

EXECUTIVE SUMMARY

2012-13



Reading Recovery®
Emporia State University
Kansas Regional
Reading Recovery Center



A Proven Intervention

Even with excellent classroom instruction, approximately 20% of children have difficulty learning to read. Early intervention and powerful, accelerated instruction are essential in helping students who struggle the most in learning to read and write. Highly-trained Reading Recovery teachers work with students an average of 12-20 weeks in daily, one-to-one, 30-minute sessions.

Reading Recovery serves as part of a comprehensive approach for the lowest achieving children and is supplemental to good classroom instruction. During this intervention, approximately 85% of students who receive a full series of lessons make accelerated progress, catch up with their peers, and obtain the ability to work independently in an average group setting within the classroom. Reading Recovery also serves as a pre-referral program for the small number of students who need longer-term support.

In 2011, Reading Recovery was awarded a \$46 million federal Investment in Innovation (i3) Grant. The grant was awarded to the program's lead partner, The Ohio State University, to train new Reading Recovery teacher leaders and teachers. Emporia State University is among the university training centers involved in the training. Priority is being given to rural school districts and those with a high percentage of English Language Learning (ELL) students. This grant provides ESU the opportunity to reach more administrators, communities, teachers, and – most importantly – students. The federal grant will continue until 2014-15.

In late 2008, Reading Recovery was ranked number one in general reading by the USDE's What Works Clearinghouse and received high ratings across all four domains evaluated: alphabetic, fluency, comprehension, and general reading achievement. Reading Recovery is a strong example of a data driven, research-based program meeting this standard of excellence. To read the report, please visit: ies.ed.gov/ncee/wwc/reports/beginning_reading/reading_recovery/

Reading Recovery® at ESU

Under the direction of the Emporia State University Training Center, multiple Kansas school systems, teachers, and children were served during the 2012-2013 academic year. Reading Recovery was implemented in 53 systems, including 70 elementary schools in Kansas. A total of 695 students received individualized lessons through the instruction of 100 highly trained Reading Recovery teachers. Four teacher leaders provided quality professional development for Reading Recovery teachers and also tutored children.

Reading Recovery training is conducted each year. During the 2012-13 academic year, 13 new Reading Recovery teachers were trained through ESU. Twelve were trained through the generosity of the i3 federal innovations grant and one was trained through a Reading Recovery scholarship at Emporia State University. Additionally, six first grade teachers from Tonganoxie participated in the seven graduate hours offered at ESU. All 19 certified teachers involved in the Reading Recovery training worked with individual children while engaging in intense theoretical understanding of literacy.

Program History

The work of developmental psychologist Marie M. Clay yielded a set of research-based procedures found to reverse the cycle of failure for most children in a relatively short period of time. The early intervention was developed in New Zealand in the mid-1970s. Since then the program has expanded to the United States, Australia, Canada, Denmark, Ireland, and the United Kingdom.

Reading Recovery was established at The Ohio State University in 1984 and has since expanded to include implementation in 44 states and the Department of Defense Schools which serve the children of the United States military families abroad. Today, Reading Recovery is used in one out of five

elementary schools in the US containing first grade classrooms and has served nearly two million students nationally.

In the US, there are 20 universities training Reading Recovery teacher leaders and 271 sites training Reading Recovery teachers. Nearly 6,112 teachers in more than 3,818 schools are involved in Reading Recovery in 44 states. During the 2012-13 academic year, 49,305 students had Reading Recovery and 638 had Descubriendo la Lectura lessons. Outcome data for all students were collected and reported to the International Data Evaluation Center.

Outcomes

Reading Recovery collects data for all children served, regardless of the number of lessons they received. Because the goal is successful grade level performance, children's lessons are ended as soon as there is evidence they can progress in classroom literacy instruction without further one-to-one help. Rigorous criteria are applied to ensure students are independent in their literacy processing skills before their lessons are ended.

Of the total number of children served (695) under the Emporia State University Training Center, 69% of all children successfully completed their lesson series, reaching the average level of their classrooms in reading and writing during the 2012-13 school year. Eleven percent were recommended for further specialist help after an intervention of 12-20 weeks; 14% were in Reading Recovery at the end of the school year with insufficient time to complete a full 20-week intervention; 4% moved while being served; and 2% were classified as none of the above (see Figure 1). The average length of a successful series of lessons was 18.6 weeks; less than 45 hours of actual instruction.

Of Kansas children who had an opportunity to receive a full series of lessons, 86% (488 students) successfully completed the lesson series and reached grade-level proficiency. This means 86% of the lowest achieving first grade students reached at least average reading levels of their peers after 12-20 weeks of instruction (see Figure 2). Kansas students entering Reading Recovery intervention at the beginning of the 2012-13 school year were reading at 4.0 levels lower than the state random sample average. The Reading Recovery students gained an average of 18 reading levels by the end of the school year, which is evidence of accelerated literacy growth.

