

EXECUTIVE SUMMARY 2011-12



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 is part of a comprehensive approach for the lowest achieving children and supplements good classroom instruction. During this intervention, approximately 81% 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.

Reading Recovery was ranked number one in general reading achievement by the USDE's What Works Clearinghouse in 2008. Reading Recovery is one of the very few early literacy interventions meeting the "gold standard" of scientific-based programs as defined by the federal government through its one-to-one instruction.

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 2011-12 academic year.

Reading Recovery was implemented in 49 systems, including 64 elementary schools in Kansas. A total of 623 students received individualized lessons through the instruction of 88 highly trained Reading Recovery teachers. Four teacher leaders provided quality professional development for Reading Recovery teachers and also tutored children.

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 through 2015. 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.

Reading Recovery training is conducted each year. During the 2011-12 academic year, 16 new Reading Recovery teachers were trained through ESU.

In addition to the annual Reading Recovery conference held at Emporia State University, Reading Recovery teachers had the option to attend another full day of professional development at the Jones Institute for Educational Excellence at ESU.

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 284 sites training Reading Recovery teachers. Nearly 6,500 teachers in more than 4,100 schools are involved in Reading Recovery in 41 states. During the 2011-12 academic year, 53,170 students had Reading Recovery or 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 all children served, even for one day, under the Emporia State University Training Center, 67% of all children successfully completed their lesson series, reaching the average level of their classrooms in reading and writing during the 2011-12 school year. Sixteen percent were recommended for further specialist help after an intervention of 12-20 weeks; 10% were in Reading Recovery at the end of the school year with insufficient time to complete a full 20-week intervention; 5% 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 15.6 weeks; less than 40 hours of actual instruction.

Of the Kansas students who had an opportunity to receive a full series of lessons, 81% successfully completed the lesson series and reached grade-level proficiency. This means 81% 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 2011-12 school year were reading at 3.0 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

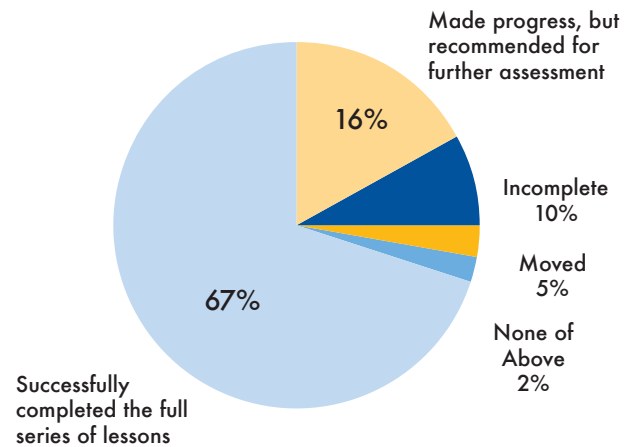
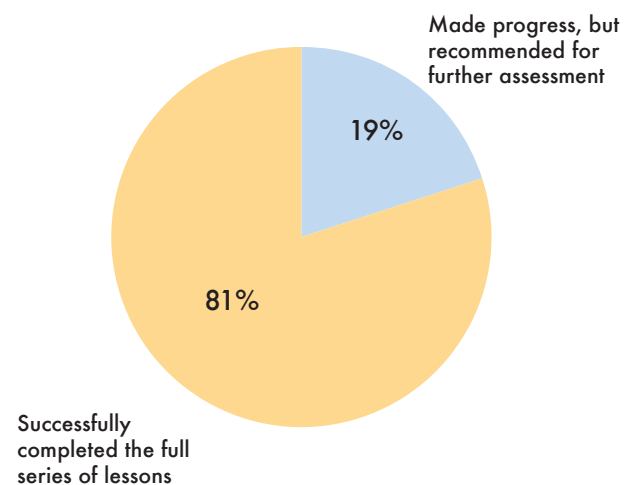


