

Reading Recovery in Kentucky 2014-2015 Research Highlights



Reading Recovery® Center
Collaborative Center for Literacy Development
University of Kentucky

Reading Recovery Outcomes

Reading Recovery students receive daily one-to-one lessons for a maximum of 20 weeks. Those students who reach grade level during this time discontinue their lessons and continue to develop their skills within their regular classroom program. Those who do not reach grade level within 20 weeks are recommended for longer-term support. For these children, Reading Recovery serves as a pre-referral, diagnostic intervention.

Reading Recovery collects data on all students enrolled for any amount of time in Reading Recovery.

- In 2014-2015, 77% (2,480) of Reading Recovery students in Kentucky completed the full series of lessons by either reaching grade level or being recommended for longer-term support. 23% did not complete the full series of lessons either because they began too late in the school year (18%), they moved (4%), or for some other reason (1%). Of all children served, 60% (1,915) reached grade level within 20 weeks.
- Of those with complete interventions, 77% (1,915) reached grade level within 20 weeks.
- Of those with complete interventions, 23% (565) were recommended for longer-term support. Although these children did not reach grade level, they did make progress in reading and writing while in Reading Recovery and continued making progress within their regular classroom program after the end of their Reading Recovery lessons.
- Only 2% of Reading Recovery students with complete interventions were placed in Special Education for reading and writing difficulties at the end of first grade.

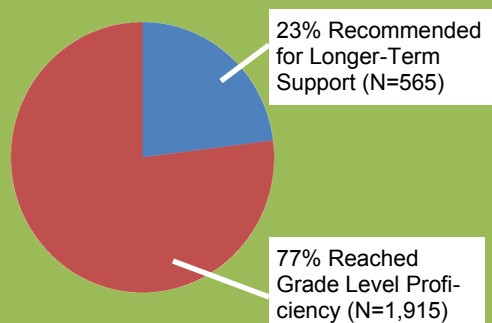


Figure 1: Outcomes for Kentucky Reading Recovery Children with a Full Series of Lessons, N=2,480

Reading Recovery is a preventive short-term intervention for first-graders who are having the greatest difficulty learning to read and write. The goal of the intervention is to accelerate students' progress in reading and writing so that they reach grade level within 20 weeks.

Reading Recovery lessons:

- Are daily, one-to-one 30-minute lessons, designed to respond to each child's strengths and needs.
- Engage children in meaningful reading and writing activities.
- Are provided for 12-20 weeks, depending on the progress of the child.
- Target the 5 essential components of reading instruction identified by the National Reading Panel— **phonemic awareness, phonics, vocabulary, comprehension, and fluency.**

Many schools are using Reading Recovery as a part of the Response to Intervention (RtI) required under the 2004 Individuals with Disabilities Education Improvement Act (IDEA) which encourages early identification and pre-referral intervention provided within a comprehensive approach to literacy instruction.

Reading Recovery in Kentucky

In 2014-2015, 3,203 students in 293 schools across 82 Kentucky school districts participated in Reading Recovery.

Reading Recovery students in Kentucky were taught by 384 highly trained Reading Recovery teachers:

- Ninety-five percent of Reading Recovery teachers in Kentucky have master's degrees or higher.
- All teachers have received a full year of intensive Reading Recovery training, and after their training participate in ongoing professional development provided by 22 Kentucky Teacher Leaders who receive their training and ongoing support from the Reading Recovery Center at the University of Kentucky.
- Reading Recovery teachers spend half of their day teaching first-grade Reading Recovery students and the other half of their day teaching students at all grade levels as Title 1 teachers, reading specialists, special educators, and part-time classroom teachers.
- Reading Recovery teachers provide instruction, on average, to 8 Reading Recovery students and 36 other students per year. In 2014-2015, Reading Recovery teachers in Kentucky served **3,203** Reading Recovery students and an additional **11,591** students in their other roles for a total of **14,794**.

Of the 3,203 Reading Recovery students in Kentucky in 2014-2015:

- 55% were boys
- 45% were girls
- 15% were African American
- 9% were Hispanic
- 72% were White
- 88% were receiving free or reduced price lunch
- 14% had identified disabilities

The History of Reading Recovery in Kentucky

During a special legislative session in the spring of 1997, Senator Kelly requested a testimony on Reading Recovery from Dr. Embry. In November of 1997, Dr. Embry initiated a fact-finding trip to the University of Arkansas at Little Rock. The Reading Recovery/Early Literacy fact-finding committee consisted of Dr. Lois Adams-Rodgers, UK; Dr. Deneese Jones, UK; Stacy Carmichael, Reading Recovery teacher from Fayette County; Elaine Jones, Reading Recovery teacher/Title I Director, Scott County; state Senator Jack Westwood (District 23); and Mike Sunseri, Senate Communications Director, who attended the two day meeting at the University of Arkansas with Dr. Linda Dorn.

