

Lyrics2Learn Evaluation Executive Summary

Since 1992, our nation's Report Card (NAEP) has indicated minimal improvement in reading. One of every three 4th grade students cannot read or understand text at a basic proficient level. Since 1992, school reading curricula publishers have approached reading improvement in similar ways - phonics, stories, learn a concept, relate the text, repeat with a new story the next week. Different philosophies have stressed different portions of this process to varying degrees, but little has changed. 1/3 of our country is still scoring below a basic proficient reading level. Ultimately, it is up to teachers to reach the bottom 33% while working to improve growth for all students, regardless of background or needs. Lyrics2learn (L2L) aims to address these disparities as a reading supplement on the cutting edge of brain-based reading methodology. The Marsico Institute for Early Learning and Literacy (MIELL) was commissioned by the Lyrics2Learn leadership to conduct an evaluation of the program's effectiveness. The evaluation involved approximately 13,260 students in grades K-5, 986 of which were L2L participants, from a mid-size urban district. This Executive Summary highlights results from the full L2L 2017 evaluation report focused on describing if the program improves student outcomes and teacher practices.

L2L is engaging and easy to use

- 97% of L2L teachers in the current study report that their students are engaged when using L2L
- 94% of L2L teachers in the current study report that their students are motivated to learn when using L2L
- 100% of L2L teachers in the current study would recommend L2L to a colleague

L2L students outperformed non-L2L on academic achievement measures

- L2L students increased CMAS/PARCC scores significantly in 2016-2017 compared to non L2L. On average L2L students were 53 points higher at the end of the school year compared to non L2L students.
- L2L students scored 71 points higher on DIBELS Composite Scores compared to non-L2L students.

The more students use L2L the better they perform

- L2L students who completed at least 100 lessons over the course of the year were more likely to be considered "Meeting Expectations" on the DIBELS by the spring of 2017.
- L2L students completing 100 or more lessons over the school year experienced on average a gain of 83 points from fall 2016 to spring 2017, compared to non-L2L students who gained 50 points.

For more information visit the L2L website:

<https://www.lyrics2learn.com/>

I think that this is the best program that I have used in my 17 years of teaching. I absolutely love it. ~L2L Teacher

I like that it is so user friendly and that students are so engaged...as a busy teacher...it is easy for me to check the progress and hold kids accountable. I like that students can be engaged in an effective program that provides them with relevant practice instead of worksheets or seat work. ~L2L Teacher