This letter provides guidelines for successfully implementing Reading Recovery by the ongoing, careful analysis of the data collected by your Reading Recovery teachers, your literacy team, the Reading Recovery teacher leader in your district, and the International Data Evaluation Center (IDEC).

IDEC conducts ongoing research projects, prepares multilevel data reports, and collaborates with Reading Recovery university training centers (UTCs) and their affiliated teacher leaders and teachers. Check the IDEC website (www.idecweb.us) for information on procedures and reports.

## Using data for realizing the power of Reading Recovery

- Have a plan for continuous school improvement through the analysis of data.
- Become knowledgeable about the various sources of data collected on each child and each teacher.
- Monitor and evaluate the progress of Reading Recovery children to problem solve and improve results.
- Monitor former Reading Recovery children’s progress on a regular basis.
- Communicate with parents about the progress of children and the impact that Reading Recovery is having in your school.
- Examine data and help your teachers prepare a school report at year-end.

## Using data to influence outcomes

Diligence in analyzing, interpreting, and using your school’s Reading Recovery data will result in your ability to influence outcomes.

- **Time factors** indicate the length of a series of lessons, the number of missed lessons and the overall efficiency of the program.
- **Site factors** inform regarding the level of coverage across the school, the reduction in referrals to special education, the decrease in rejections, and the increase in rejections, and the increased level of literacy in your school.

## Measuring student outcomes

As noted in *A Principal’s Guide to Reading Recovery*, the research and evaluation of Reading Recovery has been ongoing since it was introduced in the United States in 1984. Data have been collected and analyzed for more than 2.4 million children served. The major focus for data collection is to determine if Reading Recovery and Descubriendo la Lectura (the Spanish version of Reading Recovery) are providing the lowest-achieving children with an early intervention that is closing the literacy gap with their first-grade peers. The six tasks of *An Observation Survey of Early Literacy Achievement* (Clay, 2013) are used to identify and intervene with the lowest literacy achievers.

1. **Letter Identification** determines which letters the child knows and the child’s mode of identification.
2. **Ohio Word Test** determines if the child is building a reading vocabulary.
3. **Concepts About Print** determines what the child notices about print and if the child knows how spoken language is represented in text.
4. **Writing Vocabulary** determines if the child is building a writing vocabulary written in every detail.
5. **Hearing and Recording Sounds in Words** determines the child’s phonemic awareness by determining how well the child can show the sounds of words in letters and clusters of letters in written form.
6. **Text Reading** determines the appropriate level of text for independent and instructional level reading and to record, using the Running Recovery, the child’s processing of continuous text.

## Monitoring the progress of children after Reading Recovery is essential

Reading Recovery children are known to be vulnerable once one-to-one lessons are discontinued. This will require you and your Reading Recovery teachers and literacy team to monitor the progress of those children when they return to the classroom. Assigning an advocate to observe their progress will determine if they need temporary assistance for a short period of time.

### Resources
