



Reading Recovery® Center
University of Kentucky

Reading Recovery® in Kentucky

2007-2008

Dr. Judy Embry, Director

PURPOSE

This executive summary examines the reading outcomes of students enrolled in Reading Recovery® in the Commonwealth of Kentucky. In addition, a comparison is made between students receiving Reading Recovery services and those who do not.

BACKGROUND

Reading Recovery is an intense, short-term intervention model of instruction for students experiencing difficulty in reading. This intervention provides 12-20 weeks of daily, one-to-one lessons for first-grade students. Students receive daily, 30-minute lessons taught by highly-trained teachers, as a supplement to classroom literacy instruction.

Reading Recovery began in Kentucky in 1988-1989 in one school district. In 2007-2008, Reading Recovery has grown to over 404 schools. In 2001, Kentucky became a certified training site for Teacher Leaders as it met rigorous standards to become a University Training Center (UTC) for Reading Recovery in North America. The United States Department of Education What Works Clearinghouse Institute of Education Sciences research now has documented proof that after 12 to 20 weeks, Reading Recovery works.

The Reading Recovery Center is located at the University of Kentucky. Dr. Judy Embry, Trainer/Director of the University Training Center, directs the training and monitoring of Teacher Leaders throughout the Commonwealth. The basis for rigorous teacher training results from the scientifically-based reading research of the What Works Clearinghouse (released March 2007), indicating that Reading Recovery meets the challenge of closing the gap early, before a cycle of failure begins.

Kentucky’s Reading Recovery for the academic year 2007-2008 has provided intervention services to 3,468 first-grade students in 85 school districts. Four hundred and four Reading Recovery Teachers have assisted in this process (see Table 1).

Table 1: Level of Implementation

Year	Districts	Schools	Teacher Leaders	Teachers	Students
2007-2008	85	280	19	404	3,468

Reading Recovery is designed to serve the lowest literacy achievers in the first grade. The goal of Reading Recovery is to assist the lowest literacy learners to become independent readers and

writers. Students are discontinued when they can complete classroom literacy activities without tutorial assistance and can function independently within the average reading range of their classes.

METHODOLOGY

Data for this study was collected on a random-sample population of first-grade students in a school not receiving Reading Recovery services. This information serves as comparison data and provides an “average” base. If a random-sample student is taken into Reading Recovery during the school year, the student’s data is removed from the random sample. The performances of Reading Recovery students are compared with the academic achievement in reading of the random sample.

When a student exits Reading Recovery, a status category is assigned. The five categories are: 1). Discontinued 2). Recommended after a full program of 20 weeks 3). Incomplete program at year’s end 4). Moved while being served 5). None of the Above

End of Program Status

Table 2 (a) (below) provides numbers and percentages of students in each category served at the University of Kentucky site.

Table 2 (a): Full Program

Discontinued* N %	Recommended N %	Total Full Program
2,245 (80%)	557 (20%)	2,802

*Discontinued children who are successful independent readers

Of the 2,802 students receiving a full program of Recovery Reading instruction in 2007-2008, 2,245 (80%) became successful readers and writers, enabling them to participate in literacy instruction with the average first-grade students in their classrooms. Of the remaining students who received a full program, 557 (20%) benefited from this intervention but were unable to reach a level of proficiency needed to successfully discontinue Recovery Reading after 20 weeks.