Figure 2. End-of-Program Status of Full-Program Reading Recovery Children Served





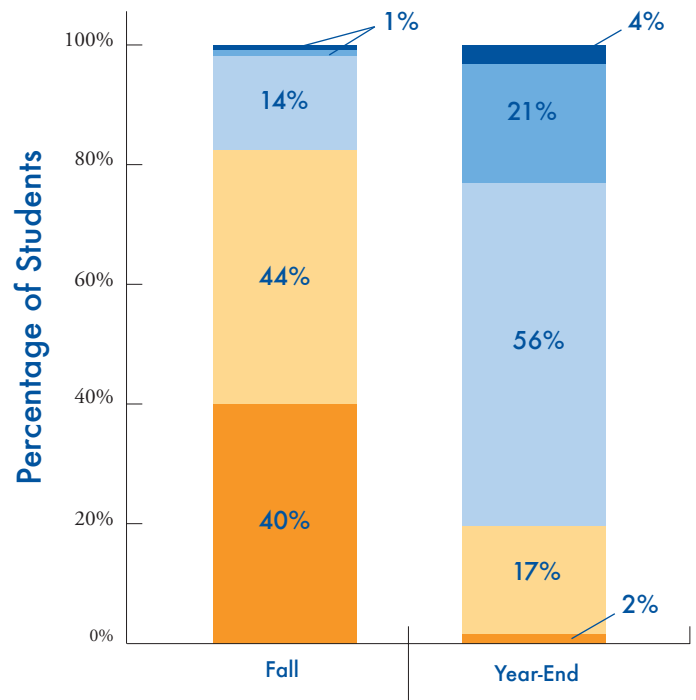
Behind-the-Glass Demonstration Lessons – A Reading Recovery teacher conducts a lesson behind a one-way mirror while being observed by a group of teachers. As the lesson is observed, a trainer or teacher leader engages the group in targeted observation and discussion in order to increase their understanding of the teaching being demonstrated.

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, 40% of students who received a complete intervention were considered well below average in reading performance by their classroom teachers compared to 2% at year-end. Classroom teachers considered 81% 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 federally mandated literacy goals.

Figure 3. Classroom Reading Group Placement - Reading Recovery Children with Complete Interventions, Kansas 2011-12



Reading Group

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

One-to-One Instruction & Beyond

In 2008, the US Department of Education recognized Reading Recovery as one of the best programs to assist young students struggling with basic literacy skills. 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 go to:

<http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid420>

Common Core

Reading Recovery helps schools meet the Common Core State 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.



Reading Recovery® and MTSS

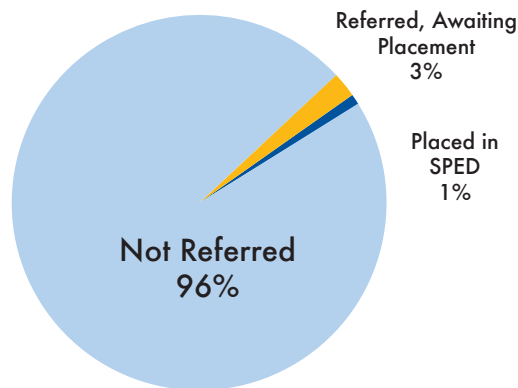
Reading Recovery is a major component of a comprehensive literacy plan. The Kansas response to intervention, Multi-Tier System of Supports (MTSS), is a concept drawn from a belief all students can succeed. Success is the result of (1) prevention, (2) implementation of evidence-based interventions, and (3) progress monitoring. 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 record. Teachers make ongoing instructional decisions based on observations and analysis in order for the student to achieve accelerated learning.

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 achievers in first grade. The goal is successful grade level performance; the majority of students achieve this goal.

In 2011-12, 96% of students who successfully completed their Reading Recovery lesson series were not referred for special education. Only three (1%) Kansas students who successfully completed their series of Reading Recovery lessons were referred and placed in special education. Only ten (3%) 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.

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



Kansas Regional Reading Recovery® Teacher Training Sites 2011-12

Garnett USD 365
Betsy Bunnel, Teacher Leader

Hays USD 489
Rita Vonada, Teacher Leader

Jones Institute for
Educational Excellence
Suzanne DeWeese, PhD
Teacher Leader

Newton USD 373
Marsha Schmidt, Teacher Leader

**For more information about
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