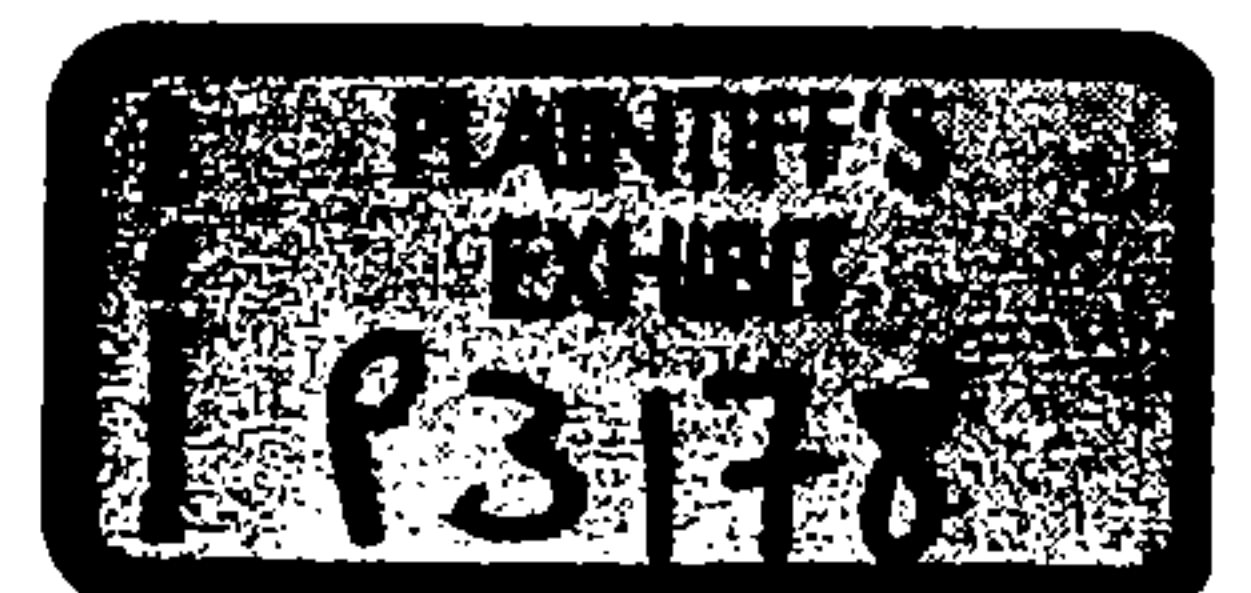


District 20
Reading Recovery
Site Report

Written By:

Theresa Fazzolari, District 20 Teacher Leader

Doreen Peritore, District 20 Teacher Leader



Acknowledgement

We would like to thank Mr. Grippo, Superintendent of District 20 as well as the staff in the Communication Arts Department for their dedication and commitment to Reading Recovery.

Table of Contents

I.	Research Objectives	Page 1
II.	Study Participants and Procedures	Page 1,2
III.	Sources of Data	Page 2,3
IV.	Description of Children Served	Page 4
V.	What proportion of the Reading Recovery children were successfully discontinued?	Page 5
VI.	What was the progress of discontinued and other Reading Recovery children?	Page 5,6
VII.	What was the progress of discontinued and not discontinued program children compared to Random Sample and Waiting List children?	Page 6,7
VIII.	What proportion of discontinued Reading Recovery children achieved end-of-year scores that were within or exceeded the site average band?	Page 7
IX.	What was the progress of entry through end-of-year assessment of children discontinued from the program prior to April 26th?	Page 8
X.	What was the progress of not discontinued program and nonprogram children?	Page 8,9
XI.	What is the total number of Reading Recovery program children and Waiting List children who were considered for retention and retained in first grade?	Page 10
XII.	What is the total number of program children and Waiting List children who were referred and placed in Special Education?	Page 10,11
XIII.	What informal responses to the Reading Recovery program were made by in-training Reading Recovery Teachers, Administrators, Classroom Teachers and Parents of Reading Recovery children?	Page 11
XIV.	Appendix: Teacher Inservice Training Program Continuing Education Program	Page 12

List of Tables and Figures

List of Tables

Table 1	Page 4
Table 2	Page 5
Table 5	Page 6
Table 6-9	Page 7
Table 15	Page 9
Table 18	Page 10
Table 19	Page 11

List of Figures

Figure 6	Page 7
Figure 8	Page 8
Figure 21	Page 11

District 20 Reading Recovery Project
6701 - 20th Avenue
Brooklyn NY 11204

Site Report on Reading Recovery's Effectiveness

Research Objectives

The major goal of the annual program evaluation is to determine the effectiveness of the Reading Recovery program at the District 20 Reading Recovery site. This report is based on the school year 1997 -1998.

