EBLI ESSA Evidence Summaries

Efficacy Studies Conducted in the 2023-2024 School Year

- Core instruction, Grades K-5, MAP Growth
- Intervention, Grades 3-6, Fastbridge
- Intervention, Grades 3-6, DIBELS

Authors:

Rachel Schechter, Ph.D.

Paul Chase, Ph.D.

Anne Robinson, M.S.

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Understanding ESSA Evidence

LXD RESEARCH
AT CHARLES RIVER MEDIA

Educators search for high-quality research and evidence-based interventions to strengthen grant applications, to support comprehensive and targeted schools, or to implement new programming in their schools. Evidence requirements under the Every Student Succeeds Act (ESSA) are designed to ensure that states, districts, and schools can identify programs, practices, products, and policies that work across various populations.

Educational programs document their evidence of design, effectiveness, and impact in order to be eligible for federal funding. While there is no singular authority that determines a program's tier, the Department of Education's Office of Educational Technology provides standards to assess the varying levels of strength of research for education products.

The categories for ESSA Evidence are: strong (Tier 1), moderate (Tier 2), and promising (Tier 3) evidence of effectiveness, or demonstrates a rationale to be effective (Tier 4).

This product meets the requirements for Tier 3:

✓ In correlational design, students who used the program are compared to normed referenced samples or other group averages for comparison.

✓ Multiple studies with the proper design and implementation with at least two teachers and 30 students show statistically significant, positive findings.

✓ The study uses a program implementation that could be replicated.

⭐ A third-party research organization has reviewed the documentation for ESSA validation.

When product designers leverage learning sciences to design and evaluate their programs, educators can better target instruction, and students' skills soar. Through multiple correlational studies, a statistical evaluation shows that student growth is associated with higher student product use. This product meets the criteria for LXD Research's ESSA Tier 3 Evidence.

– Rachel Schechter, Ph.D., Founder of LXD Research

EBLI STUDY SUMMARY
MAP GROWTH, GRADES K-5
2023-2024

EBLI Evidence-Based Literacy Instruction™

ESSA PROMISING
LXD RESEARCH
III

PROGRAM DESCRIPTION

EBLI is a literacy professional development platform that provides educators with essential tools to effectively teach sound-letter relationships, enhancing their ability to instruct students in both decoding and encoding. The approach incorporates interactive practice to boost retention and accelerate literacy development to improve reading comprehension. The provided structured lessons reduces planning time and increases teacher confidence.

STUDY DETAILS

Analysis Sample Sizes
- 3 schools, 35 Classrooms
- 815 students
- Grades K-5

Demographics
74% White | 7% Hispanic | 6% ELL
9% SPED | 22% Free/Reduced Lunch

Time Frame
August 2023 - May & August 2024

Implementation Description
- Teachers used EBLI daily to provide reading instruction.
- Teachers attended coaching calls.

Methodology
- Students' NWEA MAP Growth scores were examined at the beginning, middle, and end of the school year, and fall of the next year.

STUDY CONTEXT

EBLI worked with LXD Research to evaluate the impact of EBLI Teacher and Student Lessons (ETSL) in a Michigan school district during the 2023-2024 school year. Grade-level teams opted to use EBLI instead of other materials for reading and writing. This report focuses on describing the growth made by students who used EBLI, comparing their gains to national norms, and to the previous cohort of students in EBLI schools.

KEY FINDINGS

- EBLI students made meaningful gains in the first year of EBLI use (i.e., Fall 2023-Spring 2024).
- By Spring 2024, Grades K-4 showed higher RIT scores than the national norms for each grade.
- 2023-2024 EBLI students were more likely to meet Fall-to-Fall growth expectations than the 2022-2023 cohort in the same schools pre-EBLI implementation.

EBLI students in 2023-2024 were significantly more likely to meet Fall-to-Fall growth expectations than their 2022-2023 peers (i.e., Pre-EBLI).

