

Arkansas Reading Recovery

Program Evaluation Highlights for School Year 2000-2001



Reading Recovery/Early Literacy Training Center

UNIVERSITY OF ARKANSAS AT LITTLE ROCK

www.arliteracymodel.com

Reading Recovery has one clear goal:

“...to dramatically reduce the number of learners who have extreme difficulty with literacy learning and the cost of these learners to educational systems.”

.... Marie Clay

For the last 11 years, the Arkansas State Department of Education and the Arkansas Legislature have supported Reading Recovery through special item funding. This invaluable support and commitment has enabled the University of Arkansas at Little Rock to increase the number of Reading Recovery Teacher Leaders and Reading Recovery teachers, enhance the collaboration between the university and school districts across the state, and provide high-quality, ongoing professional development to these highly trained educators.

Thanks to the efforts of Arkansas legislators and the Arkansas Department of Education, our first graders have benefited from special help in reading and writing that Reading Recovery provides. Since 1990, approximately 23 teacher leaders and teachers have changed the lives of these children due to their new understanding of thinking and learning.

What Is Reading Recovery?

A

Programs for Children

A research-based literacy intervention that provides intensive instruction for children with the lowest reading performance in first grade. Most students accelerate their literacy learning and reach average or better performance.

B

Programs for Educators

A professional development program designed to provide high quality teacher training and continuing support.

C

Network Activities

A not-for-profit program that involves collaboration among schools, districts, and universities.

D

Research and Evaluation

A data-based intervention with ongoing data collection and reporting of results for every child served at the national, regional, state, site, and district levels that ensures program integrity.

Program Status Definitions

Children Served: Children served is a descriptive category that includes all children who participated in the program for any length of time.

Full Program Children: Full-program children are children who either were successful and discontinued from the intervention or who participated in lessons for twenty weeks and were not discontinued.

Discontinued: Children who successfully met the rigorous criteria to be discontinued (released) from the intervention during the school year or at the time of year-end testing.

Recommended Action After a Full Program: Children who were recommended by Reading Recovery professionals for assessment/consideration of other instructional support at the point of departure from Reading Recovery, after receiving a full program of at least 20 weeks.

Incomplete Program At Year-End: Children who were still in Reading Recovery at the end of the school year with insufficient time (less than 20 weeks) to complete the intervention.

Moved While Being Served: Children who moved out of the school while being served before specific program status could be determined and who may or may not have had a full program of 20 weeks.

None of the Above: A rare category used only for a child who were removed from Reading Recovery under unusual circumstances, with fewer than 20 weeks of instruction (i.e., removed after the child was moved to kindergarten).

Reading Recovery is the best evidence yet of the direct link between good design and education excellence.”

K.G. Wilson and B. Davis
Redesigning Education, 1994

Who was served in Reading Recovery?

| | | Central Region | Little Rock | North West | Arkansas River | Dawson | Fort Smith |
|----------------------------|------------------|----------------|-------------|------------|----------------|--------|------------|
| Sex of Students | Male | 408 | 64 | 154 | 67 | 252 | 56 |
| | Female | 293 | 34 | 84 | 57 | 91 | 25 |
| Race/Ethnicity of Children | White | 481 | 37 | 190 | 56 | 249 | 29 |
| | African American | 197 | 78 | 15 | 73 | 183 | 18 |
| | Hispanic | 20 | 3 | 24 | 3 | 10 | 28 |
| | Asian | 1 | 0 | 3 | 1 | 0 | 4 |
| | Multi-ethnic | 0 | 0 | 1 | 2 | 1 | 0 |
| Native American | 2 | 3 | 4 | 0 | 0 | 2 | |
| Native Language | English | 689 | 118 | 218 | 131 | 436 | 51 |
| | Spanish | 12 | 0 | 18 | 2 | 5 | 27 |
| | Other | 0 | 0 | 2 | 0 | 2 | 3 |

*Data for Northeast site not available.

What was the end-of-program status of Arkansas children served by Reading Recovery? What percentage were successfully discontinued?

Figure 1

End-of-Program Status:
Reading Recovery



Reading Recovery teachers served 2099 children in Arkansas during the 2000-2001 school year. A graphic display of percentages of the total number served in each status category is shown in Figure 1. Of all children who received even one day of Reading Recovery service, 61% were successfully discontinued.