Study Participants and Procedures

Each year data are collected in the Fall and Spring, as well as at program Entry and Exit, and are used to compare the progress of several groups of Reading Recovery children. The groups are based on children's end-of-year program status:

Program Children: Children who have received 20 weeks of lessons or were successfully discontinued from the program prior to that point. Previous research indicates that successful completion of the program usually takes 12-20 weeks, including 2 weeks of Roaming around the Known (a diagnostic period) and 10-18 weeks of daily lessons. Some children will take longer to achieve success (be discontinued). Others will be discontinued from the program within a shorter time. However, 20 weeks represents a good estimate of the minimum time needed to complete a full program.

Discontinued Children: Program children who are able to read at or above the average level in their class and have been successfully discontinued (released) from Reading Recovery.

Not Discontinued Program Children: Children who received 20 weeks of lessons but did not make adequate progress to be discontinued from Reading Recovery.

Non-program Children: Children who received less than 20 weeks of lessons during the year. Some children move, but others because of absences or entry into Reading Recovery late in the year, do not have time to complete 20 weeks.

In addition, the progress of Reading Recovery Students from September through June is compared to that of two groups of first grade children who did not receive Reading Recovery instruction during the year. The comparison groups include:

Waiting List Children: Children who, at the beginning of the year, are in the lowest 20% of their class and judged to be at risk of reading failure but who, for various reasons, did not receive Reading Recovery and remain on the program waiting list in June. Some reasons may include: full implementation has not been reached yet and there are not enough teachers to fully service the population of the lowest 20%, other students, not on the original waiting list, may be more needy for services during the school year, etc.

Random Sample: Children randomly selected at the start of the year from rosters of first graders who are not in the lowest 20% of their class, and thus, are not eligible for Reading Recovery instruction. Children who receive any lessons or on the waiting list are deleted from the sample. Random sample data are used to calculate a year-end average band for each site.

Sources of Data

Data for the annual program evaluation study are collected from several sources:

- 1) Reading recovery Scan Forms on which Reading Recovery teachers record student information and scores on the Observation Survey (Literacy Measures)
- 2) NYU Year-End Additional Information Forms for Reading Recovery and comparison group children and 3) Spring Questionnaires.

Literacy Measures

Four of the six literacy tasks in the Observation Survey, used to select children for the program at the start of the school year, also serve as dependent measures in the annual program evaluation.

Dictation/Hearing Sounds in Words: Children are asked to write a dictated sentence. Children are given credit for every sound they represent correctly, thus indicating their ability to hear sounds in words. The maximum score is 37.

Word Test: Children are asked to read down a list of 20 words drawn from the words used most frequently in early reading material.

Writing Vocabulary: In a 10-minute period, children are asked to write all the words they know. The score on this test is the number of words spelled correctly. There is no maximum score on this test.

Text Reading Level: Children are told the title of a selection, given a brief standard introduction, and asked to read the text materials at graded levels of difficulty. The passages are taken from basal reading material that are not part of the Reading Recovery program. The child's score on this oral reading task represents the highest text level read with 90% accuracy or better. Text levels range from 0-2 (readiness) to 34 which is roughly equivalent to 8th grade basal reading material.

Children's scores on the literacy measures are recorded by Reading Recovery teachers on specially-designed Scan Forms that are sent to The Ohio State University for analysis. A data packet reporting findings to answer the research questions is prepared for each site in the NYU Project and sent to the teacher leaders for use in evaluating the effectiveness the site's program and writing this annual site report.

NYU Year-End Additional Information Form

This form, designed by New York University, provides additional data on Reading Recovery and comparison group children (e.g. waiting list children) at the end of the year, including absenteeism, compensatory services received during the year, retention in grade, referral and placement in special education, and teachers' assessment of children's reading progress. The forms are sent to New York University for analyses and results are sent to each site.

