

Reading Recovery[®]
Site Report for
Poway:
2000-2001



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ACKNOWLEDGEMENTS

This report is dedicated to the children and Reading Recovery teachers at the schools in the Poway Reading Recovery Site who participated in the Reading Recovery program during the 2000 – 2001 school year.

A great deal of credit for the on-going support of the program is due to the dedication and hard work of PUSD Area Superintendent Diane Cantelli – thank you Diane.

We would also like to acknowledge and thank the administrators, the classroom teachers and the parents for their support of Reading Recovery throughout the year.

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INTRODUCTION

Developed by New Zealand educator Marie M. Clay, Reading Recovery[®] is a short-term intervention for children who have the lowest achievement in literacy learning in the first grade. Children meet individually with a specially trained teacher for 30 minutes each day for an average of 12-20 weeks. The goal is for children to develop effective reading and writing strategies in order to work within an average range of classroom performance. Reading Recovery is also available to children whose initial reading instruction is in Spanish; Descubriendo La Lectura (DLL) is well established in a number of sites across the United States.

Reading Recovery is an early intervention. Proficient readers and writers develop early. There is strong evidence in the research literature that retention in grade level and long-term remediation efforts do not enable low-progress children to catch up with grade-level peers so that they can profit from classroom instruction. There is also evidence that school failure leads to lack of self-esteem, diminished confidence, school dropout, and other negative outcomes. It is, therefore, necessary to redirect educational policy and funding to the prevention of reading failure. Reading Recovery has a strong track record of preventing literacy failure for many first graders through early intervention.

The key to the successful implementation of Reading Recovery resides in the training model. Three levels of professional staffing provide a stable training structure: university trainers who train and support teacher leaders; district- or site-level teacher leaders who train and support teachers; and school-based teachers who work with the hardest-to-teach children.

Initial teacher training is for one academic year with no loss of service to children. As teachers are trained, they simultaneously implement the program with children. Extensive use is made of a one-way glass screen for observing and talking about lessons with children. Teachers become sensitive observers of students' reading and writing behaviors and develop skill in making moment-by-moment analyses that inform teaching decisions.

Following the initial year of training, teachers continue to participate in ongoing professional development sessions called 'continuing contact'. They continue to teach for their colleagues and to discuss their programs. Continuing contact sessions provide collaborative opportunities for teachers to remain responsive to individual children, to question the effectiveness of their practices, to get help from peers on particularly hard-to-teach children, and to consider how new knowledge in the field may influence their practice.

Reading Recovery is not an isolated phenomenon in schools. Reading Recovery has a carefully designed plan for implementation into existing systems. The success of any intervention such as Reading Recovery is influenced by the quality of the decisions made about implementation.

Replication studies document outcomes for all children served in Reading Recovery. Consistent outcomes have been shown for children served in English and in Spanish. A large majority of children with full programs have been successful in reaching average range literacy performance. There is also evidence across several countries that the effects of Reading Recovery are long lasting.

This report represents an examination of Reading Recovery student outcomes for Poway. The report accounts for all children served by Reading Recovery within the site during the 2000-2001 school year and compares their performance with a comparison group of their peers who did not receive Reading Recovery services. In addition, attention is given to implementation factors that may be supporting or hindering the success of the intervention within the site. This report responds to a need to be accountable for all educational programs available to children within Poway.

Site Report - Poway

READING RECOVERY IMPLEMENTATION AT POWAY

Description of the Site

Reading Recovery was first implemented in PUSD in August in 1991. The commitment and support of many people has enabled PUSD to maintain an extremely high quality program throughout the district since 1991, increasing teacher expertise as well as bringing benefits to first grade children. A great deal of credit for the on-going support of the program is due to the dedication and hard work of PUSD Area Superintendent Diane Cantelli.

During the 2000-2001 school year PUSD operated the program with one Teacher Leader, Julie Zrna, while another PUSD Reading Recovery teacher, Ryan Stanley, was undertaking Teacher Leader training at SDSU.

Schools have recognized the importance and value of working toward full implementation of the Reading Recovery program at each site, where every first grade child in need of additional assistance will have access to the program. In working toward full implementation in PUSD, during the 2000-2001 school year, 1 school operated the program with 1 teacher, 2 schools operated with 2 teachers, 3 schools operated with 3 teachers, 4 schools with 4 teachers and 5 schools operated the program with 2 teachers. Bobier school in Vista USD operated with 4 teachers and Rancho Santa Fe school had 1 teacher practicing Reading Recovery.

Table S0 Count Of University Training Centers, States, Sites, Systems, Buildings, Teachers, And Students Participating In Reading Recovery In Poway

Entity	n
UTCs	1
Sites	1
States	1
Systems	3
Buildings	17
Leaders	1
Teachers	51
RR Students	326
Random Sample for RR	94

The Reading Recovery Site in Poway consisted of schools from 3 systems – Poway Unified School District, Vista Unified School District and Rancho Santa Fe School District. During 2000-2001, there were 15 schools in Poway, 1 from Vista and 1 from Rancho Santa Fe. A total of 51 teachers, worked with 326 students in these schools throughout the year. While the year commenced with 9 teachers in training, one teacher completed only the first semester of her training in Poway and, for family reasons, completed the second semester of her training in another state. There were 42 Continuing Contact teachers, including the Teacher Leader, Julie Zrna, and the Teacher Leader in training, Ryan Stanley. The participating schools and teachers are listed as follows:

<i>District</i>	<i>School</i>	<i>Teachers Continuing Contact</i>	<i>Teachers Training</i>
Poway	Adobe Bluffs	Suzie Moss-High Shawni Henderson	
	Canyon View	Jane Du Long	Kathleen Siciliani Jane Higgins
	Chaparral	Rose Yamasaki Julie Zrna (Teacher Leader)	Leigh Gracey Lynette McDonnell Anne O'Beirne
	Creekside	Susan Healy Annie Zucker	
	Deer Canyon	Debbie Thornburg Sandy delaMontaigne Irene Janetzke	
	Garden Road	Brenda Barber Gail Graves Vicky Ingle	Christy Embry
	Highland Ranch	Carleen Walda Julie Stock Wendy Alton Ryan Stanley (Teacher Leader)	
	Los Penasquitos	Leslie Kois Christa Anderson Stephanie Martin	Keri Duell
	Midland	Dana Becker Donna Meyers Joyce Dwyer	
	Morning Creek Shoal Creek	Sheron Brown Nadine Ruelas Carol Harvey Jill Roberts	Katy McKinney
	Tierra Bonita	Donna Feith Anne Van Bebber	
	Turtleback	Peggy Deimer Carol Hetherington Cynthia Reid Sally Von Zirngibl	Joan McCue
	Valley	Cindy Simpson Alicia Yapura	
	Westwood	Holly Anderson Doreen Martin	
	Rancho Santa Fe	Rancho Santa Fe	Mariyln Zelnick
Vista	Bobier	Suzanne Brunn Peggy Duffield Brenda Hubbs Cathy Smith	

ANNUAL PROGRAM EVALUATION RESEARCH DESIGN AND PROCEDURES

Purpose

The major goals of the annual Reading Recovery evaluation are (a) to report student outcomes and (b) to plan for improved implementation and instruction based on an analysis of effectiveness and efficiency.

Study Participants

Reading Recovery Children

Data were collected for *all* children served during the school year by Reading Recovery, *even if a child had only one session*. Reading Recovery children were assigned to one of the following end-of-program status categories:

1. **Discontinued:** A child who successfully met the rigorous criteria to be discontinued from the intervention during the school year or at the time of year-end testing.
2. **Recommended Action After a Full Program:** A child who was recommended by Reading Recovery professionals for assessment/consideration of other instructional support at the point of departure from Reading Recovery, after receiving a full program of at least 20 weeks (a positive action benefiting the child and the school).
3. **Incomplete Program At Year-End:** A child who was still in Reading Recovery at the end of the school year with insufficient time (less than 20 weeks) to complete the intervention.
4. **Moved While Being Served:** A child who moved out of the school while being served before specific program status could be determined and who may or may not have had a full program of 20 weeks.
5. **None of the Above:** A rare category used only for a child who was removed from Reading Recovery under unusual circumstances, with fewer than 20 weeks of instruction (i.e., removed after the child was moved to kindergarten).

Reading Recovery data are frequently analyzed for those children who had an opportunity for a “full program.” Full-Program Reading Recovery children are those children who discontinued plus those who had an opportunity to receive services for 20 or more weeks and did not discontinue.

Comparison Groups

The progress made by Reading Recovery students during the school year was compared to a site random sample as defined below:

1. **Site Random Sample Group:** The required site Random Sample (RS) comparison group consisted of 94 children randomly selected at the start of the year from all grade 1 students in regular classrooms in Reading Recovery schools who were not designated in the fall to be served in Reading Recovery. Children in self-contained special education classrooms were not considered part of this population. However, students in regular classrooms who received special education services were included in the population from which the random sample was drawn.

Design

Reading Recovery is designed to serve the lowest achievers in the first grade cohort within a school. Because the goal is successful performance within an average literacy setting in the classroom, children are discontinued as soon as it can be predicted that they can engage with and profit from classroom literacy instruction without further individual tutoring. Rigorous discontinuing criteria are applied. In addition to strong performance on the *Observation Survey* (Clay, 1993a), discontinued children must demonstrate a self-extending system. They are expected to continue to learn on their own efforts and to demonstrate the ability to work well within their classroom settings.

In order to determine if Reading Recovery children continue to meet this goal at the end of grade one, they are compared to a random sample of their class peers who did not receive Reading Recovery services. The research design uses a random sample mean for literacy measures to create an average band of .5 standard deviations above and below the mean. If former Reading Recovery children fall within this range, it is assumed that they are within an average range of their classroom performance in reading and writing.

The annual evaluation design, then, includes an examination of performance on literacy measures as well as a comparison of this performance to the site random sample.

Research Questions

The following research questions guided the annual Reading Recovery evaluation at Poway.

Required

1. How many children were served and who was served in Reading Recovery?
2. What was the end-of-program status of children served by Reading Recovery? What percentage was successfully discontinued?
3. What was the progress of the Reading Recovery children on literacy measures?
4. What percentage of Reading Recovery children scored below, within, and above the site average band?
5. What were the gains from exit to year-end testing of first-round Reading Recovery children who were successfully discontinued?

Optional

6. Was there a change in the reading group placement of Reading Recovery children from beginning to end of the school year?
7. What percentage of Reading Recovery children were referred and placed in special education?
8. What percentage of Reading Recovery children were considered for retention and retained in first grade?
9. What informal responses to Reading Recovery did teachers, administrators, and parents make?

Sources of Data

Data for the annual Reading Recovery program evaluation were gathered from the following sources:

Reading Recovery Student Data Form

Parts 1 and 2 of the national student data form were used by Reading Recovery teachers to record student background information, scores on *An Observation Survey of Early Literacy Achievement* (Clay, 1993a) that serve as pretest and posttest literacy measures, and other year-end information on all Reading Recovery children, as well as Random Sample children.

Reading Recovery Teacher and Teacher Leader Data Form

This national data form provided background information on Reading Recovery teachers and teacher leaders (trained or in-training, years of experience in education and in Reading Recovery, number of assigned teaching slots, etc.). This form also yielded information about the schools that participated in Reading Recovery (locale, funding sources, number of years in Reading Recovery, level of coverage, etc.).

Reading Recovery Spring Questionnaires

Questionnaires were distributed by the teacher leader at the end of the school year to trained Reading Recovery teachers, in-training Reading Recovery teachers, administrators, classroom teachers, and parents of Reading Recovery children. Respondents were asked to provide ratings and informal written responses representing their

views of Reading Recovery. The site's Teacher Leader, Julie Zrna and the site's Teacher Leader in training, Ryan Stanley, analyzed the quantitative and qualitative responses to include in this report

Literacy Measures

The six tasks in Clay's (1993a) *An Observation of Early Literacy Achievement* were used as pretest and posttest measures. The Survey tasks have the qualities of sound assessment instruments with reliabilities and validities.

- 1. Text Reading**
 2. Scoring: text levels 00-02 = readiness; 3-8 = pre primer; 9-12 = primer; 14-16 = end of grade 1; 18-20 = grade 2; 22-24 = grade 3; 26-30 = grades 4-6.
 3. Purpose: to determine an appropriate level of text difficulty and to record, using a running record, what the child does when reading continuous text
 4. Task: to read texts representing a gradient of difficulty until the highest text level with 90% accuracy or better is determined with teacher recording text reading behaviors during the oral reading task; texts were drawn from established basal systems and have, over the years, proved to be a stable measure of reading performance.
- 5. Letter Identification**
 6. Scoring: maximum score = 54
 7. Purpose: to find out what letters the child knows and the preferred mode of identification
 8. Task: to identify upper and lower case letters and conventional print forms of 'a' and 'g'
- 9. Word Test**
 10. Scoring: maximum score = 20
 11. Purpose: to find out whether the child is building up a personal resource of reading vocabulary
 12. Task: to read a list of 20 high-frequency words
- 13. Concepts About Print**
 14. Scoring: maximum score = 24
 15. Purpose: to find out what the child has learned about the way spoken language is put into print
 16. Task: to perform a variety of tasks during book reading by the teacher
- 17. Writing Vocabulary**
 18. Scoring: count of words in a 10 minute time limit
 19. Purpose: to find out whether the child is building a personal resource of words that are known and that can be written in every detail
 20. Task: to write all known words in 10 minutes
- 21. Dictation (Hearing and Recording Sounds in Words)**
 22. Scoring: maximum score = 37
 23. Purpose: to assess phonemic awareness by determining how well the child represents the sounds of letters and clusters of letters in graphic form
 24. Task: to write a dictated sentence, with credit for every sound correctly represented

All six tasks of the *Observation Survey* were administered to Reading Recovery students in the fall (start of the school year) and/or at entry to the intervention. These scores serve as pretest measures in the evaluation design. The six tasks were also administered to Reading Recovery students upon discontinuing or exiting from the program. In the spring (end of school year), the six tasks were again administered to all students who received Reading Recovery services during the year. Spring scores served as the posttest measures in comparing the progress made by

Reading Recovery children in the various end-of-program status groups to each other, and to children in the random sample.

Random Sample children were not tested in the fall. They were given all six measures of the *Observation Survey* in the spring at the end of the school year in order to create an average band of performance for each of the Survey tasks. This average band was then used to compare scores of the Reading Recovery children to their classroom peers.

RESULTS: STUDENT OUTCOMES

Number and Description of Children Served

Research Question 1: How many children were served and who was served in Reading Recovery?

Reading Recovery Teachers served 326 children in Poway during the 2000-2001 school year. Table 1.1 describes Reading Recovery children as well as comparison children according to sex, lunch costs, and race/ethnicity. Table 1.2 provides further student information about native language and English fluency.

Table 1.1 Number And Description Of Reading Recovery And Comparison Group Children: Sex, Lunch Costs, And Race/Ethnicity

Description	Student Group			
	Reading Recovery		Random Sample	
	n	col %	n	col %
Sex				
Male	171	52%	43	46%
Female	155	48%	51	54%
TOTAL	326	100%	94	100%
Lunch Costs				
Free	22	7%	2	2%
Reduced	13	4%	1	1%
Regular	140	43%	63	67%
Info. Unavailable	151	46%	28	30%
TOTAL	326	100%	94	100%
Race/Ethnicity				
Asian	22	7%	13	14%
African American	24	7%	8	9%
Hispanic/Latino	75	23%	11	12%
Pacific Islander	8	2%	4	4%
White	196	60%	57	61%
Multiethnic	1	0%	1	1%
TOTAL	326	100%	94	100%
TOTAL GROUP	326	100%	94	100%

Note: Differences between total group n and variable totals represent missing data for that variable.

**Table 1.2 Number And Description Of Reading Recovery And Comparison Group Children:
Native Language And English Proficiency**

Description	Student Group			
	Reading Recovery		Random Sample	
	n	col %	n	col %
Native Language				
English	255	78%	80	85%
Spanish	45	14%	5	5%
Chinese	5	2%	1	1%
Other	21	6%	8	9%
TOTAL	326	100%	94	100%
English Proficiency of 2nd Language Learners				
FLUENT	34	48%	5	36%
LEP	37	52%	8	57%
NEP	0	0%	1	7%
TOTAL	71	100%	14	100%
TOTAL GROUP	326	100%	94	100%

Note: Differences between total group n and variable totals represent missing data for that variable.

End-of-Program Status and Percentage Discontinued

Research Question 2: What was the end-of-program status of children served by Reading Recovery? What percentage was successfully discontinued?

Reading Recovery accounts for all children served *even if served for only one day*. At the end of each child's series of lessons, a status category is assigned. The five status categories (described in detail in the section describing 'Study Participants') are as follows: (a) discontinued, (b) recommended action after a full program of 20 weeks, (c) incomplete program at year-end, (d) moved while being served, and (e) none of the above.

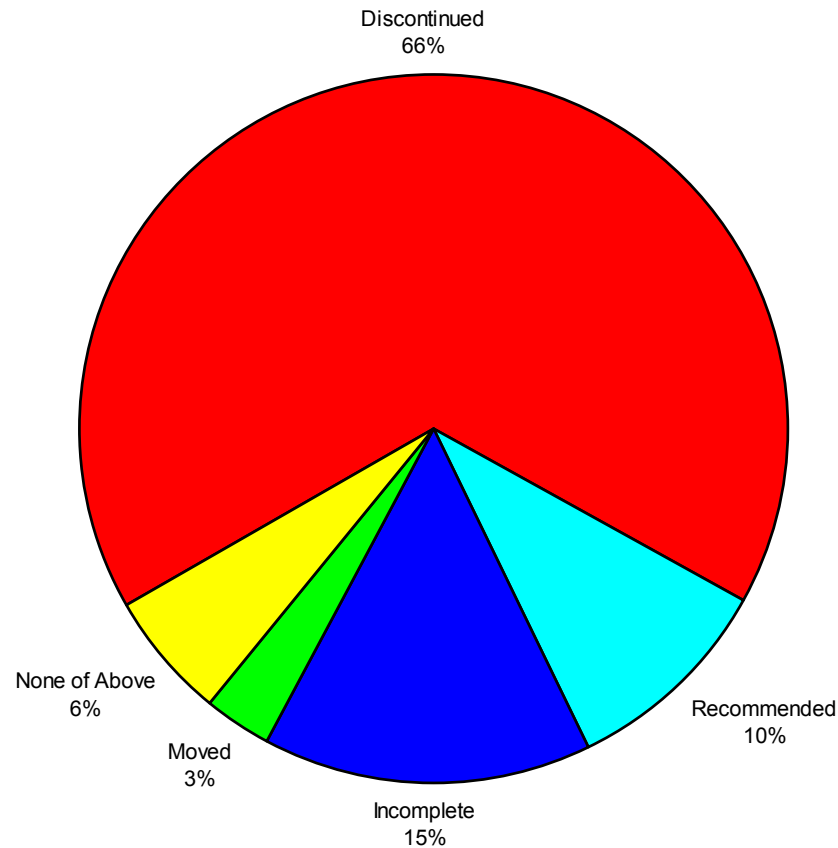
Table 2.1 provides numbers and percentages of children in each status category. A graphic display of percentages of the total number served in each status category is shown in Figure 2.1. Of all children who received even one day of Reading Recovery service, 66% were discontinued.

Table 2.1 End-Of-Program Status Of Reading Recovery Children By District

District	End-Of-Program Status										Total n
	Discontinued		Recommended		Incomplete		Moved		None of Above		
	n	row %	n	row %	n	row %	n	row %	n	row %	
Poway Unified	190	70%	24	9%	40	15%	8	3%	8	3%	270
Rancho Santa Fe	7	70%	2	20%	0	0%	0	0%	1	10%	10
Vista Unif	20	43%	6	13%	9	20%	1	2%	10	22%	46
TOTAL	217	66%	32	10%	49	15%	9	3%	19	6%	326

Note: Any differences between total n in this table and total group in Table 1.1 represent missing data (status).

Figure 2.1 End-Of-Program Status Of Reading Recovery Children



It is pleasing to note that of all the children who participated in the Reading Recovery program, even for one day, 66% of these children were discontinued, having reached grade level. The children in the 'recommended action' status are those children who, after having participated in a full 20 weeks of Reading Recovery did not attain average grade level. The Reading Recovery teacher then, in conjunction with the classroom teacher, recommended these children for further on-going support. Children who had 'incomplete' programs were those children who were not in the Reading Recovery program for sufficient time to allow them to reach average grade level. The status of 'none of the above' refers to children who were withdrawn from the Reading Recovery program, even though they had not reached grade level before they had received a full program of 20 weeks. This was usually because the children were making minimal progress and were tested and qualified for long term intervention, or because in the case of Bobier school, a year round school, the children were about to go 'off track'.

