



Reading Recovery® in Michigan

An Oakland University Executive Summary 2013-2014

Introduction

Reading Recovery® is a program of professional development for teachers: university faculty train and professionally develop teacher leaders who, in turn, develop teachers to work with first grade children having extreme difficulty learning to read and write. Since its establishment in the United States, Reading Recovery has served nearly 2 million children. Oakland University is one of only 19 universities in the United States to serve as a Reading Recovery university training center. Since its establishment in Michigan in 1991, Reading Recovery has trained over 1,320 teachers who have served almost 105,000 Michigan first graders.

History of Reading Recovery

Internationally renowned developmental psychologist and distinguished literacy researcher, Dr. Marie M. Clay, developed a set of research-based teaching procedures found to reverse literacy failure in a short period of time. Reading Recovery, implemented first in New Zealand, came to the United States in 1984 when the first class of teachers was trained at The Ohio State University. Now implemented worldwide, Reading Recovery has expanded not only in the U.S. and New Zealand, but also in Australia, Bermuda, Canada, the Caribbean, Europe, the United Kingdom and U.S. Department of Defense Schools. The not-for-profit collaborative effort among schools and universities trains teachers to work with the lowest-performing first graders. Children are identified for service based on their scores on the six tasks of *An Observation Survey of Early Literacy Achievement*¹ (Clay, 2013) with the lowest children selected for service first (Lose & Konstantellou, 2005). Teachers trained in Reading Recovery use the assessment information and sensitive observation to design individual literacy lessons that are responsive to each child's skills and abilities. Children meet with their Reading Recovery teacher for 30-minute lessons each day for an

average of 12-20 weeks. The goal is to accelerate children's progress to within-average levels in reading and writing in a short period of time so that they can benefit from good classroom instruction (Schwartz, 2005). Researchers attribute this accelerative progress to the responsive instructional activities provided in the one-to-one setting by teachers who have participated in Reading Recovery's professional development. Reading Recovery also serves as a pre-referral option to identify children who need longer-term specialist support (Jones, et al., 2005). Schools that implement Reading Recovery assign teaching staff flexibly to maximize children's access to the intervention and to permit teachers to apply their Reading Recovery knowledge in their other instructional roles (Lose & Best, 2011).

Reading Recovery in Michigan, 2013-2014

During the 2013-2014 school year, 2,417 students were taught by 300 Reading Recovery teachers (66 of whom were in-training) in 184 schools in 70 school districts. When they were not teaching Reading Recovery, these teachers also taught 11,256 additional students – an average of 45.2 additional students each day – in their other instructional roles as classroom, special education, Title I reading, and ESL teachers. Teachers trained in Reading Recovery received professional development from 12 Reading Recovery teacher leaders who

themselves received professional development in group settings from the Reading Recovery faculty at Oakland University (OU). These teacher leaders also received individualized professional support delivered by OU Reading Recovery faculty in their Reading Recovery schools and at their regional Reading Recovery sites throughout Michigan. Reading Recovery students represented a full range of diversity (see Table 1). While most schools used general funds and Title I Part A to partially fund Reading Recovery, a few schools used IDEA-EIS, IDEA-RTI or IDEA-Special Education funds as additional sources to partially fund the intervention.

Results

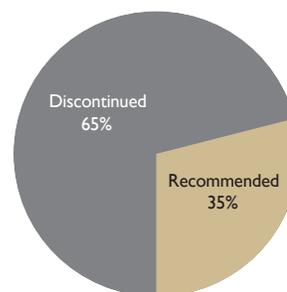
2,417 students were enrolled in Reading Recovery in Michigan in 2013-2014. A full Reading Recovery intervention lasts up to 20 weeks. Thirty-two percent of students received interventions that lasted between 10-14 weeks, 19% between 15-19 weeks, and 33% of the interventions lasted 20 weeks total. Not all of the students who were enrolled received a full intervention; their interventions were incomplete due to a slot opening up for their lessons late in the year (21%, N=517), because they moved (3%, N=79), and for other reasons (1%, N=35).