Reading Recovery Spring Questionnaires

Questionnaires, designed by the Ohio State University, are distributed by teacher leaders in May to trained Reading Recovery teachers, teachers-in-training, administrators, classroom teachers, and parents of Reading Recovery children. Respondents are asked to provide informal responses and ratings representing their views of the Reading Recovery program. The anonymous responses are returned by mail to the teacher leaders and kept confidential. The teacher leaders tally responses on the rating scales of each of the questionnaires to determine the level of satisfaction with the program and summarize the ratings on a Survey Grid. This information is sent to New York University. Their staff compiles the data for all sites.

Description of Children Served

Table 1 gives a description of the Reading Recovery, Random Sample and Waiting List children at District 20 in 1997-1998. The children are categorized by their race, native language and lunch costs.

Table 1.
DESCRIPTION OF READING RECOVERY, RANDOM SAMPLE, AND
WAITING LIST CHILDREN AT CSD # 20 SITE, 1997-98

	SAMPLE					
	RR		RS		WL	
	Count	Col %	Count	Col %	Count	Col %
SEX						
Male	32	48%	42	53%	42	56%
Female	35	52%	38	48%	33	44%
Group Total	67	100%	80	100%	75	100%
LUNCH COST (SES)						
Free	54	87%	52	71%	57	81%
Reduced	3	5%	3	4%	3	4%
Regular	5	8%	18	25%	10	14%
Group Total	62	100%	73	100%	70	100%
RACE						
White, Not Hispanic	24	36%	31	39%	23	31%
Black, Not Hispanic	3	4%	8	10%	4	5%
Asian/Pacific Islander	2	3%	23	29%	9	12%
Hispanic	38	57%	18	23%	39	52%
Group Total	67	100%	80	100%	75	100%
NATIVE LANGUAGE						
English	18	27%	29	36%	17	23%
Spanish	33	49%	11	14%	35	47%
Chinese	1	1%	14	18%	4	5%
Other	15	22%	26	33%	19	25%
Group Total	67	100%	80	100%	75	100%
FLUENCY FOR ESL CHILDREN						
LEP/NEP	26	53%	23	45%	30	52%
Fluent	23	47%	28	55%	28	48%
Group Total	49	100%	51	100%	58	100%
SAMPLE TOTAL	67	100%	80	100%	75	100%

What proportion of the Reading Recovery children were successfully discontinued?

Table 2 describes the end of year status and percent of program children who were successfully discontinued. Of the 48 children who received at least 20 weeks of lessons, 18 were discontinued from Reading Recovery, giving us a discontinuing rate of 37%. This rate reflects a school year in which all teachers involved in Reading Recovery were classified as teachers-in-training.

Table 2.
END OF YEAR STATUS AND PERCENT OF PROGRAM CHILDREN DISCONTINUED
IN DISTRICTS AT CSD # 20 SITE, 1997-98

SCHOOL DISTRICT	TOTAL SERVED	NON PROGRAM CHILDREN	% of Total	PROGRAM CHILDREN	% of Total	Number Discontinued	DISCONTINUING RATE
CSD #20	67	19	28%	48	72%	18	37%
SITE TOTAL	67	19	28%	48	72%	18	37%

What was the progress of discontinued and other Reading Recovery children?

Table 5 describes the progress of Reading Recovery children on 4 of the 6 assessments used in the program. They are: Text Reading Level, Ohio Word Test, Writing Vocabulary and Dictation. Within all of the assessments, the discontinued children made tremendous gains from the time they entered Reading Recovery until they successfully completed the program. Students labeled as program children who did not discontinue from Reading Recovery still made significant gains in all areas of assessment. Nonprogram children who did not receive 20 weeks of instruction made the least amount of progress. This suggests that when students are not serviced with a full program of 20 weeks, the gains made are not as adequate.

Table 5 Text Reading Level

	<u>N*</u>	<u>Entry</u>	<u>N</u>	<u>Exit</u>	<u>N</u>	<u>Spring</u>	<u>Fall/Spring Gain</u>
Discontinued	18	0	18	18	18	18	18
All Prog. Not disc.	30	0	4	4	29	9	9
All Nonprogram	19	1	4	1	16	6	5

*N defines the number of students assessed.