Fall-to-Fall Percentage Met Growth Expectations by Cohort

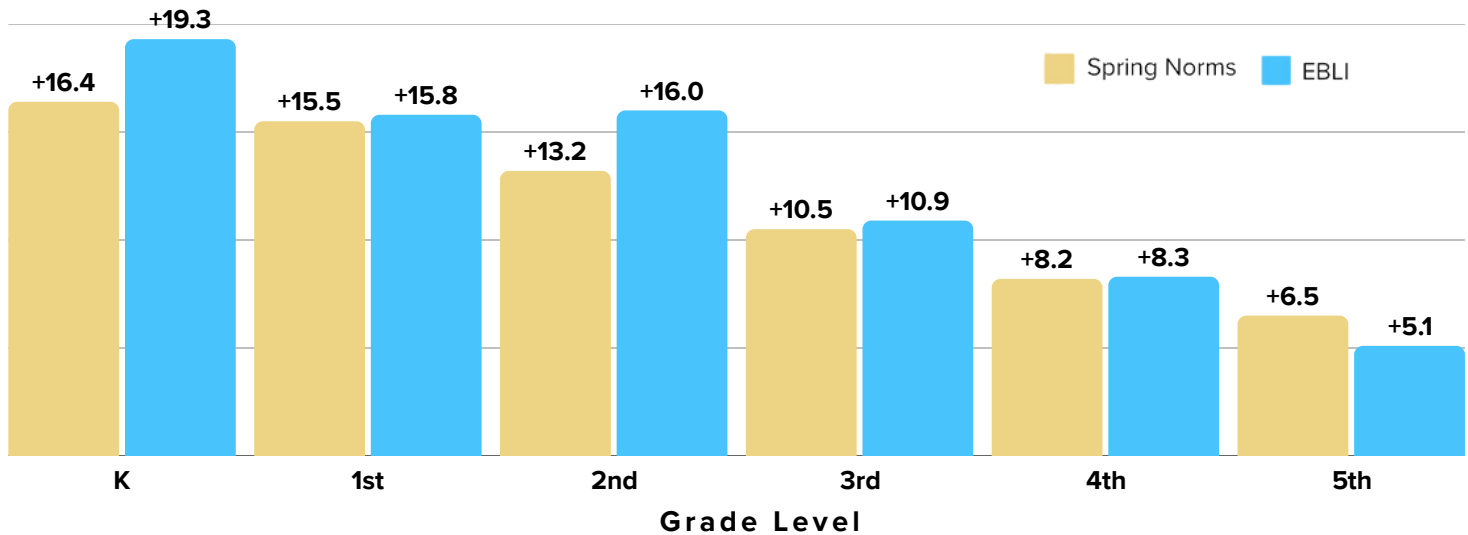|	Pre-EBLI Cohort (22-23)	EBLI Cohort (23-24)
	42%	58%
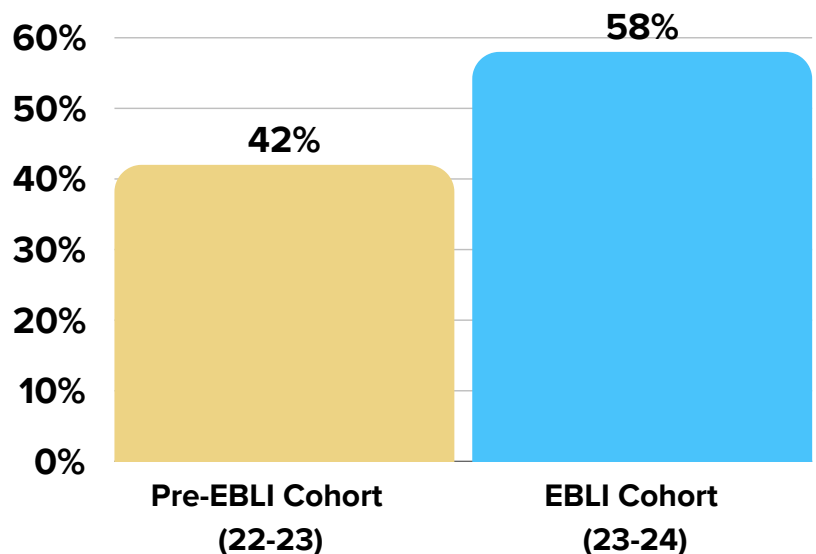
A significantly higher percentage of 2023-2024 K-4 students (58%) met Fall 2023-2024 growth Targets than the 2022-2023 Grades K-4 cohort before EBLI implementation (42%; $X^2(1, 976) = 7.9$, $p < .01$). Phi Coefficient effect size = .09, equivalent to a Cohen's d effect size of .18.

