

# What Works Clearinghouse

July 1, 2008

Jady Johnson, Executive Director  
Reading Recovery Council of North America  
400 W. Wilson Bridge Rd., Suite 250  
Worthington, OH 43085

Dear Ms. Johnson,

The What Works Clearinghouse (WWC), an initiative of the U. S. Department of Education's Institute of Education Sciences, was established to provide educators, policymakers, researchers, and the public with a central and trusted source of scientific evidence of what works in education. As such, we review studies on education interventions that may be included in our reports.

The purpose of this letter is to notify you that we are in the process of conducting an updated review of Beginning Reading interventions and may be including *Reading Recovery* in our review.<sup>1</sup> During the course of this review, we will ask for your input at three stages:

**Stage 1: Initial Contact.** This letter represents the first stage of this process. In this letter we ask you to review the list of references of the studies identified as relevant to *Reading Recovery* and nominate additional studies that you would like us to include in the review. We also request that you (or one person from your organization) sign a non-disclosure agreement, which is referred to below as the embargo agreement. Please see the attached documents for further explanation and the embargo agreement form.

**Stage 2: Program Description Review.** If the WWC produces a report on *Reading Recovery*, we will share with you a draft intervention description prepared by the WWC team for the report. This description includes a brief intervention summary (e.g., targeted population, main features), scope of use, teaching practices and professional development, cost information, and the list of studies reviewed. You will be able to comment on the accuracy of this information and provide us with additional information for inclusion in the report. Please note that this information will be shared only with a person that signed the embargo agreement.

**Stage 3: Pre-Posting Notice.** We will send the point of contact a courtesy copy of the final intervention report 24 hours before it is released on the WWC website.

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<sup>1</sup> The previous review included studies from 1983-2004. The review found four studies of *Reading Recovery* that met WWC evidence standards and one study of *Reading Recovery* that met WWC evidence standards with reservations. For a list of studies reviewed see [http://ies.ed.gov/ncee/wwc/reports/beginning\\_reading/topic/](http://ies.ed.gov/ncee/wwc/reports/beginning_reading/topic/).

Please feel free to call or email me if you have any questions about the Beginning Reading review. For further information about the scope of the Beginning Reading review please visit our website at [www.whatworks.ed.gov](http://www.whatworks.ed.gov). Please complete the attached forms and return by **Tuesday, July 15, 2008** (10 business days from the date of this letter).

Sincerely,

Jill Constantine, Ph.D.  
Principal Investigator, WWC Beginning Reading review  
P.O. Box 2393  
Princeton, NJ 08543-2393  
[jconstantine@mathematica-mpr.com](mailto:jconstantine@mathematica-mpr.com)  
(609) 716-4391 (Office)  
(609) 799-0005 (Fax)

### Reference Form for *Reading Recovery*

The Beginning Reading review focuses on reading interventions, for students in grades K-3, that are intended to increase skills in alphabets, reading fluency, comprehension, or general reading achievement. For the purposes of the WWC review we are collecting copies of published and unpublished research reports, book chapters, theses and dissertations, journal articles, and conference proceedings on *Reading Recovery*. We include in this document a list of the documents we have located so far.

Please review this list, below, which lists all documents we were able to obtain in full copy and let us know if there are any additional documents or reports which are relevant to this review and are not included in this list.

Please send any additional references of full copies of documents to Tahra Nichols, Coordinator, P.O. Box 2393, Princeton, NJ 08543-2393, [tnichols@mathematica-mpr.com](mailto:tnichols@mathematica-mpr.com), or (609) 799-0005 (FAX) by **Tuesday, July 15, 2008** (10 business days from the date of this letter).

*How effective is Reading Recovery?* (2006). Education Publishing Company Ltd.

Briggs, C., & Young, B. K. (2003). Does Reading Recovery work in Kansas? A retrospective longitudinal study of sustained effects. *Journal of Reading Recovery*, 3(1), 59-64.

Burroughs-Lange, S., & Douëttil, J. (2007). Literacy progress of young children from poor urban settings: A Reading Recovery comparison study. *Literacy*, 12(1).

Burroughs-Lange, S. *Evaluation of Reading Recovery in London schools: Every child a reader 2005-2006*. University of London: Institute of Education.

Concha, J. S. (2005). *Reading Recovery children and early literacy development: Investigation into phonological awareness, orthographic knowledge, oral reading processing, and reading comprehension processing*. UNIVERSITY OF MARYLAND, COLLEGE PARK.

D'Agostino, J. V., & Murphy, J. A. (2004). A meta-analysis of Reading Recovery in United States schools. *Educational Evaluation and Policy Analysis*, 26(1), 23.

Dorn, L., & Allen, A. (1995). Helping low-achieving first-grade readers: A programme combining Reading Recovery tutoring and small-group instruction. *Journal of Reading Recovery*, 13(3), 16-24.

