

2018

Leveled Literacy Intervention Report



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Fountas and Pinnell Leveled Literacy Intervention Summary of Results 2017-2018

School Demographics:

After three years of small scale pilots, in September 2017 the LLI was expanded to include grade ½ classrooms at:

- Avon
- Brookside
- Central Perth
- Elma
- Goderich
- North Perth Westfield
- Seaforth
- Shakespeare
- Sprucedale



Schools were selected based on lower or declining reading score trends over time, and requests by Administrators to participate (GPS, NPW). Some classes were grade 1, some ½, and some RTs supported LLI within their role at the school. Two grade 2/3 classes participated using the “Blue” kit designed for grade 2 students. This was a school- based decision to promote alignment of practice across the division. Data collected is reported separately by use of the Green Kit (grade 1 and 1/2) and use of the Blue Kit (Grade 2/3).

Training:

All participating teachers received one day of training and .5-1.0 release time to set up and organize the kit and materials at their site. Each teacher also received .5 release for an on-site program overview and demo lesson with students supported by a coordinator/coach. Administrators attended a planning meeting and most attended the one day training session. RTs at each school were invited to training. Throughout the 15 week term, a coordinator/coach visited each classroom and observed lessons and provided feedback and support for program-related questions and needs.



Student Demographics:

n = 77 for students in Grade ½ who completed 15 weeks with the Green Kit, and for whom full pre/post data sets were available. Some student data has been filtered out where they did not complete the program (behaviour and poor attendance being the most common reasons for incompleteness), or where post data was not provided/incomplete.

n = 8 for grade ⅔ students participating fully in the LLI Program using the Blue Kit .

Criteria for selection was determined by Running Record instructional level in December/January. Any student with an instructional level below F at that time could be selected to participate. A one-level compromise was allowed for grouping (ex. D-E could go together but not D-F). It was recommended to have 4 students in each group, though some educators selected 3 and one educator had 5.

Evidence of Impact:

Impact on Student Achievement

- Student instructional reading levels will increase 3 reading levels (“product” data collected pre and post)
- Teachers articulate changes in the reading behaviours from students to indicate improvement (*survey, conversations/qualitative*)

Impact on Teacher Instructional Practice

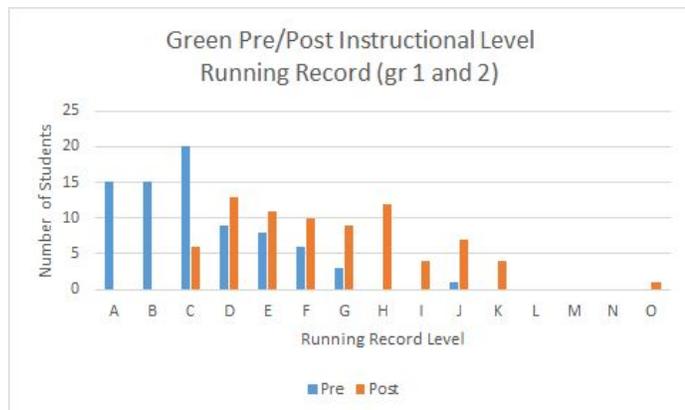
- Teachers can articulate which lesson components are informing their practice in LLI and other contexts to support readers (*survey and conversations*)
- Implementation of the use of LLI resources within the context of the classroom to meet learning needs of students (*survey and observations*)
- Effective structures, routines and tasks for the rest of the class are in place (*transferable skills to build independence*) (*survey and observations*)

Results and Discussion

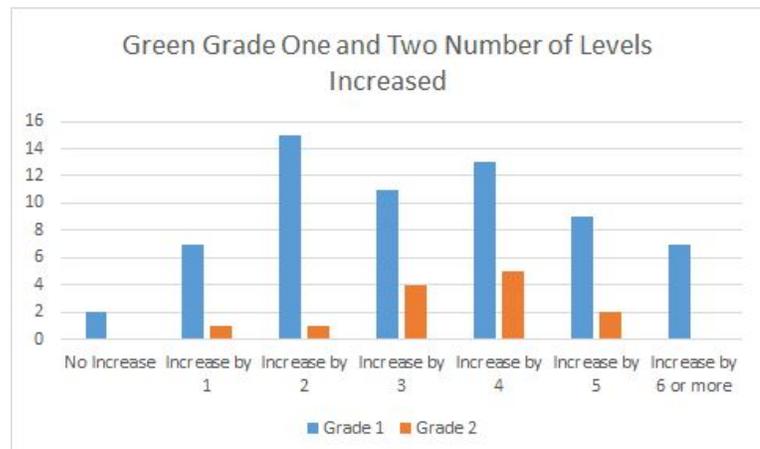
Impact on Student Achievement:

Instructional Level (Running Record):

In the grade ½ group of students using the Green Kit, 97.4% of the students grew in instructional level. The graph shows the shift in instructional level, pre and post. Most notably, 30 students starting at Level A or B moved out of those early levels and into C or beyond. Only 6 students remain in Level C. So out of 50 of the highest risk readers in Levels A, B, or C in January of grade one, 44 moved to D or beyond.



