



iLit ELL

EVIDENCE OF EFFECTIVENESS

A Summary of the Results from the Summative Field Test

Overview	1
Study Design and Research Questions	1-2
Participants and Setting	2
Measures	3
Student Performance Results	3-6
<i>iLit ELL Students</i>	3-5
<i>iLit ELL Implementation</i>	6
Participant Feedback	6
<i>Teacher Attitudes</i>	6
Conclusion	6

Overview

Pearson strongly believes that its programs should be proven through scientific research to increase student achievement. As such, it contracted with Strobel Consulting to conduct a longitudinal summative field test of its *iLit ELL* intervention program. This study was conducted in fourth and fifth grade classrooms during the 2016-2017 school year and continues in fifth and sixth grade classrooms during the 2017-2018 school year. This report summary presents an excerpt of findings from the preliminary year 1 report, including the evaluation design and methods, a description of program usage and implementation, student performance results, and a discussion of the findings. The full results of the report is available upon request.

Research Questions

The purpose of this study is to assess the effectiveness of the *iLit ELL* program in helping students attain critical reading and language arts skills and to document usage and implementation of the *iLit ELL* program. The study employed a summative field test research design. That is, teachers used the *iLit ELL* program with Limited English Proficient students for intervention for the entire school year.

The study addressed the following overarching evaluation questions:

1. Does English reading and literacy ability improve as a result of usage of *iLit ELL*? Does this vary by different types of students and levels of use?
2. Do students who use *iLit ELL* demonstrate higher reading and literacy attainment than students who do not use *iLit ELL*? Is there a reduction in the achievement gap? Do effects on student achievement vary as a function of different students?
3. Does use of *iLit ELL* result in other positive student outcomes (e.g., increased student engagement, etc.)?
4. What do teachers who use *iLit ELL* think about this program? What aspects of the program do they find most useful or least useful? What, if any, suggestions for program improvement do they have?
5. How do teachers and students use *iLit ELL*? How should the program be used in order to maximize the impact on student performance?

Participants and Setting

11

A total of three schools were recruited to participate in the study located in Arizona, Missouri and North Carolina. The study schools were members of public school districts located in suburban and rural areas. The final study sample included 60 students from 5 classes with 3 teachers. The study sample demonstrated considerable socioeconomic status variation as evidenced by eligibility for free or reduced lunch status. Figure 1 presents the sample demographics.

Figure 1: Site Demographics

Category	Number	Percentage
Male	30	50%
Female	30	50%
White	14	23%
Hispanic	30	50%
Other	15	27%
Grade 4	27	45%
Grade 5	33	55%
Free-Reduced Lunch	40	82%
Special Education	5	9%

Measures

Multiple measures were used to assess student achievement, program implementation, and teacher perceptions of the *iLit ELL* program.

Evaluators selected the Group Reading Assessment and Diagnostic Evaluation (GRADE) to measure changes in student literacy skills because of its broad visibility and acceptance in the field and high technical merit. The GRADE is a standardized, norm-referenced assessment that is group-administered. It offers parallel forms, with Form A administered within one month of the start of school and Form B administered within one month of the conclusion of school. The GRADE is not a timed test, but generally takes 50 – 90 minutes to complete. The GRADE offers an overall Literacy score, as well as four subtests; Vocabulary, Sentence Comprehension, Passage Comprehension, and Listening Comprehension. The GRADE was administered two times during the school year. Form A was administered in the fall and Form B was administered in the spring.

The Test of English Language Learning (TELL) proficiency assessment was also selected for its ability to screen, diagnose, and progress monitor English Language learners. The TELL is aligned to the ELD/P standards of California, Arizona, Texas and WIDA. The TELL provides consistent and objective scores on four foundational skills: reading, writing, listening and speaking. The Reading domain score reflects the student's ability to comprehend written English texts. The Writing domain score reflects the student's ability to write and organize words and sentences in English in grade-appropriate language and topics with appropriate vocabulary and grammar. The Listening domain score represents the student's ability to comprehend short and extended spoken English of various levels of difficulty. The Speaking domain score reflects the student's ability to produce short and extended spoken English in grade appropriate English topics and appropriate vocabulary and grammar.

