



Reading Recovery
Community

READING RECOVERY: RESULTS MATTER



Reading Recovery is a thoroughly researched and proven early literacy intervention for the lowest-achieving first graders. Individual students work one-to-one with a specially trained teacher for only 12 to 20 weeks and receive daily 30-minute lessons. After a full series of lessons, about 72% of students achieve grade-level standard.

Reading Recovery received the highest possible rating for general reading achievement of all beginning reading programs reviewed by the What Works Clearinghouse. The Reading Recovery network provides the support necessary to produce these gains with your students. Recently, a federally funded independent evaluation found large gains for the lowest-performing students, as 3,675 teachers were trained in 1,321 schools across a 5-year scale-up grant.

READING RECOVERY WORKS!



Exceeds ESSA's strong evidence standard with demonstrated scale-up success



Produces measurable results in weeks, not years



Accelerates the lowest readers with proven results



Supplements good classroom teaching as part of a comprehensive literacy plan



Benefits the whole school with specially trained literacy experts



Informs instruction and provides documentation of positive outcomes



Reduces or closes achievement gaps across varying racial, ethnic, and socioeconomic groups

Reading Recovery helps struggling beginning readers and writers in the United States, Canada, Australia, New Zealand, and the United Kingdom. Reconstructions for children learning to read in Spanish (Descubriendo la Lectura) and French (Intervention Préventive en Lecture-Écriture) achieve similar results.

ACCOUNTABLE

The intervention requires ongoing data collection for each and every child who has lessons.

In the U.S., evaluation is conducted by the International Data Evaluation Center (IDEC) located at The Ohio State University. Results are consistent across more than 30 years and include more than 2.3 million Reading Recovery students. Because accountability is a key part of Reading Recovery, administrators receive annual reports at the teacher, school, and district level.



FORMATIVE ASSESSMENT

Progress is measured before, during, and after instruction.

Developed by Marie M. Clay, The Observation Survey of Early Literacy Achievement is a formative assessment tool that received the highest rating from the National Center on Response to Intervention and contains six literacy tasks: Letter Identification, Word Reading, Concepts About Print, Writing Vocabulary, Hearing and Recording Sounds in Words, and Text Reading. A Reading Recovery teacher analyzes and uses the valuable information from these tasks to plan initial lessons and to assess student progress over time. Additionally, the Observation Survey can be used by classroom/specialist teachers or researchers as a universal screener for early literacy knowledge and contains national norms that help make comparisons.

A READING RECOVERY LESSON IS A POWERFUL EXAMPLE OF FORMATIVE ASSESSMENT IN MOTION.

Black and Wiliam demonstrated that the largest student achievement gains were the result of effective formative assessment practices. These practices involve close observation for the purpose of in-the-moment teaching adjustments and for feedback to inform students about how to improve. In Reading Recovery, daily running records and other teacher observations inform text selections, teaching points, and feedback for each child. In fact, Reading Recovery is so formative in nature that a lesson cannot be planned for tomorrow until the teacher analyzes what happened today. These practices result in accelerated literacy learning so students can:

- Read increasingly more difficult texts
- Expand learning from problem solving as they read and write
- Compose increasingly complex messages
- Continue to learn and progress with only classroom instruction

Source: Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148.

IMPRESSIVE GAINS:

Daily assessment accelerates learning.

PROFESSIONAL DEVELOPMENT

For struggling students, the best investment is knowledgeable teachers.

Teachers trained in Reading Recovery know what to do, why it works, and how to adjust their teaching based on a child's capabilities and needs. Why? That's because training in Reading Recovery integrates both theory and practice.

Reading Recovery-trained teachers achieve unparalleled results because they are part of a three-level literacy network of universities, teacher training sites, and schools. Faculty in universities support teacher training sites in local schools and districts nationwide. Ongoing professional development is a Reading Recovery requirement. After their initial year of training, Reading Recovery teachers in the U.S. participate in a minimum of six sessions a year. Published standards and guidelines assure fidelity of the teacher training and high-level teacher expertise for schools.

INITIAL TRAINING FOR READING RECOVERY TEACHERS INCLUDES:

- A full academic year of weekly graduate-level course work
- Teaching at least four first-grade children daily in individual 30-minute lessons
- Keeping complete records on each child as a basis for lessons



WHOLE SCHOOL BENEFITS

Because of their deep understanding of literacy theory and practice, Reading Recovery-trained teachers and teacher leaders become experts for their schools and districts.

Trained teachers typically work for part of the day in Reading Recovery and the other part day in another role including:

- Title I or Small-Group Reading Teacher
- Kindergarten Teacher
- Shared Classroom Teacher
- Special Education Teacher
- Emergent Bilingual (EB) Teacher
- Staff Developer/Literacy Coach
- Administrator

Each year, a typical Reading Recovery-trained teacher works with 8 Reading Recovery students and about 40 other students.



FROM BEHIND THE GLASS:

Initial training and ongoing professional development in Reading Recovery include teaching, observing, and discussing lessons taught behind a one-way mirror.

WHEN WE WORK TOGETHER, THEY WIN!

Reading Recovery is a perfect fit with RTI and MTSS.

Response to intervention (RTI) and multi-tiered systems of support (MTSS) are frameworks to help schools identify and support struggling students before they are identified with learning disabilities. Reading Recovery is a powerful component that meets core features identified by leading education organizations.

BENEFITS OF AN MTSS APPROACH:

- Earlier intervention with students at risk of failure
- Fewer inappropriate referrals to special education
- Reduced inappropriate identification of children from minority groups in special education
- Greater ongoing collaboration between general education and special education

"Reading Recovery is an integral part of our RTI process and a major reason our state percentile ranking has increased for several consecutive years. It has increased the literacy development of countless individual children, provided our staff with valuable and ongoing professional learning, and helped us achieve our mission and duty of helping every child, every day!"

- Principal Nayal Maktari, Pleasant Lake Elementary, Walled Lake Schools, West Bloomfield, Michigan



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131%

In one of the largest controlled studies ever conducted in the field of education, the growth rate for students who participated in Reading Recovery was 131% of the national average rate for first-grade students.

Total standardized effect size was 4.6 times greater than average for studies that use comparable outcome measures, with equally strong results for rural and English language learner populations.

Effects were 2.8 times greater than reading outcomes of other instructional interventions and 3.5 times larger than average effects of a 1996 meta-analysis of Title I programs.

Source: Reading Recovery: An Evaluation of the Four-Year i3 Scale-Up, 2016 independent report by the Consortium for Policy Research in Education. <http://www.cpre.org/reading-recovery-evaluation-four-year-i3-scale>

72%

of Reading Recovery students read at grade level after a full series of lessons.

Source: International Data Evaluation Center, 2014-2015 Reading Recovery National Summary Report for the United States. <https://www.idecweb.us/>

99%

of students who successfully complete Reading Recovery lessons don't need to be referred to special education for reading at the end of Grade 1.

Source: International Data Evaluation Center, 2014-2015 Reading Recovery National Summary Report for the United States. <https://www.idecweb.us/>

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