Table 2 (b): Partial Program

Incomplete N %	Moved N %	None of the Above N %	Total Served
429 (12%)	183 (5%)	54 (2%)	3,468

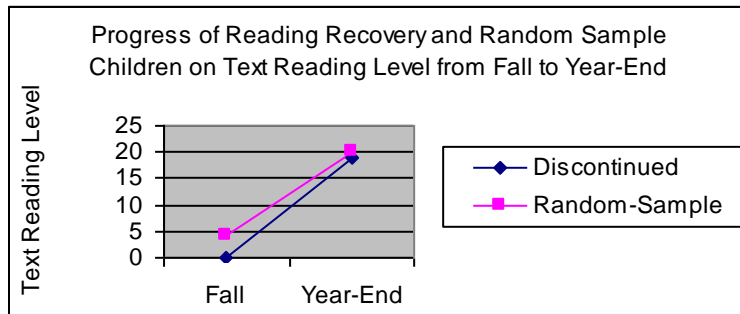
Of the remaining students who received a partial program of Reading Recovery instruction, 429 (12%) received incomplete programs at year end while 183 (5%) moved to other schools, and 54 (2%) left the program for other reasons, such as placement in special education, returning to kindergarten, etc.

RANDOM SAMPLE POPULATION OF NON-READING RECOVERY STUDENTS

In 2007-2008, data was collected by the National Data Evaluation Center for the national random sample population for the United States. This information was used to set the average reading band for each of the Kentucky sites. It is important to remember that the Reading Recovery students were the lowest-performing students in the first grade as they began the school year. Figure 1 represents the gain these students made in reading over the course of the school year as compared to the gain of the random sample population.

This study tracks the progress of Reading Recovery students after exiting the program. Reading Recovery students are expected to continue to improve their reading achievement with supportive classroom instruction. Students complete the Observation Survey at the point of discontinuing and at the year's end. Figure 1 charts this continued growth. The findings indicate that students who were performing in the bottom 20% in reading are now experiencing success.

Figure 1: Progress of Reading Recovery and Random Sample Children on Text Reading Level from Fall to Year-End



CONCLUSIONS

The goal of Reading Recovery is to have the lowest 20-25% of the first-grade population reading and writing independently with the average of their peers within a 12-20 week period of time. This site report has addressed the success of the intervention during the 2007-2008 school year. Of the 3,468 students, 80% with full or partial program were discontinued because they achieved reading levels comparable to the average level of their peers. Many students who did not discontinue showed significant gains in all areas of the Observation Survey.

Reading Recovery students participated in programs that were approximately 15 weeks long, averaging 3.6 sessions per week. A continuing challenge is to effectively teach students five sessions per week within a 12-20 week framework of daily lessons.

TESTIMONIALS

Administrators, parents, and teachers endorse the outcomes of Reading Recovery as an effective early intervention model of instruction as evidenced by their supportive comments. Here are a few examples:

Administrators

“Reading Recovery has impacted our entire primary program. Specific children benefit from one-to-one instruction, but all children are impacted as our Reading Recovery teachers share

their knowledge with all our primary teachers through professional development and grade level meetings.”

Principal, Fayette County Schools

“Reading Recovery teachers in our building are not only great teachers but amazing leaders as well. Their collaboration with classroom teachers has increased the knowledge base and performance of many teachers!”

Principal, Madison County Schools

“Reading Recovery targets low-performing students and provides them with intensive one-on-one intervention that makes them successful. Thank you for your dedication. I sincerely appreciate all those involved in Reading Recovery.”

Principal, Monroe County Schools

“Reading Recovery has given us the opportunity to serve those students who are struggling in reading and provide them with confidence and skills that allow them to become successful. We have seen significant gains in our students’ reading levels!”

Principal, Murray State University

“I have seen a dramatic increase in test scores (CATS) and a reduction in ‘Novice’. Both have led to dramatic gains in student self-confidence.”

Principal, Russell Independent Schools

Parents

“My son really didn’t enjoy school until he started reading better. Reading Recovery has helped him in every subject. He is happier and much more confident. He talks about how much fun he has reading.”

Parent, Fayette County Schools

“Reading Recovery has really made a difference with my son. He is more confident and likes to read now. He used to say he hated school and would cry nearly every day. Now he can’t wait to get to school. His reading has improved 100%. At the beginning of the year, he just made up the story using the pictures, and now he’s reading on a second grade level.”

