

Reading Recovery® – Summary of the Dumas Site Report 2015-2016 Year 23

Developed by New Zealand educator Dr. Marie M. Clay, Reading Recovery is a short-term intervention for children who have the lowest achievement in literacy learning in the first grade. Children meet individually with a specially trained teacher for 30 minutes each day for an average of 12-20 weeks. The instruction enables most students to make faster than average progress to catch up with their peers. They continue their literacy learning with independence in the regular classroom. It becomes a safety net for children having literacy difficulty and functions as a supplement for good first teaching in the classroom. Reading Recovery is based on scientific research. It is built on a strong research base across several decades. Evaluation data are collected annually on every child. Reading Recovery incorporates the essential components of effective reading instruction identified by the National Reading Panel—phonemic awareness, phonics, vocabulary, comprehension, and fluency. High ratings were received on The What Works Clearinghouse report of research. Reading Recovery is not a commercial program. The not-for-profit collaborative effort among schools, districts, and universities, trains expert teachers to work with the lowest-achieving first graders.

Last year was the final year for training teachers with i3 Grant funds. We are continuing to see benefits from the training opportunities it provided our site in the last 5 years. Sixteen of our site's twenty-eight teachers trained under i3 Grant funding. These teachers are becoming highly skilled Reading Recovery teachers. This year we had one new teacher, from Gruver ISD, train through a partnership we hold with Amarillo ISD's Reading Recovery Site.

HISTORICAL CHART OF THE DUMAS SITE
Percentage Rate of Discontinuing for All Children and for Complete Intervention Children

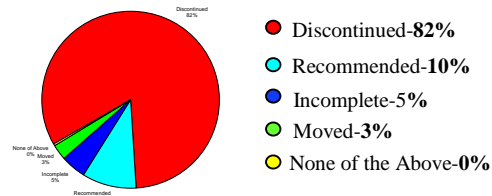
Year	# of Children Served	% of Children Successful Discontinued (N)	Complete Intervention Children Served (N)	% of Complete Intervention Children Discontinued
2015-2016 28 teachers	283	82% (233)	261	89% (233)
2014-2015 28 teachers	282	75% (211)	247	85% (211)
2013-2014 32 teachers	288	74% (214)	235	84% (214)
2012-2013 28 teachers	279	70% (194)	226	86% (194)
2011-2012 26 teachers	240	74% (177)	212	83% (177)
2010-2011 26 teachers	267	70% (196)	234	84% (196)
2009-2010 27 teachers	270	74% (199)	235	85% (199)
2008-2009 27 teachers	277	76% (212)	239	89% (212)
2007-2008 26.5 teachers	282	76% (215)	258	83% (215)
2006-2007 27 teachers	291	68% (199)	241	83% (199)
2005-2006 27 teachers	291	67% (194)	240	81% (194)
2004-2005 27 teachers	304	74% (224)	262	85% (224)
2003-2004 31 teachers	330	68% (225)	273	82% (225)
2002-2003 31 teachers	330	72% (238)	277	86% (238)
2001-2002 32 teachers	336	69% (233)	277	84% (233)
2000-2001 30 teachers	289	73% (210)	247	85% (210)
1999-2000 29 teachers	289	65% (189)	227	83% (189)
1998-1999 33 teachers	319	73% (233)	268	87% (233)
1997-1998 33 teachers	275	70% (193)	214	90% (193)
1996-1997 34 teachers	301	70% (211)	240	88% (211)
1995-1996 30 teachers	250	66% (164)	194	85% (164)
1994-1995 20 teachers	189	63% (120)	147	82% (120)
1993-1994 9 teachers	73	68% (50)	65	80% (50)

Total number of all children served = 6335

All discontinued = 4524 Complete intervention = 5303
Average of all discontinued = 71% Avg. for all complete intervention = 85%

RESULTS: During the 2015-2016 school year the site served 283 of the lowest achieving 1st graders. This was possible through the support of seven school districts, thirteen schools, and twenty-eight teachers. The 2015-2016 results for each group served in Reading Recovery report the progress of all children served. Eighty-two percent of all children were successfully discontinued. Other percentages on Figure 1 reflect the status of all children for the year.

