



Reading Recovery®

Executive Summary

2007-08

Reading Recovery® in Kansas 2007-08

During the 2007-08 school year, 944 Reading Recovery students were taught in Kansas. One university training center supported five teacher leaders throughout the state. The teacher training sites provided training and ongoing professional development to 125 Reading Recovery teachers in 58 school districts (86 schools).

During the 2007-08 academic year, 20 new Reading Recovery teachers were trained through ESU.

In addition to the annual Reading Recovery conference held at Emporia State University, one additional day of professional development was offered to all Reading Recovery teachers in Great Bend and Emporia.

During the 2007-08 year, 17 Iowa teacher leaders affiliated with Emporia State University.

About Reading Recovery®

Even with excellent classroom instruction approximately 20% of students will have difficulty learning to read. Early intervention and powerful, accelerated instruction are key in helping students who struggle the most in learning to read and write within the average of their peers. 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 80% of students who receive a full series of lessons make accelerated progress, catch up with their peers, and obtain the ability to work independently within 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 late 2008, Reading Recovery was ranked number one in general reading achievement by the USDE's What Works Clearinghouse. 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 by providing one-to-one instruction.

Program History

Marie Clay, a developmental psychologist, developed 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, and the United Kingdom.

Reading Recovery was brought to The Ohio State University in 1984 and has since expanded to include implementation in 50 states and the Department of Defense Schools (DoDDs) which serve the children of the United States military families abroad. Today, Reading Recovery is used in one out of five schools in the US containing first grade classrooms and has served over 1.8 million students nationally. In the US there are 22 universities training Reading Recovery teacher leaders and over 500 sites training Reading Recovery teachers. Nearly 11,000 teachers in more than 6,400 schools are involved in Reading Recovery in 50 states. Data are collected on approximately nearly 77,000 children annually in the US.



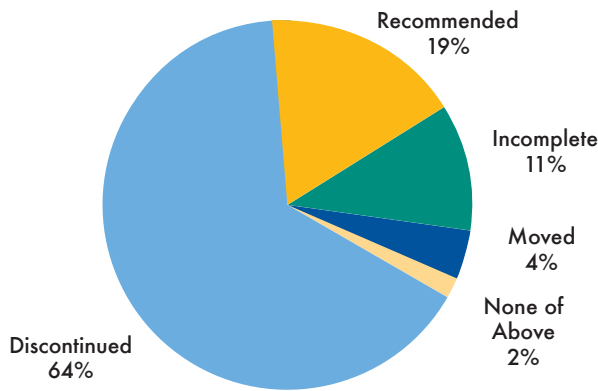
www.emporia.edu/readingrecovery

Outcomes

Reading Recovery accounts 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 it can be predicted they can profit from 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 944 students in Kansas Reading Recovery teachers worked with, 602 Kansas children, or 64% of all children served by Reading Recovery in the state, successfully completed their series of lessons reading and writing within the average band of their first grade peers in the 2007-08 school year. Sixteen percent were recommended for further specialist help after an intervention of 12-20 weeks; 11% 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 15.7 weeks; less than 32 hours of actual instruction.

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



Of the 777 Kansas children who had an opportunity to receive a full series of lessons, 77% (602 students) successfully completed the program and reached grade-level proficiency. This means 77% 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 the Reading Recovery program at the beginning of the 2007-08 school year were reading at 2.0 levels lower than the state random sample average. The Reading Recovery students gained 16 reading levels by the end of the school year.

Status Categories

Reading Recovery reports on every child served, even if the child received only one lesson. Children were assigned to one of the following end-of-program status categories:

Discontinued (Completed Their Series of Lessons):

A child who successfully met the rigorous criteria to complete the intervention during the school year and at the end of testing.

Recommended:

A child who was recommended by Reading Recovery professionals for assessment/consideration of other instructional support at the point of departure from Reading Recovery, after receiving a full intervention of at least 20 weeks (a positive action benefiting the child and the school).

Incomplete:

A child who was in Reading Recovery at the end of the school year with insufficient time (less than 20 weeks) to complete the program.

Moved:

A child who moved out of the school while being served before specific program status could be determined and who may or may not have had a full intervention of 20 weeks.

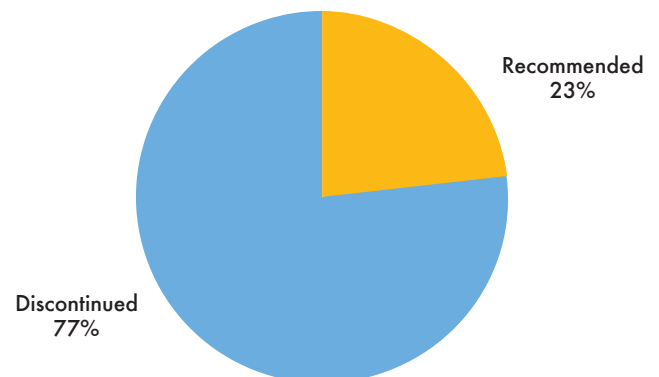
Full Program:

Full program children are those who completed their series of lessons plus those who had an opportunity to receive services for 20 weeks and did not complete their series of lessons.

