

What Works Clearinghouse™



Reading Recovery®

Program Description¹

Reading Recovery® is a short-term intervention that provides one-on-one tutoring to first-grade students who are struggling in reading and writing. The supplementary program aims to promote literacy skills and foster the development of reading and writing strategies by tailoring individualized lessons to each student. Tutoring is delivered by trained *Reading Recovery*® teachers in daily 30 minute pull-out sessions over the course of 12–20 weeks.

Research²

The What Works Clearinghouse (WWC) identified three studies of *Reading Recovery*® that both fall within the scope of the Beginning Reading topic area and meet WWC evidence standards. All three studies meet standards without reservations. Together, these studies included 227 students in first grade in at least 14 states.

The WWC considers the extent of evidence for *Reading Recovery*® on the reading skills of beginning readers to be small for four outcome domains—alphabets, reading fluency, comprehension, and general reading achievement. (See the Effectiveness Summary on p. 4 for further description of these domains.)

Effectiveness

Reading Recovery® was found to have positive effects on general reading achievement and potentially positive effects on alphabets, reading fluency, and comprehension for beginning readers.

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Table 1. Summary of findings³

Outcome domain	Rating of effectiveness	Improvement index (percentile points)		Number of studies	Number of students	Extent of evidence
		Average	Range			
Alphabets	Potentially positive effects	+21	+9 to +42	2	148	Small
Reading fluency	Potentially positive effects	+46	+32 to +49	1	74	Small
Comprehension	Potentially positive effects	+14	+6 to +26	2	145	Small
General reading achievement	Positive effects	+27	+19 to +38	3	227	Small



Reading Recovery®

AN EVIDENCE-PROVEN APPROACH TO SUCCEED

WHAT WORKS CLEARINGHOUSE: READING RECOVERY WORKS

The What Works Clearinghouse (WWC), an initiative of USDE’s Institute of Education Sciences, is a central, trusted source of information for school decision makers. Established in 2002, WWC reviews and assesses research evidence for educational programs, products, practices, and policies.

The WWC publishes intervention reports that assess research on beginning reading curricula and instructional strategies for students from kindergarten through third grade. To date, WWC has reviewed research studies for more than 228 programs in the beginning reading (K-3) domain. Only 56 of those programs had evidence of positive or potentially positive effects on at least one outcome measure.

The WWC translates effect sizes from research into an improvement index to reflect the change in a student’s percentile rank that can be expected if the student receives the intervention. Administrators use these index ratings to make informed decisions while selecting the right programs for their schools and districts.

READING RECOVERY’S EVIDENCE

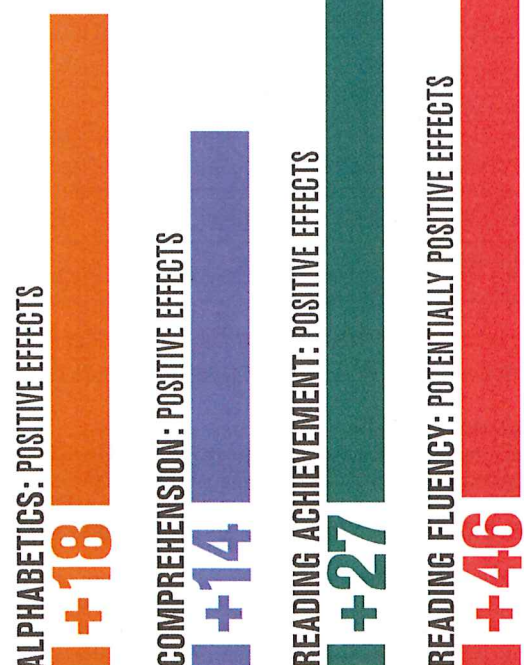
Reading Recovery achieved strong results, receiving positive or potentially positive ratings across all four outcomes — alphabetics (phonics and phonemic awareness), fluency, comprehension, and reading achievement. Among programs reviewed, Reading Recovery received the highest improvement index in reading achievement and fluency.*

The following page shows the improvement index scores and effectiveness ratings for WWC’s top 25 programs with beginning reading reports. Reading Recovery has large and significant improvement index scores in all four domains.

