

Creating a Usable Site Report

Mary Collins
Garreth Zalud



The University of South Dakota
Reading Recovery® Training Center

The contents of this presentation may not be reproduced or used without written permission of the authors and appropriate citation.



Creating a Usable Site Report

*Tailor Reading Recovery reports to
meet the individual needs of your site.*



Creating a Site Report for your UTC

Consult your UTC to see if there are special requirements for the reports in your training center network.

Include student outcomes with answers to research questions 1-5.



This Session

Think about ways to look at data and to write reports that may be used for continuous improvement (more formative) in your district.



Identify The Audience AND Label Your Report

Internal Report For Your Site/District

**Report forKey Decision Makers in
District**



District Administrators Need Answers: Did it Work? **Comparative Context**

Basic comparison questions: How
does the data

1. **compare to data collected last
year(s)?**
2. **compare to others with similar
circumstance?**



Don't Overstate

When compared to data collected last year(s) these data are:

- 1) About the same
- 2) Higher
- 3) Lower



Don't Overstate

When compared to data collected last year these data:

- 1) Are about what was expected
- 2) Are surprising/unexpected



Don't Overstate

When compared to others, data:

1) Are similar

2) Are different

* *comparison to others is subject to considerable interpretation error because of the numerous contextual differences that exist between and among different sites*



Some, but not all, of the **contextual factors**
that may influence results

1. **Level of coverage (S1)**

2. **Teacher experience (S3, S4)**

3. **Time/daily lessons (S12)**

* *These are examples of contextual differences that exist
between and among different sites/buildings*



INTRODUCTION SECTION

The introduction **provides context** about Reading Recovery, and **about Reading Recovery at a (your) specific site.**

*It may be effective to **highlight key phrases** and/or change the introduction to fit your audience.*



INTRODUCTION SECTION

State Reading Recovery goals

“The goal is for children to develop effective reading and writing strategies in order to work within the average range of classroom performance.” (RR Goal)

State your site goals

“To increase the average number of lessons per week to 4.2.”



INTRODUCTION SECTION

“The success of any intervention such as Reading Recovery is **influenced by the quality of decisions made about implementation.**”

What is unique about or impacts your implementation? “**Three schools have only 70% coverage.**”



INTRODUCTION

Specific points in the introduction **must be revisited** in your report's summary or conclusion section **and will link to recommendations** at the end of the report.

- Goals - Affect outcomes
- Implementation – Affects outcomes
- Outcomes are linked to recommendations



INTRODUCTION - Demographics

Write a brief description of the data and discuss changes from last year(s) .

Is your site growing or decreasing ?

Explain.



INTRODUCTION - Demographics

Write a brief description of the data and discuss changes from last year(s) .

What are population change characteristics by group? (Who is in your data?)

Explain.



The Research Questions

1. **How many** children were served and **who** was served in Reading Recovery?



Table 1 Description of RR Children

These data can help you demonstrate that **RR works for all children** (not just middle class white children).

For example, demonstrating your site has (minority) children and is performing well is an important consideration for many stakeholders. It shows **Reading Recovery is “narrowing the achievement gap.”**



Table 1 Description of RR Children

1.1

- **Sex**
- **School Meal Costs (SES)**
- **Race/Ethnicity**
- **Disability**



Table 1.1 Description of Reading Recovery Children: Sex, School Meal Costs: ABC Schools

Description	Reading Recovery n			Reading Recovery col %		
	08-09	07-08	difference	08-09	07-08	difference
Sex						
Male	171	155	16	57%	58%	-1%
Female	130	112	18	43%	42%	1%
TOTAL	301	267	34	100%	100%	
School Meal Costs						
Free or reduced price	92	70	22	49%	39%	10%
Regular price	95	110	-15	51%	61%	-10%
TOTAL	187	180	7	100%	100%	



Table 1.1 Description of Reading Recovery Children: Race/Ethnicity: ABC Schools

Description	Reading Recovery n			Reading Recovery col %		
	08-09	07-08	difference	08-09	07-08	difference
Race/Ethnicity						
American Indian/Alaskan Native, not Hispanic	31	19	12	10%	7%	3%
Asian, not Hispanic	2	0	2	1%	0%	1%
Black, not Hispanic	3	2	1	1%	1%	
Hispanic, any race	16	7	9	5%	3%	2%
Native Hawaiian/Pacific Islander, not Hispanic	2		2	1%		1%
White, not Hispanic	242	236	6	80%	88%	-8%
Multiple races, not Hispanic	5	2	3	2%	1%	1%
Some other race, not Hispanic		1	-1		0	
TOTAL	301	267	34	100%	100%	



Table 1.1 Description of Reading Recovery Children: Disability: ABC Schools

Description	Reading Recovery n			Reading Recovery col %		
	08-09	07-08	difference	08-09	07-08	difference
Disability*						
No Disability	259	249	10	86%	94%	-8%
Hearing impairment	2		2	1%		
Cognitive disability or mental retardation	1		1	0%		
Other health impairment	3		3	1%		
Emotional disturbance	1			0%		
Specific learning disability	5	3	2	2%	1%	1%
Speech and language impairment	25	11	14	8%	4%	4%
Developmental delay	1		1	0%		
Some other disability	3		3	1%		
TOTAL	300	266	34	100%		

Categories of disability vary by year so numbers were not recorded and compared for each category.



