

HEINEMANN

Leveled Literacy Intervention (LLI)

Reading Progress for English Language Learner LLI students

2009–2010

Student Characteristics

Out of the total *LLI* student sample from Heinemann’s *LLI* Data Collection Project (2009–2010), 925 of the kindergarten through fifth-grade students were reported to be English Language Learners (ELL). Of this group, 57.4% were male and 42.5% were female, 72.9% were Hispanic, 8.4% were Asian/Pacific Island, 7.1% were White, 6.9% were Black, and 1.4% were Multi-Racial. As an indication of students’ economic status, information on free/reduced lunch was collected and 62.8% fell into this category. Refer to Table 1 for a summary of the ELL *LLI* student sample size by grade and refer to Table 2 for a summary of the student demographics.

Student Sample Size					
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
6.8% (n=63)	51.1% (n=473)	27.6% (n=255)	9.7% (n=90)	3.5% (n=32)	1.3% (n=12)

Table 1

Student Demographics							
% Male	% Female	% Hispanic	% Asian/Pacific Island	% White	% Black	% Multi-Racial	% Free/Reduced Lunch
57.4% (n=531)	42.5% (n=393)	72.9% (n=674)	8.4% (n=78)	7.1% (n=66)	6.9% (n=64)	1.4% (n=13)	62.8% (n=581)

Table 2

Of the total group of ELL *LLI* students, 7.4% (n = 68) had individualized education plans that mandated that they receive support for Reading and 8.5% (n = 79) of the *LLI* students had an IEP for other support services.

Results – Reading Progress

Below is a summary of the reading progress of the 925 English Language Learner students who received *LLI* during the 2009–2010 school year. Of the total group, 28 of the ELL *LLI* students did not complete the full set of sessions offered to them because they moved, withdrew or were switched to a different intervention and thus, their data were eliminated from the analyses reported below. Furthermore, some of the data submitted by the *LLI* teachers contained missing or incomplete information. The reported results below also exclude cases with missing data.

LLI Groups and Student Attendance

LLI was designed to be delivered in a group of three students with one teacher, five days per week; however, delivery varied according to school and district limitations. Overall, each of the ELL *LLI* groups was comprised of between

1 and 6 students ($M = 3.0$, $SD = .6$) and the groups met between 2 and 5 days a week ($M = 4.7$, $SD = .6$) for 30 minutes per session (see Table 4).

The ELL *LLI* students who completed the full set of *LLI* sessions offered to them and for whom attendance information was available received *LLI* for an average of 16.9 weeks (range: 3-37, $SD = 7.5$) and they attended an average of 58.3 *LLI* lessons (range: 9-140, $SD = 26.2$) (see Table 4). It should be noted, however, that many students were not able to receive the full intervention as the school year ended and their *LLI* teachers indicated that they would receive more *LLI* the following year.

Reading Progress

The data were collected and reported for ELL *LLI* students only. No control group was identified and assessed and therefore, the ELL *LLI* student growth was compared to Fountas and Pinnell grade level criteria (see Table 3) to assess the group's progress. Each student's reading progress was determined by looking at their pre- and post- *LLI* instructional reading levels (ranging from Pre-A to Z) which are based on the F & P Text Level Gradient™.

- *Obtaining Fountas and Pinnell Instructional Reading Levels*

The Fountas and Pinnell instructional reading levels were obtained through the teachers' reports of their students' instructional reading levels which were determined by administration of the Fountas and Pinnell *Benchmark Assessment System* or Reading Records or by the conversion to Fountas and Pinnell levels of the teacher's reports of their students' score on other reading assessments including the *DRA* or *DRA2*, the *Reading Recovery Observation Survey* with Running Records, and the *Rigby Benchmark*.

- *Conversion to Time Equivalent (TE) Score*

Once each child's instructional level at entry and exit was obtained, the levels were converted to a Time Equivalent (TE) score which represents the number of months of school a typically progressing student is expected to have completed when they demonstrate the reading behaviors associated with each level according to Fountas and Pinnell guidelines. The TE scores represent the number of months the student was in school and are based on a ten-month school year because children are not in school for two months of each year. If an instructional reading level is expected over more than one month, the TE score reflects the middle point of the expected band of time that the particular level is expected (see Table 3). For example, level C is expected at months eight, nine, and ten during kindergarten and the time equivalent for level C is month nine.

- *Calculating Reading Gain*

The difference between the entry and exit TE score reflects the gain (number of months of progress) the student made between entry and exit from *LLI*. For example, a student who enters *LLI* at level A and exits at level C has progressed from what is expected in the fourth month of kindergarten to what is expected in the ninth month of kindergarten and thus, the student's reading gain is five months.