Children's programs that are cut short by mobility, insufficient time at the end of the school year, or by rare and extreme circumstances cannot be considered full instructional programs. Therefore, another way to interpret the data may be useful. The number of children who discontinued can also be examined as a percentage of the children who had an opportunity for a full program of 20 or more weeks. Table 2.2 shows that 86% of the children who had an opportunity for a full program were discontinued from Reading Recovery.

Table 2.2 Percentage Of Full-Program Reading Recovery Children Who Discontinued

District	Full-Program		
	Total	Discontinued	
	n	n	row %
Poway Unified	216	190	88%
Rancho Santa Fe	9	7	78%
Vista Unif	26	20	77%
Total	251	217	86%

Note: Full-Program is defined as any child who was either discontinued or received at least 20 weeks of instruction.

Because the factor of *time* in the intervention is critical to the efficiency of the implementation, the average length of children's programs was calculated. Table 2.3 shows the average number of weeks and sessions of Reading Recovery instruction received by children in each of the five status categories. The data show that the discontinued children averaged 17.3 weeks on the program, and the recommended children averaged 27.2 weeks. The high number of weeks in the program for recommended children signals a cause for concern, indicating that we need to be diligently working towards recommending these children for long term on-going intervention soon after they have received a full program of 20 weeks. This will provide access to the program for other at-risk students.

Table 2.3 Average Number Of Weeks And Sessions Of Reading Recovery Instruction

	End-Of-Program Status				
	Dis.	Rec.	Inc.	Mov.	N.o.A.
Weeks					
n	217	32	49	9	19
Mean	17.3	27.2	10.8	11.8	8.1
Median	18	29	11	9	7
Minimum	3	20	3	6	3
Maximum	36	35	35	30	16
Sessions					
n	217	32	49	9	19
Mean	65.6	104.3	42.2	41.6	28.7
Median	66	110.5	45	32	18
Minimum	11	66	1	22	9
Maximum	141	143	129	94	57
Mean Sessions Per Week	3.9	3.9	3.9	3.6	3.7

Note: Mean Sessions per week is the average number of sessions received per week of instruction for *each* Reading Recovery child.

Any differences in n between this table and total group in Table 1.1 represent cases with missing data (weeks or sessions).

Table 2.4 shows how many weeks children in each status category were served in Reading Recovery. As shown in this table, 70% of the discontinued children reached average grade level in 20 or fewer weeks. However this means that 30% of children took longer than the full program of 20 weeks, which is a concern. It must be recognized that 20 weeks is not necessarily the end point of a student's program but rather a time for further review and a time to make decisions about how to proceed in the student's best interest. The table also indicates that 78% (25 children) in the recommended category remained in the program for more than 20 weeks. We need to work hard to assist teachers to discontinue their children earlier, or recommend further action earlier, in order to deliver the program to as many students as possible, to reach maximum program effectiveness.

Table 2.4 End-Of-Program Status By Weeks In Program

Weeks	End-Of-Program Status										Total	
	Discontinued		Recommended		Incomplete		Moved		None of Above			
	n	col %	n	col %	n	col %	n	col %	n	col %	n	col %
1-4	4	2%	0	0%	4	8%	0	0%	9	47%	17	5%
5-9	34	16%	0	0%	15	31%	5	56%	2	11%	56	17%
10-14	48	22%	0	0%	23	47%	3	33%	4	21%	78	24%
15-19	54	25%	0	0%	6	12%	0	0%	4	21%	64	20%
20	11	5%	7	22%	0	0%	0	0%	0	0%	18	6%
21	7	3%	1	3%	0	0%	0	0%	0	0%	8	3%
22	11	5%	2	6%	0	0%	0	0%	0	0%	13	4%
23	10	5%	2	6%	0	0%	0	0%	0	0%	12	4%
24	1	1%	2	6%	0	0%	0	0%	0	0%	3	1%
25-29	18	8%	3	9%	0	0%	0	0%	0	0%	21	6%
30-34	14	7%	12	38%	0	0%	1	11%	0	0%	27	8%
35-39	5	2%	3	9%	1	2%	0	0%	0	0%	9	3%
> 39	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
TOTAL	217	100%	32	100%	49	100%	9	100%	19	100%	326	100%

Note: Any differences in n between this table and total group in Table 1.1 represent missing data (weeks).

Each year, the number of children who have incomplete programs because the school year ends before they have time to finish their programs is troubling. This year 49 children were in that category. The average time in the program for these children was 10.8 weeks. This highlights the need for teachers to be working towards having first round children discontinuing earlier, or recommending further action for further long term support earlier to allow for more time for second round children to have in the program. This would allow these children the opportunity to have a full program and reach grade level before the end of the year. In Poway, there were no plans for the completion of these programs when school ended for 73% of the children. As shown in table 2.5, 23% of the children with incomplete programs continued Reading Recovery service in the summer and 3% will be continued in the fall.

Table 2.5 Plan For Children With Incomplete Programs At Year-End

Plan	Incomplete	
	n	col %
RR will be continued in summer	7	23%
RR will be continued in fall	1	3%
Will not be served in RR program	22	73%
TOTAL	30	100%

Progress on Literacy Measures

Research Question 3: What was the progress of the Reading Recovery children on literacy measures?

The *Observation Survey* is divided into two parts. Part One is the test of text reading. Fall scores and year-end scores were used to examine progress on text reading for three Reading Recovery status categories (children in 'moved' and 'none of the above' categories were either unavailable for year-end testing or numbers were too small). Random sample children were not tested in the fall.

Table 3.1 shows the progress of Reading Recovery children and random sample children on text reading. Mean scores and median scores are displayed; mean scores represent the average performance of the group and median scores indicate the point at which 50% of the scores were higher and 50% were lower. A graphic display of the progress made on text reading by all groups is shown in Figure 3.1.

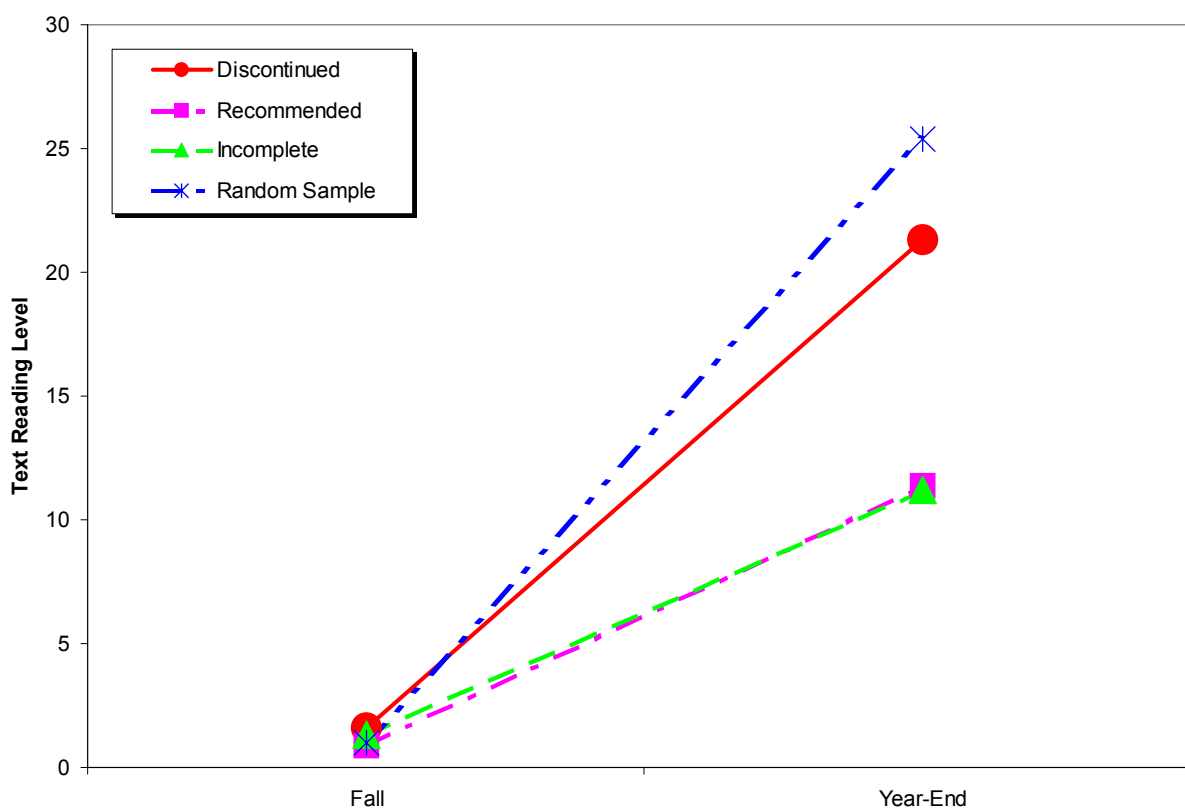
Table 3.1 Progress Of Reading Recovery And Comparison Group Children On Text Reading Level From Fall To Year-End

End-Of-Program Status ^a / Student Group	Text Reading Level								Gain ^b	
	Fall				Year-End				n	mean
	n	median	mean	SD	n	median	mean	SD		
Discontinued	152	1.5	1.6	1.3	212	22	21.3	3.8	147	20.3
Recommended	32	1	0.9	0.9	31	10	11.4	4.1	31	10.5
Incomplete	8	1.5	1.3	1	48	12	11.2	3.7	7	11
Random Sample	3	1	1	1	81	26	25.4	5.5	2	20

Note: The Random Sample Site Average Band for Text Reading Level is 22.6 - 28.1.

- Analysis of progress made by Reading Recovery children excludes those who were in the 'none of above' category and those who 'moved while being served' before their program status could be determined.
- Mean gain is based only on children with both fall and year-end scores.

Figure 3.1 Progress Of Reading Recovery And Comparison Group Children On Text Reading Level From Fall To Year-End



Data in Table 3.1 represent average group performance. It is also important to study the performance of individual children. Therefore, the percentage of individual children who scored at each text reading level at the end of the year was determined. Table 3.2 shows the text levels read successfully by children in Poway at the end of grade one.

It is very pleasing to note, in Table 3.2, that 97% of the discontinued students were reading at or above grade level standard (Levels 16-18), at the end of the school year. This compares favorably with the random sample group of students, of whom 96% were reading at or above grade level standard.

While the Recommended group of children did not reach grade level standard at the end of the year, they nevertheless made significant gains, on average, progressing from level 1 at the beginning of the year to level 11 at the end of the year.

Children with incomplete programs also, on average, reached level 11 at the end of the year. We need to strive towards ensuring that these children receive adequate time in the program, to enable them to reach grade level standard.

Table 3.2 Percentage Scoring At Each Text Reading Level At Year-End

Text Reading Level	End-Of-Program Status ^a						Student Group			
	Discontinued		Recommended		Incomplete		Full-Program ^b		Random Sample	
	n	col %	n	col %	n	col %	n	col %	n	col %
00-02 (Readiness)	0	0%	0	0%	2	4%	0	0%	0	0%
03-08 (PP 1-3)	0	0%	7	23%	10	21%	7	3%	2	2%
09 (Grade 1-1)	0	0%	0	0%	4	8%	0	0%	0	0%
10 (Grade 1-1)	0	0%	9	29%	4	8%	9	4%	0	0%
12 (Grade 1-1)	5	2%	5	16%	8	17%	10	4%	0	0%
14 (Grade 1-2)	2	1%	2	6%	14	29%	4	2%	2	2%
16 (Grade 1-2)	10	5%	5	16%	6	13%	15	6%	1	1%
18 (Grade 2-1)	50	24%	3	10%	0	0%	53	22%	6	7%
20 (Grade 2-2)	39	18%	0	0%	0	0%	39	16%	2	2%
22 (Grade 3-1)	30	14%	0	0%	0	0%	30	12%	8	10%
24 (Grade 3-2)	51	24%	0	0%	0	0%	51	21%	9	11%
26-30 (Grades 4-6)	25	12%	0	0%	0	0%	25	10%	51	63%
TOTAL	212	100%	31	100%	48	100%	243	100%	81	100%

Note: The Random Sample Site Average Band for Text Reading Level is 22.6 - 28.1.

Any differences between total n in this table and total group in Table 1.1 represent missing data (Status or TRL).

- Analysis of progress made by Reading Recovery children excludes those who were in the 'none of above' category and those who 'moved while being served' before their program status could be determined.
- Full-Program is defined as any Reading Recovery child who was discontinued *or* received at least 20 weeks of instruction.

Scores on all six tasks of the *Observation Survey* are shown in Tables 3.3a through 3.3f for groups tested at specific points in time across the academic year.

At the end of the year, the average scores of the discontinued students were close to the random sample students on Letter Identification, Concepts About Print, Ohio Word Test, Writing Vocabulary and Dictation. The only task in which there was a significant difference was on the reading text level. Here the random sample students were reading text level 25, while the discontinued students were reading text level 21. Although this is lower than the level of the random sample students, it is important to remember that it is still well above the grade level standard of level 16-18 at year end.

Table 3.3a Progress On Text Reading Level

End-Of-Program Status ^a / Student Group	Text Reading Level												Gain ^b	
	Fall			Entry			Exit			Year-End			n	mean
	n	mean	SD	n	mean	SD	n	mean	SD	n	mean	SD		
Discontinued	152	1.6	1.3	217	3.8	3.9	217	17.8	3	212	21.3	3.8	147	20.3
Recommended	32	0.9	0.9	32	0.9	0.9	32	9.7	4.2	31	11.4	4.1	31	10.5
Incomplete	8	1.3	1	49	4.4	2.8				48	11.2	3.7	7	11
Random Sample	3	1	1							81	25.4	5.5	2	20

Note: The Random Sample Site Average Band for Text Reading Level is 22.6 - 28.1.

- Analysis of progress made by Reading Recovery children excludes those who were in the 'none of above' category and those who 'moved while being served' before their program status could be determined.
- Mean gain is based only on children with both fall and year-end Text Reading Level scores.

Table 3.3b Progress On Letter Identification

End-Of-Program Status ^a / Student Group	Letter Identification												Gain ^b	
	Fall			Entry			Exit			Year-End			n	mean
	n	mean	SD	n	mean	SD	n	mean	SD	n	mean	SD		
Discontinued	152	48.8	4.8	217	50.2	4.1	217	53.3	2.2	212	53.4	2.2	147	4.3
Recommended	32	44.1	8.2	32	44.1	8.2	32	52.3	1.7	31	52.6	1.5	31	8.5
Incomplete	8	45.4	11.6	49	51	2.9				48	53	1.3	7	9.1
Random Sample	3	52.3	1.2							81	53.5	0.8	2	0

Note: The Random Sample Site Average Band for Letter Identification is 53.1 - 53.9.

- Analysis of progress made by Reading Recovery children excludes those who were in the 'none of above' category and those who 'moved while being served' before their program status could be determined.
- Mean gain is based only on children with both fall and year-end Letter Identification scores.

Table 3.3c Progress On Ohio Word Test

End-Of-Program Status ^a / Student Group	Ohio Word Test												Gain ^b	
	Fall			Entry			Exit			Year-End			n	mean
	n	mean	SD	n	mean	SD	n	mean	SD	n	mean	SD		
Discontinued	152	2.9	2.7	217	6.5	5.9	217	18.6	1.5	212	19.3	1.1	147	16.4
Recommended	32	1.7	2.3	32	1.7	2.3	32	14.3	4.7	31	16	3.9	31	14.3
Incomplete	8	2.8	3.3	49	8.5	5.1				48	17	3.1	7	15.1
Random Sample	3	2.7	1.2							81	19.4	2	2	17.5

Note: The Random Sample Site Average Band for Ohio Word Test is 18.4 - 20.4.

- Analysis of progress made by Reading Recovery children excludes those who were in the 'none of above' category and those who 'moved while being served' before their program status could be determined.
- Mean gain is based only on children with both fall and year-end Ohio Word Test scores.

Table 3.3d Progress On Concepts About Print

End-Of-Program Status ^a / Student Group	Concepts About Print											Gain ^b		
	Fall			Entry			Exit			Year-End			n	mean
	n	mean	SD	n	mean	SD	n	mean	SD	n	mean	SD		
Discontinued	152	13.2	2.9	217	14.7	3.5	217	20.8	2.2	212	21.4	1.9	147	8.3
Recommended	32	11.3	2.9	32	11.3	2.9	32	17.7	2.6	31	18.5	2	31	7.1
Incomplete	8	13.3	1.7	49	15.7	2.8				48	19	2.3	7	6.1
Random Sample	3	12	5.3							81	21.9	2.1	2	8.5

Note: The Random Sample Site Average Band for Concepts About Print is 20.9 - 22.9.

- Analysis of progress made by Reading Recovery children excludes those who were in the 'none of above' category and those who 'moved while being served' before their program status could be determined.
- Mean gain is based only on children with both fall and year-end Concepts About Print scores.

Table 3.3e Progress On Writing Vocabulary

End-Of-Program Status ^a / Student Group	Writing Vocabulary											Gain ^b		
	Fall			Entry			Exit			Year-End			n	mean
	n	mean	SD	n	mean	SD	n	mean	SD	n	mean	SD		
Discontinued	152	12.1	6.9	217	22.6	16.8	216	58.3	14.6	212	63.8	16	147	51.8
Recommended	32	8.2	6.4	32	8.2	6.4	32	44	15.2	31	48.9	14	31	40.5
Incomplete	8	11	7.1	49	31	14.6				48	53.9	15.3	7	50.3
Random Sample	3	11.3	4.2							81	64.9	21.4	2	54

Note: The Random Sample Site Average Band for Writing Vocabulary is 54.2 - 75.6.

- Analysis of progress made by Reading Recovery children excludes those who were in the 'none of above' category and those who 'moved while being served' before their program status could be determined.
- Mean gain is based only on children with both fall and year-end Writing Vocabulary scores.

Table 3.3f Progress On Dictation

End-Of-Program Status ^a / Student Group	Dictation											Gain ^b		
	Fall			Entry			Exit			Year-End			n	mean
	n	mean	SD	n	mean	SD	n	mean	SD	n	mean	SD		
Discontinued	152	17.4	8.7	217	23.1	10.7	216	36.2	1.1	211	36.3	1.1	146	18.9
Recommended	32	12.8	8.3	32	12.8	8.3	32	33.6	3.5	31	33.9	3.1	31	21.1
Incomplete	8	20.4	7.6	49	29.3	6.8				48	34.4	3.2	7	14.6
Random Sample	3	17.7	8.1							81	36.3	2.1	2	24

Note: The Random Sample Site Average Band for Dictation is 35.3 - 37.4.

- Analysis of progress made by Reading Recovery children excludes those who were in the 'none of above' category and those who 'moved while being served' before their program status could be determined.
- Mean gain is based only on children with both fall and year-end Dictation scores.

Average Band Performance

Research Question 4: What percentage of the Reading Recovery children scored below, within, and above the site average band?

End-of-year scores on all six tasks of Clay's *Observation Survey* for all Reading Recovery children were compared to a site average band. The average band was determined first by calculating the mean scores of the random sample children for each measure. The average band was then calculated to be .5 standard deviations above and below the random sample mean.

Table 4.1 shows the number and percentage of Reading Recovery and comparison group children who scored below, within, and above the site average band on text reading at the end of the year. As shown, 36% of the discontinued children scored within or above the band. The average reading band for the Poway site 22.6 (Grade 3 level) – 28.1 (Grade 4-6 level) is very high. Classroom teachers have been able to be much more effective with their classroom programs when the at-risk students have been served by the Reading Recovery teachers. This has assisted in raising the average band of text reading level for this site.

Table 4.1 Percentage Who Scored Below, Within, Or Above Site Average Band On Text Reading Level At Year-End

End-Of-Program Status ^a / Student Group	Text Reading Level Performance					
	Below		Within		Above	
	n	row %	n	row %	n	row %
Discontinued	136	64%	65	31%	11	5%
Recommended	31	100%	0	0%	0	0%
Incomplete	48	100%	0	0%	0	0%
Random Sample	21	26%	29	36%	31	38%

Note: The Random Sample Site Average Band for Text Reading Level is 22.6 - 28.1.

- a. Excludes those who were in the 'none of above' category and those who 'moved while being served'.

The following figure, Figure 4.1, shows the percentage of discontinued students who scored within or above the Site Average band at year end. It should be noted that while the comparison group is marked as a random sample, in actual fact it is an inflated sub-group of students, as the most at risk students (ie the Reading Recovery students) have been removed from the sample.

An issue to be faced is that because such large percentage of Poway Reading Recovery Site students read at high levels, the average band exceeds the grade level standard, which is Level 16-18 at the end of first grade. If we look at Reading Recovery students in terms of grade level standard, it is extremely pleasing to note that 97% of discontinued students are reading at or above this standard.