The Research Questions

2. What was the intervention status of children served by Reading Recovery?

How many had their lessons successfully discontinued?

These data are meaningful if the site has attained full implementation. If it has not, caution in interpretation is recommended.



Table 2 Intervention Status of All RR Children Served

[Table 2.1](#) and [Figure 2.1](#)

- **Data:**
 - Discontinued
 - Recommended Action
 - Incomplete
 - Moved
 - None of the Above
- **What do you want to go up/down? Set goals!**



Table 2.1 Intervention Status of all Reading Recovery Children Served By District: ABC

District	Intervention Status																				Total
	Discontinued				Recommended				Incomplete				Moved				None of Above				
	n	row%			n	row%			n	row%			n	row%			n	row%			
08-09	08-09	07-08	Diff	08-09	08-09	07-08	Diff	08-09	08-09	07-08	Diff	08-09	08-09	07-08	Diff	08-09	08-09		Diff	n	
Accord School	7	100%	90%	10%	0	0%	10%	-10%	0	0%	0%		0	0%	0%		0	0%	0%		7
AFV Elementary	8	80%	80%		0	0%	10%	-10%	1	10%	0%	10%	1	10%	10%		0	0%	0%		10
Bachelor U	10	100%	70%	30%	0	0%	0%		0	0%	20%	-20%	0	0%	0%		0	0%	10%	-10%	10
Boston Legal School	4	50%	25%	25%	0	0%	50%	-50%	1	13%	25%	-12%	0	0%	0%		3	38%	0%	38%	8
Brothers & Sisters Elementary	5	63%	75%	-12%	1	13%	25%	-12%	1	13%	0%	13%	1	13%	0%	13%	0	0%	0%		8
Daisy Elementary School	1	50%	83%	-33%	1	50%	17%	33%	0	0%	0%		0	0%	0%		0	0%	0%		2
Elementary School For All	7	88%	44%	44%	0	0%	22%	-22%	1	13%	22%	-9%	0	0%	11%	-11%	0	0%	0%		8
General Elementary School	6	75%			1	13%			1	13%			0	0%			0	0%			8
Eli Stone Elementary	9	100%	86%	14%	0	0%	14%	-14%	0	0%	0%		0	0%	0%		0	0%	0%		9
Grey's Elementary School	7	88%	100%	-12%	1	13%	0%	13%	0	0%	0%		0	0%	0%		0	0%	0%		8
Grinch Elementary	6	75%	86%	-11%	1	13%	0%	13%	1	13%	0%	13%	0	0%	14%	-14%	0	0%	0%		8
Homeland School	2	67%	100%	-33%	1	33%	0%	33%	0	0%	0%		0	0%	0%		0	0%	0%		3
Home School	3	75%	67%	8%	1	25%	17%	8%	0	0%	0%		0	0%	17%	-17%	0	0%	0%		4
Kimmel School	10	63%	62%	1%	1	6%	23%	-17%	1	6%	8%	-2%	3	19%	8%	11%	1	6%	0%	6%	16

[Intro](#)

[Discontinued](#)

[Recommended Action](#)

[Incomplete](#)

Table 2.1 Intervention Status of all Reading Recovery Children Served By District: ABC

District	Intervention Status																				Total
	Discontinued				Recommended				Incomplete				Moved				None of Above				
	n	row%			n	row%			n	row%			n	row%			n	row%			
08-09	08-09	07-08	Diff	08-09	08-09	07-08	Diff	08-09	08-09	07-08	Diff	08-09	08-09	07-08	Diff	08-09	08-09		Diff	n	
Lost School	9	53%	86%	-33%	5	29%	7%	22%	2	12%	7%	5%	1	6%	0%	6%	0	0%	0%		17
Wisteria Lane Elementary	34	64%	82%	-18%	14	26%	12%	14%	3	6%	5%	1%	2	4%	0%	4%	0	0%	0%		53
Miracle School	3	38%	75%	-37%	4	50%	13%	37%	1	13%	13%		0	0%	0%		0	0%	0%		8
Music School	6	75%	75%		1	13%	13%		0	0%	0%		0	0%	13%	-13%	1	13%	0%	13%	8
Nanny School	7	78%	71%	7%	0	0%	29%	-29%	0	0%	0%		1	11%	0%	11%	1	11%	0%	11%	9
One Life Elementary	2	29%	86%	-57%	3	43%	14%	29%	2	29%	0%	29%	0	0%	0%		0	0%	0%		7
Private School	1	50%			1	50%			0	0%			0	0%			0	0%			2
School of Life	1	13%	13%		4	50%	38%	12%	3	38%	38%		0	0%	13%	-13%	0	0%	0%		8
Shrek Elementary	16	53%	42%	11%	12	40%	26%	14%	1	3%	26%	-13%	0	0%	5%	-5%	1	3%	0%	3%	30
Narnia Elementary School	6	75%			2	25%			0	0%			0	0%			0	0%			8
Star School of Dance	7	88%	57%	31%	1	13%	29%	-16%	0	0%	14%	-14%	0	0%	0%		0	0%	0%		8
View Elementary School	6	35%	50%	-15%	5	29%	31%	-2%	5	29%	13%	16%	1	6%	0%	6%	0	0%	6%	-6%	17
Suarez Elementary School	11	65%			3	18%			2	12%			1	6%			0	0%			17
TOTAL	194	64%	69%	-5%	63	21%	18%	3%	26	9%	9%		11	4%	3%	1%	7	2%	1%	1%	301