LXD RESEARCH AT CHARLES RIVER MEDIA

GRADE K-5 NWEA MAP RIT SCORE FALL 2023-SPRING 2024 GROWTH

LXD Research compared Spring 2024 RIT Score growth between the EBLI group and national growth norms for each respective Grade. With the exception of Grade 5, all grade levels (i.e., Grades K-4), showed higher Fall-Spring RIT score growth than national norms. The largest differences in gains were for Kindergarten and Grade 2.

Fall 2023-Spring 2024 MAP RIT Score Change by Group

Legend: Spring Norms, EBLI

Grade Level	Spring Norms	EBLI
K	+16.4	+19.3
1st	+15.5	+15.8
2nd	+13.2	+16.0
3rd	+10.5	+10.9
4th	+8.2	+8.3
5th	+6.5	+5.1

GRADE K-4 NWEA MAP RIT SCORE: SPRING 2024

LXD Research compared Spring 2024 RIT Scores between the EBLI group and national norms. For students in Grades K-4, EBLI students consistently outperformed the national norms.

Legend: School Year, +Additional Months of Learning with EBLI

Grade	+Additional Months of Learning with EBLI
K	+1.6
1st	+0.2
2nd	+1.9
3rd	+0.3
4th	+0.1
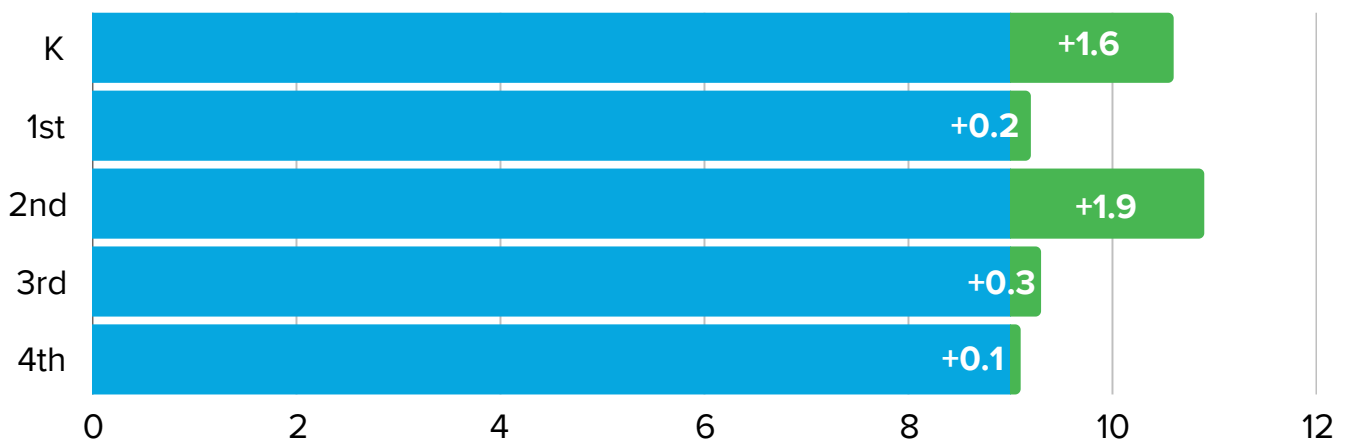
Additional months of schooling calculated as difference in gains/norm gains *9 months in a school year

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EBLI STUDY SUMMARY
FASTBRIDGE, GRADES 3-6
2023-2024

Evidence-Based Literacy Instruction

ESSA PROMISING III
LXD RESEARCH

PROGRAM DESCRIPTION

EBLI is a literacy professional development platform that provides educators with essential tools to effectively teach sound-letter relationships, enhancing their ability to instruct students in both decoding and encoding. The approach incorporates interactive practice to boost retention and accelerate literacy development to improve reading comprehension. The provided structured lessons reduces planning time and increases teacher confidence.