Of the 1,758 students who received a complete intervention (about 30-35 hours of instruction total), 65% (N=1,143) reached average performance levels in reading and writing and their interventions were

Table 1: Reading Recovery Demographics

Students	
60%	Male
64%	Free And Reduced Lunch
14%	Some Disability
60%	White, Not Hispanic
25%	Black, Not Hispanic
6%	Hispanic, Any race
3%	Multiple Races, Not Hispanic
2%	American Indian/Alaskan Native, Not Hispanic
2%	Other Races, Not Hispanic
2%	Asian, Not Hispanic
Languages (Other than English) Spoken in the Home	
40%	Spanish
30%	Arabic
15%	Some other language
3%	Chinese
2%	Romanian
2%	Vietnamese
1%	EACH: German, Russian, Korean, Japanese, French, Italian, Tagalog, Hmong/Miao

Figure 1: Intervention Status of Reading Recovery Students with Complete Interventions: Michigan, 2013-2014

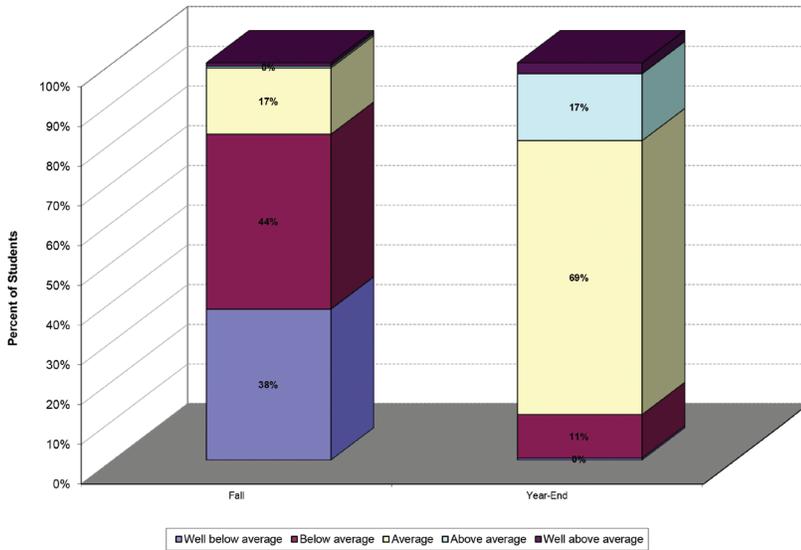


¹ In 2011, the National Center for Response to Intervention awarded high ratings for the survey tool central to Reading Recovery's evaluation and instruction (D'Agostino, 2012). *An Observation Survey of Early Literacy Achievement* received highest possible ratings for scientific rigor and is posted on the Screening Tools Chart (rti4success.org/screeningTools). The Observation Survey is used not only in Reading Recovery, but is also widely used by classroom and specialist teachers, and researchers.

Empirical Support for Reading Recovery

The United States Department of Education What Works Clearinghouse (WWC) publishes intervention reports that assess research on beginning reading curricula and instructional strategies for students from kindergarten through third grade. The most recent WWC report of Reading Recovery, released in October 2014, is based on the results of the first in a three-part series of research reports of the US Department of Education's 5-year \$45.6 million dollar *Investing in Innovation (i3) Grant to Scale-up Reading Recovery* by the Consortium for Policy Research in Education (CPRE). The study met the WWC's group design standards "without reservation"; the highest design rating that the WWC assesses. Additional WWC reports of Reading Recovery effectiveness were released in 2007 and later in 2013 with evidence of positive effects on student outcomes in general reading achievement, alphabets, fluency, and comprehension.