[Intro](#)

[Discontinued](#)

[Recommended Action](#)

[Incomplete](#)

Figure 2.1 Intervention Status of All Reading Recovery Children Served: ABC Schools

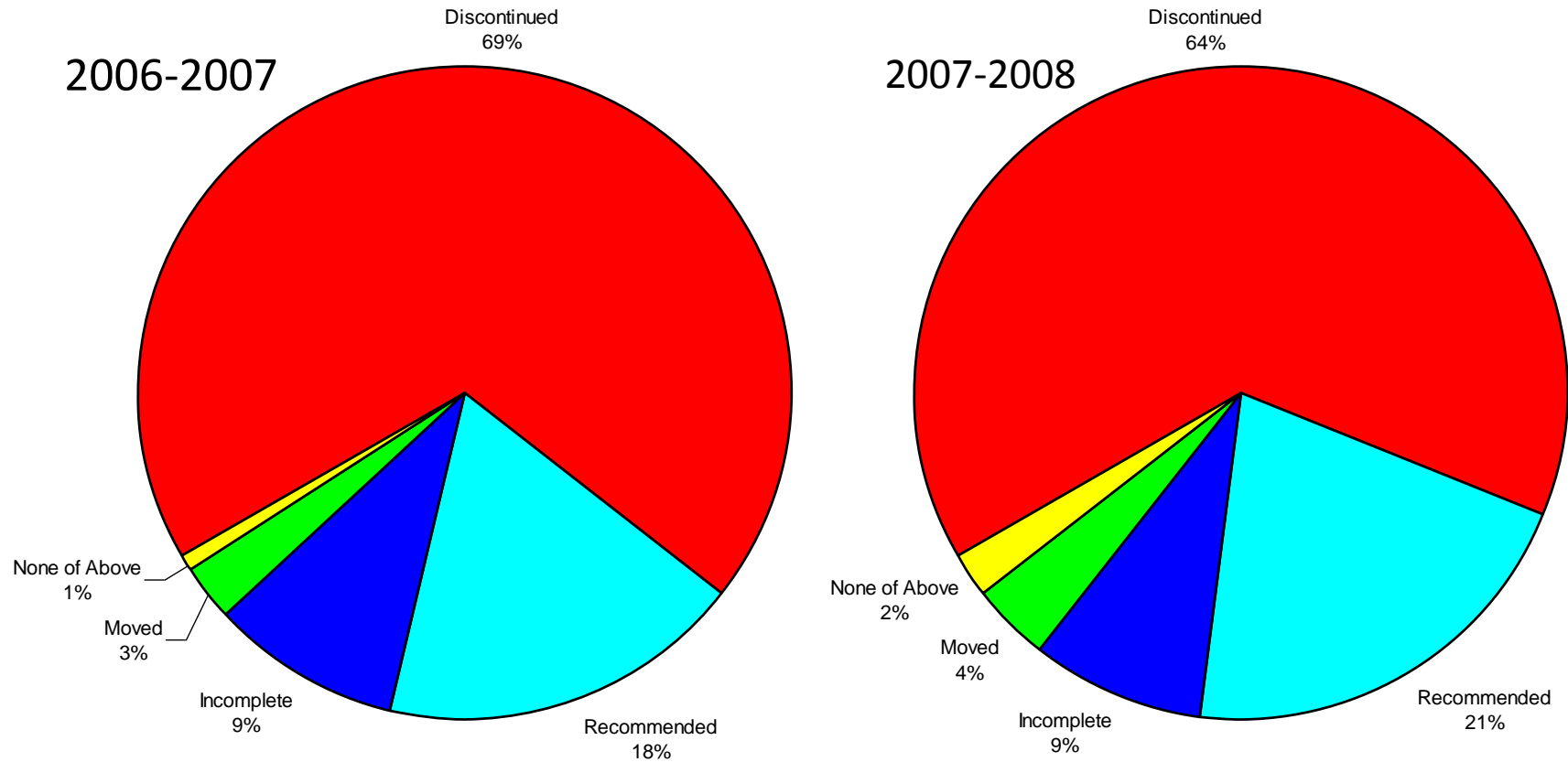


Table 2 Intervention Status of All RR Children Served

[Table 2.1](#) and [Figure 2.1](#)

- **Data: Discontinued –**
 - This can be viewed or discussed as **one indicator of success rate**.
 - A high discontinuing rate (ie. 100%) does not produce cost benefits to the district unless **the lowest children are selected and there is full implementation**.