STUDY DETAILS

Analysis Sample Sizes
68 students across grades 3-6

Demographics
81% White; 10% Hispanic | 43% Female
23% FRL | 6% ELL | 40% SPED

Time Frame
August 2023-June 2024

Implementation Description
Interventionists used ETSL for pull-out intervention, which involved an additional 30-minutes of reading for enrichment or remediation, 4 to 5 days per week.

Methodology
Students' FastBridge scores and percentiles were examined at the beginning, middle, and end of the school year.

LXD RESEARCH
AT CHARLES RIVER MEDIA

STUDY CONTEXT

EBLI collaborated with LXD Research to evaluate the impact of EBLI Teacher and Student Lessons (ETSL) . This experimental study occurred in a Wisconsin school district during the 2023-2024 school year, in which two schools were randomly selected to use ETSL as its reading intervention program. Interventionists at the EBLI-assigned schools received teacher training, coaching, support, and school-level planning support at the start of the year. This report focuses on describing the growth made by the students receiving pull-out intervention with EBLI.

KEY FINDINGS

- The median national percentile of the *aReading* score for students receiving pull-out intervention increased from the 13th percentile to the 19th percentile.
- 68% of EBLI students increased their national score percentile by end-of-year, indicating an improvement in performance relative to other students.
- 46% of high-risk students from the fall advanced out of the high-risk category by spring.

The majority of EBLI students increased their percentile rankings, demonstrating growth that outpaced the average student's progress.

Grades 3-6 BOY vs EOY Median National Percentile

National Percentile

	BOY	EOY
	13	19
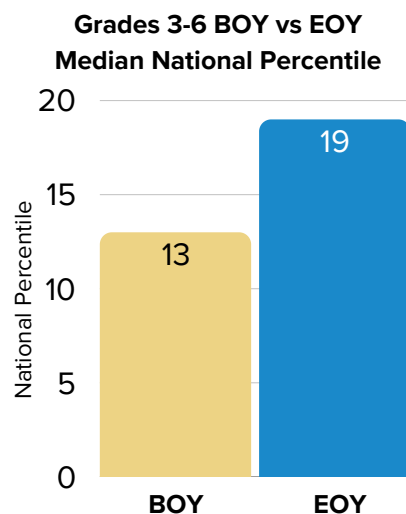
Students who increased their national percentile by EOY

68%
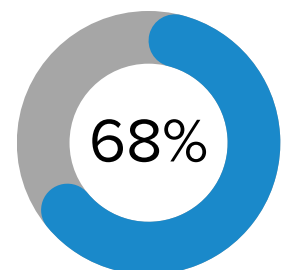
FastBridge aReading Scores Fall 2023 - Spring 2024
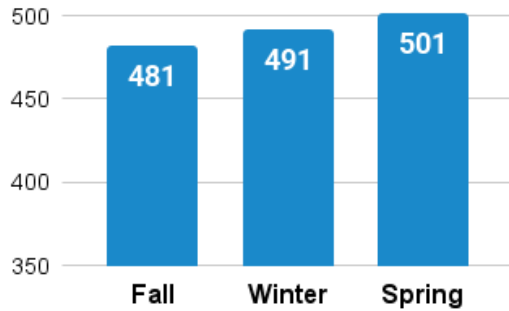
EBLI students made consistent gains on FastBridge aReading from beginning to end of year, averaging 10 points of growth each testing period. As 97% of students started the year below the 40th percentile nationally, for many, these gains translated into an increased percentile rank by the end of the year.

Grades 3-6 FastBridge Percentile Benchmarks Fall 2023 - Spring 2024

FAST Benchmarks indicate the student's risk of performing below a future (usually end of year) performance target. These are based on national norms and correspond to the following percentile ranges:

- High-Risk: 1st to 14th percentile
- Some-Risk: 15th–39th percentile
- Low-Risk: 40th–70th percentile
- Advanced: 71st-99th percentile

At the start of the year, 57% of EBLI students were considered high risk by benchmark standards. By spring, this figure decreased by 33% (or 19 percentage points), with nearly half (46%) of high-risk students moving out of the category. Additionally, a small but consistent increase was observed in the proportion of students achieving advanced status, performing better than at least 71% of their peers.

