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EBLI Teacher and Student Lessons

Efficacy Study with Whole Class, Core Instruction: Grades K-5 using NWEA MAP Growth

Authors:

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JANUARY, 2025

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PROMISING

LXD Research Recognition for EBLI

EBLI Evidence-Based Literacy Instruction™

This product has been rigorously evaluated and is hereby acknowledged for meeting the educational impact criteria of the Every Student Succeeds Act (ESSA), warranting a Tier 3 for **"Promising" Evidence**. This recognition is based on its proven effectiveness in enhancing grade-level learning outcomes in multiple studies.

REVIEWED BY THE LXD RESEARCH EXPERT REVIEW PANEL

Rachel Schechter, Ph.D.
Founder of LXD Research

January 25, 2025

DATE

Understanding ESSA Evidence

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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

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

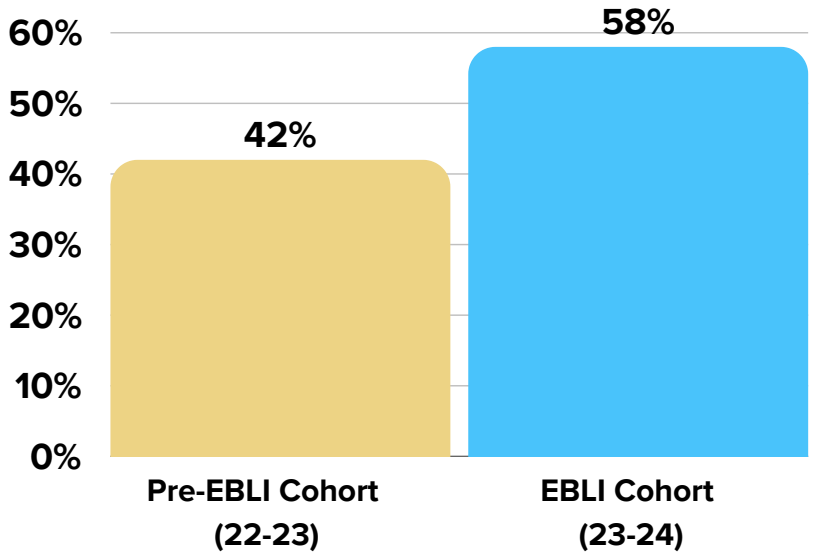
EBLI worked with LXD Research to evaluate the impact of EBLI Teacher and Student Lessons (ETSL) in a Michigan school district during the 2023-2024 school year. Grade-level teams opted to use EBLI instead of other materials for reading and writing. This report focuses on describing the growth made by 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

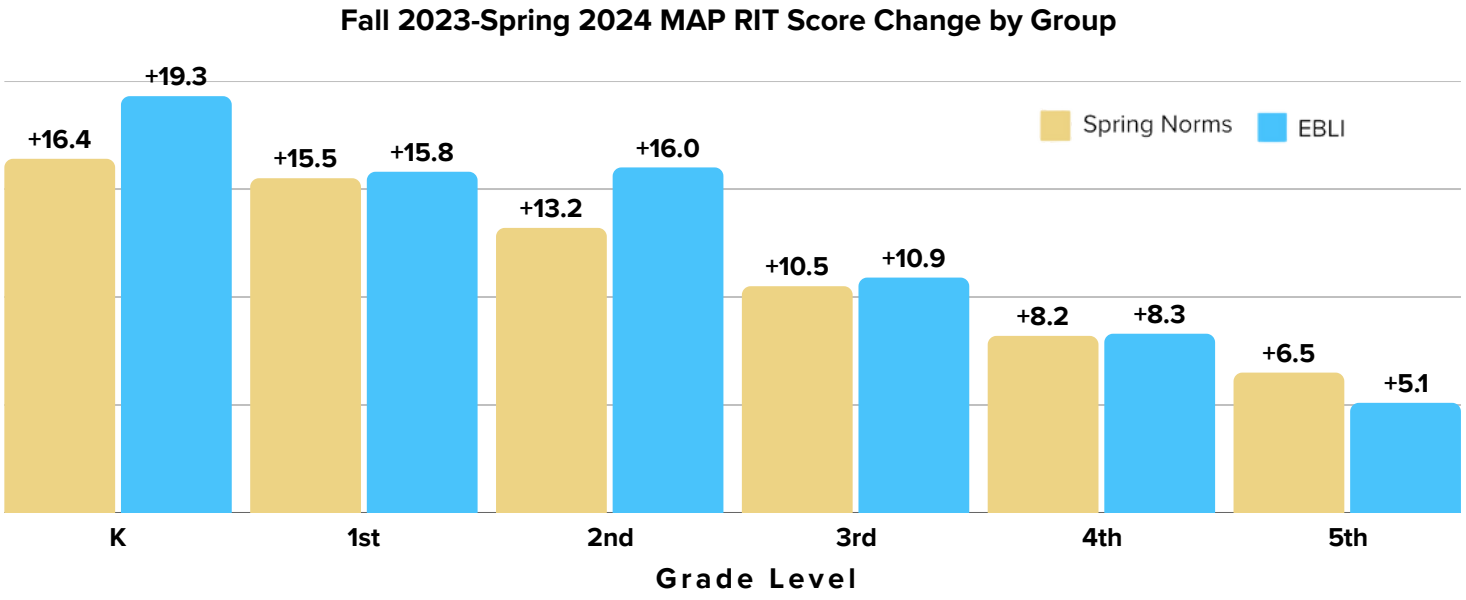


A significantly higher percentage of 2023-2024 K-4 students (58%) met Fall 2023-2024 growth Targets than the 2022-2023 Grades K-4 cohort before EBLI implementation (42%; $X^2(1, 976) = 7.9$, $p < .01$). Phi Coefficient effect size = .09, equivalent to a Cohen's d effect size of .18.

