

# Reading Recovery<sup>®</sup> Site Report

2010-2011

## Reading Recovery is High Impact, Short Duration With Long-Term Benefits

Developed by New Zealand educator, the late Dr. Marie M. Clay, Reading Recovery is a short-term intervention for children who have the lowest achievement in literacy learning in first grade. Children meet individually with a specially-trained teacher for 30 minutes each day for an average of 12-20 weeks. The goal is for children to develop effective reading and writing strategies in order to work within an average range of classroom performance.

## Reading Recovery Receives U.S. Department of Education Grant

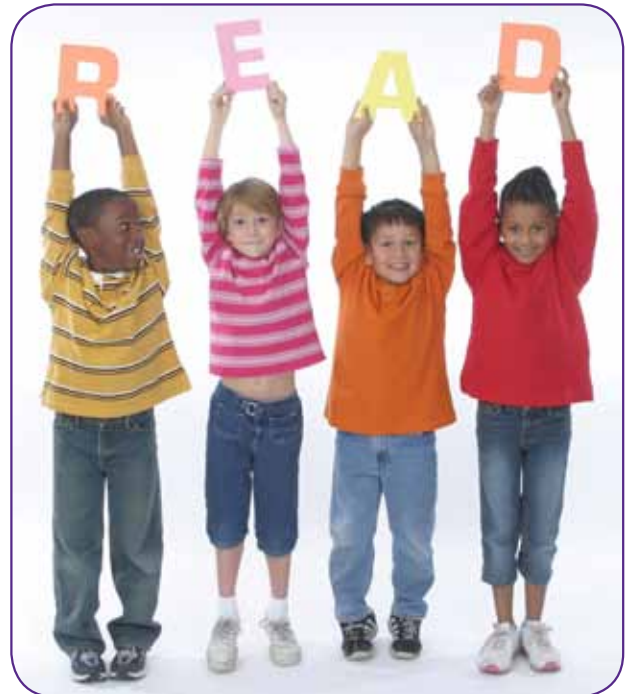
A U.S. Department of Education grant awarded \$3,096,000 to UNI's Reading Recovery Center.

"We will now be able to prepare 50 new Reading Recovery teachers and provide the intervention to 2,250 of Iowa's first graders each year for the next five years," said Salli Forbes, director of UNI's Reading Recovery program. ([www.i3.readingrecovery.info](http://www.i3.readingrecovery.info))

This year Heartland AEA is training a class of Reading Recovery teachers who will all be supported by this grant.

All elementary schools that choose to train a Reading Recovery teacher will receive funds from the i3 grant. The following costs of training a Reading Recovery teacher will be covered by the grant:

- \$2,150 toward the cost of training
- Tuition and fees for six hours of UNI graduate credit
- Books, materials and supplies
- Professional development allowance of \$2,000



Reading Recovery<sup>®</sup>

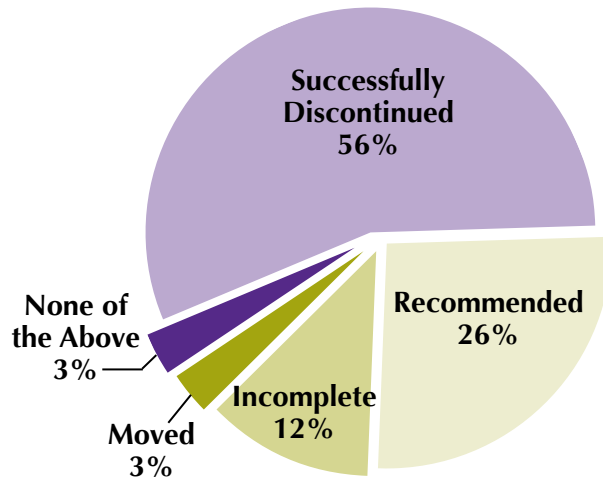
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# End of Program Status