FastBridge Benchmarks Fall to Spring
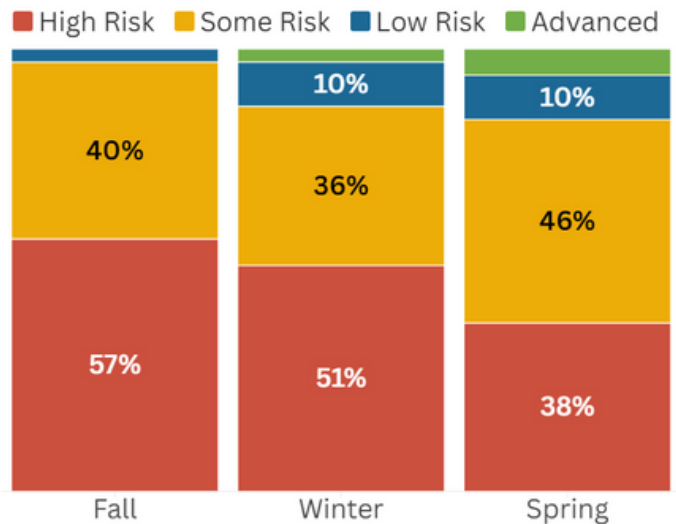
BOY vs EOY Median National Percentile by Grade
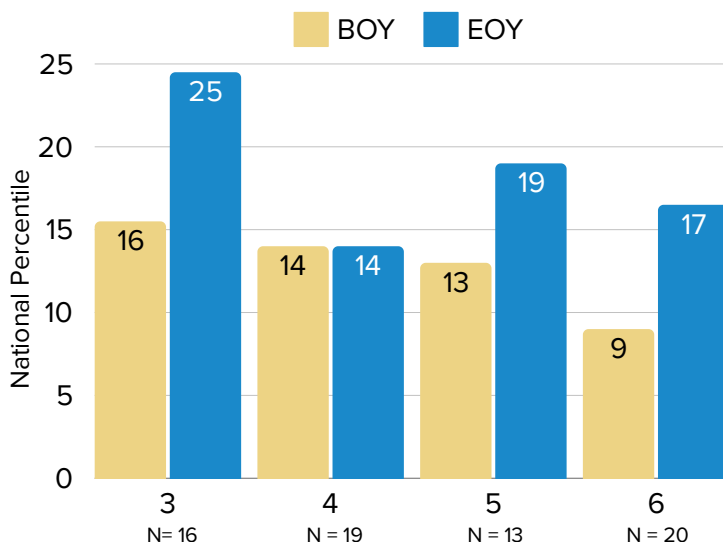
The median national percentile of the aReading score for students receiving pull-out intervention increased for all grades, with the exception of grade 4, which remained even.

While percentile ranks adjust for expected score improvements throughout the year, percentile gains indicate that students grew at a faster rate than their national peers and made progress towards closing skill gaps. Of the EBLI students, 68% increased their national score percentile by end-of-year.

EBLI STUDY SUMMARY
DIBELS, GRADES 3-6
2023-2024

EBLI — Evidence-Based Literacy Instruction

ESSA PROMISING — LXD RESEARCH

PROGRAM DESCRIPTION

EBLI is a literacy professional development platform that provides educators with essential tools to effectively teach sound-letter relationships, enhancing their ability to instruct students in both decoding and encoding. The approach incorporates interactive practice to boost retention and accelerate literacy development to improve reading comprehension. The provided structured lessons reduces planning time and increases teacher confidence.

STUDY DETAILS

Analysis Sample Sizes
49 students across grades 3-6

Demographics
80% White; 16% Hispanic | 59% Male
18% FRL | 2% ELL | 29% SPED

Time Frame
August 2023-June 2024

Implementation Description
Teachers used EBLI 3 to 5 times per week to provide targeted small-group reading instruction.

Methodology
Students DIBELS scores and benchmark levels were examined at the beginning, middle, and end of the school year as well as their state assessment (MCAS) scores.

LXD**RESEARCH**
AT CHARLES RIVER MEDIA

STUDY CONTEXT

EBLI collaborated with LXD Research to evaluate the impact of EBLI Teacher and Student Lessons (ETSL) in a Massachusetts school district during the 2023-2024 school year. A selection of reading specialists and special education teachers volunteered to use ETSL for small-group instruction in various grades across three schools as part of the district's SPED and MTSS intervention plans. This report focuses on describing the growth made by the students who used EBLI.

