



LANGUAGE! Live

LANGUAGE! Live 2016–2017 Results

What is *LANGUAGE! Live*?

LANGUAGE! Live is a comprehensive blended ELA solution for struggling adolescents. It is effective because it combines the power of teacher-led instruction with online instruction to empower students to close the learning gap.

Self-paced online instruction addresses foundational skills including phonics, spelling, sentence structure, and fluency. Teacher-led instruction provides students with rigorous vocabulary, grammar, comprehension, and writing instruction. This powerful combination meets students where they are and gets them to where they need to be.

LANGUAGE! Live includes both formative and benchmark assessments. Formative assessments are given throughout the year and provide information about student progress at the unit level. Benchmark assessments are norm-referenced measures given at the beginning, middle, and end of year that provide information regarding student growth.

The following report summarizes the benchmark data for students participating in *LANGUAGE! Live* during the 2016–2017 school year. The program:

- Is a blended intervention that provides individualized, engaging, explicit, and systematic literacy instruction to middle and high school students reading substantially below grade level.
- Targets and remediates gaps in foundational language skills that enable reading.
- Includes both formative and benchmark assessment data to measure student progress throughout the year.

Introduction

This report presents results for students receiving instruction using *LANGUAGE! Live* during the 2016–2017 school year. Data were pulled from VPORT®, the Voyager Sopris Learning® data management system, after the majority of districts finished the school year. This report includes students from any participating district who received instruction, had all scores on the three benchmark assessments, and at least one or more Word Training (WT) and Text Training (TT) units completed.

LANGUAGE! Live provides three benchmark assessments to show student progress in the following areas: grade-level comprehension using the PAR (Progress Assessment of Reading), contextual fluency using the TOSCRF (Test of Silent Contextual Reading Fluency), and spelling using the TWS-4 (Test of Written Spelling, 4th Edition). All of these assessments are provided with the *LANGUAGE! Live* curriculum, but are designed and built by independent companies. MetaMetrics, developer of The Lexile® Framework for Reading, built the PAR; and PRO-ED built the TOSCRF and TWS-4.

Overall Results

During the 2016–2017 school year, 13,915 students had scores for all three benchmark assessments and one or more WT and TT unit(s). These students came from 845 schools in 365 districts in 48 states and one Canadian province. Figure 1 shows results for *LANGUAGE! Live* students with matched scores for all students and split into those who were receiving instruction in Level 1 and Level 2. The PAR results are reported in Lexiles and the TOSCRF and TWS-4 results are reported using Percentile Rank (PR). The beginning-of-year (BOY) and end-of-year (EOY) results are shown for each assessment. It is important to remember the PAR is a grade-level assessment and the TOSCRF and TWS-4 are norm-referenced assessments, meaning through the use of these tests, students are being compared to their grade-level and age-level peers.

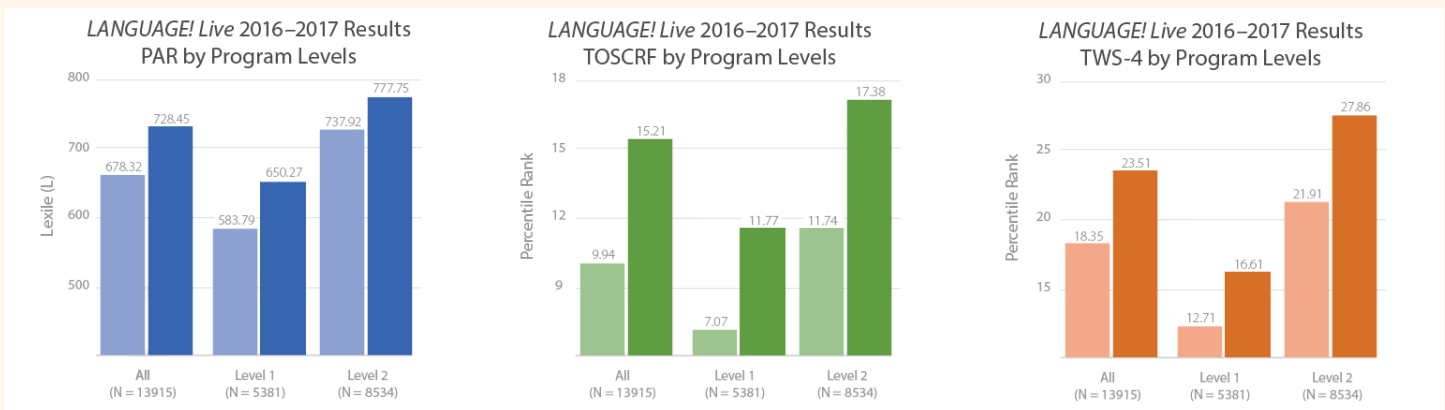


Figure 1. *LANGUAGE! Live* 2016–2017 Results by Benchmark Assessment and Program Level

Table 1 shows the detailed results for students in Level 1 and Level 2 on each assessment. For the TOSCRF and TWS-4, the standard score and percentile rank, in parentheses, are shown in the table. The effect size statistic, only calculated for groups of 10 or more students, is used as an indicator of program effectiveness. Effect size is the difference between the mean BOY and EOY scores of students expressed in terms of standard deviation units.

For *LANGUAGE! Live* students, the effect sizes between the BOY and EOY scores, shown in Table 1, based on Cohen’s definition, are small, but educationally meaningful.

Table 1. *LANGUAGE! Live* 2016–2017 Students in Level 1 and Level 2

Assessment	Group	Number of Students	BOY Average	EOY average	Average Gain	Effect Size
PAR	Level 1	5,381	583.79	650.27	66.48	0.35
	Level 2	8,534	737.92	777.75	39.83	0.23
	All Students	13,915	678.32	728.45	50.13	0.26
TOSCRF	Level 1	5,381	7.07 (PR*)	11.77	4.70	0.48
	Level 2	8,534	11.74 (PR)	17.38	5.64	0.45
	All Students	13,915	9.94 (PR)	15.21	5.27	0.45
TWS-4	Level 1	5,381	12.71 (PR)	16.61	3.90	0.30
	Level 2	8,534	21.91 (PR)	27.96	6.05	0.33
	All Students	13,915	18.35 (PR)	23.51	5.16	0.31

*percentile rank

Summary

Results of this report include all students receiving *LANGUAGE! Live* instruction who had all benchmark assessment scores and one or more WT and TT units. Beyond these qualifications, no students were excluded. With the change to a grade-level Lexile assessment, the PAR, the gains are more in line with the other norm-referenced assessments, the TOSCRF and TWS-4. All students receiving *LANGUAGE! Live* instruction during 2016–2017 have an average effect size of 0.35 across all measures combined. For students not necessarily accustomed to making a year’s worth of growth during an academic school year, this is notable and encouraging.



All students receiving *LANGUAGE! Live* instruction during 2016–2017 have an average effect size of 0.35 across all measures combined.



¹ According to Cohen (1988), effect sizes (for differences expressed as means) of 0.2 are considered small, 0.5 are regarded as medium, and 0.8 are regarded as large. An effect size of 0.3 is considered educationally meaningful.