



# 35 YEARS OF EXCELLENCE

*Highlights and milestones from the past 5 years of Reading Recovery in the United States and Canada*

## The Fourth Decade in North America — 2015–Present

As Reading Recovery® enters the fourth decade of providing high-quality professional development for teachers and expert, responsive teaching for children, Marie Clay's publications continue to guide research and practice. New areas of study and service include Literacy Lessons™ training for special education teachers, teachers of English learners, and others who work with special populations; investigation of technology for distance learning in training and supervision of Reading Recovery teachers; and an expanded leadership role for Reading Recovery trained teachers in professional learning communities and school comprehensive literacy efforts.

With the passage of the Every Student Succeeds Act (ESSA) in December 2015, even greater emphasis is placed on evidence-based instruction. The legislation reduces the role of the federal government, giving states greater flexibility and control over education policy as they transition to full implementation by 2017. Reading Recovery ranks among the highest of all elementary reading interventions and programs meeting Strong Evidence of Effectiveness Standards under ESSA.

In March 2016, the Consortium for Policy Research in Education (CPRE) releases *Reading Recovery: An Evaluation of the Four-Year i3 Scale-Up*. Findings from “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.” A total of 3,747 teachers were trained, serving 61,992 students in one-to-one lessons. In addition, these Reading Recovery-trained professionals taught 325,458 students in classroom or small-group instruction. The randomized control trial study of immediate impacts in the scale-up schools—among the largest such studies ever conducted—revealed medium to large impacts across all outcome measures and a 131 percent higher growth rate over the national average rate for first-grade students.

**In Canada.** Canadian implementations continue to grow during this decade — even beyond its geographic borders. New teacher leaders train to expand Reading Recovery in Nova Scotia and a new Teacher Leader Training Centre opens in Vancouver to support the Mountain Pacific Region. Two trainers are trained within Canada for the first time through a collaborative plan with trainer training centers in the U.S., Texas Woman's University and The Ohio State University. This training plan is replicated in 2018–2019 to train two trainers for the Atlantic Region and in 2019–2020 to train one trainer for the Central Region, Ontario. Vintage sites celebrate milestone anniversaries, and the Caribbean Region is established in the Cayman Islands, offering Reading Recovery to all elementary schools in the country.

**North American Trainers Group.** Reading Recovery leadership is focusing on the future as the second half of this decade unfolds. In 2018, NATG engages Anthony Bryk and the Carnegie Foundation for the Advancement of Teaching to explore principles and practices of improvement science as a way of operating within the Reading Recovery network. Trainers, RRCNA Board members, representative teacher leaders, teachers, site coordinators, school administrators, university deans, and researchers (IDEC and other) launch this work with Bryk at the Foundation in Palo Alto, California. NATG and RRCNA leaders consider improvement science as a way of identifying and addressing challenges within the network in a systematic and productive way. Trainers continue their professional development with the leaders of the improvement science effort, the Hub, and the improvement science consultant to create research efforts aimed at ensuring a promising future for Reading Recovery in North America.

Recognition of Reading Recovery's proven positive effects on student outcomes continues with new and updated reports from the What Works Clearinghouse, National Center on Intensive Intervention, National Center for the Education Evaluation and Regional Assistance for the Institute of Education Sciences, and others in the U.S. and Canada.

Yet despite the stellar findings, Reading Recovery continues to face past criticisms of the 'Reading Wars' and the latest “science of reading” arguments that extend even beyond the intervention — attacking many proven and well-respected reading programs. The Reading Recovery network continues to respond with data, facts, and the millions of Reading Recovery success stories of the past 35 years in North America.

2015 – A teacher and teacher leader use technology to stay in close communication. Exploration of the issues and potential uses of technology in Reading Recovery training, professional development, school visits, and ongoing communication is underway.



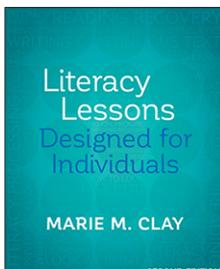
Conference. In addition, two trainers are trained in Canada for the first time.

2015 – The Marie Clay Literacy Trust continues to guide publication updates: *Becoming Literate: The Construction of Inner Control, Biks and Gutches, Change Over Time in Children’s Literacy Development, and Record of Oral Language.*



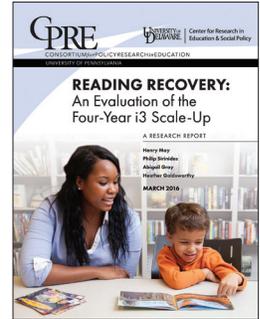
was among 33 evidence-based program models and interventions invited to the MBK Showcase and was one of only 6 with strong evidence of effectiveness that address the core tenets of the initiative.

2016 – *Literacy Lessons Designed for Individuals* (2<sup>nd</sup> ed.) is published by the Trust, combining the original 2005 two-part guidance into one volume.



2015 – In Canada, 12 new teacher leaders are being trained for the 2014–15 year; 6 of them in the Atlantic Division to expand Reading Recovery in Nova Scotia. Here, Canadian trainers Janice Van Dyke, Allison Matczuk, and Yvette Heffernan meet with Jeremy Burman, keynote speaker at the 2014 CIRRR

2016 – Reading Recovery: An Evaluation of the Four-Year i3 Scale-Up is published in March. Findings from “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.” A total of 3,747 teachers were trained, serving 61,992 students in one-to-one lessons. In addition, these Reading Recovery-trained professionals taught 325,458 students in classroom or small-group instruction. In August, The What Works Clearinghouse reviews the final single study report and finds it meets standards without reservations with at least one statistically significant positive finding and at least one finding showing strong evidence of effectiveness (ESSA Tier 1).