*These ratings include the addition of the Consortium for Policy Research in Education (CPRE) single study review of the four-year i3 scale-up report. The study has not yet been incorporated into the Reading Recovery beginning reading intervention report, last updated in 2013. Ratings were calculated following procedures in the WWC Handbook 4.0.

The inclusion of this study increases the outcome domains of alphabetics, comprehension, and reading achievement to the category of ‘medium to large’ and increases the rating for the alphabetics and comprehension outcomes from ‘potentially positive’ to ‘positive.’

**READING RECOVERY:
RANKED HIGHEST
BASED ON RESEARCH
EVIDENCE OF
EFFECTIVENESS**



WWC RANKS READING RECOVERY HIGHEST BASED ON RESEARCH EVIDENCE OF EFFECTIVENESS*

INTERVENTION NAME	ALPHABETICS	COMPREHENSION	READING ACHIEVEMENT	READING FLUENCY
1. Reading Recovery®	18 (++)	14 (++)	27 (++)	46 (+)
2. Sound Partners	21 (++)	21 (+)	NA (0)	19 (++)
3. Success for All®	9 (++)	NA (+-)	NA (+-)	12 (+)
4. Daisy Quest	23 (++)	NA NA	NA NA	NA NA
5. Earobics®	19 (++)	NA NA	NA NA	15 (+)
6. Leveled Literacy Intervention	NA (0)	NA NA	11 (++)	11 (+)
7. Stepping Stones to Literacy	30 (++)	NA NA	NA NA	NA NA
8. Peer-Assisted Learning Strategies	14 (+)	NA (+-)	NA NA	NA (0)
9. Lindamood Phoneme Sequencing® (LiPS)	NA (+-)	21 (+)	NA NA	NA NA
10. Fast ForWord®	NA (+-)	NA (+-)	NA NA	NA (0)
11. Cooperative Integrated Reading and Composition (CIRC)	NA NA	12 (+)	NA (0)	NA NA
12. Start Making A Reader Today® (SMART)	16 (+)	13 (+)	NA NA	18 (+)
13. Read Naturally®	NA (0)	0 (-)	9 (+)	NA (+-)
14. Achieve3000®	NA NA	NA NA	NA NA	NA (0)
15. Lexia Reading	11 (+)	11 (+)	NA (0)	NA (0)
16. Early Intervention in Reading® (EIR)	36 (+)	18 (+)	NA NA	NA NA
17. Accelerated Reader	NA NA	NA (+-)	NA NA	NA (0)
18. Voyager Universal Literacy System®	11 (+)	-25 (-)	NA NA	NA NA
19. Corrective Reading	NA (0)	NA (0)	NA NA	11 (+)
20. ClassWide Peer Tutoring	NA NA	NA NA	14 (+)	NA NA
21. Little Books	NA NA	NA NA	12 (+)	NA NA
22. Fluency Formula	NA NA	-11 (-)	NA NA	10 (+)
23. Failure Free Reading	NA (0)	10 (+)	NA NA	NA (0)
24. Waterford Early Reading Program	19 (+)	NA (0)	NA NA	NA NA
25. Wilson Reading System®	13 (+)	NA (0)	NA NA	NA (0)

Interventions with more outcomes and more studies that meet standards are higher in ranking list.

FILTERS APPLIED—Grade: K, 1, 2, 3 (beginning reading); Delivery Method: Individual, Small Group; Outcomes: Literacy, selected outcomes

Improvement Index

Scores indicate the expected change in percentile rank for an average comparison group student if the student had received the intervention. For example, an Improvement Index of 16 corresponds to moving performance for the average student from the 50th to the 66th percentile of the comparison group distribution.

Effectiveness Rating

Effectiveness ratings (shown in parentheses in the table and defined at right) are based on quality of the research, significance of the research findings, size of the differences between intervention participants and comparison groups, and consistency in findings across studies.