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

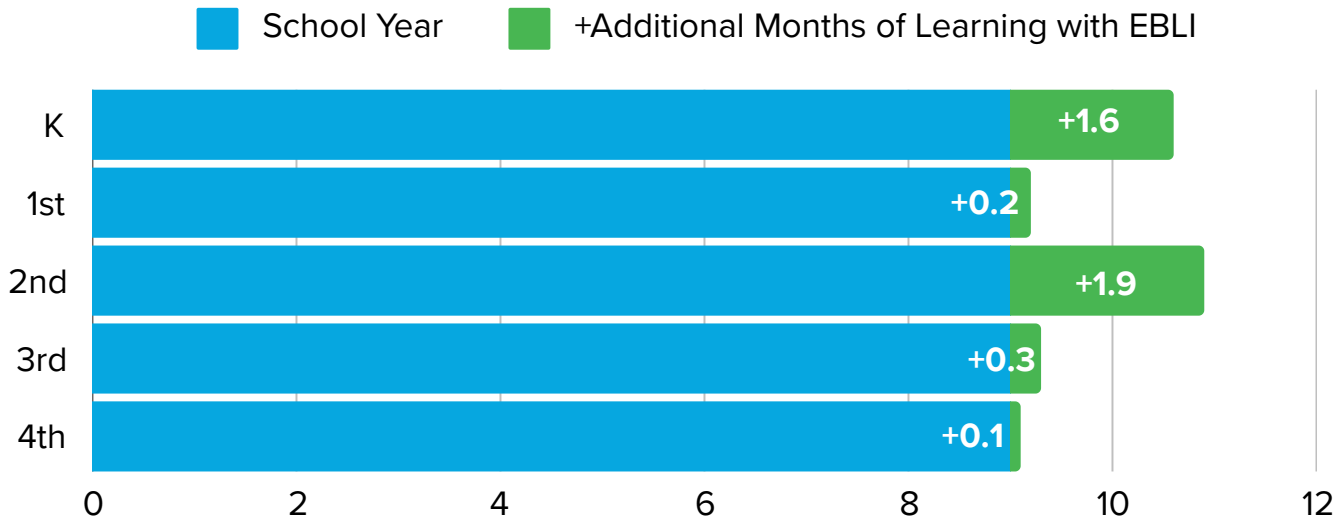
GRADE K-5 NWEA MAP RIT SCORE FALL 2023-SPRING 2024 GROWTH

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.



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.



Additional months of schooling calculated as difference in gains/norm gains *9 months in a school year

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Effectiveness of EBLI Teacher and Student Lessons in Whole-Classroom Settings: A K-5 Efficacy Study Using MAP Growth

Conducted by Rachel L. Schechter, Ph.D. and Paul Chase, Ph.D. LXD Research at Charles River Media

Abstract

This study examines the effectiveness of Evidence-Based Literacy Instruction (EBLI) Teacher and Student Lessons in whole-classroom settings for grades K-5. Conducted in a Michigan school district during the 2023-2024 school year, this mixed-methods research evaluated implementation and outcomes across 815 students from 35 classrooms. MAP Growth assessment data revealed that EBLI students consistently outperformed national norms across most grade levels, with particularly strong performance in grades K-4. By spring 2024, students exceeded grade-level expectations, and follow-up testing in fall 2024 demonstrated superior year-over-year retention of skills compared to pre-EBLI cohorts. Notably, 58% of 2023-2024 students met fall-to-fall growth targets compared to only 42% of the pre-EBLI cohort—a statistically significant difference ($p < .01$) with a small but meaningful effect size (Phi = .09). Qualitative data from 39 teachers and 3 administrators showed strong program reception, with 77% reporting positive impressions and 82% applying EBLI strategies across curriculum areas, particularly in science and social studies. Educators noted particular improvements in handwriting legibility, accurate word reading, spelling skills, and reading accuracy. These findings suggest EBLI's speech-first methodology offers an effective approach to whole-classroom literacy instruction, while highlighting opportunities for program enhancement through clearer scope and sequence documentation and streamlined resource access.

Recommended Citation:

Schechter, R. L., & Chase, P. (2024). Effectiveness of EBLI Teacher and Student Lessons in Whole-Classroom Settings: A K-5 Efficacy Study Using MAP Growth Assessments. LXD Research.

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Introduction

Enhancing the caliber of primary reading instruction is of paramount importance. There has been a growing concern that the core reading curriculum for the elementary years has not been improving reading scores in the US (The Condition of Education 2020). Consequently, the need to cultivate educators' proficiency in nurturing literacy skills through well-crafted curricula and precise interventions has become an increasingly pressing imperative within the classroom.

