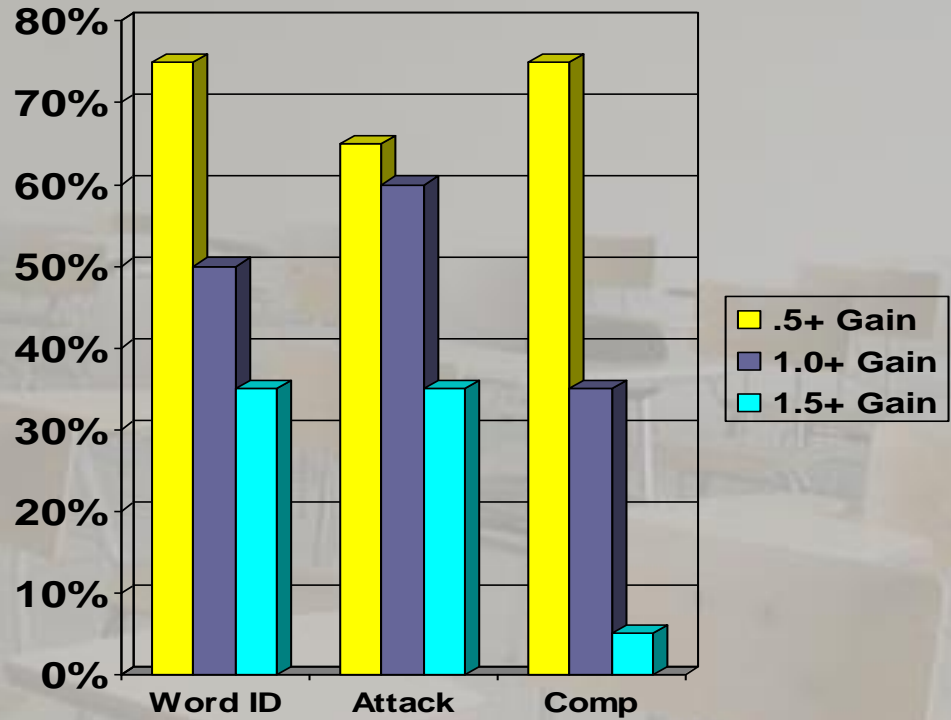
4th Grade – Pull-out - Cont'd

- % of students more than one grade level below grade level - before/after instruction



4th Grade – Pull-out - Cont'd

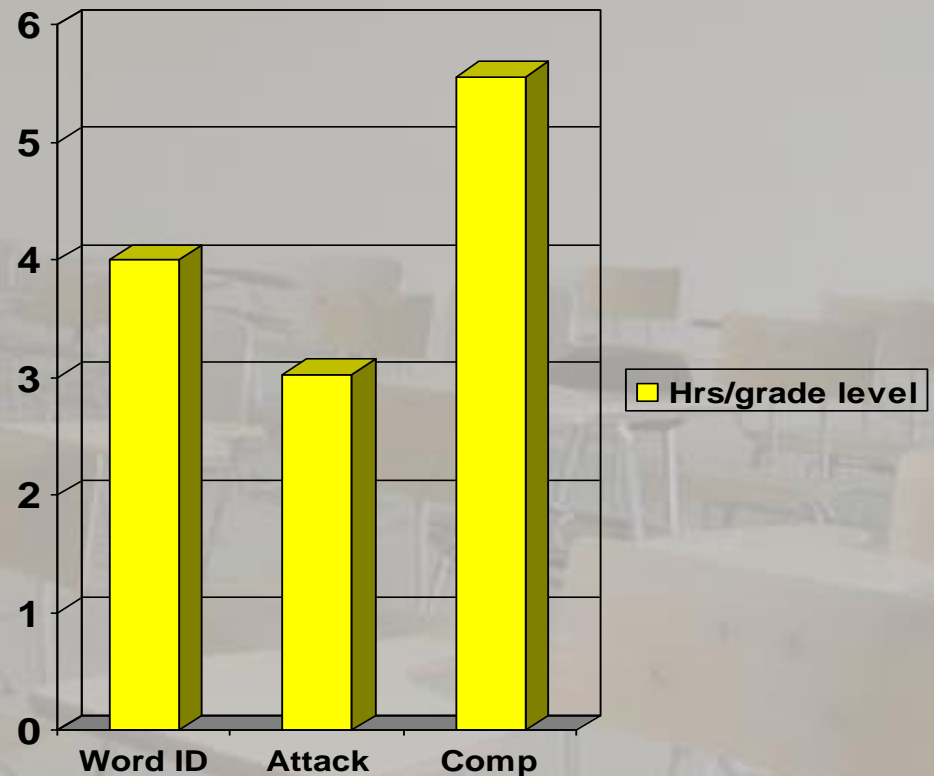
- % of students experiencing .5, 1.0, and 1.5 or more grade level gains



