Reading Recovery® is a highly effective short-term tutoring intervention intended to serve the lowest-achieving (bottom 20%) first-grade students. Reading Recovery® supplements classroom reading with one-to-one tutoring sessions conducted by specially trained teachers. These sessions take place daily for 30 minutes over 12-20 weeks.

Positive outcomes for students include, but are not limited to:

- Approximately 75% of the Reading Recovery® students who complete the full intervention can meet grade-level expectations in reading and writing. Follow-up studies indicate most Reading Recovery® students also do well on standardized tests and maintain their gains in later years.

- The few students who are still having difficulty after a complete intervention are recommended for further evaluation and extra support (e.g., classroom support, Small Early Literacy Group Intervention (SELG), Title I, LD referral).

- The SELGI component research in Missouri shows significant reading progress for those children in grades K-3. This component is also taught by Reading Recovery® teachers.

Southeast Missouri State University has been a Reading Recovery® site since 1991 and since 1997 has received bipartisan state support as part of the Missouri Statewide Early Literacy Intervention Program (MSELIP). MSELIP includes a Reading Recovery® component, a small early literacy group intervention (SELG) component, and cutting-edge graduate courses and professional development for Reading Recovery® and classroom teachers. The combination of these components has been very successful in helping children in grades K-3 become readers and writers.

Over the past nineteen years, MSELIP has received more than $5.6 million from the state legislature and governor. Those monies flow through the Department of Elementary and Secondary Education. MSELIP has served over 250,000 children and several thousand educators across Missouri. The state appropriation cost per child served over those years is about $27.00.
Research Based
The What Works Clearinghouse (WWC), a branch of the United States Department of Education (USDE) and the Institute of Education Sciences (IES), released an updated report in 2016 and confirmed that Reading Recovery® is an effective intervention based on scientific research. The WWC found that Reading Recovery® is the only beginning reading program to receive high ratings across all four domains evaluated: alphabetic, fluency, comprehension, and general reading achievement. Reading Recovery® ranks number one in general reading achievement. The improvement index scores for Reading Recovery® show large and impressive effect sizes.

Parts of a Comprehensive Literacy Plan
A comprehensive literacy plan is key to improving achievement for all children. It addresses the quality of classroom instruction and attends to necessary extra intervention to learners who need additional support. Essential components already included in MSELIP and Reading Recovery® are professional development for teachers, collaborative problem solving, and effective use of assessments. MSELIP and Reading Recovery® provide a safety net for children who need support beyond excellent classroom instruction.

Cost Effective
Learning to read in first grade is a long-term investment—a visionary perspective that early investments will greatly reduce later spending. Cost-effectiveness studies have documented that Reading Recovery® reduces the costs of ongoing special education, Title I, grade-level retention, and related services.

A Cost Comparison:

<table>
<thead>
<tr>
<th></th>
<th>Annual Per-Pupil Cost</th>
<th>Average Time in Program</th>
<th>Per-Pupil Cost Over Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention</td>
<td>$9,200</td>
<td>1 year</td>
<td>$9,200</td>
</tr>
<tr>
<td>Title I</td>
<td>$2,400</td>
<td>5 years</td>
<td>$12,000</td>
</tr>
<tr>
<td>Special Education</td>
<td>$3,750</td>
<td>5 years</td>
<td>$18,750</td>
</tr>
<tr>
<td>Other</td>
<td>$2,400</td>
<td>3 years</td>
<td>$7,200</td>
</tr>
<tr>
<td>Reading Recovery</td>
<td>$3,750</td>
<td>12-20 weeks</td>
<td>$3,750</td>
</tr>
</tbody>
</table>

Response to Intervention
Many schools are using Reading Recovery® as part of the response to intervention (RTI) required under the 2004 Individual with Disabilities Education Improvement Act. Collaborative efforts among general educators, special educators, and Reading Recovery® professionals lead to the development of a promising RTI model. These are among the reasons educators choose Reading Recovery®:

- High ratings for scientific research by What Works Clearinghouse
- Measurable results in just 12-20 weeks of daily 30-minute individual lessons
- Powerful professional development linked to student achievement
- Years of evaluation data

References:
- www.semo.edu/mselip-readingrecovery
- www.readingrecovery.org