

Cost Effectiveness/Cost Savings

Districts who invest in Reading Recovery/Descubriendo la Lectura report long-term cost savings as a result of their decision to implement Reading Recovery and Descubriendo la Lectura. Their investment...

- Saves**
 - Retention costs of \$6,417 per child.
 - Referrals to Special Education costs of \$12,834 per child.
- Provides**
 - Highly qualified teachers serving on average 41 children per year.
 - Job embedded professional development at a cost saving of \$108,000 per year.*

Reading Recovery is only a portion of a teacher's daily schedule. In addition to working with 8-10 Reading Recovery children across the school year, these teachers share their expertise in roles of Classroom Teacher, Title I Reading Teacher, ESL Teacher, or Bilingual Teacher. On average (on a daily basis) Reading Recovery/Descubriendo la Lectura teachers work with over 41 students, making the total number of students served across the 2010-2011 school year total approximately 29,000 students.

*Source: Sites within TWU Network

Reading Recovery teachers serve an average of over 40 students across a school year. In a typical day...

1 RR/DLL Teacher



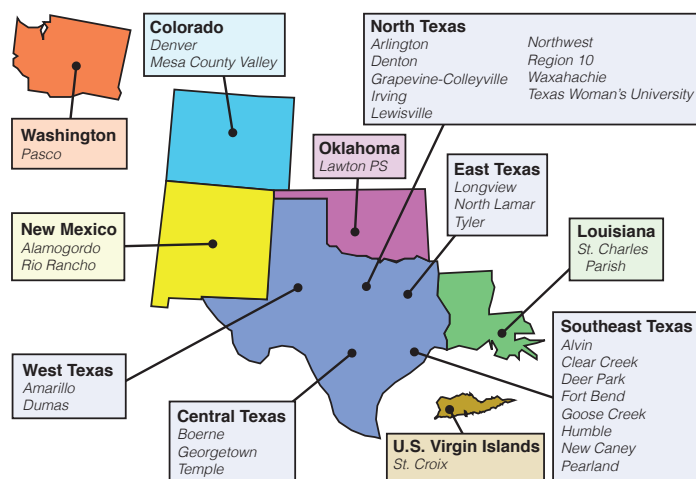
Serves 4 RR/DLL students who are the lowest in reading achievement

Also serves an average of 26 students in one or more of the following roles:



1. K-2nd grade teachers in a shared classroom model
2. Literacy specialists or literacy coaches
3. ESL or bilingual teachers, Special Education or RTI intervention specialists
4. Dyslexia or TAKS intervention specialists

2010-2011 TWU network: 5,882 first graders received Reading Recovery/Descubriendo la Lectura



E-Mail: readingrecovery@twu.edu
Websites: www.twu.edu/reading-recovery/
and www.RRCNA.org

History of Reading Recovery

The work of developmental psychologist Marie M. Clay yielded a set of research-based procedures found to reverse the literacy failure cycle for most children in a relatively short period of time. Reading Recovery, a national program in New Zealand, expanded to the United States in 1984, when the first training center in the United States was established at The Ohio State University. Reading Recovery has also expanded to Australia, Canada, the United Kingdom, Ireland, and Denmark. Descubriendo la Lectura began in the U.S. in 1993. Currently in the U.S., there are 21 universities training Reading Recovery teacher leaders and almost 310 sites training Reading Recovery teachers with 25 sites training DLL teachers. More than 1,400 school districts and 7,455 teachers are involved in Reading Recovery and 28 school districts and 798 teachers are involved with DLL.

Trainers: Nancy Anderson, Connie Briggs, Yvonne Rodriguez, Anne Simpson
Coordinator: Linda Mills **Graduate Assistant:** Marla Robertson



Texas Woman's University Reading Recovery® and Descubriendo la Lectura 2010-2011 Executive Summary

What is Reading Recovery? Reading Recovery (RR) and Descubriendo la Lectura (DLL), the reconstruction of RR in Spanish, are short-term early interventions designed for first graders having difficulty learning to read and write.

