

Literacy Solutions

The University of South Dakota Reading Recovery Training Center Newsletter

The US Department of Education Confirms Reading Recovery Works!

The United States Department of Education and the Institute of Education Sciences released an independent review of research findings on Reading Recovery.

Reading Recovery is effective in closing the achievement gap.



This rigorous review, published by the What Works Clearinghouse in March of 2007, confirmed the scientific basis of Reading Recovery and its positive effects on children's

reading. The report indicated that Reading Recovery showed large and significant effects in all four domains studied: alphabetic (phonemic awareness, print awareness, letter knowledge, and phonics), fluency, comprehension, and general reading achievement. Reading Recovery achieved the highest rating possible for research evidence relating to its effects on alphabetic skills and general reading achievement, and the second highest rating for its effects on fluency and comprehension. Research indicates that students who were taught Reading Recovery lessons could be expected to score 46 percentile points higher in fluency, 34 percentile points higher in alphabetic, 32 percentile points higher in

general reading achievement, and 14 percentile points higher in comprehension than similar students who are not in Reading Recovery. Of all the beginning reading programs reviewed, only Reading Recovery was judged to have such powerful research evidence in all four domains. A hallmark of Reading Recovery is the fact that it produces measurable results in 12 to 20 weeks. Children's response to instruction is measured daily. Reading Recovery is highly effective in closing the achievement gap. Reading Recovery improves literacy learning of children who are not making sufficient progress and creates significant cost and human benefits in school districts that implement it. Reading Recovery works!

Most At-Risk Students Reach Grade Level Expectations

Reading Recovery is an intervention for first grade students having extreme difficulty learning to read and write. Students in Reading Recovery, usually in the bottom 20% of their class, are individually taught in daily 30 minute lessons by highly trained Reading Recovery teachers. After a full series of lessons, which takes 12 to 20 weeks, 8 out of 10 students reach

grade-level expectations. For students who do not reach grade-level expectations, Reading Recovery serves as a period of diagnostic teaching that can be the basis for long-term planning. The high success rate of Reading Recovery is achieved through a combination of excellent teacher training and intense on-going professional development for teachers that is provided by

more than 20 universities and over 470 teacher training sites. The outstanding success of Reading Recovery is documented nationally and regionally in that performance data on every child are evaluated every year by the International Data Evaluation Center. Results are disseminated to stakeholders at the national, regional, state, and local level.

Reading Recovery



Special points of interest:

- > Remarkable proven results
- > Independent review of research by What Works Clearinghouse gives high ratings across all 4 domains
- > Measurable results in weeks, not years
- > Powerful professional development
- > Long-term cost benefits

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Data are collected on every child taught in Reading Recovery.



Accountability Is A Hallmark of Reading Recovery

A hallmark of Reading Recovery is accountability! Since the inception of Reading Recovery in the United States in 1984, data have been collected on every child taught. These data are processed and developed into reports by the International Data Evaluation Center. This research center maintains a national data base that ensures Reading Recovery is accountable to stakeholders at every level. Each year data are evaluated and reports are prepared and disseminated at the

national level, the university level, the state level, the local district level and even the building level. Careful examination of the findings allow educators insight into how well Reading Recovery is working and guidance in making decisions about needed changes that may improve its implementation. In general, data show student outcomes have been consistently strong since Reading Recovery started in the United States. Evaluation data support the idea that early intervention

can prevent a lifetime of reading difficulties. If children receive a full series of lessons and are successfully exited from Reading Recovery, most will not require further intervention or remediation for literacy reasons. In effect, Reading Recovery closes the achievement gap for children who are most at risk of failure. Because of the careful attention to data collection and analysis, the success of Reading Recovery is documented and has withstood the test of time.

Nationally, about 8 out of 10 children who are taught a full series of lessons will reach grade-level expectations.

More Than 1.7 Million Have Benefitted From Reading Recovery

Each year nearly 100,000 children in nearly 7,000 schools are taught by 13,000 Reading Recovery professionals. These specially trained teachers take the lowest literacy achievers in first grade and help them to learn to read and write increasingly more difficult text. When children have reached a

point in their progress that they can continue to progress in their classrooms without Reading Recovery, the intervention is stopped. In some cases, children make progress, but still need long term supportive assistance. These children are recommended for further evaluation and support. Both of these outcomes

are positive in that a record of each child's progress, strengths, and needs is clearly established and can serve as a basis to make the best instructional decisions for students' futures. Nationally, about 8 out of 10 children who are taught a full series of lessons will reach grade-level expectations.

How Much Does It Cost To Save A Life?

The consequences of not investing in intervention for children who are at risk of failure are dire. The costs of additional support in school, reduced employment opportunities later in life, and a greater risk of involvement in the criminal justice system are tremendously greater than the costs of intervening early and effectively.