**Fountas and Pinnell Instructional Level Expectations for Reading
and Time Equivalent Scores (months) for each Level**

	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10
Kindergarten	Pre-A TE=2	Pre-A TE=2	Pre-A TE=2	A TE=4	A/B TE=5	B TE=6.5	B TE=6.5	C TE=9	C TE=9	C TE=9
1st Grade	C/D TE=11	D TE=12	E TE=13	E/F TE=14	F TE=15	G TE=16	G/H TE=17	H TE=18	I TE=19.5	I TE=19.5
2nd Grade	I/J TE=21	J TE=22.5	J TE=22.5	J/K TE=24	K TE=25	K/L TE=26	L TE=27.5	L TE=27.5	M TE=29.5	M TE=29.5
3rd Grade	M/N TE=31	N TE=33	N TE=33	N TE=33	O TE=36	O TE=36	O TE=36	P TE=39	P TE=39	P TE=39
4th Grade	P/Q TE=41	Q TE=43	Q TE=43	Q TE=43	R TE=46	R TE=46	R TE=46	S TE=49	S TE=49	S TE=49
5th Grade	S/T TE=51	T TE=53	T TE=53	T TE=53	U TE=56	U TE=56	U TE=56	V TE=59	V TE=59	V TE=59

Table 3

Overall, the ELL *LLI* students progressed an average of 8.1 months ($n = 821$, $SD = 4.5$) from entry until exit from *LLI*. This growth was achieved during participation in *LLI* for an average of 16.9 weeks. It should be noted that while the *LLI* teachers strived to provide all scheduled *LLI* lessons each week, vacation and absentee days often made this impossible. In spite of this, the ELL *LLI* students progressed an average of eight months in a little more than four months. At most grade levels, the ELL *LLI* students moved forward at an accelerated pace when compared to typical reading progress over time according to Fountas and Pinnell guidelines (see Table 4 and Chart 1 below).

**All *LLI* Students: Average: Number of Students in Group, Number of Weeks of *LLI*,
Number of *LLI* Lessons per Week, Number of *LLI* Lessons, Student Growth**

	Average # of Students in Group	Average # of Weeks of <i>LLI</i>	Average # of <i>LLI</i> Lessons Per Week	Average # of <i>LLI</i> Lessons	Average Student Growth in Months
Kindergarten	M = 3.2 n = 60 SD = .6	M = 11.8 n = 56 SD = 3.9	M = 4.6 n = 56 SD = .6	M = 40.5 n = 56 SD = 15.9	M = 3.7 n = 55 SD = 2.3
Grade 1	M = 3.0 n = 450 SD = .5	M = 17.9 n = 441 SD = 7.8	M = 4.9 n = 444 SD = .4	M = 63.1 n = 434 SD = 26.9	M = 8.7 n = 430 SD = 4.0
Grade 2	M = 3.0 n = 239 SD = .6	M = 16.5 n = 217 SD = 7.1	M = 4.6 n = 224 SD = .6	M = 56.7 n = 215 SD = 25.3	M = 8.1 n = 219 SD = 4.9
Grade 3	M = 2.9 n = 84 SD = .7	M = 16.4 n = 78 SD = 7.6	M = 4.4 n = 79 SD = .8	M = 50.9 n = 76 SD = 23.1	M = 7.9 n = 78 SD = 5.4
Grade 4	M = 2.6 n = 32 SD = .8	M = 16.1 n = 30 SD = 6.5	M = 4.2 n = 31 SD = 1.0	M = 53.2 n = 26 SD = 26.6	M = 6.5 n = 29 SD = 2.9
Grade 5	M = 2.7 n = 12 SD = .8	M = 15.1 n = 10 SD = 8.0	M = 4.3 n = 10 SD = .7	M = 52.2 n = 10 SD = 18.4	M = 8.9 n = 10 SD = 5.3
Grades K-5	M = 3.0 n = 877 SD = .6	M = 16.9 n = 832 SD = 7.5	M = 4.7 n = 844 SD = .6	M = 58.3 n = 817 SD = 26.2	M = 8.1 n = 821 SD = 4.5

Table 4

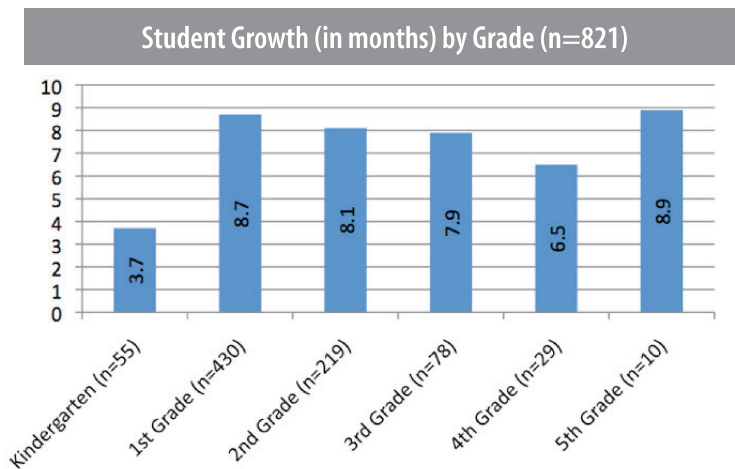


Chart 1

The instructional reading level gain for the *LLI* students is depicted in Chart 2 below. Out of the total group, 73.1% of the *LLI* students demonstrated an instructional reading level at least three levels higher than their pre-*LLI* level and 14.2% raised their reading skills seven or more levels, which in all grades represents more than a year's progress (see Chart 2).