Why RR/DLL? RR/DLL supplements good classroom instruction and is an important part of a comprehensive literacy program to prevent reading failure. Children receive systematic, intensive individualized instruction from a highly qualified teacher, specially trained in effective early literacy instruction. The daily 30-minute lessons typically range from 12 to 20 weeks (approximately 40 hours of tutoring). Most students make faster than average progress, catch up with their peers and continue their literacy learning with independence in the regular classroom. As a result, more children enter second grade reading on grade level.

Congratulations, TWU Reading Recovery and Descubriendo la Lectura Educators!

*Your expert teaching helps to create readers and writers in weeks, not years!
Your excellent work in 2010-2011 has produced outstanding results.*

2010-2011 TWU's Six-State Network

Texas Woman's University serves Reading Recovery professionals across a six-state network that includes Colorado, Louisiana, New Mexico, Oklahoma, Texas, and Washington. TWU also introduced Reading Recovery in 2010-2011 to the U S Virgin Islands. A total of 635 teachers in 348 schools offer Reading Recovery.

Entity	RR	DLL
Districts/Systems	66	15
Campuses/Buildings	348	72
Teacher Leaders	39	20
Teachers	635	83

Reading Recovery: Scaling Up What Works

Year Two is now underway for the five-year U.S. Department of Education's Investing in Innovation (i3) grant awarded to TWU in the fall of 2010 (see <http://www2.ed.gov/programs/innovation/index.html> for more information). Eligibility was expanded this year to include additional Title I campuses and to allow all schools (public, private, parochial, or charter) to participate in the grant on a priority basis.

During Year One implementation TWU trained 16 RR teachers from five districts. For Year Two that number has increased to 102 teachers from 23 districts, including nine new districts (Bland, Broken Arrow (OK), Commerce, Dallas, Eagle Mountain/Saginaw, Houston, Lamar, Lone Oak, and Wolfe City). This number includes 12 DLL teachers-in-training. In addition, TWU is training three new teacher leaders under the provisions of the grant! These additional teacher leaders play an integral role in scaling up the implementation of RR/DLL.

For additional information about eligibility, go to <http://www.twu.edu/reading-recovery/i3-grant.asp> or contact the Texas Woman's University Reading Recovery Training Center (readingrecovery@twu.edu).

Funding Partners

TWU would like to thank the following groups/individuals for providing matching funds for the i3 Grant this year.

- Verizon Foundation
- Dollar General Literacy Foundation
- W. P. & Bulah Luse Foundation
- Former Reading Recovery Teachers
- TWU Reading Department Faculty and Staff

Literacy Outcomes – 2010-2011 Results

“Reading Recovery has been critical to the work of developing independent readers. This extends to the classroom as the Reading Recovery teachers work to support through RtI, side by side coaching and campus interventions.” (Temple ISD Administrator)

In 2010-2011, 5,882 students in the TWU network received Reading Recovery/ Descubriendo la Lectura as an early intervention. These students began school in the lowest quartile of their class.

In Reading Recovery, 3,951 students received a full series of lessons, and 70% reached average classroom levels in reading and writing within the 12-20 week intervention (See Figure 1).

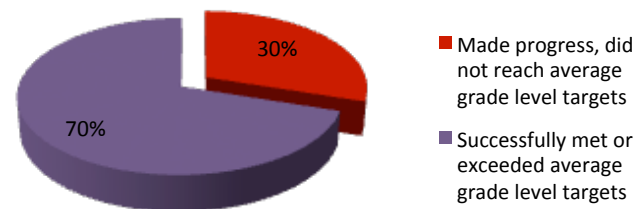


Figure 1: End-of-Program Status: Complete Intervention of RR Lessons

Many of the remaining 30% of students improved markedly in reading and writing skills although they did not reach average levels within the available time. Some continued progressing and were able to ‘catch up’ with their classmates later in the year.

