

Reading Recovery: Scaling Up What Works

A Federal i3 Grant Awarded 9-20-10

The Ohio State University

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Partners

- Clemson University
- Georgia State University
- Lesley University
- Oakland University
- National Louis University
- New York University
- Saint Mary's College of California
- Texas Woman's University
- The Ohio State University
- University of Arkansas at Little Rock
- University of Connecticut
- University of Kentucky
- University of Maine
- University of Northern Iowa
- University of South Dakota
- University of Pennsylvania (outside evaluator)

Facts & Funds

- 5-year scale-up grant (1 of 4 awarded)
- Train 3,750 Reading Recovery teachers
- Train 15 teacher leaders
- Federal funds: \$45.6 million
- Private Sector matching funds: \$10.3 million
- Approximately \$3 million in-kind from publishers
- Donations ranged from \$1,000 to \$2,000,000
- Donors were both individuals and foundations

Project Goals

- **Objective 1:** Train 15 new teacher leaders in Year 1 to serve underrepresented areas of the U.S. with a high population of schools meeting the criteria for Absolute Priority 4. The teacher leaders will train new Reading Recovery teachers in Years 2-5.
- **Objective 2:** Train 750 new Reading Recovery teachers each year for a total of 3,750 teachers.
- **Objective 3:** Trained Reading Recovery teachers will work with more than 90,000 Reading Recovery students (.5 FTE) and over 400,000 students in classrooms or Title I small group instruction during the other half of their day for a total of nearly 500,000 students.

Project Goals

- **Objective 4:** Conduct a rigorous outside project evaluation including both experimental and qualitative methodologies.
- **Objective 5:** Provide high-quality oversight for the project orchestrating activities across the 16 universities.

Recruiting Schools

A school has to meet at least ONE of the following criteria to be eligible:

- A school on the state's School Improvement Grant list
- A Title I school in restructuring or corrective action
- A school that is in a rural LEA
- A school that has a sizeable population of ESL students.

External Evaluation

- OS and Slosson
- Semi-annual interviews (50 teachers; 10 teacher leaders)
- Daily logs (3 days/year)
- Annual on-line survey
- Case studies (8 schools/year)
 - Annual principal interview
 - Annual district administrator survey
- Teacher surveys (stratified random sample; each spring)