66% of students in LLI in grade 1 and ½ classes increased by 3 or more instructional reading levels. 19% of students increased by 2 or more instructional reading levels. 9% increased by 1 instructional reading level, and 2.5% did not increase at all.*



The recommended length of time for LLI instruction is 16-18 weeks.

Our minimum time period was

15.5 weeks due to timing of training, the arrival and organization of materials, and working around important dates and events in the school year. Subsequent years of implementation should account for the full period of instruction, as the remaining 2-3 weeks may have made an impact for the 19% of students on the cusp of increasing more than 2 levels.

*Of students who did not increase at all, 100% of them (2) started LLI with more than a one level compromise in their grouping, participating in an LLI group below their instructional level. Both students were beyond the recommended cut off for participation (J and G).

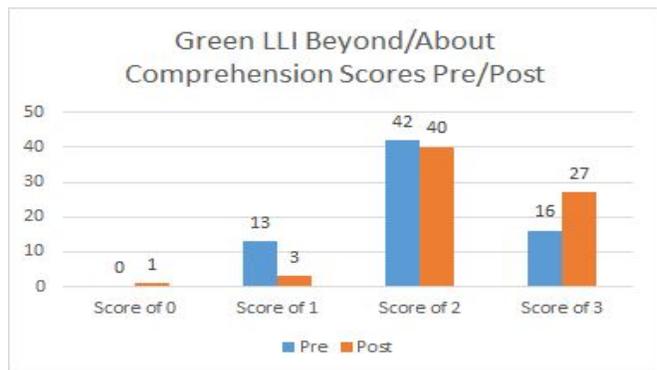
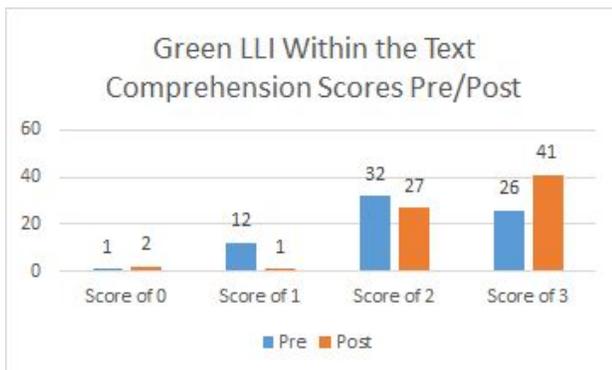
Comprehension:

Fountas and Pinnell Benchmark Assessment System measures areas of comprehension. Two scores were used as monitoring indicators:

- *Within the Text: The reader is gaining the literal meaning of the text through solving the words; monitoring her own understanding and accuracy; searching for and using information; remembering information in summary form; adjusting for purpose and type of text; and sustaining fluent reading.*
- *Beyond/About the Text: The reader is making predictions; making connections with prior knowledge, personal experiences, and other texts; inferring what is implied but not stated; and synthesizing new information by changing her own ideas.*

Fountas and Pinnell, p. 26/27 Assessment Guide

n=71 for pre/post comprehension scores. Some teachers reported the pre/post instructional level, but did not submit a breakdown of the comprehension scores by section (ie., they may have reported the pre-data as Level E, 2,1; but the post data may have been reported as Level G, satisfactory or as a total score out of /6). Therefore, a reduction by six in the number of students reported for comprehension compared to instructional level reporting.



Students generally showed an increase in comprehension. Both data sets show increased scores of 3 for both Within the Text and Beyond/About the text.

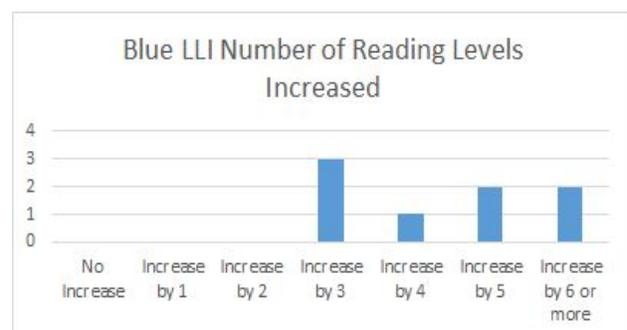
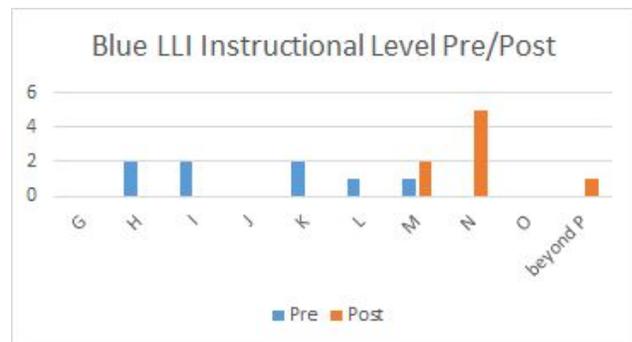
Observations of Reading Behaviours:

