



Reading Recovery[®] in Kansas 2001-2002

AN EXECUTIVE SUMMARY

INTRODUCTION

Reading Recovery[®] is a short-term, early intervention literacy program designed for young readers who are at risk of failing to learn to read and write in first grade. Children receive 30 minutes of one-to-one lessons daily in reading and writing from a highly trained teacher for 12-20 weeks.

The goal of the program is to enable the lowest achieving student to make accelerated progress, catch up to their grade-level peers, and profit from regular classroom reading instruction. The program is based upon the assumption that intensive, high quality help during the early years of schooling is the most effective way to prevent literacy failure, and therefore the best investment of resources. Reading Recovery has replicated program success for 18 years on over one million children.

The Reading Recovery program in the United States includes 23 university training centers and 570 teacher training sites. In 2000-01 in the U.S. there were 723 teacher leaders and over 18,830 teachers worked in 3,293 school districts consisting of 10,622 schools and serving over 152,000 students.

IMPLEMENTATION

In Kansas in 2001-02, nine teacher training sites served 69 school districts, 127 schools, and 1,302 students. A total of 161 teachers worked in Reading Recovery; 28 were in their training year. These teachers had ongoing training and supervision from 12 teacher leaders. Teacher leaders received continuing support and professional development from the Reading Recovery trainer at Emporia State University.

DEMOGRAPHICS

The demographic breakdown of the population served was as follows: 57% male; 76% white; 16% Latino/Hispanic; 5% African-American; 1% Native American; 1% Asian; and 2% Multi-ethnic. Also, 86% were native English speakers; 12% spoke Spanish and limited English; and 2% spoke other languages and limited English.

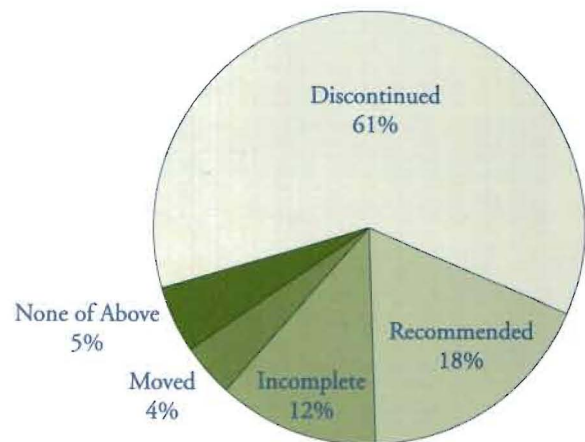
RESULTS

Reading Recovery reports on every child served, even if the child had only one lesson. A minimum reading level and evidence that the child can continue to learn without

individual support are some of the criteria used for exiting a child from the program.

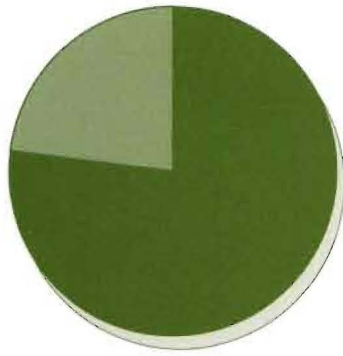
Overall, 798 children, or 61% of all students served, successfully completed the intervention after meeting the rigorous criteria for exiting the program. Eighteen percent were recommended for further specialist help after a full program of at least 20 weeks; 12% were in Reading Recovery at the end of the school year with insufficient time to complete a full 20-week program; 4% moved while being served; and 5% were classified as "none of the above" (see Figure 1). The average length of a successful program was 13.6 weeks. Some teachers were able to fit two cycles - totaling an average of approximately 28 weeks - within the 36-week school year and began teaching another cycle before the year ended. Of the students served in this third cycle, five successfully completed the program.

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



Looking only at children who had the opportunity to receive a full program of instruction of at least 20 weeks, the percentage that exited from the program successfully was 77%. This means that 77% of children coming in as the lowest readers reached average reading levels compared to their peers after 12-20 weeks of Reading Recovery instruction (see Figure 2).

