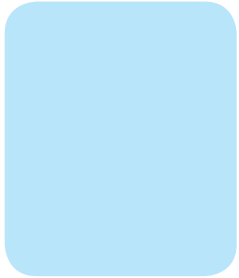
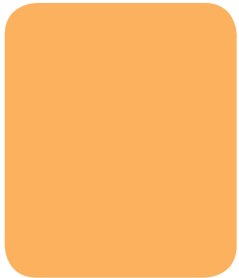


Executive SUMMARY



Reading Recovery® in Kansas 2003-2004



Introduction

Reading Recovery is a short-term early literacy intervention for first grade children having extreme difficulty learning to read and write. For an average of 12 to 20 weeks children receive daily, one-to-one, 30-minute instruction in reading and writing by a specially trained teacher.

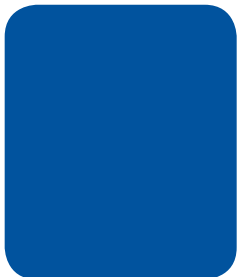
Reading Recovery serves as a safety net for the lowest achieving children and is a supplement to a good classroom program. During this intervention most children make accelerated progress, catch up with their peers, and obtain the ability to work independently within an average group setting in the classroom. Reading Recovery can also serve as a pre-referral program for a small number of children who will need more specialized, long-term help.



Program History

Reading Recovery was developed by New Zealand educator and researcher Dr. Marie Clay in the mid-1970s. Reading Recovery was brought to Ohio in 1984 and has since expanded to include implementation in 50 states and the Department of Defense Dependents Schools (DoDDS) which serve the children of the United States military families abroad. Today, Reading Recovery is used in one out of every five schools in the U.S. containing first grade classrooms and has served more than one million children nationally.

In 1998, Emporia State became the 23rd Reading Recovery university training center in the U.S. The center supports nine teacher leaders who support teachers in 71 Kansas school districts. In 2003-04, 147 Reading Recovery teachers served 1,177 students. Fifty-eight percent of the students served were male; 76% were White; 19% were Hispanic; 3% were Black; 2% multiethnic; and 1% or less were Native American or Asian.



Reading Recovery Results

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:

A child who successfully met the rigorous criteria to be discontinued from the program 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 program of at least 20 weeks (a positive action benefiting the child and the school).

Incomplete:

A child who was still 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 program of 20 weeks.

Full Program:

Full program children are those who discontinued plus those who had an opportunity to receive services for 20 weeks and did not discontinue.

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 2003-04, data were collected on 233 random sample children in Kansas.

Overall, 768 Kansas children, or 65% of all children served by Reading Recovery in the state, successfully completed the program reading and writing within the average of their first grade peers. Eighteen percent were referred for further specialist help after an intervention of 20 weeks; 10% were in Reading Recovery at the end of the school year with insufficient time to complete a full 20-week program; 3% moved while being served; and 4% were classified as none of the above (see Figure 1). The average length of a successful program was 15.4 weeks. Second round children had an average of 13.1 weeks in the program. Some teachers served a third round of students who were in the program 8.4 weeks.

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

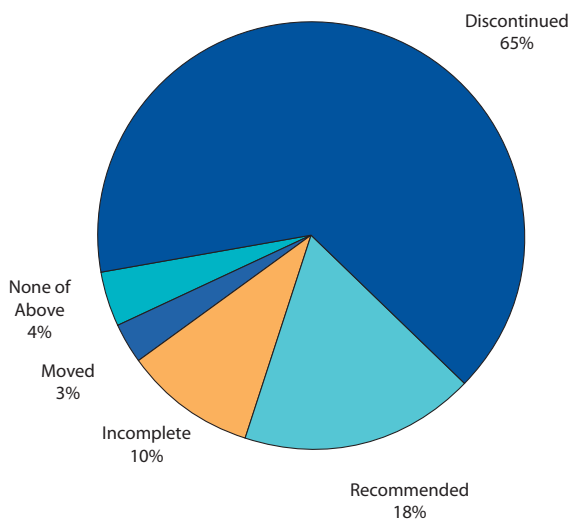
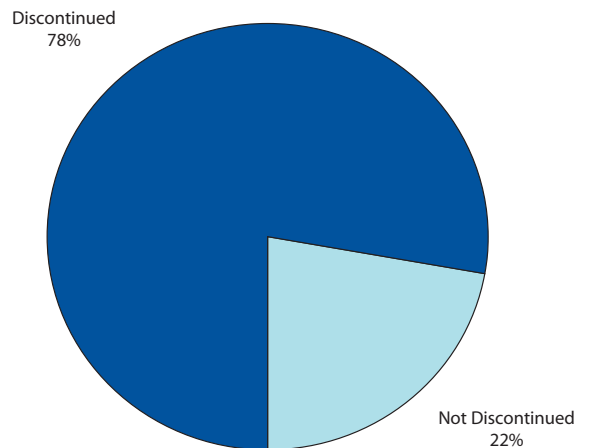