Figure 4.1 Percentage Who Scored Within Or Above Site Average Band On Text Reading Level At Year-End

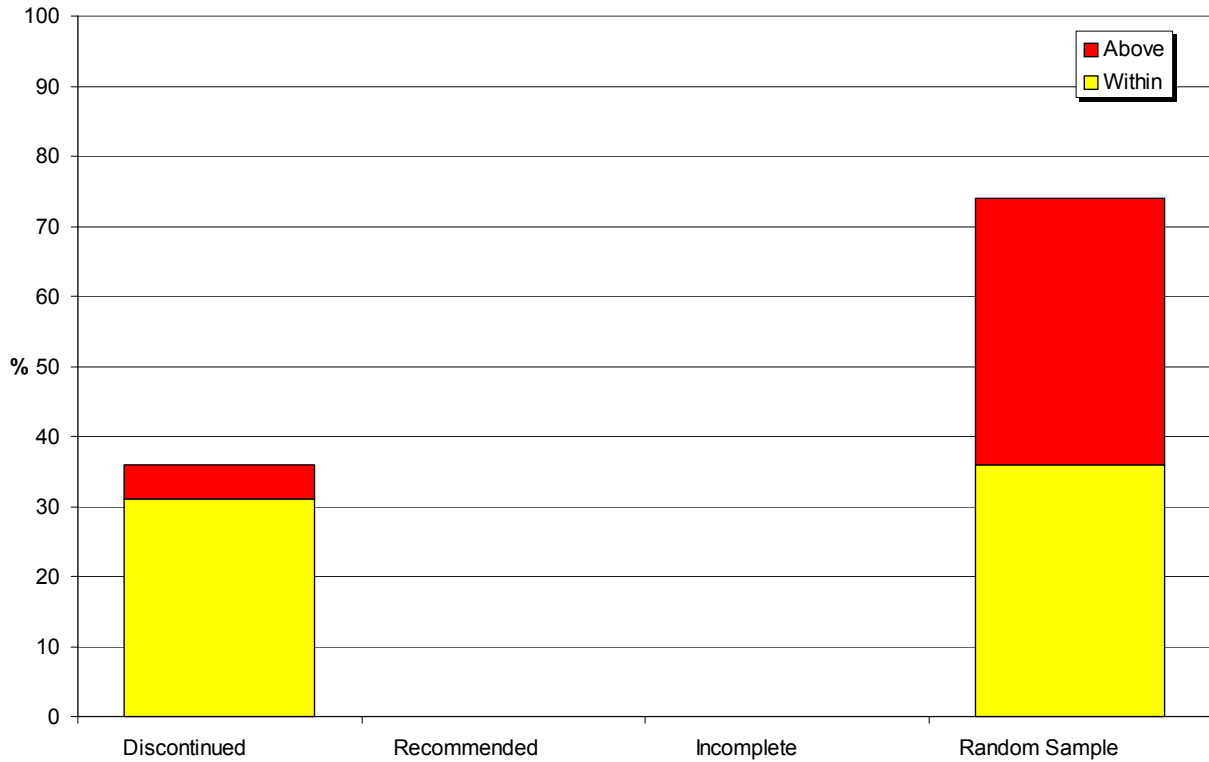


Table S16 Percentage Who Scored Within Or Above Site Average Band On Text Reading Level At Year-End By District

District	End-Of-Program Status						Student Group	
	Discontinued		Recommended		Incomplete		Random Sample	
	n	col %	n	col %	n	col %	n	col %
Poway Unified	69	37%	0	0%	0	0%	59	76%
Rancho Santa Fe	2	29%	0	0%	0	0%	0	0%
Vista Unif	5	25%	0	0%	0	0%	1	33%
TOTAL	76	36%	0	0%	0	0%	60	74%

Note: The Random Sample Site Average Band for Text Reading Level is 22.6 - 28.1.

Tables 4.2a through 4.2e show the results for the remaining five *Observation Survey* tasks. For all five tasks comprising Part Two of the Survey, most discontinued Reading Recovery children were either well within or above the average band performance of their peers on most tasks.

Table 4.2a Percentage Who Scored Below Or Within/Above Site Average Band On Letter Identification At Year-End

End-Of-Program Status ^a / Student Group	Letter Identification Performance			
	Below		Within/Above	
	n	row %	n	row %
Discontinued	70	33%	142	67%
Recommended	21	68%	10	32%
Incomplete	24	50%	24	50%
Random Sample	29	36%	52	64%

Note: The Random Sample Site Average Band for Letter Identification is 53.1 - 53.9.

- a. Excludes those who were in the 'none of above' category and those who 'moved while being served'.

Table 4.2b Percentage Who Scored Below Or Within/Above Site Average Band On Ohio Word Test At Year-End

End-Of-Program Status ^a / Student Group	Ohio Word Test Performance			
	Below		Within/Above	
	n	row %	n	row %
Discontinued	39	18%	173	82%
Recommended	23	74%	8	26%
Incomplete	32	67%	16	33%
Random Sample	7	9%	74	91%

Note: The Random Sample Site Average Band for Ohio Word Test is 18.4 - 20.4.

- a. Excludes those who were in the 'none of above' category and those who 'moved while being served'.

Table 4.2c Percentage Who Scored Below Or Within/Above Site Average Band On Concepts About Print At Year-End

End-Of-Program Status ^a / Student Group	Concepts About Print Performance			
	Below		Within/Above	
	n	row %	n	row %
Discontinued	64	30%	148	70%
Recommended	24	77%	7	23%
Incomplete	34	71%	14	29%
Random Sample	18	22%	63	78%

Note: The Random Sample Site Average Band for Concepts About Print is 20.9 - 22.9.

- a. Excludes those who were in the 'none of above' category and those who 'moved while being served'.

Table 4.2d Percentage Who Scored Below Or Within/Above Site Average Band On Writing Vocabulary At Year-End

End-Of-Program Status ^a / Student Group	Writing Vocabulary Performance			
	Below		Within/Above	
	n	row %	n	row %
Discontinued	62	29%	150	71%
Recommended	21	68%	10	32%
Incomplete	25	52%	23	48%
Random Sample	26	32%	55	68%

Note: The Random Sample Site Average Band for Writing Vocabulary is 54.2 - 75.6.

- a. Excludes those who were in the 'none of above' category and those who 'moved while being served'.

Table 4.2e Percentage Who Scored Below Or Within/Above Site Average Band On Dictation At Year-End

End-Of-Program Status ^a / Student Group	Dictation Performance			
	Below		Within/Above	
	n	row %	n	row %
Discontinued	37	18%	174	82%
Recommended	20	65%	11	35%
Incomplete	30	63%	18	38%
Random Sample	7	9%	74	91%

Note: The Random Sample Site Average Band for Dictation is 35.3 - 37.4.

- a. Excludes those who were in the 'none of above' category and those who 'moved while being served'.

Subsequent Gains

Research Question 5: What were the gains from exit to year-end testing of first-round Reading Recovery children who were successfully discontinued?

The response to this research question represents the first follow-up study of this year's Reading Recovery children. This short-term follow-up study explores the gains of children who discontinued during the first-round of Reading Recovery, from the time of their exit from service to the end of the first-grade year.

An important question to ask about interventions is whether or not upward progress continues after the intervention has ended. After being discontinued from Reading Recovery services, children receive no further supplementary help but are expected to continue to make progress with good classroom instruction. In order to determine children's progress after the intervention ends, scores of all first-round children who discontinued were examined.

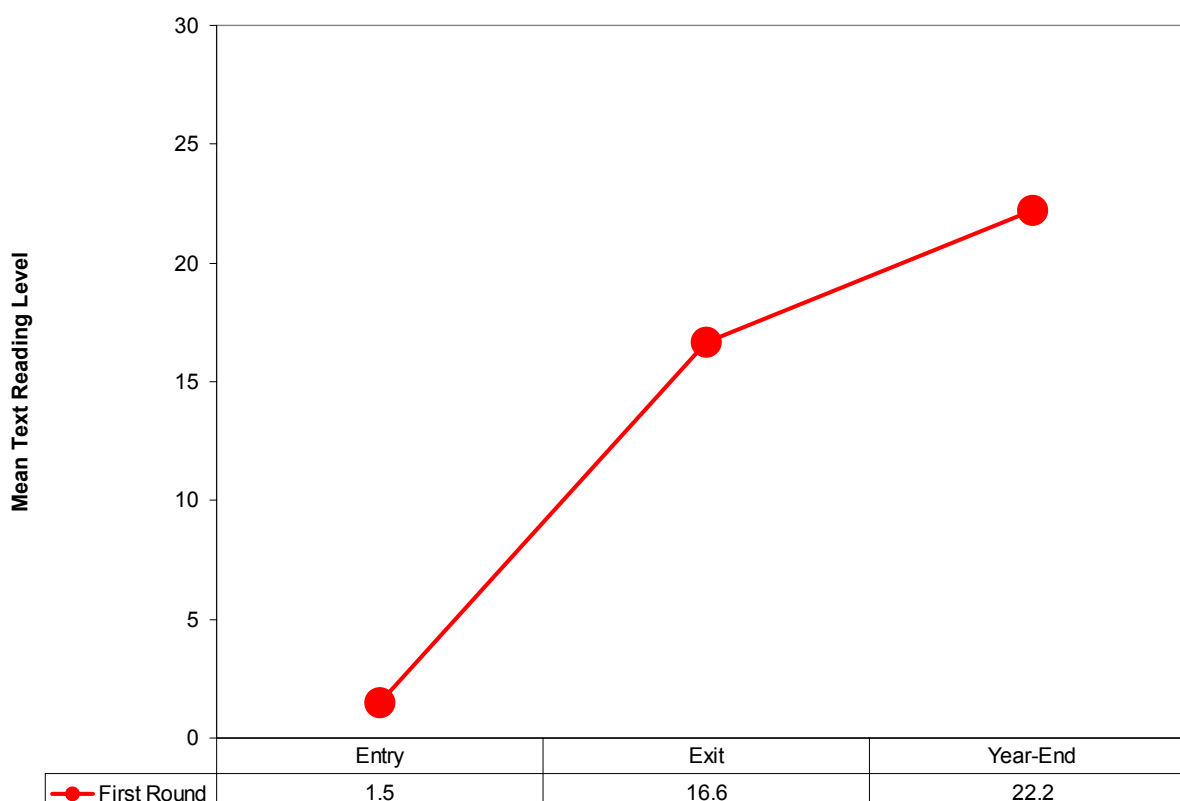
All six literacy tasks were administered to Reading Recovery children at the beginning of the year and/or upon entry into the program, at the time of exiting the program, and at the end of the year. Progress of first-round discontinued children across three testing intervals is reported on all six literacy measures in Table 5.1, showing dramatic increases during the intervention. Year-end scores on text reading and writing vocabulary showed continued growth after the intervention had stopped, providing evidence of a self-extending system. Ceiling effects are likely to have influenced the other four tasks, with maximum scores approached or met by most children already upon exit from the intervention. Specific attention is given to progress in text reading in Figure 5.1.

Table 5.1 Progress On Literacy Measures Of First-Round^a Successfully Discontinued Reading Recovery Children

Observation Survey Task	Observation Survey Administration								
	Entry			Exit			Year-End		
	n	mean	SD	n	mean	SD	n	mean	SD
Letter ID	130	48.8	4.5	130	53.1	2.7	125	53.2	2.8
Ohio Word Test	130	2.8	2.8	130	18.3	1.6	125	19.4	1.1
Concepts About Print	130	13.1	2.9	130	20.5	2.4	125	21.6	1.8
Writing Vocabulary	130	11.9	7	129	55.8	14.5	125	64	16.1
Dictation	130	16.8	8.6	130	36.1	1.2	125	36.3	1.1
Text Reading	130	1.5	1.3	130	16.6	2.4	125	22.2	4

a. First-Round status was designated by Teachers.

Figure 5.1 Progress On Text Reading Level Of First-Round Successfully Discontinued Reading Recovery Children



First-round children in Poway who met the stringent criteria for discontinuing from Reading Recovery services appear to have developed a self-extending system as evidenced by their progress in text reading in Figure 5.1. These children continued to make noticeable progress after the intervention ended, progressing from text level 16.6 at discontinuing to text level 22.2 at the end of the school year.

Again, time is an important factor in evaluating the efficiency of Reading Recovery. Table 5.2 shows the average number of weeks and sessions for first-round discontinued Reading Recovery children. These children discontinued in an average of 22 weeks and an average of 81 sessions.

It is a cause for concern that first round students were in Reading Recovery for longer than 20 weeks. Teachers need to continue to work diligently to discontinue first-round students as rapidly as possible in order to ensure second-round students will have sufficient time in the program.

Table 5.2 Average Weeks And Sessions Of First-Round Successfully Discontinued Reading Recovery Children

Weeks	
n	130
Mean	21.6
Median	20.5
Minimum	10
Maximum	36
Sessions	
n	130
Mean	80.7
Median	78.5
Minimum	39
Maximum	141
Average Sessions Per Week	3.7

Note: Mean Sessions per Week is the average number of sessions received per week of instruction for *each* child. First-Round status was designated by Teachers.

The teachers averaged 4 sessions per week for the discontinued group of students. While the teachers understand the importance of daily lessons in the Reading Recovery program and work diligently to teach 5 sessions per week, this was impossible for them to achieve. If we are to see the accelerated gains required by the Reading Recovery program, daily lessons are essential.

Reading Group Placement

Research Question 6: Was there a change in the reading group placement of Reading Recovery children from beginning to end of the school year?

Classroom teachers of all Reading Recovery children and all comparison children were asked to describe each child's reading group placement at the beginning of the year and again at the end of the year. Table 6.1 shows how group placement changed for discontinued children and random sample children. As the data show, 96% of the discontinued Reading Recovery children started the school year in the low reading group in their classrooms. Yet, by the end of first grade, 9% were in the high reading group and 34% were in the upper-middle group in their classrooms. Only 13% of the discontinued Reading Recovery children were still placed in the low classroom reading group at the end of grade one. This change in reading group is especially impressive when considering how high the average band for the Poway site is (Grade 3 – Grade 6). Whereas 96% of these students were in the low reading group at the beginning of the year, only 13% were still placed in the low reading group of their classroom at the end of Grade 1.

Table 6.1 Change In Classroom Reading Group Placement From Fall To Year-End For Discontinued And Comparison Group Children

End-Of-Program Status/ Student Group	Reading Group Placement								Total n
	Low		Lower-Mid		Upper-Mid		High		
	n	row %	n	row %	n	row %	n	row %	
Discontinued									
Fall Reading Group	146	96%	6	4%	0	0%	0	0%	152
Year-End Reading Group	28	13%	84	40%	73	34%	20	9%	212
Random Sample									
Fall Reading Group	2	67%	1	33%	0	0%	0	0%	3
Year-End Reading Group	4	5%	11	14%	16	20%	50	62%	81

Note: Differences between totals in this table and total group in Table 1.1 are due to missing data (Reading Group Placement, Reading Group or Status).

Table S17 Change In Classroom Reading Group Placement From Fall To Year-End For Reading Recovery Children Who Were Recommended Or Had Incomplete Programs

End-Of-Program Status	Reading Group Placement								Total n
	Low		Lower-Mid		Upper-Mid		High		
	n	row %	n	row %	n	row %	n	row %	
Recommended									
Fall Reading Group	31	97%	1	3%	0	0%	0	0%	32
Year-End Reading Group	24	77%	6	19%	0	0%	1	3%	31
Incomplete									
Fall Reading Group	7	88%	1	13%	0	0%	0	0%	8
Year-End Reading Group	33	69%	10	21%	5	10%	0	0%	48

Note: Data for 'discontinued', random sample, and other comparison group children are listed in Table 6.1.

Impact on Special Education

Research Question 7: What percentage of Reading Recovery children were referred to and placed in special education?

An issue related to cost benefits of Reading Recovery is the potential reduction of referrals and placements in special education programs. Therefore, information was collected about referral and placement in special education for all study participants. Table 7.1 shows how many children were referred, the status of the referral, and the overall rate of placement into special education. In addition to three Reading Recovery status categories (discontinued, recommended, and incomplete program), totals are shown for all children who had the opportunity for a full Reading Recovery program of 20 weeks.

Table 7.1 Number And Percentage Of Reading Recovery And Comparison Group Children Referred And Placed In Special Education By End-Of-Program Status

	End-Of-Program Status ^a				Student Group					
	Discontinued		Recommended		Incomplete Programs ^b		Full-Program ^c		Random Sample	
	n	col %	n	col %	n	col %	n	col %	n	col %
Not Referred:										
Total	206	95%	16	50%	60	91%	222	90%	94	100%
Referred, Not Placed:										
Total	1	0%	3	9%	1	2%	4	2%	0	0%
Referred and Placed: (Why)										
LD: Reading	1	0%	3	9%	1	2%	4	2%	0	0%
LD: Other	0	0%	1	3%	0	0%	1	0%	0	0%
Speech and Language	3	1%	3	9%	0	0%	6	2%	0	0%
Other	1	0%	0	0%	0	0%	1	0%	0	0%
Total	5	2%	7	22%	1	2%	12	5%	0	0%
Referred, Awaits Screening:										
Total	4	2%	6	19%	4	6%	10	4%	0	0%
TOTAL GROUP	216	100%	32	100%	66	100%	248	100%	94	100%

- Excludes children who moved while being served
- Incomplete Programs = children with 'incomplete program at year-end' plus those in the 'none of the above' category.
- Full-Program = children who were successfully discontinued plus those 'recommended' after twenty or more weeks of instruction.

As shown in Table 7.1, only 10% of the Reading Recovery children who had an opportunity for a full program (discontinued plus recommended) were referred for special education service. Of these 26 children referred in the site, 12 were placed and 10 await screening. Only 4 students were placed in LD Reading out of the 248 students who had a full program. It is pleasing to note that only 1 of these 4 students was from the 'discontinued' status category. Higher percentages of referred children were generally from the recommended or incomplete program status, although even those numbers were smaller than expected. These findings support the need for Reading Recovery to serve as a pre-referral program.

Also interesting to note is the fact that 95% of the discontinued students were not referred for special education. Again, this is impressive especially when considering that all of these students began the school year as the lowest performing students in their classrooms.

Data were also collected to explore classifications under which children were or will be placed in special education. As shown in Table 7.1, classroom teachers did not refer 16 of the 32 students recommended by the Reading Recovery teacher for further testing, indicating the classroom teachers were satisfied with the progress made by these students. Of the 16 students referred, 3 were not placed, 6 await screening and 7 were referred and placed in special education.

Table S18 Number Of Reading Recovery And Comparison Group Children Who Received Special Education Service During the Year

	End-Of-Program Status										Student Group	
	Discontinued		Recommended		Incomplete		Moved		None of Above		Random Sample	
	n	col %	n	col %	n	col %	n	col %	n	col %	n	col %
Received Special Education Services												
No	207	95%	24	75%	49	100%	9	100%	18	95%	93	99%
Yes	10	5%	8	25%	0	0%	0	0%	1	5%	1	1%
Primary Service												
Res. Room	2	20%	5	63%	0	0%	0	0%	1	100%	1	100%
Consultant Sp. Ed.	1	10%	0	0%	0	0%	0	0%	0	0%	0	0%
S & L Specialist	7	70%	3	38%	0	0%	0	0%	0	0%	0	0%
When Initiated?												
Before RR	7	70%	1	13%	0	0%	0	0%	0	0%		
During RR	3	30%	6	75%	0	0%	0	0%	1	100%		
After RR	0	0%	1	13%	0	0%	0	0%	0	0%		
Where?												
Pull-Out	9	90%	8	100%	0	0%	0	0%	1	100%	1	100%
In-Class	1	10%	0	0%	0	0%	0	0%	0	0%	0	0%
Times/Week												
1 Day/Week	2	20%	0	0%	0	0%	0	0%	0	0%	0	0%
2 Day/Week	5	50%	3	38%	0	0%	0	0%	0	0%	0	0%
3 Day/Week	1	10%	3	38%	0	0%	0	0%	0	0%	0	0%
5 Day/Week	1	10%	2	25%	0	0%	0	0%	1	100%	1	100%
As Needed	1	10%	0	0%	0	0%	0	0%	0	0%	0	0%

Note: Any differences in n between this table and total group in Table 1.1 represent cases with missing data (special education referral or placement or status).

Impact on Retention in Grade

Research Question 8: What percentage of Reading Recovery children were considered for retention and retained in first grade?

