



## Reading Recovery®

## Executive Summary 2006-07

### Reading Recovery® in Kansas 2006-07

During the 2006-07 school year, 968 Reading Recovery students were taught in Kansas. Two university training centers supported seven teacher leaders throughout the state. The teacher training sites provided training and ongoing professional development to 127 Reading Recovery teachers in 64 school districts (94 schools).

The Emporia State University Reading Recovery Regional Training Center trained 20 new teachers in the 2006-07 academic year.

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

Seventeen teacher leaders from Iowa affiliated with Emporia State University during 2006-07. Dr. Rosalie Forbes, a Reading Recovery trainer, also affiliated with ESU to support the Reading Recovery professionals in Iowa.

### 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 the students who struggle most learn 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 in the classroom. Reading Recovery also serves as a pre-referral program for the small number of students who need longer-term support.

Reading Recovery is one of the very few early literacy interventions meeting the “gold standard” of scientifically-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-1970's. 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 U.S. containing first grade classrooms and has served over 1.6 million students nationally. In the U.S. there are 22 universities training Reading Recovery teacher leaders and over 500 sites training Reading Recovery teachers. Over 11,000 teachers in more than 6,900 schools are involved in Reading Recovery in 50 states. Data are collected on approximately 100,000 children annually in the U.S.

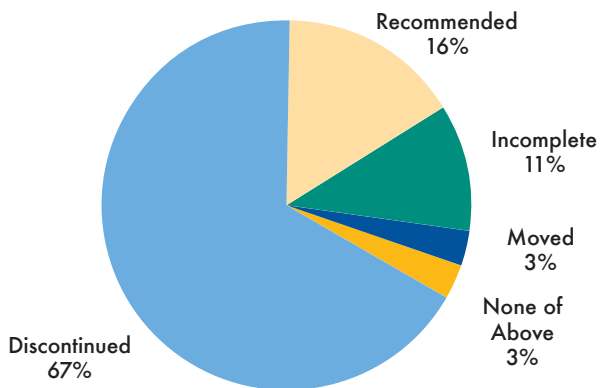


## Outcomes

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.

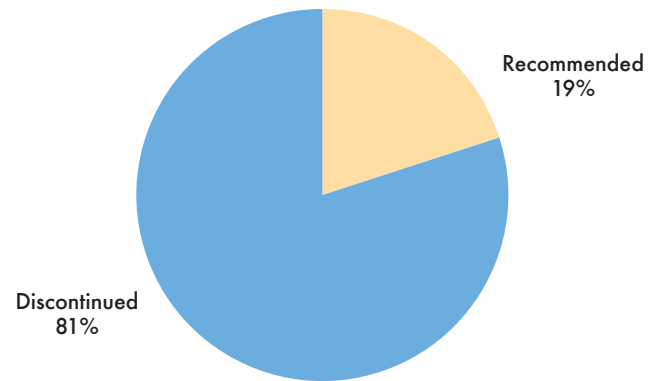
Overall, 796 Kansas children, or 67% of all children served by Reading Recovery in the state, successfully completed their series of lessons reading and writing within the average band of their first grade peers in the 2006-07 school year. Sixteen percent were recommended for further specialist help 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; 3% moved while being served; and 3% 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 all children who had an opportunity to receive a full series of lessons, 81% successfully completed the program 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 the Reading Recovery program at the beginning of the 2006-07 school year were reading at 3.1 levels lower than the state random sample average. At year-end, the Reading Recovery students' gain was two levels above the state random sample students and 2.1 levels above the national random sample students.

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



## 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:**

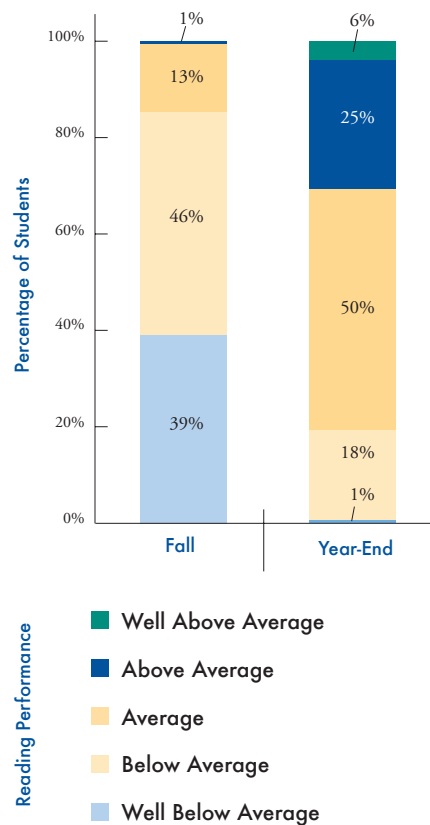
Data are collected on first grade children who were not served by Reading Recovery. Each Reading Recovery teacher is asked to randomly select and test two first grade children to use as random sample data. During 2006-07, data were collected on 174 random sample children in Kansas.