Table 2 Intervention Status of All RR Children Served

[Table 2.1](#) and [Figure 2.1](#)

- **Data: Recommended Action**
 - A high % could mean teaching hardest to teach children needs attention.
 - RA is not a failure if the series of lessons has provided valuable information for helping the child in a long term program, it is a second positive outcome of RR.



Table 2 Intervention Status of All RR Children Served

[Table 2.1](#) and [Figure 2.1](#)

- **Data: Incomplete**
 - These data show
 - a little RR is not equal to a full series of lessons.
 - Investing in something not finished = zero cost benefit.



Table 2 Intervention Status of All RR Children Served

[Table 2.1](#) and [Figure 2.1](#)

- **Data: Incomplete**
 - Check the time of program for fall entry, look for lost time (missed lessons), look at differences in fall/mid year entry.
 - This shows **a little RR is not equal to a full series of lessons.**
 - **Investing in something not finished = zero cost benefit.**



Table 2 Status of RR Children Served With **Complete Interventions**

[Table 2.2](#) and [Figure 2.2](#)

- **Data:**
 - Discontinued
 - Recommended Action
- This really tells how well teaching is occurring. It **shows effectiveness when children get enough RR.**
- Note the differences with full series.

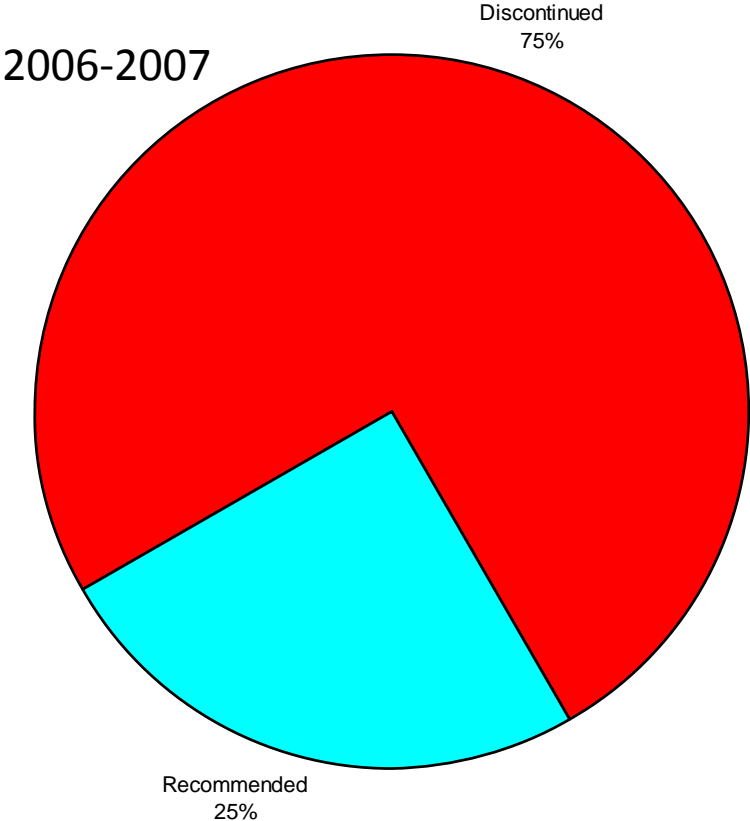


Table 2.2 Proportion of Reading Recovery Children with Complete Interventions Whose Lessons Were Successfully Discontinued: ABC Schools

District	Complete Interventions				
	Total	Disc.	Discontinued		
	n	n	08-09	07-08	Diff
Accord School	7	7	100%	90%	10%
AFV Elementary	8	8	100%	89%	11%
Bachelor U	10	10	100%	100%	
Boston Legal School	4	4	100%	33%	67%
Brothers & Sisters Elementary	6	5	83%	75%	8%
Daisy Elementary School	2	1	50%	83%	-33%
Elementary School For All	7	7	100%	67%	33%
General Elementary School	7	6	86%		
Eli Stone Elementary	9	9	100%	86%	14%
Grey's Elementary School	8	7	88%	100%	-12%
Grinch Elementary	7	6	86%	100%	-14%
Homeland School	3	2	67%	100%	-33%
Home School	4	3	75%	80%	-5%
Kimmel School	11	10	91%	73%	18%

District	Complete Interventions				
	Total	Disc.	Discontinued		
	n	n	08-09	07-08	Diff
Lost School	14	9	64%	92%	-28%
Wisteria Lane Elementary	48	34	71%	87%	-16%
Miracle School	7	3	43%	86%	-43%
Music School	7	6	86%	86%	
Nanny School	7	7	100%	71%	-29%
One Life Elementary	5	2	40%	86%	-46%
Private School	2	1	50%		
School of Life	5	1	20%	25%	-5%
Shrek Elementary	28	16	57%	62%	5%
Narnia Elementary School	8	6	75%		
Star School of Dance	8	7	88%	67%	21%
View Elementary School	11	6	55%	62%	-7%
Suarez Elementary School	14	11	79%		
Total	257	194	75%	79%	-4%