4th Grade – Pull-out - cont'd

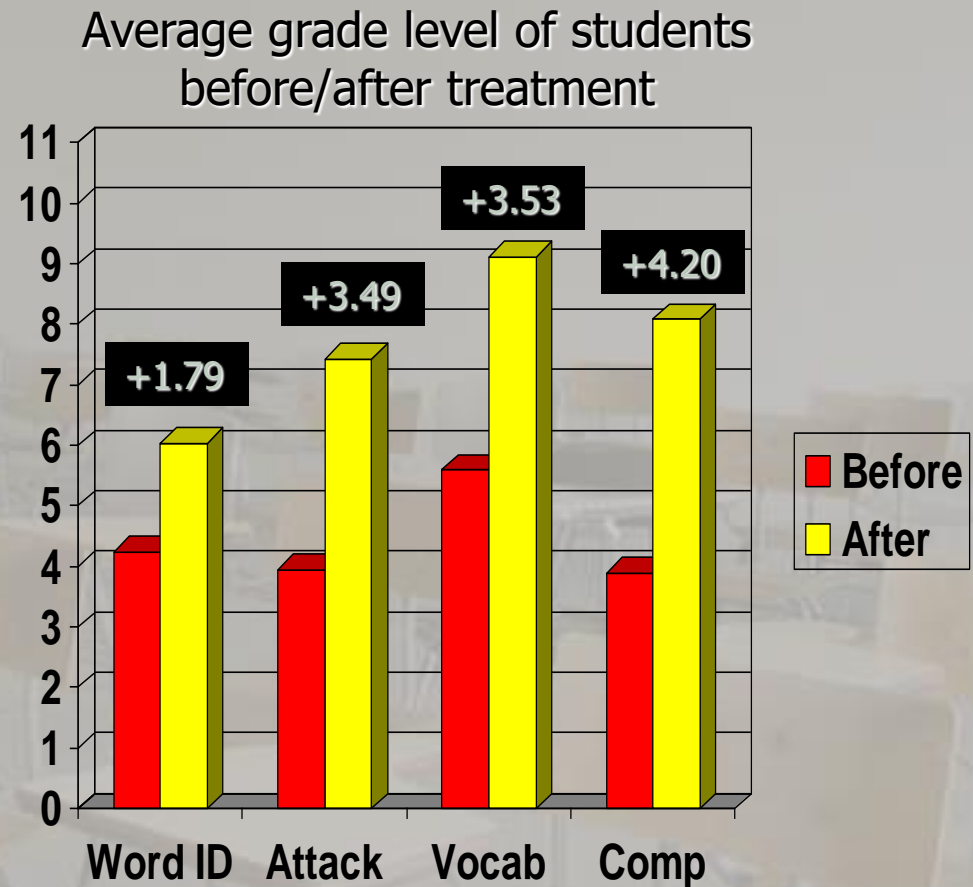
- 6 45 minute tutoring sessions/student
- 4.5 hours total/student

