

Reading Recovery® in Long Beach USD

2017-2018 Executive Summary

International Data Evaluation Center: www.idecweb.us



Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for the lowest-achieving first graders. 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. Nationally, approximately 75% of students who complete the full 12 to 20-week intervention can meet grade-level expectations in reading and writing. Follow-up studies indicate that most Reading Recovery students also do well on standardized tests and maintain their gains in later years. The few students who are still having difficulty after a complete intervention are recommended for further evaluation. Recommendations may be made for future support (e.g., classroom support, Title I, LD referral). This category represents a positive, supportive action on behalf of the child and the school.

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 ratings for beginning reading interventions, including Reading Recovery at <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, 64% of students do respond to Reading Recovery instruction and are not referred for more intensive instruction (Table 1).

Reading Recovery in Long Beach USD, 2017-2018

In 2017-2018, 130 students were taught by 14 Reading Recovery teacher(s) and 1 teacher leader(s). These teachers also taught 1026 students in the second half of the day when they were not teaching Reading Recovery. Reading Recovery teachers received professional development from 1 literacy coach(es) who themselves received professional

development from faculty at Saint Mary's College of California.

Reading Recovery Teachers Teach More Than Four Students

- Reading Recovery/Title I Teachers taught 65 students on average and 260 students overall in 2017-2018.
- Reading Recovery/Classroom Teachers taught 15 students on average and 15 students overall in 2017-2018.

Results

130 students enrolled in Reading Recovery lessons in Long Beach USD in 2017-2018. 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.

- 19 student(s) was/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 remaining in the school year.
- 13 moved during the school year while they were enrolled in Reading Recovery.
- 11 student(s) was/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 87 remaining student(s) who received a complete intervention of 20 weeks or less:

- 56 (64%) reached average levels of reading and writing
- 31 (36%) made progress but not sufficient to reach average levels. They were recommended for consideration of a more intensive intervention.

Table 1. Outcomes for Children with a Full Series of Lessons

	Students	%
Reached Average Levels	56	64%
Made Progress But Did Not Reach Average Levels	31	36%

Subsequent Gains

Table 2. Progress on Literacy Measures for Students Who Entered in Fall and Reached Average Performance of the Class, compared to average 1st grader, 2017-2018

	Fall (Mean)	Mid-Year (Mean)	Year-End (Mean)
Text Reading			
Reading Recovery	0.4	12.6	15.7
Avg. 1st Grader	3.8	10.3	17.7
Writing Vocabulary			
Reading Recovery	6.1	51.9	54.8
Avg. 1st Grader	22.5	44.2	56.2
Hearing and Recording Sounds in Words			
Reading Recovery	13.3	35.5	35.6
Avg. 1st Grader	28	34.5	34.8
Letter Identification			
Reading Recovery	39.5	53	53.4
Avg. 1st Grader	50.3	53	53.3
Ohio Word Test			
Reading Recovery	1.5	18.8	19.1
Avg. 1st Grader	7.5	14.6	18.4
Concepts About Print			
Reading Recovery	8.4	20.8	20.8
Avg. 1st Grader	13.6	16.7	19.8

Table 3. Description of Reading Recovery Students, 2017-2018

	Students	% collected
Sex		
Male	70	54%
Female	60	46%
School Meal Costs		
Free or reduced price	130	100%
Regular price	0	0%
Race/Ethnicity		
Asian	12	9%
Black	21	16%
Hispanic	91	70%
White	5	4%
Some other race	0	0%
Multiple races	1	1%
TOTAL GROUP	130	100%

Reading Recovery

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