



Reading Recovery®

A PROVEN APPROACH TO SUCCEED

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 decision makers. Established in 2002, WWC reviews and assesses research evidence for educational programs, products, practices, and policies.

RESEARCH ON BEGINNING READING

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 175 programs in the beginning reading category, and only 27 met their rigorous standards. The WWC translates effect sizes from research into an improvement index. The improvement index reflects the change in a student's percentile rank that can be expected if the student has the intervention. Administrators use these index ratings to make informed decisions while selecting the right program for their schools and districts.

RATING READING RECOVERY

ALPHABETICS: POTENTIALLY POSITIVE EFFECTS (WWC)

I +21

FLUENCY: POTENTIALLY POSITIVE EFFECTS (WWC)

I +46

COMPREHENSION: POSITIVE EFFECTS (WWC)

I +16

GENERAL READING ACHIEVEMENT: POSITIVE EFFECTS (WWC)

I +26

READING RECOVERY'S EVIDENCE

Of the 27 beginning reading programs rated, Reading Recovery achieved strong results, receiving positive or potentially positive ratings across all four domains – alphabetic (phonics and phonemic awareness), fluency, comprehension, and general reading achievement. Among all programs reviewed, Reading Recovery received the highest rating in general reading achievement.

The following page shows the Improvement Index Scores and Effectiveness Ratings for the 27 reading programs with evidence of effectiveness. Reading Recovery received large and impressive improvement index ratings in all four domains (featured below).

These ratings include the addition of a single study review of the Year One i3 scale-up report that has not yet been incorporated into the Reading Recovery intervention report and were calculated following procedures in the WWC Handbook. The inclusion of this study increases the extent of evidence in the outcome domains for comprehension and general reading achievement to the category of 'medium to large,' and increases the effectiveness rating for comprehension from 'potentially positive' to 'positive.'

Learn how Reading Recovery can provide lasting results at ReadingRecoveryWorks.org

IMPROVEMENT INDEX AND EFFECTIVENESS RATINGS

INTERVENTION NAME	ALPHABETICS	READING FLUENCY	COMPREHENSION	GENERAL READING ACHIEVEMENT
Accelerated Reader™	NA NA	3 (0)	0 (+-)	16 (+)
Cooperative Integrated Reading and Composition (CIRC)®	NA NA	NA NA	12 (+)	1 (0)
Corrective Reading	9 (+)	11 (+)	7 (0)	NA NA
Classwide Peer Tutoring®	NA NA	NA NA	NA NA	14 (+)
DaisyQuest	23 (++)	NA NA	NA NA	NA NA
Early Intervention in Reading (EIR)®	36 (+)	NA NA	18 (+)	NA NA
Earobics®	25 (++)	15 (+)	NA NA	NA NA
Failure Free Reading	1 (0)	2 (0)	10 (+)	NA NA
Fast ForWord®	6 (++)	7 (0)	6 (+-)	NA NA
Fluency Formula™	NA NA	10 (+)	-11 (-)	NA NA
Ladders to Literacy	25 (+)	26 (+)	9 (+-)	NA NA
Lexia Reading	11 (+)	9 (0)	11 (+)	9 (0)
Lindamood Phoneme Sequencing (LiPS)®	6 (+-)	NA NA	20 (+)	NA NA
Little Books	NA NA	NA NA	NA NA	12 (+)
Open Court Reading®	NA NA	NA NA	10 (+)	NA NA
Peer-Assisted Learning Strategies (PALS)®	14 (+)	-8 (0)	3 (+-)	NA NA
Read Naturally®	2 (0)	7 (+-)	0 (0)	10 (+)
Read, Write, and Type!™	8 (+)	NA NA	3 (0)	NA NA
Reading Recovery®	21 (+)	46 (+)	16 (++)	26 (++)
Sound Partners	21 (++)	19 (++)	21 (++)	9 (0)
Spell Read™	18 (++)	9 (+)	20 (+)	NA NA
Start Making a Reader Today® (SMART®)	16 (+)	17 (+)	14 (+)	NA NA
Stepping Stones to Literacy	30 (++)	NA NA	NA NA	NA NA
Success for All®	13 (++)	NA NA	8 (+-)	10 (+)
Voyager Universal Literacy System®	11 (+)	NA NA	-25 (-)	NA NA
Waterford Early Reading Program	19 (+)	NA NA	4 (0)	NA NA

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