



Reading Recovery® Council
of North America

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READING RECOVERY RECEIVES STRONG REVIEWS ON TWO CONTINENTS

An updated report released today by USDE's What Works Clearinghouse, "a central and trusted source of scientific evidence for what works in education," confirms that Reading Recovery still ranks number one in general reading achievement. After this newest review of research, Reading Recovery is still the only beginning reading program to receive high ratings across all four domains evaluated: alphabetics, fluency, comprehension, and general reading achievement.

"These ratings of effectiveness across all domains confirm that the Reading Recovery intervention achieves strong results with students who initially struggle to read and write," said Judith Neal, president of the Board of Directors for the Reading Recovery Council of North America. "Reading Recovery teachers view literacy learning as a complex activity, and through their specialized graduate-level training, they are able to provide focused instruction which is carefully delivered to individual students."

The WWC conclusions are based on five research studies; four that meet WWC's highest level of evidence standards and one that meets their standards with reservations. The report includes an improvement index to reflect the strength of the Reading Recovery intervention. Scores on this index can range from +50 to -50. The average improvement index scores for Reading Recovery students show large and impressive effect sizes: +34 for alphabetics (phonemic awareness, letter knowledge, and phonics); +46 for fluency; +14 for comprehension (vocabulary and reading comprehension); and +32 for general reading achievement.

Although the rankings for Reading Recovery research evidence remain the same as the original 2007 report, WWC has revised the program description with new information on teaching and cost. The updated report adds more complete information about the collaboration between universities and school districts to provide university-based training and ongoing professional development for teachers.

Reading Recovery Report from England

Today's WWC report from the United States follows last week's report of Reading Recovery success in England. At the culmination of a three-year pilot program, the Every Child a Reader project released its third-year results for more than 5,000 struggling students taught in 2007–2008. The project targeted schools in areas of high economic need and selected beginning readers who had exceptionally low literacy levels. For children who completed a full series of

Reading Recovery lessons, 77% reached a literacy level that matched their chronological age. Children who completed their Reading Recovery lessons advanced at four times the normal progress rate with just 41 hours of instruction.

In addition, achievement increased for all students in the Every Child a Reader schools. In national assessments for 7-year-olds, reading and writing scores were flat while students in the Every Child a Reader schools increased by 4% in reading and 3% in writing. The report attributes the increased performance to the presence of Reading Recovery-trained literacy experts in the school. Over the three years, the project provided funding to train 520 Reading Recovery teachers in 489 schools.

On the basis of the three-year pilot study, the report concludes that the project can continue to deliver reliable results as it scales up. A national rollout of the Every Child a Reader program has begun with plans to reach more than 30,000 students a year by 2011.

For More Information

What Works Clearinghouse Reading Recovery Intervention Report

http://ies.ed.gov/ncee/wwc/reports/beginning_reading/reading_recovery/

Reading Recovery Council of North America

<http://www.readingrecovery.org/>

Every Child a Reader Project

http://www.everychildareader.org/pubs/third_year.pdf

BBC News Story “Good Results for Reading Scheme”

http://news.bbc.co.uk/2/hi/uk_news/education/7753195.stm

Telegraph.co.uk “30 Minutes of Reading a Day Can Help Children Improve Reading Age by Two Years”

<http://www.telegraph.co.uk/education/educationnews/3531808/30-minutes-of-reading-a-day-can-help-children-improve-reading-age-by-two-years.html>