

Reading Recovery® in Ohio

2007–2008 Executive Summary

National Data Evaluation Center: www.ndec.us

Reading Recovery at The Ohio State University: www.rrosu.org



Reading Recovery® is a professional development collaboration between universities and affiliated school districts. Faculty in universities train and provide professional development to teacher leaders who work at the site level and provide professional development to Reading Recovery teachers. This professional development project for teachers was initiated in the United States by faculty at The Ohio State University in 1984, but it was first implemented in New Zealand as a result of research conducted at the University of Auckland by Dr. Marie Clay. Since its first implementation in the United States, Reading Recovery has served nearly two million children and in the last eight years alone, about 20,000 teachers have been trained.

Reading Recovery

Children in first grade who are having the greatest difficulty learning to read and write are taught by a Reading Recovery teacher who designs daily individual 30-minute literacy lessons that are responsive to each child's strengths and needs. The goal is to accelerate each student's progress to average levels of reading and writing within 20 weeks. Researchers attribute this faster-than-usual progress to the one-to-one nature of the instruction, the teacher's professional development and the instructional components of the Reading Recovery lesson.

Rated Highest by the What Works Clearinghouse

Reading Recovery received the highest marks from the What Works Clearinghouse, a division of the U.S. Department of Education's Institute of Education Sciences. Of the 153 beginning reading programs reviewed, only Reading Recovery was found to have positive effects across all four literacy domains and only Reading Recovery received the highest possible rating for general reading achievement. See <http://www.whatworks.ed.gov/>.

Reading Recovery: A Response to Intervention

Schools with Reading Recovery have been using a Response to Intervention approach to deliver instruction to students who do not profit from classroom instruction in the first grade. These students are provided with more intensive instruction from specially trained Reading Recovery teachers in a one-to-one setting for twenty weeks. Students who do not respond to Reading Recovery instruction are then referred on for testing and possible placement in more intensive special education settings; however, 72% of students do respond to Reading Recovery instruction and are not referred for more intensive instruction (Figure 1).

Reading Recovery in Ohio, 2007-2008

In 2007-2008, 3,749 students were taught by 451 Reading Recovery teachers and 19 teacher leaders. These teachers also taught 19,988 students in the second half of the day when they were not teaching Reading Recovery. Reading Recovery teachers received professional development from 19 literacy coaches who themselves received professional development from faculty at The Ohio State University.

Reading Recovery Teachers Teach More Than Four Students:

- Reading Recovery/Title I Teachers taught 46.2 students on average and 15,472 students overall in 2007-2008.
- Reading Recovery/Classroom Teachers taught 30.2 students on average and 1,238 students overall in 2007-2008.

Results

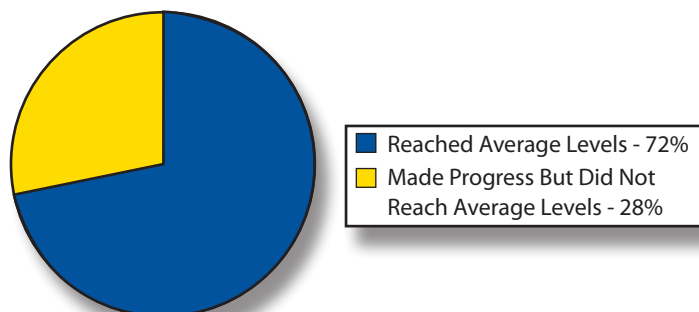
3,749 students were enrolled in Reading Recovery lessons in Ohio last year. A full intervention lasts a maximum of 20 weeks (fewer weeks if students reach average levels of reading and writing sooner). Not all students who were enrolled completed a full intervention.

- 671 were enrolled in lessons at year-end without enough time in the school year to complete the intervention. Interventions begin throughout the year as instructional slots become available. Those starting in spring are sometimes not completed due to insufficient time.
- 136 moved during the school year while they were enrolled in Reading Recovery.
- 92 students were removed from the intervention by someone other than the Reading Recovery teacher. (For example, they were placed back in kindergarten at the beginning of the year or withdrawn from Reading Recovery by parents who declined the additional teaching for their children.)