Douëttil, J. (2004). *The long term effects of Reading Recovery on national curriculum tests at end of key stages 1 and 2*. London, UK: Institute of Education.

Fraser, H., MacDougall, A., Pirrie, A., & Croxford, L. (2001). *National evaluation of the early intervention programme*

Gross, J. (2006). Every child a reader. *Literacy Today*, (49), 10-11.

- Harrison, L. (2002). *A study on the complementary effects of Reading Recovery and small group instruction for reversing reading failure*. No. Research Summary No. 102-103). Little Rock, Arkansas: University of Arkansas at Little Rock.
- Hurry, J., & Sylva, K. (2007). Long-term outcomes of early reading intervention. *Journal of Research in Reading, 30*(3), 227-24822.
- Iversen, S., Tunmer, W. E., & Chapman, J. W. (2005). The effects of varying group size on the Reading Recovery approach to preventive early intervention. *Journal of Reading Recovery, 38*(5), 456-472.
- Lose, M. K., Schmitt, M. C., Gomez-Bellenge, F. X., Jones, N., Honchell, B., & Askew, B. J. (2007). Reading Recovery and IDEA legislation: Early intervening services (EIS) and response to intervention (RTI). *The Journal of Reading Recovery, 6*(2), 42-47. .
- McDowall, S., Boyd, S., Hodgen, E., & van Vliet, T. (2005). *Reading Recovery in new Zealand: Uptake, implementation, and outcomes, especially in relation to Māori and Pasifika students*. New Zealand Council for Educational Research.
- McIntyre, E., Jones, D., Powers, S., Newsome, F., Petrosko, J., Powell, R., et al. (2005). Supplemental instruction in early reading: Does it matter for struggling readers? *The Journal of Educational Research, 99*(2), 99-107.
- Moss, H., & Reason, R. (1998). Interactive group work with young children needing additional help in learning to read. *Support for Learning, 13*, 32-38.
- Pullen, P. C., Lane, H. B., Lloyd, J. W., Nowak, R., & Ryals, J. (2005). Effects of explicit instruction on decoding of struggling first grade students: A data-based case study. *Education & Treatment of Children, 28*(1), 63-76.
- Reading Recovery National Network. (2005). *UK national monitoring report, 2004-5*
- Reynolds, M., & Wheldall, K. (2007). Reading recovery 20 years down the track: Looking forward, looking back. *International Journal of Disability, Development and Education, 54*(2), 199-22325.
- Rodgers, E., Gómez-Bellengé, F., Wang, C., & Schulz, M. (2005). *Predicting the literacy achievement of struggling readers: Does intervening early make a difference*. Montreal, Quebec: Paper presented at the Annual Meeting of the American Educational Research Association.
- Rodgers, E., & Gomez-Bellenge, F. X. (2006). . *Reading Recovery in Ohio: 2005-2006 state report* No. NDEC Rep. No. 2006-08). Columbus: The Ohio State University, National Data Evaluation Center.
- Rowe, K. J. (1995). Factors affecting children's progress in reading: Key findings from a longitudinal study. *Literacy Teaching and Learning, 1*(2), 57-110.
- Schwartz, R. M. (2005). Literacy learning of at-risk first-grade students in the Reading Recovery early intervention. *Journal of Educational Psychology, 97*(2), 257-26710. .

Slavin, R. E. *Evidence-based reform: advancing the education of students at risk*

## Embargo Agreement Information

Before we share draft documents with you, we ask that you sign the attached embargo agreement. The purpose of this form is to ensure that confidential information from the WWC review is not circulated with the public before the review is officially released. Additional information about the review will be shared only with the individual who signed the embargo agreement.

Please review the attached embargo agreement and return a signed copy of this agreement by **Tuesday, July 15, 2008** (10 business days from the date of this letter). You may mail, email or fax the form to:

Tahra Nichols  
P.O. Box 2393  
Princeton, NJ 08543-2393  
tnichols@mathematica-mpr.com  
(609) 799-0005 (Fax)

We value your input in this process. Thank you for your prompt response to our request. Please feel free to call or email me if you have any questions or concerns.

For more information about the What Works Clearinghouse reviews, please visit our website at [www.whatworks.ed.gov](http://www.whatworks.ed.gov).

Sincerely,

Jill Constantine, Ph.D.  
Principal Investigator, WWC Beginning Reading review  
jconstantine@mathematica-mpr.com  
(609) 716-4391 (Office)

## Embargo Agreement Form

The signatory agrees not to copy, distribute, or discuss any draft reports of *Reading Recovery* products with members of the public outside your organization, prior to release of the report by the Institute of Education Sciences. The report release date is still to be determined. Failure to comply with this agreement may result in your organization not being allowed to participate in future reviews.

Please specify to whom the program description should be sent for review:

Name (first, middle, last) [please print] \_\_\_\_\_

Title [please print] \_\_\_\_\_

Organization \_\_\_\_\_

Phone: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

Fax: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_