

LANGUAGE!TM

The Comprehensive Literacy Curriculum

**Upper Elementary and Middle School
Retrospective Evaluation
With State Data**



VOYAGER SOPRIS
LEARNING®

Key Details

Total Participants: 346

Grade Levels: 3–7

- 263 elementary school students
- 83 middle school students

Instructional Period:

- 2005–2006 school year
- 8 months of implementation

Instructional Time:

- 70% received 70 to 90 minutes of instruction
- 30% received 45 minutes of instruction

Special Education:

- 10% of elementary students
- 14% of middle school students

Free/Reduced Lunch (FRL): Percent of students attending schools where 50% or more of the population was eligible for Free/Reduced Lunch

- 46% of elementary students
- 55% of middle school students

Measures:

- North Carolina End-of-Grade (NC EOG) Reading Comprehension Tests
- Test of Silent Word Reading Fluency (TOSWRF)

n = number of students

After its successful pilot implementation in special education classrooms at six schools during the 2004–2005 school year, Caldwell County Schools expanded its implementation of *LANGUAGE!*™ *The Comprehensive Literacy Curriculum* to approximately 60 classrooms during the 2005–2006 school year.

LANGUAGE! was implemented as a core replacement for general education, for Exceptional Children (i.e., special education) and Title I, and as a supplement to the general education basal series from McGraw-Hill®.

Matched pre- and post-*LANGUAGE!* implementation data from the North Carolina End-of-Grade (NC EOG) Reading Comprehension Tests, the Test of Silent Word Reading Fluency (TOSWRF), and the Degrees of Reading Power® (DRP) test were analyzed for 346 students in grades 3 through 7.¹

Results

Findings from the retrospective evaluation of *LANGUAGE!* in Caldwell County Schools suggest that *LANGUAGE!* positively impacted student reading gains.

First, students who received *LANGUAGE!* instruction had greater gains on the NC EOG Reading Comprehension Tests than students statewide during the same assessment period (see Graph 1). In addition, the percentage of students performing at or above grade level on the NC EOG Reading Comprehension Tests increased substantially at most grade levels, with the largest increase found in third, fourth, fifth, and seventh grades at 27, 16, 28, and 35 percent, respectively (see Graph 2). Considerable gains in the percentage of students performing at or above grade level on the NC EOG Reading Comprehension Tests were registered in each recorded subgroup (see Graph 3).

Second, students demonstrated statistically and educationally significant grade equivalent increases in word reading fluency as measured by the TOSWRF. The most accelerated gains were realized in grade 3 (1.2, or 12 months) and grade 5 (1.3, or 13 months) after eight months of instruction (see Graph 4).

Finally, while *LANGUAGE!* students in classrooms at all implementation qualities (high, medium, and low)² had NC EOG gains that were generally greater than statewide gains, implementation quality was found to impact the magnitude of NC EOG gains. Gains for the high implementation subgroup, determined by the highest quality of *LANGUAGE!* implementation, were approximately 1.8 and 2.6 times greater than the medium and low implementation subgroups, respectively (see Table 1).

Statistically Significant indicates that the outcome is unlikely to be attributable to chance. A p value < .01 indicates that there is less than a 1 in 100 probability that the pretest-posttest difference resulted from chance.

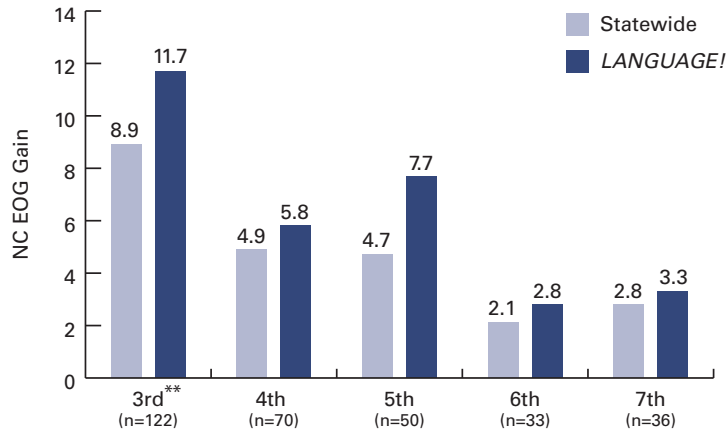
¹ Complete Technical Report available upon request.

