

# Scaling Up Reading Recovery: Poised to Start Year 2

*Emily Rodgers, The Ohio State University*

*Jerome D'Agostino, Director, International Data Evaluation Center*

Just 1 year ago, in October 2010, the U.S. Department of Education's Office of Innovation awarded a \$45 million Investing in Innovation (i3) grant to The Ohio State University (OSU) to scale up Reading Recovery across the United States over 5 years. In addition to the \$45 million award, OSU and its partner university training centers worked together to raise the required 20% match amounting to \$10 million from the private sector; this was accomplished in just 4 weeks after the announcement of the award. Since then, the first cohort of teachers has been trained in Reading

Recovery with i3 funds, and a second cohort is poised to start training in Year 2 of the grant.

The major goal of the grant is to provide Reading Recovery training to as many teachers as possible in order to have the maximum impact on the number of children reached by the award. For that reason, most of the \$55 million is allocated to cover costs related to teacher training including tuition, professional books, and instructional materials for children. It is expected that over the 5 years of the grant, nearly 4,000 teachers will be trained in Reading Recovery and that these teachers will design

and deliver individual literacy lessons to about 90,000 Reading Recovery students and teach nearly 405,000 other students in either small-group or classroom settings.

## Highlights from The Beginning of Year 2: Innovations and Scale Up

Reading Recovery was awarded the i3 scale-up grant on the strength of the scientific evidence about its impact on student learning. At the beginning of Year 2, its effectiveness was recognized by The National Campaign for Grade-Level Reading (a collaborative effort by dozens



*The first school district in the U.S. to implement Reading Recovery, Columbus City Schools is training new teachers with i3 funds. Teacher Leader Brenda Krum leads the discussion and introduces the student about to be observed in a behind-the-glass session. The class is taught by Mary Fried, trainer at The Ohio State University.*

of funders across the country and spearheaded by The Annie E. Casey Foundation) which identified Reading Recovery as a “Bright Spot” in education. [Editor’s note: See the story on page 62.]

Even though a strong research base exists about its effectiveness, Reading Recovery’s design is not a static one; it also provides for innovation through a research and development loop (Clay, 1987; Pinnell, Smith-Burke, & Worden, 2002).

For example, just 1 year into the grant, signs of innovation around the implementation of Reading Recovery are evident.

- The funding design, which brings together government, philanthropy, and business to support the expansion of Reading Recovery, represents a new way to drive innovation in education.
- A hybrid training model that combines technology with face-to-face meetings to train teachers in rural areas of Ohio is being piloted. Results from this pilot potentially will change teacher training across the country to reach more teachers in rural schools.
- Descubriendo la Lectura, Reading Recovery’s development in Spanish, is being tested.
- The evaluation design for Reading Recovery has changed to collect achievement scores on a larger sample of similarly struggling students at each school in order to learn more about when, where, and under what conditions Reading Recovery works best and least.

### *Scale up: By the numbers*

The scale up of Reading Recovery across the country is evident in the numbers of teachers and schools already participating in the project:

- 1,212** Teachers trained in Reading Recovery with i3 funds
- 945** Schools that have implemented Reading Recovery
- 11,576** Students taught in Reading Recovery during teacher’s .4 FTE
- 52,112** Additional students taught by Reading Recovery-trained teachers during remainder .6 FTE
- 11** Teacher leaders prepared

As of June 2012. Numbers are projected based on teachers trained in Year 1 and enrolled for training in Year 2.

We project that by the end of 2011–2012 school year, the number of teachers trained in the first 2 years of the grant will have reached 82% of our goal for the first 2 years.

### *External evaluation of Reading Recovery underway*

Another highlight from the beginning of Year 2 is that the recruitment of schools and teachers for the external evaluation of Reading Recovery, led by Henry May of the Consortium for Policy Research in Education (CPRE) at the University of Pennsylvania, got underway. Although a number of experimental studies have been conducted over the years—including the well-known 1994 study

led by Pinnell, Lyons, DeFord, Bryk, and Seltzer—nothing of this scope has ever been undertaken in terms of the study’s national recruitment and its comprehensive examination of Reading Recovery’s outcomes and design.

The evaluation includes a rigorous mixed-methods research design. Findings will support strong causal inferences about the impact of Reading Recovery on the reading achievement of first-grade students and their subsequent reading performance in the third and fourth grades. In addition, the research team plans to identify factors that are related to variations in the impact of Reading Recovery.