The pandemic has exacerbated these concerns, with many students falling significantly behind in their reading and literacy skills due to disrupted learning environments and the increased reliance on remote education. Achievement data from over 9 million US Grades 1-8 students highlight the pressing need for post-COVID-19 academic recovery, with reading and math achievements lagging and more students aiming to catch up to grade level. (Curriculum Associates, 2023). In Michigan, around 60% of students are not proficient in English, as indicated by the 2023 M-STEP results, demonstrating significant post-COVID learning loss (Macek, 2023). Other states have shown a significant loss in early literacy as well. In Virginia, early reading skills hit a 20-year low this fall, described as "alarming" by researchers (University of Virginia, 2021). In high-poverty Boston schools, 60% of students are now at high risk for reading problems, doubling the pre-pandemic numbers (New York Times, 2022). Addressing the diverse needs of students, encompassing varying abilities and language acquisition statuses, necessitates a tailored approach to curriculum design. In light of the growing number of students requiring targeted literacy interventions, strategically managing students' individual needs within the constraints of instructional time emerges as a critical challenge.

The Science of Reading, which advocates a systematic, multi-year approach to skill development (The Reading League, 2022), underscores the importance of enhancing access to rigorous academics while providing targeted support in schools (Lambert & Sassone, 2020). In this pursuit of effective literacy instruction, Nora Chahbazi, a former neonatal nurse who transitioned into a literacy advocate, discovered an innovative, speech-first approach that enabled her daughter to learn to read in just three hours. Nora delved into literacy expertise and established a reading center to address the widespread need for instruction in this area. She also partnered with school districts to offer teacher training and research-aligned practices to improve reading, spelling, and writing. This initiative led to the founding of EBLI, LLC, which developed a new phonics core curriculum to replace conventional phonics lessons. Evidence (Petscher et al., 2020) suggests that linguistic phonics outpaces traditional methods in developing phonemic awareness, letter-sound knowledge, decoding skills, and enhancing reading comprehension. Unlike traditional programs, which typically follow a print-to-speech approach and may leave gaps and inefficiencies (Dr. Louisa Moats, 1998), EBLI's structured linguistic literacy seeks to eliminate these gaps.

Structured linguistic literacy programs like EBLI's central tenet is to begin with the foundational aspect of learning: sounds. Linguistic phonics is grounded in five key principles: the development

of oral language precedes other literacy skills, letters are symbols that represent speech sounds, sounds can be represented by one or more letters, sounds can have multiple spellings, and letters can represent multiple sounds. While both traditional and linguistic phonics methodologies are effective, an increasing body of evidence suggests that linguistic phonics, as exemplified by EBLI, accelerates students' development of phonemic awareness, letter-sound knowledge, and decoding skills, resulting in improved reading comprehension.

With a focus on structured linguistic literacy instruction, EBLI guides educators in delivering interactive lessons that progressively reinforce concepts, while also incorporating spaced and interleaved practice to enhance learning retention and sustain student engagement. EBLI integrates professional development for educators directly into its lessons, reducing instructional planning time while teachers are new to the activities. This unique approach equips teachers with the essential tools and knowledge for effective evidence-based instruction, bolstering their self-confidence—a critical component of successful literacy education (Varghese et al., 2016). The online course is enhanced and revised yearly based on the feedback from educators and others who have used the EBLI training and student lessons.

EBLI collaborated with Learning Experience Design (LXD) Research to conduct an independent evaluation of EBLI Teacher and Student Lessons (ETSL). This evaluation took place during the 2023-2024 school year within a Michigan school district where all elementary schools use a district-created curriculum designed to meet the state standards and incorporate programs like Raz Kids and Reading Counts. To ensure a robust study design, grade-level teams from each school voluntarily opted to use EBLI for reading and writing instruction instead of alternative materials. This study's methods included matching students with statistically comparable peers as required, ensuring a rigorous and reliable matching design per ESSA Evidence Level 2 standards.

Evaluation Questions

The evaluation aims to answer the following questions:

1. How does ETSL affect student achievement on formative assessments (phonics) in schools that implement the program compared to schools that do not?
2. How does the impact of ETSL vary by school, grade, and student subgroups (students who qualify for Free or Reduced-price Meals (FRM), English language learners, students in special education, and racial and ethnic minority students)?
3. What are teacher and administrator perceptions about the quality and impact of the ETSL?
    a. What are teachers' and administrators' initial reactions to the ETSL and associated materials, content, pacing, and professional development?
    b. What suggestions do they have for improvement?

Methods

Design

This study employs a mixed-methods approach, combining a matched quasi-experimental design with teacher surveys and administrator interviews. This comprehensive methodology enables researchers to gain insights into how the program is implemented in classrooms, collect valuable teacher feedback, assess the perceived program impact, and evaluate academic achievement.

The implementation of EBLI Teacher and Student Lessons (ETSL) takes place at St. Joseph, a city in southwest Michigan, on the shores of Lake Michigan. The district has over 2,963 students enrolled, with a minority enrollment of 30% across three elementary schools. Two grade-level teams between the schools voluntarily adopted ETSL for training and classroom use, except in fourth grade, where ETSL was used in all schools. District leaders gained free access to the ETSL platform for the 2023-2024 academic year. Discounts were extended to comparison classroom teachers for the 2024-2025 school year.

All students underwent pre-testing within the first four weeks of the school year using MAP® Growth™ Reading, with additional assessments scheduled in Winter 2024 and Spring 2024. MAP provides Rasch Unit (RIT) scores to help educators monitor student growth within and across school years (NWEA, 2019). Preliminary results showed that the classrooms using EBLI and those not using the program had similar beginning-of-year scores and made a similar amount of progress throughout the year, which was above typical growth. This report focuses on the EBLI students to describe the effectiveness of the first year of program use.