Figure 1. End-of-Program Status of All Reading Recovery Children Served

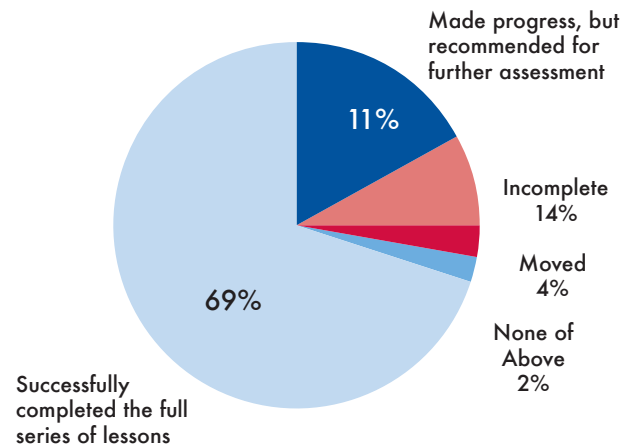
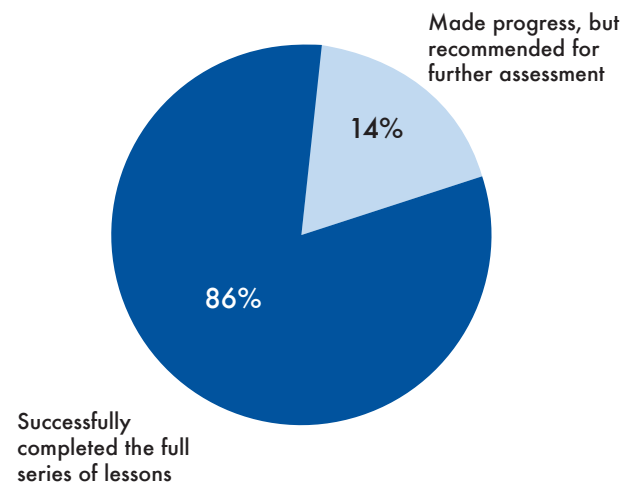


Figure 2. End-of-Program Status of Full-Program Reading Recovery Children Served



Literacy Gains

Reading Recovery students who complete the intervention make dramatic changes in reading group placements across the school year as reported by their teachers (see Figure 3). In the fall, 36% of students who received a complete intervention were considered well below average in reading performance by their classroom teachers compared to 1% at year-end. Classroom teachers considered 79% of these students to be average to above average in their reading performance at year-end.

Reading Recovery demonstrates it can help close the literacy gap between higher achieving students and those who struggle to learn to read and write. This is noteworthy when schools are looking for programs to ensure all students meet the federally mandated literacy goals. In order to “leave no child behind” it is necessary for students who struggle the most to be brought up to class averages at an accelerated rate so they may continue to benefit from classroom instruction.

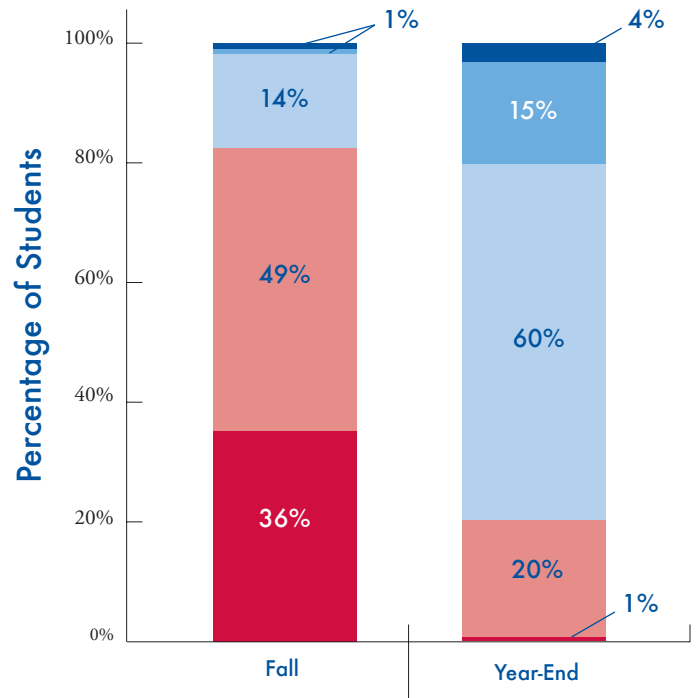
One-to-One Instruction & Beyond

Reading Recovery teachers receive intensive, high-quality training to teach children having the most difficulty learning to read and write. Once trained, the teachers use their knowledge and skills to not only work with four first-grade students daily, but with other students during their daily teaching assignments. Reading Recovery teachers work with an average of 50 students per year through their roles as classroom teachers, Title 1, reading specialists, ESL teachers, special education teachers or staff developers.