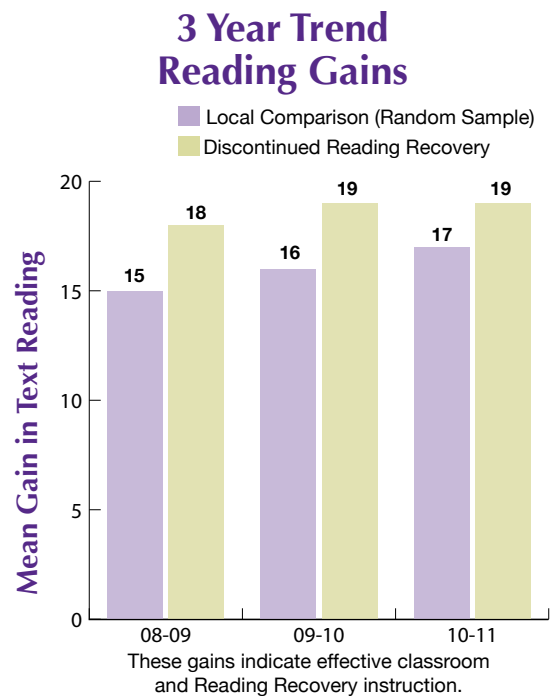
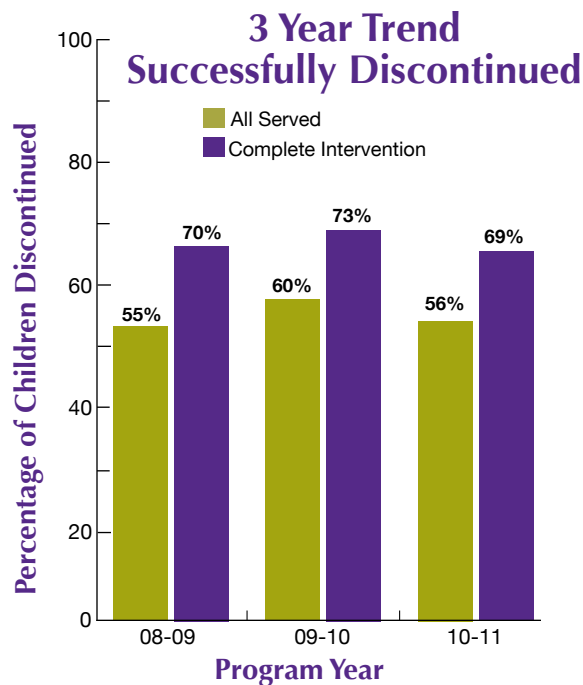
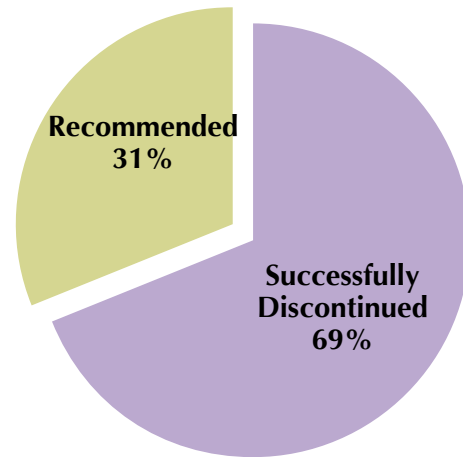
Data were collected for all children served during the school year by Reading Recovery, even if a child had only one session. Children in Reading Recovery were assigned to one of the following end-of-program status categories:

- **Successfully Discontinued:** A child who successfully met the rigorous criteria to discontinue his or her series of lessons during the school year or at the time of year-end testing.
- **Recommended Action After a Full Program:** 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 Program at Year-End:** 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 intervention.
- **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.
- **None of the Above:** A rare category used only for a child who was removed from Reading Recovery under unusual circumstances, with fewer than 20 weeks of instruction (e.g., removed after the child was moved to kindergarten).

## All Reading Recovery Children Served



## Reading Recovery Children with Complete Interventions (up to 20 weeks)



# Literacy Measures

The six tasks in Clay's *An Observation of Early Literacy Achievement* (2005) were used as pre-test and post-test measures. The survey tasks have the qualities of sound assessment instruments with established reliabilities and validities.

## 1. Text Reading

- Scoring: text levels
  - 00-02 = readiness
  - 3-8 = pre-primer
  - 9-12 = primer
  - 14-16 = end of grade 1
  - 18-20 = grade 2
  - 22-24 = grade 3
  - 26-30 = grades 4-6
- Purpose: to determine an appropriate level of text difficulty and to record, using a running record, what the child does when reading continuous text
- Task: to read texts representing a gradient of difficulty until the highest text level with 90% accuracy or better is determined with the teacher recording text reading behaviors during the oral reading task; texts were drawn from established basal systems and have, over the years, proved to be a stable measure of reading performance



## 2. Letter Identification

- Scoring: maximum score = 54
- Purpose: to find out what letters the child knows and the preferred mode of identification
- Task: to identify upper and lower case letters and conventional print forms of "a" and "g"

## 3. Word Reading

- Scoring: maximum score = 20
- Purpose: to find out whether the child is building up a personal resource of reading vocabulary
- Task: to read a list of 20 high-frequency words

## 4. Concepts About Print

- Scoring: maximum score = 24
- Purpose: to find out what the child has learned about the way spoken language is put into print
- Task: to perform a variety of tasks during book reading by the teacher