Figure 2: Classroom Reading Group Placement of Reading Recovery Students with Complete Interventions and Students Whose Lessons Were Discontinued: Michigan 2013-2014



discontinued (see Figure 1). The remainder of the complete intervention children, 35% (N=615), made progress but not sufficient enough to reach the rigorous criteria for the "discontinued" designation. These students then were recommended for follow-up support in their classrooms and in small group instructional settings. Of the total number of students who received a complete Reading Recovery intervention, less than 2% (N=35) were referred for LD.

The change in classroom reading group placement from fall to year-end for students who received complete interventions and those whose lessons were discontinued is another indication of students' progress in literacy as illustrated in Figure 2. At the end of the school year, these once lowest performing learners have now moved to within average performance levels, resembling the normal distribution of students in grade one.

Effect of Reading Recovery on Reading Achievement

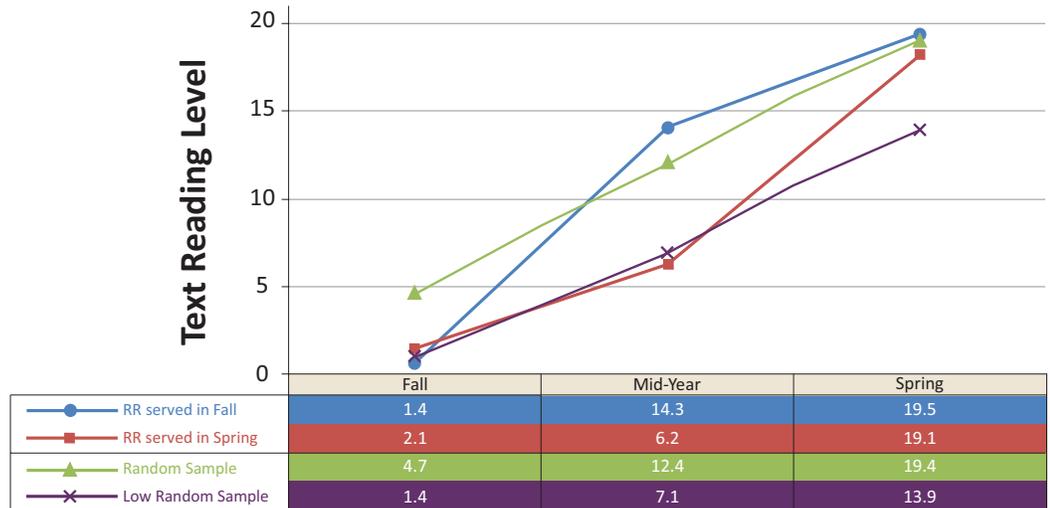
Figure 3 demonstrates the effect of Reading Recovery instruction on the reading achievement of the lowest performing literacy learners in first grade and compares their progress to the Random Sample of their peers and the Low Random Sample of children in schools with Reading Recovery².

Random Sample Children – The green line at the top shows the Random Sample's progress on text reading at three points in time. These students start the year at a higher text reading level and make progress throughout the year.

Reading Recovery (RR) Children served in the fall semester – The blue line shows the progress of Reading Recovery children who were selected during the fall semester for Reading Recovery service. Initially the lowest-performing children, they catch up to and even surpass the Random Sample by mid-year when their Reading Recovery lessons end and continue to maintain their progress.

Reading Recovery (RR) Children served in the spring semester – The red line shows the progress of Reading Recovery children selected for service at mid-year when slots by Reading Recovery children served in the fall become available. Although these children made some progress in the fall without Reading Recovery,

Figure 3: Gains on Text Reading Level for Reading Recovery Children, 2013-2014



² Note: A change in the national random sample procedures implemented in 2011-2012 reduced the size of the Random Sample for Michigan; therefore, the Random Sample is represented by data from the four years: 2010-2011 to 2013-2014.

