

CLEMSON UNIVERSITY READING RECOVERY TRAINING CENTER

Short Summary

Developed by New Zealand educator Dr. Marie M. Clay, Reading Recovery® is a short-term, one-to-one early intervention for students who have the lowest achievement in literacy learning in the first grade. It is designed to prevent students at risk of failing to learn to read and write. Students meet individually with a specially trained teacher for 30 minutes each day for a period of 12-20 weeks. The goal is accelerate learning through an individually designed and delivered lesson series that aims to close the achievement gap early so children benefit from regular classroom instruction.

Reading Recovery identifies first graders who score in the bottom 20% in reading ability, and works with all students in that bottom 20% regardless of whether students exhibit low intelligence, low language skills, poor motor coordination, score poorly on readiness measures, are second-language learners, or have already been categorized as learning disabled. Clemson University is the training site for Reading Recovery in South Carolina and works in collaboration with the SC Department of Education to continue effective statewide implementation of the program.

Demographics

- *Target Settings:* Elementary schools
- *Target Groups Served:* all first graders who score in the bottom 20% in reading ability.
- *Schools/Districts Served:* Aiken, Anderson 5, Charleston, Clover, Fort Mill, Florence 1, Hampton, Horry, Greenwood 50, Laurens, Lancaster, Lexington 5, Oconee, Pickens, Richland 1, Richland 2, Rock Hill, Spartanburg 1, Spartanburg 7, Sumter, York

Research and Evaluation

The development of program/initiative is based on/grounded in what research? Describe the evidence that shows the program/initiative works. Description of data collection and analysis should be included.

The annual program evaluation, which uses a two-group, quasi-experimental research pre-post comparison design, continues to establish the replicability and fidelity of the intervention. Program reviewers for the What Works Clearinghouse, a branch of the Institute of Education Sciences of the United States Department of Education (USDE), determined Reading Recovery to have positive or potentially positive effects in all aspects considered. Specifically, the reviewers stated, "Reading Recovery was found to have positive effects on students' alphabetic skills and general reading achievement outcomes." The report also stated that there were potentially positive effects for comprehension and fluency. Both the positive (the highest rating possible) and potentially positive ratings mean there is "no overriding contrary evidence." According to reporters for Education Week, Reading Recovery's "thumbs-up rating" from the USDE is rare.

In 2009-2010, 1857 children, or 67% of all students served (this includes children who move during the intervention and also those who do not receive a complete intervention before the end of the school year) successfully completed the intervention and were on or above grade level in reading. For children receiving a complete series of lessons the number increased to 2,334 or 80% finishing the intervention on or above grade level.

[The What Works Clearinghouse](#) (WWC) a branch of the United States Department of Education (USDE) and the Institute of Education Sciences (IES), released an updated report of research in December 2008. WWC's authoritative and independent assessment confirmed that Reading Recovery is an effective intervention based on scientific evidence. At the end of this second-round review, Reading Recovery is still the only beginning reading program to receive high ratings across all four domains evaluated:

alphabets, fluency, comprehension, and general reading achievement. Reading Recovery ranks number one in general reading achievement. The WWC found that Reading Recovery has positive effects – the WWC’s highest rating – on students’ alphabets skills and general reading achievement. They found potentially positive effects, their next highest level of evidence, on fluency and comprehension outcomes. 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 improvement index scores for Reading Recovery students](#) show large and impressive effect sizes.

See also: www.readingrecovery.org/research/research_intro/index.asp

Program Resources

- *Annual Cost:* Teacher salary for 2.5 hours/day. Reading Recovery teachers in the other part of their day serve in a variety of instructional contexts including literacy coaches, reading interventionists, ESOL, special education, and regular classroom teachers.
- *Funding Sources:* Clemson’s Reading Recovery Training Center is an official partner with 14 other institutions of higher learning and lead applicant The Ohio State University for a grant – i3: Investing in Innovation Fund, Reading Recovery: Scaling Up What Works. The total grant is worth \$54.7 million and includes \$45.6 million from the USDE and \$9.1 million in private funds. Clemson’s sub-award amount is \$2,177,964. The monies will be used to train 3,750 Reading Recovery teachers nationwide, ultimately bringing individual instruction to 90,000 struggling readers. These highly trained teachers will also serve an additional 405,000 struggling readers through small group instruction. As an official partner, Clemson will train 50 new Reading Recovery teachers each year for the five-year life of the grant and will continue expanding its use of technology to support teachers in the field. The Clemson University Reading Recovery Training Center is also supported by a grant from the South Carolina Department of Education.
- *Infrastructure/Equipment Needs:* leveled book collection
- *Partner Organizations:* State Department of Education, participating school districts in South Carolina, Clemson University Training Center for Reading Recovery in South Carolina, The Ohio State University, Reading Recovery Council of North America, International Data Evaluation Center, North America Reading Recovery Trainers’ Group

Contact Information

Kathleen Grant, Program Coordinator, grant5@clemson.edu, 864-656-6149

C.C. Bates, Director, celestb@clemson.edu, 864-656-4506

<http://www.clemson.edu/readingrecovery/>

http://sce.horrycountyschools.net/for_parents/reading_recovery/

