



QUICK ANSWERS TO COMMON QUESTIONS

RESULTS AND EFFECTIVENESS

WHY IS READING RECOVERY TAUGHT ONE-TO-ONE RATHER THAN IN SMALL GROUPS?

For the lowest-achieving students, both experience and research tell us they are unlikely to become average readers without intensive teaching. One-to-one instruction by a Reading Recovery-trained teacher is the most effective way to bring lowest-performing beginning readers up to grade-level standard. Students complete Reading Recovery in 12 to 20 weeks of 30-minute lessons. No other early intervention, group or individual, achieves results comparable to Reading Recovery's.

See the What Works Clearinghouse evaluation at www.readingrecovery.org/what-works-clearinghouse.

DOES READING RECOVERY WORK WITH ENGLISH LANGUAGE LEARNERS?

Yes. After Reading Recovery, outcomes for English language learners are similar to those of native English speakers. Descubriendo la Lectura (Reading Recovery in Spanish) also achieves parallel results for children learning to read in Spanish.

DOES READING RECOVERY REDUCE ACHIEVEMENT GAPS?

Yes. Research and evaluation data confirm that Reading Recovery greatly reduces or closes achievement gaps across varying racial and ethnic groups, socioeconomic groups, and for English language learners.

HOW DOES READING RECOVERY FIT INTO RESPONSE TO INTERVENTION (RTI)?

Reading Recovery is a powerful component of a response to intervention (RTI) plan. By monitoring individual progress daily, Reading Recovery teachers make informed instructional decisions based on each student's abilities. All children make progress throughout the lessons, but for the few who do not reach grade-level standard, educators have excellent data to consult when planning additional services. Reading Recovery helps schools avoid unnecessary special education placements.

RESEARCH, MEASUREMENT, ACCOUNTABILITY

WHAT IS THE EVIDENCE THAT READING RECOVERY WORKS?

Reading Recovery has extensive evidence of effectiveness in experimental studies and evaluation research as the intervention has been scaled up in thousands of school districts worldwide. The What Works Clearinghouse review of Reading Recovery's experimental research clearly establishes the causal effect of the intervention. Findings from the 2016, 4-year Consortium for Policy Research in Education (CPRE) independent evaluation of "one of the most ambitious and well-documented expansions of an instructional program in U.S. history" show the \$55 million Investing in Innovation (i3) scale-up of Reading Recovery was highly successful. Students who participated in Reading Recovery significantly outperformed students in the control group on measures of overall reading, reading comprehension, and decoding — with a growth rate of 131% of the national average rate for first-grade students. The International Data Evaluation Center (IDEC) at The Ohio State University annually collects results for each child in Reading Recovery. These national evaluations show gains consistent with the results reported in experimental studies.

IDEC evaluation reports are available at the national, state, school district, training site, and school level. See national reports online at www.idecweb.us.

IS THE OBSERVATION SURVEY OF EARLY LITERACY ACHIEVEMENT VALID AND RELIABLE?

The Observation Survey provides valid and reliable information for screening of first-grade children at risk for reading difficulty, for diagnostic teaching of these children, and for assessment of their progress at the end of first grade. The National Center on Response to Intervention conducted a rigorous evaluation of the Observation Survey and gave it their highest ratings on all five of their technical standards: classification accuracy; generalizability; reliability; validity; and disaggregated reliability, validity, and accuracy for subgroups. Published national norms are available to assist with interpretation of scores.

COST AND FUNDING

IS READING RECOVERY EXPENSIVE?

Reading Recovery is an investment toward teacher professional development, reducing retention and unnecessary long-term placements in special education. As an effective response to intervention it also helps identify children who may need additional support. A 2006 study from Great Britain by the KPMG Foundation on the Long Term Costs of Literacy Difficulties documents the savings. In a more recent report designed for school administrators, researchers developed a decision-making checklist and worksheet with calculation formulas to determine the cost effectiveness of a new literacy intervention.

HOW ARE SOME ADMINISTRATORS IMPLEMENTING READING RECOVERY WITHOUT INCREASED FTEs OR STAFF POSITIONS?

School administrators have considerable flexibility in how they staff Reading Recovery. Teachers in this role need to be able to teach four individual 30-minute lessons each day in addition to their other roles within the school. These teachers may be kindergarten or primary-grade teachers, Title I teachers, intervention specialists, teachers of ELL or special education, or literacy coaches and administrators. On average, the teachers working in Reading Recovery use their expertise to support an additional 40 students in their other instructional roles. Reading Recovery instruction and training is intensive, so administrators must ensure that teachers have adequate time and compensation for their work with the lowest-achieving first-grade children.



TEACHER DEVELOPMENT AND WHOLE SCHOOL BENEFITS

WHY IS A FULL ACADEMIC YEAR OF TRAINING REQUIRED FOR A READING RECOVERY TEACHER?

Knowledgeable teachers offer the best value to struggling students. Teachers trained in Reading Recovery complete graduate-level classwork while teaching at least eight Reading Recovery students during the course of the year. This combination of theory and practice develops teachers who know what to do, why it works, and how to adjust teaching based on a child's capabilities and needs. After the initial year's training, teachers attend at least six ongoing professional development sessions a year. Both training and ongoing professional development include teaching, observing, and discussing lessons taught behind a one-way mirror. No packaged program substitutes for an informed teacher's design and delivery of individual lessons for each child.

HOW DOES A FIRST-GRADE INTERVENTION BENEFIT THE WHOLE SCHOOL?

Because of their deep understanding of literacy theory and practice, Reading Recovery-trained teachers become experts in their schools. By sharing their expertise in student assessment and literacy instruction with their teacher colleagues, they play a key role in lifting teacher practice and student achievement.

GETTING STARTED

WHO SHOULD I CONTACT TO FIND OUT MORE ABOUT READING RECOVERY?

To learn more about implementing Reading Recovery in your school district, contact the Reading Recovery Council of North America online at www.readingrecovery.org or call 614-310-READ (7323) or 1-877-883-READ (7323).

“READING RECOVERY HAS ONE CLEAR GOAL: TO DRAMATICALLY REDUCE THE NUMBER OF LEARNERS WHO HAVE EXTREME DIFFICULTY WITH LITERACY LEARNING AND THE COST OF THESE LEARNERS TO EDUCATIONAL SYSTEMS.”

— MARIE M. CLAY, FOUNDER, READING RECOVERY

LEARN MORE AT READINGRECOVERY.ORG