Of the 2,850 remaining students who received a complete intervention 20 weeks or less,

- 2,051 (72%) reached average levels of reading and writing.
- 799 (28%) made progress but not sufficient to reach average levels. They were recommended for consideration of a more intensive intervention.

Figure 1 Outcomes for Children with a Full Series of Lessons



A Treatment Effect for Reading Recovery

Figure 2 demonstrates a treatment effect for Reading Recovery.

- The top dashed yellow line displays the Random Sample's progress on text reading at three points in time. These students represent the general population and start at a higher text level than the other groups in the fall and make progress throughout the year.
- The solid blue line shows the progress of Reading Recovery students who were selected in the fall for the intervention. Their text reading level in fall is as low as the Low Random Sample but they begin to make accelerated progress when they start the intervention. They catch up to the Random Sample by midyear around the time their lesson series ended and maintain their progress by year end.
- The solid red line shows the progress of Mid-Year Reading Recovery students. These students were selected at mid-year for the intervention once teaching slots were vacated by students who were selected first in fall. The Mid-Year Reading Recovery students' fall text reading level is low, they make some progress between fall and mid-year while waiting for the intervention but they do not begin to make accelerated progress until the intervention begins around mid-year. By year end, students who began the intervention at mid-year have caught up to the Random Sample.
- The dashed green line on bottom displays progress of the Low Random Sample. These students were low at the beginning of the year but did not receive Reading Recovery. Their progress remains low throughout the school year. This is the kind of progress that can be expected without Reading Recovery.

These findings are in keeping with results from Juel's (1988) longitudinal research which showed that the students in her study who were struggling in first grade were very likely to still be struggling in fourth grade. Without intensive teaching, it is unlikely that students will become average readers on their own if they are struggling early on.

Figure 2 Treatment Effect of Reading Recovery

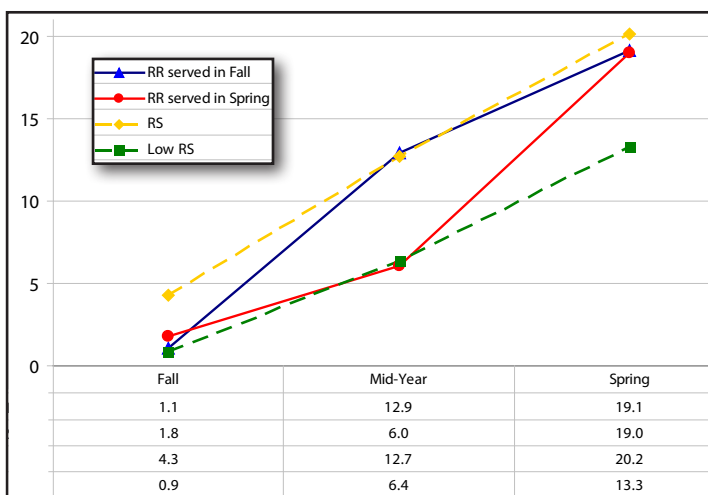


Table Reading Recovery Teacher Training Sites in Ohio, 2007-2008

Teacher Training Site	No. of Teachers*	Number of Students
Adams County-South Region Site	20	199
Akron Area	36	289
Ashland University-Mansfield City Schools	39	284
Euclid-CSU	30	204
Forest Hills	30	238
Gahanna East	53	400
Marion City Schools	38	324
Pickaway County	20	154
Upper Arlington-South Western	57	473
Warren City Regional	40	338
Wood County ESC	27	201
Wright State U	55	442
Zanesville	25	203
TOTAL	470	3,749

* Includes teacher leaders

Reading Recovery

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Reference Cited

Juel, C. (1988). Learning to read and write: A longitudinal study of 54 children from first through fourth grades. *Journal of Educational Psychology*, 80, 437-447.



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