Ohio Word Test

	<u>N*</u>	<u>Entry</u>	<u>N</u>	<u>Exit</u>	<u>N</u>	<u>Spring</u>	<u>Fall/Spring Gain</u>
Discontinued	18	0	18	18	18	18	18
All Prog. Not disc.	30	0	4	4	29	14	14
All Nonprogram	19	3	5	5	16	10	9

Writing Vocabulary

	<u>N*</u>	<u>Entry</u>	<u>N</u>	<u>Exit</u>	<u>N</u>	<u>Spring</u>	<u>Fall/Spring Gain</u>
Discontinued	18	3	18	42	18	43	41
All Prog. Not disc.	30	2	4	15	29	33	32
All Nonprogram	19	4	5	11	16	24	19

Dictation

	<u>N*</u>	<u>Entry</u>	<u>N</u>	<u>Exit</u>	<u>N</u>	<u>Spring</u>	<u>Fall/Spring Gain</u>
Discontinued	18	3	17	35	18	35	32
All Prog. Not disc.	30	1	4	16	29	31	30
All Nonprogram	19	6	4	6	16	24	19

What was the progress of discontinued and not discontinued program children compared to Random Sample and Waiting List children?

Table 6-9 describes the progress of the Reading Recovery students in comparison with a randomly selected group of average first graders as well as those children who were waiting for services from Reading Recovery, but did not