

RR READING RECOVERY[®] in *Georgia*

...the last five years



Reading Recover
Department of Early Childhood Education

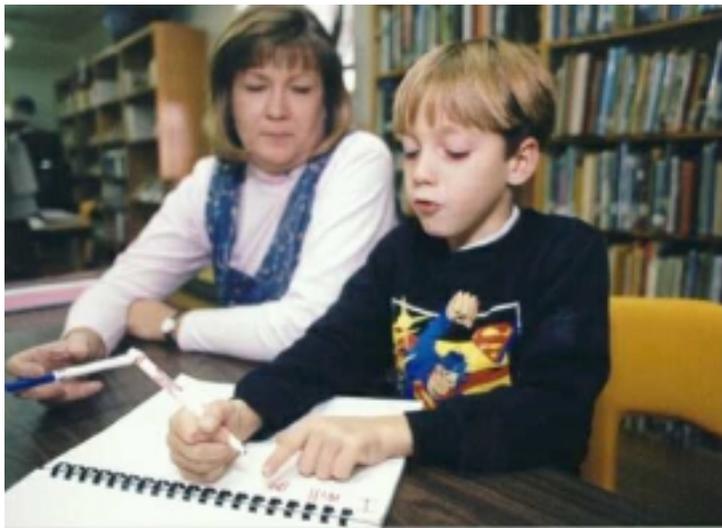


What is Reading Recovery[®]?

Reading Recovery is a highly effective short-term intervention of one-on-one tutoring for low-achieving first graders having difficulty learning to read and write. The intervention is most effective when it is available to all students who need it and is used as a supplement to good classroom teaching.

In Reading Recovery, individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially-trained Reading Recovery teacher. As soon as students can read within the average range of their class and demonstrate that they can continue to achieve, their lessons are discontinued, and new students begin individual instruction.

There are two positive outcomes of Reading Recovery: most children successfully complete the program, and a small number are appropriately identified as needing further assessment and longer-term support.



“I have seen the excitement in a child’s eyes when [he] receives just that little bit of extra help needed to get on board with the rest of the class.”

Laura G. Albertson
First Grade Teacher

Program History

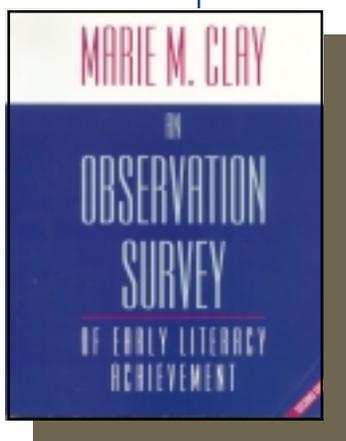
Reading Recovery was developed by New Zealand educator and researcher Dr. Marie M. Clay. Dr. Clay conducted observational research in the mid-1960s that enabled her to design ways to detect children's early reading difficulties. In the mid-1970s, she developed procedures with teachers to allow the lowest achieving children to catch up to their peers. The program was tested in New Zealand and became a national program in 1982. Since its success in New Zealand, Reading Recovery has spread to Australia, the United States, Canada and Great Britain. More than one million first graders have been served in the United States since Reading Recovery was introduced here in 1984. Reading Recovery has been reconstructed in Spanish and developments are well underway to reconstruct the program in French and Danish.



Dr. Marie M. Clay

Reading Recovery is based on substantial research about how children learn to read and write. Its roots are in Marie Clay's basic research in classrooms and clinics as well as intensive studies from other disciplines. Clay explored the question, "What is possible when we change the design and delivery of traditional education for the children that teachers find hard to teach?" A number of studies examined this question, including the original Reading Recovery design studies, field monitoring studies, and subgroup studies. Reading Recovery is also subjected to ongoing evaluation through the collection of data on every child who enters and

leaves Reading Recovery to determine what progress the child has made. Numerous follow-up studies document Reading Recovery's continued positive impact on children's literacy performance through the primary grades.



