



Reading Recovery®

WHEN WE WORK TOGETHER, THEY WIN

READING RECOVERY AND RTI: A PERFECT FIT

Response to intervention (RTI) is a framework to help schools identify and support struggling students before they are diagnosed with learning disabilities. This approach, enacted into law under the 2004 Individuals with Disabilities Education Act, allows schools to use 15% of their special education funding to implement RTI programs and practices.

THE BENEFITS OF AN RTI APPROACH INCLUDE:

- Fewer inappropriate referrals to special education.
- Earlier intervention with students at risk of failure.
- Reduced inappropriate identification of children from minority groups in special education.
- Greater ongoing collaboration between general education and special education.

Reading Recovery is a powerful component for schools implementing RTI because it meets core features identified by leading education organizations.*

AN RTI APPROACH INCLUDES :

- 1. A systematic, comprehensive plan for literacy learning.** As an intervention for first graders who struggle with early literacy learning, Reading Recovery plays an important role in many schools' comprehensive literacy plans. Its specially trained teachers are also resources to other teachers and children in the school.
- 2. Universal screening to determine which students need further intervention.** Reading Recovery screening is a two-part process:
 - Classroom teacher rankings of literacy competencies for all students.
 - Lowest-achieving students assessed using the six-part Observation Survey of Early Literacy Achievement.

3. Proven effectiveness documented by research.

Reading Recovery research evidence was strongest of any evaluated in USDE's What Works Clearinghouse beginning reading category.

4. Expert teachers who can deliver high-quality instruction.

Reading Recovery provides yearlong initial training and ongoing professional development for teachers, teacher leaders, and trainers.

5. Responsive and differentiated teaching to meet individual student needs.

Reading Recovery-trained teachers carefully plan lessons and make informed and responsive teaching decisions based on each child's competencies.

6. Ongoing progress monitoring throughout the intervention.

Reading Recovery has a built-in system to record a student's reading and writing behaviors daily, and update progress reports weekly.

7. Fidelity measures to ensure that the intervention is implemented as intended.

Intensive training for teachers, annual evaluation, and published standards and guidelines assure fidelity in Reading Recovery.

8. Close collaboration among stakeholders.

Reading Recovery-trained teachers work closely with both classroom teachers and school teams to monitor progress and make instructional decisions about teaching and learning.

*Core features identified by The National Research Center on Learning Disabilities and the International Reading Association's Commission on RTI.



“Since implementing Reading Recovery and using the Reading Recovery-trained teachers as coaches, our Colorado State Assessment Program (CSAP) scores have increased steadily across all grades. We’ve also had a 50% average reduction in the number of K-3 students qualifying for RTI reading plans.”

– RON MAROSTICA, Assistant Superintendent of Curriculum and Assessment

RE-1 VALLEY SCHOOL DISTRICT: STERLING, CO

At RE-1 Valley School District in northeast Colorado, Reading Recovery plays an important role in the district's strong literacy achievement. For the lowest first-grade students, Reading Recovery is the intervention specified in their RTI plan. This plan is recognized by the Colorado Department of Education as a highly effective, vertically integrated RTI model.

IN ADDITION TO ONE-TO-ONE TEACHING OF FIRST GRADERS, READING RECOVERY-TRAINED TEACHERS PROVIDE :

- Small group and classroom instruction in primary grades
- Literacy consultation and support to primary-grade teachers
- Inservice professional development to all teachers charged with reading and writing instruction K-12
- Individual instruction for older students with the lowest literacy scores, especially those who did not have the benefit of Reading Recovery

2011 CSAP READING/WRITING AYP AVERAGES

GRADE	READING	WRITING
3	97%	99%
4	94%	98%
5	89%	96%
6	89%	98%
7	92%	99%
8	89%	98%
9	97%	99%
10	94%	95%
OVERALL	93%	98%

% of students achieving Advanced, Proficient, or Basic levels