Figure1. Intervention Status of All Students



A total of 261 children had the opportunity to receive a complete intervention (discontinued or 20 weeks of instruction). Of these, 89% reached average levels of reading and writing as shown in Figure 2 and Table 2. The average time for successful reading was 15 weeks or 59.3 sessions.

Figure2. Intervention Status of Complete Intervention Students

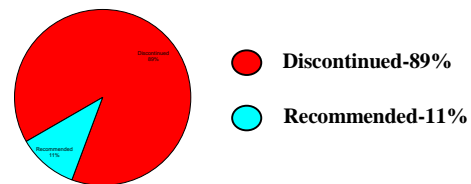


Table 2. Proportion of successfully Discontinued Complete Intervention Children by District

District	Complete Interventions		
	Total n	Discontinued n	row %
Gruver ISD	16	14	88%
Pampa ISD	45	39	87%
Spearman ISD	16	16	100%
Frona ISD	15	15	100%
Borger ISD	54	46	85%
SUNRAY ISD	10	9	90%
Dumas ISD	105	94	90%
Total	261	233	89%

PROGRESS: Fall scores and year-end scores were used to show progress for Reading Recovery children. All children served made progress on the six measures of literacy, but the text reading level reflects the application of the reading process. Discontinued children showed 18.3 levels of growth from fall to year-end with the average text reading level of 19.7 at year-end.

Table 3. Progress on Text Reading Level: Dumas ISD

Intervention Status/ Study Group	Fall			Year-End		
	n	mean	SD	n	mean	SD
Discontinued	203	1.4	1.2	226	19.7	3.1
Recommended	28	0.6	1.0	28	10.4	4.2
Incomplete	11	0.4	0.8	13	9.2	2.6
Moved	7	1.3	1.0	1	10.0	
None of Above	1	2.0		1	0	
All Served	250	1.3	1.2	269	18.1	4.9
Complete Interventions	231	1.3	1.2	254	18.7	4.4
Tested Not Instructed	46	3.4	3.3	46	19.3	6.0

OTHER DOCUMENTED OUTCOMES

DISTRIBUTION OF SCORES: A nationally-stratified random sample divided equally into fifths, each comprising a quintile or achievement group—high, high-average, average, low-average, and low was used. The Reading Recovery children were in the average range on the six tasks on the Observation Survey at year end. The text reading levels of Reading Recovery students fall in the average band. Results show 95% of discontinued children fell within the average band at the end of the year and 85% of complete intervention children fell within this band at year-end.

Special Education: At the end of first grade, 3% of complete intervention Reading Recovery children were referred to special education. Of these eight children served, four were recommended and four were discontinued. These small numbers support the Response to Intervention success of Reading Recovery as a RtI program.

Retention in Grade One: Decisions about retentions can be noted in the recommended and discontinued status (complete intervention) children. Results show that twelve of twenty-two considered for retention were retained. The decision is pending for five discontinued and five recommended children. This represents a 5% retention rate.

Performance Placement in Classrooms: Classroom teachers described positive changes in classroom performance placement of Reading Recovery children with complete interventions. It should be noted that 17% were in the average or above average group at the beginning of the year. This increased to 87% at year end.

Table 4. Proportion of Students within Quintile Ranges on Test Reading

Achievement Group	Discontinued				Completed Interventions			
	Fall		Year-End		Fall		Year-End	
	n	%	n	%	n	%	n	%
High	7	3	9	4	7	3	9	4
High-Average	22	11	16	8	23	10	16	7
Average	68	34	154	78	74	32	156	69
Low-Average	43	21	18	9	46	20	22	9
Low	57	28	0	0	75	33	22	9

SUBSEQUENT GAINS: Data revealed that Reading Recovery children continued to make progress after exiting the program. The progress and comparison to the stratified random sample can be tracked from exit to year-end of first round successfully discontinued children is reflected in Figure 3.