- (++) Positive:** strong evidence of positive effect on outcomes
- (+) Potentially Positive:** evidence of positive effect on outcomes with no overriding contrary evidence
- (+-) Mixed:** inconsistent evidence of effect on outcomes
- (0) No Discernible:** no evidence of effect on outcomes
- (-) Potentially Negative:** evidence of negative effect on outcomes with no overriding contrary evidence
- (--) Negative:** strong evidence of negative effect on outcomes

(Source: What Works Clearinghouse)



READING GRADES 1 - 2

Reading Recovery

ESSA RATING STRONG

NO. STUDIES 4

NO. STUDENTS 7,756

AVERAGE EFFECT SIZE +0.43

Program Description

A chief goal of Reading Recovery is to identify first-grade students who, after one year of formal schooling, are struggling with beginning reading and are achieving within the lowest 20–30% of their cohort. Specially trained teachers provide these lowest achieving students daily 30-minute lessons that include fluency instruction, letter and word identification skills, phonemic and orthographic awareness instruction, reading a new, challenging book with scaffolded teacher support, and daily progress monitoring of independent oral reading. There are two possible outcomes, both positive: students either reach average levels of reading and writing within 20 weeks, or if they do not respond well, they can then be more reliably referred on for additional testing and possible placement in a more intensive instructional setting. Teachers work with four students individually for two and one half hours each school day (about 8–10 students over the school year) and in some other instructional role for the rest of the school day. On average, each teacher works with about 42 students each school year in their combined roles.

Program Outcomes

Reading Recovery has been evaluated in four qualifying studies (many other studies did not qualify because they only reported outcomes for successful students, or used developer-made measures). In comparison to control groups, the average effect size across the four studies was +0.43 on measures such as ITBS, CAT, Woodcock, and Gates. These outcomes qualify Reading Recovery for the ESSA “Strong” category, and for the “Solid Outcomes” rating (at least two studies with effect sizes of at least +0.20).

READY TO READ, READY TO SUCCEED

May 2018

https://www.sreb.org/sites/main/files/file-attachments/ready_to_read_may2019.pdf?1560436054

Recommendation 2 Focus on early identification and intervention for struggling readers. States should consider:

- 2.1 Establishing comprehensive systems of formative and summative assessment in the early grades to ensure that students are on track to read proficiently by third grade.
- 2.2 Ensuring that all schools use a multi-tiered system of intervention to identify struggling students and provide increasing levels of support.
- 2.3 Promoting the use of evidence-based interventions for struggling readers as early as possible and for as long as necessary to get students reading on grade level.
- 2.4 Ensuring that funding for reading assessment and intervention is reliable and adequate.

Schmitt's 2008 review of the literature concluded that reading intervention programs based on intensive one-on-one tutoring are more effective than programs provided in any other format, including small groups. Supporting students one-on-one is resource-intensive, but preventing and addressing reading difficulties pays off in the long run. Reading Recovery, one well-known and well-researched reading intervention for first graders, includes up to 20 weeks of daily, individualized one-on-one reading instruction with a teacher extensively trained to use all facets of the program. Reading Recovery has been identified as one of the most effective interventions for reading by many researchers and evaluators, including the What Works Clearinghouse and Evidence for ESSA. That efficacy comes at a high cost, but according to the Every Child a Chance Trust, it also comes with as much as a 17:1 return on investment to schools and to society over a child's lifetime.

Effective Teacher Professional Development

Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute.

This report can be found online at <https://learningpolicyinstitute.org/product/teacher-prof-dev>.

Using the methodology detailed in Appendix A, we identify seven characteristics of effective PD. **Specifically, we find that it:**

- 1. Is content focused**
- 2. Incorporates active learning utilizing adult learning theory**
- 3. Supports collaboration, typically in job-embedded contexts**
- 4. Uses models and modeling of effective practice**
- 5. Provides coaching and expert support**
- 6. Offers opportunities for feedback and reflection**
- 7. Is of sustained duration**

Successful PD models generally feature a number of these components simultaneously. The **Reading Recovery program**, described in detail in the box that follows, is an example of one program that possesses all seven elements and has been found to generate positive student gains. Other effective programs may possess most but not all of the seven features.