United States Department of Education Investing in Innovation (i3) Grant

Since 2010, Oakland University (OU) has partnered with The Ohio State University in the 5-year \$45.6 million dollar i3 federal grant to scale-up Reading Recovery in the United States. Since its implementation in October 2010, 242 Michigan teachers have participated in the i3 innovation at their regional Reading Recovery sites. Each teacher received books, stipend for professional resources, and tuition for the 10-graduate credit Reading Recovery teacher training through OU. Additionally, six post-masters level educators have participated in OU's 20-graduate credit Reading Recovery teacher leader training program. These certified Reading Recovery teacher leaders then return to their regional sites to train and support new and continuing Reading Recovery teachers.

they are well behind their Random Sample peers at mid-year. Provided with Reading Recovery however, these children make accelerative progress, reduce the gap between themselves and the Random Sample and achieve within-average performance levels by year's end.

Low Random Sample Children – The purple line at the bottom shows the progress of the Low Random Sample. These students who did not receive Reading Recovery were low at the beginning of the school year and remain low throughout the year. While they made some progress throughout the year, it is not enough to reduce the achievement gap. Had they been able to receive Reading Recovery, it is likely they would have achieved accelerative progress and reached within-average performance levels.

Act (IDEA) offers schools facing increased enrollments of students with learning disabilities (LD) two options for addressing this growing population (Lose et al., 2007; Allington, 2009). The first option is that local education agencies can use as much as 15% of their special education funds to pay for early intervening services (EIS) and to support professional development and literacy instruction (Lose, 2005). The second option offered by the IDEA is Response to Intervention (RTI) that can be used to provide high quality instruction based on children's needs without the requirement of labeling students at risk for school failure as LD (Johnston, 2010). The goal is to limit referrals based on inadequate instruction or limited English proficiency and to reduce the number of children identified for LD services

to evaluate the effect of variations in teacher-student ratio on intervention effectiveness delivered by teachers trained in Reading Recovery. Even with the expertise of these teachers, students in the 1:1 condition scored significantly higher on the text reading measure than students in the 1:2, 1:3, and 1:5 group conditions. The researchers concluded that a sound approach to RTI would be comprehensive with provision for one-to-one early preventive instruction for the lowest performing learners, effective small group instruction for less struggling older learners, strong classrooms for all, and longer-term intervention for the very few children who continue to need intensive support in later grades.

Response to Intervention

The IDEA attempts to ensure that schools achieve the following (Lose, 2007; 2008):

- Provide early identification and intervention for all children struggling with literacy learning.
- Develop ways to appropriately identify and intervene on behalf of children with LD.
- Provide effective, intensive, evidence-based early intervening services.
- Monitor each child's progress using data-based documentation.
- Accelerate children's reading progress to meet annual progress criteria.
- Create a multi-tiered problem-solving team to support comprehensive literacy efforts.
- Provide the highest quality of professional development for teachers of low achievers.

These findings confirm Juel's (1988) research, which showed that children who were low-performing in literacy in first grade are very likely to remain low performing in fourth grade. However, provided with contingent, responsive teaching by specially trained and professionally developed teachers, even the lowest-performing children can make accelerative progress, benefit from good classroom instruction, and continue learning with their peers (McEneaney, Lose, & Schwartz, 2006).

(Fuchs & Fuchs, 2006). To achieve this goal, the lowest performing children must be identified early so that appropriately intensive interventions and tiers or layers of support can be provided within a comprehensive approach to literacy instruction at the first sign of a child's difficulty.

Response to Intervention and Learning Disabilities

A federal initiative that is derived from the 2004 Individuals with Disabilities Education

Response to Intervention and Teacher-Student Ratio

Some administrators have argued that small group instruction delivered by teachers trained in Reading Recovery is just as effective as the instruction delivered daily and one-to-one by these same teachers. To address this question Schwartz, Schmitt, & Lose (2012) used a randomized control trial methodology

Reading Recovery: An Evidence-Based Approach to Response to Intervention

In her seminal article, *Learning to be Learning Disabled*, published over 25 years ago, Marie Clay (1987) gave validity to support the idea that many children labeled LD are in fact instructionally challenged through a series of unfortunate experiences either before, or very early in, their formal schooling. However, provided an appropriate early intervention to support their accelerative learning and response to instruction, the number of children identified as LD can be reduced to only 1-2 percent.