Reading Recovery and Scientific Research

The Elementary and Secondary Education Act (ESEA) of 2002 calls for programs that are based on scientific research. Reading Recovery has a strong scientific research base. The structure and design are consistent with a substantial body of research on how children learn to read and write. In addition to extensive basic research on reading and writing behaviors, Marie Clay conducted a series of studies leading to the development of Reading Recovery (including field trials, follow-up studies, replication studies, monitoring studies and sub-group studies). Change in Reading Recovery is a deliberate, careful, ongoing process based on continuous research.

Ongoing research and evaluation employ systematic methodology to collect data annually on all children receiving Reading Recovery service. Sound observational instruments with established validity and reliability are used to determine gains across multiple measures. Data are available for more than 1,000,000 children in the United States alone!

Rigorous data analysis procedures are followed and monitored by the National Data Evaluation Center. Numerous follow-up studies show long-term continued progress for Reading Recovery children. Reading Recovery research has been accepted by many peer reviewed journals. Studies by Reading Recovery and independent researchers have demonstrated positive outcomes for children.

The National Reading Panel has identified five essential components of instruction in reading: phonemic awareness, phonics instruction, fluency instruction, vocabulary instruction and text comprehension instruction. Reading Recovery lessons include all five components. Fact Sheets describing how Reading Recovery includes each of the five components are available from the Reading Recovery Council of North America.

“Reading Recovery opened up a world of awareness about reading our child didn’t have before.”

**Georgia Parent of a
First Grade Reading
Recovery Child**

Reading Recovery at Georgia State University

“If a child can be taught to read in first grade, the likelihood that he/she will be retained or will drop out of school is greatly reduced.”

**Hilda B. Gillis, Principal
Linwood Elementary**

The University

Georgia State University is a leading urban research university in the heart of downtown Atlanta. It features six academic colleges and an educational philosophy of combining teaching, research and service into one learning experience. Today, the university is one of the largest in the country, with more than 35,000 students seeking degrees each year, and another 23,000 in continuing education courses. The College of Education, in which the Early Childhood Education Department and Reading Recovery Program are situated, is highly regarded for training outstanding teachers. Three of the last eight Georgia Teachers of the Year are Georgia State alumni.

Teacher Leader Training

Georgia State University is one of 22 university centers for training teacher leaders in the United States. Reading Recovery began at Georgia State University in 1990-91 when Clifford I. Johnson, with support of the Pittuloch Foundation, attended Ohio State University for a full academic year of post-doctoral study in Reading Recovery research and training techniques. Teacher Leader training began in 1991-1992. Georgia State



University is a regional training center and, in addition to Georgia, has trained teacher leaders for Tennessee, Florida, Alabama, Virginia and provides ongoing support to the teacher leader and the Reading Recovery project in Bermuda.

The training program involves a full-time academic year. In addition to university course work, the teacher leaders-in-training teach four children daily in a Reading Recovery program, engage in field activities with experienced teacher leaders and trainers and examine theoretical and implementation issues throughout the year. Participants in the teacher leader training program are selected for training by their school districts.

University and School District Collaboration

University Reading Recovery personnel work closely with the school districts that are implementing this early intervention program. The collaboration of the school and the university promotes change within the system to improve instruction for all children. University personnel provide follow-up support to trained teacher leaders through site visits to the school systems, professional development sessions and support with data analysis. This ongoing support provides the structure for a quality implementation of Reading Recovery. The university – school district collaboration also supports the training of Reading Recovery teachers. Currently Georgia State University offers credit to eleven sites for teacher training. These teacher training sites provide teacher training for some 25 local school districts. The other sites run their credit through local universities.



“Reading Recovery offers U.S. education its first real demonstration of the power of a process combining research, development (including ongoing teacher education), marketing, and technical support in an orchestrated system of change.”

