

Reading Recovery Participant Follow-Up Report: **2008-2009 Participants**

The Jefferson County Public School Elementary Literacy program is guided by a comprehensive program integrating curriculum, assessment, literacy strategies, and interventions. The current report examines outcomes related to students who have participated in Reading Recovery during the 2008-2009 school year.

Background on Reading Recovery

Reading Recovery was developed about 30 years ago by Dr. Marie Clay, a New Zealand educator, to help children struggling with learning to read. The program was introduced in the United States by Drs. Pinnell and Huck at the Ohio State University in 1984. In the Reading Recovery program, trained teachers provide one-to-one tutoring in 30-minute daily sessions to the lowest 10 to 20% performing students of a first-grade class. There are approximately 60 sessions which take up to 20 weeks at which time students are expected to be caught up with their peers. When students reach this goal they are "discontinued" from the Reading Recovery program, at which time the Reading Recovery teacher can take another student into the 30-minute sessions.

2008-2009 Cohort

The 2008-2009 cohort was comprised of 340 students. A total of 235 students (69%) who participated in Reading Recovery in 2008-2009 had Fall and Spring DIBELS scores for that year. Out of the 235 students, most scored at the Strategic level on the DIBELS (43%) in the Fall. Another 20% scored at the Intensive level, and 38% scored at the Benchmark level. In comparison, out of the 5,812 students in the district who had Fall and Spring DIBELS scores, most students (72%) were at the Benchmark level in the Fall, while 18% were at the Strategic level, and 10% were at the Intensive level. This suggests that the program was targeting needier first-graders than the overall population of first-graders. However, it is unclear whether the 38% of students that scored at the Benchmark level in the Fall were incorrectly targeted or whether the DIBELS was not a precise measure of student reading skills. When examining the Spring DIBELS scores for these students, about half (53%) scored at the Strategic or Intensive level, suggesting that they were appropriately targeted.

The following depicts how students performed in the Fall and Spring on the DIBELS during the year the students were in the Reading Recovery program.

DIBELS Levels for Students who Participated in Reading Recovery in 2008-2009

		Spring Recommendation on DIBELS (Number of Students)		
		Benchmark	Strategic	Intensive
Fall Recommendation on DIBELS	Benchmark	42	43	4
	Strategic	38	55	7
	Intensive	14	26	6

Outcomes of 2008-2009 Cohort: Comparison with the District

Out of the 235 students in Reading Recovery, 78 students (33%) made progress from the Fall to the Spring on the DIBELS, while 103 students (44%) did not change, and 54 students (23%) declined from Fall to Spring. In comparison, out of the 5,812 students in the district, 563 students (10%) made progress from the Fall to the Spring on the DIBELS, while 4,248 students (73%) did not change, and 1,001 students (17%) declined from Fall to Spring. Thus, the students in the Reading Recovery program outperformed the district in progress. The chart below demonstrates the students in Reading Recovery against the district on Fall and Spring 2008-2009 DIBELS data.

DIBELS Fall 2008-2009 Level			
	Benchmark	Strategic	Intensive
Reading Recovery Cohort 2008-2009	32%	43%	20%
District Elementary	72%	18%	10%
DIBELS Spring 2008-2009 Level			
	Benchmark	Strategic	Intensive
Reading Recovery Cohort 2008-2009	40% (+8%)	53% (+10%)	7% (-13%)
District Elementary	66% (-6%)	21% (+3%)	13% (+3%)