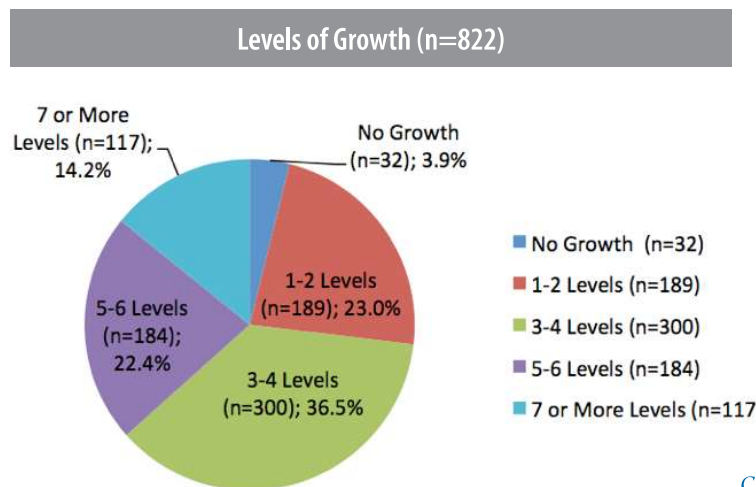
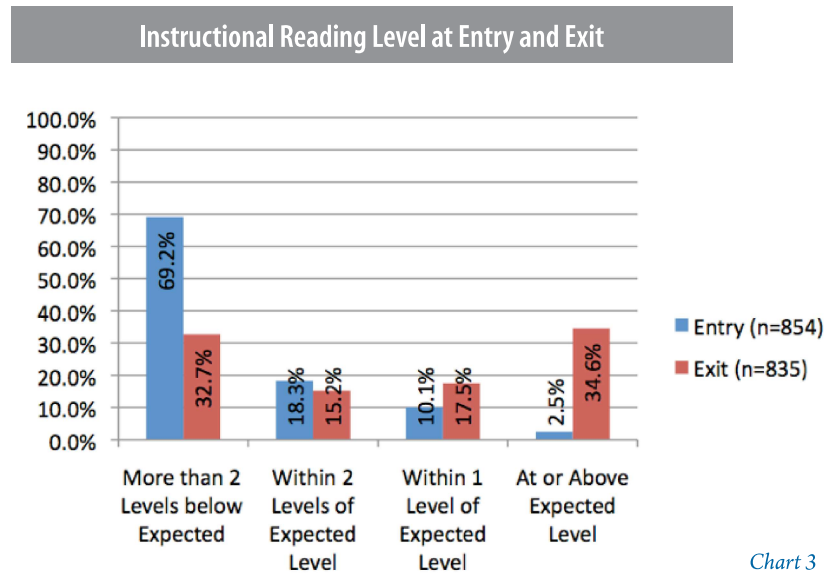


Chart 2

The results reported for the *ELL LLI* students are extremely positive given the variation in the grade level of students, the degree to which they were reading below grade level, and the variability of delivery. Only a very small percentage of students made no growth and 73.1% made considerable progress.

Grade Level Attainment

The percentage of the *ELL* students who were below grade level or at or above grade level at entry and exit from *LLI* is depicted in Table 3 and Chart 3. Overall, 52.1% were at or within one text reading level of their expected instructional reading level when their *LLI* instruction ended (see Chart 3); and 67.3% were at or within two text reading levels of grade level expectation.



Key Findings

- On average, the 925 English Language Learner *LLI* students demonstrated reading progress over the span of time they participated in the intervention which is comparable to expected reading progress over eight months during the school year. This progress was achieved during participation in *LLI* for an average of 16.9 weeks.
- Post-*LLI*, 73.1% of the English Language Learner *LLI* students demonstrated an instructional reading level at least three levels higher than their pre-*LLI* level and 14.2% raised their reading skills seven or more levels.
- Post-*LLI*, 67.3% of the English Language Learner *LLI* students were within two text reading levels of grade level expectation and 52.1% were at or within one text reading level of grade level expectation.

Conclusions

Results of this evaluation indicate that as a group, the 925 English Language Learner struggling readers who received *Leveled Literacy Intervention* supplementary instruction demonstrated accelerated progress over the period they received *LLI* (Fountas and Pinnell 10-month guidelines). The ELL *LLI* students made almost twice the amount of reading progress when compared to typical reading progress over time (Fountas and Pinnell 10-month guidelines). These results suggest that *LLI* is an effective short-term intervention for struggling readers who are also classified as English Language Learners.