



Reading Recovery® Council
of North America

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OCTOBER 30, 2014

FOR IMMEDIATE RELEASE

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What Works for Struggling First Grade Readers?

WWC Confirms Reading Recovery’s Effectiveness in New Research Review

This week USDE’s What Works Clearinghouse (WWC) released a single study research review that adds to the body of evidence on Reading Recovery’s effectiveness. “The study’s authors found, and the WWC confirmed, that Reading Recovery had a significant impact on general reading achievement of struggling readers in the first grade.” WWC also confirmed positive impacts on two sub-tests, general reading achievement and reading comprehension.

The independent research on the i3 scale-up of Reading Recovery by the Consortium for Policy Research in Education (CPRE), was the first in a three-part series to present results of the 5-year, \$45.6 million grant awarded by the U.S. Department of Education’s Investing in Innovation (i3) Fund. WWC reported that the study was identified for review by the media attention it received.

Earlier Reading Recovery research was reviewed by What Works Clearinghouse in 2007, 2008, and 2013. To date, Reading Recovery is the only intervention in the beginning reading category to receive positive, or potentially positive ratings in all four reading domains: alphabets, fluency, comprehension, and general reading achievement.

Reading Recovery is a short-term early intervention for lowest-performing first graders who receive individual lessons from a specially certified teacher. Over 30 years of implementation in the United States, teachers trained in Reading Recovery have taught more than 2.2 million first grade students.

“This WWC review of the CPRE i3 report is well-timed because it occurs during our 30th anniversary year. Across the nation Reading Recovery university training centers and teacher training sites will be celebrating Reading Recovery’s remarkable results for children, teachers, and schools,” said Judy Johnson, Executive Director of the Reading Recovery Council of North America.

About this single-study research

The full report and an Executive Summary are available at <http://www.cpre.org/rr>. CPRE member institutions are the University of Pennsylvania, Teachers College Columbia University, Harvard University, Stanford University, University of Michigan, University of Wisconsin-Madison, and Northwestern University. The evaluation report is a collaborative publication between CPRE and the University of Delaware Center for Research in Education & Social Policy (CRESP).

About the i3 scale-up grant

In October 2010, the USDE awarded a 5-year, \$45.6 million, Investing in Innovation (i3) grant to The Ohio State University. An additional \$10.1 million required private sector match was also raised to support Reading Recovery training across the United States. All 19 Reading Recovery university training centers in the U.S. are participating in the project. These funds are supporting year-long Reading Recovery graduate level training for more than 3,690 teachers who will utilize their expertise to reach nearly half a million children by 2015, the final year of the grant.

Although all U.S. schools are eligible for professional development funding provided by the i3 grant, particular priority was given to very low-performing schools, schools in rural areas, and schools with high populations of English Language learners.

-30-

Download the WWC Review of the Report "Evaluation of the i3 Scale-up of Reading Recovery Year One Report, 2011-2012" <http://ies.ed.gov/ncee/wwc/SingleStudyReview.aspx?sid=10110>

Download the WWC 2013 Report on Reading Recovery Research
http://readingrecovery.org/images/pdfs/Reading_Recovery/Research_and_Evaluation/reading_recovery_wwc_update_071613.pdf