KEY FINDINGS

- EBLI students made meaningful gains from the beginning to the end of the year.
  - All students started below grade level, but 37% closed the gap, making it to grade level by the spring.
  - At the end of the year, students averaged 96.3% progress toward their on-grade-level target composite score and 90.6% progress toward their oral reading fluency score, indicating many students were just below the on-grade threshold.
- Students with 30-minute EBLI lessons 5 times a week had significantly higher 2024 MCAS scores than students who had lessons 3 times per week.

EBLI students with a higher intervention frequency had higher Spring 2024 MCAS scores than students with a lower intervention frequency.

Average MCAS Scale Score by Intervention Frequency
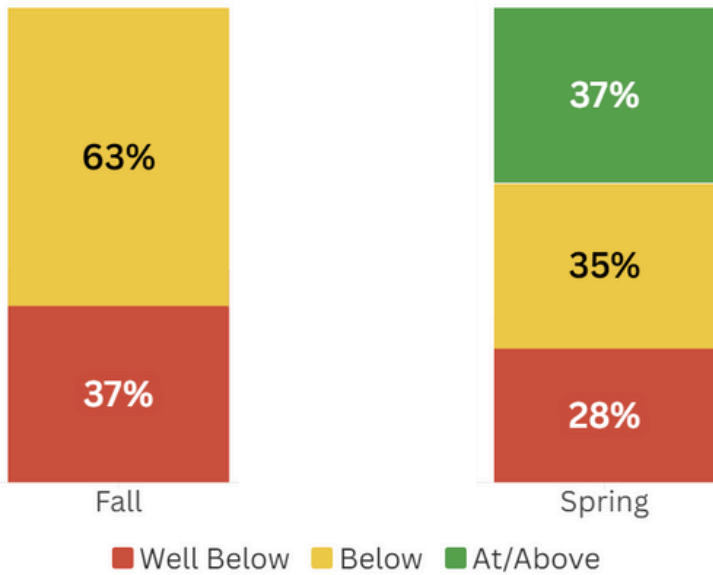

+14pts
480 (3 days), 494 (5 days)
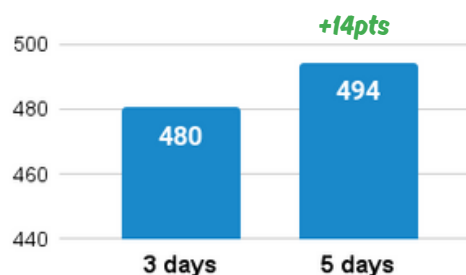
Notes
- Figure only shows significantly different groups, see full figure on pg. 3.

- Y-axis starts at 440, the lowest possible MCAS score, to better visualize difference between groups.

- $F_{(2, 43)} = 4.56$, $p < .05$, partial eta-squared effect size = 0.17 (large effect)
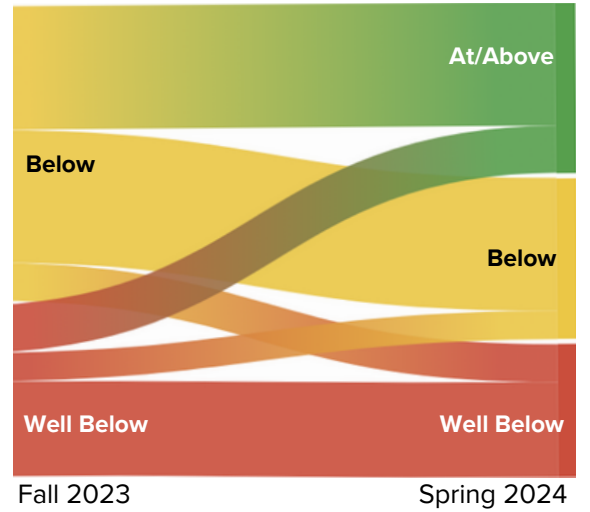
DIBELS COMPOSITE BENCHMARK FALL TO SPRING

All students started the year 'Below' or 'Well Below' grade level according to their composite DIBELS score. By Spring 2024, 37% of EBLI students had reached grade level or above. The proportion of students just below grade level also reduced from 63% in the Fall to 35% in the Spring. There was a very similar story for Oral Reading Fluency (ORF) measures as the composite score is composed only of ORF and MAZE for 4-6 graders.