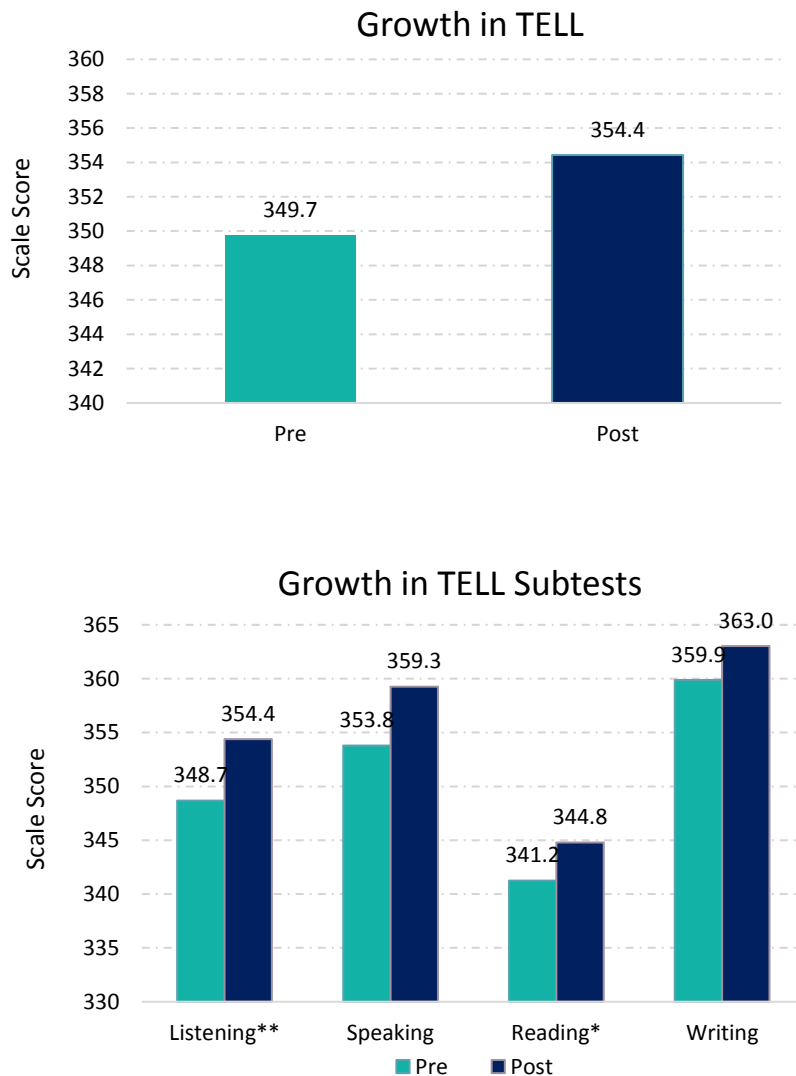
In order to measure program implementation and teacher perceptions, evaluators collected data through observations, surveys, and interviews with reading teachers. Reading teachers also completed weekly implementation logs. This information provided researchers with a detailed data source on what was occurring in classrooms in terms of reading instruction. The biannual classroom observations and interviews with classroom teachers provided critical insight into the nature of use and the effectiveness of the reading materials used with students.

Student Performance Results

Results for *iLit ELL* Students

Students using *iLit ELL* achieved statistically significant gains in reading achievement on the TELL after one year of program implementation. Students gained 4.7 points on the TELL Total Test. Students also achieved gains across all TELL Subtests with statistically significant gains on the Reading subtest gaining 3.6 points and marginally significant gains on the Listening subtest gaining 5.7 points.

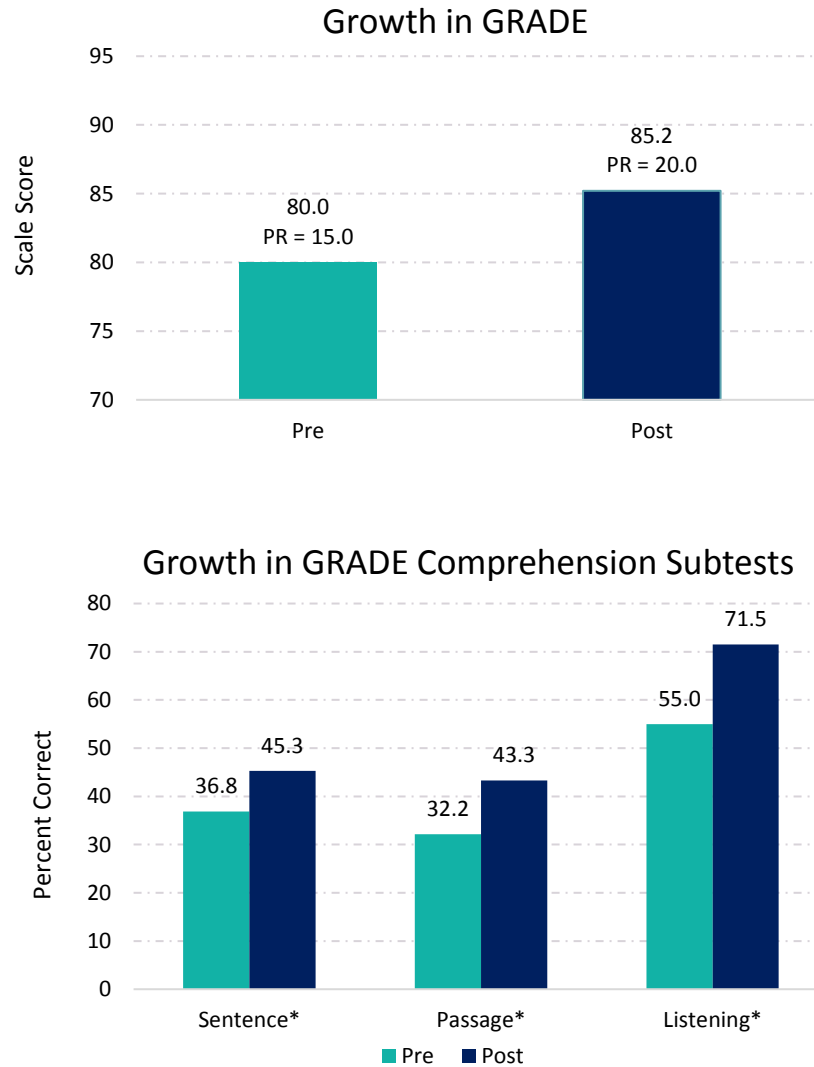
Figures 2 and 3: *iLit ELL* Student Performance Results