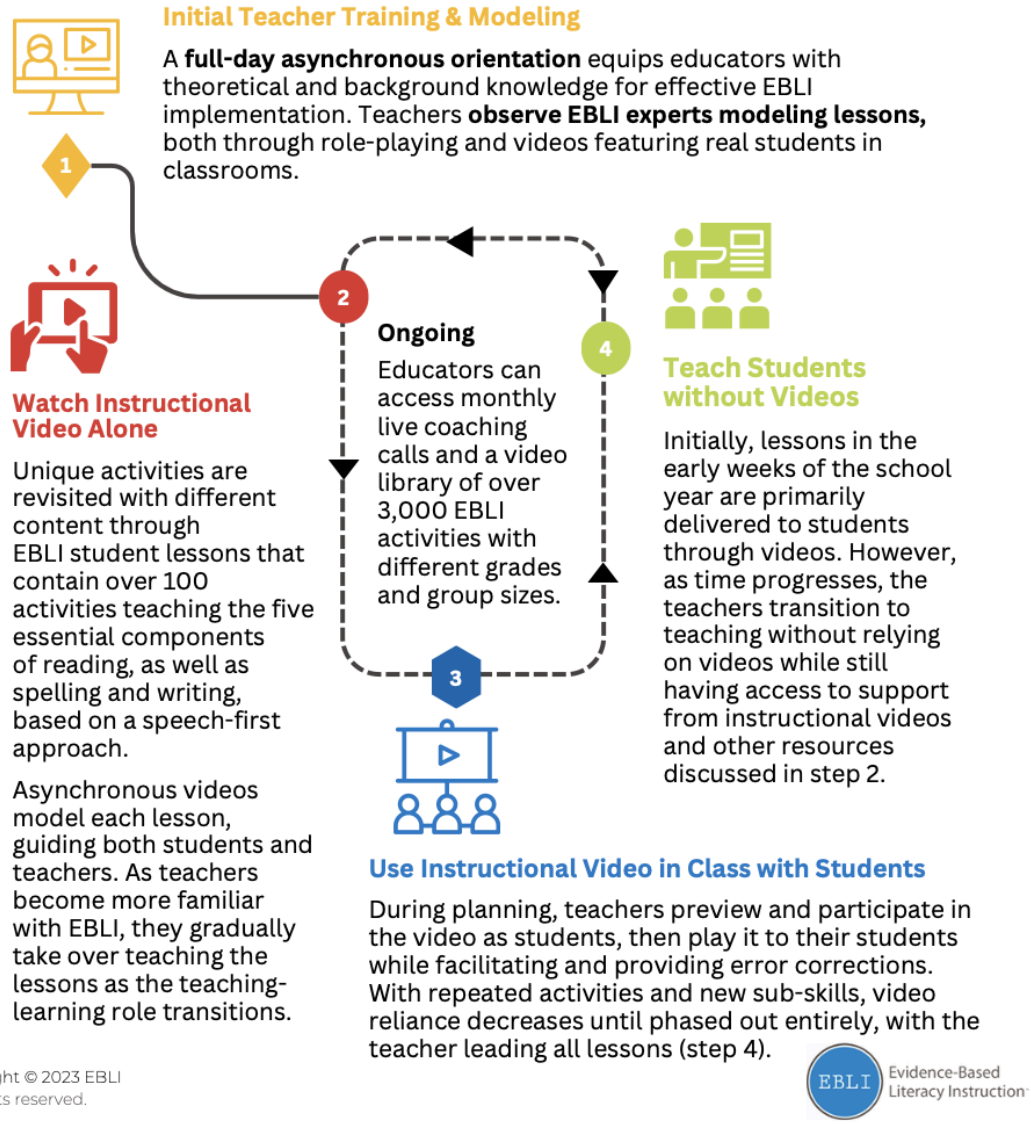
Program Key Features

The treatment group uses ETSL. EBLI teachers can enhance their classroom literacy instruction with the EBLI Teacher Training and Student Lessons (ETSL) that follow a speech-first approach. This approach recognizes the vital role of speech and language skills in a child's ability to decode and comprehend written text effectively. Rather than providing a rigid set of workbooks and teacher guides, EBLI offers comprehensive teacher training and ongoing support that empowers educators to adapt instructional strategies to students' unique needs. EBLI materials provide explicit instruction in the five essential components of reading—phonemic awareness, phonics, fluency, vocabulary, and comprehension—as well as handwriting, spelling, and writing.

What distinguishes EBLI from conventional phonics programs is its speech-first approach, where students learn the 44 speech sounds represented by the alphabet's 26 letters. This methodology aligns with research suggesting that encoding activities (speech-to-print) in code-focused reading lessons produce better results than decoding (print-to-speech) alone. The program includes over 100 instructional activities delivered through a gradual release model where teachers initially learn alongside students through asynchronous videos before eventually taking full ownership of lesson delivery. Research indicates this structured linguistic literacy approach develops students'

phonemic awareness, letter-sound knowledge, and decoding skills more efficiently than traditional programs, making it particularly effective for struggling readers. Teachers implementing EBLI report not only significant student growth but also increased confidence in their own instructional practice, noting that EBLI provides tools to effectively teach every child to read.