Hours of tutoring to gain one grade level on average



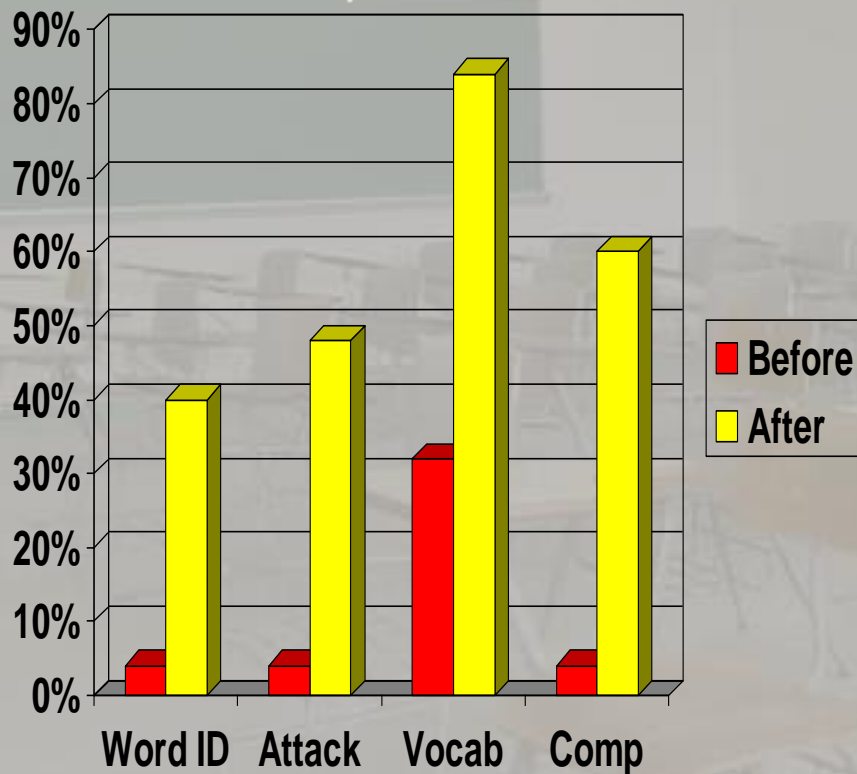
6th Grade – Individual Intervention

- Quincy Schools (MI)
- Pull-out treatment by para-pro – 2003/04 school year
- 25 students
- Average 9.52 hrs/student
- Woodcock Johnson III



6th Grade - Data Analysis

% of students at/above grade level before/after treatment



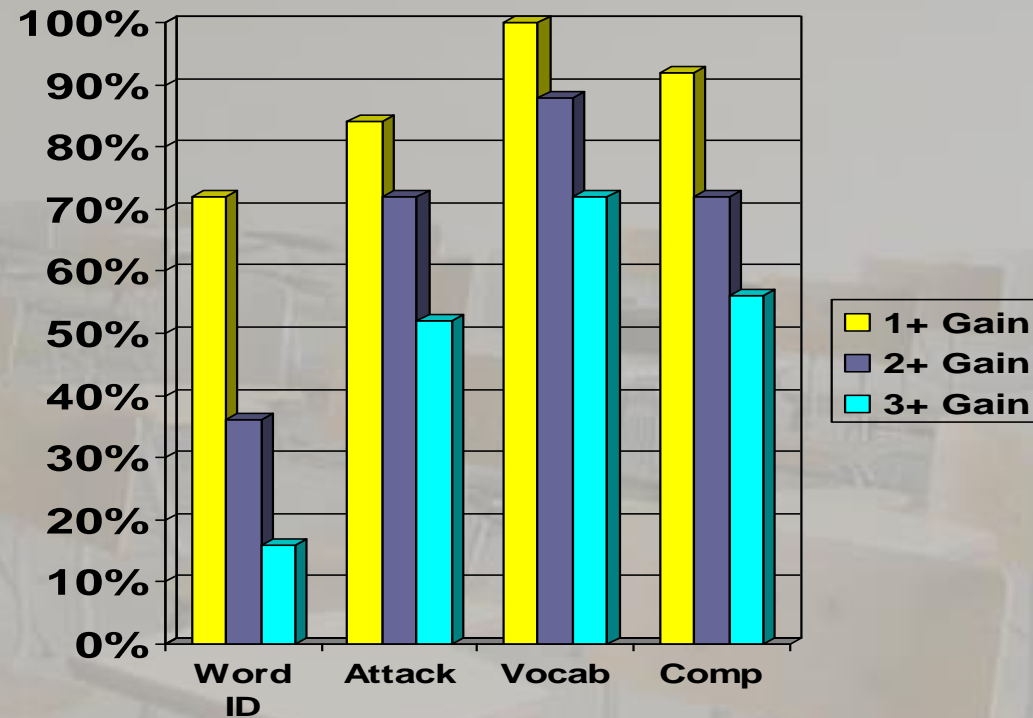
Effect Size

Word ID	Attack	Comp
1.07	1.36	1.66

Effect Analysis by: Matthew K. Burns, PhD,
School Psychology Program, University of
Minnesota, Minneapolis, MN