receive them. The table highlights how the discontinued students made more progress on the four assessments than the Random Sample of average first graders. In addition, the program students who did not discontinue still made more gains in Writing Vocabulary and Dictation than those waiting to be serviced by Reading Recovery and the Random Sample students.

Table 6-9.

Assessment Gains of Discontinued and Not Discontinued Program Children, Waiting List and Random Sample

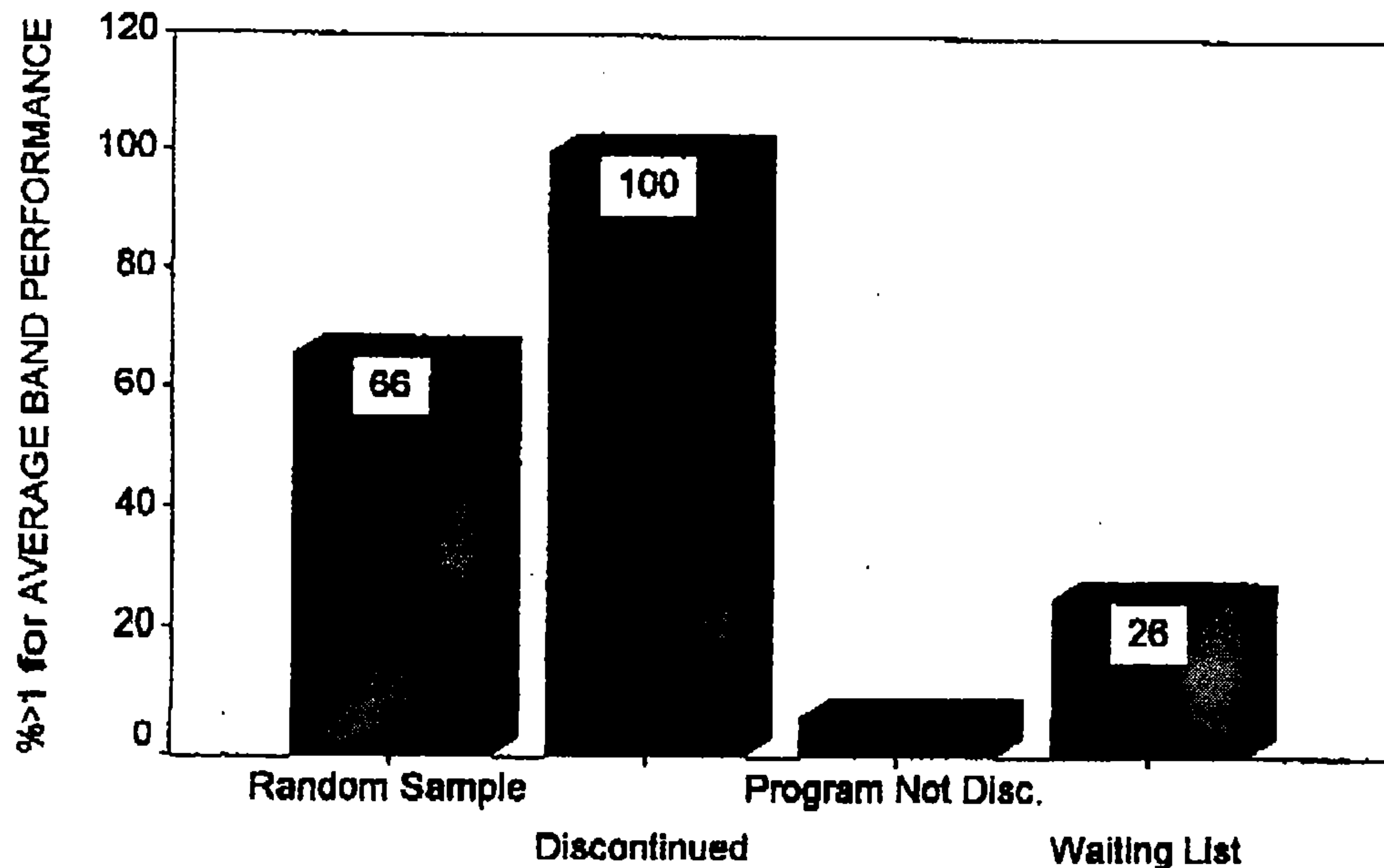
	<u>Text Reading Level</u>				<u>Ohio Word Test</u>				<u>Writing Vocabulary</u>				<u>Dictation</u>			
	<u>N</u> *	<u>F</u> *	<u>S</u> *	<u>G</u> *	<u>N</u>	<u>F</u>	<u>S</u>	<u>G</u>	<u>N</u>	<u>F</u>	<u>S</u>	<u>G</u>	<u>N</u>	<u>F</u>	<u>S</u>	<u>G</u>
Discontinued	18	0	18	18	18	0	18	18	18	2	43	41	18	3	35	32
Prog. Not Disc	29	0	9	9	29	0	14	14	29	2	33	32	29	1	31	30
Waiting List	73	0	9	9	73	0	14	14	73	3	30	27	73	5	29	24
Random Sample	73	2	17	15	73	4	18	14	73	10	38	28	72	15	34	19