## 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, 39% 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 federally mandated literacy goals. In order to “leave no child behind” it is necessary for the students who struggle the most to 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 2006-07**



**Figure 4. Fall, Entry, Exit, Year-End Mean Scores for Reading for Selected Race/Ethnicity**

End of Program Status Groups	Fall Mean Scores	Entry Mean Scores	Exit Mean Scores	Year End Mean Scores*	Fall to Year-End Mean Gains
<b>Hispanic/Latino</b>					
Discontinued	1.0	4.3	16.4	20.3	19.7
All Served	1.0	3.3	13.4	16.8	15.3
Full Program	0.9	3.3	13.9	17.8	16.3
Random Sample	3.5			22.0	18.5
<b>Black/African American</b>					
Discontinued	1.5	4.1	17.5	19.6	18.4
All Served	1.1	4.0	15.0	17.6	16.7
Full Program	1.2	3.5	16.0	19.0	17.3
Random Sample	5.3			24.5	19.3
<b>White</b>					
Discontinued	1.4	4.2	17.7	20.8	19.4
All Served	1.1	3.6	15.6	18.2	16.7
Full Program	1.2	3.6	15.6	18.2	16.7
Random Sample	4.5			22.5	18.0

\* A level 20 indicates a beginning of second grade level.

**Figure 4** illustrates students who received a complete intervention made dramatic gains in their reading scores, regardless of race/ethnicity. Further, from the time they exit the intervention to year-end, students continue to make significant gains. Their continued progress indicates these children have developed systems for learning which they will continue to use without further intervention. In most cases, Reading Recovery students excel the random sample students in terms of end-of-year gain scores.

## Did You Know?

The 2004 revised Individuals With Disabilities Improvement Act (IDEIA) addresses the need for Early Intervening Services (EIS) and children’s Response to Intervention (RTI). The IDEIA provides school districts with the discretion to use up to 15% of their federal special education funds on professional development for teachers and on qualifying EIS. Reading Recovery, as an effective intervention with scientifically-based reading research, is an excellent example of an EIS.

## One-to-One Instruction and Beyond

In 2003, the U.S. Department of Education published a document affirming the research evidence for one-to-one tutoring by highly qualified tutors as the “gold standard” for establishing what works (*Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide*, USDE, 2003). 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 2006-07 school year, Kansas Reading Recovery teachers taught 968 Reading Recovery students one-to-one, and 3,736 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. Without the Reading Recovery intervention, many students would have been referred for special education services.

In 2006-07, only two (0%) students who successfully completed their series of Reading Recovery lessons were referred and placed in special education for LD Reading; eight students (1%) were referred and placed for Speech and Language; one student (0%) was referred and placed in the LD Other.

Of all students who received a complete Reading Recovery intervention, 19 (3%) were referred and placed for LD Reading, one (0%) was referred and placed for LD writing, and 13 (2%) were referred and placed for Speech and Language. The potential savings are enormous given the high cost of special education services.



*Reading Recovery teachers observe a lesson in a behind-the-glass training session.*

## Kansas Reading Recovery® Sites 2006-07

Teacher Training Sites	Teacher Leaders
Garnett USD 365 .....	Betsy Bunnell
Great Bend USD 428 .....	Rita Vonada
Jones Institute (ESU) .....	Suzanne DeWeese
Newton USD 373 .....	Marsha Schmidt
SW Plains Reg. Service Center .....	Mischel Miller

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

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## Did You Know?

The federally-funded What Works Clearinghouse recognized Reading Recovery as a research-based intervention program. It was the only early intervention reviewed that has positive effects or potentially positive effects in all four domains—alphabetic, fluency, comprehension, and general reading achievement. To read the report go to:

[http://ies.ed.gov/ncee/wwc/reports/beginning\\_reading/reading\\_recovery/](http://ies.ed.gov/ncee/wwc/reports/beginning_reading/reading_recovery/)