Figure 2

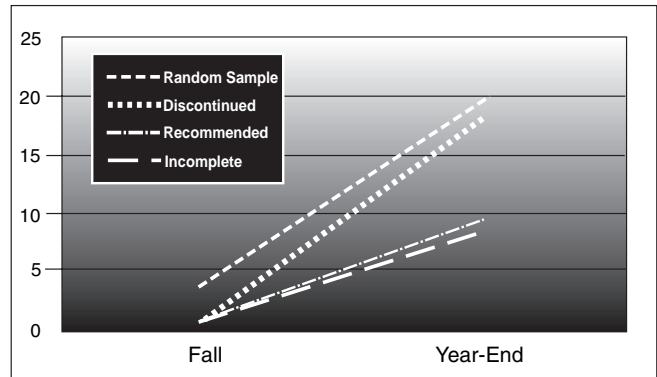
End-of-Program Status:
Full Program for Reading Recovery



The number of children who discontinued can also be examined as a percentage of the children who had an opportunity for a full program of 20 or more weeks. Figure 2 shows that 82% of the children who had an opportunity for a full program were successfully discontinued from Reading Recovery.

How did Reading Recovery children compare with the random sample on text reading?

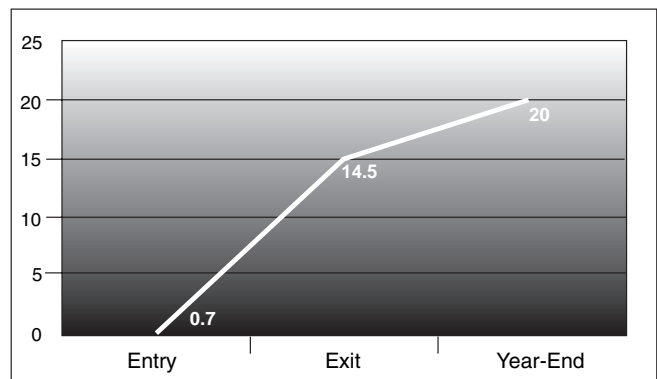
Average Gains on Text Reading Level, Fall to Year-End



The Random Sample is selected from grade 1 students and reflects the average of the class.

The data show that the mean gain in text reading for successfully discontinued Reading Recovery children was at a slightly higher rate than the random sample group, with both groups meeting or exceeding first grade expectations.

What was the text reading level of first-round successfully discontinued Reading Recovery children?



First-round successfully discontinued Reading Recovery children met the stringent criteria required for completion of the program within the first twenty weeks of the school year. The data show that these children continued to make noticeable progress after the intervention ended.

Reading Recovery Sites

| Name of Site | Location of Site | Districts Served |
|--|---------------------------------------|--|
| Arkansas River Education Service Cooperative | Pine Bluff | Dumas, Hermitage, Humphrey, McGehee, Monticello, Pine Bluff, Sheridan |
| Central Region | University of Arkansas at Little Rock | Atkins, Beebe, Brinkley, Cabot, Carlisle, Clinton, Conway, Danville, Dardanelle, Dover, East End, England, Greenbrier, Hazen, Lonoke, Magnet Cove, Mayflower, McRae, North Little Rock, Pangburn, Pottsville, Quitman, Riverview, Rose Bud, Russellville, Searcy, South Conway County, Southside, Vilonia, White County Central, Wilburn |
| Dawson Education Service Cooperative | Arkadelphia | Arkadelphia, Bearden, Benton, Bismark, Blevins, Bradley, Bryant, Camden Fairview, Centerpoint, Emmet, Fordyce, Fountain Lake, Harmony Grove, Hope, Hot Springs, Lake Hamilton, Lewisville, Magnolia, Mt. Ida, Nevada, Oden, Paron, Saratoga, Sparkman, Spring Hill, Strong, Texarkana |
| Fort Smith School District | Fort Smith | Fort Smith |
| Little Rock School District | Little Rock | Little Rock |
| Northeast Education Service Cooperative | Walnut Ridge | Armored, Barton-Lexa, Batesville, Blytheville, Brookland, Cross County, Elaine, Fopprest City, Greene County Tech, Highland Hughes, Jackson County, Jonesboro, Manila, Marion, Marked Tree, Newark, Newport, Osceola, Palestine/Wheatley, Paragould, S.Miss. County, Sulphur Rock, Trumann |
| Northwest Education Service Cooperative | Springdale | Bentonville, Fayetteville, Greenwood, Mountainburg, Pea Ridge, Rogers, Siloam Springs, West Fork |
| Van Buren School District | Van Buren | Van Buren |

“Reading Recovery has helped children read and feel successful. Retention and special education are severe remedies, and Reading Recovery has intervened in many cases.” – *Administrator*

“My Reading Recovery students have been given the strategies to make them become confident readers! Their self-esteem has risen greatly! They would have been lost without Reading Recovery.” – *Teacher*

“At the beginning of the year he wouldn’t read at all, and now he has exceeded the reading level expectancy.” – *Parent*



Reading Recovery ®

U·A·L·R

Where excellence has many faces

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