Parent, Hart County School

“My son was sad when he completed Reading Recovery. He enjoyed it. It was a positive experience for him. I am thankful the Reading Recovery was available for him. It gave him a much needed edge in reading.”

Parent, Kentucky Valley Educational Cooperative

“I believe with Reading Recovery my son may have had to repeat first grade. I am so thankful for this intervention! Well done!”

Parent, Murray State University

“Reading Recovery improved my child’s school experience greatly for the better. As she made progress in reading, her self-esteem also increased. Her attitude toward school and her performance in other academic areas improved as well.”

Parent, Nelson County Schools

“Reading Recovery turned me from a frustrated and scared parent to a proud parent because my son just couldn’t get it at the beginning of the year. This program is awesome!”
Parent, Washington County Schools

Teachers

“Reading Recovery has been ‘key’ in meeting the individual needs of struggling readers in my class this year. They have gained increased knowledge of and usage of important reading strategies, improved reading fluency and comprehension, and improved writing skills. Their confidence has soared.”

Teacher, Bullitt County Schools

“Reading Recovery has opened a whole new world for me. I am a first-year teacher, and I have seen these children learn to read. I also reinforce these strategies in my classroom.”

Parent, Knox County Schools

“Reading Recovery is unique in that we truly are a community of learners who hold each other accountable for continuing to learn and improve each year. Although I participated in professional development as a classroom teacher, Reading Recovery training helps teachers continuously grow and improve.”

Teacher, Madison County Schools

“Reading Recovery gives struggling readers the confidence and individual support needed to become self-sufficient readers and writers. This kind of one-on-one support is not otherwise able to be given to students by their regular classroom teachers. ‘Thank you for Reading Recovery.’”

Teacher, Monroe County Schools

“My students who were in Reading Recovery have increased their reading levels a great deal in a short amount of time. They have become independent workers and are no longer being considered for retention.”

Teacher, Murray State University

“The children that are involved in Reading Recovery are given skills they need to develop independence with their reading. These are the kids that would ‘fall between the cracks’ without it. That one-on-one is essential to those needing intervention.”

Teacher, Nelson County Schools

READING RECOVERY HIGHLIGHTS

- The Reading Recovery University Training Center conducted their first statewide Reading Recovery conference for 19 Teacher Leaders and over 300 Reading Recovery teachers.
- The Reading Recovery University Training Center established the Kelly Leadership Literacy Award in the honor of Senator Dan Kelly.
- The University Trainer and Kentucky Teacher Leaders advocated for struggling young readers through meetings with Senator Mitch McConnell, Congressmen Ben Chandler, Ron Lewis, Ed Whitfield, and John Yarmuth on Capitol Hill in Washington, DC.
- The University Trainer and Teacher Leaders advocated for Reading Recovery through meetings and *Behind the Mirror* lessons with Senator Dan Kelly, Senator Jack Westwood, Representative Larry Belcher, Representative Tim Firkins, First Lady Jane

Beshear, and various senators and representatives during the legislative session in Frankfort.

- Advocacy efforts at the state and national levels were presented for the Kentucky Reading Association, Title I Conference, National Reading Recovery Conference in Columbus, OH, and the Teacher Leader Institute/Leadership Academy in Washington, DC.

MISSION

The mission of the Reading Recovery University Training Center is to maintain the quality and integrity of Reading Recovery as it continues to grow and build an early intervention foundation for the children of Kentucky.

TEXT

Reading Recovery is an intense, short-term, early intervention designed to support classroom instruction for struggling, young literacy learners in the first grade. This intervention provides 12-20 week, daily one-on-one series of lessons for those young students having difficulty learning to read and write. Students receive daily 30 minute lessons, taught by a highly-trained teacher as a supplement to comprehensive classroom literacy instruction. The goal of Reading Recovery is to assist the lowest literacy learners to become independent readers and writers. Students are discontinued when they have completed a series of successful literacy lessons that help maintain average classroom literacy instruction without tutorial assistance.

