
Leveled Literacy Intervention (LLI)

Reading Progress for LLI students at the Woodview Elementary School in the Wa-Nee Community Schools district in Nappanee, Indiana

2009-2010

Introduction

The following report describes reading gains for students enrolled in the Leveled Literacy Intervention (LLI) program during the 2009-2010 school year at the Woodview Elementary school in the Wa-Nee Community Schools district in Nappanee, Indiana. Nappanee is a small city located in the Midwest region of the United States. The Woodview Elementary school serves approximately 500 students (85% White, 10% Hispanic, 4% Multi-Racial, and 1% Black). Out of the total student population, 50 % of the students are characterized as low income and 20% are described as English Language Learners.

Data were collected from seven teachers who agreed to submit individual data forms for their 52 students who participated in LLI during the 2009-2010 school year at Woodview Elementary. The completed data forms were sent to the author of this report either by the individual LLI teachers or by a district level contact.

What Is Leveled Literacy Intervention?

LLI is a short-term, small-group, supplementary intervention developed by Irene Fountas and Gay Su Pinnell. LLI is designed to serve struggling readers in grades K-2, although some school districts may use the intervention with older students (see Table 1). LLI is built around the text reading gradient designed by Fountas and Pinnell; this system designates leveled texts from A (the easiest texts) to Z (the most difficult).

LLI is described as a *system* because it includes reading, writing, and word study, each used together and systematically across increasingly difficult levels of texts. Three LLI systems currently exist:

- Orange, recommended for Kindergarten, levels A to C;
- Green, recommended for Grade 1, levels A to J; and
- Blue, recommended for Grade 2, levels C to N.

The K-2 LLI systems are designed to provide 14 to 20 weeks of daily, intensive extra reading lessons (beyond classroom service) that result in accelerated progress with flexible decision making about student entry and exit. Students enrolled in LLI participate in daily (five times per week), 30-minute literacy lessons taught by an LLI trained teacher. The recommended group size is three students at a time with one teacher to allow for close observation and differentiated response to student strengths and needs. Because of restrictions or limited resources, some school districts may alter these requirements but the goal of 1:3 and 5 lessons per week is highly recommended for the strongest outcomes.

The objective of LLI is to help students reduce the gap between their current instructional reading level and their expected instructional reading level.

The intended term of the intervention ranges from about 14 to 18 weeks after which time the students are released if approximate grade level expectations are met. At the end of this time period, students who

have made progress but do not yet meet expected instructional reading levels for grade and time are re-evaluated. The evaluation may suggest more time in LLI lessons or an alternative intervention (such as individual tutoring). Students who have not received a full program of services and are in the intervention at the end of the school year may continue to receive service at the beginning of the next school year. Some students who are taken in to the intervention may have achievement levels more than a year below grade level. Though grade level performance may not be achieved in the short term, if resources allow for service to continue, steady progress may warrant longer term service.

LLI Teachers

Data were voluntarily reported on 52 LLI students taught by seven LLI teachers who all served the role of Title 1 Reading teacher at Woodview Elementary. The LLI systems were new to many of these teachers. Within the LLI Systems, lesson guides, professional development tutorials and DVD examples of lessons are provided. The seven LLI teachers all reported receiving eight hours of LLI training; however, they did not report the source of their training.

Student Characteristics

Data were submitted for 52 kindergarten through third grade students. Of the total group, 51.9% were female and 48.1% were male, and 86.5% were White, 11.5% were Hispanic, and 1.9% were Black. As an indication of students' economic status, information on free/reduced lunch was collected and 48.1% fell into this category. In addition, 23.1% of the children were described as English Language Learners. Refer to Table 1 for a summary of the LLI student sample size by grade and refer to Table 2 for a summary of the student demographics.

Student Sample Size			
Kindergarten	1 st Grade	2 nd Grade	3 rd Grade
32.7% (n=17)	36.5% (n=19)	11.5% (n=6)	19.2% (n=10)

Table 1. Student Sample Size.

Student Demographics						
% Female	% Male	% White	% Hispanic	% Black	% English Language Learners	% Free/Reduced Lunch
51.9% (n=27)	48.1% (n=25)	86.5% (n=45)	11.5% (n=6)	1.9% (n=1)	23.1% (n=12)	48.1% (n=25)

Table 2. Student Demographics.