## 5. Writing Vocabulary

- Scoring: count of words in a 10 minute time limit
- Purpose: to find out whether the child is building a personal resource of words that are known and that can be written in every detail
- Task: to write all known words in 10 minutes

## 6. Hearing and Recording Sounds in Words

- Scoring: maximum score = 37
- Purpose: to assess phonemic awareness by determining how well the child represents the sounds of letters and clusters of letters in graphic form
- Task: to write a dictated sentence, with credit for every sound correctly represented

# Progress on Sub-tasks of Observation Survey

The mean gain of the discontinued group and the comparison group provides evidence of accelerated learning for the most at-risk children.

**Progress on Text Reading Level: Heartland AEA, 2010-2011**

Intervention Status/ Study Group	Fall			Year-End			Gain	
	n	mean	SD	n	mean	SD	n	mean
Discontinued	151	1.8	1.2	191	21.1	3.4	148	19.4
Recommended	87	1.0	1.1	89	11.1	4.5	87	10.0
Incomplete	19	1.5	1.1	42	12.0	3.2	19	9.9
Moved	7	1.0	1.0	1	6.0		1	4.0
None of Above	8	1.3	1.2	7	9.1	6.9	6	9.2
All Served	272	1.5	1.2	330	17.0	6.2	261	15.3
Complete Interventions	238	1.5	1.2	280	17.9	6.0	235	15.9
Comparison Group	70	7.3	7.9	65	23.9	5.8	65	16.5

Note: Mean gain is based only on students with both fall and year-end Text Reading Level scores.

- Analysis of progress made by Reading Recovery students excludes those who were in the 'none of above' category and those who 'moved while being served.'
- Mean gain is based only on students with both fall and year-end scores.



*“He is a much more confident reader and has learned to enjoy reading. I am so grateful that my son has had this opportunity.”*

Parent

*“He likes reading and was proud when he read a more difficult text for the first time.”*

Classroom teacher

### Progress on Writing Vocabulary: Heartland AEA, 2010-2011

Intervention Status/ Study Group	Fall			Year-End			Gain	
	n	mean	SD	n	mean	SD	n	mean
Discontinued	151	14.9	6.8	191	59.0	12.5	148	44.9
Recommended	85	10.0	5.2	89	43.1	12.3	85	33.3
Incomplete	19	13.1	5.2	42	45.0	11.6	19	30.3
Moved	7	6.4	2.3	1	31.0		1	24.0
None of Above	8	7.8	5.6	7	44.1	17.6	6	37.3
All Served	270	12.8	6.6	330	52.5	14.6	259	39.7
Complete Interventions	236	13.1	6.7	280	54.0	14.5	233	40.6
Comparison Group	70	22.7	12.7	65	63.8	21.1	65	41.0

### Progress on Hearing and Recording Sounds in Words: Heartland AEA, 2010-2011

Intervention Status/ Study Group	Fall			Year-End			Gain	
	n	mean	SD	n	mean	SD	n	mean
Discontinued	151	27.6	6.0	191	36.4	1.0	148	8.7
Recommended	87	21.1	7.8	89	34.8	2.7	87	13.7
Incomplete	19	26.0	6.2	42	35.3	1.7	19	9.2
Moved	7	19.9	7.5	1	35.0		1	13.0
None of Above	8	13.4	8.4	7	35.4	1.3	6	20.5
All Served	272	24.8	7.7	330	35.8	1.9	261	10.7
Complete Interventions	238	25.2	7.4	280	35.9	1.9	235	10.5
Comparison Group	70	30.9	7.2	65	36.1	4.2	65	4.7

### Progress on Letter Identification: Heartland AEA, 2010-2011

Intervention Status/ Study Group	Fall			Year-End			Gain	
	n	mean	SD	n	mean	SD	n	mean
Discontinued	151	50.7	2.5	191	53.5	0.8	148	2.8
Recommended	87	47.9	5.2	89	52.9	1.2	87	5.1
Incomplete	19	50.5	3.0	42	53.0	1.8	19	2.5
Moved	7	46.1	4.0	1	46.0		1	3.0
None of Above	8	44.3	8.8	7	51.7	2.3	6	6.0
All Served	272	49.5	4.2	330	53.2	1.2	261	3.6
Complete Interventions	238	49.7	4.0	280	53.3	1.0	235	3.7
Comparison Group	70	51.1	5.7	65	53.8	0.5	65	2.2