6th Grade – Pull-out - Cont'd

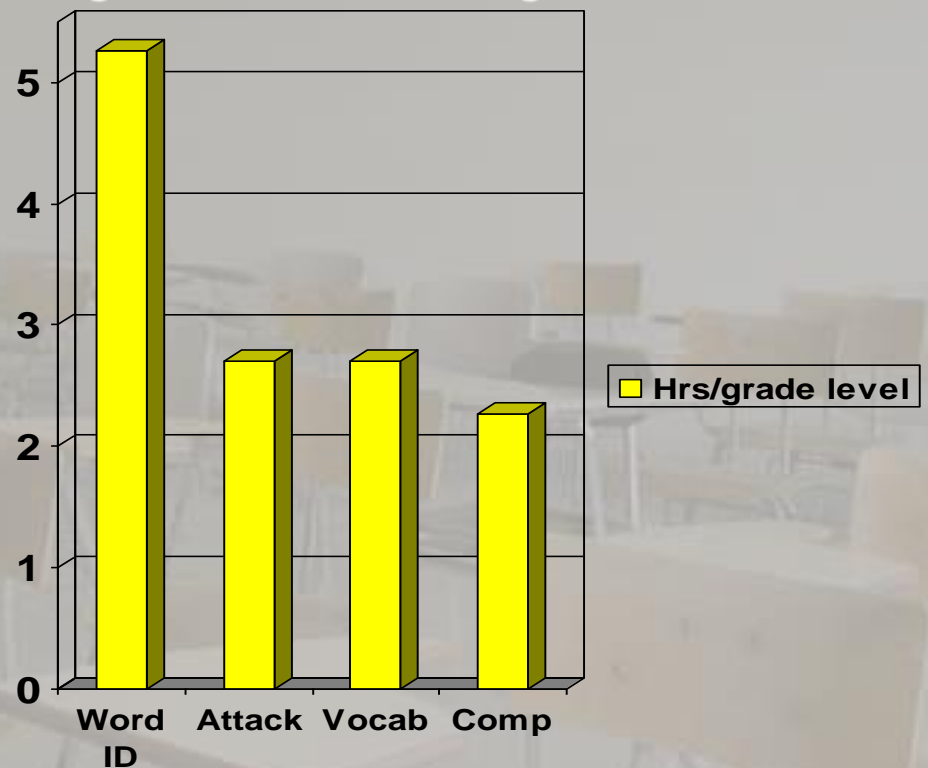
- % of students experiencing 1, 2, or 3 or more grade level gains



6th Grade – Pull-out - Cont'd

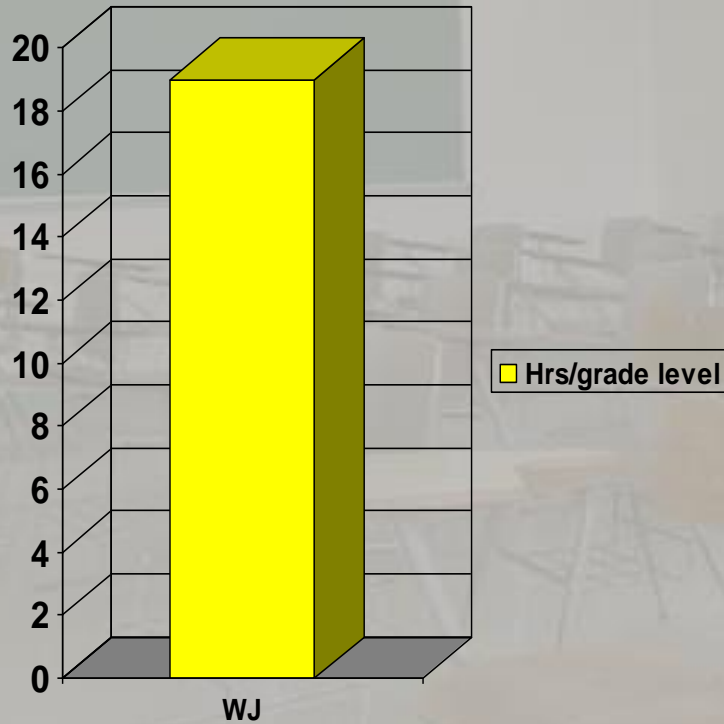
- Average 9.52 hrs/student
- Median 8 hrs/student