Of the total group of LLI students, 3.8% ($n = 2$) had individualized education plans that mandated that they receive support for Reading and one of the LLI students had an IEP for services to support math learning. Reading Recovery (RR) services were provided to 7.7% ($n = 4$) of the students prior to entering LLI. Of those LLI students who had RR attendance data available, the students received an average of 58.0 RR lessons ($n = 3$, range: 45-83, $SD = 21.7$) and 3.8% ($n = 2$) of them successfully discontinued from Reading Recovery prior to entry to LLI. While we did not ask the LLI teachers why students who had successfully discontinued from RR were subsequently placed in LLI, it is possible that these students required additional support to build confidence, fluency or other skill areas.

Results – Reading Progress

Below is a summary of the reading progress of 52 students who received LLI during the 2009-2010 school year. Of the total group, one of the LLI students did not complete the full set of sessions offered to them because s/he moved, and thus, this child's 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, the delivery of LLI at the Woodview Elementary School varied slightly. Overall, each of the LLI groups was comprised of between one and four students ($M = 2.8$, $SD = 1.1$) and the groups met between four and five days a week ($M = 4.8$, $SD = .4$) for 30 minutes per session (see Table 4). Furthermore, all of the LLI students received five additional small group reading instruction lessons in their classrooms each week.

The 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 11.1 weeks (*range*: 7-22, $SD = 2.8$) and they attended an average of 45.7 LLI lessons (*range*: 29-91, $SD = 12.6$) (see Table 4). It should be noted that the average number of weeks of LLI the students received at the Woodview Elementary School was below the number of weeks recommended by Fountas and Pinnell for an optimal LLI implementation (14-18 weeks).

Reading Progress

The data were collected and reported for LLI students only. No control group was identified and assessed and therefore, the Woodview Elementary School 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 gain was determined by looking at their pre- and post- LLI instructional reading levels (ranging from Pre-A to Z) which are based on the Fountas and Pinnell leveled text system.

- **Obtaining Fountas and Pinnell Instructional Reading Levels**
The F&P 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.
- **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. Fountas and Pinnell Instructional Level Expectations for Reading and Time Equivalent Scores (months) for each Level.

Overall, the LLI students progressed an average of 3.9 months ($n = 50$, $SD = 2.8$) from entry until exit from LLI. This growth was achieved during participation in LLI for an average of 11.1 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 LLI students progressed an average of almost four months in a little less than three months. As a group, the LLI students moved forward at a slightly accelerated pace when compared to typical reading progress over time according to Fountas and Pinnell guidelines (see Table 4 and Chart 1 below).

LLI Implementation and Student Growth					
	Average # of Students in Group	Average # of Weeks of LLI	Average # of LLI Lessons Per Week	Average # of LLI Lessons	Average Student Growth in Months
Kindergarten	M = 3.6 n = 16 SD = .7	M = 11.5 n = 16 SD = 1.9	M = 4.6 n = 16 SD = .5	M = 47.6 n = 16 SD = 9.5	M = 2.8 n = 16 SD = 1.9
Grade 1	M = 2.5 n = 18 SD = 1.2	M = 11.1 n = 18 SD = 3.2	M = 4.8 n = 18 SD = .4	M = 44.8 n = 18 SD = 13.6	M = 4.9 n = 18 SD = 2.7
Grade 2	M = 1.8 n = 6 SD = .4	M = 13.5 n = 6 SD = 4.0	M = 4.7 n = 6 SD = .5	M = 54.0 n = 6 SD = 17.2	M = 3.2 n = 6 SD = 3.6
Grade 3	M = 2.8 n = 10 SD = 1.0	M = 9.0 n = 10 SD = 0	M = 5.0 n = 10 SD = 0	M = 35.0 n = 6 SD = 1.1	M = 4.5 n = 10 SD = 3.1
Grades K-3	M = 2.8 n = 50 SD = 1.1	M = 11.1 n = 50 SD = 2.9	M = 4.8 n = 50 SD = .4	M = 45.7 n = 46 SD = 12.6	M = 3.9 n = 50 SD = 2.8

Table 4. Average Number of Students in Group, Average Number of Weeks of LLI, Average Number of LLI Lessons per Week, Average Number of LLI Lessons, and Average Student Growth in Months, by Grade.