Figure 4. Classroom Reading Performance Placement of Reading Recovery Students With Complete Interventions: Dumas ISD, 2015-2016

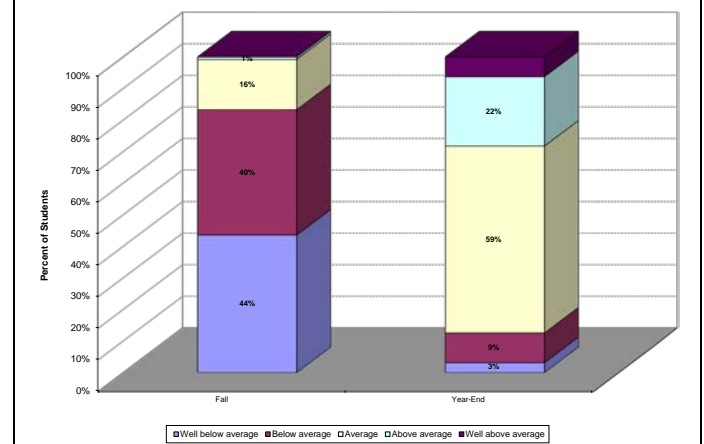
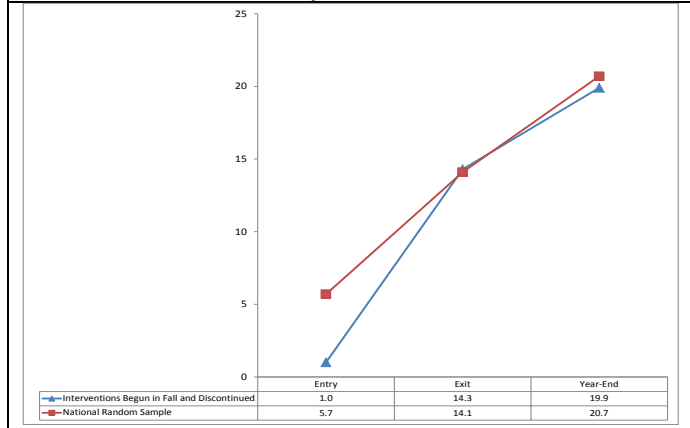


Figure 3. Progress on Text Reading Level of Reading Recovery Students Whose Interventions Started in Fall and Whose Lessons Were Successfully Discontinued: Dumas, 2015-2016



SUSTAINED GAINS: Reading Recovery students maintain their gains after first grade. The following chart reflects the year-end results of second graders on text reading at or above grade level (Levels 20-34) in the Dumas Site for 2015-2016. These numbers represent all children served in Reading Recovery. The percentage of second graders reading at or above grade level is 86%, which can be compared to last year's first grade discontinue rate of 85% and this year's discontinue rate of 89%.

Perceptions of Stake Holders: Parents, administrators, classroom teachers, and Reading Recovery teachers gave high marks to the program. Parent comments (192/267) included that Reading Recovery is a very good intervention.

IMPLEMENTATION FACTORS

Decision making by the thirteen schools within the seven districts is an integral part of Reading Recovery. Positive outcomes can be attributed to the level of coverage within a school and district, protection of time for teaching sessions, quality of teacher training including a highly successful training class and monthly professional development sessions, understanding of the process by administrators and classroom teachers, and ownership of the intervention by all stakeholders. The participating schools have 75%-100% coverage in eleven of the thirteen schools. The other two schools have 50-74% coverage.

SUMMARY STATEMENT

Discontinuing rates for complete intervention children and all children served showed consistent averages with previous years. The site had an 89% discontinuing rate for complete intervention children and a 82% for all children served. The data reflects a highly efficient, effective, and fully implemented site for the schools and districts.

Professional development continues to remain an important element in keeping the high intensity of the program. The teachers' years of experience in Reading Recovery range from one to twenty-two. The cooperation of districts and teachers who believe all children can learn and should be given an opportunity creates an area of support that upholds success. Integration of the learning process within classrooms continues to grow in the districts.

Table 5. Year end text Reading Levels in Second Grade: 2015-2016

School	Number who read 20+ Number who read passages
Dumas	71/83
Borger	30/39
Pampa	39/43
Friona	15/16
Spearman	18/19
Sunray	8/10
Gruver	9/10
TOTAL	190/220

SUPPORT FOR TEXAS AND NATIONAL INITIATIVES: Reading Recovery plays an important role in state and national initiatives. Outcomes show that Reading Recovery dramatically reduces the number of children with reading difficulties and costs related to educating these children. Research indicates that early intervention is the best investment to support sustained school achievement.

Reading Recovery Teacher Leader/Site Coordinator – Dumas ISD
Tammy Robinson
tammy.robinson@dumasisd.org