**DIBELS Composite Placement Levels
BOY-EOY Proportions**

Fall: Below 63%, Well Below 37%
Spring: At/Above 37%, Below 35%, Well Below 28%

Legend: ■ Well Below ■ Below ■ At/Above

**DIBELS Composite Placement Levels
Fall-to-Spring Movement**

Fall 2023 — Spring 2024
At/Above, Below, Well Below

PROGRESS TO SPRING TARGET

A progress scale metric was developed where 0% represented the lowest possible composite score (200 for all students), and 100% represented the spring on-grade-level target score. Each student's score was mapped between these points at each testing period, showing their percentage progress toward the target over time.

Students made meaningful progress toward their end-of-year on-grade-level score, achieving an average of 96.3% progress in DIBELS composite score and 90.6% in Oral Reading Fluency.

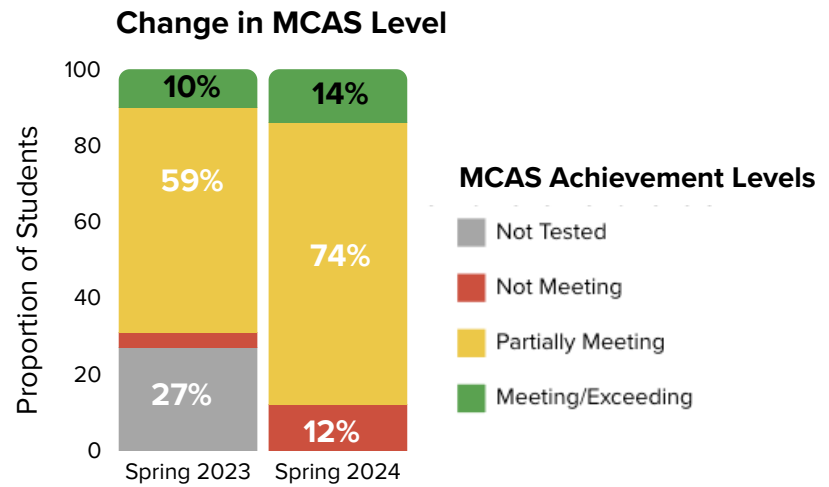**Average Progress to Spring Composite Target**

Fall	Winter	Spring
46.5%	74.0%	96.3%
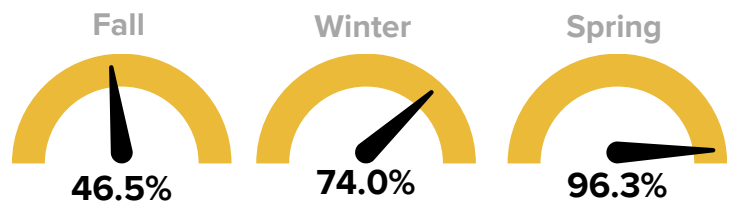
Average Progress to Spring ORF Target

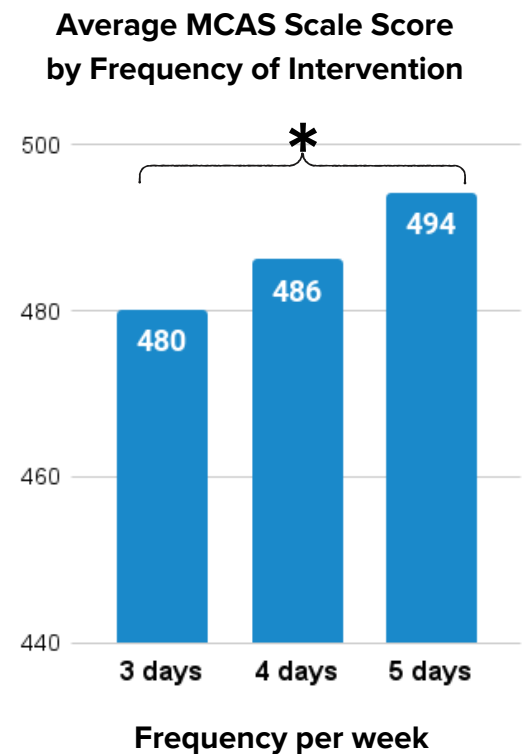| Fall	Winter	Spring
53.3%	77.3%	90.6%
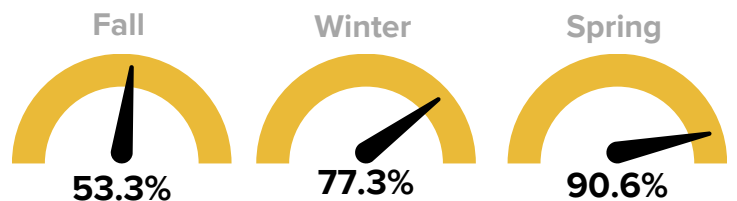
STATE TEST ACHIEVEMENT LEVELS