K.G. Wilson and B. Davis

The Reading Recovery Lesson

“Reading Recovery is a great program...[it] encompasses all the needed aspects of learning to read – phonics, context skills, vocabulary building, literature, comprehension skills, and creative writing.”

**Lamar Scott, Principal
Doves Creek Elementary**

Reading Recovery lessons allow for accelerated learning so that the child can catch up to his or her peers and close the achievement gap as quickly as possible and then continue to learn independently. This on average takes 12-16 weeks. Reading and writing are both essential parts of the lesson.

Each lesson includes the following aspects:

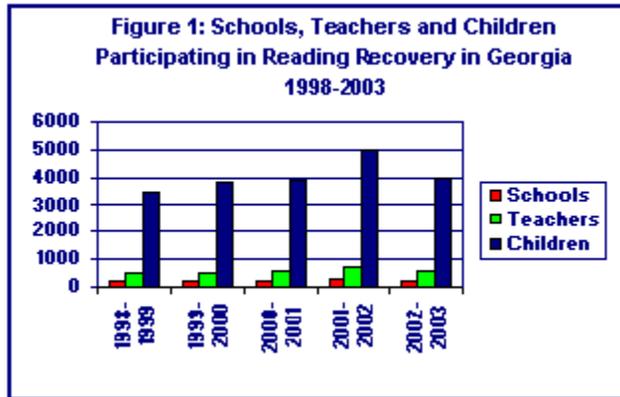
- Reading familiar stories
- Reading a story that was read once the day before
- Working with letters and words using magnetic letters
- Writing a story
- Working with a cut-up sentence
- Reading a new book that is read independently the next day

Each Reading Recovery lesson incorporates the five components identified by the federal Elementary and Secondary Education Act as essential in a comprehensive reading program in reading. The five components are phonemic awareness, phonics instruction, fluency instruction, vocabulary instruction and comprehension instruction.

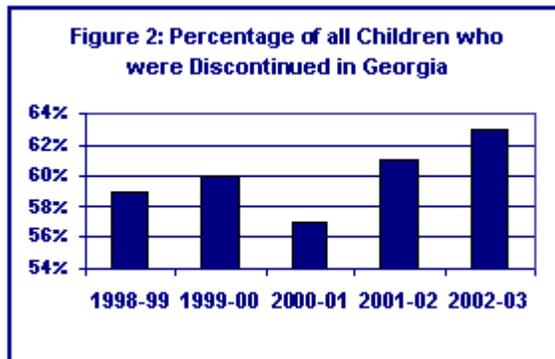
Accelerated learning is possible because the teacher individually designs and delivers each lesson based on careful observation of the child’s strengths in reading and writing. The teacher teaches in such a way as to support the child in developing the effective strategies that good readers use.

The Last Five Years of Reading Recovery in Georgia

Reading Recovery in Georgia has steadily expanded since 1991-1992 when the program began with one school system and nine teachers involved. Since the program, began more than 20,000 children have benefited. Over the past five years the program expanded with the exception of the 2002-2003 school year (Figure 1). In 2002-2003 hard economic times forced some school systems to make difficult decisions and reduce the opportunity for their at-risk children to be served by the Reading Recovery program.



The Georgia State Reading Recovery program and the school systems who are partners have worked hard to maintain an effective and efficient



implementation of the program. Data drives the analysis of the program in the state and in each school system and in each school. In addition, both the Teacher Leaders and teachers participate in ongoing professional development as long as they are involved in Reading

Recovery. We continue to work to achieve better results every year and to target particular aspects of the program. With the hard work of all concerned the results have generally been a little better each year, which has been very encouraging (Figure 2). The results in Georgia are similar to the national data or a little better. In 2002-2003 the national discontinuing rate was 59 percent compared to Georgia's discontinuing rate of 63 percent.