Figure 1. EBLI Teacher & Student Lessons Description



Assessment Description

MAP Growth assessments are adaptive interim tests designed to gauge a student's academic progress and development in the subjects of Reading, Language Usage, Mathematics, and Science, as outlined in Table 1. These assessments are not time-restricted and can be given up to

four times annually during the fall, winter, and spring, with the possibility of a fourth optional administration in the summer. Typically, students take approximately one hour to finish each MAP Growth test.

Table 1. MAP Subtests and Skill Coverage

CSS Reading Standards	Instructional Areas & Sub-Areas
Reading: Literature • Key Ideas and Details • Integration of Knowledge and Ideas	Literary Text: Key Ideas and Details • Draw Conclusions, Infer, Predict • Summarize; Analyze Themes, Characters, and Events
Reading: Literature • Craft and Structure • Integration of Knowledge and Ideas Language • Vocabulary Acquisition and Use	Literary Text: Language, Craft and Structure • Figurative, Connotative Meanings; Tone • Point of View, Purpose, Perspective • Text Structures, Text Features
Reading: Informational Text • Key Ideas and Details • Integration of Knowledge and Ideas	Informational Text: Key Ideas and Details • Draw Conclusions, Infer, Predict • Summarize; Analyze Central Ideas, Concepts and Events
Reading: Informational Text • Craft and Structure • Integration of Knowledge and Ideas Language • Vocabulary Acquisition and Use	Informational Text: Language, Craft and Structure • Point of View, Purpose, Perspective, Figurative and Rhetorical Language • Text Structures, Text Features
Reading: Informational Text • Craft and Structure Language • Vocabulary Acquisition and Use	Vocabulary: Acquisition and Use • Context Clues and Multiple-Meaning words • Word Relationships and Nuance • Word Parts, Reference, and Academic Vocabulary

MAP Growth assessments provide a personalized evaluation of each student's performance, taking into account their individual strengths and areas for improvement. These assessments rely on RIT scores, which are organized into percentiles based on a normed sample. This percentile data, as defined by MAP (NWEA, 2019), helps educators understand how much growth has occurred between testing events, and when combined with our norms, it reveals projected proficiency levels. As students progress from kindergarten through fifth grade, they use the same Reading MAP assessment.

MAP Growth's unique approach offers a comprehensive view of student achievement, whether they perform on, above, or below their grade level. Moreover, the assessment provides students with an achievement percentile range, allowing both students and educators to effectively monitor performance during each assessment and over multiple years, making it a powerful tool for tracking academic growth throughout a student's educational journey.

Sample Description

The students using EBLI were from 2-3 classes in two schools in grades K-3 and grade 5, and were in all the 4th grade classes, totalling 815 students from 35 classrooms. Student demographic profiles across the grades are described in Table 2. White students constituted the predominant racial/ethnic group (74%) among K-5 participants, with Hispanic, Asian, Black, and Other students represented in relatively comparable proportions. Gender distribution was nearly balanced. 22% of students qualified for free/reduced lunch programs, indicating moderate socioeconomic diversity. A relatively small number, 6% of students, were classified as having limited English proficiency, and 10% received special education services. These proportions suggest the sample reasonably represented typical school populations with sufficient diversity to evaluate the program's effectiveness across various student subgroups. The profile was relatively similar to the district as a whole.

Table 2. Demographic Data for Students by Group (N=815)

Race/Ethnicity		Gender		Free/Reduced Lunch		Special Education		Limited English Proficiency	
Subgroup	**%**	**Subgroup**	**%**	**Subgroup**	**%**	**Subgroup**	**%**	**Subgroup**	**%**
Hispanic	7 %	Female	51%	Yes	22%	Yes	10%	Yes	6%
Asian	7%								
White	74%	Male	49%	No	78%	No	90%	No	94%
Black	6%								
Other	6%								

MAP Beginning-of-Year

At the beginning of the school year, EBLI students demonstrated reading performance that generally exceeded national norms across most grade levels. Kindergarten students started with a mean RIT score of 142 (SD = 9.1), which was 5 points above the national norm of 137. This pattern of outperforming norm expectations continued through first grade (161 vs. 156), second grade (176 vs. 172), third grade (197 vs. 187), and fourth grade (204 vs. 197), with the largest advantage seen in third grade, where EBLI students scored 10 points higher than typical peers. Fifth grade was the only level where the difference was more modest, with EBLI students scoring 210 compared to the norm of 205. Notably, EBLI students also showed more consistent performance across all grade levels, as evidenced by smaller standard deviations than the norm group. This suggests the EBLI sample began the year with stronger initial reading skills than typical grade-level peers nationally, which should be considered when interpreting growth measures and program effectiveness.

Table 3. Number of Students and MAP Reading RIT Scores for BOY by Grade

Grade Level	# of Students	EBLI BOY RIT Score	EBLI Standard Deviation	Norm BOY RIT Score	Norm Standard Deviation
K	107	142	9.1	137	12.2
1	124	161	13.9	156	12.7
2	99	176	16.0	172	15.2
3	112	197	13.4	187	16.7
4	217	204	14.5	197	16.8
5	156	210	14.8	205	16.5

Additional descriptive statistics that can help understand student beginning-of-year (BOY) scores are the performance level distributions for each grade. By dynamically adjusting to each student's performance, MAP Growth creates a personalized assessment experience that accurately measures achievement—whether a student performs on, above, or below grade level. To establish achievement percentile ranges, we adopted the same methodology used in MAP assessments, where the ranges are defined as follows: less than 21, 21-40, 41-60, 61-80, and 80 or greater (MAP-Growth_NWEA_factSheet). Most students fall into the "High" and "High-Average" performance categories, with some variations.