A total of 484 Descubriendo la Lectura students in the TWU network had the opportunity to receive a full series of lessons. Of those students, 65% reached average levels of reading and writing (See Figure 2).

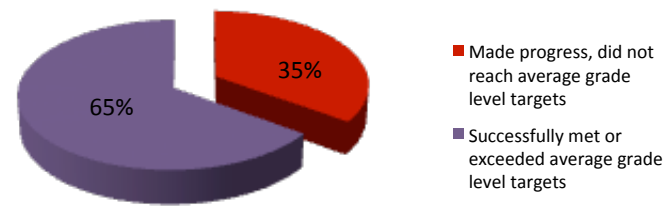


Figure 2: End-of-Program Status: Complete Intervention of DLL Lessons

Response to Intervention/Reduction in Referrals and Placement in Special Education

Schools with Reading Recovery and Descubriendo la Lectura meet the intervening services criteria for Response to Intervention (RtI) under the Individuals with Disabilities Act (IDEA). Struggling students are provided with more intensive instruction from specially trained Reading Recovery and Descubriendo la Lectura teachers in a one-to-one setting for a maximum of twenty weeks. The majority of students (92%) respond to this intervention and do not require further referral. As RtI, Reading Recovery and Descubriendo la Lectura provide a full diagnostic history for the few children who may be identified as needing further, long-term literacy support (Figure 5).

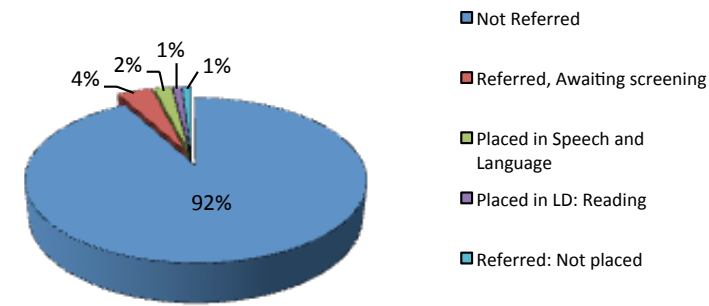


Figure 5: Reading Recovery Referral to Special Education for Children with Complete Intervention

“Reading Recovery has resulted in fewer students being retained, stronger readers with better vocabulary and strong ESL students.” (Fort Bend Administrator)

“Reading Recovery helped identify students early enough to make a significant difference in their academic development.” (Region 10 ESC Administrator)

“Reading Recovery has given me the tools to be successful through modeling good practices. I now love to teach reading. Reading Recovery is a life-changing program for the students involved; it also makes me a better teacher.” (Denton classroom teacher)

Comparison of Text Reading Gains: Evidence of Effectiveness

Data reveal that children in Reading Recovery and Descubriendo la Lectura continue to read increasingly more challenging texts after exiting the short-term intervention (Figures 3 and 4). Despite the fact that Reading Recovery students began the year as the lowest readers in 1st grade, they progressed 13 text levels when they successfully completed their series of lessons. This success continued in the regular classroom from the time of exit to the end of the school year when they were reading text levels of 19, an improvement of 18 text levels. In comparison, children in the national random sampling began the year reading at text level 5, and progressed 15 levels by the end of the school year. (See Figure 3.) Dramatic progress was also shown with children receiving DLL support, who gained 17 text levels compared to 15 text levels for the national random sample. (See Figure 4.) The success of each group clearly demonstrates that Reading Recovery and Descubriendo la Lectura teachers are tailoring instruction to meet the specific needs of students.

