

i3 READING RECOVERY SCALE-UP EVALUATION

The external evaluation of the i3 scale-up of the Reading Recovery (RR) Program is a multi-faceted research study funded by the U.S. Department of Education’s Office of Innovation and Improvement and designed by the research team from the Consortium for Policy Research in Education (CPRE) at the University of Pennsylvania. The evaluation is intended to answer two broad questions: (1) How much does Reading Recovery impact the reading achievement of low-performing 1st grade readers?, and (2) Is Reading Recovery being implemented across school sites according to the specifications delineated in the *Standards and Guidelines of Reading Recovery in the United States*?

Two impact evaluation studies are being conducted in order to measure the effects of Reading Recovery on the short and long-term reading achievement of struggling 1st grade readers. One-third of i3 schools each year will be selected randomly to participate in each of these two studies. The remaining one-third of i3 schools will participate in standard IDEC data collection activities. No school will be required to participate in each impact study for more than one year (i.e., schools will rotate through the studies). All evaluation expenses will be covered by the grant.

- **Random Assignment Study** (short-term impacts): The eight lowest performing 1st grade students at a school—identified as such by their scores on the OS—are paired based on their OS scores and ELL status and then randomly assigned to two cohorts. One student from each pair begins Reading Recovery immediately (i.e., the treatment group), while the other student in each pair waits until the first student completes the intervention before beginning their intervention (i.e., the control group). At the end of each treatment student’s intervention, the Iowa Tests of Basic Skills (ITBS) is administered to both students in the pair (the treatment student and matched control student), and then the second student begins Reading Recovery. Comparisons of ITBS scores of treatment and control students enable us to estimate short-term impacts.
- **Tested Not Instructed Study** (long-term impacts): The eight lowest-performing 1st grade students at a school form the treatment group. The next lowest-performing eight students (those whose OS scores were just slightly too high to qualify them for RR) form the control group. State reading achievement scores for the two groups will be compared in the 3rd and 4th grades (i.e., after statistically controlling for 1st grade scores) in order to estimate long-term impacts.

Additionally, the evaluation will consider the design of Reading Recovery in order to identify and describe the features that facilitate improved literacy practices and student learning. This implementation study is the focus of research question two above, and all i3 schools will be asked to provide data for this study. The insight of RR professionals and their educational communities are essential to describing the fidelity of program implementation at scale as well as the nature of the training and resources that support implementation. The following chart provides an overview of the role that each stakeholder plays in the implementation evaluation of Reading Recovery in i3 schools.

TABLE I. IMPLEMENTATION STUDY DATA COLLECTION OVERVIEW

Participant	Sample	Instrument	Frequency
Schools	10*	Case Study	Annual
1 st Grade Classroom Teachers	All	Survey	Annual
Principals	20*	Interview	Annual
Teacher Leaders	50*	Focus Group	Annual
	All	Survey	Annual
RR Teachers	50*	Interview	Semi-Annual
	All	Log	Five Days Per Year
	50*	Record Review	Annual
	All	Survey	Annual
Site Coordinators	All	Survey	Annual
UTC Directors	All	Interview	Annual
i3 Administrators	All	Survey	Annual

*Randomly Sampled

A video introducing the CPRE evaluation team and outlining the study is available through IDEC. For additional information about the evaluation study, you may send inquiries to Jessica Gillespie at jjgilles2@gse.upenn.edu. This i3 evaluation represents an unprecedented opportunity to provide evidence of the effectiveness of Reading Recovery implemented at scale; we thank you in advance for your participation!