2016 – A special themed issue of the *Journal of Education for Students Placed At Risk*, released in January, focuses on advances in Reading Recovery research. The articles examine student motivation and achievement, effectiveness, scaling, and sustaining Reading Recovery.

2016 – Canada opens a new Teacher Leader Training Centre in Vancouver to support the Mountain Pacific Region.

2017 – Canada expands to the Cayman Islands, establishing the Caribbean Region and offering Reading Recovery to all elementary schools in the country.

2017 – Two more Marie Clay books are updated with second editions: *Concepts About Print* and *Running Records for Classroom Teachers*.

2017 – Throughout the year, RRCNA partners with the National Association of Elementary School Principals (NAESP) producing magazine articles, advertorials, Twitter chats, and a 30-minute video entitled, “Promising Literacy for Every Child.” The on-demand webcast extends the “Systems Change for Literacy Gains” article in the May/June issue of *Principal* magazine written by a team of Reading Recovery professionals. Both resources focus on the six essential components of a comprehensive literacy system.



2017 – In August, “The Reading Wars and Reading Recovery: What Educators, Families, and Taxpayers Should Know” appears in *Learning Disabilities: A Multidisciplinary Journal* published by the Learning Disabilities Association of America (LDA). In it, the authors make misleading, misguided, and blatantly false claims about Reading Recovery. RRCNA immediately and strongly objects. Resultantly, the LDA publishes a response article, “The Truth About Reading Recovery” online and in its quarterly journal.

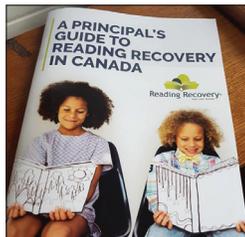
2017 – The National Center on Intensive Intervention (NCII) again recognizes the evidence-proven effectiveness of Reading Recovery for students who struggle in learning to read and write. An Observation Survey of Early Literacy Achievement, the screening tool central to Reading Recovery’s evaluation and instruction and used widely by classroom and specialist teachers and researchers, again receives the highest possible ratings on the Academic Screening Tools Chart. Reading Recovery also retains high marks on the updated Academic Intervention Tools Chart.

2018 – A National Center for Education Evaluation and Regional Assistance (NCEE) report finds that 9 of the first 67 completed i3 grant evaluations — including the Reading Recovery Scale-Up — met What Works Clearinghouse (WWC) evidence standards and found evidence of adequate implementation fidelity and positive impacts on student academic outcomes. Of the four scale-up interventions in the report, only Reading Recovery met both short and long-term goals of i3 and adequately represented the population served.

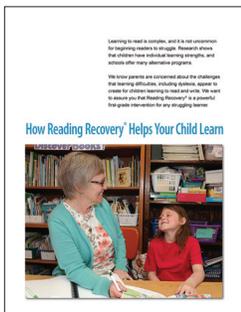


2018 – Canada celebrates anniversaries of vintage sites at Cariboo-Chilcotin (20), and Manitoba (25), where a second Reading Recovery Training Centre opens just 4 years after the first centre.

2018 – During the 2017-18 year, 1,203 teachers are trained, and two new trainers are training in Nova Scotia for the 2018-19 year. As implementations continue to grow, the Canadian Institute of Reading Recovery releases *A Principal’s Guide to Reading Recovery in Canada*, a new online publication.



2018 – RRCNA provides resources to share with classroom teachers, special education teachers, administrators, and parents detailing responses to critics of Reading Recovery. Resources correct misconceptions and illustrate how Reading Recovery instruction is appropriate for all struggling first-grade readers, including those who may be identified as dyslexic.



2018 – NATG trainers engage Anthony Bryk and the Carnegie Foundation for the Advancement of Teaching to explore principles and practices of improvement science as a way of operating

within the Reading Recovery network. Focusing on identifying and addressing challenges in a systematic and productive way, the work continues with Phase Two beginning in 2019-20.

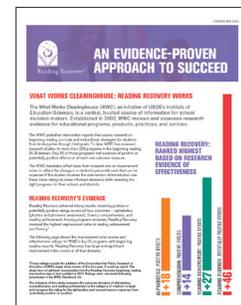
2019 – Jady Johnson retires after 16 years as RRCNA executive director and, after a nationwide search, Billy Molasso is named to the position in August.



2019 – *An Observation Survey of Early Literacy Achievement* (4th ed.), is published by the Marie Clay Literacy Trust.

2019 – Canadian anniversary celebrations continue with York Regional District School Board in Ontario (25), and Prince Edward Island (20). Also in Ontario, one trainer is in training during the 2019-20 year.

2019 – Incorporating the 2016 single study i3 report (reviewed but not yet included in the WWC report), Reading Recovery ranks highest based on research evidence of effectiveness among the top 25 programs with What Works Clearinghouse beginning reading reports. Positive or potentially positive ratings are shown across all four outcomes – alphabetic (phonics and phonemic awareness), fluency, comprehension, and reading achievement.



2020 – The 2020 National Reading Recovery & K-6 Literacy Conference celebrates the 35th anniversary with a special luncheon featuring Gay Su Pinnell as guest speaker. The 4-day event offers outstanding professional development and for the first time includes a Middle Grades Institute for educators in Grades 5-8.



This update extends the original history and timeline published as a pullout section in the fall 2014 issue of *The Journal of Reading Recovery*.