Random Sample:

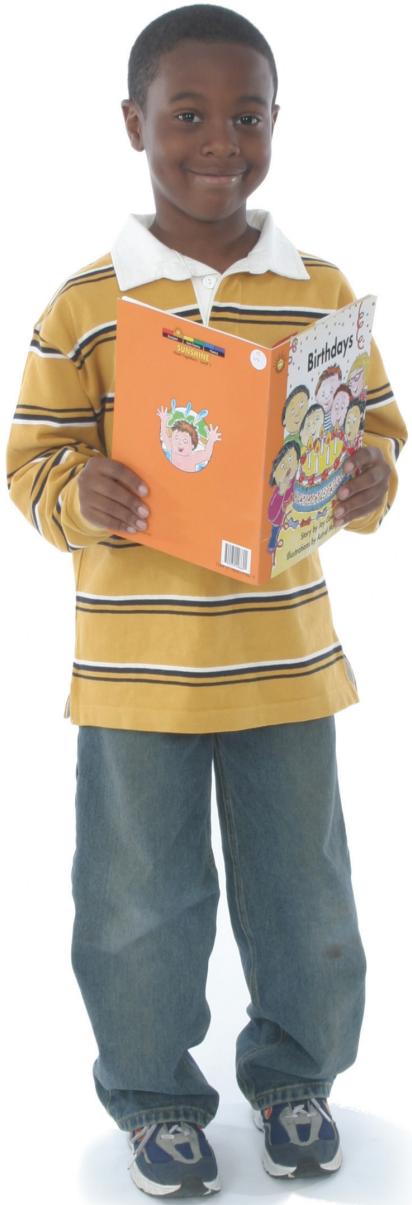
Data are collected on first grade children who were not served by Reading Recovery. Each Reading Recovery teacher is asked to randomly select and test two first grade children to use as random sample data.

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



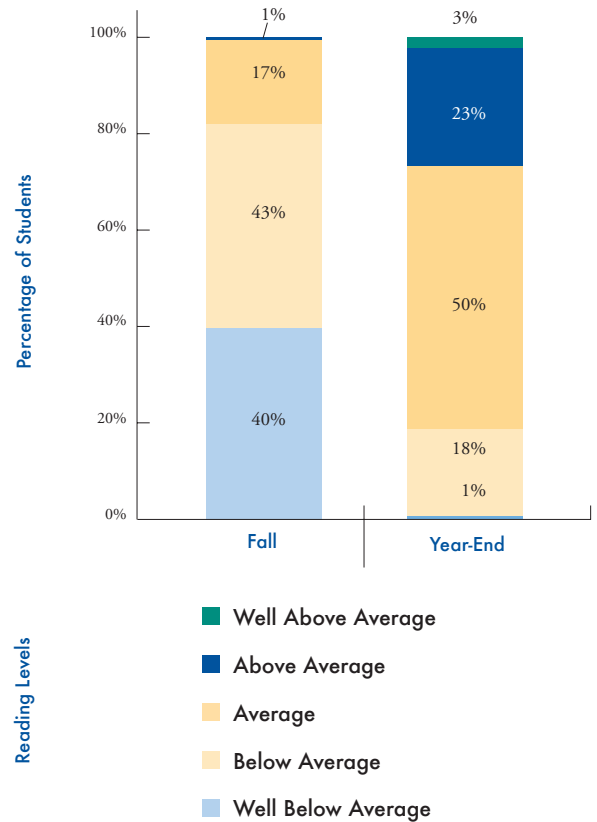
Literacy Gains

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, 40% 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 81% of these students to be average to above average in their reading performance at year-end.



Reading Recovery has been shown to close the literacy gap between higher achieving students and those who struggle to learn to read and write, and particularly for minority students. 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 the students who struggle the most be brought up to class averages as quickly as possible so they may continue to benefit from classroom instruction.

Figure 3. Classroom Reading Group Placement Reading Recovery Children with Complete Interventions, Kansas 2007-08



Did You Know?

The US Department of Education recently named Reading Recovery as the best program assisting young students who are struggling with learning to read and write. After this latest review of research, Reading Recovery remains the only beginning reading program to receive high rat-

ings across all four domains evaluated: alphabets, fluency, comprehension, and general reading achievement. To read the report go to:

http://ies.ed.gov/ncee/wwc/reports/beginning_reading/reading_recovery/

One-to-One Instruction and Beyond

In 2008, the U.S. Department of Education named Reading Recovery the best program assisting young students struggling with basic literacy skills. Reading Recovery was ranked number one in general reading by the USDE's What Works Clearinghouse. Reading Recovery is an excellent example of a data driven, research-based program meeting this standard of excellence.

Reading Recovery teachers are highly trained 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 many other students during their daily teaching assignments. During the 2007-08 school year, Kansas Reading Recovery teachers taught 944 Reading Recovery students one-to-one, and 3,791 other students in their roles as classroom teachers, Title 1, reading specialists, ESL teachers or staff developers.

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 2007-08, only three (.0003%) Kansas students who successfully completed their series of Reading Recovery lessons were referred and placed in special education. Without the Reading Recovery intervention, many students would have been referred for special education services. The potential savings are enormous given the high cost of special education services.



Kansas Reading Recovery® Sites 2007-08

Teacher Training Sites

Teacher Leaders

Garnett USD 365	Betsy Bunnell
Hays USD 489	Rita Vonada
Jones Institute (ESU)	Suzanne DeWeese
Newton USD 373	Marsha Schmidt

For more information about
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