² Implementation quality was determined by district staff.

Graph 1

Average NC EOG Scale Score Gain by Grade*

At every grade level, students enrolled in *LANGUAGE!* demonstrated statistically significant gains that were greater than those achieved by students statewide during the same assessment period ($p < .001$ at grades 3–5 and $p < .01$ at grades 6–7).

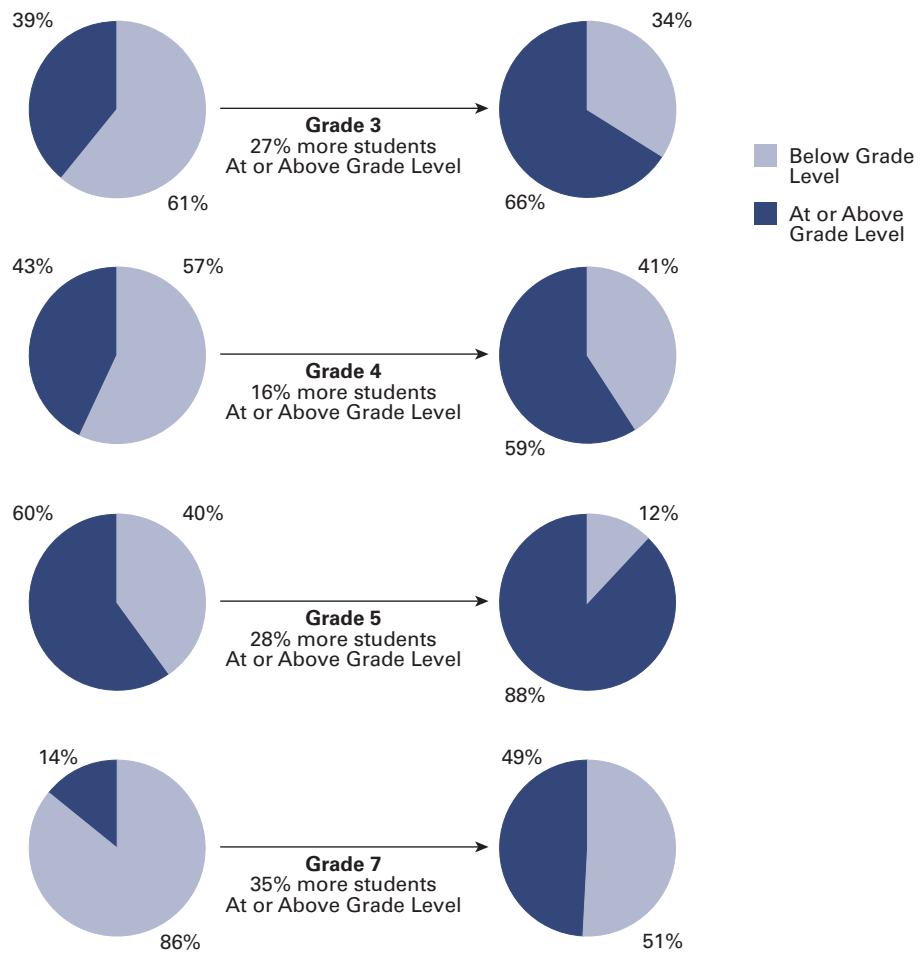


Graph 2

The percentage of students performing at or above grade level increased substantially in most grades, as recorded on the North Carolina End-of-Grade (NC EOG) Reading Comprehension Tests.

