

# Reading Recovery™ in New Jersey Schools

2007—2008

**NYU**Steinhardt

Steinhardt School of Culture, Education, and Human Development

## *Moving Forward*

Reading Recovery is an effective early literacy intervention that has been implemented in New Jersey schools since 1992. Reading Recovery operates as a partnership between the Reading Recovery Project at NYU and schools across the state. The data collected in New Jersey during the 2007-2008 school year show success rates that exceed the national averages. This is an indication of the high-quality professional development available for Reading Recovery teachers and teacher leaders. It is also an indication that there has been effective collaboration between district administrators, school principals and school literacy teams. A hallmark of Reading Recovery is that it is able to provide all stakeholders with comprehensive student data making thorough evaluation of student progress possible. A small sampling of such data is highlighted in the following report.

New Jersey districts and consortium districts are referred to as Reading Recovery sites. The New Jersey sites include: Atlantic City, Bridgeton, Bridgewater-Raritan, Elizabeth, Haddonfield, Jersey City, Lawrence Township and Newark. There are a total of 76 New Jersey school districts and 252 New Jersey schools affiliated with these Reading Recovery sites.

The year 2007-2008 was also a productive year for Reading Recovery teachers and teacher leaders in terms of professional development. Forty-three new teachers were trained across the state. Ongoing professional development for 399 trained teachers involved regular observation and discussion of lessons taught behind a one-way screen.

*New Times:* The new federal administration has identified educational priorities that include: assistance for students with disabilities, success for English language learners, support for innovations that accelerate student learning and attention to teacher quality. Reading Recovery has a proven track record in relation to every one of these priorities and our aim is to ensure these benefits are available to many more New Jersey schools. In line with this goal the Reading Recovery project at NYU is introducing a new initiative aimed at extending Reading Recovery teacher development and providing research-based literacy instruction to a wider group of students.

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# Reading Recovery

## **Reading Recovery Rated Highest by What Works Clearinghouse**

In December 2008 an up-dated report released by the United States Department of Education 'What Works Clearinghouse' revealed that Reading Recovery is the only early reading program that demonstrates positive effects across all four content domains, alphabetic, fluency, comprehension, and general reading achievement.



Literacy Lessons™ is a new professional development initiative that has been developed and piloted by university faculty and school districts in various sites across the United States over the past two years.

Literacy Lessons builds on the strong theoretical base and well-researched protocols of Reading Recovery and extends the benefits of these to a wider population of teachers and students.

In 2009-2010 Literacy Lessons training will be available for ELL, Special Education and other teachers in NYC Reading Recovery schools.

## **Reading Recovery - a perfect fit for Response to Intervention**

The purpose of RTI is to provide students who are struggling with early literacy learning with high-quality instruction so that these students will not need special education placement and services. The 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) allows local school districts to allocate up to 15% of their special education funding to provide expert intervention and prevention services for the general education population.

## Professional Development

School improvement researchers have identified the quality of teaching and teacher professional learning as key priorities for education. School administrators recognize that strong teacher professional development has an impact on student achievement. In Reading Recovery, quality teaching and learning are not left to chance. The design of the intervention provides for in-depth year-long professional preparation courses for all Reading Recovery educators. The course of initial training for Reading Recovery teachers covers the theory and practice of observation and assessment, teaching for accelerated progress in reading and writing, interactive peer observation, reflection and coaching.

Trained Reading Recovery teachers and teacher leaders continue their study of Marie Clay's new texts, *Literacy Lessons Designed for Individuals*, to refine teaching and learning theories and instructional procedures that reflect recent research. These texts provide the opportunity for teachers to reflect on old practice and incorporate new methodologies. On-going professional development for teacher leaders is provided through the New York University Reading Recovery Project where in-depth support is given to ensure the highest-quality intervention services for students.

## Comprehensive Data Collection Documents Student Success

During the 2007-08 school year, a total of 3,721 New Jersey students received Reading Recovery services. Across the school year each teacher taught an average of 8.2 students during their Reading Recovery teaching time. Of these students 3,107 received a full series of lessons; Figure 1 shows that 83% of these students reached the average band of literacy achievement levels of the classroom within the twenty-week timeframe. Many of the remaining 17% of students improved markedly in reading and writing skills during the intervention, but these students did not reach average levels of achievement for their class in the available time (Figure 1).

Figure 2 shows that when the results for of **all** the New Jersey students who entered Reading Recovery in 2007-2008 are considered, that is including students whose series of lessons was not completed by the end of the school year, 70% were able to successfully meet or exceed the criteria of reaching grade level targets. Only 14% of these students were recommended for further assessment and/or services.

## How Reading Recovery Intervenes to Prevent Literacy Failure

Reading Recovery is a short-term early literacy intervention designed to accelerate progress and lift achievement levels for the lowest performing first grade students. Students receive 30 minutes of daily, one-on-one instruction from a highly-trained Reading Recovery teacher for 12 to 20 weeks. Working in conjunction with good classroom instruction, Reading Recovery significantly reduces the number of children requiring additional services by assisting those students who initially struggle with early literacy learning to reach grade-level performance in reading and writing. Teacher leaders provide initial Reading Recovery training, on-going professional development, consultancy and technical services for Reading Recovery teachers and schools.

Comprehensive data are collected on every Reading Recovery student at the beginning of the school year, at program entry, at the completion of the intervention, and at year-end. Teachers electronically enter the data for every student through the National Data Evaluation Center (NDEC) at the Ohio State University. These data provide schools and regions with hard evidence of student success and enable Reading Recovery professionals and district personnel to compare local and national data.

Figure 1: Children with Complete Interventions

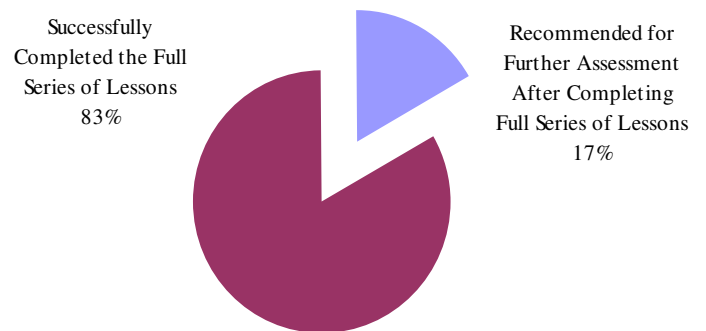
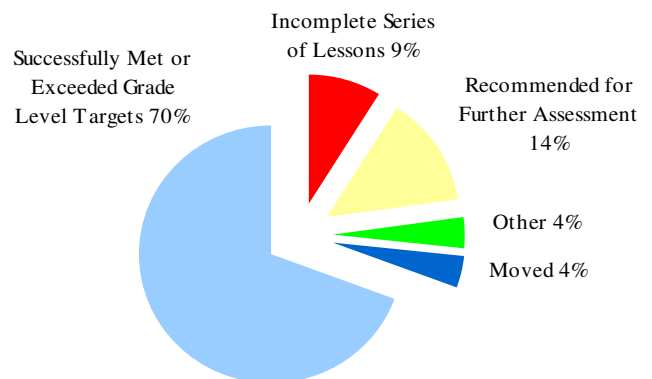


Figure 2: Intervention Status of All Children Served



*Reading Recovery collects comprehensive data on every student*