Effective Professional Development in Practice: Reading Recovery

Reading Recovery is an example of a professional development model that has demonstrated effectiveness in supporting student learning gains in dozens of studies over several decades on multiple continents. Reading Recovery was originally designed to provide individualized interventions for struggling readers in New Zealand, and has since been widely implemented in the U.K., Canada, and Australia. It was first implemented in the U.S. in 1984, and grew to serve a peak number of 152,000 students nationwide in the 2000–01 school year. In 2010, the Ohio State University—the U.S. seat of Reading Recovery—received a \$45 million federal i3 grant to fund the expansion of Reading Recovery. The university partnered with 19 universities across the U.S. to recruit and train teachers and schools to participate in the Reading Recovery program. The i3 grant supported teacher PD for 3,747 teachers, who served 387,450 students in one-to-one lessons, classroom teaching, or small-group instruction.

The Reading Recovery theory of change asserts the critical role of the teacher in identifying students' strengths and needs and facilitating their learning by providing appropriate opportunities to acquire and use new reading skills. The teacher's practice is highly diagnostic and grounded in a substantial knowledge base about the learning-to-read process for diverse learners, as well as a sophisticated set of teaching skills applied in an individualized fashion for each learner. The basis of the Reading Recovery PD model is similarly informed by a very deliberate approach to acquiring and applying knowledge that is individualized to the needs of the teacher.

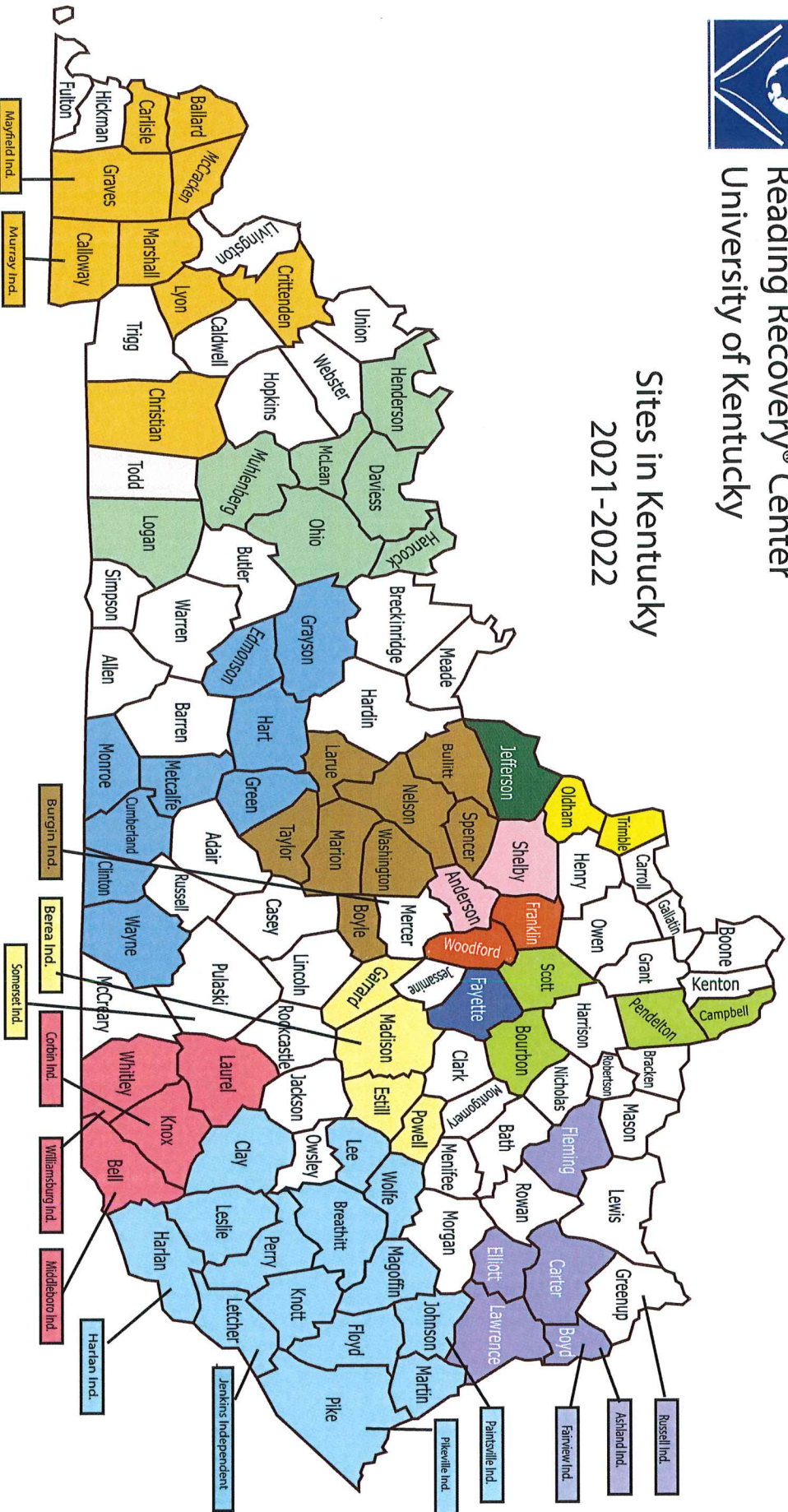
To prepare teachers to play this critical role, Reading Recovery provides intensive PD that incorporates all seven of the elements of effective PD. In groups of 8 to 12, teachers complete a yearlong graduate-level training course taught by a literacy coach. This sustained training involves model lesson observation, teacher demonstration of effective teaching techniques, and frequent collaborative discussion between participants. After the training course, faculty from the partnering university support teachers in their classrooms and facilitate program implementation within their area. Additional, ongoing PD for these teachers includes a minimum of six sessions with a Reading Recovery teacher leader and colleagues; opportunities for interaction and collaboration with school leaders and colleagues; and ongoing access to conferences and training institutes.