Figure 2.2 Intervention Status of Reading Recovery Children with Complete Interventions: ABC Schools



[Back](#)
[Table 2.2](#)



Table 2 Intervention Status Weeks and Sessions

Table 2.3

- Reading Recovery is not a remedial program – two to three lessons per week over a long period of time.
- Reading Recovery is designed to have **a high number of lessons per week over a short period of time.**
- These data are revealed in table [2.3](#) and [5.2](#).



Table 2 Intervention Status Weeks and Sessions – Lesson efficiency

Table 2.3

- Time matters: **What could happen** in each intervention status area **if children received five lessons per week?**
 1. Average number of sessions divided by 5.
 2. Subtract this number from average weeks.
 3. How much time was lost? Were the teacher and child available?



Table 2.3 Weeks and Sessions of Reading Recovery Instruction: ABC Schools ,

	Intervention Status														
	Dis.			Rec.			Inc.			Mov.			N.o.A.		
	08-09	07-08	diff	08-09	07-08	diff	08-09	07-08	diff	08-09	07-08	diff	08-09	07-08	diff
Weeks															
n	194	184	10	63	48	15	26	25	1	11	8	3	7	2	5
Mean	16	16.5	-0.5	20.6	20.4	0.2	12.9	13.8	-0.9	7.9	6.8	1.1	13.7	14.5	-0.8
Median	15	17	-2	20	20		13.5	14	-0.5	8	7	1	16	18	-2
Minimum	4	6	-2	20	20		4	4		1	2	-1	2	11	-9
Maximum	28	24	4	31	33	-2	18	19	-1	14	16	-2	18	18	
Sessions															
n	194	184	10	63	48	15	26	25	1	11	7	4	7	2	5
Mean	61.1	62.6	-1.5	78	77.5	0.5	46.5	47.5	-1	28.9	25.1	3.8	45.4	54	-8.6
Median	62	62.5	-0.5	78	77.5	0.5	50.5	48	2.5	22	25	-3	57	67	-10
Minimum	15	18	-3	50	60	-10	15	11	4	4	5	-1	4	41	-37
Maximum	98	104	-6	120	125	-5	70	70		59	61	-2	69	67	2
Mean Sessions Per Week	3.8	3.8		3.8	3.8		3.6	3.4	0.2	3.6	3.2	0.4	3.1	3.7	-0.6



Table 2 Intervention Status Weeks and Sessions

Table 2.3

- **Time matters**
 - Check the difference between incomplete programs and discontinued programs
 - Check the difference between this table and programs started in the fall (see [table 5.2](#))
 - Compute a ‘lesson efficiency’ number – what would happen if you had 5 lessons per week.



Table 2 Intervention Status By Weeks in Intervention

Table 2.4

- One would expect that there is a high probability that children would discontinue at different times (12-15 week program with some going to 20 weeks).
- One would not expect to see data beyond 20 weeks (beyond would be a remedial program).
- Three circle analysis (you've got some explaining to do).



Table 2.4 Intervention Status by Weeks in Intervention: ABC Schools

Weeks	Intervention Status																				Total			
	Discontinued				Recommended				Incomplete				Moved				None of Above				n	08-09	07-08	Diff
	n	08-09	07-08	Diff	n	08-09	07-08	Diff	n	08-09	07-08	Diff	n	08-09	07-08	Diff	n	08-09	07-08	Diff				
1-4	1	1%	0%	1%	0	0%	0%		1	4%	4%		3	27%	38%	-11	1	14%	0%	14	6	2%	2%	
5-9	14	7%	5%	2%	0	0%	0%		1	4%	0%	4	4	36%	38%	-2	1	14%	0%	14	20	7%	5%	2
10-14	68	35%	32%	3%	0	0%	0%		17	65%	64%	1	4	36%	13%	23	0	0%	50%	-50	89	30%	29%	1
15-19	47	24%	20%	4%	0	0%	0%		7	27%	32%	-5	0	0%	13%	-13	5	71%	50%	21	59	20%	17%	3
20	45	23%	31%	-8%	52	83%	85%	-2%	0	0%	0%		0	0%	0%		0	0%	0%		97	32%	37%	-5
21	11	6%	4%	2%	5	8%	8%		0	0%	0%		0	0%	0%		0	0%	0%		16	5%	5%	
22	4	2%	4%	-2%	2	3%	4%	-1%	0	0%	0%		0	0%	0%		0	0%	0%		6	2%	4%	-2
23	1	1%	1%		0	0%	0%		0	0%	0%		0	0%	0%		0	0%	0%		1	0%	1%	-1
24	2	1%	2%	-1%	0	0%	0%		0	0%	0%		0	0%	0%		0	0%	0%		2	1%	2%	-1
25-29	1	1%	0%	1%	3	5%	0%	5%	0	0%	0%		0	0%	0%		0	0%	0%		4	1%	0%	3
30-34	0	0%	0%		1	2%	2%		0	0%	0%		0	0%	0%		0	0%	0%		1	0%	0%	1
35-39	0	0%	0%		0	0%	0%		0	0%	0%		0	0%	0%		0	0%	0%		0	0%	0%	
> 39	0	0%	0%		0	0%	0%		0	0%	0%		0	0%	0%		0	0%	0%		0	0%	0%	
TOTAL	194	100%	100%		63	100%	100%		26	100%	100%		11	100%	100%		7	100%	100%		301	100%	100%	