Another factor related to cost benefits is the influence of an intervention on retention in grade level. Therefore, data were collected about children who were considered for retention and retained in grade one. Table 8.1 shows the status of grade retention for three categories of Reading Recovery children and the random sample. Note that only 10 of the children who had a full Reading Recovery program, whether they discontinued or not, were actually retained in grade one. Of these 10 students, 9 were retained for reasons other than reading difficulties. This figure represents tremendous savings to the districts and state.

Table 8.1 Number And Percentage Of Reading Recovery And Comparison Group Children Considered For Retention

	End-Of-Program Status ^a				Student Group					
	Discontinued		Recommended		Incomplete Programs ^b		Full-Program ^c		Random Sample	
	n	col %	n	col %	n	col %	n	col %	n	col %
Not Considered:										
Policy Allows Retentions	102	84%	11	42%	30	63%	113	77%	30	100%
Policy Does Not Allow Retentions	1	1%	2	8%	2	4%	3	2%	0	0%
Total	103	85%	13	50%	32	67%	116	79%	30	100%
Considered, Not Retained:										
Adequate Progress	9	7%	2	8%	2	4%	11	7%	0	0%
Other	3	2%	5	19%	4	8%	8	5%	0	0%
Total	12	10%	7	27%	6	13%	19	13%	0	0%
Considered, Retained:										
Reading Difficulties	0	0%	1	4%	1	2%	1	1%	0	0%
Other	5	4%	4	15%	6	13%	9	6%	0	0%
Total	5	4%	5	19%	7	15%	10	7%	0	0%
Decision Pending:										
Total	1	1%	1	4%	3	6%	2	1%	0	0%
TOTAL GROUP	121	100%	26	100%	48	100%	147	100%	30	100%

- Excludes Reading Recovery Children who moved while being served
- Incomplete Programs = Reading Recovery Children with 'incomplete program at year-end' plus those in the 'none of the above category'.
- Full-Program = Reading Recovery children who were successfully discontinued plus those 'recommended' after twenty or more weeks of instruction.

Data were also collected to study reasons why children who were considered for retention were or were not retained. As shown in Table 8.1, of the 5 discontinued children who were retained, all 5 were retained for reasons other than reading performance. The fact that not one student who discontinued from Reading Recovery was retained for reading difficulties supports the rigorous criteria for the discontinued status category.

Informal Responses

Research Question 9: What informal responses to Reading Recovery did teachers, administrators, and parents make?

Questionnaires were collected from each of the following groups: administrators, parents, classroom teachers, Reading Recovery teachers-in-training, Reading Recovery trained teachers and the children who participated in the program. Responses to the questionnaires revealed positive perceptions by all stakeholders.

TEACHERS IN TRAINING RESPONSES

Teachers in training were asked to respond to a number of questions at the end of the year. Of the 7 teachers who responded to the questionnaire, all agreed or strongly agreed Reading Recovery had considerably changed their view of teaching low progress children. Some typical responses to how they believed Reading Recovery contributed to their professional growth follow:

I understand the process of learning to read now. They can become literate with powerful teaching with a specific focus geared to their own specific need(s).

Before, I would always focus on what the child wasn't doing. Now, I can focus on or start with what they can do. It makes a child feel successful.

Holy Moly! It has changed the way I teach reading, in-service parents and give advice to my colleagues. I am more aware in teaching my class.

When asked some of the biggest changes they had seen in the children they had worked with, some typical comments were:

Confidence in themselves as readers and writers. It is incredible the amount of knowledge they take on in such a short time!

They "know" what good readers do and use that information to help them become fluent/successful readers.

Their confidence level has risen considerably which has contributed to their ability to take risks and succeed.

Some of the suggestions for how the Reading Recovery training program could be improved were:

It is very hard teaching Reading Recovery and teaching another class. I think anyone who teaches both should have an aide or get paid extra for RR. [That should be the standard].

Having some differences in the classes – it was always the exact same format – with some difference it would be nice.

ADMINISTRATORS VIEWS

A total of eight administrators responded to the questionnaire and all had an extremely positive view of Reading Recovery. When asked what impact Reading Recovery had on children in their school this year, the administrators commented:

Reading Recovery continues to provide our students with an avenue for reading success. Our five teachers have been able to serve about ¼ of our first graders. As a result of this contact, several of these students are now on their way to a literate future. Others have made progress yet still have a significant struggle ahead of them. We continue to debate those children who move during the program and leave us wondering about their academic future.

Students involved in Reading Recovery now have a new sense of achievement and accomplishments. Their success in reading carries over into all aspects of their daily work.

As always, Reading Recovery makes a huge impact toward our goal of every child reading at grade level. Very powerful program.

Due to the fact that we had 2 full time Reading Recovery people until January we didn't impact as many students as we would like. Fortunately Ryan came to help and we were able to service 2 additional students.

The children that have received services have done well. They are exited and on their way to success.

Major progress for 1st graders in the program.

Excellent progress has been made by all who participated.

The administrators were also asked to comment on the effects Reading Recovery implementation had on the literacy instruction at their school. They noted:

Reading Recovery has provided leadership in reading instruction. Through individual teacher contracts and group decisions our reading program has flourished. Literacy instruction effectiveness is increased as teachers have a support system of Reading Recovery to ask questions of, receive assistance and provide quality instruction.

It has had a broad effect. Our Reading Recovery trained Reading Specialist works with all of our staff as needed to impart Reading Recovery techniques and strategies for reading instruction.

The program has allowed our lowest first graders [to] become readers. The three classroom teachers utilized Reading Recovery practices with the Reading Recovery students and their respective classes. The Reading Specialist utilized the strategies with Reading Recovery students and small group instruction.

A Balanced Literacy program is part of almost all classrooms (guided reading groups). Literacy strategies are practiced throughout the school. Our Reading Specialist provides for literacy instruction for our staff. We have one Reading Recovery teacher not practicing but doing literacy groups.

Our five Reading Recovery teachers have met with all of the first grade teachers and shared strategies for effective reading instruction. These strategies are also shared at other grade levels. There is a desire from teachers in our highest grades to get together with our teachers to learn strategies for individual and small group instruction. Overall, the impact of our Reading Recovery teachers is very positive.

Reading Recovery teachers work with the Reading Specialist, who is also a trained Reading Recovery teacher and the literacy teachers.

We are heading in the right direction.

The carry-over into classroom instruction is excellent. Training for all teachers in many of the strategies and techniques has been well received.

When asked what assistance they would like to be given, responses were as follows:

Having two Reading Recovery teachers is the perfect option. Funding is difficult for more than one, however, when you need to balance dollars for other needed positions as well. Any extra support with Reading Recovery teachers is always greatly appreciated.

Continue to provide supplemental funding to support implementation. Support the concept that the kindergarten 'partner' model be a site, not union decision.

Providing teachers who will implement Reading Recovery while the partnership model is implemented (the best of both worlds!). The responsibilities are taxing the limits of most enthusiastic teachers. I'd like to meet with the Reading Recovery team regularly.

We are inviting the Reading Recovery Teacher Leader to speak to our staff. Continued efforts are being made to work with Grades 4 and 5. We'd like additional/continued assistance for Grades K – 3.

I would like to meet with a Reading Recovery Teacher Leader, along with our Reading Recovery teachers, to look at our results and brainstorm ideas to further enhance our delivery of instruction through this program. We are a very thoughtful group, but at times new ideas from outside our environment might be fun to discuss.

Ideas on how to become fully implemented. Ideas for students that aren't being served.

Continue to support the Principals' right to assign Reading Recovery to singleton K programs.

Train two more teachers, please!!

CLASSROOM TEACHERS RESPONSES

Of the 65 classroom teachers who responded to the questionnaire, 61 stated that Reading Recovery had a large or very large impact on Reading Recovery students' classroom performance. While one classroom teacher did not respond to this question, another one teacher stated there was no change, and a further two teachers commented that Reading Recovery had had little impact.

Teachers were asked to comment on what changes they had observed in Reading Recovery students' classroom work. The two teachers who initially commented that Reading Recovery had little impact on the students' classroom work expanded their comments. One noted that the student from her classroom who had participated in Reading Recovery was extremely academically low and the classroom work showed very little change. The other teacher responded that his/her student was an active participant prior to Reading Recovery, and continued to be. All other teachers responded positively on the changes they had noticed. Some typical comments were:

My students have gained confidence and invaluable skills. The foundation that Reading Recovery has provided has made a big impact in their lives.

Ryan is confident when he approaches a new classroom assignment after Reading Recovery. His writing has improved significantly as well as his reading.

She has been more attentive to her reading implementing strategies she has mastered. She takes her time with writing and is more confident when writing words she doesn't know.

Overall they exhibit more attention to detail in writing and reading assignments. Reading Recovery has improved their decoding strategies and likewise phonic skills in writing.

Students (in general) engage in more independent reading. More confident. This carries over in other academic areas.

These students have demonstrated a significant increase in their reading ability and confidence. They want to read.

When asked how they had worked collaboratively with the Reading Recovery teacher to support Reading Recovery students, all classroom teachers responded that the communication between them and the Reading Recovery teachers was very helpful. Some responses were:

We conference on a weekly and sometimes daily basis discussing progress and things to work on. This provides consistency that has also helped my kids be more successful.

We have communicated verbally regarding current levels of performance and areas of needed improvement on an on-going basis.

We have conferenced periodically, touching base with progress being made. We often discussed improvements in the classroom or how to support Paola better!

Almost daily, brief discussions, regarding progress being made, particularly strategies employed and the amount of parent support being provided.

Teachers who had students discontinue through the year commented that the students had become full participants in classroom literacy programs. They stated:

These students have been able to participate successfully in activities that would have been frustrating prior to Reading Recovery. Reading Recovery has provided access to grade level appropriate instruction.

They have become confident readers and writers. They take risks and model this behavior in shared literacy activities.

Due to the varied pull-out schedule these students made an easy transition into full participation within all literacy programs, i.e. reading, writing, speaking and listening.

They are able to read with security, so can join buddy/group reading as well as independent reading.

Teachers were also asked to comment on the ways Reading Recovery had influenced their teaching or thinking about reading instruction. Many commented that Reading Recovery teachers were a great resource. Some statements included:

I have found that the techniques used in Reading Recovery are very powerful. I frequently use the techniques in my reading groups and reading instruction. I am very thankful for the support of our Reading Recovery teacher!!

I have a big appreciation for the direct and systematic approach to reading strategies offered through this program. These students have benefited greatly.

It has opened my eyes to the importance of this early intervention program. It is truly a lifesaver.

Through Reading Recovery, I've realized we have so many different strategies to teach and empower children if given the time and resources. It has helped me be more attuned to my students' needs and progress.

I would not want to teach 1st grade without it!!

I'm always fascinated how far our students' can come!

I believe that intervention is critical for these beginning readers. Their success during this first grade is so important to their success in the classroom and in their self-esteem.

PARENT RESPONSES

Parents of Reading Recovery students were asked to evaluate the program. Of the 103 questionnaires received, all parents responded that Reading Recovery was either "a very good program" or "a good program". When asked in what way Reading Recovery helped their child, parents responded:

The basic/fundamental knowledge of reading, skills of problem solving, sounds, fluid reading and comprehension. It has given Sean confidence and self esteem with his reading.

It has brought him from a struggling reader to a very competent and confident reader. It gave him something we did not have the skill to do alone.

When my child entered first grade she could hardly read. She is able to read to Level 21 now. I am overwhelmed.

It has provided Chelsea with the reading skills that will be with her the rest of her life! Thank you!

It has instilled a more positive self confidence in Bryan in reading and writing. Now whenever we are driving around he will read signs and billboards whereas before, he never even tried.

Parents also noticed positive changes in their child's classroom work. Some parents stated:

Reading is now his favorite subject and loves participating in class. He now always has his hand up to give answers, he never did at the beginning of the year.

I don't think he could have mastered the curriculum in 1st grade, nor moved on to 2nd grade without Reading Recovery. Now, he reads.

His classroom work is greatly improved. There is rarely ever a struggle to get him to do homework, because he feels capable.

Tremendous improvement, would have been lost in the classroom without Reading Recovery. Work improved constantly.

Megan can read directions herself now and is more independent.

Parents also noticed changes in their child's self concept. They indicated:

She doesn't feel she is 'stupid.' No matter what reinforcement we gave her at home, she knew she was behind the other students in her class.

She is more friendly. She has more trust in how she talks and reads English.

His confidence has just multiplied. He now really takes off in his journaling as well, and loves to read out loud without any apprehension.

She once again has self-confidence and believes that she can do anything that other children can do. She no longer says she's 'stupid'.

Ashley is so confident with her reading now. She is reading all the time, in the car, at home ... She just needed that extra help.

Parents shared a variety of ways they have helped their child at home. Some ideas were:

We read everyday. She reads to us and we also read to her. We do homework together too.

We read with him almost every night. He considers this a special time.

We read much more frequently at home, but it is so much easier now. Before we had to make him read, whereas now, he's always asking us to listen to him read, plus he's not satisfied just reading 1 or 2 books, he wants to keep reading!!! It's so wonderful!

I listen to her read. She can't wait to tell me when she has a new book. She practices her writing by writing letters to friends.

By reading with her and reading to her. By sitting with her and doing homework with her.

Some parents took the opportunity to further share their gratitude. Some additional comments were:

Her reading skills have improved immensely. I can't express how much this program has helped her. I think a key to this program is that it identified her difficulty reading (or the teacher did) and it was addressed right away! The program helped advance her reading skills as soon as the problem was noticed. I believe the program nipped a tragedy in the bud. Had she not been worked with so intensely, right away, she may have fallen way behind. We are very thankful for the program.

We are convinced that this program saved our child in many ways during this most important first year of her academic career. We cannot stress enough the good it did her, and we wanted you to be aware how valuable we feel this program is to the success of children like Rylee.

CHILDRENS RESPONSES

Some children who were discontinued from the Reading Recovery program were interviewed by their Reading Recovery teacher. Students were asked to pretend that their teacher was getting a new student in Reading Recovery. They were asked to tell the new student what they would do when they were in Reading Recovery. Some responses were:

I'd tell them you have to write about things. You have to read books. You do sentences. You cut them up and put them back together. You get easy books and hard books, and you get to take it home.

You'll have fun. You will learn to read and you will learn to write. You can write on the board.

Writing and reading. Wrote sentences and read books. Put words up on the board and make words.

You read books with her [the Reading Recovery teacher]. She'll listen to you. She'll give you books to read at home. She'll tell you the good things you do.

I read and worked on the board. I wrote sentences in a book. After you do very well you can graduate.

The children were asked to tell what they liked best. Responses varied from reading to writing to making words with magnetic letters to taking books home to read. Typical of some of the statements were:

Writing long sentences in my journal.

Reading was the best. I liked the new book.

I liked the magnetic letters because you would get to make words and stuff like that.

That I learned how to read!

They were also asked to tell what helped them the most. Many responses centered around reading, writing, magnetic letters and the actual help from their teacher. Some of their responses were:

Seeing the chunks and sounding it out!

When I got stuck on a word I would start over.

Reading and doing my homework books!

Reading lots of books!

The magnetic letters!

Students were also asked to indicate how they feel about their reading and writing now. Every child responded positively. Some of their comments were:

Good because I feel special since I can do both of them well.

I used to hate it but now I don't have to worry about anything.

Good. Books are easy now.

I didn't like reading so much, but now I do because I can do it now.

I feel like it's a really fun thing to do.

Good. I read like a good reader. It is better and it is cool!

DISCUSSION AND RECOMMENDATIONS

Some Implementation Factors That May Influence Results

There are many factors that have been shown to influence the level of success in Reading Recovery sites. Some critical factors are highlighted here.

Level of Reading Recovery Coverage

Full implementation or full "coverage" has been reached in a school or in a district when there is sufficient trained teacher time available to serve all of the children defined as needing the service in the school or the district. Schools and districts move to full coverage over time. Only at the point of full coverage in a school will the dramatic decrease in the number of children in that school with difficulties be realized. At the Poway site, we are continuing to work towards full coverage. Table S1 shows the level of coverage for schools in the site according to the number of years of implementation.

Table S1 Number Of Schools By Years In Reading Recovery And Level Of Coverage

Years of Implementation	Level Of Coverage					Total Schools
	< 25%	25-49%	50-74%	75-99%	100%	
1	0	0	0	0	1	1
2	0	0	0	1	0	1
4	0	0	0	1	0	1
5	1	0	0	0	0	1
6	0	0	0	2	1	3
7	0	1	0	0	0	1
8	0	0	1	1	2	4
9	0	0	1	1	1	3
10	0	1	0	0	1	2
Total n	1	2	2	6	6	17
Total %	6%	12%	12%	35%	35%	100%

Note: Level of coverage is estimated by Reading Recovery Teachers in each school.

The influence of the level of Reading Recovery coverage on student outcomes within Poway is shown in Table S8.

Table S8 End-Of-Program Status By Level Of School Coverage

Level of Coverage	End-Of-Program Status										Total	
	Discontinued		Recommended		Incomplete		Moved		None of Above		n	col %
	n	row %	n	row %	n	row %	n	row %	n	row%		
100%	79	75%	8	8%	11	10%	4	4%	4	4%	106	33%
75-99%	91	62%	20	14%	22	15%	2	1%	11	8%	146	45%
50-74%	19	79%	1	4%	4	17%	0	0%	0	0%	24	7%
25-49%	10	38%	2	8%	8	31%	2	8%	4	15%	26	8%
<25%	18	75%	1	4%	4	17%	1	4%	0	0%	24	7%
TOTAL	217	67%	32	10%	49	15%	9	3%	19	6%	326	100%

Note: Any differences in n between this table and total group in Table 1.1 represent cases with missing data (Status or level of coverage).

Teacher Factors

Poway was also interested in the influence of the 'teacher factor.' Two specific factors were explored: the influence of the training status of teachers on the number of children served and the influence of the number of years of Reading Recovery experience on student outcomes.

First, descriptive information is provided about Reading Recovery teachers in Poway. Table S3 shows the training status of the teachers and Table S4 provides a general description of teachers and Teacher Leaders at the site. Table S5 reveals the number of years of professional educational experience.

Table S3 Teachers' Current Roles And Training Level By Status

Role/ Training	Status						Total	
	Trained/Active		Trained/Returning		In-Training			
	n	row %	n	row %	n	row %	n	row %
Role in RR								
Teacher	39	81%	1	2%	8	17%	48	100%
Teacher Leader	1	50%	0	0%	1	50%	2	100%
TOTAL	40	80%	1	2%	9	18%	50	100%
Trained In/Training For								
RR	40	80%	1	2%	9	18%	50	100%
TOTAL	40	80%	1	2%	9	18%	50	100%
TOTAL GROUP	40	80%	1	2%	9	18%	50	100%

Table S4 Description Of Trained And In-Training Teachers

Description	Status				Total	
	Trained		In-Training			
	n	col %	n	col %	n	col %
Sex						
Male	0	0%	1	11%	1	2%
Female	41	100%	8	89%	49	98%
TOTAL	41	100%	9	100%	50	100%
Race/Ethnicity						
TOTAL	0	0%	0	0%	0	0%
Native Language						
English	41	100%	9	100%	50	100%
TOTAL	41	100%	9	100%	50	100%
Highest Degree						
Bachelors	16	39%	3	33%	19	38%
Masters	3	7%	0	0%	3	6%
Masters +	22	54%	6	67%	28	56%
TOTAL	41	100%	9	100%	50	100%
TOTAL GROUP	41	100%	9	100%	50	100%

Table S5 Teachers' Professional Experience

Experience	Status		Total
	Trained	In-Training	
Years employed in education			
n	40	8	48
Mean	15.2	8.9	14.1
Std Deviation	7.9	4.4	7.8
Median	14.5	10	13
Minimum	3	3	3
Maximum	36	17	36
Total Years in RR and/or DLL (Includes training year)			
n	40	8	48
Mean	4.8	1	4.1
Std Deviation	2.2	0	2.5
Median	5	1	5
Minimum	1	1	1
Maximum	9	1	9

Note: Excludes Teacher Leaders

Additional information about Reading Recovery teachers in Poway is shown in Tables S6 and S7. In Table S6, the number of daily teaching slots is shown. It should be noted that the teachers in-training had a mean of 8.9 years experience which is well above the recommended Guidelines of 3 – 5 years. This added experience possibly was a factor in the success of the teachers in the Reading Recovery program.

Table S6 Number Of Teachers By Their Assigned Daily Teaching Slots

Status	Slots								
	1	2	3	4	5	6	7	8	9
In-Training				8					
Trained		1	20	15	3			1	
TOTAL		1	20	23	3			1	

Note: Excludes Teacher Leaders. Teachers working in multiple schools will only have slots reported for one school.

Reading Recovery teachers generally have other professional roles or duties for the remainder of the school day. Table S7 shows these other assignments for teachers in Poway.