In the spring, all students in 3rd grade and up take the Massachusetts Comprehensive Assessment System (MCAS), the statewide standardized test. Students in 3rd grade during the study were not tested in Spring 2023, but they were considered High Risk at the start of the third-grade year. Considering that all students in this study were at risk for not meeting literacy expectations in Fall 2023, it is very encouraging that most students (88%) ended the year at least Partially Meeting expectations, which is considered passing by Masschusetts standards.

Change in MCAS Level

Proportion of Students

Spring 2023: 27% (Not Tested), 59% (Partially Meeting), 10% (Meeting/Exceeding)
Spring 2024: 12% (Not Meeting), 74% (Partially Meeting), 14% (Meeting/Exceeding)

MCAS Achievement Levels

- Not Tested
- Not Meeting
- Partially Meeting
- Meeting/Exceeding

EBLI DOSAGE IMPACT ON STUDENT OUTCOMES

Students were divided into groups that received EBLI instruction either 3, 4, or 5 days per week, with each session lasting 30 minutes. A small number of students received EBLI instruction 3 days a week for 45 minutes but were excluded from the analysis due to the small group size. Results showed a significant difference in 2024 MCAS scores among the groups. Students who received EBLI 5 days per week scored significantly higher (M = 493.67, SD = 14.57) than those who received it 3 days per week (M = 479.94, SD = 12.74). This result remained consistent even after accounting for baseline DIBELS benchmark status.

**Average MCAS Scale Score
by Frequency of Intervention**

3 days: 480
4 days: 486
5 days: 494

Frequency per week

*$F_{(2, 43)}$ = 4.56, $p < .05$
Partial eta-squared (effect size) = 0.17 (large effect).

Number of Students by Frequency Group

	3x30	4x30	5x30	5x45
Students	17	11	18	3

EDUCATOR VOICES

To understand the EBLI implementation perspective, LXD interviewed multiple reading specialists at two campuses in the participating school district.

Overall, they found EBLI to be a valuable way of increasing student confidence and interest in reading. They saw some crossover, with EBLI methods popping up in social studies, science, and spelling. Some noted issues with the organization of online materials but overall found worth in continuing to use them. All of them agreed that students are hugely enthusiastic about EBLI.

Usage
- Both campuses implemented EBLI with high fidelity. Notably, they both dropped Wilson and Orton Gillingham in favor of EBLI, using it exclusively with the students in their Tier 2 & 3 groups.

Comfort Level
- Teachers felt that EBLI was effective in presenting a lot of relevant material in a way that was quick for educators yet still accessible for students and was much more flexible than previous curriculum.
- They noted, however, that it was a stark contrast from previous training and took some time to adjust.

Students are engaging with more rigorous, grade-level texts than previous school years. Additionally, they are more confident when decoding multisyllabic words.

Students are doing research independently after reading EBLI passages.

Students are showing greater confidence in reading and writing because of their EBLI lessons, especially among students who haven't responded to systems like Wilson or Orton Gillingham.

Reading specialists reported high enthusiasm for EBLI among students, to the point that they request to stay longer to practice spelling and other key skills.

These educators really appreciated the flexibility of EBLI and feels more supportive than more "rigid" curricula used in past years.

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Learn more at www.lxdresearch.com

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Literacy Instruction

For additional information about EBLI visit:

www.EBLIreads.com

Spring 2024, End-of-Year MAP RIT Scores by Group