

LANGUAGE![®]

The Comprehensive Literacy Curriculum

Districtwide Middle and High School Evaluation With State Data



Sopris West[™]
EDUCATIONAL SERVICES

A Cambium Learning Company

When Florida Comprehensive Assessment Test (FCAT) scores suggested that over half of Lee County's middle and high school students were reading below grade level, the school district responded by implementing *LANGUAGE!® The Comprehensive Literacy Curriculum* as its intensive intervention for 11,400 struggling readers in 84 schools.

Along with implementing a research-based and efficacious literacy curriculum, administrators in Lee County felt it was important to select a curriculum of standardized reading instruction to implement across the district. The aim of the standardized intervention plan was to eliminate disjointed and inconsistent instruction and provide more focused instruction in a district with a high rate of student mobility.

Nearly 275 teachers participated in a modified two-day training in the summer of 2005 and began instruction in the fall with the support of 25 secondary reading coaches. Of these coaches, three became certified area trainers for the *LANGUAGE!* curriculum. The following results demonstrate the progress of 7,044 students receiving *LANGUAGE!* instruction for 6.5 months in grades 6–10.¹

Results

Lee County was successful in positively impacting thousands of struggling students across the district.

First, at every grade level, Lee County students who received *LANGUAGE!* instruction made significantly higher average gains on the FCAT than students statewide. The greatest difference was seen in grades six and eight, where FCAT Developmental Scale Score (DSS) gains for *LANGUAGE!* students were 87 points greater than statewide DSS gains. (see Graph 1).

Second, the gains made by *LANGUAGE!* students after receiving *LANGUAGE!* instruction were generally greater than those made by the same students prior to receiving *LANGUAGE!* instruction. Those *LANGUAGE!* students who had matched FCAT DSS data available for three consecutive years—2004, 2005, and 2006—generally demonstrated greater gains in the year following implementation of the curriculum compared with the year prior to implementation. The greatest gains were seen in grades six, seven, and eight. At these levels, the positive gains were, at minimum, nearly four times greater after *LANGUAGE!* implementation (see Graph 2). This is meaningful because it suggests that the increase in FCAT DSS gains was due to the implementation of *LANGUAGE!* and not the result of differences in student characteristics between cohorts.

Finally, gains made by *LANGUAGE!* students indicate a step toward closing the achievement gap in Lee County, as they were comparable across all subgroups, including ethnic, English Language Learner (ELL) designations, Free/Reduced Lunch (FRL) designations and special education services eligibility. For example, the difference between FCAT DSS gains for *LANGUAGE!* students in grade seven who were eligible for special education and those in general education was only seven, whereas the difference between gains for *LANGUAGE!* students in special education and average gains made statewide was 70 (see Graph 3).

All of the above results contributed to significantly increasing the percent of Lee County students performing At or Above Grade Level in Reading on the FCAT. After only 6.5 months of *LANGUAGE!* instruction, 26.5 and 27.7 percent more students in grades six and seven, respectively, were performing At or Above Grade Level (see Graph 4).

Key Details

Total Study Participants: 7,044

Grade Levels: 6–10

Instructional Period:

- 2005–2006 school year
- 6.5 months of implementation

Instructional time:

- 45–90 minutes in middle school
- < 90 minutes in high school

Demographics:*

- 60% Free/Reduced Lunch (FRL)
- 57% Non-White
- 15% English Language Learner (ELL)
- 24% Eligible for Special Education Services

Measure:

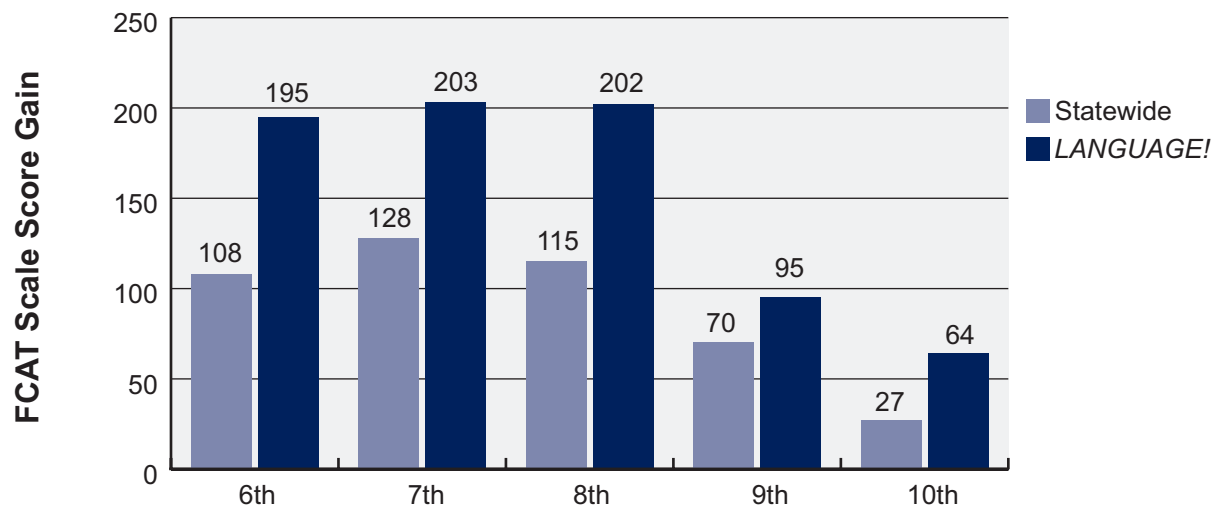
Florida Comprehensive Assessment Test (FCAT), Reading Subtest