A 2016 evaluation of the i3 funded initiative found that students who participated in the U.S. expansion of Reading Recovery significantly outperformed students in the control groups on measures of overall reading, reading comprehension, and decoding. Moreover, these gains were nearly three times as large as average gains for similar broad instructional interventions. Of particular interest during the i3 scale-up study was the performance of English language learners (ELLs) and rural students. Results indicated that there was a similarly large positive impact on their performance. These findings suggest that the Reading Recovery PD program is capable of positively impacting student achievement on a large scale and can help drive equitable learning outcomes for ELL and rural students.



Reading Recovery® Center University of Kentucky

Sites in Kentucky 2021-2022



- Bourbon County Public Schools
- Vikki Hall / Theresa Foutch
- Christian County Public Schools
- Anita Armstrong
- Fayette County Public Schools
- Beth Magsig / Amy Emmons
- Franklin County Public Schools
- Jessica Waford

- Jefferson County Public Schools
- Allison Henry / Amy Goodenough
- KY Valley Educational Cooperative
- Danna Duff / Pam Stone / Christy Hicks
- Knox County Public Schools
- Christy Hicks
- LaRue County Public Schools
- Nancy Lane

- Madison County Public Schools
- Amy Smith
- Monroe County Public Schools
- Tracy Hagan
- Ohio County Public Schools
- Debbie Gowins
- Oldham County Public Schools
- Heather Garland

- Boyd County Public Schools
- Melody Craft
- Shelby County Public Schools
- Sherril Wadsworth