**Progress on Ohio Word Test: Heartland AEA, 2010-2011**

Intervention Status/ Study Group	Fall			Year-End			Gain	
	n	mean	SD	n	mean	SD	n	mean
Discontinued	151	5.3	3.0	191	19.5	0.8	148	14.2
Recommended	87	3.3	2.2	89	17.1	2.6	87	13.9
Incomplete	19	4.8	1.6	42	17.5	2.1	19	12.8
Moved	7	1.7	2.3	1	15.0		1	10.0
None of Above	8	2.3	2.4	7	15.4	4.7	6	13.8
All Served	272	4.4	2.8	330	18.5	2.1	261	14.0
Complete Interventions	238	4.5	2.9	280	18.7	1.9	235	14.1
Comparison Group	70	11.2	6.1	65	19.6	0.8	65	8.2

**Progress on Concepts about Print: Heartland AEA, 2010-2011**

Intervention Status Study Group	Fall			Year-End			Gain	
	n	mean	SD	n	mean	SD	n	mean
Discontinued	151	13.8	2.7	191	20.9	2.0	148	7.1
Recommended	87	12.8	2.8	89	18.6	2.4	87	5.8
Incomplete	19	14.2	2.9	42	20.1	2.3	19	5.6
Moved	7	10.4	3.4	1	16.0		1	5.0
None of Above	8	12.1	2.5	7	18.3	2.4	6	6.5
All Served	272	13.4	2.8	330	20.1	2.4	261	6.6
Complete Interventions	238	13.4	2.8	280	20.2	2.4	235	6.6
Comparison Group	70	16.4	2.9	65	21.2	1.9	65	4.7



*“She has much more confidence in her school work and feels like she can work through things she finds difficult.”*

Parent

*“She is more independent when completing her homework. She doesn’t question herself as much and problem solves with the techniques she has learned.”*

Parent

## Teachers' Other Roles

The model for delivery of the Reading Recovery intervention varies from school to school. The majority of the teachers at our site are Title I or reading support teachers who provide services to small groups of children in addition to teaching Reading Recovery students.

During the year, most Reading Recovery teachers work with approximately 28 children in small groups and teach eight students who receive intensive individualized instruction. This is more than the number of students in a typical classroom.

**Teachers' Other Roles and Students Served in Other Roles and Reading Recovery: Heartland AEA, 2010-2011**

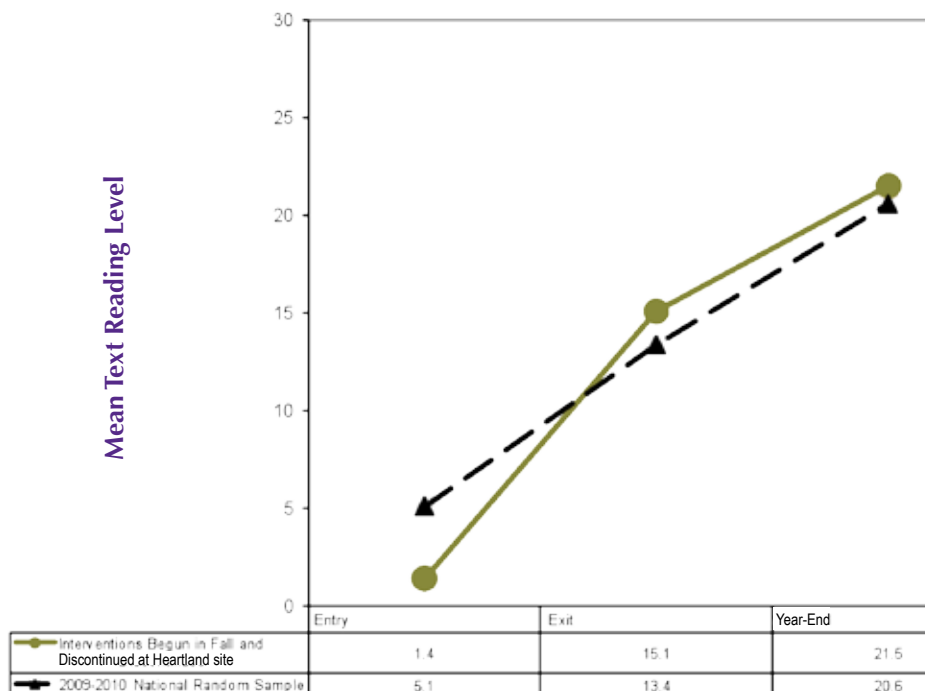
Other Role (In Addition to RR)	Teachers in Role	RR Students		Other Role Students		Total Students	
		Mean	Total	Mean	Total	Mean	Total
Classroom teacher	1	8.0	8	18.0	18	26.0	26
Title I or reading teacher	38	7.3	279	28.9	1,099	36.3	1,378
ESL teacher	1	4.0	4	21.0	21	25.0	25
Some other role	2	6.5	13	27.0	54	33.5	67
<b>TOTAL</b>	<b>42</b>	<b>7.2</b>	<b>304</b>	<b>28.4</b>	<b>1,192</b>	<b>35.6</b>	<b>1,496</b>

## Subsequent Gains

An important question to ask about interventions is whether or not upward progress continues after the intervention has ended. After Reading Recovery lessons have been discontinued, children are expected to continue to make progress with good classroom instruction. In order to determine children's progress after the intervention ends, scores of all children whose lessons began in the fall and were discontinued were examined.