Table S7 Teachers' Other Roles And Grade Level Of Service

Role	Grade Level												Total	
	(none)	PK-K	1	2	3	3-4	5-6	7-12	K-3	3-6	K-6	K-12	n	col %
Half-day RR only	0	0	0	7	0	0	0	0	0	0	0	0	7	15%
Classroom Teacher	0	0	22	0	0	0	0	0	0	0	0	0	22	46%
Reading/Title 1 Teacher	0	0	0	0	0	0	0	0	0	2	1	8	11	23%
Special Education Teacher	0	0	0	0	0	0	0	0	0	0	0	1	1	2%
ESL Teacher	0	0	0	0	0	0	0	0	0	0	0	1	1	2%
Other	0	0	1	1	0	0	0	0	0	1	0	3	6	13%
TOTAL	0	0	23	8	0	0	0	0	0	3	1	13	48	100%
Row %	0%	0%	48%	17%	0%	0%	0%	0%	0%	6%	2%	27%	100%	

Note: Excludes Teacher Leaders.

The influence of teacher status (trained or in-training) was examined, as shown in Tables S9 and S10.

Table S9 Average Number Of Children Served By Trained And In-Training Reading Recovery Teachers

Teacher Status	End-Of-Program Status					Total
	Dis.	Rec.	Inc.	Mov.	N.o.A.	
Trained	4.3	0.7	0.9	0.1	0.4	6.5
In-Training	4.3	0.4	1.2	0.4	0.2	6.7
TOTAL	4.3	0.6	1	0.2	0.4	6.5

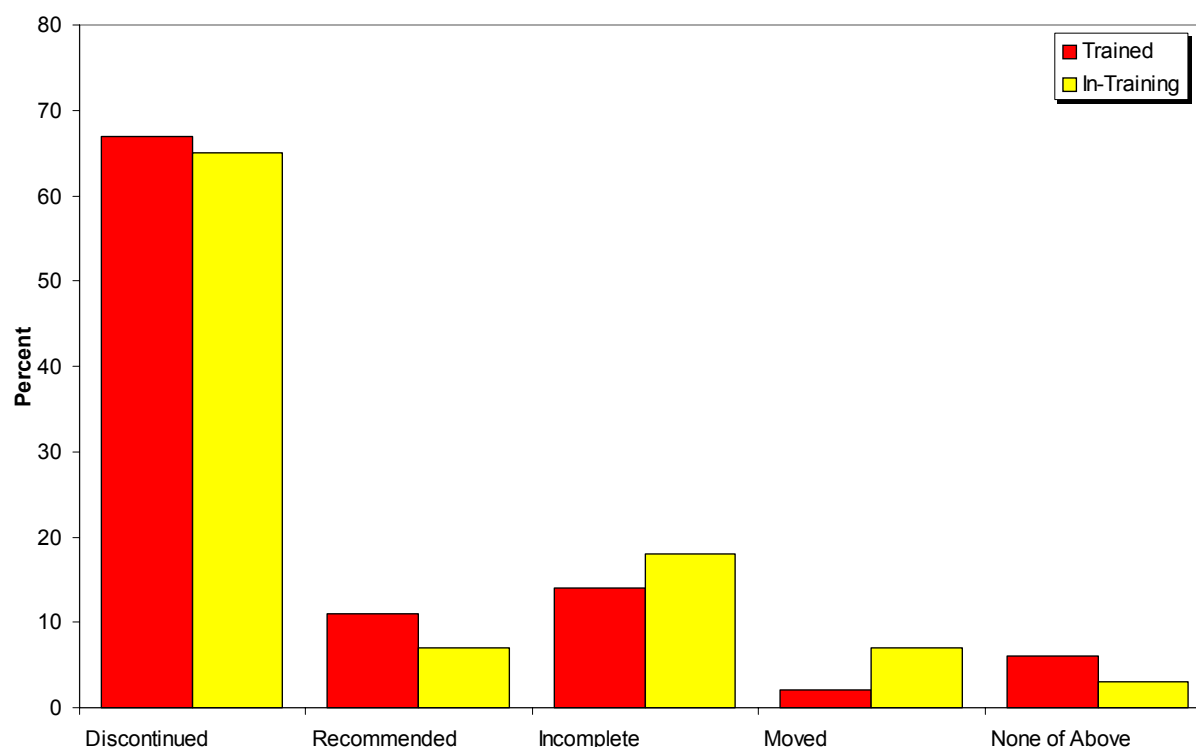
Note: Excludes Teacher Leaders

Table S10 Number And Percentage Of Children Served By Trained And In-Training Reading Recovery Teachers

Teacher Status	End-Of-Program Status										Total	
	Discontinued		Recommended		Incomplete		Moved		None of Above		n	row %
	n	row %	n	row %	n	row %	n	row %	n	row %		
Trained	178	67%	28	11%	38	14%	5	2%	17	6%	266	100%
In-Training	39	65%	4	7%	11	18%	4	7%	2	3%	60	100%
TOTAL	217	67%	32	10%	49	15%	9	3%	19	6%	326	100%

Note: Excludes Teacher Leaders. Any differences in n between this table and total group in Table 1.1 represent cases with missing data (Teacher Status or Student Status).

Figure S10 shows the percentage of discontinued children served by trained teachers as compared with in-training teachers. The in-training teachers had fewer children recommended for further services, but they had a greater number of children with incomplete programs.

Figure S10 Percentage Of Children Served By Trained And In-Training Reading Recovery Teachers

Poway was also interested in whether or not the number of years of teachers' experience in Reading Recovery influenced the outcome status of children. As shown in Table S11, teachers with 4 or 5 years of experience, and those with 9 years experience in Reading Recovery tended to have higher percentages of discontinued children.

Table S11 End-Of-Program Status And Trained Teachers' Years In Reading Recovery

Years In Reading Recovery	End-Of-Program Status										Total n
	Discontinued		Recommended		Incomplete		Moved		None of Above		
	n	row %	n	row %	n	row %	n	row %	n	row%	
1	43	70%	5	8%	8	13%	3	5%	2	3%	61
2	32	59%	10	19%	7	13%	1	2%	4	7%	54
4	6	86%	1	14%	0	0%	0	0%	0	0%	7
5	63	85%	3	4%	8	11%	0	0%	0	0%	74
6	41	53%	8	10%	14	18%	3	4%	12	15%	78
7	7	47%	4	27%	2	13%	1	7%	1	7%	15
8	7	58%	1	8%	4	33%	0	0%	0	0%	12
9	12	86%	0	0%	2	14%	0	0%	0	0%	14
TOTAL	211	67%	32	10%	45	14%	8	3%	19	6%	315

Note: Any differences in n between this table and total group in Table 1.1 represent cases with missing data (Teachers' Years in Reading Recovery or Student Status).

Data from a single year would not be sufficient to detect trends in relationships between student outcomes and teachers' experience. Ongoing data are being considered across several years.

Sometimes exceptional circumstances arise in a teacher's career, affecting the implementation of Reading Recovery in the site. In Poway, two such circumstances contributed to the changing of teachers' daily teaching loads. One continuing teacher took maternity leave mid-way through the year, and the other teacher relocated to a different state for her husband's employment.

Table S14 Change In Teacher Load

Reason	Teachers
Maternity Leave	1
Job reclassification/new position	1

Time Factor

An important factor related to efficiency and effectiveness is time. Daily lessons are crucial to the success of Reading Recovery. With commitment to daily lessons, more children should be served across an academic year. Poway examined time as it related to number of lessons and number of weeks in children's programs.

Because of the importance of daily lessons, Poway determined the reasons for missed lessons for each end-of-program status category. As shown in Table S12, the number of missed sessions was greater for the recommended student group than for the discontinued student group, in all areas - student or teacher absences and student or teacher availability. We know we must teach students on a daily basis in order to achieve a high discontinuing rate. On average, for all end-of-program status groups, teachers and students missed nearly 15 sessions (almost 3 weeks) of instructional time. Teachers need to work diligently to ensure that daily teaching is occurring. On a more positive note, it is pleasing to note that children with incomplete programs had fewer sessions missed. This indicates that teachers worked hard to give these students as many sessions as possible in order to give them maximum opportunities to reach grade level and discontinue.

Table S12 Mean Number Of Reading Recovery Sessions Missed By End-Of-Program Status

End-Of-Program Status	Sessions Missed				Total
	Student Absent	Teacher Absent	Student Unavail.	Teacher Unavail.	
<i>Discontinued</i>					
Number of Students	217	217	217	217	217
Mean	4.6	3.3	2.7	5.1	15.8
SD	5.1	3.8	4.2	6.2	12.2
Mode	0	0	0	0	5
<i>Recommended</i>					
Number of Students	32	32	32	32	32
Mean	5.9	5.6	3.7	6.1	21.3
SD	5.2	5.1	3.8	8.9	14.1
Mode	5	0	0	1	14
<i>Incomplete</i>					
Number of Students	49	49	49	49	49
Mean	3	2.1	1.7	3	9.7
SD	3.2	3.9	1.8	5.1	7.8
Mode	1	0	1	0	6
<i>Moved</i>					
Number of Students	9	9	9	9	9
Mean	4.6	3.7	1.8	3.8	13.8
SD	4.2	7.8	1.4	4.4	10.4
Mode	1	0	0	1	15
<i>None of Above</i>					
Number of Students	19	19	19	19	19
Mean	3.1	0.6	1.1	1.9	6.7
SD	7.9	1	1.7	3.2	8.5
Mode	0	0	0	0	0
<i>TOTAL</i>					
n	326	326	326	326	326
Mean	4.4	3.2	2.5	4.7	14.8
SD	5.1	4.1	3.8	6.2	12.1
Mode	0	0	0	0	5

Note: 'Number of students' refers to the number of students for whom data were available for that measure.

Additionally, other factors may contribute to the overall length or completion of a child's intervention. Student mobility within Poway is not likely to be one such factor, as displayed in Table S15. According to this table and Table 2.1, 9 students (3%) moved while being served in Reading Recovery. In the case of Bobier, a year-round school, students were taught interchangeably by Reading Recovery teachers. When a teacher serving a child on a different track from herself was about to go off-track, another Reading Recovery teacher would pick up this student in order to ensure maximum time in the program.

Table S15 Information On Children Who Moved While Being Served

Reason	Students
Child moved to new system in same RR site	1
Child moved to another RR site	2
Child moved to an unknown location	8
Slot vacated because of a change in teacher's load	1
Slot vacated for other	21
Child moved from another building in same system	1
Child moved from another system in same RR site	1
Child moved from another RR site	2
Child moved from an unknown location	7
Service resumed by same teacher after interruption	4
Service resumed in same building with a different teacher	25

Additional Services Received

As shown below, many of the Reading Recovery students were enrolled in extra reading or other literacy instruction before and after their time in Reading Recovery. It is interesting to note that children from all status categories received additional assistance. As would be expected, a smaller percentage (20%) of those children who were discontinued from the program received additional literacy instruction, when compared to other status groups. Many of the Reading Recovery students will always be perceived to be at-risk because of environment, behavior and general ability. Any extra instruction will always be beneficial to these children.

Table S19 Number Of Reading Recovery And Comparison Group Children Who Received Reading/Other Literacy Instruction (Other Than RR/Special Education)

	End-Of-Program Status										Student Group	
	Discontinued		Recommended		Incomplete		Moved		None of Above		Random Sample	
	n	col %	n	col %	n	col %	n	col %	n	col %	n	col %
Received Reading/Other Literacy Instruction												
No	174	80%	20	63%	32	65%	5	56%	4	21%	93	99%
Yes	43	20%	12	38%	17	35%	4	44%	15	79%	1	1%
When Initiated?												
Before RR	20	47%	0	0%	12	71%	1	25%	8	53%		
During RR	21	49%	7	58%	5	29%	3	75%	2	13%		
After RR	2	5%	5	42%	0	0%	0	0%	5	33%		
How?												
Group	33	77%	8	67%	10	59%	3	75%	10	67%	0	0%
Individual	10	23%	4	33%	7	41%	1	25%	5	33%	1	100%
By Whom?												
RR-T	2	5%	0	0%	1	6%	0	0%	1	7%	0	0%
Other T/Spec.	34	79%	7	58%	13	76%	3	75%	13	87%	0	0%
Other Personnel	7	16%	5	42%	3	18%	1	25%	1	7%	1	100%
Where?												
Pull-Out	27	63%	5	42%	8	47%	3	75%	6	40%	1	100%
In-Class	16	37%	7	58%	9	53%	1	25%	9	60%	0	0%
Times/Week												
1 Day/Week	1	2%	0	0%	1	6%	1	25%	0	0%	1	100%
2 Day/Week	5	12%	0	0%	1	6%	0	0%	4	27%	0	0%
3 Day/Week	9	21%	6	50%	4	24%	0	0%	6	40%	0	0%
4 Day/Week	8	19%	4	33%	7	41%	1	25%	1	7%	0	0%
5 Day/Week	19	44%	2	17%	4	24%	2	50%	4	27%	0	0%
As Needed	1	2%	0	0%	0	0%	0	0%	0	0%	0	0%

Note: Any differences in n between this table and total group in Table 1.1 represent cases with missing data (Other Literacy Instruction or Status).

Table S20 Number Of Reading Recovery And Comparison Group Children Who Received ESL Or Bilingual Class Instruction

	End-Of-Program Status										Student Group	
	Discontinued		Recommended		Incomplete		Moved		None of Above		Random Sample	
	n	col %	n	col %	n	col %	n	col %	n	col %	n	col %
ESL Class/Instruction												
Yes	13	100%	4	100%	11	100%	1	100%	0	0%	6	100%
When Initiated?												
Before RR	8	62%	2	50%	5	45%	0	0%	0	0%	0	0%
During RR	5	38%	2	50%	6	55%	1	100%	0	0%	0	0%
Bilingual Class/Instruction												
No	13	100%	3	75%	6	55%	1	100%	0	0%	6	100%
Yes	0	0%	1	25%	5	45%	0	0%	0	0%	0	0%
When Initiated?												
Before RR	0	0%	1	100%	5	100%	0	0%	0	0%	0	0%

Note: Any differences in n between Table S20 and total group in Table 1.1 represent cases with missing data (ESL, Bilingual or Status).

Table S21 Number Of Reading Recovery And Comparison Group Children Who Received Compensatory Educational Services For Areas Other Than Literacy

	End-Of-Program Status										Student Group	
	Discontinued		Recommended		Incomplete		Moved		None of Above		Random Sample	
	n	col %	n	col %	n	col %	n	col %	n	col %	n	col %
Received Other Compensatory Services?												
No	196	90%	25	78%	42	86%	7	78%	14	74%	93	99%
Yes	21	10%	7	22%	7	14%	2	22%	5	26%	1	1%
When Initiated?												
Before RR	6	29%	0	0%	7	100%	0	0%	3	60%	0	0%
During RR	14	67%	7	100%	0	0%	2	100%	1	20%	0	0%
After RR	1	5%	0	0%	0	0%	0	0%	1	20%	0	0%
Times/Week												
1 Day/Week	4	19%	1	14%	3	43%	1	50%	4	80%	0	0%
2 Day/Week	1	5%	2	29%	0	0%	0	0%	0	0%	0	0%
3 Day/Week	3	14%	2	29%	2	29%	0	0%	1	20%	0	0%
4 Day/Week	12	57%	2	29%	2	29%	1	50%	0	0%	1	100%
As Needed	1	5%	0	0%	0	0%	0	0%	0	0%	0	0%

Note: Any differences in n between this table and total group in Table 1.1 represent cases with missing data (Compensatory Educational Services or Status).

Sources of Funding

Sources of funding for Reading Recovery interventions vary from school to school. Table S2 shows a breakdown of districts in the Poway site, and the sources of funding for schools in those districts.

Table S2 Sources Of Funding By District

District	Schools	Sources of Funding				
		Local	State	Title I	Other	Private
Poway Unified	15	12	4	3	0	2
Rancho Santa Fe	1	1	0	0	0	0
Vista Unif	1	0	1	1	0	0
TOTAL	17	13	5	4	0	2

Note: Sources of funding are reported by Reading Recovery Teachers in each school.

Recommendations for Subsequent Years

Summary of Major Findings

The following recommendations result from the data described in this document, together with our continued work throughout the school year with administrators, teachers, parents and children.

1. **Full Implementation.** We will continue working towards full implementation of Reading Recovery in all PUSD schools. This will ensure that all 1st grade children in need of a Reading Recovery program will have access to the program. This will also help to ensure that the maximum effects of Reading Recovery on achievement levels and the allocation of resources can be fully felt across schools and grade levels.
2. **Partnerships With Classrooms.** Reading Recovery is not an isolated phenomenon. Reading Recovery is most effective when it is used to supplement good classroom teaching. Reading Recovery teachers need to continue to engage in rich dialogue with classroom teachers and other personnel to ensure students are supported with appropriate materials and instruction throughout their day. Through on-going, formalized communication we will ensure that we are providing the best possible teaching for all students, every minute of the day.
3. **School Teams.** We need to continue to encourage the development of School Teams to assist in the implementation of Reading Recovery at each site. These teams could consist of the principal, Reading Recovery teacher/s, classroom teachers, special education and speech teachers. These teams would meet on a regular basis to discuss implementation issues at their site, as well as discuss how to best support Reading Recovery students as they continue in the regular classroom and through the grade levels. The Teacher Leader would also attend these meetings when invited.
4. **Continuing Contact.** Reading Recovery teachers continue to hone their expertise by attending on-going professional development. During these sessions, issues and concerns related to the improved delivery of the Reading Recovery program are addressed. These will include:
 - Ensuring teachers are able to teach their students on a daily basis
 - Teaching powerfully early in a child's program in order to discontinue the first round of students as quickly as possible, thereby affording second round students more time in the program to reach grade level
 - Ensuring that an appropriate review of each students' progress is made at 20 weeks. This would assist in deciding whether it would be in the best interest of the child to allow him/her to proceed with the program or whether he/she would be better served by being recommended for further on-going additional assistance.
 - Monitoring discontinued students on a regular basis to ensure these students continue to work independently and perform well in the classroom program.
5. **Parent Support.** We will continue to work closely with the parents of Reading Recovery students to ensure the students' success. Parents prove to be a crucial part of their children's school lives and, by providing extra support with reading and writing at home, they can assist with the accelerated progress of their children.
6. **Long-Term Follow-Up.** With good classroom teaching, most Reading Recovery graduates sustain their gains in subsequent years. However, we realize Reading Recovery does not "immunize" students from future literacy difficulties. Many of the discontinued students remain at-risk due to life's circumstances,

environment, behavior and general ability. We need to continue to monitor these students closely and ensure that they have access to instructional programs that will meet their on-going, ever-changing needs.

7. Funding. Administrators indicated the need for additional funding in order to implement and/or expand Reading Recovery. We will identify and explore the notion of forming business partnerships which will provide additional sources of funding to support the program financially.
8. Extended Day Kindergarten. Several sites in Poway USD are moving towards offering extended day Kindergartens, consequently we need to work closely with principals and teachers to find creative ways to release teachers from their classroom duties in order to enable the teachers in-training to work with the required number of four Reading Recovery students during their training year.
9. Time banking. As more sites move into time-banking, this impedes the provision of daily lessons for all Reading Recovery students. Next year we will work with teachers to identify creative and innovative ways which will assist them to provide daily instruction for the most needy students.

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APPENDIX A: ADDITIONAL TABLES

Table S22 End-Of-Program Status Of Reading Recovery Children By Round

Round	End-Of-Program Status										Total n
	Discontinued		Recommended		Incomplete		Moved		None of Above		
	n	row %	n	row %	n	row %	n	row %	n	row %	
First Round	130	73%	32	18%	1	1%	5	3%	10	6%	178
Second Round	83	59%	0	0%	44	31%	4	3%	9	6%	140
Subsequent Rounds	4	50%	0	0%	4	50%	0	0%	0	0%	8
TOTAL	217	67%	32	10%	49	15%	9	3%	19	6%	326

Note: Any differences between total n in this table and total group in Table 1.1 represent missing data (status).

Table S23 Percentage Of Full-Program Reading Recovery Children Who Discontinued By Round

Round	Full-Program		
	Total	Discontinued	
	n	n	row %
First Round	164	130	79%
Second Round	83	83	100%
Subsequent Rounds	4	4	100%
Total	251	217	86%

Note: Full-Program is defined as any child who was either discontinued or received at least 20 weeks of instruction.