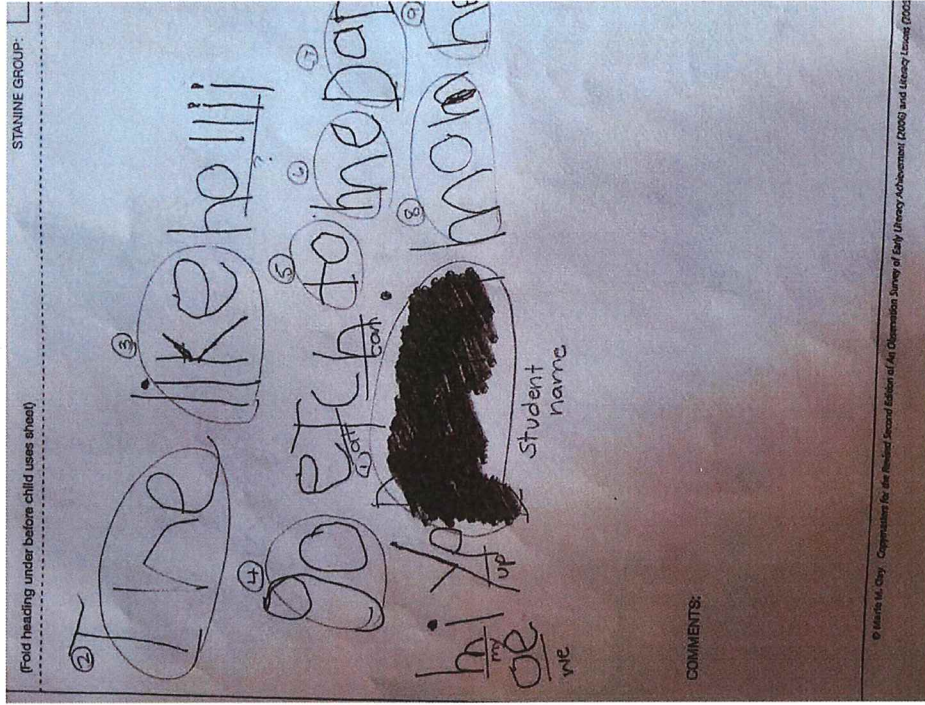
University of Kentucky Reading Recovery Center
Teacher Leader Training Sites
2021-2022 Implementation Report

Training SITES	TEACHER LEADERS	DISTRICTS	SCHOOLS	Reading Recovery Teachers
Bourbon	2	4	8	15
Boyd	1	7	17	19
Christian	1	11	25	27
Fayette	2	1	30	71
Franklin	2	2	8	23
JCPS	3	1	38	102
Knox	1	6	16	26
KVEC	2	19	41	42
LaRue	1	9	18	19
Madison	1	7	17	27
Monroe	1	8	13	13
Ohio	1	7	14	18
Oldham	1	2	11	23
Shelby	1	2	8	11
TOTAL	20	86	264	436

Typical Reading Recovery Student

• Entry Writing Vocabulary

• 9 Words



go look 100 king
 100 ked 100 ks friehy
 Mom Dad Brothers
 Brother

Name: _____ Age: _____ TEST SCORE: 58
 Recorder: _____ Date of Birth: _____ STANNING GROUP: 7
 (Fold heading under before child uses sheet)

fly come came
 and end wax
 wheel will wax
 car card cart
 care tay care
 toy days toys
 late later later
 later Made make
 made mad mod
 smile style wall
 well wish
 wash was wait I
 what zoo see
 zoom room tom
 bedroom she he

COMMENTS:

