



Reading Recovery® Council
of North America

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FOR IMMEDIATE RELEASE

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**Administrators and Teacher Educators Will Brief Policymakers on the
Whole School Benefits of Reading Recovery**

Wednesday, July 13, 2011

11:00 am – Noon

138 Dirksen Senate Office Building

As federal policy increasingly supports programs with proven effectiveness, advocates for Reading Recovery will hold a policy briefing to report the intervention's effectiveness with struggling first graders and discuss how teacher professional development can benefit an even broader school population. Reading Recovery has been used in U.S. schools for more than 25 years, and the past 5 years have brought increased federal acknowledgement of Reading Recovery's benefits to students, teachers, and schools.

In 2007, the USDE's What Works Clearinghouse awarded high ratings for Reading Recovery's research in all four domains—alphabeticity (phonics and phonemic awareness), fluency, comprehension, and general reading achievement. No other beginning reading program received high marks in all four areas. In addition, Reading Recovery's rating and effect size for general reading achievement is the largest of all programs reviewed. (See http://ies.ed.gov/ncee/wwc/reports/beginning_reading/reading_recovery/)

In 2010, Reading Recovery's strong research base was again recognized when USDE awarded a \$46 million dollar i3 scale-up grant to The Ohio State University and its partner universities. The 5-year grant will fund Reading Recovery training for 3,750 teachers. Those teachers will teach 90,000 students in Reading Recovery's half-hour individual lessons, and an additional 405,000 students in small groups and classrooms. (See <http://ehe.osu.edu/news/2010/reading-recovery-federal-grant.php>)

The policy briefing, moderated by Virginia Edwards, Editor-in-Chief for *Education Week*, will include remarks from

- Craig Dougherty, Superintendent of Sheridan County School District #2, Sheridan, WY
- Ron Marostica, Assistant Superintendent, RE-1 Valley School District, Sterling, CO
- Phoebe Ingraham, Reading Recovery Teacher Leader, Wright State University, Dayton, OH
- Salli Forbes, Associate Professor of Literacy Education, University of Northern Iowa, Cedar Falls, IA

Panel members will describe how Reading Recovery is working in schools and how its graduate-level teacher training program creates teachers with deep knowledge of literacy learning. These teachers not only work with first graders in the one-to-one intervention, but also use their knowledge with Title I groups, in classrooms, and as literacy coaches. The typical Reading Recovery-trained teacher works with 47 students during the year.

What is Reading Recovery? Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders that brings struggling readers and writers to grade-level standard in weeks, not years. For students who have a complete series of Reading Recovery lessons, 75% reach grade-level standard in 12 to 20 weeks. Professional development is an essential part of Reading Recovery utilizing a three-tiered approach that includes teachers, teacher leaders, and universities. More than 20 universities across the U.S. oversee teacher professional development, teaching of children, and implementation in schools.

What is the Reading Recovery Council of North America? The policymaker briefing is sponsored by the Reading Recovery Council of North America, a non-for-profit membership association of Reading Recovery professionals and partners including classroom teachers, Title I teachers, school administrators, teacher educators, and advocates. The Council provides a network of opportunities for leadership and professional development. It also advocates for Reading Recovery across North America. For more information visit www.readingrecovery.org.