



Reading Recovery® Council
of North America

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Reading Recovery Receives High Rating for Effectiveness – Again

Reading Recovery, an early literacy intervention for first graders and a teacher professional development program, has once again received high research ratings from a federally funded information agency. The National Center on Response to Intervention (NCRTI) recently listed Reading Recovery on its intervention site and reported large gains based on a 2005 study by researcher Robert Schwartz published in the *Journal of Educational Psychology*. NCRTI is funded by the Office of Special Education Programs to provide technical assistance to states and districts to help them implement proven models for response to intervention (RTI) and early intervening services.

The new NCRTI ratings complement Reading Recovery's high marks from another independent rating agency, the U.S. Department of Education's What Works Clearinghouse (WWC). In 2007 and 2008, WWC awarded high ratings across four areas of reading including alphabetics, fluency, comprehension, and general reading achievement. To date, Reading Recovery remains the only early reading program to receive "positive" or "potentially positive" ratings in all areas. Although both WWC and NCRTI evaluate research on effectiveness, each has established its own criteria.

Reading Recovery as Response to Intervention

"This rating from NCRTI is important for curriculum decisionmakers because response to intervention is expanding in schools across the United States," said Jady Johnson, executive director of the Reading Recovery Council of North America. "The 2004 reauthorization of the Individuals with Disabilities Act included language to establish RTI as a way to intervene early with students at risk of failure and reduce inappropriate identification of children for special education."

With more than 25 years of implementation in the United States, Reading Recovery is a proven intervention used by thousands of elementary schools. Approximately 75% of children who complete the Reading Recovery intervention meet grade-level standards and continue to learn in classrooms without supplemental support. Since its 1984 introduction in the United States, nearly two million students have had Reading Recovery lessons.

The goal of Reading Recovery is to dramatically reduce the number of first-grade students who have extreme difficulty learning to read and write, and to reduce the cost of these learners to education systems. More information about Reading Recovery and RTI is available online at <http://fdf.readingrecovery.org/index.php/response-to-intervention>.