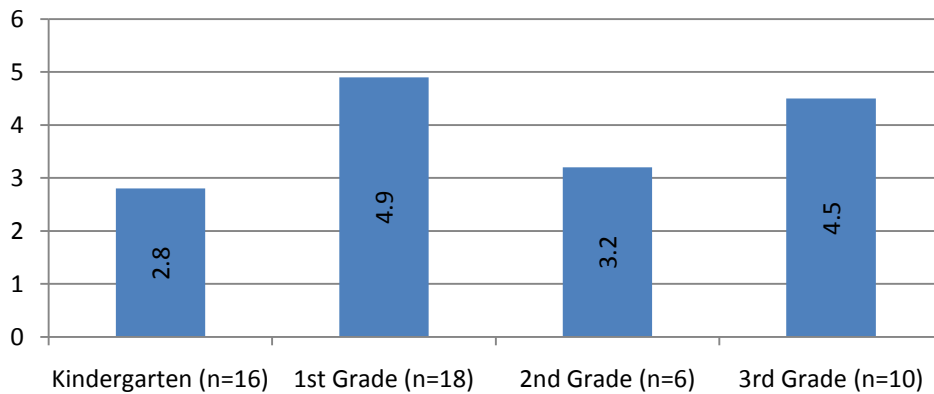


Chart 1. Student Growth (in months) by Grade (n=50)

Grade Level Attainment

The percentage of students who were below grade level or at or above grade level at entry and exit from LLI, as determined by Fountas and Pinnell guidelines, is depicted below (see Table 3 and Chart 2). Overall, 62.0% of the students were at or above their expected instructional reading level when their LLI instruction ended and 86.0% were at or within two text reading levels of grade level expectation post-LLI (see Table 3 and Chart 2).

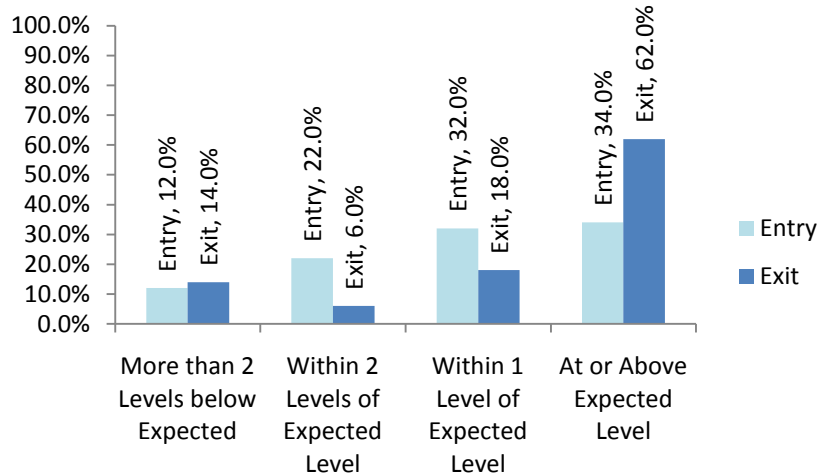


Chart 2. Instructional Reading Level at Entry (n=50) and Exit (n=50).

Key Findings

- On average, the Woodview Elementary School LLI students demonstrated reading progress over the span of time they participated in the intervention which is comparable to expected reading progress over 3.9 months during the school year. This progress was achieved during the students' participation in LLI for an average of 11.1 weeks or a little less than three months.
- Post-LLI, 62.0% of the LLI students were at or above their grade level expectation for reading according to Fountas and Pinnell guidelines and 86% were within two levels of their expected instructional reading level.

Conclusions

Results of this evaluation indicate that as a group, the 52 Woodview Elementary School struggling readers who received Leveled Literacy Intervention supplementary instruction in the Wa-Nee Community Schools District of Nappanee, Indiana demonstrated slightly accelerated progress over the period they received LLI (Fountas and Pinnell 10 month guidelines). The Woodview Elementary School LLI student progress was achieved, on average, in a period that was slightly shorter than the minimum recommended number of weeks for an optimal LLI implementation. Post-LLI, more than half of the Woodview Elementary School LLI students were at or above their grade level expectation for reading according to the Fountas and Pinnell guidelines (see Table 4).