Table 4. MAP Reading BOY Achievement Percentiles

Grade	Condition	Low	Low-Average	Average	High-Average	High
K-5	EBLI	9%	13%	20%	26%	32%

Results

Educator Voices

The evaluation incorporated feedback from both teachers (N=39) through surveys and school administrators (N=3) through in-depth interviews, providing a comprehensive view of EBLI's implementation and impact during the 2023-2024 school year.

Overall Program Reception

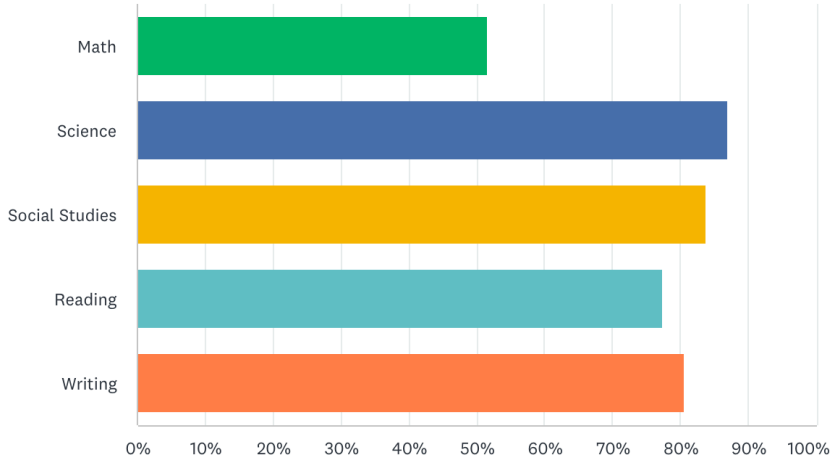
Teachers and administrators expressed predominantly positive views of the EBLI program. More than three-quarters of surveyed teachers (76.93%) reported either a "very positive" or "somewhat positive" overall impression, with the majority (92.11%) feeling comfortable using the program's gradual release model. Administrators similarly noted positive outcomes, particularly highlighting the program's rigor and effectiveness in reading and writing instruction.

The principals reported observing teachers and students within the treatment group applying EBLI's strategies for word decoding in other content areas, specifically social studies and science. Although teachers' approach to ETSL implementation varies, school leaders state that students within the treatment group are highly engaged and experience feelings of excitement and success. They describe ETSL as a rigorous program that empowers students to participate successfully at grade level. They believed the program accelerated reading for the second graders in particular and helped close gaps left by the previous curriculum. According to building leadership, EBLI provided learning around the foundational skills that many of their students were missing and that their teachers lacked knowledge, experience, and/or training to support. While ETSL is implemented for whole-class instruction, various curricular solutions are still utilized by the schools to support supplemental or interventional reading instruction.

Implementation and Cross-Curricular Impact

One of the most significant findings was the high rate of cross-curricular implementation. The vast majority of teachers (82.05%) reported applying EBLI processes and skills beyond dedicated literacy instruction. Science and social studies emerged as the primary areas for cross-subject integration, with teachers particularly noting EBLI's effectiveness in teaching content-specific vocabulary. Administrators corroborated this finding, observing teachers actively "EBLIing" content across different subjects and reporting substantial improvements in students' ability to tackle complex vocabulary in content areas.

Figure 2. Most Teachers Indicated that They Integrated EBLI into Other Subjects (N=31)



Student Engagement and Academic Growth

Student engagement proved to be a notable strength of the EBLI program, with 92.31% of teachers reporting that students were either "wholly" or "somewhat" engaged during EBLI instruction. Administrators provided specific examples of this engagement, particularly noting increased student confidence and willingness to participate in literacy activities. They observed kindergarten students independently choosing writing activities and first-grade students successfully tackling multisyllabic words earlier than typically expected.

The program showed the strongest impact on foundational literacy skills. Teachers reported the greatest improvements in handwriting legibility, accurate word reading (versus guessing), spelling skills, and reading accuracy. These improvements translated into significant academic gains, with administrators citing examples of students advancing multiple grade levels in reading within a single academic year.

Implementation Challenges and Support Needs

Despite the positive outcomes, educators identified several areas for program enhancement. The primary challenge centered around curriculum comprehension, with both teachers and administrators expressing a need for a clearer understanding of the complete scope and sequence across grade levels. Resource management also emerged as a concern, with educators requesting more streamlined access to materials and additional support for lesson preparation.

Resource Utilization and Program Fidelity

Most teachers (74.36%) reported following the EBLI lessons as designed, though many supplemented the core program with additional resources. The EBLI Members Facebook group proved to be a valuable support tool, with two-thirds of teachers actively participating. However,

administrator awareness of online resource usage was limited, suggesting an opportunity for better communication about available support systems.

Educator Feedback Summary

The combined feedback from teachers and administrators indicates that EBLI is effectively supporting literacy instruction while highlighting specific areas for continued development. The program's strong impact on student engagement and cross-curricular learning represents a particularly promising finding. Future program enhancements could focus on providing clearer curriculum guidance and streamlining resource access to support implementation.