For almost 30 years in the United States, Reading Recovery has operated as an RTI approach. Reading Recovery trained and professionally developed teachers design instruction tailored precisely to the child, delivered daily and one-to-one, in support of the literacy learning of the most at-risk children (Clay, 2005a; 2005b). While many children respond quite well to whole group and small group instruction, evidence has shown that the lowest performing learners provided with the Reading Recovery intervention are able to make accelerative progress and continue learning with their peers in the classroom without further intervention or placement in special education

Reading Recovery has a strong track record of preventing literacy failure. Results support the investment of resources on this prevention effort. Yet, Michigan is still far from providing Reading Recovery to all the children who need it. Many of the participating districts experience the impact of low coverage. Almost 9/10 students who need Reading Recovery do not have access to the intervention. Ideally, 20% of the state's first graders should have access. Policy makers and all who are concerned about closing the achievement gap to enable children to succeed in school could achieve greater equity by providing the intervention to the over 20,250 first graders that could benefit from Reading Recovery.

for literacy difficulties – a considerable cost savings to districts.

Training Programs for Special Educators and Interventionists

Many Michigan schools that have fully implemented Reading Recovery have requested that other members of the instructional staff have access to the Reading Recovery training without the requirement of teaching four students daily. Two training programs, Literacy Lessons (LL) for special educators and teachers of English language learners and Literacy Support (LS) for classroom teachers and reading interventionists, are provided to these teachers as they train alongside teachers in Reading Recovery³. During their training year, these LL and LS teachers are introduced to the complex literacy processing model that informs Reading Recovery while teaching two students daily, a minimum of four students in one-to-one lessons. Following their training year, LL and LS teachers apply their new expertise as they continue teaching at least one child, one-to-one, each year from their class rosters or intervention caseloads (Konstantellou & Lose, 2009).

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Reading Recovery Regional Training Sites* Affiliated with the Reading Recovery Center of Michigan at Oakland University

Bloomfield Hills Public Schools
Detroit Public Schools
Dowagiac Union Schools
Eastern Upper Peninsula Intermediate School District
Genesee Intermediate School District
Grand Rapids Area

Jackson County Intermediate School District
Kalamazoo Public Schools
Oakland Regional
Port Huron Area School District
South Lyon Community Schools
Walled Lake Consolidated Schools

*School districts or consortia of school districts comprise each Reading Recovery Regional Training Site.

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**OAKLAND
UNIVERSITY**

Reading Recovery Center of Michigan

217 Pawley Hall
School of Education and Human Services
Rochester, Michigan 48309-4494
(248) 370-3057
oakland.edu/readingrecovery

Reading Recovery Staff
Dr. Mary K. Lose
Associate Professor, Director and Trainer

Dr. Robert M. Schwartz
Professor and Trainer

Ms. Elizabeth Gellatly
Assistant to Director

Citation:

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This report was prepared by Dr. Mary K. Lose.

³ Beginning in 2006, teachers of special education and English language learners, working in Michigan schools that have implemented Reading Recovery, participated in training for intervention specialists under a special training model, Literacy Lessons™. In 2009, another training model, Literacy Support, was added to the university training center's options for classroom teachers and reading specialists in Reading Recovery schools. Both of these 8-graduate credit training programs in literacy processing permit teachers to train alongside Reading Recovery teachers, enabling school districts to optimize teacher expertise in response to the diversity of struggling literacy learners in their schools. Since 2006, 58 teachers of special education and ELL have participated in Literacy Lessons training and 62 classroom and reading specialist teachers have participated in Literacy Support training.