



Reading Recovery®

READING RECOVERY BY THE NUMBERS



CATCHING UP: Anastasia, a sixth grader in the Dennis-Yarmouth Regional School District in Massachusetts, is an enthusiastic reader. In first grade, however, she struggled to control one-to-one match and confused the concepts of letters vs. words. Fortunately, a Reading Recovery-trained teacher tutored Anastasia individually for about 18 weeks of daily 30-minute lessons. By the end of first grade, she was reading and comprehending above grade level.

PROVEN RESULTS

Across the nation thousands of former Reading Recovery students are now successful readers and writers, just like Anastasia. While all were initially considered the lowest-performing students in the class, their learning accelerated upon working individually with Reading Recovery-trained teachers. Reading Recovery is a short-term intervention that provides one-to-one daily 30-minute lessons for 12 to 20 weeks.

This evidence-based early intervention requires data collection for each and every child who has lessons. In the United States, evaluation is conducted by the International Data Evaluation Center (IDEC) located at The Ohio State University. National results are reported annually by IDEC and posted on its website. Because accountability is a key part of Reading Recovery, administrators receive annual reports at the teacher, school, and district levels.

All data in this report compiled by the International Data Evaluation Center. <https://www.idecweb.us>

MORE THAN 25 YEARS OF DOCUMENTED SUCCESS WITH MORE THAN 2 MILLION STUDENTS

Annual evaluation results for the U.S. are consistent for more than 25 years of service and include more than 2 million students. No other reading intervention has such an extensive database and such strong accountability.

Over the past 25 years, about 75% of students who completed the full 12- to 20-week series of lessons met grade-level expectations in reading and writing.

READING RECOVERY AND DESCUBRIENDO LA LECTURA* STUDENT RESULTS 1984-2011

CHILDREN TAUGHT:

2,059,819

CHILDREN WHO COMPLETED INTERVENTION:

1,551,444

CHILDREN WHO SUCCESSFULLY DISCONTINUED LESSONS:**

1,209,527

*Descubriendo la Lectura (DLL) is the Spanish reconstruction of Reading Recovery used with children whose classroom literacy instruction is in Spanish.

**As soon as students can read within the average range of their class and demonstrate that they can continue to achieve, their lessons are discontinued, and new students begin individual lessons.

FACTS AND FIGURES

READING RECOVERY PROFESSIONAL DEVELOPMENT NETWORK

Reading Recovery-trained teachers achieve unparalleled results because they take part in a three-level literacy network that includes universities, teacher training sites, and schools. In 2010-2011, faculty from 21 universities oversaw teacher training sites in local schools and districts.

PROFESSIONAL NETWORK

21	University Training Centers
1,468	School Districts
4,698	Schools
378	Teacher leaders
7,571	Teachers
310	Teacher Training Sites
43	States

READING RECOVERY-TRAINED TEACHERS PROVIDE WHOLE SCHOOL BENEFITS

For struggling students, knowledgeable teachers are the best investment. Teachers trained in Reading Recovery offer benefits beyond first-grade spending part of their day working with Reading Recovery students and the remainder in other roles including:

- Title I or Small-Group Teacher
- Kindergarten Teacher
- Shared Classroom Teacher
- Special Education Teacher
- English as a Second Language (ESL) Teacher
- Staff Developer/Literacy Coach
- Administrator

In 2010-2011, Reading Recovery-trained teachers served an average of 8 students in Reading Recovery and about 40 students in their other assigned roles for a total reach of more than more than 300,000 students.

ANNUAL RESULTS

READING RECOVERY AND DESCUBRIENDO LA LECTURA* U.S. STUDENT RESULTS 2010-2011

CHILDREN TAUGHT:

162,998

CHILDREN WHO COMPLETED INTERVENTION:

150,020

CHILDREN WHO SUCCESSFULLY DISCONTINUED LESSONS:**

37,168

74% OF STUDENTS WHO COMPLETED THE FULL 12- TO 20-WEEK SERIES OF LESSONS MET GRADE-LEVEL EXPECTATIONS IN READING AND WRITING.

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