Additionally students using *iLit ELL* achieved statistically significant gains in reading achievement on the GRADE after one year of program implementation. Improvement

among *iLit ELL* students can also be seen in growth of percentile ranks on the GRADE¹. It is a general rule of thumb that if a student makes a year's growth for a year of instruction, then the percentile rank will remain the same. For the study sample, the percentile rank grew more than what would be expected in a typical academic year – *iLit ELL* students increased 5 percentile ranks. Students using *iLit ELL* especially excelled in the GRADE Comprehension subtests achieving statistically significant gains in Sentence, Passage and Listening Comprehension.

Figures 4 and 5: *iLit ELL* GRADE Student Performance Results



¹ Percentile ranks indicate the relative standing of a student in comparison with other students in the same grade in the norm (reference) groups (in this case, the nation) who took the test at a comparable time. Since percentile ranks do not represent equal units, and since their interpretation is limited to the reference group from which they were derived, they are best used for reporting scores when position in relation to the reference group is of primary interest.

***iLit ELL* Implementation**

iLit ELL instruction occurred with the designated ELL instructor during the designated ELL instructional time. It was accessed during school hours on classroom iPads or Chromebooks at Schools A and B, and in the computer lab at School C. On average teachers used the program 4-5 days per week for 45-60 minutes a day. The teacher at School A instructed 3 separate small groups of grade 5 students using *iLit ELL* everyday. The teacher at School B instructed a group of students in grade 4 and a separate group of students in grade 5 using *iLit ELL*. The teacher at School C instructed one group of 4th and 5th graders using *iLit ELL*. All students received core reading/language arts classroom instruction from their respective core classroom teachers.

Participant Feedback

Teacher Attitudes

The feedback on *iLit ELL* from teachers was overwhelmingly positive. All teachers were satisfied with the overall quality, organization and instructional framework of the program. Additionally all teachers were satisfied with the instructional routines, independent reading exercises, quick whole class assessments and embedded teaching tools. The majority of teachers reported *iLit ELL* positively impacted student English Language skills and general academic skills including vocabulary, comprehension, fluency and writing. Teachers were also asked about student engagement. The majority of teachers reported that *iLit ELL* kept students engaged, that students spoke positively about the program and students enjoyed the reading selections available in *iLit ELL*.

Conclusion

This study indicates that *iLit ELL* is effective at significantly increasing student reading and literacy achievement. *iLit ELL* was especially effective in increasing student comprehension skills. The majority *iLit ELL* teachers reported that students learned important English Language Arts skills as well as general academic skills over the course of the study. Additionally all teachers were satisfied with *iLit ELL* instructional routines, components, organization and overall quality. In sum, scientific research indicates that the *iLit ELL* program is an effective and useful program for both teachers and students.

About Academic and Product Research at Pearson

Pearson's Academic & Product Research team conducts formative and summative research that directly informs the development of K-12 instructional programs. This mission of this team is to provide Pearson's product developers with learner-centered insights and scientific data to drive the development of effective, industry-leading learning solutions.

About Strobel Consulting

Strobel Consulting is a woman-owned business based in Thayne, WY. Started in 2010 by Alisha Strobel, Strobel Consulting provides a full range of project management, recruitment and technical writing services with over 10 years of experience managing large-scale studies in educational settings. Strobel Consulting brings client focused content expertise in the areas of educational research, data collection, career and technical education, standards development, grant writing, and professional development. Ms. Strobel and her team work with a wide range of clients and stakeholders including federal, state and local educational and government agencies, non-profit and community organizations, and the private sector, to create customized projects and final reports and/or documents that meet the intended outcomes and are relevant to the targeted audience