Results

Graph 1.

At **every grade level**, FCAT average gains made by *LANGUAGE!* students were greater than those made statewide.

Average FCAT Reading Achievement Gains by Grade**

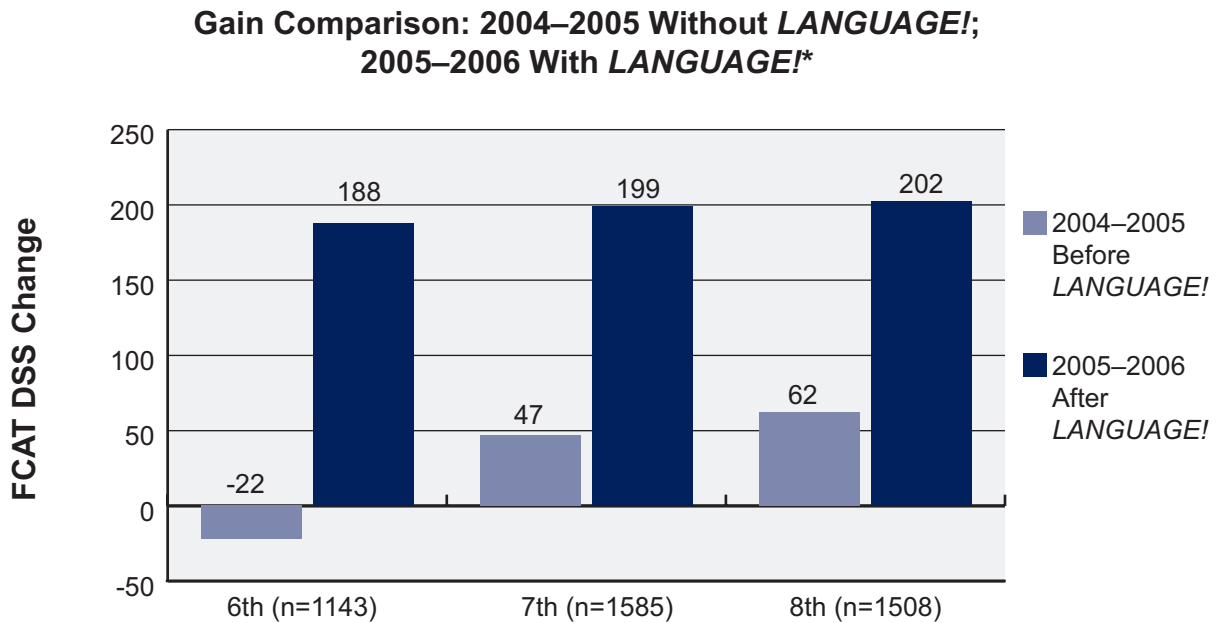


* Numbers of students in other ethnic minority groups were too small to make valid comparisons.

**Sample size was reduced due to incomplete data.

Graph 2.

