



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 171 programs in the beginning reading category, and only 26 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.

READING RECOVERY'S EVIDENCE

Of the 26 beginning reading programs rated, Reading Recovery achieved top results, receiving positive ratings across all four domains – alphabets (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 for the 26 reading programs with evidence of effectiveness. Reading Recovery received large and impressive improvement index ratings in all four domains (featured below).

RATING READING RECOVERY

ALPHABETICS: POSITIVE EFFECTS (WWC)



FLUENCY: POTENTIALLY POSITIVE EFFECTS (WWC)



COMPREHENSION: POTENTIALLY POSITIVE EFFECTS (WWC)



GENERAL READING ACHIEVEMENT: POSITIVE EFFECTS (WWC)



IMPROVEMENT INDEX

INTERVENTION NAME	ALPHABETICS	READING FLUENCY	COMPREHENSION	GENERAL READING ACHIEVEMENT
Accelerated Reader	NA	+3*	0**	+16*
Cooperative Integrated Reading and Composition (CIRC) [®]	NA	NA	+4**	NA
Corrective Reading	+9*	+11*	+7*	NA
Classwide Peer Tutoring [®]	NA	NA	NA	+14*
DaisyQuest	+23*	NA	NA	NA
Early Intervention in Reading (EIR) [®]	+36*	NA	+18*	NA
Earobics [®]	+25*	+15*	NA	NA
Failure Free Reading	+1*	+2*	+10*	NA
Fast ForWord [®]	+8*	NA	+1*	NA
Fluency Formula [™]	NA	+10*	-11*	NA
Ladders to Literacy	+25**	+26*	+9**	NA
Lexia Reading	+11*	+9*	+11*	+9*
Lindamood Phonemic Sequencing (LiPS) [®]	+17*	NA	+6*	NA
Little Books	NA	NA	NA	+12*
Peer-Assisted Learning Strategies (PALS) [®]	+19*	+13*	+13*	NA
Read Naturally [®]	NA	+8*	+2*	NA
Read, Write, and Type! [™]	+8*	NA	+3*	NA
Reading Recovery[®]	+34**	+46*	+14*	+32**
Sound Partners	+21**	+19**	+21**	+9*
Spell Read	+18*	+9*	+20*	NA
Start Making a Reader Today [®] (SMART [®])	+16*	+17*	+14*	NA
Stepping Stones to Literacy	+30*	NA	NA	NA
Success for All [®]	+13**	NA	+8**	+10**
Voyager Universal Literacy System [®]	+11**	NA	-25*	NA
Waterford Early Reading Program	+19*	NA	+4*	NA
Wilson Reading	+13*	+6*	+7*	NA

NOTE: Average percentile points refer to the difference between the percentile rank of the average treatment student compared to the percentile rank of the average control student. Extent of evidence categorization: *small; **medium to large. Evidence is categorized as small if, for a given outcome domain, it is based on only one study, or from only one school, or from a total sample size of less than 350 and a total of less than 14 classrooms across studies. Evidence is considered medium to large extent for a given domain outcome if it is based on more than one study, and from more than one school, and the total sample size is at least 350 students or from at least 14 classrooms across studies. NA = not applicable (Source: WWC, October 2011)

Learn how Reading Recovery can provide lasting results at [ReadingRecoveryWorks.org](https://www.ReadingRecoveryWorks.org)