2005 Achievement Levels Before *LANGUAGE!*

2006 Achievement Levels After 8 Months of *LANGUAGE!*



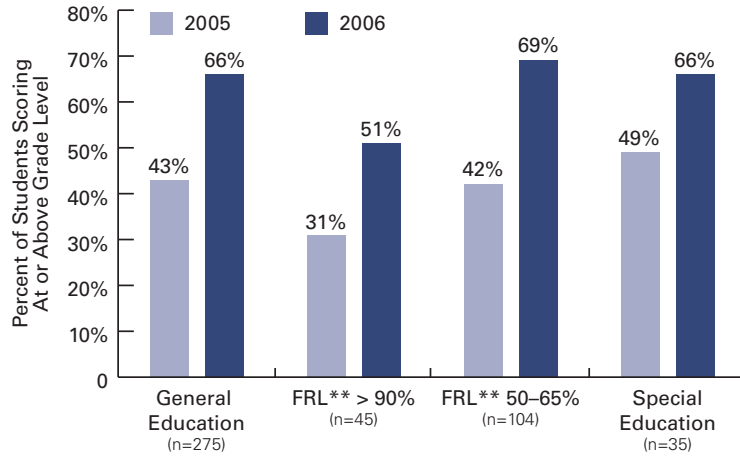
* Sample was reduced due to incomplete data.

** The statewide pretest scores for grades 4–7 are based on the fall 2005 administration of the NC EOG Reading Comprehension Tests. The pretest score presented for third grade students statewide is based on an administration of the test in fall 2004; the fall scores for 2005 were not yet released at the time of the analysis.

After eight months of *LANGUAGE!* instruction, students across all measured subgroups realized gains similar to general education students on NC EOG Reading Comprehension Tests.

Graph 3

NC EOG Reading: Percentage of Students Scoring At or Above Grade Level by Subgroup After Eight Months of *LANGUAGE!**



After eight months of *LANGUAGE!* instruction, elementary school students showed, on average, a grade equivalent increase on the Test of Silent Word Reading Fluency (TOSWRF) of 1.0, or 10 months, indicating accelerated and statistically significant ($p < .001$) growth in word reading fluency.

Graph 4

Grades 3-5: TOSWRF Growth After Eight Months*

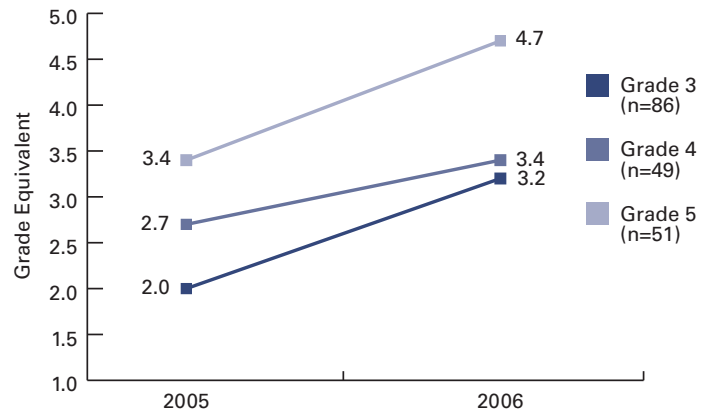


Table 1

NC EOG Reading Scale Score Gains for High, Medium, and Low Quality Implementation Subgroups

Quality of Implementation	Scale Score Improvement		
	2005 EOG Reading	2006 EOG Reading	Gain
High	238.9	256.6	17.7
Medium	236.7	246.4	9.7
Low	238.9	245.6	6.7

On the NC EOG Reading Comprehension Tests, larger scale score gains were seen for the high implementation group. All *LANGUAGE!* implementation levels generally had greater gains than those made by students statewide.

* Sample was reduced due to incomplete data.

** Designates students who attended schools with specified percentages of students eligible for Free/Reduced Lunch.

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