Student Outcomes

The analysis of student MAP scores from the start to the end of the school year showed similar results for EBLI and the comparison group in all grades. The remainder of this section will describe the gains for the EBLI students to help them understand their growth in the context of national norms. The district leaders shared that observations of students did not match the MAP scores in terms of student achievement. Leaders shared their Fall 2024 MAP scores to see if EBLI students perhaps retained their early literacy skills more successfully than the comparison group. If so, then they would be “more prepared” for the following grade in school. Results from those follow-up analyses are included in the subsequent section.

The following sections present the results of an examination of 815 EBLI students in grades K-5. This student population was predominantly White (74%), with 7% Hispanic students, 6% English Language Learners, 9% receiving special education services, and 22% qualifying for free or reduced lunch. Teachers implemented EBLI daily for reading instruction and participated in regular coaching calls throughout the year. Student progress was measured using NWEA MAP Growth assessments administered at the beginning, middle, and end of the school year, with additional follow-up testing in Fall 2024 to assess retention of skills.

Summary of Key Findings for EBLI Students

EBLI demonstrated promising results in its first year of implementation during the 2023-2024 school year. Students across grades K-4 not only made meaningful gains but also exceeded national norms in their RIT scores by Spring 2024. The program's impact was particularly evident when comparing year-over-year performance: students using EBLI in 2023-2024 showed significantly higher achievement of Fall-to-Fall growth expectations compared to the previous cohort in the same schools before EBLI implementation. This improvement in meeting growth targets represents a meaningful shift in student achievement patterns, suggesting that EBLI's structured linguistic literacy approach may be contributing to enhanced learning outcomes.

Figure 3. Spring 2024 Norms

LXD Research compared Spring 2024 RIT Scores between the EBLI group and national norms. For students in Grades K-5, EBLI students consistently outperformed the national norms.

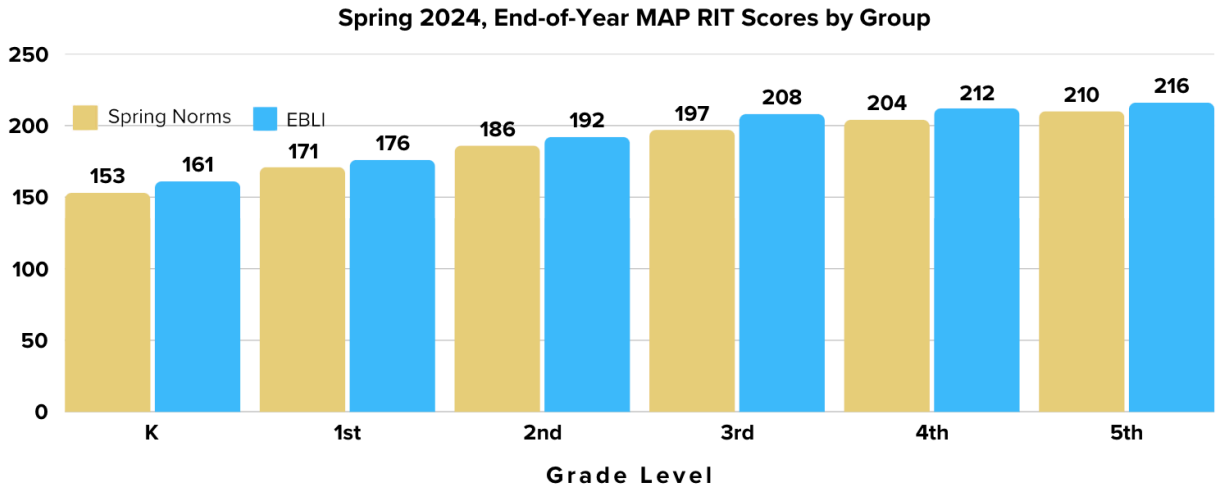
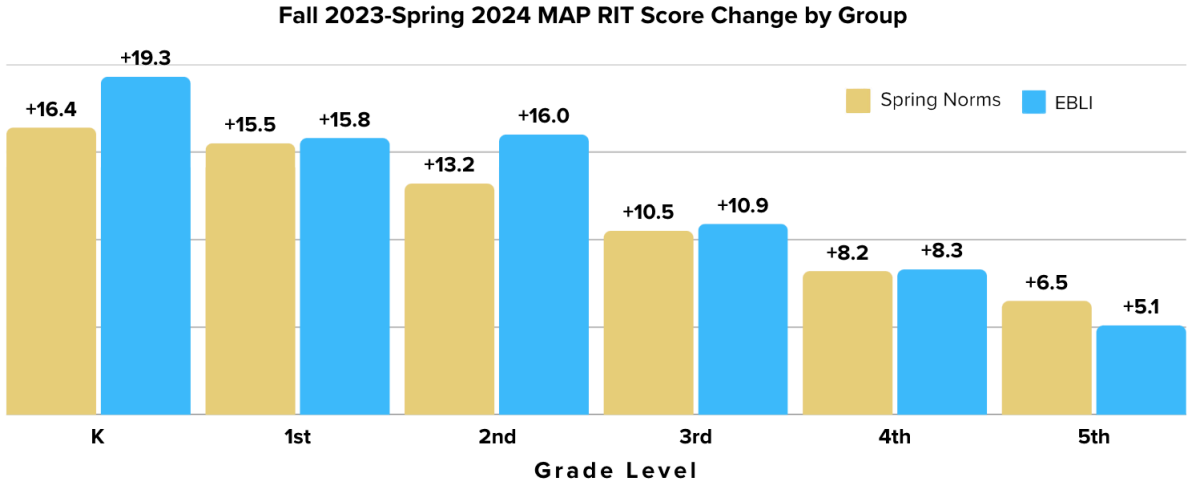


Figure 4. Growth Norms from Fall to Spring

LXD Research compared Spring 2024 RIT Scores between the EBLI group and national norms. For students in Grades K-5, EBLI students consistently outperformed the national norms.