*N= Number of Students, F= Fall Score, S= Spring Score, G= Fall/Spring Gain

What proportion of discontinued Reading Recovery Children achieved end-of-year scores that were within or exceeded the site average band?

Figure 6 shows that 100% of the discontinued students scored at or above the Random Sample of average first graders in text reading.

Figure 6. PERCENT SCORING WITHIN OR ABOVE SITE AVERAGE BAND ON TEXT READING

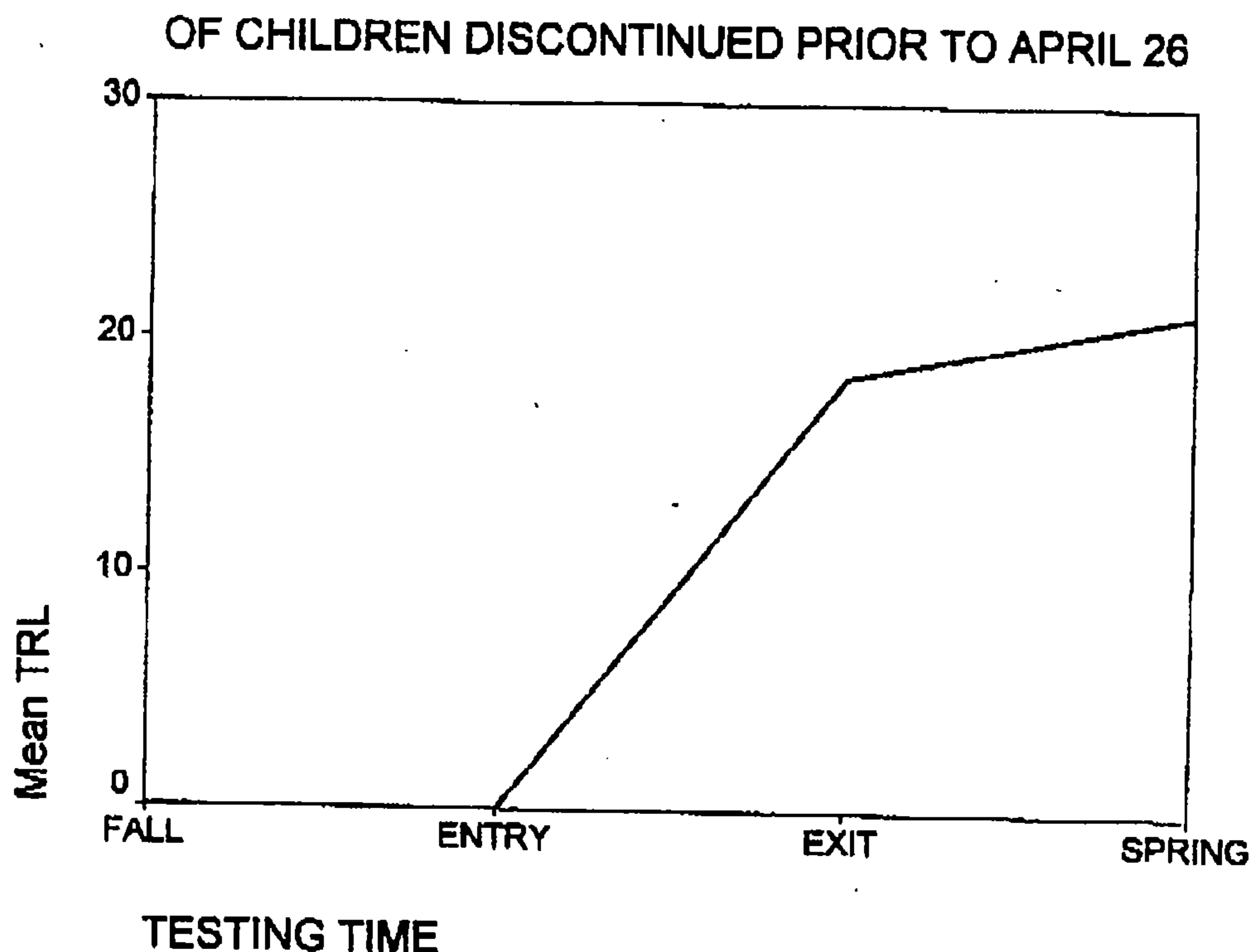


YEAR-END STATUS

What was the progress of entry through end-of-year assessment of children discontinued from the program prior to April 26th?

Any student discontinued before April 26th was reassessed in June to note any gains made since discontinuing. Figure 8 shows that all students discontinued prior to April 26th, still continued to make gains on text reading.

Figure 8. TEXT READING PROGRESS



What was the progress of not discontinued program and nonprogram children?

Table 15 describes the gains made by all children serviced by Reading Recovery that did not discontinue. Some children had a full program of 20 weeks or more, while others received less than 20 weeks (nonprogram). In addition, students withdrawn from Reading Recovery are also described in Table 15. These students were found to need additional long term services that Reading Recovery cannot provide.

The students given a full program of Reading Recovery made greater gains than all other groups noted in the table.

Table 15

	Text Reading Level				Fall/Spring Gain
	N*	Fall/Entry	N	Spring	
Program Not Disc.	26	0	26	10	10
Program Withdrawn	4	0	3	3	3
Nonprogram	9	1	12	8	7
Nonprog. Withdrawn	6	0	4	0	0

	Ohio Word Test				Fall/Spring Gain
	N*	Fall/Entry	N	Spring	
Program Not Disc.	26	0	26	15	15
Program Withdrawn	4	0	3	5	5
Nonprogram	9	0	12	12	12
Nonprog. Withdrawn	6	0	4	3	3

	Writing Vocabulary				Fall/Spring Gain
	N*	Fall/Entry	N	Spring	
Program Not Disc.	26	2	26	35	33
Program Withdrawn	4	1	3	17	16
Nonprogram	9	3	12	29	26
Nonprog. Withdrawn	6	2	4	10	8

	Dictation				Fall/Spring Gain
	N*	Fall/Entry	N	Spring	
Program Not Disc.	26	1	26	33	32
Program Withdrawn	4	2	3	17	15
Nonprogram	9	6	12	28	22
Nonprog. Withdrawn	6	1	4	12	11

What is the total number of Reading Recovery program children and Waiting List children who were considered for retention and retained in first grade?