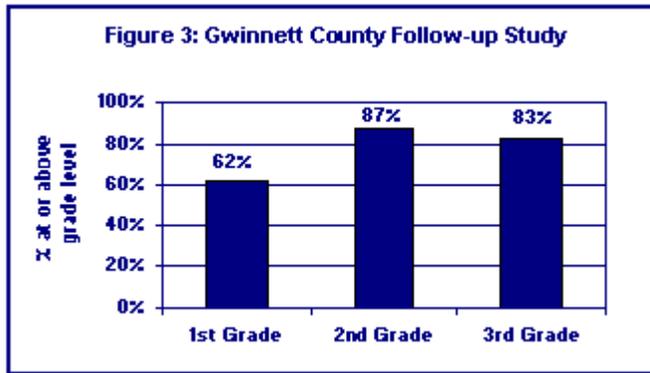
“It is wonderful to see a child who once struggled become a smiling and successful reader.”

Reading Recovery Teacher in Training

The Last Five Years of Reading Recovery in Georgia (Con't.)

Reading Recovery Children Maintain Their Gains

Figure 3 shows the results of a follow-up study on Reading Recovery students in Gwinnett County, Georgia. Students who had one or more Reading Recovery lessons were tested at the end of Grades 1, 2, and 3.



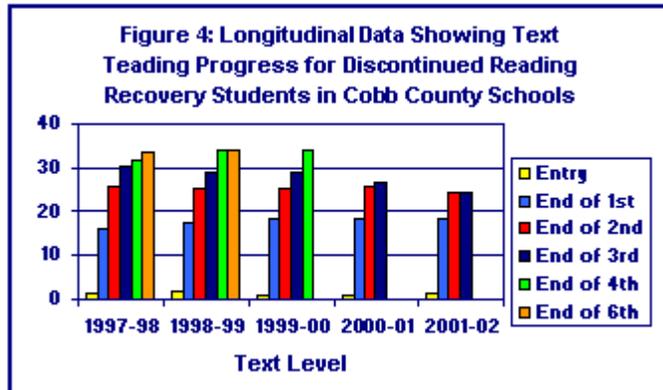
At the end of Grade 1, 62 percent of the Reading Recovery children (N-498) were reading on or above grade level. At the end of Grade

2, 87 percent (N-289) of the Reading Recovery children who remained in the system were reading on or above grade level, and at the end of Grade 3, 83 percent (N-192) were doing so. This suggests that Reading Recovery children develop a self-extending system that assists them beyond first grade.

“Some kids just need a little extra attention at an early age to make the difference. [Reading Recovery] gives the kids (and their family) just that.”

Sherry Chastain
Habersham County Parent

Discontinued (graduated) Reading Recovery students in Cobb County were tested for text reading level at the end of Grade 1 (end



of Grade 1 = level 14-16); Grade 2 (end of Grade 2 = level 18-20); Grade 3 (end of Grade 3 = level 22-24); Grade 4 (end of Grade 4 = level 26-30); and Grade 5 (end of Grade 5 = level 30+). The data show that the majority of these students continued to read at or above the average text level for their grade level in the following years.

The Last Five Years of Reading Recovery in Georgia (Con't.)

Reading Recovery Children are Closing the Gap

The Federal government and the State of Georgia are directing considerable resources towards closing the achievement gap between different groups of children. It is their aim to have all children reading on grade level by Grade 3. Reading Recovery's goal is to help the lowest achieving children and thus move children towards closing the gap.

Children in Georgia who receive free and reduced lunch are performing at much lower levels than their random sample (RS) peers at the beginning of the year. With the assistance of Reading Recovery, the children who are discontinued from the program can, on average, read at higher levels than the random sample free lunch group and are beginning to close the gap to the regular lunch group.

African-American and white students in the random sample begin the year at fairly similar levels but the gap widens throughout the year.

African-American Reading Recovery students begin the year considerably lower than either the African-American or white random sample groups. African-American students who discontinued made accelerated progress and closed the gap with the African-American random

sample children but had not closed the gap with the white random sample by the end of the year.