Hours of tutoring to gain one grade level on average

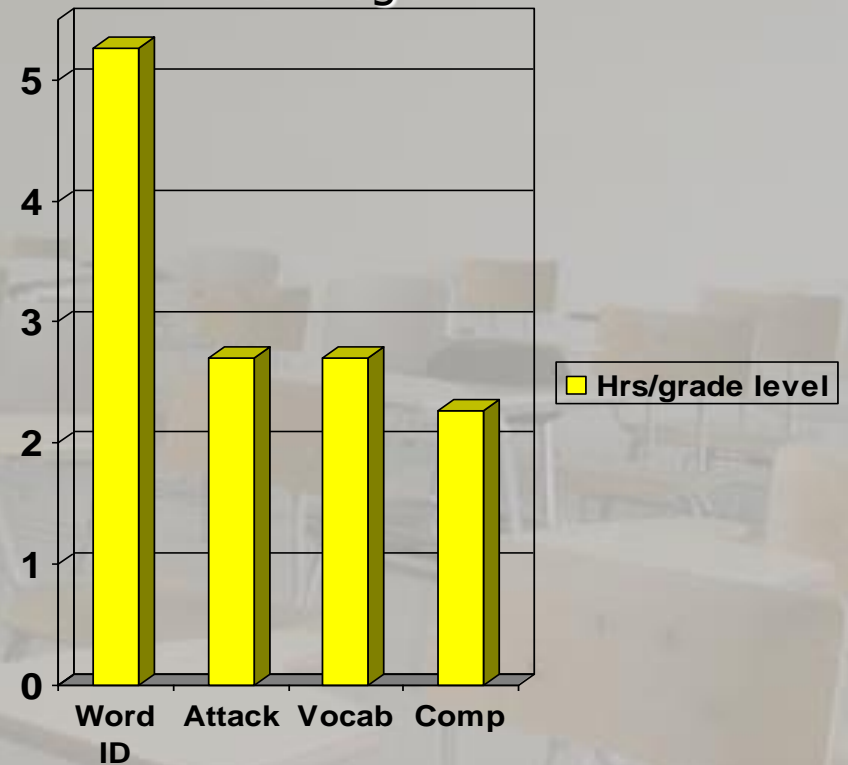


6th Grade – Pull-out - Comparison

Read Right Systems - hours of tutoring to gain one grade level on average

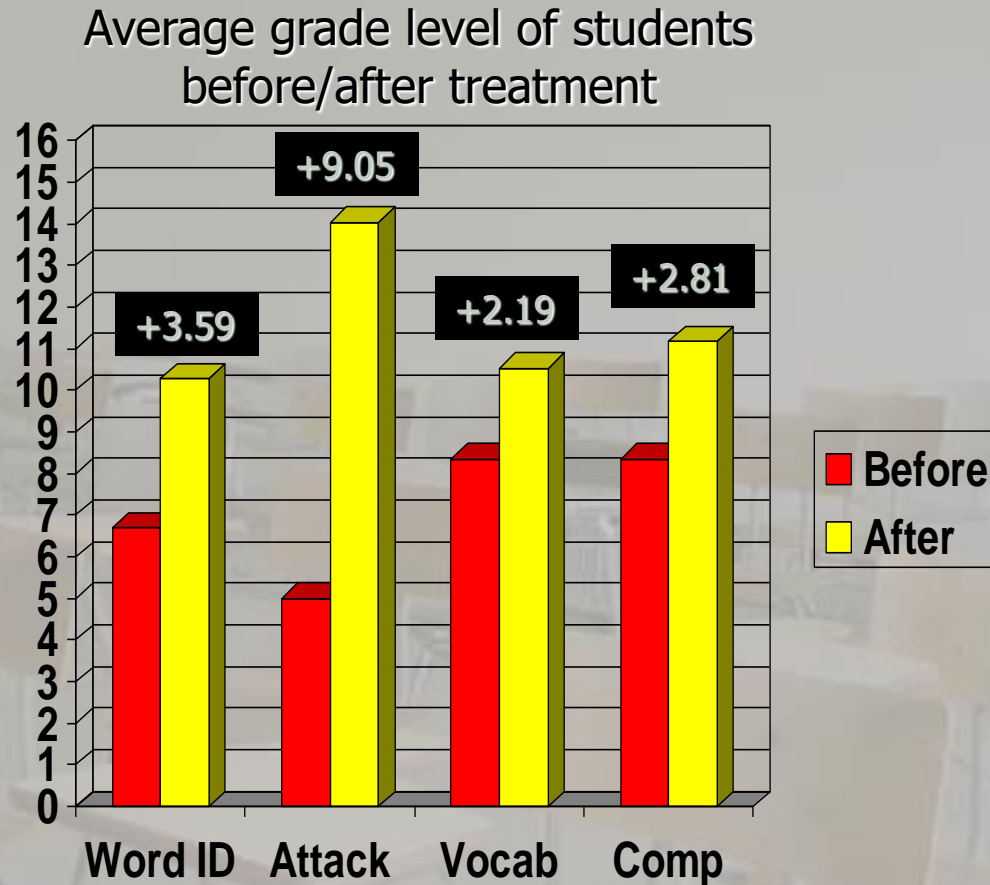


EBLI - hours of tutoring to gain one grade level on average



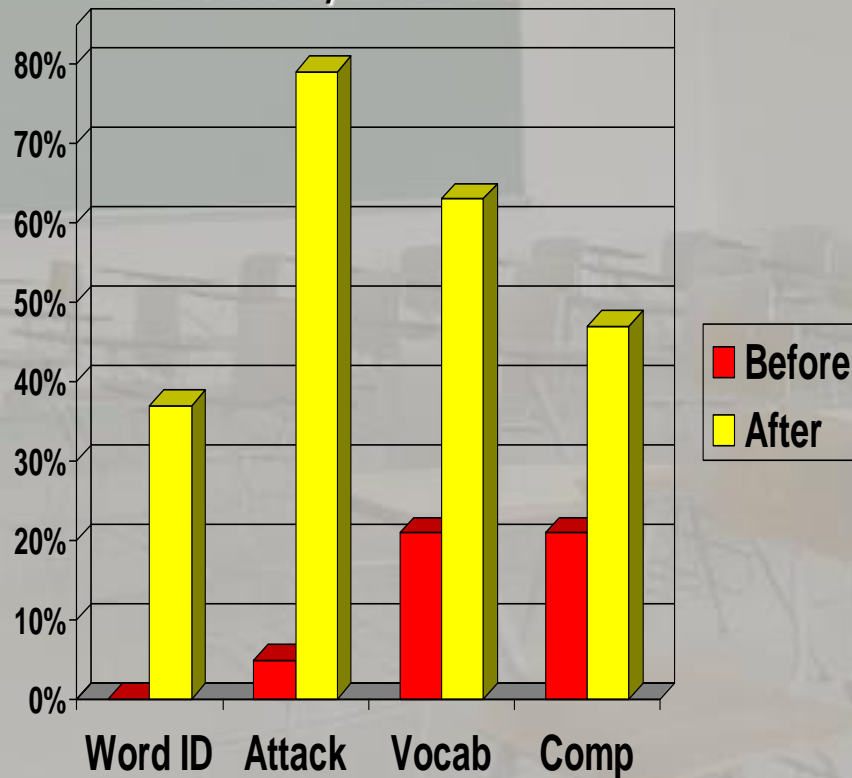
High School–Individual Intervention

- Owosso Public Schools (MI)
- Pull-out instruction by multiple para-pros – late fall 2002 thru winter 2004
- 19 special ed/high risk students
- Average grade level – 10
- Average 5.26 hrs/student
- Woodcock Diagnostic Reading Battery