Teachers also provided qualitative descriptions of the reading behaviours of the children in their group at the beginning of the cycle and at the end. Responses were reviewed and typical responses are represented in the chart below. This qualitative data served to triangulate with the instructional level data, based on the observations and descriptions provided by the teachers.

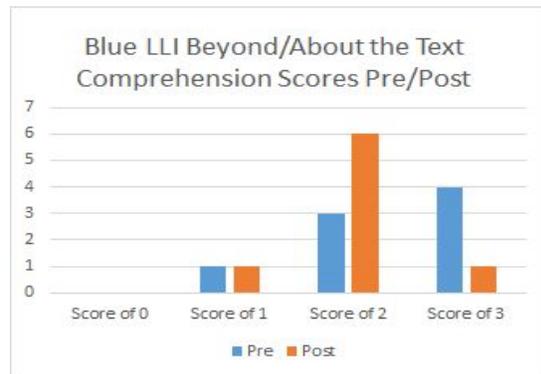
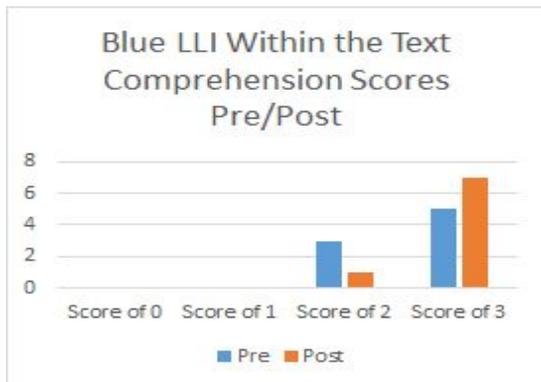
Pre/Early Reading Behaviours	Post Reading Behaviours
<p>Beginners, using picture clues, first letter of word and guessing, finger tracking tracking, showing directionality, tends to add/delete words and/or endings of words, not always demonstrate a desire or interest to do the reading, pretends to read, need some prompting to try a strategy, L to R return sweep, some rereading, word by word matching</p>	<p>More confident, more fluent, and understand more, reading for the love of it, enthusiastic, self aware of reading behaviours, reading skills transferring into writing, less worried about making mistakes, improved word attack skills, great independence in daily writing, new vocabulary, increase amount of reading, returning to self correct</p>

For students participating with the Blue Kit (grade 2 Levels, C-K), the sample size is very small at n=8.

ALL students in the Blue LLI surpassed our goal of 3 or more levels increased. The benchmark reading level for the end of grade 2 is M, and all 8 students met or surpassed this benchmark.



Comprehension scores were more varied pre/post for grade 2 students, with Beyond/About the Text showing a decrease in scores of 3, while Within the Text showed a slight increase in scores of 3.



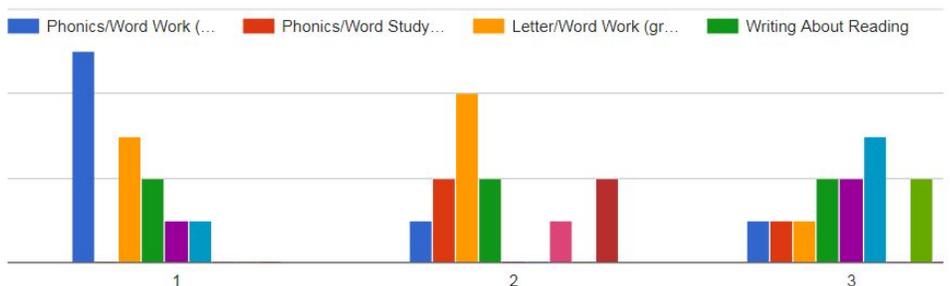
Impact on Teacher Instructional Practice:

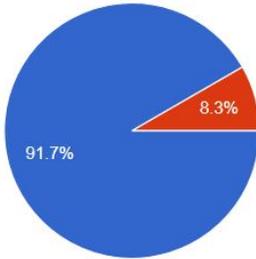
Teacher surveys, reflections on conversations between teachers and coordinator/coach, and observations of coach/coordinator, were used to determine the degree to which teacher’s instructional practice was influenced by participation in LLI. Three indicators of this would be that teachers can articulate which components of the program most informed their learning, that teachers would use the materials and resources in LLI in the broader context of teaching literacy with the rest of the class, and that teachers would develop routines and structures that promote independence and meaningful tasks with the rest of the class.