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• Exit Writing Vocabulary

• 58 Words

Entry
HSIW

mam was yoh up to the shop
he will get milk and bread

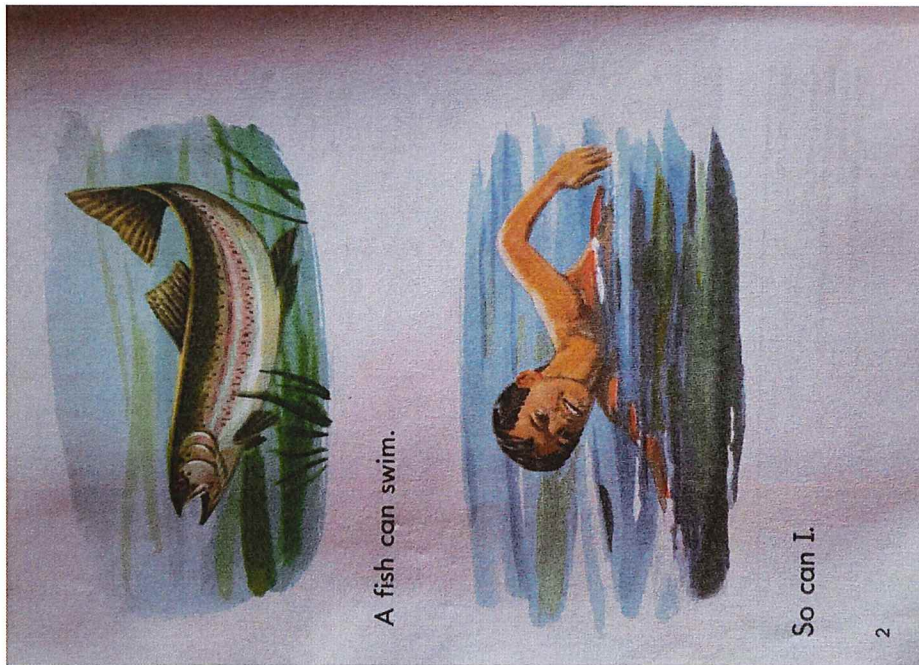
Exit
HSIW

Name: _____ Age: _____ TEST SCORE:

Recorder: _____ Date of Birth: _____ STANINE GROUP:

(Fold heading under before child uses sheet)

I can see the red
Boat that we
have going to have
a ride in.



Entry Text Level 1

16 words

Entry

RUNNING RECORD SHEET

Name: _____ Date: _____ Age: _____ yrs _____ mths _____

School: _____ Recorder: _____

Text Titles

Errors Running Words	Error Ratio	Accuracy Rate	Self-correction Ratio
Easy	1: _____	% 1: _____	% 1: _____
Instructional	1: _____	% 1: _____	% 1: _____
Hard	1: _____	% 1: _____	% 1: _____

Directional movement

Analysis of Errors and Self-corrections

Information used or neglected [Meaning (M), Structure or Syntax (S), Visual (V)]

Easy _____

Instructional _____

Hard _____

Cross-checking on information (Note that this behaviour changes over time)

Page	Title	Count		Analysis of Errors and Self-corrections Information used		
		E	SC	M/S/V	SC	M/S/V
4	A Bird Can Fly 1 The kid can run					
5	The kid can dig					
6	The kid can climb					
7	The ✓ ✓ ✓ The kid can fly					

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Exit Text Level 22

211 words

How the Sun Came
 a Cherokee Indian folk tale
 retold by Jack Frederick Kilpatrick
 and Anna Gritts Kilpatrick

There was no light anywhere, and all the animals had to stumble around in the darkness. When two animals bumped into each other, they would always talk about how much the world needed light.

At last the animals called a meeting. They gathered together in the dark as well as they could.

The red-headed woodpecker said, "I've heard that over on the other side of the world there are people who have light."

"Good! Good!" said everyone.

"Maybe they'll give us some light if we go over there," said the red-headed woodpecker.

"If they have all the light there is," said the fox, "they must be greedy people. They won't want to give up any of the light. Maybe we should just go over there and take some of the light from them."

"Who shall go?" cried everyone.

Easy	Instructional	Hard	Running Words	Ratio	Rate	Ratio	Rate
			The Light of the Sun, 22	1:	95	1:	1:
				1:	%	1:	%
				1:	%	1:	%

Directional movement _____
 Analysis of Errors and Self-corrections _____
 Information used or neglected (Meaning (M), Structure or Syntax (S), Visual (V)) _____
 Easy _____
 Instructional _____
 Hard _____

Cross-checking on information (Note that this behaviour changes over time)

Page	Title	Count	Analysis of Errors and Self-corrections		
			E	SC	MSV
4	The Light of the Sun, 22	100-244	10	0	0
			2		
			5		
			1		

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Many Other Students

TEST SCORE:

STANINE GROUP:

Age of Birth: _____

and reading under before child uses sheet)