High School - Data Analysis

% of students at/above grade level before/after treatment



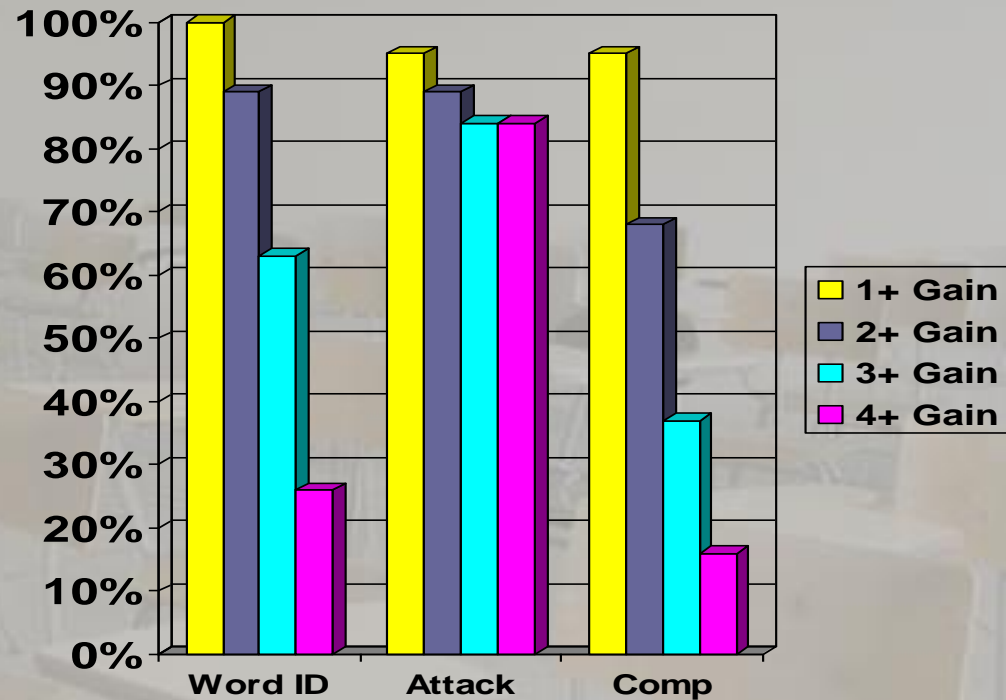
Effect Size

Word ID	Attack	Comp
1.95	2.52	.95

Effect Analysis by: Matthew K. Burns,
PhD, School Psychology Program,
University of Minnesota, Minneapolis, MN