Findings revealed that:

Lesson components informed teacher’s learning. The lesson components that most informed practice for teachers were the

phonics, letter/word work, and writing about reading components.





By the end of the session, 92% of teachers were using LLI components with other students (up from 56% early on). The most commonly used components with other students included the guided reading sets, take home books, word work/letter lessons, the Alphabet Linking Chart, the Verbal Path for Letter Formation, games, and prompting guides.

83% of the teachers were satisfied to very satisfied with routines and tasks for the rest of the class. However, a 5 stage likert scale was used and the majority of responses fell in the third (middle) option. Discussions and feedback from teachers through the survey and in person implied that teachers were not as satisfied as the likert scale results indicated.

Consolidation:

Following completion of the LLI cycle of instruction, teachers were brought together for a consolidation session that had three objectives, determined as a response to the results and reflections:

- Share results and celebrate the impact on student achievement,
- Address the challenges with leading practices observed in classrooms
- Situate LLI in the classroom as a comprehensive literacy teaching resource

The following successes and challenges were shared with the teachers, and presented along with suggested leading practices observed in classrooms.

Teacher Perceptions: Successes & Challenges <i>(feedback from LLI teacher survey, conversations, & observations)</i>	
Successes	Challenges
<ul style="list-style-type: none"> • Kids love the writing component • Kids are excited to read • Growth in reading levels • Appreciate the structure of the program which has been integrated into my literacy block • Program is very comprehensive and easy to follow • Kids who once struggled to read are now confident, self motivated and choosing to read for fun • Writing book showed me in depth responses and letter writing has improved • More classroom support from the RT • Writing component scaffolded; students well supported; writing task is short and manageable; students achieved success every time; builds confidence and motivates learners 	<ul style="list-style-type: none"> • Preparation/ organization of materials • Amount of time to complete a lesson (40 mins) • Not getting to other guided reading groups/students • Options for collaboration with RT and Administration vary between schools • Classroom management was a challenge - it's difficult for students to sustain independent tasks for 30 mins • iPad time being overused

Discussions and sharing times to build on the suggested strategies to address the challenges were facilitated for knowledge mobilization.

Responding to Challenges: Assess, Reflect, Plan, Act

Guided Reading

Finding time in the day to meet with other guided reading groups can be challenging.

Reading Level	Guided Reading Program	Frequency	Duration
AB	Guided Reading	Everyday	15 mins
CDEF	LLI	3x week	30 mins
Other Groups	Guided Reading	2x week	15 mins

Leading Practices

- Meeting with at least one other guided reading group in a day (either tagged onto LLI or at later point such as during independent reading)
 - Lori Jamison Rog: 3 groups a day - total of 45 -60 minutes (LLI is 30 minutes of that) *Guided Reading Basics, Making the Most of the 18 Minute Guided Reading Session - Lori Jamison Rog*
- Splitting LLI into two time slots - LLI, GR group, LLI (giving LLI students time to read the new books on their own)
- LLI on three days/week
- Reading buddies could create opportunities to work w/ guided reading groups
- Computer lab time focused on literacy activity/ project work/ game

Moving Forward:

The next phase of scale and support requires:

1. Creating conditions for educators to have flexibility in using the kit as a resource for comprehensive literacy, including guided reading, phonics/word study, and maintaining the integrity of the intervention component. Therefore, it was suggested to educators that they consider:
 - a. Flexible timing options (3x week for 30 weeks, or 5X week for 15-18 weeks)
 - b. Monitoring 4 students throughout the year who are working more intensively with LLI
 - c. Situate in context of comprehensive literacy, using resources and lessons with all students in the classroom
2. Continued support and training for new teachers at sites that currently have LLI training and resources
3. Develop monitoring plan and timeline based on this year's learning, including new sites (Little Falls, North Easthope)
4. Supporting requests for LLI at new sites, where appropriate
5. Revisiting what LLI looks like at original pilot sites (2016, 2017 - UTES, Bedford, Sprucedale) to ensure plans for sustainability
6. Budgeting for consumable materials (order ready to be placed in fall 2018)
7. Engage in further collaboration opportunities with RT and Learning Services

Special Thanks for Contributions and Support:

LLI Program Team Members:

Leigh Cassell, Teaching and Learning Coach
Adrienne Jacques, System Vice Principal of Program
Jodi Regier, Teaching and Learning Co-ordinator

Behind the Scenes Contributors:

(feedback and support throughout the monitoring process)

April Smith, System Principal
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Jane Morris, Superintendent of Program
Kim Black, Superintendent of Learning Services

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