Table S24 Average Weeks And Sessions Of First-Round Reading Recovery Children

	End-Of-Program Status				
	Dis.	Rec.	Inc.	Mov.	N.o.A.
Weeks					
n	130	32	1	5	10
Mean	21.6	27.2	35	14.6	12.4
Median	20.5	29	35	13	14
Minimum	10	20	35	7	7
Maximum	36	35	35	30	16
Sessions					
n	130	32	1	5	10
Mean	80.7	104.3	129	50.6	43.3
Median	78.5	110.5	129	49	50
Minimum	39	66	129	28	18
Maximum	141	143	129	94	57
Mean Sessions Per Week	3.8	3.9	3.7	3.6	3.5

Note: Mean Sessions per week is the average number of sessions received per week of instruction for each child.

Any differences in n between this table and total group in Table 1.1 represent cases with missing data (weeks or sessions).

Table S25 Average Weeks And Sessions Of Second-Round Reading Recovery Children

	End-Of-Program Status				
	Dis.	Rec.	Inc.	Mov.	N.o.A.
Weeks					
n	83	0	44	4	9
Mean	11	0	10.3	8.3	3.2
Median	10	0	11.5	10	3
Minimum	3	0	3	6	3
Maximum	21	0	18	12	4
Sessions					
n	83	0	44	4	9
Mean	43.9	0	39.6	30.3	12.4
Median	42	0	44.5	37.5	13
Minimum	11	0	1	22	9
Maximum	85	0	71	47	17
Mean Sessions Per Week	4	0	3.8	3.7	3.9

Note: Mean Sessions per week is the average number of sessions received per week of instruction for *each* child.

Any differences in n between this table and total group in Table 1.1 represent cases with missing data (weeks or sessions).

Table S26 Average Weeks And Sessions Of Subsequent-Round Reading Recovery Children

	End-Of-Program Status				
	Dis.	Rec.	Inc.	Mov.	N.o.A.
Weeks					
n	4	0	4	0	0
Mean	6.5	0	10.5	0	0
Median	7.5	0	11.5	0	0
Minimum	5	0	9	0	0
Maximum	9	0	12	0	0
Sessions					
n	4	0	4	0	0
Mean	26.5	0	48.8	0	0
Median	34	0	53.5	0	0
Minimum	15	0	39	0	0
Maximum	41	0	57	0	0
Mean Sessions Per Week	4	0	4.6	0	0

Note: Mean Sessions per week is the average number of sessions received per week of instruction for *each* child.

Any differences in n between this table and total group in Table 1.1 represent cases with missing data (weeks or sessions).

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Complete Tables and Figures

for Poway:

2000-2001

[Note: There is a separate Annual Results Packet for Descubriendo La Lectura.]

National Data Evaluation Center
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School of Teaching and Learning
807 Kinnear Road 1st Floor
Columbus OH 43212-1421
Helpdesk Phone: (614) 688-8245
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Web site: <http://ndec.reading-recovery.org>

Date: Friday, August 31, 2001

Time: 8:49 AM

Level: Site (172)

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**Table 1.1 Number And Description Of Reading Recovery And Comparison Group Children:
Sex, Lunch Costs, And Race/Ethnicity**

Description	Student Group			
	Reading Recovery		Random Sample	
	n	col %	n	col %
Sex				
Male	171	52%	43	46%
Female	155	48%	51	54%
TOTAL	326	100%	94	100%
Lunch Costs				
Free	22	7%	2	2%
Reduced	13	4%	1	1%
Regular	140	43%	63	67%
Info. Unavailable	151	46%	28	30%
TOTAL	326	100%	94	100%
Race/Ethnicity				
Asian	22	7%	13	14%
African American	24	7%	8	9%
Hispanic/Latino	75	23%	11	12%
Pacific Islander	8	2%	4	4%
White	196	60%	57	61%
Multiethnic	1	0%	1	1%
TOTAL	326	100%	94	100%
TOTAL GROUP	326	100%	94	100%

Note: Differences between total group n and variable totals represent missing data for that variable.

**Table 1.2 Number And Description Of Reading Recovery And Comparison Group Children:
Native Language And English Proficiency**

Description	Student Group			
	Reading Recovery		Random Sample	
	n	col %	n	col %
Native Language				
English	255	78%	80	85%
Spanish	45	14%	5	5%
Chinese	5	2%	1	1%
Other	21	6%	8	9%
TOTAL	326	100%	94	100%
English Proficiency of 2nd Language Learners				
FLUENT	34	48%	5	36%
LEP	37	52%	8	57%
NEP	0	0%	1	7%
TOTAL	71	100%	14	100%
TOTAL GROUP	326	100%	94	100%

Note: Differences between total group n and variable totals represent missing data for that variable.

Table 2.1 End-Of-Program Status Of Reading Recovery Children By District

District	End-Of-Program Status										Total n
	Discontinued		Recommended		Incomplete		Moved		None of Above		
	n	row %	n	row %	n	row %	n	row %	n	row %	
Poway Unified	190	70%	24	9%	40	15%	8	3%	8	3%	270
Rancho Santa Fe	7	70%	2	20%	0	0%	0	0%	1	10%	10
Vista Unif	20	43%	6	13%	9	20%	1	2%	10	22%	46
TOTAL	217	67%	32	10%	49	15%	9	3%	19	6%	326

Note: Any differences between total n in this table and total group in Table 1.1 represent missing data (status).

Figure 2.1 End-Of-Program Status Of Reading Recovery Children

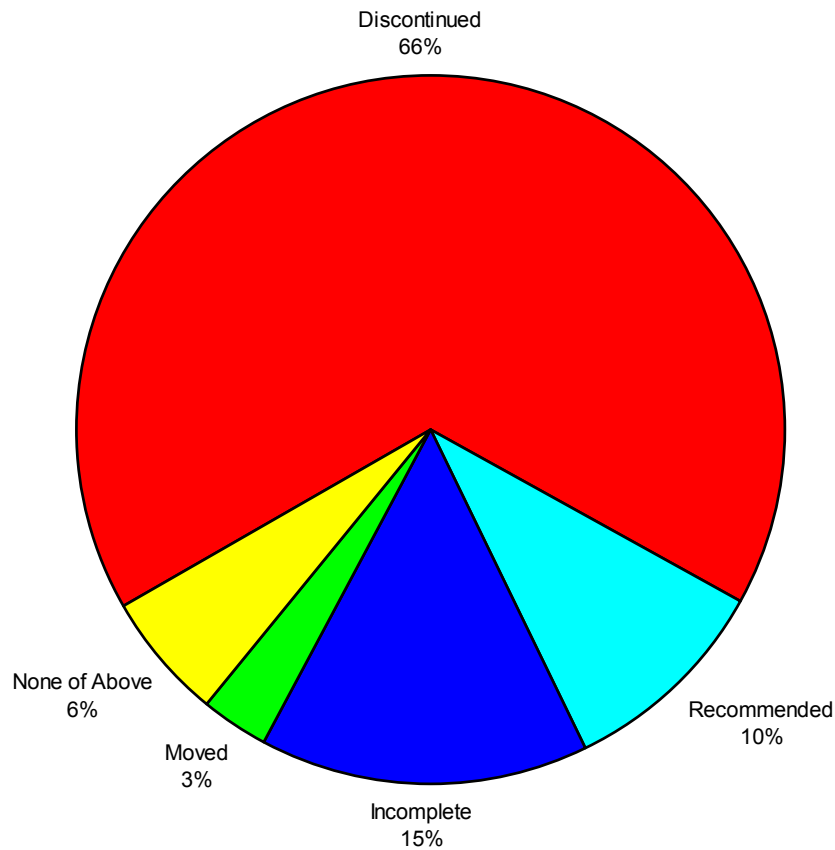


Table 2.2 Percentage Of Full-Program Reading Recovery Children Who Discontinued

District	Full-Program		
	Total	Discontinued	
	n	n	row %
Poway Unified	216	190	88%
Rancho Santa Fe	9	7	78%
Vista Unif	26	20	77%
Total	251	217	86%

Note: Full-Program is defined as any child who was either discontinued or received at least 20 weeks of instruction.

Table 2.3 Average Number Of Weeks And Sessions Of Reading Recovery Instruction

	End-Of-Program Status				
	Dis.	Rec.	Inc.	Mov.	N.o.A.
Weeks					
n	217	32	49	9	19
Mean	17.3	27.2	10.8	11.8	8.1
Median	18	29	11	9	7
Minimum	3	20	3	6	3
Maximum	36	35	35	30	16
Sessions					
n	217	32	49	9	19
Mean	65.6	104.3	42.2	41.6	28.7
Median	66	110.5	45	32	18
Minimum	11	66	1	22	9
Maximum	141	143	129	94	57
Mean Sessions Per Week	3.9	3.9	3.9	3.6	3.7

Note: Mean Sessions per week is the average number of sessions received per week of instruction for *each* Reading Recovery child.

Any differences in n between this table and total group in Table 1.1 represent cases with missing data (weeks or sessions).

Table 2.4 End-Of-Program Status By Weeks In Program

Weeks	End-Of-Program Status										Total	
	Discontinued		Recommended		Incomplete		Moved		None of Above		n	col %
	n	col %	n	col %	n	col %	n	col %	n	col %		
1-4	4	2%	0	0%	4	8%	0	0%	9	47%	17	5%
5-9	34	16%	0	0%	15	31%	5	56%	2	11%	56	17%
10-14	48	22%	0	0%	23	47%	3	33%	4	21%	78	24%
15-19	54	25%	0	0%	6	12%	0	0%	4	21%	64	20%
20	11	5%	7	22%	0	0%	0	0%	0	0%	18	6%
21	7	3%	1	3%	0	0%	0	0%	0	0%	8	3%
22	11	5%	2	6%	0	0%	0	0%	0	0%	13	4%
23	10	5%	2	6%	0	0%	0	0%	0	0%	12	4%
24	1	1%	2	6%	0	0%	0	0%	0	0%	3	1%
25-29	18	8%	3	9%	0	0%	0	0%	0	0%	21	6%
30-34	14	7%	12	38%	0	0%	1	11%	0	0%	27	8%
35-39	5	2%	3	9%	1	2%	0	0%	0	0%	9	3%
> 39	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
TOTAL	217	100%	32	100%	49	100%	9	100%	19	100%	326	100%

Note: Any differences in n between this table and total group in Table 1.1 represent missing data (weeks).

Table 2.5 Plan For Children With Incomplete Programs At Year-End

Plan	Incomplete	
	n	col %
RR will be continued in summer	7	23%
RR will be continued in fall	1	3%
Will not be served in RR program	22	73%
TOTAL	30	100%

Table 3.1 Progress Of Reading Recovery And Comparison Group Children On Text Reading Level From Fall To Year-End

End-Of-Program Status ^a / Student Group	Text Reading Level								Gain ^b	
	Fall				Year-End				n	mean
	n	median	mean	SD	n	median	mean	SD		
Discontinued	152	1.5	1.6	1.3	212	22	21.3	3.8	147	20.3
Recommended	32	1	0.9	0.9	31	10	11.4	4.1	31	10.5
Incomplete	8	1.5	1.3	1	48	12	11.2	3.7	7	11
Random Sample	3	1	1	1	81	26	25.4	5.5	2	20

Note: The Random Sample Site Average Band for Text Reading Level is 22.6 - 28.1.

- a. Analysis of progress made by Reading Recovery children excludes those who were in the 'none of above' category and those who 'moved while being served' before their program status could be determined.
- b. Mean gain is based only on children with both fall and year-end scores.

Figure 3.1 Progress Of Reading Recovery And Comparison Group Children On Text Reading Level From Fall To Year-End

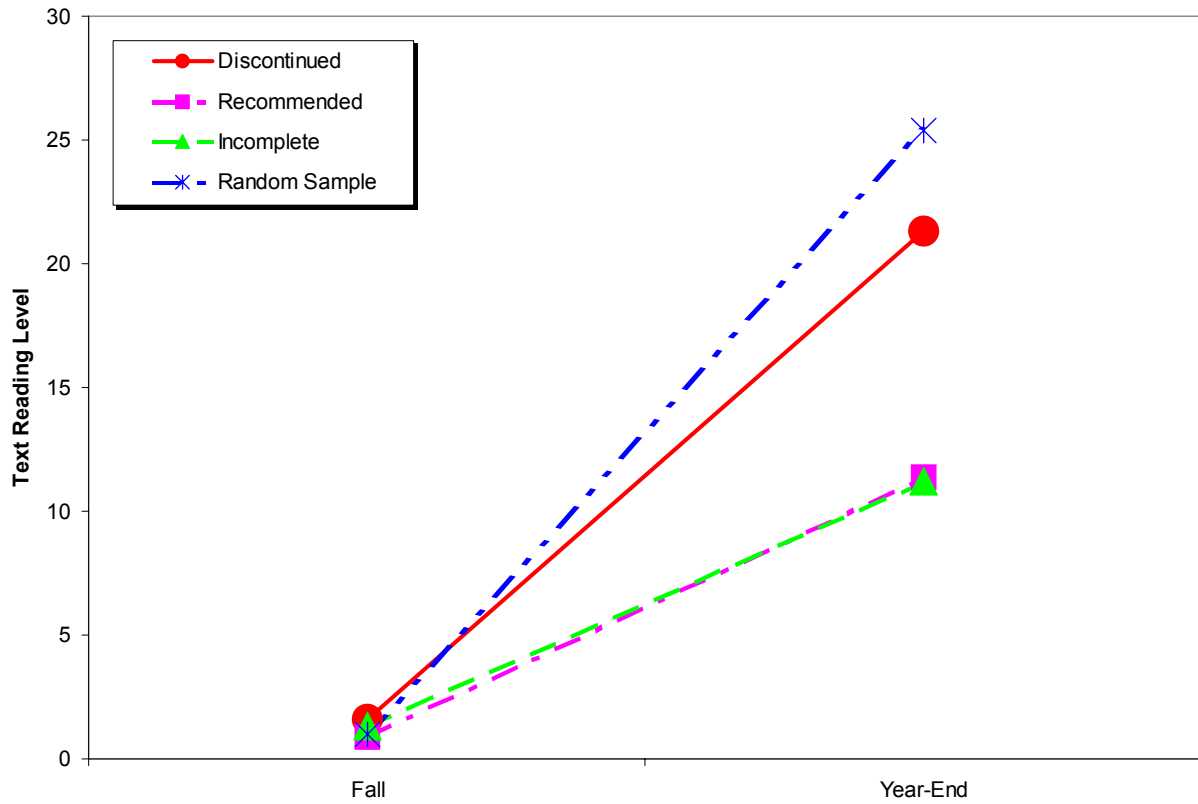


Table 3.2 Percentage Scoring At Each Text Reading Level At Year-End

Text Reading Level	End-Of-Program Status ^a						Student Group			
	Discontinued		Recommended		Incomplete		Full-Program ^b		Random Sample	
	n	col %	n	col %	n	col %	n	col %	n	col %
00-02 (Readiness)	0	0%	0	0%	2	4%	0	0%	0	0%
03-08 (PP 1-3)	0	0%	7	23%	10	21%	7	3%	2	2%
09 (Grade 1-1)	0	0%	0	0%	4	8%	0	0%	0	0%
10 (Grade 1-1)	0	0%	9	29%	4	8%	9	4%	0	0%
12 (Grade 1-1)	5	2%	5	16%	8	17%	10	4%	0	0%
14 (Grade 1-2)	2	1%	2	6%	14	29%	4	2%	2	2%
16 (Grade 1-2)	10	5%	5	16%	6	13%	15	6%	1	1%
18 (Grade 2-1)	50	24%	3	10%	0	0%	53	22%	6	7%
20 (Grade 2-2)	39	18%	0	0%	0	0%	39	16%	2	2%
22 (Grade 3-1)	30	14%	0	0%	0	0%	30	12%	8	10%
24 (Grade 3-2)	51	24%	0	0%	0	0%	51	21%	9	11%
26-30 (Grades 4-6)	25	12%	0	0%	0	0%	25	10%	51	63%
TOTAL	212	100%	31	100%	48	100%	243	100%	81	100%

Note: The Random Sample Site Average Band for Text Reading Level is 22.6 - 28.1.

Any differences between total n in this table and total group in Table 1.1 represent missing data (Status or TRL).

- a. Analysis of progress made by Reading Recovery children excludes those who were in the 'none of above' category and those who 'moved while being served' before their program status could be determined.
- b. Full-Program is defined as any Reading Recovery child who was discontinued or received at least 20 weeks of instruction.

Table 3.3a Progress On Text Reading Level

End-Of-Program Status ^a / Student Group	Text Reading Level											Gain ^b		
	Fall			Entry			Exit			Year-End			n	mean
	n	mean	SD	n	mean	SD	n	mean	SD	n	mean	SD		
Discontinued	152	1.6	1.3	217	3.8	3.9	217	17.8	3	212	21.3	3.8	147	20.3
Recommended	32	0.9	0.9	32	0.9	0.9	32	9.7	4.2	31	11.4	4.1	31	10.5
Incomplete	8	1.3	1	49	4.4	2.8				48	11.2	3.7	7	11
Random Sample	3	1	1							81	25.4	5.5	2	20

Note: The Random Sample Site Average Band for Text Reading Level is 22.6 - 28.1.

- a. Analysis of progress made by Reading Recovery children excludes those who were in the 'none of above' category and those who 'moved while being served' before their program status could be determined.
- b. Mean gain is based only on children with both fall and year-end Text Reading Level scores.

Table 3.3b Progress On Letter Identification

End-Of-Program Status ^{a/} Student Group	Letter Identification									Gain ^b				
	Fall			Entry			Exit			Year-End			n	mean
	n	mean	SD	n	mean	SD	n	mean	SD	n	mean	SD		
Discontinued	152	48.8	4.8	217	50.2	4.1	217	53.3	2.2	212	53.4	2.2	147	4.3
Recommended	32	44.1	8.2	32	44.1	8.2	32	52.3	1.7	31	52.6	1.5	31	8.5
Incomplete	8	45.4	11.6	49	51	2.9				48	53	1.3	7	9.1
Random Sample	3	52.3	1.2							81	53.5	0.8	2	0

Note: The Random Sample Site Average Band for Letter Identification is 53.1 - 53.9.

- Analysis of progress made by Reading Recovery children excludes those who were in the 'none of above' category and those who 'moved while being served' before their program status could be determined.
- Mean gain is based only on children with both fall and year-end Letter Identification scores.

Table 3.3c Progress On Ohio Word Test

End-Of-Program Status ^{a/} Student Group	Ohio Word Test									Gain ^b				
	Fall			Entry			Exit			Year-End			n	mean
	n	mean	SD	n	mean	SD	n	mean	SD	n	mean	SD		
Discontinued	152	2.9	2.7	217	6.5	5.9	217	18.6	1.5	212	19.3	1.1	147	16.4
Recommended	32	1.7	2.3	32	1.7	2.3	32	14.3	4.7	31	16	3.9	31	14.3
Incomplete	8	2.8	3.3	49	8.5	5.1				48	17	3.1	7	15.1
Random Sample	3	2.7	1.2							81	19.4	2	2	17.5

Note: The Random Sample Site Average Band for Ohio Word Test is 18.4 - 20.4.

- Analysis of progress made by Reading Recovery children excludes those who were in the 'none of above' category and those who 'moved while being served' before their program status could be determined.
- Mean gain is based only on children with both fall and year-end Ohio Word Test scores.

Table 3.3d Progress On Concepts About Print

End-Of-Program Status ^{a/} Student Group	Concepts About Print									Gain ^b				
	Fall			Entry			Exit			Year-End			n	mean
	n	mean	SD	n	mean	SD	n	mean	SD	n	mean	SD		
Discontinued	152	13.2	2.9	217	14.7	3.5	217	20.8	2.2	212	21.4	1.9	147	8.3
Recommended	32	11.3	2.9	32	11.3	2.9	32	17.7	2.6	31	18.5	2	31	7.1
Incomplete	8	13.3	1.7	49	15.7	2.8				48	19	2.3	7	6.1
Random Sample	3	12	5.3							81	21.9	2.1	2	8.5

Note: The Random Sample Site Average Band for Concepts About Print is 20.9 - 22.9.

- Analysis of progress made by Reading Recovery children excludes those who were in the 'none of above' category and those who 'moved while being served' before their program status could be determined.
- Mean gain is based only on children with both fall and year-end Concepts About Print scores.

Table 3.3e Progress On Writing Vocabulary

End-Of-Program Status ^a / Student Group	Writing Vocabulary												Gain ^b	
	Fall			Entry			Exit			Year-End			n	mean
	n	mean	SD	n	mean	SD	n	mean	SD	n	mean	SD		
Discontinued	152	12.1	6.9	217	22.6	16.8	216	58.3	14.6	212	63.8	16	147	51.8
Recommended	32	8.2	6.4	32	8.2	6.4	32	44	15.2	31	48.9	14	31	40.5
Incomplete	8	11	7.1	49	31	14.6				48	53.9	15.3	7	50.3
Random Sample	3	11.3	4.2							81	64.9	21.4	2	54

Note: The Random Sample Site Average Band for Writing Vocabulary is 54.2 - 75.6.