The Research Questions

3. What was the progress of Reading Recovery children on literacy measures?



Progress on Literacy Measures

GAIN SCORES Mean a Lot

Tables [3.1](#)-3.6

- We expect children to learn in Reading Recovery lessons.
- **Gain scores demonstrate children who are in Reading Recovery learn.**
- These data can also show that some kids could have been placed in a different category.



Table 3.1 Progress on Text Reading Level: ABC Schools

Intervention Status/	Fall			Year-End			Gain	
Study Group	n	mean	SD	n	mean	SD	n	mean
Discontinued	147	1.8	1.3	192	20.6	4.2	145	19.2
Recommended	60	0.8	0.9	62	11.5	4.6	59	10.8
Incomplete	16	1.4	1.1	26	10.2	3.8	16	9.9
Moved	10	0.4	0.7	0			0	
None of Above	6	1.2	0.8	6	9.0	5.2	5	6.2
All Served	239	1.5	1.3	286	17.4	6.2	225	16.0
Complete Interventions	207	1.5	1.3	254	18.4	5.8	204	16.8



Considering Standard Deviation

Intervention Status/	Fall			Year-End			Gain	
Study Group	n	mean	SD	n	mean	SD	n	mean
Discontinued	147	1.8	1.3	192	20.6	4.2	145	19.2
Recommended	60	0.8	0.9	62	11.5	4.6	59	10.8

Look at what happens when taking Standard Deviation into account: $20.6 - 4.2 = 16.4$ and $11.5 + 4.6 = 16.1$.

How close were some of the kids? If they were in a different building/context they may have been discontinued. A text level 16 is a text level 16. Lesson learned – teach with a sense of urgency and create lesson efficiency.



The Research Questions

4. What proportion of Reading Recovery students scored in each national achievement group for each measure on the Observation Survey?



Change in proportion of discontinued students in text reading level

Table 4.1 of the ABC Schools.

A stated goal of RR is to reduce the numbers of children in the low end of the distribution and the numbers of children who need long term support. This creates cost and human benefits to the district.



Reducing the Number of Children in the Lowest National Achievement Group

	Discontinued								Complete Interventions							
Achievement	Fall				Year-End				Fall				Year-End			
Group	n	%			n	%			n	%			n	%		
		08-09	07-08	diff		08-09	07-08	diff		08-09	07-08	diff		08-09	07-08	diff
High	3	2%	0%	2%	13	8%	11%	-3%	3	1%	0%	1%	13	6%	8%	-2%
High-Average	48	33%	27%	6%	47	32%	28%	4%	51	25%	21%	4%	48	23%	21%	2%
Average	39	26%	28%	-2%	60	41%	46%	-5%	52	25%	27%	-2%	69	33%	39%	-6%
Low-Average	24	16%	28%	-12%	23	15%	13%	2%	38	18%	31%	-13%	34	16%	16%	0%
Low	31	21%	17%	4%	2	1%	2%	-1%	60	29%	21%	8%	40	19%	16%	3%



The Research Questions

5. What were the gains from exit to year end testing of Reading Recovery children whose lessons began in the fall and who were successfully discontinued?

