Reading Recovery is a highly effective short-term intervention for first grade children who are having the greatest difficulty learning to read and write. The intervention is most effective when it is available as a supplement to good classroom teaching within a comprehensive approach to systematic school improvement. Reading Recovery’s clinical professional development design is effectively replicated in Illinois, across the United States and internationally. Descubriendo la Lectura is offered for children whose first language is Spanish and are learning how to read and write in classrooms where Spanish is the language of instruction.

Universities prepare teacher leaders who work at local school sites teaching children, providing professional development and coaching teachers on the job. This professional development design for teachers is a hallmark of Reading Recovery as developed by New Zealand psychologist and researcher Dr. Marie Clay. The design meets the highest standards outlined for professional development and research. Since its first implementation in the United States in 1984, more than 20,000 Reading Recovery teachers have reached over two million children.

**EXTERNAL EVIDENCE OF EFFECTIVENESS**

**Consortium for Policy Research in Education**

A recent report: *Evaluation of the i3 Scale-up of Reading Recovery* (2012) provides strong evidence that Reading Recovery students outperform students in a control group on each subscale of the ITBS Reading test.

**What Works Clearinghouse, a division of US Department of Education**

Of the 153 beginning reading programs reviewed
- Reading Recovery received the highest marks
- *only* Reading Recovery was found to have positive effects across all four literacy domains
- *only* Reading Recovery received the highest possible rating for general reading achievement


**National Center for Response to Intervention (NCRTI)**

NCRTI has recently given *An Observation Survey of Early Literacy Achievement* its highest rating as a screening tool. This is a six part assessment tool used to document change over time in each child’s literacy development and the effectiveness of Reading Recovery instruction.

**INVEST IN THEIR FUTURE SUCCESS**

For struggling students, the best investment is knowledgeable teachers.

Teachers trained in Reading Recovery know what to do, why it works and how to adjust their teaching based on a child’s capabilities and his needs. Why? That’s because training in Reading Recovery integrates both theory and practice.

**RESULTS IN WEEKS NOT YEARS**

Children identified for early intervention services receive a short term series of individually designed lessons prepared by highly qualified teachers. Most children experience accelerated progress during a period of 12–20 weeks of daily 30-minute customized lessons. Combining the individualized nature of instruction with continuing professional development contributes to faster-than-usual learning gains.

**READING RECOVERY PROFESSIONAL DEVELOPMENT NETWORK**

Reading Recovery-trained teachers achieve unparalleled results because they take part in a three-level literacy network that includes National Louis University, teacher training sites and schools.

Teachers share their knowledge, strategies and information with other teachers in their schools. [http://cpre.org/rr](http://cpre.org/rr)
IL\textsc{ILLINOIS} READING RECOVERY AND DESCUBRIENDO LA LECTURA

\section*{RESULTS 2012-13}

\begin{itemize}
  \item \textbf{CHILDREN WHO COMPLETED A FULL SERIES OF LESSONS:}\n  \begin{center}
    \large 2,509
  \end{center}
  \item \textbf{CHILDREN WHO COMPLETED THE FULL 12- TO 20-WEEK SERIES OF LESSONS AND MET GRADE-LEVEL EXPECTATIONS IN READING AND WRITING.}\n  \begin{center}
    \large 1,868
  \end{center}
\end{itemize}

98\% OF STUDENTS WHO SUCCESSFULLY COMPLETED READING RECOVERY LESSONS DID NOT NEED TO BE REFERRED TO SPECIAL EDUCATION FOR READING AT THE END OF GRADE 1.

*As soon as students can read within the average range of their class and demonstrate that they can continue to achieve, their lessons are discontinued, and new students begin individual lessons.