It is certainly a better fiscal and human policy to provide intensive early intervention that prevents later failure. The one-time cost of Reading Recovery has been estimated to be \$3,750. This is considerably less than the cost of retention (estimated to be around \$9,000 per year) or long term remedial programs that, over the life of a child in school,

can reach \$100,000 or more. Studies show that by the end of first grade, only about 1% of the children who have been taught in Reading Recovery are placed in special education for literacy reasons. This creates a significant cost benefit for school districts that have Reading Recovery. It creates an even greater benefit for students.



Reading Recovery creates significant cost benefits for school districts, and even greater benefits for students.

A Repeating Success Story

Reading Recovery is rooted in Dr. Marie Clay's studies of children's reading and writing behavior while they were learning to read. As a part of her research, Clay worked with New Zealand teachers and identified powerful teaching procedures and developed guidelines for decision making that resulted in faster than average progress for children who had been struggling to learn to read and write. Her methods were later successfully replicated in Australia. In 1984, Dr. Clay was

invited to The Ohio State University to train faculty and teachers in her powerful techniques. In 1987 the National Diffusion Network (USDE) selected Reading Recovery as a demonstration project and provided funding to make it available outside of Ohio. From a starting point of one school district and six schools in 1984, Reading Recovery in the United States has expanded to more than 2,200 school districts and nearly 7,000 schools. This clearly

demonstrates that Reading Recovery is successful with any kind of classroom curriculum and with children from all backgrounds. The only similar factor across schools and children was that all children who were selected for Reading Recovery were the most at-risk of failure to learn to read and write and were the hardest to teach. Across the United States, and the world, investing in Reading Recovery has been a success story time and time again.



Children at-risk of failure make faster than average progress in Reading Recovery.

Don't Be Confused

Reading Recovery is not a pre-packaged program that may be purchased. Reading Recovery is not a long-term remedial approach. Reading Recovery is professional growth and development for teachers of the highest quality. Through intensive training and on-going professional development

teachers learn how to carefully observe children and design individual lessons for the lowest achieving and hardest to teach students. While most children do not require the detailed, meticulous, and special procedures that are used in Reading Recovery, the most at risk children do! Reading

Recovery reduces and sometimes closes the achievement gap in literacy for children from all backgrounds. Reading Recovery was designed to accelerate literacy acquisition for the lowest 20 percent of children. It can also act as a pre-referral response to intervention in school districts.

Reading Recovery can act as a pre-referral response to intervention in school districts.

Things To Do

If you are unfamiliar with Reading Recovery, there are several ways to learn more about this impressive intervention. The Reading Recovery Council of North America website (www.readingrecovery.org) is a source of many useful documents that explain in detail different facets of Reading Recovery. The USD Reading Recovery Training

Center (see contact information on page 4) has information about Reading Recovery in South Dakota and the surrounding states. At the district and site level, teacher leaders and site coordinators have a wealth of information about Reading Recovery and its implementation in their districts. The training center can provide contact

information for them, along with information about area schools with Reading Recovery and much more. You may want to visit a school or observe a lesson being taught. There are many complex problems that require leadership and well designed solutions. Reading Recovery is a well designed solution.

A trained Reading Recovery teacher helps a child gain independence. Visit a school, observe a lesson, and learn more about Reading Recovery.



The University of South Dakota Fall Reading Recovery Institute

On the campus of the University of South Dakota
Saturday, October 18, 2008

Who: Reading Recovery teachers

What: A Learning Institute

When: Saturday, October 18, 2008
Doors open at 7:30
Sessions begin at 8:00

Where: Delzell School of Education
University of South Dakota
Vermillion, SD

Cost: \$100 if postmarked by September 21, 2008
\$150 if postmarked by October 7, 2008

No registrations accepted if postmarked after October 7.

Featuring the following Reading Recovery Trainers:



Dr. Garreth Zalud



Dr. Judy Embry



Dr. Mary Lose

Join your Reading Recovery colleagues for a day of learning with trainers Salli Forbes, Judy Embry, and Garreth Zalud. Teacher leaders will also offer a variety of presentations to choose from. Lunch will be provided.

Register Early—Limited to first 150 registrants

University of South Dakota Training Center

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USD Fall Reading Recovery Institute

Saturday, October 18, 2008, 8:00 am
\$100 if postmarked by Sept. 21, \$150 after Sept. 21

Name _____
Position _____
Address _____

Phone _____ email _____

Send registration and payment to:
Reading Recovery®
Attn: Linette Ross
414 East Clark Street
Vermillion, SD 57069
Fax 605-677-8866

Please check:

- Site coordinator
 Teacher Leader
 Teacher

Method of Payment

- Purchase Order
PO # _____
 Check
Check # _____

Amount enclosed _____

(\$100 if postmarked before September 21, 2008
\$150 if postmarked after September 21, 2008.)

Registrations must be postmarked no later than October 7, 2008.