*This is an indicator of **the goodness of the decision to discontinue.***

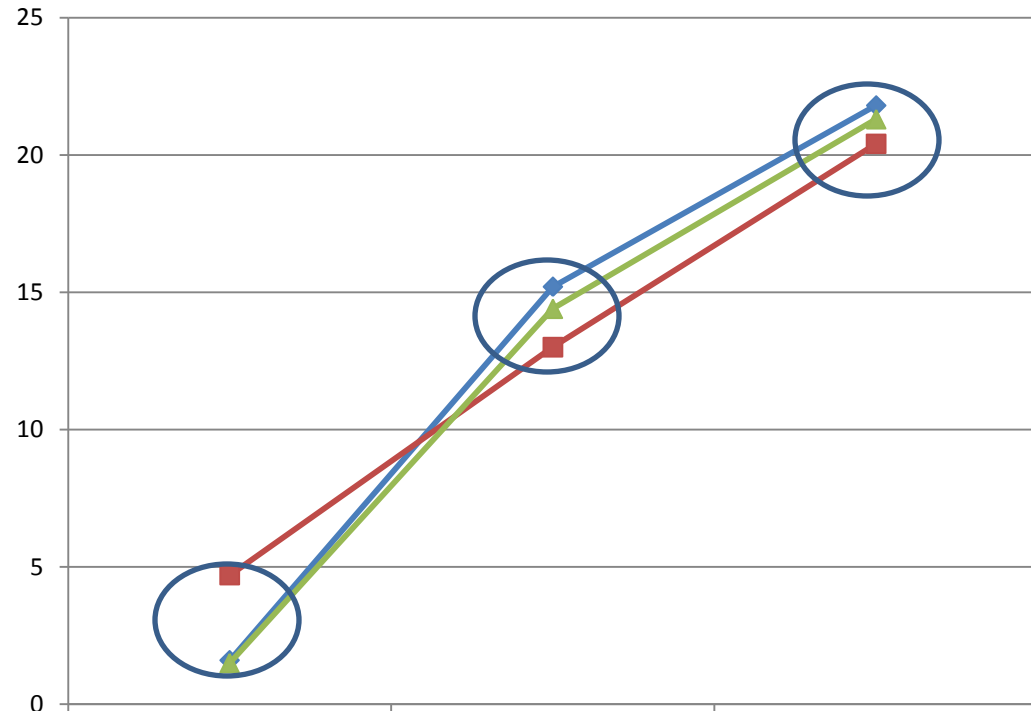


Table 5.1 Progress on Literacy Measures of Reading Recovery Children Whose Interventions Started in Fall and Whose Lessons Were Successfully Discontinued

Observation Survey Task	Observation Survey Administration											
	n	Entry			Exit			Year-End				
		mean		diff	n	mean		diff	n	mean		diff
		08-09	07-08	diff		08-09	07-08	diff		08-09	07-08	diff
Text	91	1.6	1.5	.1	91	15.2	14.4	.8	89	21.8	21.3	.5
Writing Vocabulary	91	10.5	8.6	1.9	91	44.5	45.9	-1.4	89	51.5	52.8	-1.3
Hearing and Recording Sounds in Words	91	21	19.6	1.4	91	35.8	35.9	-.1	89	36.3	36.1	.2
Letter ID	91	49.4	49	.4	91	53.3	53.4	-.1	89	53.7	53.8	-.1
Ohio Word Test	91	4.3	4	.3	91	17.5	18.1	-.6	89	19.3	19.2	.1
Concepts About Print	91	13.5	13.1	.4	91	20.5	20.7	-.2	89	21.3	21.2	.1



Figure 5.1 Progress on Text Reading Level of Reading Recovery Children Whose Interventions Started in Fall and Whose Lessons Were Successfully Discontinued



	Entry	Exit	Year-End
2007-2008	1.6	15.2	21.8
2006-2007 National Random Sample	4.7	13	20.4
2006-2007 ABC Schools	1.5	14.4	21.3



Weeks and Sessions Discontinued in Fall

Table 5.2

Time matters

Check the difference between recommended programs and discontinued programs

Check the difference between this table and table 2.3 and S25

Compute a 'lesson efficiency' number. What would happen if you had 5 lessons per week?



Table 5.2 Weeks and Sessions of Reading Recovery Instruction of Children Whose Interventions Started in Fall: ABC Schools

	Intervention Status														
	Dis.			Rec.			Inc.			Mov.			N.o.A.		
	08-09	07-08	diff	08-09	07-08	diff	08-09	07-08	diff	08-09	07-08	diff	08-09	07-08	diff
Weeks															
n	91	94	-3	60	48	12	0	0		9	5	4	6	2	4
Mean	19.3	19.5	-0.2	20.6	20.4	0.2	0	0		8	8.8	-0.8	14.7	14.5	0.2
Median	20	20		20	20		0	0		8	8		18	18	
Minimum	10	9	1	20	20		0	0		3	2	1	2	11	-9
Maximum	28	24	4	31	33	-2	0	0		14	16	-2	18	18	
Sessions															
n	91	94	-3	60	48	12	0	0		9	5	4	6	2	4
Mean	74.8	77.1	-2.3	78.5	77.5	1	0	0		29.3	31.6	-2.3	49.5	54	-4.5
Median	77	78	-1	80	77.5	2.5	0	0		22	31	-9	64.5	67	-2.5
Minimum	30	35	-5	50	60	-10	0	0		9	5	4	4	41	-37
Maximum	98	104	-6	120	125	-5	0	0		59	61	-2	69	67	2
Mean Sessions Per Week	3.9	4	-0.1	3.8	3.8		0	0		3.6	3.5	0.1	3.2	3.7	-0.5



The Research Questions

6. Was there a change in performance placement of Reading Recovery children from beginning to end of the school year?



Classroom Teachers' Perceptions

Table 6.1

These data reflect the perception of classroom teachers.

Expect to see movement for discontinued children.