Kansas College and Career Ready Standards

Reading Recovery helps schools meet the Kansas College and Career Ready Standards by scaffolding for teachers and parents a shared understanding of what students are expected to learn regardless of where they live. Because of its effectiveness as an early intervention, Reading Recovery can play a vital role in ensuring students are able to meet the goals of the Standards and are proficient in literacy by the end of high school. With this purpose in mind, Reading Recovery empowers students to achieve the knowledge and skill necessary for their future success.

Figure 3. Classroom Reading Group Placement - Reading Recovery Children with Complete Interventions, Kansas 2012-13



Reading Group

- Well Above Average
- Above Average
- Average
- Below Average
- Well Below Average



Reading Recovery® and MTSS

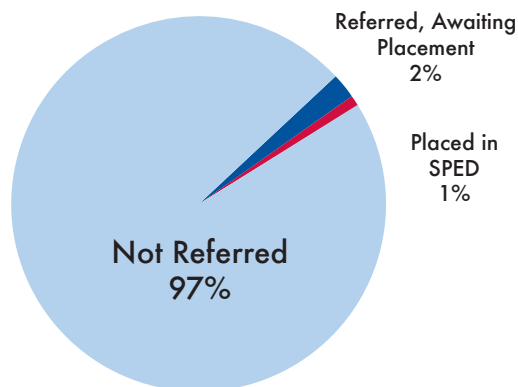
Reading Recovery is a major component of a comprehensive literacy plan. The Kansas response to intervention, Multi-Tier System of Supports (MTSS), is a concept that believes in the success of all students. Success is the result of (1) prevention, (2) implementation of evidence-based interventions, and (3) progress monitoring. Through the Observation Survey, Reading Recovery systematically assesses the needs and strengths of individual students. Once the students, who are most in need, are selected, a series of individual lessons are implemented over a span of 12-20 weeks. Efficient and designed for individual students, Reading Recovery is an intervention that prevents literacy failure. Research has validated the effectiveness of Reading Recovery through more than 25 years of implementation in the United States and exemplary ratings from the US Department of Education's What Works Clearinghouse. Each student is monitored daily through a running record analysis and lesson records. Teachers make ongoing instructional decisions based on observations and analysis in order for the student to achieve accelerated learning.

Prevention & Cost Effectiveness

The potential reduction of referrals and placements in special education is one of the cost benefits of the Reading Recovery intervention. Reading Recovery serves the lowest literacy achievers in first grade and prevents further problematic strategic literacy behavior. The goal is successful grade level performance; the majority of students achieve this goal.

In 2012-13, 97% of students who successfully completed their Reading Recovery lesson series were not referred for special education. Only four (1%) Kansas students who successfully completed their series of Reading Recovery lessons were referred and placed in special education. Only eight (2%) await special education screening. Without the Reading Recovery intervention, many more students would have been referred and placed in special education services. The potential savings are enormous given the high cost of special education services. Prevention not only saves in educational funding, prevention, most importantly, promotes success and contributes to sustained gains in literacy.

Figure 4. Referral to Special Education for Children with Complete Intervention



Kansas Regional Reading Recovery® Teacher Training Sites 2012-13

Garnett USD 365
Betsy Bunnel, Teacher Leader

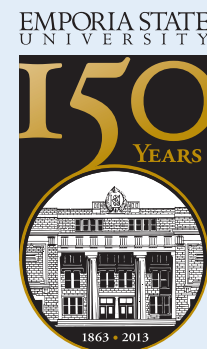
Hays USD 489
Rita Vonada, Teacher Leader

Jones Institute for
Educational Excellence
Suzanne DeWeese, PhD
Teacher Leader

Tonganoxie USD 464
Christine Baska, Teacher Leader

For more information about
Reading Recovery® in Kansas,
please contact:

Annie M. Opat, PhD
620-341-5828 or 1-877-378-5433
aopat@emporia.edu
www.emporia.edu/readingrecovery/



Reaching More Students: Expert Literacy Training

Special education teachers may enroll in Reading Recovery year-long training in order to extend the benefits of Reading Recovery to a larger population of students. "It is because these procedures are designed for adapting the instruction to the learning needs of individual children that they can be applied to many beginning readers who are in some kind of special education" (Clay, 2005). Reading Recovery training is available for all certified educators interested in understanding reading and writing processes, systematic observation, and helping students who have extreme difficulty in learning how to read and write. Please contact a teacher leader or the director for more information.