Figure 5: Text Reading by Poverty Level

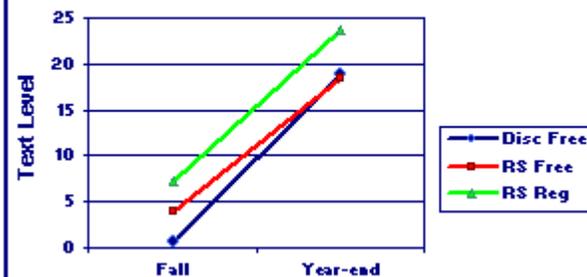
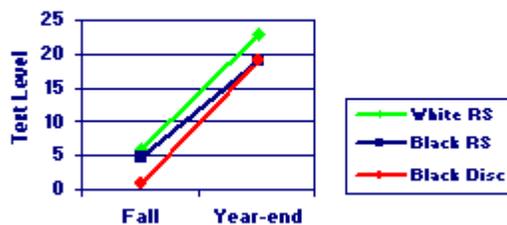


Figure 6: Text Reading Level by Race



2002-03 Evaluation for 2002-2003

“Reading Recovery is an excellent program to reach the children who need concentrated instruction that is difficult to provide in the regular classroom.”

Principal in a Georgia
Elementary School

There are two main reasons for the annual Reading Recovery evaluation. These are (a) to report student outcomes and (b) to plan for improved implementation and instruction based on an analysis of effectiveness and efficiency. Data were collected for *all* children served during the school year by Reading Recovery, *even if a child had only one session*.

1. **Discontinued:** A child who successfully met the rigorous criteria to be discontinued from the intervention during the school year or at the time of year-end testing.
2. **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).
3. **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.
4. **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.
5. **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 (i.e., removed after the child was moved to kindergarten).

Reading Recovery data are frequently analyzed for those children who had an opportunity for a “full program.” Full-program Reading Recovery children are those children who discontinued plus those who had an opportunity to receive services for 20 or more weeks and did not discontinue.

Literacy Measures

The six tasks in Clay's (1993a) *An Observation of Early Literacy Achievement* were used as pre-test and post-test measures. The survey tasks have the qualities of sound assessment instruments with reliabilities and validities.

1. Text Reading

- a. 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.
- b. Purpose: To determine an appropriate level of text difficulty and to record, using a running record, what the child does when reading continuous text.
- c. Task: To read texts representing a gradient of difficulty until the highest text level with 90% accuracy or better is determined with 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

- a. Scoring: Maximum score = 54
- b. Purpose: To find out what letters the child knows and the preferred mode of identification.
- c. Task: To identify upper and lower case letters and conventional print forms of 'a' and 'g'.

3. Word Test

- a. Scoring: Maximum score = 20
- b. Purpose: To find out whether the child is building up a personal resource of reading vocabulary.
- c. Task: To read a list of 20 high-frequency words.

“Reading Recovery has greatly impacted test scores in a positive way. Children were helped who might have slipped through the cracks.”

**Columbus, GA
Classroom Teacher**

“Reading Recovery teachers have the skill, knowledge, patience (and maybe some magic faerie dust) to accomplish giant tasks in a very short time.”

Parent of two children who participated in Reading Recovery

Literacy Measures (Continued)

4. Concepts about Print

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

5. Writing Vocabulary

- a. Scoring: Count of words in a 10-minute time limit.
- b. 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.
- c. Task: To write all known words in 10 minutes.

6. Dictation (Hearing and Recording Sounds in Words)

- a. Scoring: Maximum score = 37
- b. Purpose: To assess phonemic awareness by determining how well the child represents the sounds of letter and cluster of letters in graphic form.
- c. Task: To write a dictated sentence, with credit for every sound correctly represented.