Table 6.1 Change In Classroom Performance Placement From Fall To Year-End For Reading Recovery Children

Intervention Status/ Study Group	Reading Performance Placement																	Total			
	Well below average				Below average				Average				Above average				Well above Average				
	n	row %			n	row %			n	row %			n	row %			n		row %		
		08-09	07-08	diff		08-09	07-08	diff		08-09	07-08	diff		08-09	07-08	Diff			08-09	07-08	diff
Discontinued																					
Fall Performance	56	30%	28%	2%	98	52%	48%	4	33	17%	22%	-5	2	1%	2%	-1	0	0%	0%		189
Year-End Perform.	4	2%	1%	1	24	12%	15%	-3	104	54%	50%	4	55	28%	32%	-4	7	4%	2%	2	194
Recommended																					
Fall Performance	4	66%	67%	-1	21	34%	33%	1	0	0%	0%		0	0%	0%		0	0%	0%		62
Year-End Perform.	17	27%	38%	-11	37	60%	38%	22	3	13%	21%	-8	0	0%	2%		0	0%	0%		62
Incomplete																					
Fall Performance	10	42%	33%	9	10	42%	50%	-8	4	17%	13%	4	0	0%	4%	-4	0	0%	0%		24
Year-End Perform.	9	35%	16%	19	12	46%	68%	-22	5	19%	16%	3	0	0%	0%		0	0%	0%		26
Moved																					
Fall Performance	8	80%	57%	23	2	20%	43%	-23	0	0%	0%		0	0%	0%		0	0%	0%		10
Year-End Perform.	1	100%	67%	33	0	0%	33%	-33	0	0%	0%		0	0%	0%		0	0%	0%		1
None of Above																					
Fall Performance	5	71%	100%	-29	2	29%	0%	29	0	0%	0%		0	0%	0%		0	0%	0%		7
Year-End Perform.	4	67%	50%	17	2	33%	50%	-17	0	0%	0%		0	0%	0%		0	0%	0%		6
Complete Interventions																					
Fall Performance	97	39%	36%	3	119	47%	45%	2	33	13%	18%	-5	2	1%	1%		0	0%	0%		251
Year-End Perform.	21	8%	9%	-1	61	24%	20%	4	112	44%	44%		55	21%	26%	-5	7	3%	1%	2	256

The Research Questions

7. What percentage of Reading Recovery children were referred and placed in special education?



Goal: To Dramatically Reduce Placements

Table 7.1

These data will generally show that children who receive a full series of lessons are not likely to be placed in SPED for literacy reasons. **This represents a cost savings and a human benefit to the school and community.**



Table 7.1 Reading Recovery Children Referred and Placed in Special Education by Intervention Status

Special Education Referral and Placement	Intervention Status																		Study Group					
	Discontinued				Recommended				Incomplete				Moved				None of Above				Complete Interventions			
	n	col %			n	col %			n	col %			n	col %			n	col %						
		08-09	07-08	diff		08-09	07-08	diff		08-09	07-08	diff		08-09	07-08	diff		08-09	07-08	diff				
Not Referred:																								
Total	186	96%	96%		46	75%	80%	-5%	22	88%	87%	1%	11	100%	88%	12%	4	57%	0%	57%	232	91%	93%	-2%
Referred, Not Placed:																								
Total	0	0%	1%	-1%	5	8%	7%	1%	1	4%	4%		0	0%	13%	-13%	0	0%	0%		5	2%	2%	
Referred and Placed: (Why)																								
LD:	1	1%	0%	1%	4	7%	2%	5%	0	0%	4%	-4%	0	0%	0%		1	14%	100%	-86%	5	2%	0%	2%
LD: Other	0	0%	1%	-1%	0	0%	0%		0	0%	0%		0	0%	0%		1	14%	0%	14%	0	0%	0%	
Speech and Language	3	2%	2%		1	2%	4%	-2%	1	4%	0%	4%	0	0%	0%		0	0%	0%		4	2%	2%	
Other	1	1%	0%	1%	0	0%	4%	-4%	0	0%	0%		0	0%	0%		1	14%	0%	14%	1	0%	1%	-1%
Info Not Available	0	0%	0%		1	2%	2%		0	0%	0%		0	0%	0%		0	0%	0%		1	0%	0%	
Total	5	3%	2%	1%	6	10%	13%	-3%	1	4%	4%		0	0%	0%		3	43%	100%	-57%	11	4%	4%	
Referred, Awaits Screening:																								
Total	2	1%	1%		4	7%	0%	7%	1	4%	4%		0	0%	0%		0	0%	0%		6	2%	1%	1%
TOTAL GROUP	193	100%	100%		61	100%	100%		25	100%	100%		11	100%	100%		7	100%	100%		254	100%	100%	

The Research Questions

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



Goal: To Reduce Retention in Grade

Table 8.1

These data will generally show that children who receive a full series of lessons are not likely to be retained for literacy reasons. **This represents a cost savings and a human benefit to the school and community.**



Progress and Recommendations

- List your goals or recommendations from the last year and tell about progress.
- Make recommendations for this year.



Thank U.



The University of South Dakota
Reading Recovery® Training Center