Figure 2. End-of-Program Status for Children Receiving a Full Program



■ Full Program Completed (77%) ■ Not Completed (23%)

READING LEVELS

Of the 798 students who discontinued from the program, 64% were reading at the second grade level or above at year-end. Thirty-four percent were reading at third grade level and above.

Because Reading Recovery serves the lowest performing 20% of first graders, they start the year with low test scores. An underpinning of this intervention is *acceleration*; the Reading Recovery students who start their crucial first-grade year as the lowest performing readers catch up to the average readers by the end of the first grade by receiving more reading instruction, showing higher gains on measures of reading. Figure 3 shows a higher gain for Kansas children who complete the program than for the comparison groups on three important measures: Text Reading Level, Writing Vocabulary, and Dictation.

SPECIAL EDUCATION

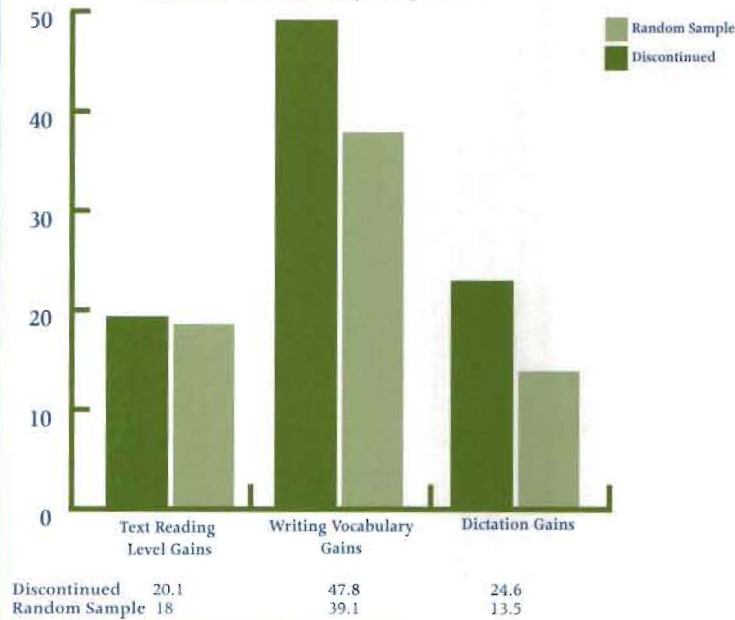
There are indications that Reading Recovery lowers the rate of referral to special education services. Although these children represent the lowest performing readers when they come into the program, 3% of the children completing Reading Recovery were referred and placed in special education as compared with 2% of the comparison group. Of those who were placed in special

education only two students were placed in Learning Disabled reading and one student was placed in Learning Disabled writing. Most students - 11 of 21 - placed in special education were placed in Speech and Language services.

READING RECOVERY AND EDUCATIONAL POLICY

At a time when decision-makers are forced to choose which programs will be funded, it is particularly important to look at data driven programs that demonstrate success year after year. Reading Recovery ensures that literacy is possible for a large percentage of children who are most at-risk in literacy learning. Cost effectiveness can be measured by the long-term benefits to children and the schools they attend.

Figure 3. Comparison of Random Sample Students and Reading Recovery Students who Successfully Completed the Program



Kansas Reading Recovery Sites

TRAINING SITES

Clay Center
Emporia
Garnett
Great Bend
Greenbush Service Center
Liberal
Tonganoxie
Valley Heights
Winfield

TEACHER LEADERS

Pat Beach
Cheryl Jamison
Judy King
Rita Vonada
Suzanne Deweese
Connie Briggs (acting TL)
Deniece Wakeman
Sue Faught
Roletha Barg
Dana Gill

TEACHER LEADERS IN TRAINING

Southwest Plains Regional Service
Center
Harrisonville, Missouri
Odessa, Missouri
Heartland AEA, Iowa

Mischel Miller
Darla Six
Denice Bainbridge
Ann Meixner



EMPORIA STATE
UNIVERSITY



Reading Recovery Training Center

Dr. Connie Briggs, Director
Emporia State University

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