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. 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.

1 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/.
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. 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
(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 alphabetics, 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, or (609) 799-0005 (FAX) by Tuesday, July 15, 2008 (10 business days from the date of this letter).


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:

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