Table 18 describes children who were considered for retained and those actually retained in the first grade. Although 3 children who successfully discontinued from Reading Recovery were considered for retention, none were retained. In addition, from those who received a full program of 20 weeks but did not discontinue, 4 students were retained. Of those students who remained on the Waiting List and did not receive Reading Recovery services, 8 were retained while 2 students had decisions pending.

Table 18

Number of Reading Recovery and Waiting List Children Considered for Retention and Retained

	Discontinued	All Program Not Disc.	Waiting List	All Nonprogram
Total # of Students	18	30	75	19
# Considered for Retention	3	10	25	7
# Retained	0	4	8	2
Decision Pending	0	0	2	1

What is the total number of Program children and Waiting List children who were referred and placed in Special Education?

Table 19 describes children who were referred, placed or await screening for Special Education services. Although 1 discontinued student was referred to Special Education, none were placed. Of those 29 children who received a full program of 20 weeks, only 1 was placed. Of the 75 students on the Waiting List, 19 were referred to Special Education, although only 3 have been placed and 8 await screening. As the number of trained Reading Recovery teachers increases in the years to come, it would be interesting to note if the number of Special Education referrals decreases, since more of these children will be serviced by Reading Recovery.

Table 19

Number of Reading Recovery and Waiting List Children Referred and Placed in Special Education

	Discontinued	All Program Not Disc.	Waiting List	All Nonprogram
Total # of Students	18	29	75	19
# of Students Referred	1	6	19	7
# of Students Placed	0	1	3	2
# of Students Awaiting Screening	0	3	8	4

What informal responses to the Reading Recovery program were made by In-Training Reading Recovery Teachers, Administrators, Classroom Teachers and Parents of Reading Recovery Children?

Questionnaires were distributed in May of 1998 to assess the views of Reading Recovery in our district. The participants of the questionnaires included In-Training Reading Recovery Teachers, Administrators, Classroom Teachers and Parents of Reading Recovery Children. Of the 66 participants who returned the questionnaires, 82% thought it was "a very good program". None of the participants rated Reading Recovery as "not a good program".

Table 21. PARTICIPANTS' VIEWS OF READING RECOVERY

	Not A Good Program								A Very Good Program	
	1		2		3		4		5	
Participant Groups	N	%	N	%	N	%	N	%	N	%
In-Training RR Teachers							1	11%	8	89%
Trained RR Teachers										
Administrators					3	30%	2	20%	5	50%
Classroom Teachers							1	5%	19	95%
Parents					1	4%	4	15%	22	81%
					4	6%	8	12%	54	82%

Appendix

Teacher Inservice Training Program:

Training as a teacher requires participation in a university Reading Recovery course taught by a certified Teacher Leader for a full academic year. Concurrent with the training, the teacher works with children and fulfills other duties as prescribed by our district.

Coursework includes assessment training to learn how to administer and score the Observation Survey and select children for the program. This training occurs in the beginning of the school year. It is held for five days from 8:40-3:00. Following the assessment training, the teachers must attend weekly training classes at PS205, which are held from 3:30-6:00 pm. These classes are held for the duration of the school year. During these training sessions, teachers are required to teach a child behind the one-way glass at least three times during the training year. In addition to the training sessions, teachers receive 4 - 6 school visits from the Teacher Leader for guidance and clarification of appropriate procedures. They will also make and receive a school visit from a colleague.

Teachers are required to maintain careful records on each child as a basis for instruction and complete data forms as specified. They must also complete any assignments and readings required for the training class. In addition, teachers must attend a Reading Recovery conference.

If all requirements are met by the teacher-in-training, they will receive certification in Reading Recovery.

Continuing Education Program for Trained Teachers:

After the training year, teachers are required to teach four first-grade children individually for 30 minutes daily. They are expected to demonstrate effective teaching of Reading Recovery children. They administer the Observation Survey to select children for services by the second week of school and begin instruction immediately. The trained teachers must keep complete records on each child and should monitor the progress of children who successfully completed the program. They complete and submit data forms as required and work closely with classroom teachers on behalf of each child. Teachers should be expected to teach at least two rounds of children per year (approximately 8 children).

Professional development sessions for trained teachers are held once a month at PS 205. They are held from 8:40-11:30 am. During these sessions, teachers are required to teach one child behind the one-way glass for colleagues as scheduled. In addition to the sessions, they will receive 1-2 school visits from the Teacher Leader. They will also make and receive school visits with other Reading Recovery teachers.