All six tasks of the *Observation Survey* were administered to Reading Recovery students in the fall (start of the school year) and/or at entry to the intervention. These scores serve as pretest measures in the evaluation design. The six tasks were also administered, by someone other than the child’s teacher, to Reading Recovery students upon discontinuing or exiting from the program. In the spring (end of the school year), the six tasks were again administered to all students who received Reading Recovery services during the year. Spring scores served as the post-test measure in comparing the progress made by Reading Recovery children in the various end-of-program status groups to each other, and to children in the random sample.

Research Questions

How many children were served and who was served in Reading Recovery?

A total of 3,612 children were served in Reading Recovery in Georgia in 2002-2003. The children served in Reading Recovery are the lowest performing children in their first grade classes in reading and writing. Table 1 describes the Reading Recovery children in Georgia in terms of gender, native language and race/ethnicity. Of the children served, 79 percent were native English speakers, 17 percent spoke Spanish, and 4 percent were speakers of other languages. In 1998-99, 92 percent of the children were native English speakers. Over the last five years in Georgia there has been a large increase in the number of children in Reading Recovery who are native speakers of languages other than English.

Description	Reading Recovery	
	n	col %
Sex		
Male	2107	58%
Female	1505	42%
TOTAL	3612	100%
Native Language		
English	2844	79%
Spanish	608	17%
Chinese	5	0%
Other	154	4%
TOTAL	3611	100%
Race/Ethnicity		
Native American	1	0%
Asian	92	3%
Black	1466	41%
Hispanic	640	18%
Pacific Islander	7	0%
White	1359	38%
Multiethnic	47	1%
TOTAL	3612	100%

“I have noticed the students taking what they have learned [from Reading Recovery] and applying it to other areas in the classroom”

**First-Grade
Non-Reading
Recovery Teacher**

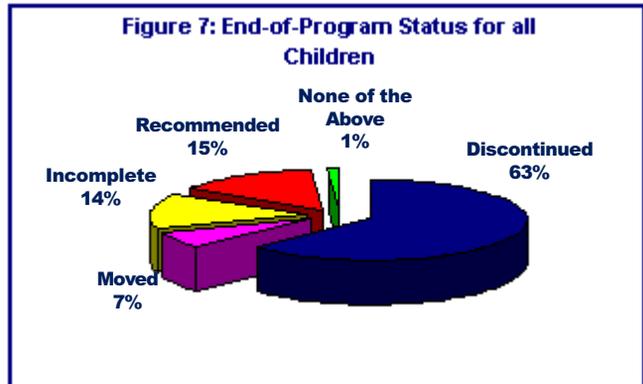
“I believe this program reaches children in a way no other has.”

Gloria Garrett
First Grade Teacher
Muscogee County

Research Questions (Continued)

What was the end-of-program status of children served by Reading Recovery? What percentage was successfully discontinued?

Accountability is important in evaluating all interventions. In Reading Recovery all children served *even if served for only one day* are accounted for. At the end of each child’s series of lessons, a status category is assigned. The five status categories (described in detail on page 8) are as follows: (a) discontinued, (b) recommended action after a full program of 20 weeks, (c) incomplete program at year-end, (d) moved while being served, and (e) none of the above.



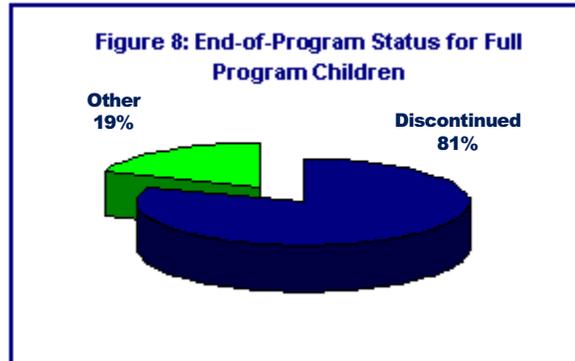
A total of 3,612 Georgia children were served in Reading Recovery in 2002-2003. Figure 7 shows the outcomes of the intervention for each of these children. On average, it took 15.7 weeks for discontinued children to reach average levels for their class.

