

THE CREP REPORT

The Center for
for Research in
Educational Policy
**(CREP) at the UofM is
a State of Tennessee
Center of Excellence,
committed to
improving education
by informing policy
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rigorous, high-
quality, evidence-
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nonprofit University-
based research
center affiliated
with the College of
Education, CREP takes
pride in serving as a
valuable resource in
educational research,
evaluation and
consultation.**

PROJECT BRIEF

Efficacy of the Leveled Literacy Intervention System for K-2 Urban Students: An Empirical Evaluation of LLI in Denver Public Schools

In partnership with Denver Public Schools, Dr. Carolyn Kaldon led a team at CREP in conducting a mixed-methods randomized controlled trial (RCT) of the efficacy of Leveled Literacy Intervention (LLI) system in an urban setting. This RCT involved 320 K-2 students in Denver Public Schools (DPS). The students were matched demographically and randomly assigned to treatment and control groups. Treatment group students received LLI for 18 weeks in first and second grades and 12 weeks in kindergarten. Treatment and control group students' pre- and posttest performance was compared on three measures of student literacy achievement: the Fountas & Pinnell Benchmark Assessment System, the Developmental Reading Assessment, 2nd Edition (DRA2), and the STAR Early Literacy Assessment. Overall, the results of the study revealed that LLI has positive effects for urban students, particularly in kindergarten and first grade. Results revealed that K-1 students in LLI, particularly Hispanic and English Learner students, made significantly higher gains on the Fountas & Pinnell Benchmark Assessment than control students receiving equal time in literacy instruction. These findings indicate that, when implemented with fidelity, LLI can positively impact students' literacy achievement, including Hispanic, ELL, and economically disadvantaged children.



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For more information or to inquire about technical reports, contact
crep@memphis.edu | memphis.edu/crep

in University of Memphis Center for Research in Educational Policy

f uofmcrep | **t** @uofmemphiscrep

201 Newport Hall, Memphis, TN 38152 | 866.670.6147