Follow-Up, Fall 2024 Results

Assessment Metric Description

The MAP Growth Conditional Growth Index (CGI) is a standardized measure that compares a student's observed growth to the growth of similar students in NWEA's norm group. For Fall-to-Fall comparisons specifically, it evaluates how much a student grew over the course of a full year compared to students who:

- Started at the same achievement level
- Are in the same grade
- Were tested in the same term-pair (in this case, Fall-to-Fall)

The index is standardized where:

- 0 represents exactly typical growth
- Above 0 means more growth than typical
- Below 0 means less growth than typical
- A value of 1 would represent growth one standard deviation above typical
- A value of -1 would represent growth one standard deviation below typical

This metric is particularly useful because it:

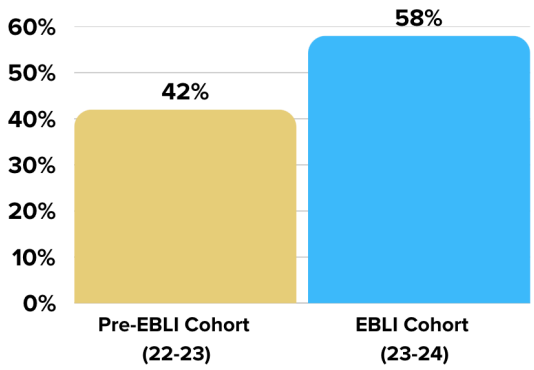
1. Accounts for where students start academically
2. Controls for differences between grades and subjects
3. Provides a fair way to compare growth across different types of students
4. Helps evaluate if students are making more or less progress than would be expected given their starting point

Comparing Fall-to-Fall CGI between pre-EBLI and EBLI implementation years shows if EBLI is helping students grow more than would be typically expected, controlling for their starting achievement levels.

Fall 2024 CGI Results

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). 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 (1, 976) = 7.9, p < .01). Phi Coefficient effect size = .09, equivalent to a Cohen's d effect size of .18.

Figure 5. Fall-to-Fall Percentage Met Growth Expectations by Cohort



Conclusion and Recommendations

The initial evaluation of EBLI's implementation in St. Joseph's schools during the 2023-2024 academic year reveals promising results across multiple measures. Student achievement data showed that EBLI students exceeded national norms in RIT scores by Spring 2024 and demonstrated stronger growth patterns compared to pre-EBLI cohorts. This quantitative success was reinforced by qualitative feedback from educators, who reported high student engagement and effective cross-curricular application of EBLI strategies. Administrators also reported that students who received EBLI were more prepared for the following grade in Fall 2024 than others who did not.

Particularly noteworthy was the program's impact on foundational literacy skills and early reading achievement. Administrators documented cases of accelerated reading growth, with some students advancing multiple grade levels within a single academic year. Teachers reported significant improvements in key areas such as accurate word reading, spelling skills, and reading comprehension. The program's success in promoting cross-curricular literacy skills was evident, with over 80% of teachers implementing EBLI strategies across subject areas.

However, the current study design, which implemented EBLI in select grade levels within schools, presents certain limitations. This partial implementation approach, while useful for initial evaluation, may not fully capture the potential systemic benefits of the program. The splitting of

implementation by grade levels within schools could potentially dilute the program's impact by limiting opportunities for vertical alignment and whole-school literacy culture development.

Based on these findings, we recommend the following next steps:

1. Conduct a large-scale evaluation study implementing EBLI as a whole-school intervention. This approach would:
    - Enable better assessment of school-wide cultural and systemic impacts
    - Allow for more natural progression and alignment between grade levels
    - Provide clearer understanding of the program's comprehensive effects on student achievement
2. Address identified implementation needs:
    - Develop clearer documentation of the complete scope and sequence across grade levels
    - Create more streamlined access to teaching resources and materials
    - Enhance professional development support for intervention strategies
3. Strengthen program support systems:
    - Establish more robust mechanisms for teacher collaboration across grade levels
    - Create clearer frameworks for integrating EBLI with other academic initiatives
    - Develop additional guidance for differentiated instruction and intervention

Looking ahead, future research should focus on the longitudinal impacts of whole-school implementation within and across instructional tiers, particularly examining how consistent exposure to EBLI's structured linguistic literacy approach affects student achievement over multiple years. Additionally, investigating the program's effectiveness across different demographic groups and school contexts would provide valuable insights for scaling the intervention.

The initial success of EBLI in St. Joseph's schools and the documentation of case studies across the country with intervention and special education suggests significant potential for broader impact through more comprehensive implementation. While the current study provides encouraging evidence of the program's effectiveness, a whole-school approach would likely yield more robust and sustainable results in improving student literacy achievement.

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