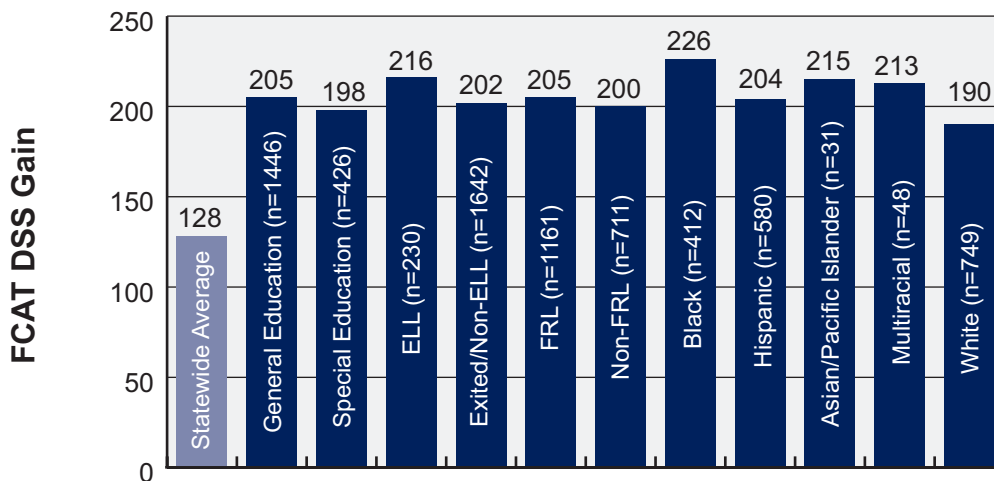
In grades six, seven, and eight FCAT Reading gains were substantially greater after the implementation of *LANGUAGE!*



Graph 3.

Across all subgroups, FCAT Reading gains were nearly 1.6 times greater for *LANGUAGE!* students than those made statewide.

2005–2006 FCAT Reading DSS Gains for Grade Seven by Subgroup*



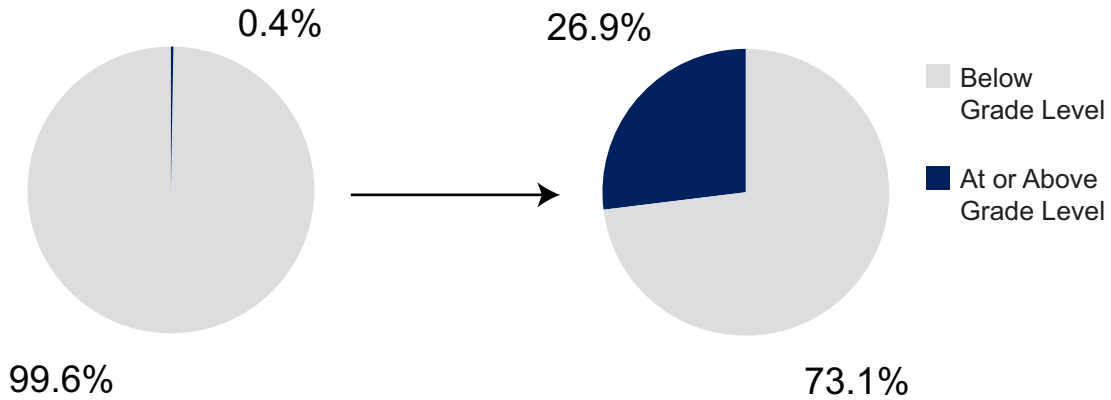
*Sample size was reduced due to incomplete data.

Graph 4.

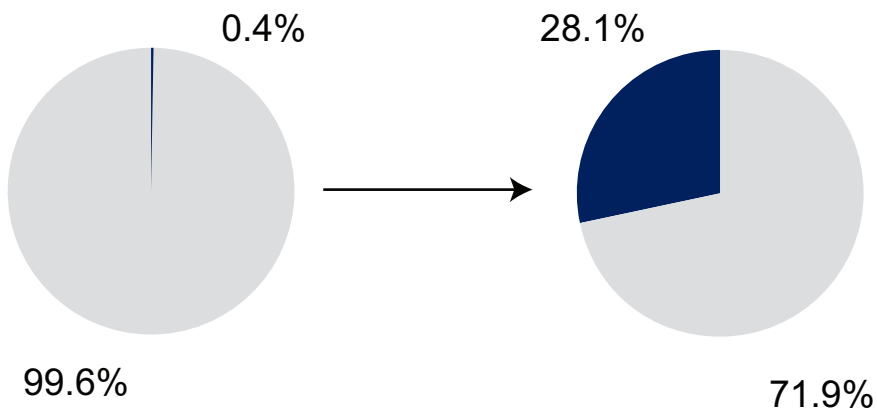
More than one-quarter of the district's sixth and seventh grade struggling readers placed At or Above Grade Level in Reading on the FCAT after 6.5 months of *LANGUAGE!* instruction.

2005 FCAT Reading Achievement Levels Before *LANGUAGE!*

2006 FCAT Reading Achievement Levels After 6.5 Months of *LANGUAGE!*



GRADE 6 — 26.5% more students At or Above Grade Level



GRADE 7 — 27.7% more students At or Above Grade Level

* Sample size was reduced due to missing data.



Sopris West[™]
EDUCATIONAL SERVICES

A Cambium Learning Company