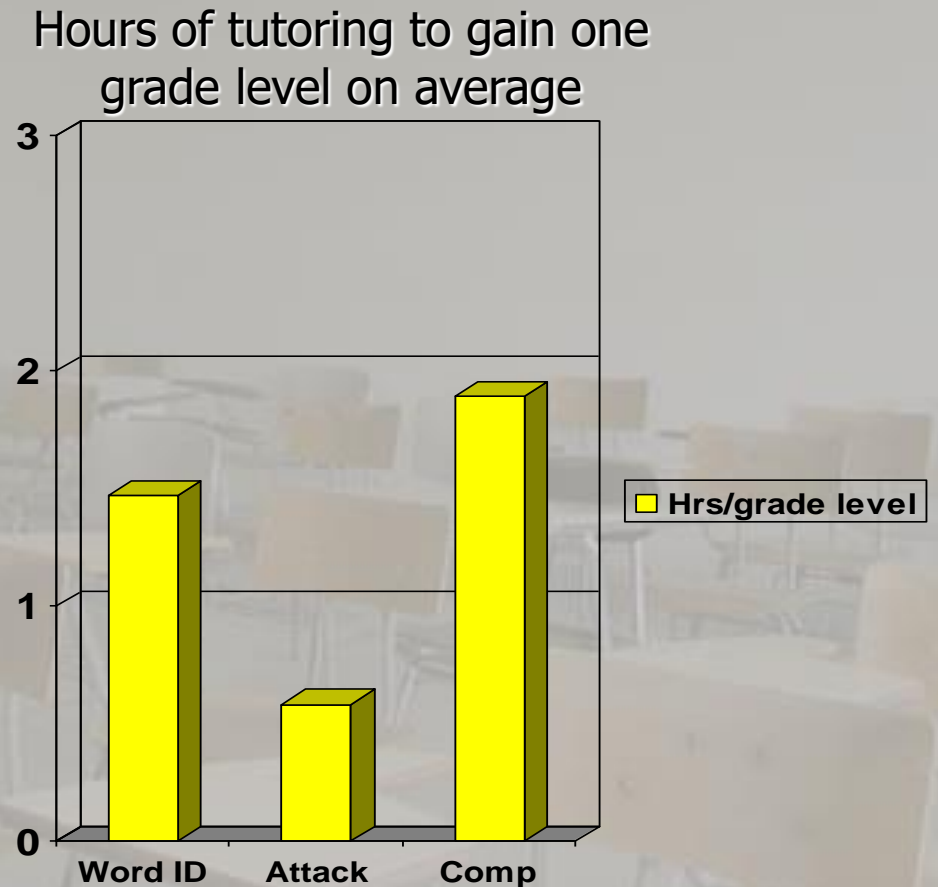
High School – Pull-out - Cont'd

- % of students experiencing 1, 2, 3, or 4 or more grade level gains



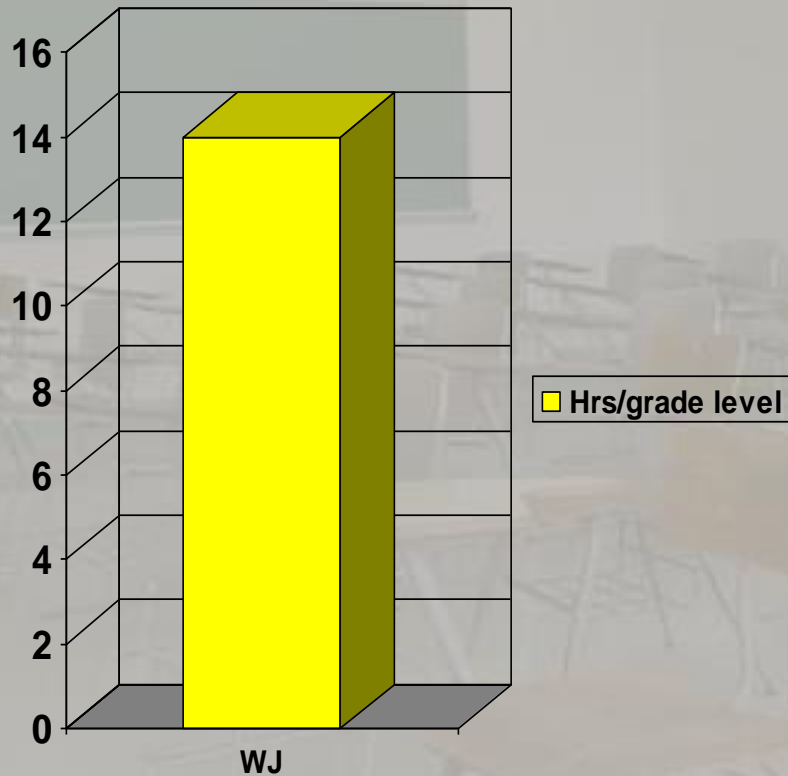
High School – Pull-out - Cont'd

- Average 5.26 hrs/student
- Median 4.5 hrs/student

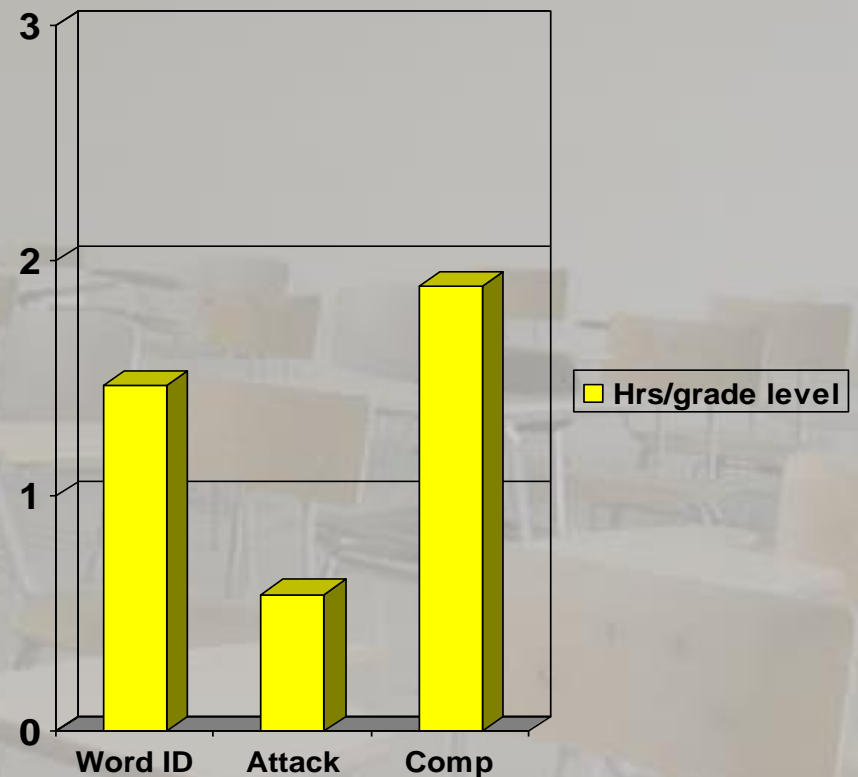


High School – Pull-out - Comparison

Read Right Systems - hours of tutoring to gain one grade level on average



EBLI - hours of tutoring to gain one grade level on average



Formal Data Analysis

Grade Level Groupings

Grade Group	Effect		
	Word ID	Attack	Comprehension
1-3	.82	1.18	.56
4-6	.89	1.27	1.05
7-9	.88	1.19	.99
10-12	1.27	2.35	.85

Word ID/Word Attack – N = 256

Comprehension – N = 161

EBLI Results - Summary

- Effectiveness – bringing all students at all grade levels to their highest reading potential:
 - Gifted, average, slightly below, significantly below students all benefit dramatically.
- Efficiency – significant gains
 - Instructional hours rather than instructional years.
- Universality – meeting the needs of diverse learners/instructors:
 - K- Adult Learners
 - Whole class, small group, individual instruction
 - Diversity of Instructors (administrators, teachers, paraprofessionals, volunteers and parents)