In January of 1998, as Senate Bill 186 was introduced, Governor Paul Patton and several key legislators observed a Reading Recovery lesson at Hearn Elementary in Frankfort, Kentucky with Reading Recovery teachers Lori Graham and Vikki Hall. Senate Bill 186 supported the Collaborative Center for Literacy Development and early literacy intervention grants for struggling readers. Upon Dr. Embry's completion of participation in the Training of Trainers at Texas Woman's University in Denton, Texas in 2000-2001, the Reading Recovery Center at the University of Kentucky was established. During the 2004 Legislative Session, Governor Ernie Fletcher, First Lady Glenna Fletcher, and key legislators observed a Reading Recovery lesson and small literacy groups at Hearn Elementary School. Through Governor Fletcher's new initiative, Read to Achieve, a new wave of early literacy grants added hundreds of teachers to assist young, struggling readers throughout Kentucky.

With a new administration in 2008, came a new First Lady to champion literacy for the children in Kentucky. First Lady Jane Beshear and Senator Dan Kelly observed Reading Recovery at Hearn Elementary School. Later that year Mrs. Beshear observed Reading Recovery and Small Groups in Louisville. During the tough budget years of 2008-2010, Governor Steve Beshear and Mrs. Beshear and state legislators supported the literacy efforts of Read to Achieve to help hundreds of young struggling literacy learners.

In 2011-2012, the Reading Recovery University Training Center successfully completed part of its Strategic Plan by training another Trainer for the University of Kentucky. Dr. Lindy Harmon became the second trainer for the Reading Recovery Center by completing her certified coursework through The Ohio State University.

In 2012-2013, Kentucky began providing professional development to train English Language Learners (ELL) & Special Education teachers as literacy processing specialists in the Literacy Lessons intervention. This training supports specialist teachers in their work with special populations. The Reading Recovery University Training Center has supported the training of over 80 specialist teachers in the new Literacy Lessons intervention over the past three years.

Dr. Lindy Harmon completed her first training class of 4 new Teacher Leaders at the University of Kentucky in 2013-2014. These Teacher Leaders will support implementation in Jefferson and Fayette Counties.

Dr. Harmon will begin using technology for the training of Teacher Leaders in the 2015-2016 academic year. These Teacher Leaders will support implementation in Monroe County and the Kentucky Valley Educational Cooperative. In 2015, the Investing in Innovation (i3) Grant through Reading Recovery Center at the University of Kentucky provided funding to train 245 teachers and 5 Teacher Leaders completed over the past 5 years.

Additional Information...

To learn more about Reading Recovery in Kentucky, please contact:
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Call 859.257.7859 or visit our website: www.kentuckyliteracy.org/elementary/rr

To learn more about Reading Recovery in the United States, visit the website for the Reading Recovery Council of North America: www.readingrecovery.org

Evidence of the Effectiveness of Reading Recovery: The What Works Clearinghouse Report

In March 2007 the What Works Clearinghouse (WWC) released an independent review of the research on 153 early reading interventions. Reading Recovery was found to be the only early intervention that has positive effects across all four literacy domains in the review. It received WWC's highest rating of "Positive Effects" on students' general reading achievement and alphabetic skills (phonics, phonological awareness, and letter identification); and was found to have "Potentially Positive Effects," their next highest level of evidence, on comprehension (vocabulary and comprehension), and fluency. "Positive Effects" indicates "strong evidence of positive effect with no overriding contrary evidence," and "Potentially Positive Effects" indicates "evidence of a positive effect with no overriding contrary evidence." This report supports the evidence that Reading Recovery is an effective literacy intervention for young children.

More information can be found on the WWC website:

http://ies.ed.gov/ncee/wwc/reports/beginning_reading/reading_recovery

Reading Recovery Sites in Kentucky 2014-2015	Total Teachers	Teacher Leaders	Students Served
Bourbon County	18	1	157
Calloway County	27	1	233
Fayette County	40	2	329
Franklin County	16	1	136
Jefferson County	69	6	584
Kentucky Valley Educational Cooperative	64	3	522
Knox County	25	1	201
Madison County	24	1	199
Monroe County	14	1	118
Muhlenberg County	19	1	152
Oldham County	13	1	114
Russell Primary	19	1	151
Shelby County	12	1	100
Washington County	24	1	207
Total	384	22	3203

