Logic Model for the Implementation of Reading Recovery

**Inputs**
- Funds for materials, tuition, and ongoing professional development
- Programmatic leadership of the North American Trainees Group
- Training, professional development, and support provided by university faculty at Reading Recovery University Centers
- Technical assistance and resources from the Reading Recovery Council of North America
- Research and data resources provided by the International Data Evaluation Center, Ohio State University

**Activities**
- Regional oversight and coordination of program
- RR teachers participate in year-long training and ongoing professional development facilitated by expert teacher leaders
- Teacher leaders provide intensive technical assistance to RR teachers
- Each RR teacher provides targeted intervention to approx. 8 students annually via daily, 30-minute, one-on-one sessions
- RR students engage in reading, writing, and letter and/or word and comprehension activities
- RR students' progress is monitored daily
- Progress data informs instruction

**Outputs**
- Teacher Leaders, Site Coordinators, principals at participating schools
- Teachers selected for strong instructional outcomes, adaptability, problem-solving, and potential for providing high-quality instruction
- Lowest-achieving 15-20% of first-grade readers, as identified by the Observation Survey

**Participation**
- RR Teachers develop expertise in assessment, systematic observation, instruction, analysis, and reflection
- RR participants build skills in phonemic awareness, phonics, vocabulary, fluency, and comprehension, and learn strategies to improve writing, motivation, oral language, and independence
- Students maintain grade-level proficiency without special intervention, as measured by standardized test scores within the average range of class performance in grades 3, 4, and 5
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- English language learners achieve comparable results
- Fewer students are referred for special education services
- Diagnostic information gathered through RR streamlines referral process for students who require additional support

**Short Outcomes**
- Schools build institutional knowledge about reading instruction and struggling readers
- Reduction in the number of students who read below grade level, and in the economic and social impacts of truancy, retention, dropout, and reduced employment opportunities

**Medium Outcomes**
- 75% of RR participants meet grade-level expectations within 12-20 weeks, as measured by attainment of RR's Independent Reading Level 16
- English language learners achieve comparable results
- Fewer students are referred for special education services
- Diagnostic information gathered through RR streamlines referral process for students who require additional support

**Long Outcomes**
- Schools build institutional knowledge about reading instruction and struggling readers
- Reduction in the number of students who read below grade level, and in the economic and social impacts of truancy, retention, dropout, and reduced employment opportunities

**Moderators**
- Fidelity of implementation to Standards and Guidelines of Reading Recovery in the United States, 9th ed.
- Identification, recruitment, and retention of teachers capable of providing high-quality instruction in accordance with the RR model
- Institutional support for the RR initiative at the school level (i.e., cooperation of classroom teachers, scheduling accommodations, etc)
- Ongoing funding availability for teacher tuition and materials
- Stability of school- and district-level leadership
- School culture and receptiveness to innovation and change
- Student participation factors (i.e., attendance, attainment)

**Assumptions**
1. Student progress in reading is positively correlated with teacher quality.
2. The National Reading Panel's (2000) five essential components of reading instruction, coupled with RR's four additional elements, provide an effective framework for early literacy intervention.
3. Instructional track record and demonstrated attitudes and orientations are reasonable predictors of teacher suitability for RR.
4. ELL students' process of reading-skills acquisition is materially similar to that of native English speakers.