During the 2007-2008 school year, intervention services were provided by 404 Reading Recovery teachers and 19 Reading Recovery Teacher Leaders to 3,468 first-grade children in 280 schools within 85 school districts. The University Training Center created the first statewide Reading Recovery Conference for teachers and Teacher Leaders to explore the new guidebooks of Dr. Marie Clay, *Literacy Lessons Designed for Individuals, Parts One and Two*. Over 300 teachers came from all over the Commonwealth to study and reflect on Dr. Clay's guidebooks for Reading Recovery.

During the first statewide Reading Recovery conference, the establishment of the Kelly Literacy Leadership Award was presented to Senator Dan Kelly, who has been a champion for young struggling readers in Kentucky. Through Senator Kelly's dedication and advocacy efforts, young children have been saved from falling into the cracks of failure to a successful early literacy foundation.

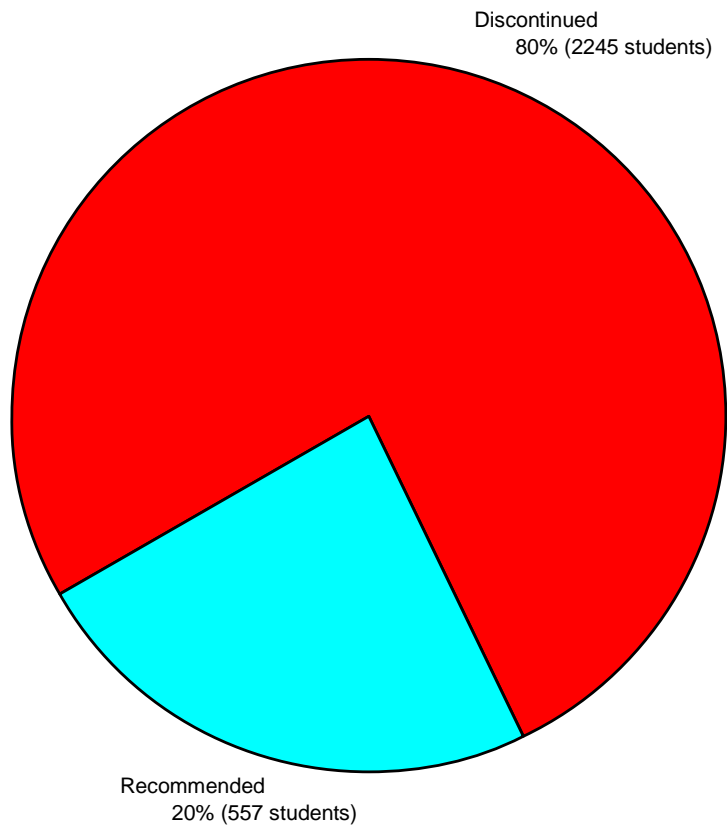
This year has brought expansion to the staff of the Reading Recovery Center through Lindy Harmon as a Statewide Teacher Leader. Lindy has strengthened the UTC with her knowledge of young children and teachers. Her expertise with leadership and research will continue to expand Reading Recovery as Kentucky moves to full implementation for all struggling literacy learners.

In addition to the prepared professional development for the 19 Reading Recovery Teacher Leaders, the University Training Center took part in three statewide conferences: Kentucky Reading Association, Title I Conference, and the Kentucky Teaching and Learning Conference; and two national conferences: National Reading Recovery Conference in Columbus, Ohio and the Teacher Leader Institute/Leadership Academy in Washington, DC.

The goal of Reading Recovery is to assist the lowest literacy learners to become independent readers and writers. Students are discontinued when they can complete literacy activities without tutorial assistance and can function independently within the average reading range of their classrooms.

Figure 2 (below) shows the completed interventions of students who were successfully discontinued plus all students who were recommended for further instructional support.

Figure 2: Intervention Status of Reading Recovery Children with Complete Interventions: University of Kentucky, 2007-2008



80% *Discontinued*
20% *Recommended*

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