- a. Analysis of progress made by Reading Recovery children excludes those who were in the 'none of above' category and those who 'moved while being served' before their program status could be determined.
- b. Mean gain is based only on children with both fall and year-end Writing Vocabulary scores.

Table 3.3f Progress On Dictation

End-Of-Program Status ^a / Student Group	Dictation												Gain ^b	
	Fall			Entry			Exit			Year-End			n	mean
	n	mean	SD	n	mean	SD	n	mean	SD	n	mean	SD		
Discontinued	152	17.4	8.7	217	23.1	10.7	216	36.2	1.1	211	36.3	1.1	146	18.9
Recommended	32	12.8	8.3	32	12.8	8.3	32	33.6	3.5	31	33.9	3.1	31	21.1
Incomplete	8	20.4	7.6	49	29.3	6.8				48	34.4	3.2	7	14.6
Random Sample	3	17.7	8.1							81	36.3	2.1	2	24

Note: The Random Sample Site Average Band for Dictation is 35.3 - 37.4.

- a. Analysis of progress made by Reading Recovery children excludes those who were in the 'none of above' category and those who 'moved while being served' before their program status could be determined.
- b. Mean gain is based only on children with both fall and year-end Dictation scores.

Table 4.1 Percentage Who Scored Below, Within, Or Above Site Average Band On Text Reading Level At Year-End

End-Of-Program Status ^a / Student Group	Text Reading Level Performance					
	Below		Within		Above	
	n	row %	n	row %	n	row %
Discontinued	136	64%	65	31%	11	5%
Recommended	31	100%	0	0%	0	0%
Incomplete	48	100%	0	0%	0	0%
Random Sample	21	26%	29	36%	31	38%

Note: The Random Sample Site Average Band for Text Reading Level is 22.6 - 28.1.

- a. Excludes those who were in the 'none of above' category and those who 'moved while being served'.

Figure 4.1 Percentage Who Scored Within Or Above Site Average Band On Text Reading Level At Year-End

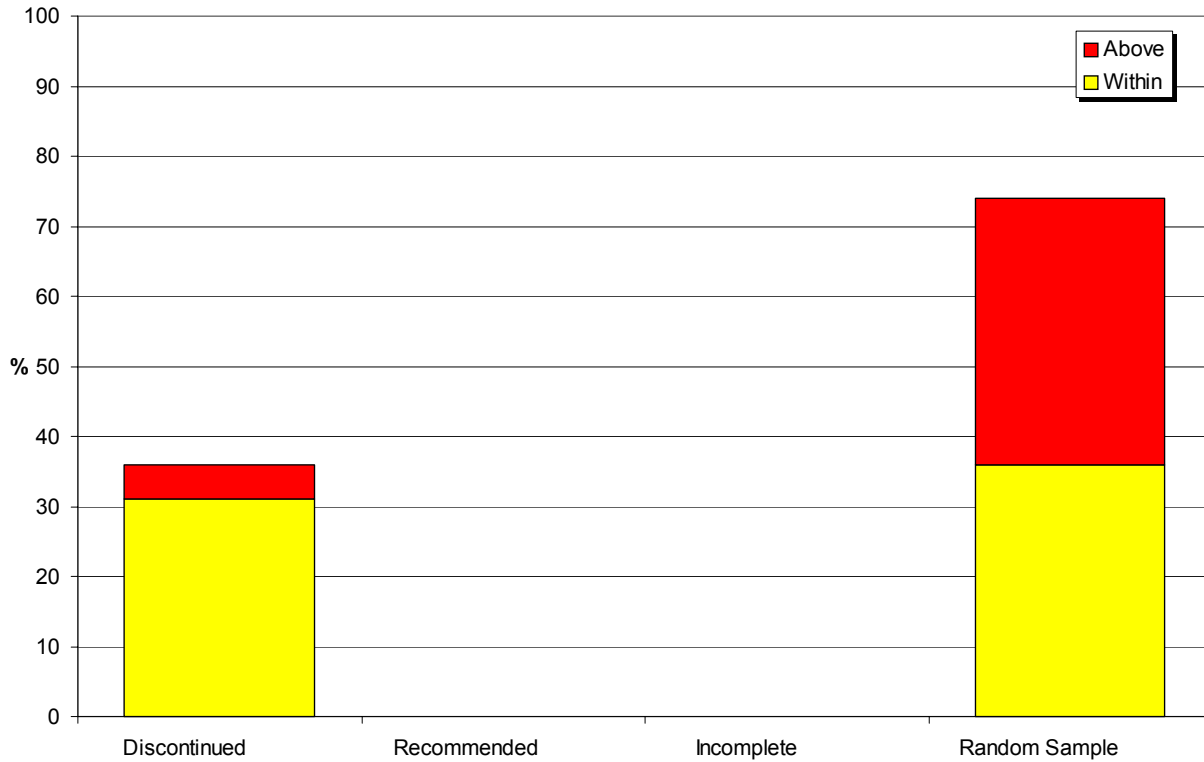


Table 4.2a Percentage Who Scored Below Or Within/Above Site Average Band On Letter Identification At Year-End

End-Of-Program Status ^a / Student Group	Letter Identification Performance			
	Below		Within/Above	
	n	row %	n	row %
Discontinued	70	33%	142	67%
Recommended	21	68%	10	32%
Incomplete	24	50%	24	50%
Random Sample	29	36%	52	64%

Note: The Random Sample Site Average Band for Letter Identification is 53.1 - 53.9.

- a. Excludes those who were in the 'none of above' category and those who 'moved while being served'.

Table 4.2b Percentage Who Scored Below Or Within/Above Site Average Band On Ohio Word Test At Year-End

End-Of-Program Status ^a / Student Group	Ohio Word Test Performance			
	Below		Within/Above	
	n	row %	n	row %
Discontinued	39	18%	173	82%
Recommended	23	74%	8	26%
Incomplete	32	67%	16	33%
Random Sample	7	9%	74	91%

Note: The Random Sample Site Average Band for Ohio Word Test is 18.4 - 20.4.

- a. Excludes those who were in the 'none of above' category and those who 'moved while being served'.

Table 4.2c Percentage Who Scored Below Or Within/Above Site Average Band On Concepts About Print At Year-End

End-Of-Program Status ^a / Student Group	Concepts About Print Performance			
	Below		Within/Above	
	n	row %	n	row %
Discontinued	64	30%	148	70%
Recommended	24	77%	7	23%
Incomplete	34	71%	14	29%
Random Sample	18	22%	63	78%

Note: The Random Sample Site Average Band for Concepts About Print is 20.9 - 22.9.

- a. Excludes those who were in the 'none of above' category and those who 'moved while being served'.

Table 4.2d Percentage Who Scored Below Or Within/Above Site Average Band On Writing Vocabulary At Year-End

End-Of-Program Status ^a / Student Group	Writing Vocabulary Performance			
	Below		Within/Above	
	n	row %	n	row %
Discontinued	62	29%	150	71%
Recommended	21	68%	10	32%
Incomplete	25	52%	23	48%
Random Sample	26	32%	55	68%

Note: The Random Sample Site Average Band for Writing Vocabulary is 54.2 - 75.6.

- a. Excludes those who were in the 'none of above' category and those who 'moved while being served'.

Table 4.2e Percentage Who Scored Below Or Within/Above Site Average Band On Dictation At Year-End

End-Of-Program Status ^a / Student Group	Dictation Performance			
	Below		Within/Above	
	n	row %	n	row %
Discontinued	37	18%	174	82%
Recommended	20	65%	11	35%
Incomplete	30	63%	18	38%
Random Sample	7	9%	74	91%

Note: The Random Sample Site Average Band for Dictation is 35.3 - 37.4.

- a. Excludes those who were in the 'none of above' category and those who 'moved while being served'.

Table 5.1 Progress On Literacy Measures Of First-Round^a Successfully Discontinued Reading Recovery Children

Observation Survey Task	Observation Survey Administration								
	Entry			Exit			Year-End		
	n	mean	SD	n	mean	SD	n	mean	SD
Letter ID	130	48.8	4.5	130	53.1	2.7	125	53.2	2.8
Ohio Word Test	130	2.8	2.8	130	18.3	1.6	125	19.4	1.1
Concepts About Print	130	13.1	2.9	130	20.5	2.4	125	21.6	1.8
Writing Vocabulary	130	11.9	7	129	55.8	14.5	125	64	16.1
Dictation	130	16.8	8.6	130	36.1	1.2	125	36.3	1.1
Text Reading	130	1.5	1.3	130	16.6	2.4	125	22.2	4

- a. First-Round status was designated by Teachers.

Figure 5.1 Progress On Text Reading Level Of First-Round Successfully Discontinued Reading Recovery Children

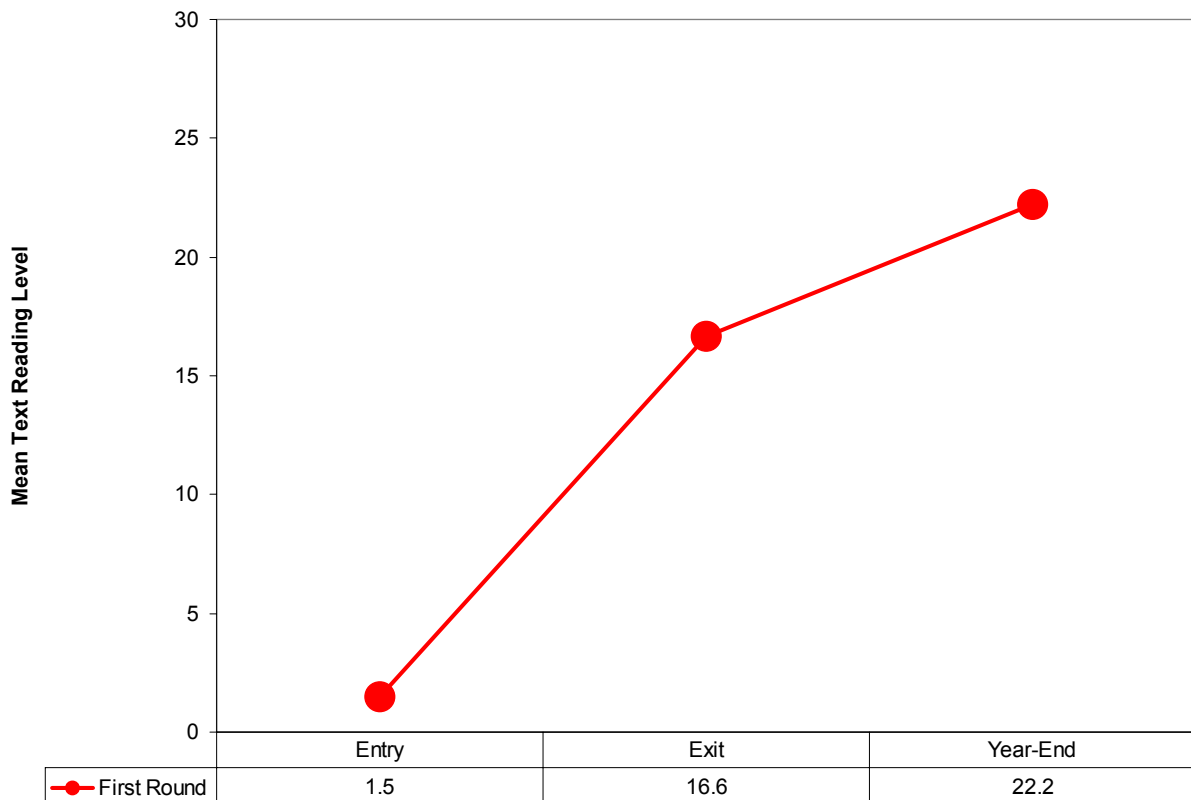


Table 5.2 Average Weeks And Sessions Of First-Round Successfully Discontinued Reading Recovery Children

Weeks	
n	130
Mean	21.6
Median	20.5
Minimum	10
Maximum	36
Sessions	
n	130
Mean	80.7
Median	78.5
Minimum	39
Maximum	141
Average Sessions Per Week	3.7

Note: Mean Sessions per Week is the average number of sessions received per week of instruction for *each* child. First-Round status was designated by Teachers.

Table 6.1 Change In Classroom Reading Group Placement From Fall To Year-End For Discontinued And Comparison Group Children

End-Of-Program Status/ Student Group	Reading Group Placement								Total n
	Low		Lower-Mid		Upper-Mid		High		
	n	row %	n	row %	n	row %	n	row %	
Discontinued									
Fall Reading Group	146	96%	6	4%	0	0%	0	0%	152
Year-End Reading Group	28	13%	84	40%	73	34%	20	9%	212
Random Sample									
Fall Reading Group	2	67%	1	33%	0	0%	0	0%	3
Year-End Reading Group	4	5%	11	14%	16	20%	50	62%	81

Note: Differences between totals in this table and total group in Table 1.1 are due to missing data (Reading Group Placement, Reading Group or Status).

Table 7.1 Number And Percentage Of Reading Recovery And Comparison Group Children Referred And Placed In Special Education By End-Of-Program Status

	End-Of-Program Status ^a				Student Group					
	Discontinued		Recommended		Incomplete Programs ^b		Full-Program ^c		Random Sample	
	n	col %	n	col %	n	col %	n	col %	n	col %
Not Referred:										
Total	206	95%	16	50%	60	91%	222	90%	94	100%
Referred, Not Placed:										
Total	1	0%	3	9%	1	2%	4	2%	0	0%
Referred and Placed: (Why)										
LD: Reading	1	0%	3	9%	1	2%	4	2%	0	0%
LD: Other	0	0%	1	3%	0	0%	1	0%	0	0%
Speech and Language	3	1%	3	9%	0	0%	6	2%	0	0%
Other	1	0%	0	0%	0	0%	1	0%	0	0%
Total	5	2%	7	22%	1	2%	12	5%	0	0%
Referred, Awaits Screening:										
Total	4	2%	6	19%	4	6%	10	4%	0	0%
TOTAL GROUP	216	100%	32	100%	66	100%	248	100%	94	100%

- a. Excludes children who moved while being served
- b. Incomplete Programs = children with 'incomplete program at year-end' plus those in the 'none of the above' category.
- c. Full-Program = children who were successfully discontinued plus those 'recommended' after twenty or more weeks of instruction.

Table 8.1 Number And Percentage Of Reading Recovery And Comparison Group Children Considered For Retention

	End-Of-Program Status ^a				Student Group					
	Discontinued		Recommended		Incomplete Programs ^b		Full-Program ^c		Random Sample	
	n	col %	n	col %	n	col %	n	col %	n	col %
Not Considered:										
Policy Allows Retentions	102	84%	11	42%	30	63%	113	77%	30	100%
Policy Does Not Allow Retentions	1	1%	2	8%	2	4%	3	2%	0	0%
Total	103	85%	13	50%	32	67%	116	79%	30	100%
Considered, Not Retained:										
Adequate Progress	9	7%	2	8%	2	4%	11	7%	0	0%
Other	3	2%	5	19%	4	8%	8	5%	0	0%
Total	12	10%	7	27%	6	13%	19	13%	0	0%
Considered, Retained:										
Reading Difficulties	0	0%	1	4%	1	2%	1	1%	0	0%
Other	5	4%	4	15%	6	13%	9	6%	0	0%
Total	5	4%	5	19%	7	15%	10	7%	0	0%
Decision Pending:										
Total	1	1%	1	4%	3	6%	2	1%	0	0%
TOTAL GROUP	121	100%	26	100%	48	100%	147	100%	30	100%

- a. Excludes Reading Recovery Children who moved while being served
- b. Incomplete Programs = Reading Recovery Children with 'incomplete program at year-end' plus those in the 'none of the above category'.
- c. Full-Program = Reading Recovery children who were successfully discontinued plus those 'recommended' after twenty or more weeks of instruction.

Table 9.1 Participants' Views Of Reading Recovery

Participants	<i>[Responses to "Reading Recovery is a good intervention."]</i>					Total					
	<i>[Strongly Disagree]</i>		<i>[Disagree]</i>		<i>[Undecided]</i>		<i>[Agree]</i>		<i>[Strongly Agree]</i>		n
	n	row %	n	row %	n	row %	n	row %	n	row %	
Reading Recovery Teachers											
Classroom Teachers											
Administrators											
Parents											
Total Responses											

Table S0 Count Of University Training Centers, States, Sites, Systems, Buildings, Teachers, And Students Participating In Reading Recovery In Poway

Entity	n
UTCs	1
Sites	1
States	1
Systems	3
Buildings	17
Leaders	1
Teachers	50
RR Students	326
Random Sample for RR	94

Table S1 Number Of Schools By Years In Reading Recovery And Level Of Coverage

Years of Implementation	Level Of Coverage					Total
	< 25%	25-49%	50-74%	75-99%	100%	Schools
1	0	0	0	0	1	1
2	0	0	0	1	0	1
4	0	0	0	1	0	1
5	1	0	0	0	0	1
6	0	0	0	2	1	3
7	0	1	0	0	0	1
8	0	0	1	1	2	4
9	0	0	1	1	1	3
10	0	1	0	0	1	2
Total n	1	2	2	6	6	17
Total %	6%	12%	12%	35%	35%	100%

Note: Level of coverage is estimated by Reading Recovery Teachers in each school.

Table S2 Sources Of Funding By District

District	Schools	Sources of Funding				
		Local	State	Title I	Other	Private
Poway Unified	15	12	4	3	0	2
Rancho Santa Fe	1	1	0	0	0	0
Vista Unif	1	0	1	1	0	0
TOTAL	17	13	5	4	0	2

Note: Sources of funding are reported by Reading Recovery Teachers in each school.

Table S3 Teachers' Current Roles And Training Level By Status

Role/ Training	Status						Total	
	Trained/Active		Trained/Returning		In-Training		n	row %
	n	row %	n	row %	n	row %		
Role in RR								
Teacher	39	81%	1	2%	8	17%	48	100%
Teacher Leader	1	50%	0	0%	1	50%	2	100%
TOTAL	40	80%	1	2%	9	18%	50	100%
Trained In/Training For								
RR	40	80%	1	2%	9	18%	50	100%
TOTAL	40	80%	1	2%	9	18%	50	100%
TOTAL GROUP	40	80%	1	2%	9	18%	50	100%

Table S4 Description Of Trained And In-Training Teachers

Description	Status				Total	
	Trained		In-Training		n	col %
	n	col %	n	col %		
Sex						
Male	0	0%	1	11%	1	2%
Female	41	100%	8	89%	49	98%
TOTAL	41	100%	9	100%	50	100%
Race/Ethnicity						
TOTAL	0	0%	0	0%	0	0%
Native Language						
English	41	100%	9	100%	50	100%
TOTAL	41	100%	9	100%	50	100%
Highest Degree						
Bachelors	16	39%	3	33%	19	38%
Masters	3	7%	0	0%	3	6%
Masters +	22	54%	6	67%	28	56%
TOTAL	41	100%	9	100%	50	100%
TOTAL GROUP	41	100%	9	100%	50	100%

Table S5 Teachers' Professional Experience

Experience	Status		Total
	Trained	In-Training	
Years employed in education			
n	40	8	48
Mean	15.2	8.9	14.1
Std Deviation	7.9	4.4	7.8
Median	14.5	10	13
Minimum	3	3	3
Maximum	36	17	36
Total Years in RR and/or DLL (Includes training year)			
n	40	8	48
Mean	4.8	1	4.1
Std Deviation	2.2	0	2.5
Median	5	1	5
Minimum	1	1	1
Maximum	9	1	9

Note: Excludes Teacher Leaders

Table S6 Number Of Teachers By Their Assigned Daily Teaching Slots

Status	Slots								
	1	2	3	4	5	6	7	8	9
In-Training				8					
Trained		1	20	15	3			1	
TOTAL		1	20	23	3			1	

Note: Excludes Teacher Leaders. Teachers working in multiple schools will only have slots reported for one school.

Table S7 Teachers' Other Roles And Grade Level Of Service

Role	Grade Level												Total	
	(none)	PK-K	1	2	3	3-4	5-6	7-12	K-3	3-6	K-6	K-12	n	col %
Half-day RR only	0	0	0	7	0	0	0	0	0	0	0	0	7	15%
Classroom Teacher	0	0	22	0	0	0	0	0	0	0	0	0	22	46%
Reading/Title 1 Teacher	0	0	0	0	0	0	0	0	0	2	1	8	11	23%
Special Education Teacher	0	0	0	0	0	0	0	0	0	0	0	1	1	2%
ESL Teacher	0	0	0	0	0	0	0	0	0	0	0	1	1	2%
Other	0	0	1	1	0	0	0	0	0	1	0	3	6	13%
TOTAL	0	0	23	8	0	0	0	0	0	3	1	13	48	100%
Row %	0%	0%	48%	17%	0%	0%	0%	0%	0%	6%	2%	27%	100%	

Note: Excludes Teacher Leaders.