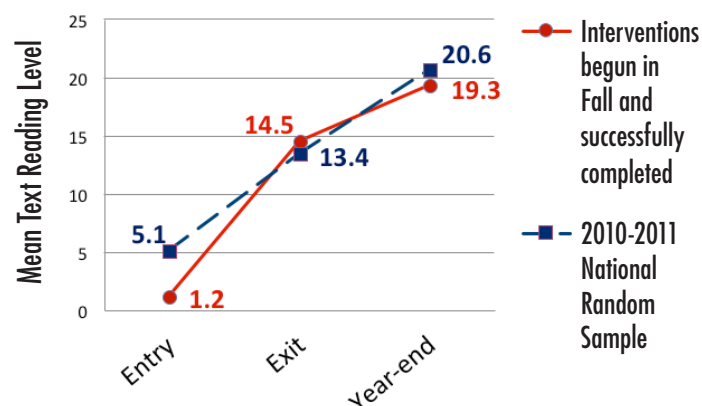


Figure 3: Progress of Discontinued RR and Random Sample

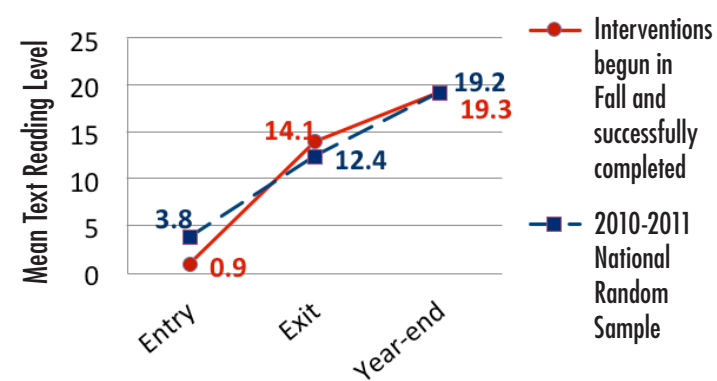


Figure 4: Progress of Discontinued DLL and Random Sample

An Effective Early Intervention for Diverse Students

“My child’s reading has improved significantly. She is so eager now to read everything she can – from books to magazines to the TV guide. She does not get frustrated anymore and there is no giving up and saying ‘I can’t.’” (Rio Rancho Schools parent)

Reading Recovery and Descubriendo la Lectura represents cultural, economic, and linguistic diversity. In 2010-2011, teachers served 129 schools in urban settings, 87 schools in suburban settings, and 100 schools in rural settings. More than half of these schools qualified for School-Wide Title I assistance. School minority enrollment ranged from 50-100% in 185 schools within the TWU network.

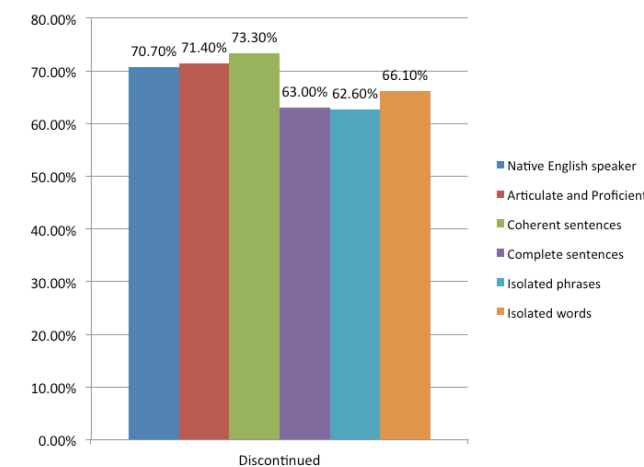


Figure 6: Intervention Status of Students with Complete Interventions by Fall Oral English Proficiency Levels

In 2010-2011, sixteen percent of the students served in Reading Recovery were English Language Learners (ELL). Progress made by this population (Figure 6) is testament to the positive impact Reading Recovery has in closing the literacy gap for students’ demonstrating different levels of English language proficiency when they began their series of lessons. This outcome also reveals the high level of linguistic support Reading Recovery teachers are able to provide, thus enabling students to experience literacy success as they are learning the English language.

“Before Reading Recovery, I would go to the library and pretend I could read the books. Now I can read books.” (Northwest Reading Recovery student)