Children’s programs that are cut short by mobility, insufficient time at the end of the school year, or by rare and extreme circumstances cannot be considered full instructional programs. Therefore, another way to interpret the data may be useful. The number of children who discontinued can also be examined as a percentage of the children who had an opportunity for a full program of 20 or more weeks.

Figure 8, on the following page, shows that 81 percent of the children who had an opportunity for a full program were discontinued from

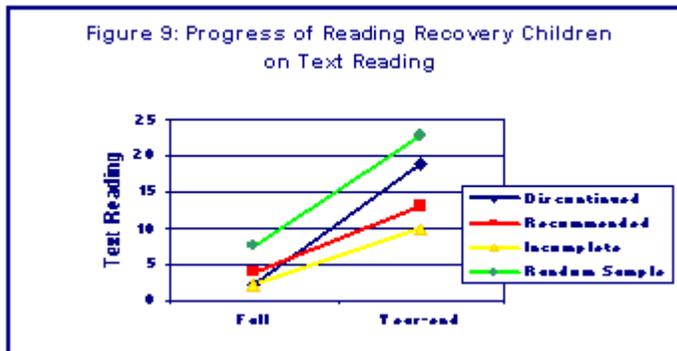
Research Questions (Continued)

Reading Recovery. A total of 2,775 children had full programs and of these 2,247 or 81 percent were successfully discontinued from the program. These are impressive results for children initially identified as the lowest achievers in their classes.



What was the progress of the Georgia Reading Recovery children on text reading?

The *Observation Survey* is divided into two parts. Part One is the test of text reading. Fall scores and year-end scores were used to examine progress on text reading for three Reading Recovery status categories (children in ‘moved’ and ‘none of the above’ categories were either unavailable for year-end testing or numbers were too small). Figure 9



shows the progress of Reading Recovery children and random sample children on text reading. As can be seen in

the figure the Reading Recovery children are closing the gap with their average peers and made faster progress. Reading Recovery children made an average gain of 18.6 text levels compared to 14 levels for the random sample.

“One-on-one interaction makes such a difference...every child should have the opportunity!”

Georgia Parent

“The [Reading Recovery] students become more confident in their abilities and, therefore, take more risks. Once they reach a certain level of confidence, they quickly grow as readers and writers.”

Julie Wenzell
Reading Recovery Teacher
Powers Ferry Elementary

What were the gains from exit to year-end testing of first-round Reading Recovery children who were successfully discontinued?

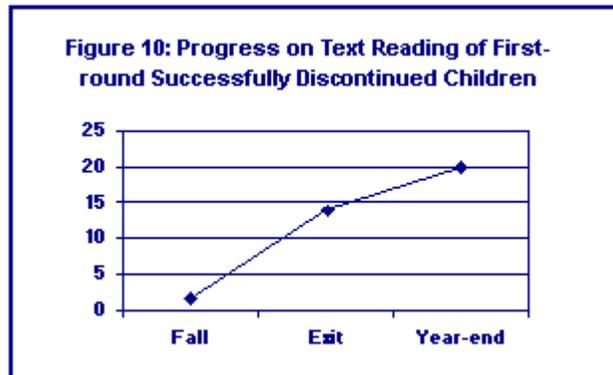
The response to this research question represents the first follow-up study of this year’s Reading Recovery children. This short-term follow-up study explores the gains of children who discontinued during the first-round of Reading Recovery from the time of their exit from service to the end of the first-grade year.

An important question to ask about interventions is whether or not upward progress continues after the intervention has ended. After being discontinued from Reading Recovery services, children receive no further supplementary help but 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 first-round children who discontinued were examined.

All six literacy tasks were administered to Reading Recovery children at the beginning of the year and/or upon entry into the program, at the time of exiting

the program, and at the end of the year. Figure 10 shows the progress on text reading of children who were successfully discontinued from the program.