Table S8 End-Of-Program Status By Level Of School Coverage

Level of Coverage	End-Of-Program Status										Total	
	Discontinued		Recommended		Incomplete		Moved		None of Above		n	col %
	n	row %	n	row %	n	row %	n	row %	n	row %		
100%	79	75%	8	8%	11	10%	4	4%	4	4%	106	33%
75-99%	91	62%	20	14%	22	15%	2	1%	11	8%	146	45%
50-74%	19	79%	1	4%	4	17%	0	0%	0	0%	24	7%
25-49%	10	38%	2	8%	8	31%	2	8%	4	15%	26	8%
<25%	18	75%	1	4%	4	17%	1	4%	0	0%	24	7%
TOTAL	217	67%	32	10%	49	15%	9	3%	19	6%	326	100%

Note: Any differences in n between this table and total group in Table 1.1 represent cases with missing data (Status or level of coverage).

Table S9 Average Number Of Children Served By Trained And In-Training Reading Recovery Teachers

Teacher Status	End-Of-Program Status					Total
	Dis.	Rec.	Inc.	Mov.	N.o.A.	
Trained	4.3	0.7	0.9	0.1	0.4	6.5
In-Training	4.3	0.4	1.2	0.4	0.2	6.7
TOTAL	4.3	0.6	1	0.2	0.4	6.5

Note: Excludes Teacher Leaders

Table S10 Number And Percentage Of Children Served By Trained And In-Training Reading Recovery Teachers

Teacher Status	End-Of-Program Status										Total	
	Discontinued		Recommended		Incomplete		Moved		None of Above		n	row %
	n	row %	n	row %	n	row %	n	row %	n	row %		
Trained	178	67%	28	11%	38	14%	5	2%	17	6%	266	100%
In-Training	39	65%	4	7%	11	18%	4	7%	2	3%	60	100%
TOTAL	217	67%	32	10%	49	15%	9	3%	19	6%	326	100%

Note: Excludes Teacher Leaders. Any differences in n between this table and total group in Table 1.1 represent cases with missing data (Teacher Status or Student Status).

Figure S10 Percentage Of Children Served By Trained And In-Training Reading Recovery Teachers

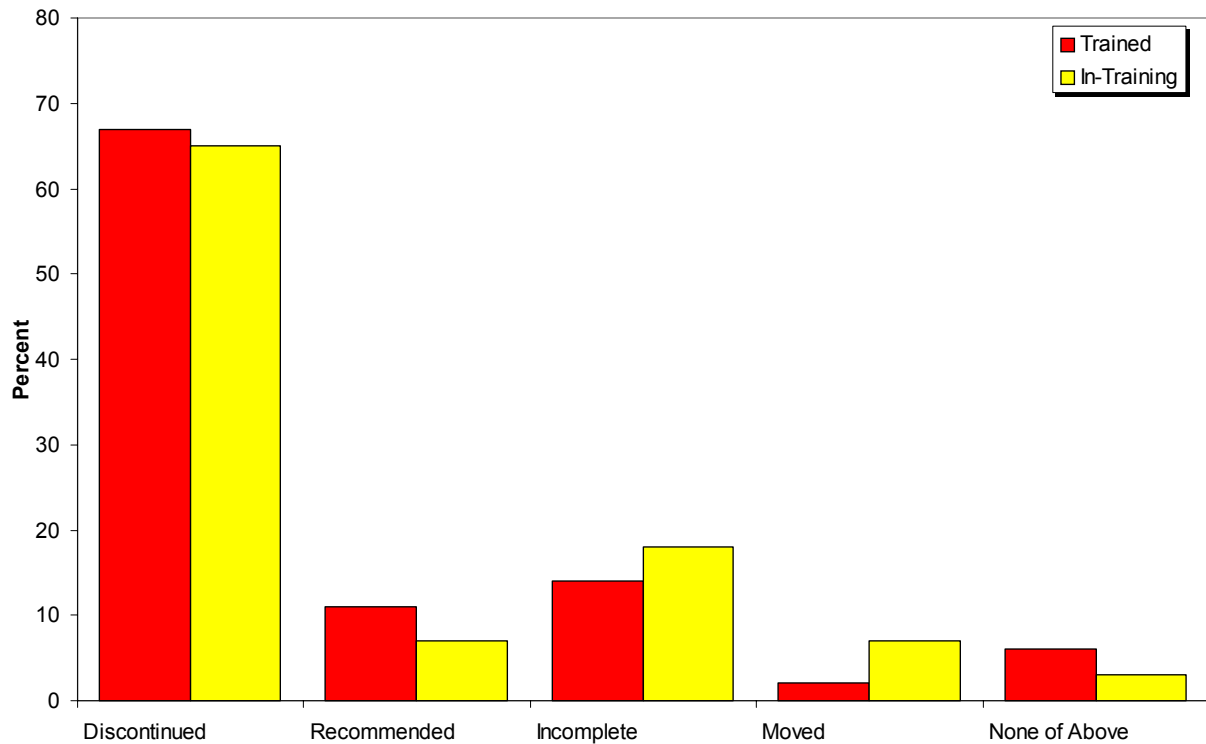


Table S11 End-Of-Program Status And Trained Teachers' Years In Reading Recovery

Years In Reading Recovery	End-Of-Program Status										Total n
	Discontinued		Recommended		Incomplete		Moved		None of Above		
	n	row %	n	row %	n	row %	n	row %	n	row %	
1	43	70%	5	8%	8	13%	3	5%	2	3%	61
2	32	59%	10	19%	7	13%	1	2%	4	7%	54
4	6	86%	1	14%	0	0%	0	0%	0	0%	7
5	63	85%	3	4%	8	11%	0	0%	0	0%	74
6	41	53%	8	10%	14	18%	3	4%	12	15%	78
7	7	47%	4	27%	2	13%	1	7%	1	7%	15
8	7	58%	1	8%	4	33%	0	0%	0	0%	12
9	12	86%	0	0%	2	14%	0	0%	0	0%	14
TOTAL	211	67%	32	10%	45	14%	8	3%	19	6%	315

Note: Any differences in n between this table and total group in Table 1.1 represent cases with missing data (Teachers' Years in Reading Recovery or Student Status).

Table S12 Mean Number Of Reading Recovery Sessions Missed By End-Of-Program Status

End-Of-Program Status	Sessions Missed				Total
	Student Absent	Teacher Absent	Student Unavail.	Teacher Unavail.	
Discontinued					
Number of Students	217	217	217	217	217
Mean	4.6	3.3	2.7	5.1	15.8
SD	5.1	3.8	4.2	6.2	12.2
Mode	0	0	0	0	5
Recommended					
Number of Students	32	32	32	32	32
Mean	5.9	5.6	3.7	6.1	21.3
SD	5.2	5.1	3.8	8.9	14.1
Mode	5	0	0	1	14
Incomplete					
Number of Students	49	49	49	49	49
Mean	3	2.1	1.7	3	9.7
SD	3.2	3.9	1.8	5.1	7.8
Mode	1	0	1	0	6
Moved					
Number of Students	9	9	9	9	9
Mean	4.6	3.7	1.8	3.8	13.8
SD	4.2	7.8	1.4	4.4	10.4
Mode	1	0	0	1	15
None of Above					
Number of Students	19	19	19	19	19
Mean	3.1	0.6	1.1	1.9	6.7
SD	7.9	1	1.7	3.2	8.5
Mode	0	0	0	0	0
TOTAL					
n	326	326	326	326	326
Mean	4.4	3.2	2.5	4.7	14.8
SD	5.1	4.1	3.8	6.2	12.1
Mode	0	0	0	0	5

Note: 'Number of students' refers to the number of students for whom data were available for that measure.

Table S13 Reasons Students Not Tested At Year-End

Availability	End-Of-Program Status									
	Discontinued		Recommended		Incomplete		Moved		None of Above	
	n	col %	n	col %	n	col %	n	col %	n	col %
Tested:										
Total	212	98%	31	97%	48	98%	0	0%	4	21%
Not Tested:										
Student Moved	5	2%	1	3%	1	2%	9	100%	15	79%
Total	5	2%	1	3%	1	2%	9	100%	15	79%
TOTAL GROUP	217	100%	32	100%	49	100%	9	100%	19	100%

Note: Any differences in n between this table and total group in Table 1.1 represent cases with missing data (student availability).

Table S14 Change In Teacher Load

Reason	Teachers
Maternity Leave	1
Job reclassification/new position	1

Table S15 Information On Children Who Moved While Being Served

Reason	Students
Child moved to new system in same RR site	1
Child moved to another RR site	2
Child moved to an unknown location	8
Slot vacated because of a change in teacher's load	1
Slot vacated for other	21
Child moved from another building in same system	1
Child moved from another system in same RR site	1
Child moved from another RR site	2
Child moved from an unknown location	7
Service resumed by same teacher after interruption	4
Service resumed in same building with a different teacher	25

Table S16 Percentage Who Scored Within Or Above Site Average Band On Text Reading Level At Year-End By District

District	End-Of-Program Status						Student Group	
	Discontinued		Recommended		Incomplete		Random Sample	
	n	col %	n	col %	n	col %	n	col %
Poway Unified	69	37%	0	0%	0	0%	59	76%
Rancho Santa Fe	2	29%	0	0%	0	0%	0	0%
Vista Unif	5	25%	0	0%	0	0%	1	33%
TOTAL	76	36%	0	0%	0	0%	60	74%

Note: The Random Sample Site Average Band for Text Reading Level is 22.6 - 28.1.

Table S17 Change In Classroom Reading Group Placement From Fall To Year-End For Reading Recovery Children Who Were Recommended Or Had Incomplete Programs

End-Of-Program Status	Reading Group Placement								Total n
	Low		Lower-Mid		Upper-Mid		High		
	n	row %	n	row %	n	row %	n	row %	
Recommended									
Fall Reading Group	31	97%	1	3%	0	0%	0	0%	32
Year-End Reading Group	24	77%	6	19%	0	0%	1	3%	31
Incomplete									
Fall Reading Group	7	88%	1	13%	0	0%	0	0%	8
Year-End Reading Group	33	69%	10	21%	5	10%	0	0%	48

Note: Data for 'discontinued', random sample, and other comparison group children are listed in Table 6.1.

Table S18 Number Of Reading Recovery And Comparison Group Children Who Received Special Education Service During the Year

	End-Of-Program Status										Student Group	
	Discontinued		Recommended		Incomplete		Moved		None of Above		Random Sample	
	n	col %	n	col %	n	col %	n	col %	n	col %	n	col %
Received Special Education Services												
No	207	95%	24	75%	49	100%	9	100%	18	95%	93	99%
Yes	10	5%	8	25%	0	0%	0	0%	1	5%	1	1%
Primary Service												
Res. Room	2	20%	5	63%	0	0%	0	0%	1	100%	1	100%
Consultant Sp. Ed.	1	10%	0	0%	0	0%	0	0%	0	0%	0	0%
S & L Specialist	7	70%	3	38%	0	0%	0	0%	0	0%	0	0%
When Initiated?												
Before RR	7	70%	1	13%	0	0%	0	0%	0	0%		
During RR	3	30%	6	75%	0	0%	0	0%	1	100%		
After RR	0	0%	1	13%	0	0%	0	0%	0	0%		
Where?												
Pull-Out	9	90%	8	100%	0	0%	0	0%	1	100%	1	100%
In-Class	1	10%	0	0%	0	0%	0	0%	0	0%	0	0%
Times/Week												
1 Day/Week	2	20%	0	0%	0	0%	0	0%	0	0%	0	0%
2 Day/Week	5	50%	3	38%	0	0%	0	0%	0	0%	0	0%
3 Day/Week	1	10%	3	38%	0	0%	0	0%	0	0%	0	0%
5 Day/Week	1	10%	2	25%	0	0%	0	0%	1	100%	1	100%
As Needed	1	10%	0	0%	0	0%	0	0%	0	0%	0	0%

Note: Any differences in n between this table and total group in Table 1.1 represent cases with missing data (special education referral or placement or status).

Table S19 Number Of Reading Recovery And Comparison Group Children Who Received Reading/Other Literacy Instruction (Other Than RR/Special Education)

	End-Of-Program Status										Student Group	
	Discontinued		Recommended		Incomplete		Moved		None of Above		Random Sample	
	n	col %	n	col %	n	col %	n	col %	n	col %	n	col %
Received Reading/Other Literacy Instruction												
No	174	80%	20	63%	32	65%	5	56%	4	21%	93	99%
Yes	43	20%	12	38%	17	35%	4	44%	15	79%	1	1%
When Initiated?												
Before RR	20	47%	0	0%	12	71%	1	25%	8	53%		
During RR	21	49%	7	58%	5	29%	3	75%	2	13%		
After RR	2	5%	5	42%	0	0%	0	0%	5	33%		
How?												
Group	33	77%	8	67%	10	59%	3	75%	10	67%	0	0%
Individual	10	23%	4	33%	7	41%	1	25%	5	33%	1	100%
By Whom?												
RR-T	2	5%	0	0%	1	6%	0	0%	1	7%	0	0%
Other T/Spec.	34	79%	7	58%	13	76%	3	75%	13	87%	0	0%
Other Personnel	7	16%	5	42%	3	18%	1	25%	1	7%	1	100%
Where?												
Pull-Out	27	63%	5	42%	8	47%	3	75%	6	40%	1	100%
In-Class	16	37%	7	58%	9	53%	1	25%	9	60%	0	0%
Times/Week												
1 Day/Week	1	2%	0	0%	1	6%	1	25%	0	0%	1	100%
2 Day/Week	5	12%	0	0%	1	6%	0	0%	4	27%	0	0%
3 Day/Week	9	21%	6	50%	4	24%	0	0%	6	40%	0	0%
4 Day/Week	8	19%	4	33%	7	41%	1	25%	1	7%	0	0%
5 Day/Week	19	44%	2	17%	4	24%	2	50%	4	27%	0	0%
As Needed	1	2%	0	0%	0	0%	0	0%	0	0%	0	0%

Note: Any differences in n between this table and total group in Table 1.1 represent cases with missing data (Other Literacy Instruction or Status).

Table S20 Number Of Reading Recovery And Comparison Group Children Who Received ESL Or Bilingual Class Instruction

	End-Of-Program Status										Student Group	
	Discontinued		Recommended		Incomplete		Moved		None of Above		Random Sample	
	n	col %	n	col %	n	col %	n	col %	n	col %	n	col %
ESL Class/Instruction												
Yes	13	100%	4	100%	11	100%	1	100%	0	0%	6	100%
When Initiated?												
Before RR	8	62%	2	50%	5	45%	0	0%	0	0%	0	0%
During RR	5	38%	2	50%	6	55%	1	100%	0	0%	0	0%
Bilingual Class/Instruction												
No	13	100%	3	75%	6	55%	1	100%	0	0%	6	100%
Yes	0	0%	1	25%	5	45%	0	0%	0	0%	0	0%
When Initiated?												
Before RR	0	0%	1	100%	5	100%	0	0%	0	0%	0	0%

Note: Any differences in n between Table S20 and total group in Table 1.1 represent cases with missing data (ESL, Bilingual or Status).

Table S21 Number Of Reading Recovery And Comparison Group Children Who Received Compensatory Educational Services For Areas Other Than Literacy

	End-Of-Program Status										Student Group	
	Discontinued		Recommended		Incomplete		Moved		None of Above		Random Sample	
	n	col %	n	col %	n	col %	n	col %	n	col %	n	col %
Received Other Compensatory Services?												
No	196	90%	25	78%	42	86%	7	78%	14	74%	93	99%
Yes	21	10%	7	22%	7	14%	2	22%	5	26%	1	1%
When Initiated?												
Before RR	6	29%	0	0%	7	100%	0	0%	3	60%	0	0%
During RR	14	67%	7	100%	0	0%	2	100%	1	20%	0	0%
After RR	1	5%	0	0%	0	0%	0	0%	1	20%	0	0%
Times/Week												
1 Day/Week	4	19%	1	14%	3	43%	1	50%	4	80%	0	0%
2 Day/Week	1	5%	2	29%	0	0%	0	0%	0	0%	0	0%
3 Day/Week	3	14%	2	29%	2	29%	0	0%	1	20%	0	0%
4 Day/Week	12	57%	2	29%	2	29%	1	50%	0	0%	1	100%
As Needed	1	5%	0	0%	0	0%	0	0%	0	0%	0	0%

Note: Any differences in n between this table and total group in Table 1.1 represent cases with missing data (Compensatory Educational Services or Status).

Table S22 End-Of-Program Status Of Reading Recovery Children By Round

Round	End-Of-Program Status										Total n
	Discontinued		Recommended		Incomplete		Moved		None of Above		
	n	row %	n	row %	n	row %	n	row %	n	row %	
First Round	130	73%	32	18%	1	1%	5	3%	10	6%	178
Second Round	83	59%	0	0%	44	31%	4	3%	9	6%	140
Subsequent Rounds	4	50%	0	0%	4	50%	0	0%	0	0%	8
TOTAL	217	67%	32	10%	49	15%	9	3%	19	6%	326

Note: Any differences between total n in this table and total group in Table 1.1 represent missing data (status).

Table S23 Percentage Of Full-Program Reading Recovery Children Who Discontinued By Round

Round	Full-Program		
	Total	Discontinued	
	n	n	row %
First Round	164	130	79%
Second Round	83	83	100%
Subsequent Rounds	4	4	100%
Total	251	217	86%

Note: Full-Program is defined as any child who was either discontinued or received at least 20 weeks of instruction.

Table S24 Average Weeks And Sessions Of First-Round Reading Recovery Children

	End-Of-Program Status				
	Dis.	Rec.	Inc.	Mov.	N.o.A.
Weeks					
n	130	32	1	5	10
Mean	21.6	27.2	35	14.6	12.4
Median	20.5	29	35	13	14
Minimum	10	20	35	7	7
Maximum	36	35	35	30	16
Sessions					
n	130	32	1	5	10
Mean	80.7	104.3	129	50.6	43.3
Median	78.5	110.5	129	49	50
Minimum	39	66	129	28	18
Maximum	141	143	129	94	57
Mean Sessions Per Week	3.8	3.9	3.7	3.6	3.5

Note: Mean Sessions per week is the average number of sessions received per week of instruction for each child.

Any differences in n between this table and total group in Table 1.1 represent cases with missing data (weeks or sessions).

Table S25 Average Weeks And Sessions Of Second-Round Reading Recovery Children

	End-Of-Program Status				
	Dis.	Rec.	Inc.	Mov.	N.o.A.
Weeks					
n	83	0	44	4	9
Mean	11	0	10.3	8.3	3.2
Median	10	0	11.5	10	3
Minimum	3	0	3	6	3
Maximum	21	0	18	12	4
Sessions					
n	83	0	44	4	9
Mean	43.9	0	39.6	30.3	12.4
Median	42	0	44.5	37.5	13
Minimum	11	0	1	22	9
Maximum	85	0	71	47	17
Mean Sessions Per Week	4	0	3.8	3.7	3.9

Note: Mean Sessions per week is the average number of sessions received per week of instruction for *each* child.

Any differences in n between this table and total group in Table 1.1 represent cases with missing data (weeks or sessions).

Table S26 Average Weeks And Sessions Of Subsequent-Round Reading Recovery Children

	End-Of-Program Status				
	Dis.	Rec.	Inc.	Mov.	N.o.A.
Weeks					
n	4	0	4	0	0
Mean	6.5	0	10.5	0	0
Median	7.5	0	11.5	0	0
Minimum	5	0	9	0	0
Maximum	9	0	12	0	0
Sessions					
n	4	0	4	0	0
Mean	26.5	0	48.8	0	0
Median	34	0	53.5	0	0
Minimum	15	0	39	0	0
Maximum	41	0	57	0	0
Mean Sessions Per Week	4	0	4.6	0	0

Note: Mean Sessions per week is the average number of sessions received per week of instruction for *each* child.

Any differences in n between this table and total group in Table 1.1 represent cases with missing data (weeks or sessions).

Extra stuff:

Table 9.1a Teachers in Training Views of Reading Recovery

Participants	Responses to: <i>My view of teaching low progress children how to read has changed considerably this year</i>										Total
	<i>[Strongly Disagree]</i>		<i>[Disagree]</i>		<i>[Undecided]</i>		<i>[Agree]</i>		<i>[Strongly Agree]</i>		
	n	row %	n	row %	n	row %	n	row %	n	row %	n
Reading Recovery Teachers (in training)							1	14%	6	86%	7
Total Responses							1	14%	6	86%	7