Reading Recovery

USING DATA TO INFORM AND IMPROVE IMPLEMENTATION

This letter provides guidelines for successfully implementing Reading Recovery by the ongoing, careful analysis of the data collected by your Reading Recovery teachers, your literacy team, the Reading Recovery teacher leader in your district, and the International Data Evaluation Center (IDEC).

IDEC conducts ongoing research projects, prepares multilevel data reports, and collaborates with Reading Recovery university training centers (UTCs) and their affiliated teacher leaders and teachers. Check the IDEC website (www.idecweb.us) for information on procedures and reports.

Using data for realizing the power of Reading Recovery

- Have a plan for continuous school improvement through the analysis of data.
- Become knowledgeable about the various sources of data collected on each child and each teacher.
- Monitor and evaluate the progress of Reading Recovery children to problem solve and improve results.
- Monitor former Reading Recovery children's progress on a regular basis
- Communicate with parents about the progress of children and the impact that Reading Recovery is having in your school.
- Examine data and help your teachers prepare a school report at year-end.

Using data to influence outcomes

Diligence in analyzing, interpreting, and using your school's Reading Recovery data will result in your ability to influence outcomes:

- **Time factors** indicate the length of a series of lessons, the number of missed lessons and the overall efficiency of the program.
- **Site factors** inform regarding the level of coverage across the school, the reduction in referrals to special education, the decrease in retentions, and the increase in retentions, and the increased level of literacy in your school.

Reviewing reports and data dumps

Your Reading Recovery teachers and their teacher leader can assist you in learning and using the reports available for monitoring the quality of your school's implementation of Reading Recovery.

- Site Report
- Executive Summaries
- School Data Summaries
- On-Demand Dashboard Reports
- Student Data Dump
- District Report

A more extensive discussion of reports and data dumps can be found in chapter 4 of *A Principal's Guide to Reading Recovery*.

As the instructional leader in your school you will want to periodically talk with your Reading Recovery teachers and your literacy team to determine the answer to questions such as these:

- Are all children receiving daily lessons?
- What is the current text level of children compared to the beginning of lessons?
- What is the pattern of progress for all the children in your Reading Recovery program?
- Are the Reading Recovery teachers keeping classroom teachers informed about the progress of children?
- How are the children doing in the classroom?
- When do you expect children to no longer need Reading Recovery?

Measuring student outcomes

As noted in *A Principal's Guide to Reading Recovery*, the research and evaluation of Reading Recovery has been ongoing since it was introduced in the United States in 1984. Data have been collected and analyzed for more than 2.4 million children served. The major focus for data collection is to determine if Reading Recovery and Descubriendo la Lectura (the Spanish version of Reading Recovery) are providing the lowest-achieving children with an early intervention that is closing the literacy gap with their first-grade peers. The six tasks of *An Observation Survey of Early Literacy Achievement* (Clay, 2013) are used to identify and intervene with the lowest literacy achievers.

1. **Letter Identification** determines which letters the child knows and the child's mode of identification.
2. **Ohio Word Test** determines if the child is building a reading vocabulary.
3. **Concepts About Print** determines what the child notices about print and if the child knows how spoken language is represented in text.
4. **Writing Vocabulary** determines if the child is building a writing vocabulary written in every detail.
5. **Hearing and Recording Sounds in Words** determines the child's phonemic awareness by determining how well the child can show the sounds of words in letters and clusters of letters in written form.
6. **Text Reading** determines the appropriate level of text for independent and instructional level reading and to record, using the Running Recovery, the child's processing of continuous text.

Monitoring the progress of children after Reading Recovery is essential

Reading Recovery children are known to be vulnerable once one-to-one lessons are discontinued. This will require you and your Reading Recovery teachers and literacy team to monitor the progress of those children when they return to the classroom. Assigning an advocate to observe their progress will determine if they need temporary assistance for a short period of time.

Resources

Clay, M. M. (2013). *An observation survey of early literacy achievement*. (3rd ed.). Portsmouth, NH: Heinemann.

A principal's guide to Reading Recovery. (2012). Worthington, OH: Reading Recovery Council of North America.