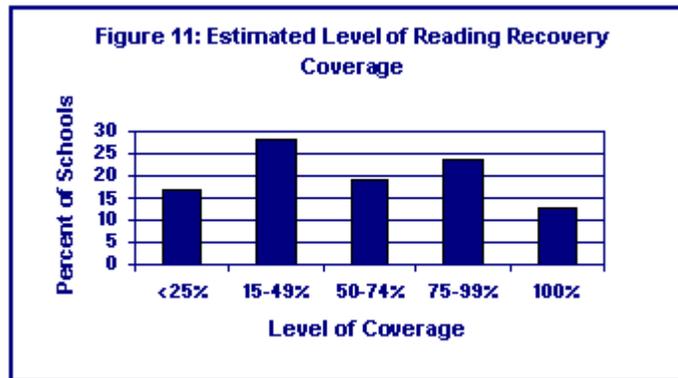
First-round children who met the stringent criteria for discontinuing from Reading Recovery services appear to have developed a self-extending system as evidenced by their progress in text reading in Figure 10. These children continued to make noticeable progress after the intervention ended.



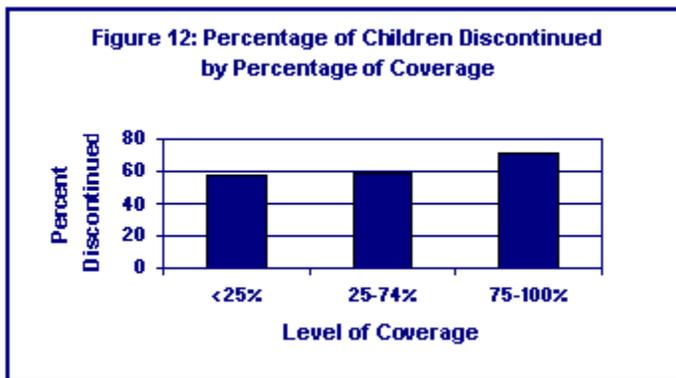
2002-03

What is the level of implementation of the Reading Recovery program in the schools?

Many factors have been shown to influence the level of success in Reading Recovery. One of these factors is full implementation or full “coverage.” Full implementation or full “coverage” has been reached in a school or in a district when there is sufficient trained teacher time available to serve all of the children defined as needing the service in the



school or the district (Figure 11). Schools and districts move to full coverage over time. Only at the point of full coverage will the dramatic decrease in the number of children with difficulties be realized. Schools and districts should have plans to work toward full coverage; most problems disappear as full coverage is achieved.



The influence of the level of Reading Recovery coverage on student outcomes is shown in Figure 12. It is clear that the level of effectiveness

increased with the increased coverage, supporting the importance of adequate coverage in a school. Schools with 75 percent to 100 percent coverage discontinued approximately 17 percent more children than

“[Reading Recovery] is the most positive approach to a child’s reading development that our school system has today.”

Parent from
Muscookee County
School District

Reading Recovery in Georgia...the last five years



Children, regardless of circumstances, have the right to a quality education that assures they become independent readers and writers early in their school careers.

Children deserve the opportunity to hear and to read a wide variety of high quality texts that reflect the diversity of our society.

Children have the right to skillfully and successfully use the tools of literacy for a wide range of purposes related to present and future life in our society.

Reading Recovery is the right of every child who needs extra help during the first years of schooling to acquire the independent reading and writing skills necessary for further learning.

Reading Recovery in Georgia...the last five years

Teachers and children deserve to work in well-managed, well-supplied educational environments and with administrators who support their efforts.

Professional development that is research-based, continuous, and high quality is central to achieving literacy success for all children.

Training and professional development are ongoing processes that are the basis for successful implementation of the Reading Recovery program for children.



“With a Reading Recovery program, no child will be left behind.”

Georgia Classroom Teacher

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