



An Executive Summary

Introduction

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

The goal of the program is to enable the lowest achieving students to make accelerated progress, catch up to grade-level peers, and profit from regular classroom instruction.

By intervening early in a child's reading development, Reading Recovery can halt the debilitating cycle of failure for at-risk children. 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.

The Reading Recovery program has grown to include 25 university training centers, over 550 teacher training sites, nearly 3,300 school districts, over 10,500 schools, and nearly 18,000 teachers serving more than 150,000 students nationwide.

Implementation

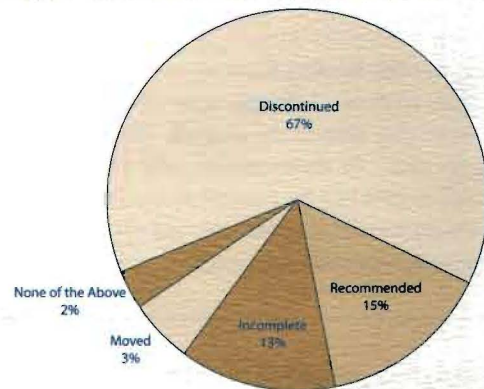
During 2000-2001 eight teacher training sites in Kansas served 63 districts and 1,294 students. A total of 163 teachers worked in Reading Recovery; 35 were in their training year. These teachers received ongoing training and supervision from nine teacher leaders who received their professional development instruction from the Reading Recovery trainer and guest trainers at Emporia State University.

Demographics

The demographic breakdown of the population served was as follows: 47% male; 82% white; 14% Hispanic; 4% African-American; 1% each Native American, Asian and Multi-ethnic. Also, 87% were native speakers of English and 12% spoke Spanish. Of the second language learners, 63% were considered limited English proficient, 24% fluent, and 12% non-English proficient.

Figure 1:

End-of-Program Status of all Reading Recovery Children Served



Program Outcomes

Reading Recovery reports on all students served, even if only for one lesson. A minimum reading level and evidence that a child will continue to learn to read and write without individual support are the criteria for exiting a child from the program. Overall, 820 children, or 67% of the lowest first grade students served, successfully completed the program (see Figure 1). Fifteen percent of the students were recommended for further assessment/instructional services after a full series of lessons. Thirteen percent did not have enough time to complete the program; 3% moved while being served and 2% were classified "none of the above." The average length of time for a successful instructional program was 15.9 weeks.

Accountability is important in evaluating all interventions. In Reading Recovery all children served are accounted for - even if served for only one day. At the end of each child's series of lessons, a status category is assigned. The five status categories are as follows:

- Discontinued - A child who has successfully met the rigorous criteria to be "discontinued" from the intervention during the school year or at the year-end testing.
- Recommended - A child who was recommended for further assessment/consideration of other instructional support at departure from Reading Recovery after receiving a full program of at least 20 weeks (a positive action for the child and the school).
- Incomplete Program - A child who was still in Reading Recovery at the end of the year, with insufficient time (less than 20 weeks) to complete the program.

Kansas Reading Recovery Sites

TEACHER TRAINING SITES

Clay Center

Emporia

Garnett

Great Bend

Greenbush Service Center

Liberal

Valley Heights

Winfield

TEACHER LEADER IN TRAINING

Tonganoxie

TEACHER LEADERS

Pat Beach

Cheryl Jamison

Judy King

Rita Adams

Suzanne Quanstrom

Char Cain

Sue Faight

Roletha Barg

Dana Gill

Deniece Wakeman

- d. Moved While Being Served - 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.
- e. None of the Above - A rare category used for a child who was removed from Reading Recovery under unusual circumstances, with fewer than 20 weeks of instruction.

Overall, the end of program status for all Kansas children served by Reading Recovery was 67%. These were the lowest achieving first grade students who successfully discontinued from the intervention after meeting the rigorous criteria for exiting. Looking at children who had the opportunity to complete a full program of instruction, the percentage that exited successfully from the program was 82% (see Figure 2).

Reading Recovery students are compared to a group of first-graders randomly selected in each teacher training site. Figure 2 illustrates the accelerated progress made by Reading Recovery students in relationship to the random sample. At the end of their program the discontinued Reading Recovery children are reading and writing within the average band of their peers.

Special Education

There are indications that Reading Recovery lowers the rates of referral to special education services. Although these children represent the lowest readers when they entered the program, 10% received special services during the year. Of these students, only 1% (1) were referred for special education, 15% (12) for resource room, 78% (63) for speech and language, 2% (2) for related consultant, and 4% (4) for other. See Figure 2 for comparison numbers for random sample students.

Figure 2:
Number of Reading Recovery and Comparison Group Children who Received Special Education Service During the Year

	Student Group			
	Discontinued		Random Sample	
	n	col %	n	col %
Received Special Education Services				
No	754	90%	691	96%
Yes	82	10%	29	4%
Primary Service				
Sp. Ed Class	1	1%	1	4%
Res. Room	12	15%	10	36%
Consultant Sp. Ed.	0	0%	2	7%
S & L Specialist	63	78%	9	32%
Related Consultant	2	2%	1	4%
Other	4	4%	5	18%

Reading Recovery and Comprehensive Literacy Programs

It is necessary to redirect educational policy and funding to the prevention of reading failure. Reading Recovery is meant to be the safety net for the lowest achieving children and should be included as a component of a comprehensive school literacy program. The investment in Reading Recovery reduces the number of children who need long-term expensive instructional services and the cost of these services to school districts. Excellent results, which provide long-term, sustained gains, are seen when schools fully implement a school

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literacy program. This means providing the intervention for every child who needs it. While there will also be a need for the ongoing, highly specialized teaching of some children, inappropriate referral, placement, and retention come at a high cost to both the child and the school system. Reading Recovery not only provides an excellent, proven program for the lowest achieving first grade students, it provides excellent specialist training for the teachers of these children, and ongoing professional development which ensures consistent results and cost effectiveness.

The Reading Recovery® Program

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Reading Recovery® is a trademarked, non-commercial program.
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