Children in Heartland AEA's area who met the stringent criteria for discontinuing Reading Recovery services appear to have developed a self-extending system as evidenced by their progress in text reading. These children continued to make noticeable progress after the intervention ended.

## Text Reading Progress of Fall Interventions For Children Who Were Successfully Discontinued



# Follow-up Testing Results

Each year we ask teachers to assess former successfully discontinued Reading Recovery students in 2nd and 3rd grades.

Two hundred fifteen (215) 2nd graders were tested. Two hundred eleven (211) or 98% were able to read the level 22 passage (3rd grade) from the Observation Survey Leveled Text Passages.

Two hundred one (201) 3rd graders were tested. One hundred ninety-three (193) or 96% were able to read the level 26 passage (4th grade).



*“I love seeing progress in each Reading Recovery child – some by leaps and bounds, some being kept from sliding back.”*

Classroom teacher

## Reading Recovery Advisory Committee 2010-2011

Greg Dufoe	<i>Superintendent</i>
Gary Sinclair	<i>Superintendent</i>
Jill Morrill	<i>School Board Member</i>
Carole Erickson	<i>Elementary Principal (Public)</i>
Trisha Lenarz-Garmoe	<i>Elementary Principal (Public)</i>
Audra Meyer	<i>Elementary Principal (Non-public)</i>
Marisa Ceaser	<i>Reading Recovery Teacher</i>
Melissa Dohlman	<i>Reading Recovery Teacher</i>
Pat Steele	<i>Business/Community Representative</i>
Nancy Port	<i>District Curriculum Representative</i>
Phyllis Staplin	<i>District Curriculum Representative</i>
Staci Appel	<i>Legislator</i>
Crystal Curtis	<i>Parent</i>
Terry Anselme	<i>Special Education Consultant</i>
Becky Hinze	<i>Reading Consultant</i>
Pat Latham	<i>ESL/Diversity Consultant</i>
Kim Thuente	<i>Reading Recovery Site Coordinator</i>
Geri Jacobs	<i>Reading Recovery Teacher Leader</i>
Sue Hayes	<i>Reading Recovery Teacher Leader</i>
Brenda Royer	<i>Recording Secretary</i>

## 2011-2012 Contact Information

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**Support Staff**  
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# Reading Recovery®

Reading Recovery training at Heartland AEA began in 1996. Since then, 130 teachers have been trained. Currently 49 teachers in 21 districts are supported.

## Districts & Schools Center

### Heartland AEA

Adel-DeSoto-Minburn

Adel

Audubon

Dallas Center-Grimes

Dallas Center

South Prairie

Exira

Gilbert

Guthrie Center

Holy Trinity

Johnston

Beaver Creek

Horizon

Lawson

Timber Ridge

Wallace

Martensdale-St. Marys

Nevada

North Polk

Central

West

St. Francis of Assisi

Southeast Warren

Urbandale

Jensen

Karen Acres

Olmsted

Waukee

Brookview

West Des Moines

Crestview

Crossroads Park

Fairmeadows

Hillside

Jordan Creek

Western Hills

Westridge

### AEA 267

Brooklyn-Guernsey-Malcom

### Prairie Lakes AEA

East Greene

### Green Hills AEA

Creston

Cumberland-Massena

East Union

## English Language Learners

ELL students are served in Reading Recovery if they have sufficient English language proficiency. Of the 344 children who received Reading Recovery services, 58 or 17% were ELLs. ELL students in Reading Recovery made comparable progress to their native English-speaking peers.

## Heartland AEA Vision and Mission

Heartland Area Education Agency is dedicated to enriching people's lives. We are partners for learning who provide cutting-edge services for children and youth, families, schools and communities. Heartland AEA is a proactive and caring organization fueled by a passion for excellence in all we do. We are committed, every day, to helping people grow, develop and learn.

**The goal of Reading Recovery is to dramatically reduce the number of first grade students who have extreme difficulty learning to read and write and to reduce the cost of these learners to educational systems.**