IN THE ZOO

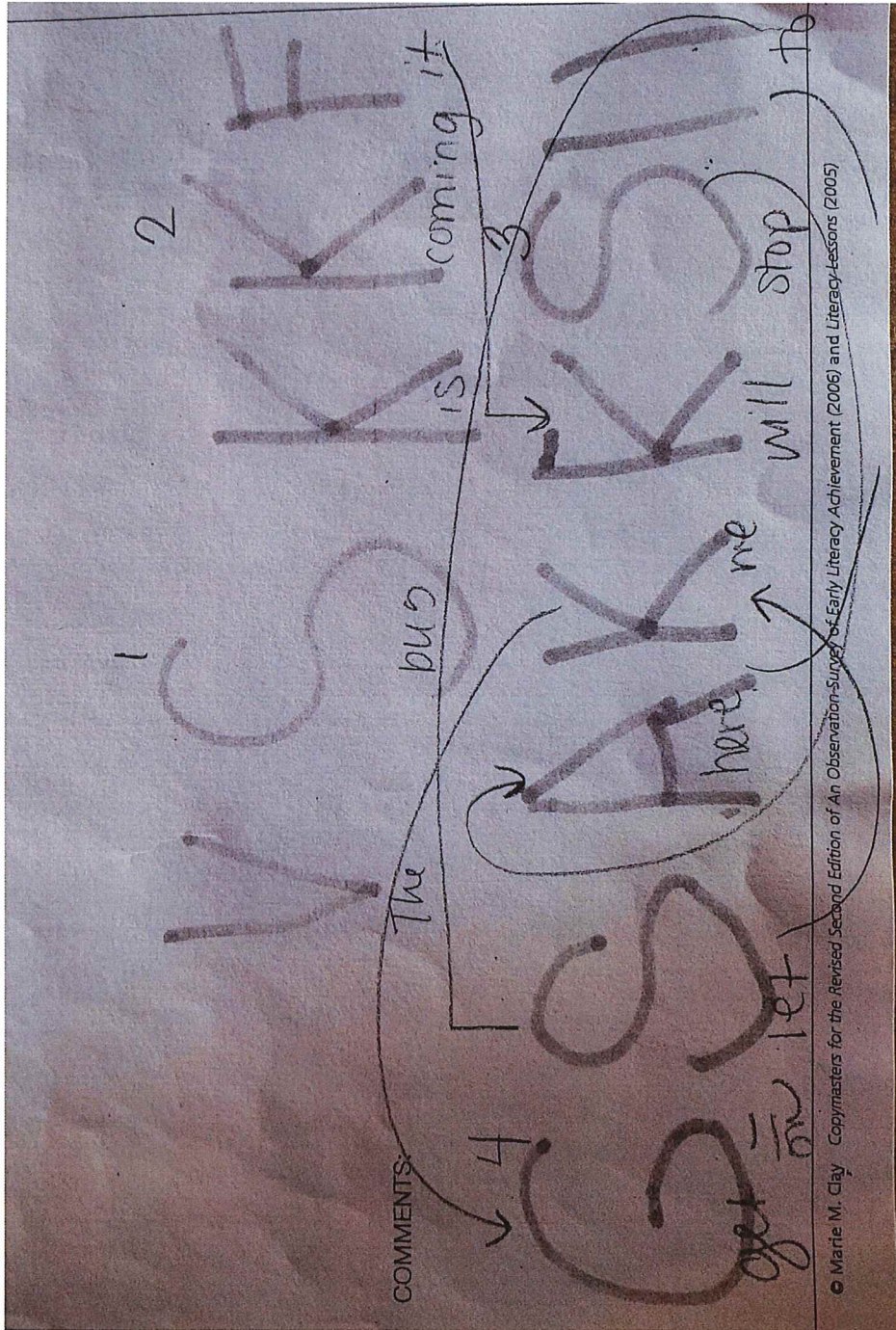
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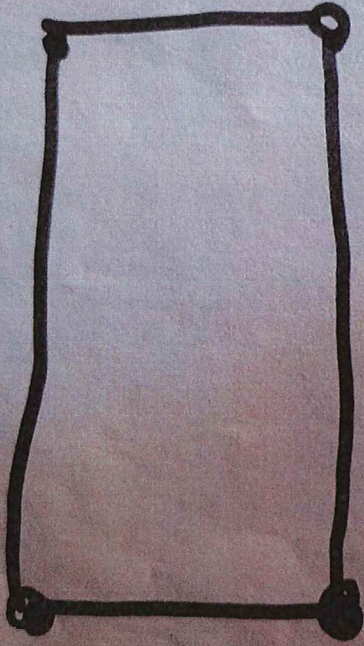
(mom)

go

(ZOO)

MENTS:





18

lru

COMMENTS:

ing. It will stop here to

The