The findings from CPRE’s evaluation may shed light on the factors that are necessary for the successful implementation of Reading Recovery, as well as factors that are critical to sustain Reading Recovery in school districts over time.

### *National communication network established*

A national i3 office with two full-time administrators who work closely with the established network of Reading Recovery university training centers opened at OSU in January 2011. The i3 grant office communicates across the Reading Recovery network through biannual meetings, monthly phone calls, a website, webinars, and a secured partner webpage. This communication network helps to ensure fidelity to the scale up of Reading Recovery across the nation.

Processes have been set up so that in the 20 university partner institutions across the country, teachers can enroll in Reading Recovery graduate course work, receive a stipend to

support their participation in Reading Recovery training, and receive instructional materials for children and professional books for their course work.

The success of the scale up thus far can be attributed to several factors:

- All 20 of the university training centers in the United States are now involved in the project.
- The criteria for school eligibility were expanded by the beginning of Year 2 to include all U.S. schools, although the top priority remains schools that are on a state's School Improvement Grant list, Title I schools in restructuring or corrective action, schools in rural areas, and schools with a sizeable population of English as a second language (ESL) students.
- Teacher leaders and university trainers led a remarkable effort across the country to recruit schools and teachers for the grant.

## All U.S. Schools Can Apply for i3 Funding

All schools in the United States are eligible to apply for i3 funding to train teachers in Reading Recovery professional development. School selection to participate in the grant will be made according to the following:

1. The highest priority will be given to schools that
  - are in Tier 1 on the state's School Improvement Grant List, or
  - are in restructuring or corrective action, or

- are in a rural LEA, or
- have a sizeable population of ESL students.

2. Lower priority will be given to Title I schools in Program Improvement, or a school in a district in Program Improvement but they will still qualify for i3 funds for Reading Recovery training.
3. Finally, all other schools, including private and public schools or schools in the U.S. territories, qualify although they will have the lowest priority for funding.

## Participating in the i3 Scale-Up Grant

An administrator who would like to implement Reading Recovery in a school will first need to decide which teacher on staff will spend approximately 150 minutes of his or her day delivering Reading Recovery lessons to individual children, in four 30-minute daily teaching slots. This amount of time is equivalent to about .4 of a full-time position. In the U.S., most teachers who are trained in Reading Recovery are Title I teachers, while others are

ESL, classroom teachers or literacy coaches; they work in one of these roles during the rest of the day. In fact, in the 2010–2011 school year, an individual teacher trained in Reading Recovery taught about 8 Reading Recovery students and 35 additional students in Title I, small groups.

Teachers earn graduate course credit over the year while they are learning how to design and deliver Reading Recovery lessons to first-grade children having the greatest difficulty learning to read and write. The teachers begin working with students at the same time as they are participating in Reading Recovery training, so no instructional time is lost.

To learn more about participating in the i3 grant to train teachers in Reading Recovery, contact Dr. James Schnug, i3 project administrator, at The Ohio State University, 614-292-3603, or visit one of these websites to locate the nearest university or teacher training site:

<http://www.i3.readingrecovery.info>

<http://www.readingrecovery.org>

## *Around the country...*

**New York University** “We’re training 29 NYC teachers this year, more than three times what we had last year.”

**The Ohio State University** “We have tripled the number of teachers in training, and the first school district in the U.S. to implement Reading Recovery, Columbus City Schools, is training new teachers.”

**Lesley University** “We were joined by new districts that were never part of Reading Recovery.”

**National-Louis University** “We are training nearly three times as many Reading Recovery teachers in [2011–2012] as we did last year across Illinois.”

**University of Connecticut** “We are seeing new implementations of Reading Recovery in challenging urban districts.”

*References*

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About the Authors



Dr. Emily Rodgers is an associate professor in the College of Education and Human Ecology at The Ohio State University and a Reading Recovery trainer. Dr. Rodgers is co-director of the i3 project to scale up Reading Recovery.



Dr. Jerome D'Agostino is a professor in the Quantitative Research, Evaluation, and Measurement program at The Ohio State University. He specializes in assessment, measurement, and intervention evaluation. Dr. D'Agostino is director of the i3 project to scale up Reading Recovery.

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