Figure 2. End-of-Program Status of Full-Program Recovery Children Served



Of all children who had an opportunity to receive a full program of instruction, 78% successfully completed the program and reached grade level proficiency. This means that 78% of the lowest achieving first grade students reached average reading levels of their peers after 12-20 weeks of instruction (see Figure 2).



Literacy Gains

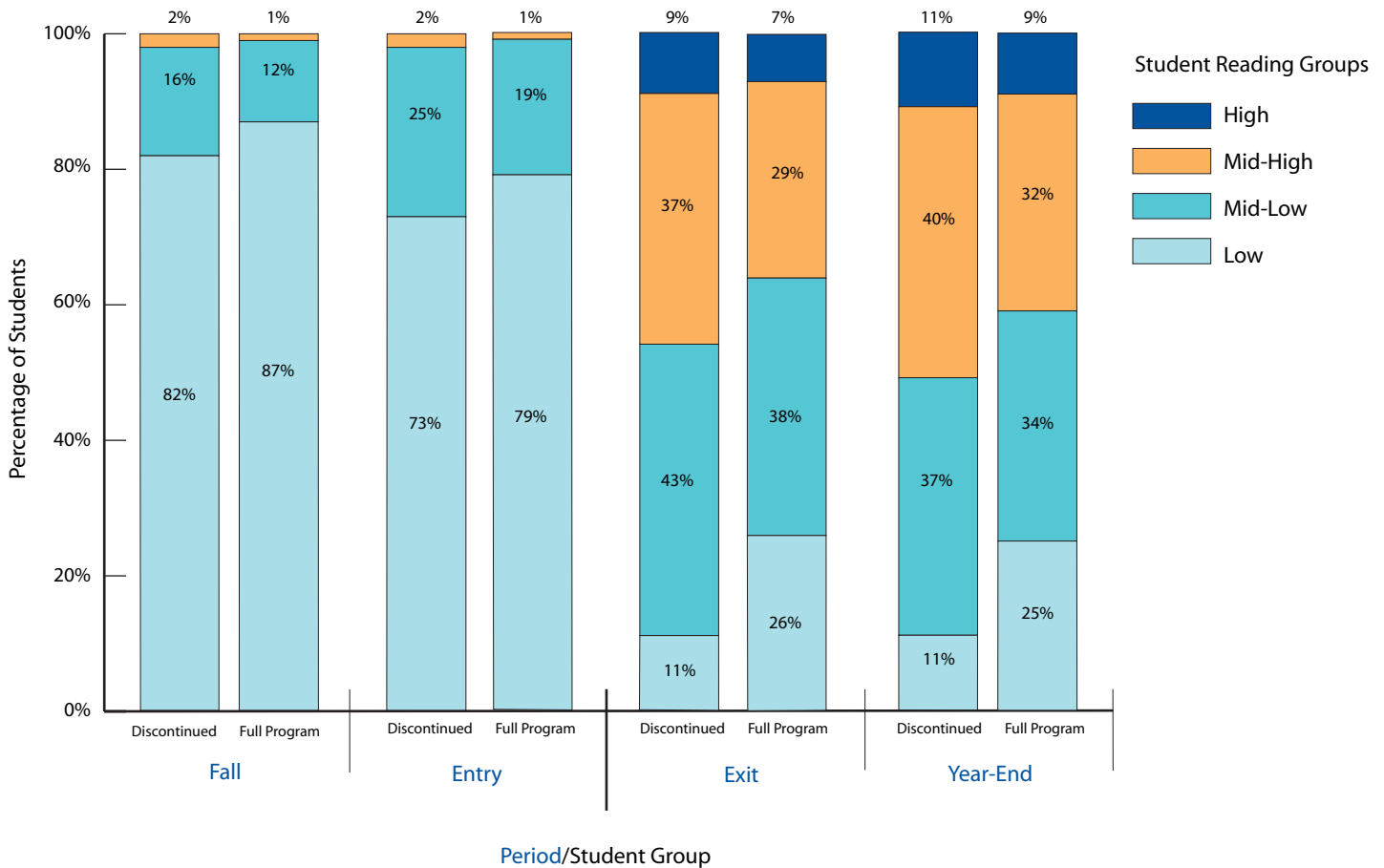
Of the 768 students who successfully completed the Reading Recovery program, 88% were reading at grade level or above at year end. In the fall, 87% of all children who received a full program were reading in the lowest reading groups; at year-end only 25% were in the lowest reading groups. Forty-one percent were reading in the mid-high to high groups (see Figure 3).

A recent study on Kansas Reading Recovery students (Briggs & Young, 2003) showed most students who successfully completed Reading Recovery sustain their gains over time, and performance after Reading Recovery intervention becomes stronger.

This graph illustrates the change in reading group placement that Reading Recovery students make from fall to year-end.



Figure 3. Classroom Reading Group Placement of Discontinues and Full-Program Reading Recovery Children



Cost Effectiveness

The potential reduction of referrals and placements in special education is one of the cost benefits of the Reading Recovery program. Reading Recovery serves the lowest achievers in first grade. The goal is successful performance within an average literacy setting in the classroom, and the majority of Reading Recovery students achieve this goal. Many of these students would have been referred for special education services without the Reading Recovery intervention.

other specialized education services. Of all children who received a full program, only 2% (three students) were referred and placed in special education for LD reading.

The potential savings are enormous given the high cost of special education services.

In 2003-04, only 1% of students who successfully discontinued from the program were referred and placed in special education services. Of this 1%, only two students were placed for Learning Disabled (LD) Reading; 11 were placed for speech and language, and seven were placed for



Beyond One-to-One Instruction

Reading Recovery teachers are highly trained to teach children having the most difficulty learning to read and write. Once trained, the teachers use their skills to not only work with four first-grade children daily, but also with many other children during the other half of the school day. Most Reading Recovery teachers teach as many or more students per day as a regular classroom teacher.

The data from Table 1 show Kansas Reading Recovery teachers use their high level expertise to serve four times as many other students beyond the Reading Recovery students they teach daily.

Table 1. Teachers' Other Roles and Students Served in Other Roles and Reading Recovery

Teacher's Other Role	Total Teachers	Other Students		RR Students	
		Mean	Total	Mean	Total
(no response)	1	23.0	23	3.0	3
Half-day RR only	5	0	0	8.4	42
Classroom Teacher	16	15.3	244	7.0	112
Reading/Title 1 Teacher	99	26.9	2,666	7.6	748
Special Education Teacher	1	16.0	16	8.0	8
ESL Teacher	5	40.2	201	8.0	40
Staff Developer	2	150.0	300	8.0	16
Other	6	115.5	693	7.8	47
All roles	135	30.7	4,143	7.5	1,016

Note: Excludes Teacher Leaders.

Kansas Reading Recovery® Sites 2003-04

Teacher Training Sites

Clay Center
 Emporia
 Great Bend
 Garnett
 SW Plains Regional Service Center
 Tonganoxie
 Valley Heights
 Greenbush Regional Service Center

Teacher Leaders

Pat Beach
 Cheryl Jamison
 Rita Vonadar
 Judy King
 Mischel Miller
 Deniece Wakeman
 Sue Lane
 Suzanne Deweese

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

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620-341-5828 or 1-877-378-5433
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Visit our website at:
www.emporia.edu/readingrecovery/

or the national Reading Recovery website at:
www.readingrecovery.org



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