\section*{SUSTAINING TEXT READING GAINS}

After Reading Recovery services end:
- most children make progress with \textbf{good classroom instruction}
- scores indicate that these students maintain text reading gains during the second half of their first grade year without individual intervention.

\begin{table}[h]
\centering
\begin{tabular}{|c|c|}
\hline
\textbf{Progress on Text Reading Level} & \textbf{Illinois} \\
\hline
\textbf{Fall 2012} & \\
\textbf{Mid-Year} & \\
\textbf{Spring 2013} & \\
\hline
\end{tabular}
\end{table}

\section*{BY THE NUMBERS}

\begin{table}[h]
\centering
\begin{tabular}{|c|c|c|}
\hline
\textbf{Students} & & \\
\textbf{DLL} & RR & \\
\hline
52\% & 56\% & Male \\
48\% & 44\% & Female \\
97\% & 61\% & Free/Reduced Price Meals \\
0\% & 16\% & Black, not Hispanic \\
97\% & 18\% & Hispanic, any Race \\
2\% & 61\% & White, not Hispanic \\
1\% & 5\% & Other, not Hispanic \\
\hline
\end{tabular}
\end{table}

\begin{table}[h]
\centering
\begin{tabular}{|c|c|}
\hline
\textbf{Schools} & \\
\textbf{DLL} & RR \\
\hline
27 & 239 \\
33 & 422 \\
2 & 18 \\
225 & 3,129 \\
\hline
\end{tabular}
\end{table}

\begin{table}[h]
\centering
\begin{tabular}{|c|c|}
\hline
\textbf{Other Students Taught by RR/DLL Teachers} & \\
\textbf{DLL} & RR \\
\hline
928 & 11,934 \\
35 & 36 \\
\hline
\end{tabular}
\end{table}

\section*{READING RECOVERY/DLL SCHOOLS}

\begin{figure}
\centering
\includegraphics[width=\textwidth]{map.png}
\caption{Map of Illinois showing the locations of Reading Recovery/DLL schools.}
\end{figure}
RESULTS 2012-13

CHILDREN WHO COMPLETED A FULL SERIES OF LESSONS: 1,181

CHILDREN SUCCESSFULLY DISCONTINUED LESSONS: 737

99% OF STUDENTS WHO SUCCESSFULLY COMPLETED READING RECOVERY LESSONS DID NOT NEED TO BE REFERRED TO SPECIAL EDUCATION FOR READING AT THE END OF GRADE 1.

*As soon as students can read within the average range of their class and demonstrate that they can continue to achieve, their lessons are discontinued, and new students begin individual lessons.

SUSTAINING TEXT READING GAINS

After Reading Recovery services end:
- most children make progress with good classroom instruction
- scores indicate that these students maintain text reading gains during the second half of their first grade year without individual intervention

BY THE NUMBERS

Students

<table>
<thead>
<tr>
<th>DLL</th>
<th>RR</th>
<th>#of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>56%</td>
<td>60%</td>
<td>Male</td>
</tr>
<tr>
<td>44%</td>
<td>40%</td>
<td>Female</td>
</tr>
<tr>
<td>95%</td>
<td>70%</td>
<td>Free/Reduced Price Meals</td>
</tr>
<tr>
<td>0%</td>
<td>13%</td>
<td>Black, not Hispanic</td>
</tr>
<tr>
<td>94%</td>
<td>13%</td>
<td>Hispanic, any Race</td>
</tr>
<tr>
<td>0%</td>
<td>61%</td>
<td>White, not Hispanic</td>
</tr>
<tr>
<td>6%</td>
<td>13%</td>
<td>Other, not Hispanic</td>
</tr>
</tbody>
</table>

Schools

<table>
<thead>
<tr>
<th>DLL</th>
<th>RR</th>
<th>#of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>124</td>
<td>Schools</td>
</tr>
<tr>
<td>4</td>
<td>191</td>
<td>Teachers</td>
</tr>
<tr>
<td>1</td>
<td>9</td>
<td>Teacher Leaders</td>
</tr>
<tr>
<td>36</td>
<td>1,526</td>
<td>Lowest Achieving Students</td>
</tr>
</tbody>
</table>

Other Students Taught by RR/DLL Teachers

<table>
<thead>
<tr>
<th>DLL</th>
<th>RR</th>
<th>#of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>5,755</td>
<td>Other Students Taught</td>
</tr>
<tr>
<td>32</td>
<td>38</td>
<td>Average # of Students Taught</td>
</tr>
</tbody>
</table>

PROGRESS TOWARD POSITIVE OUTCOMES

All school districts implementing Reading Recovery/DLL participate in an annual national evaluation design. Documented information about children’s reading and writing achievement is collected and analyzed. Analyzing the data of every child served and every registered teacher ensures accountability. In addition, Reading Recovery sites prepare local annual reports that document students' response to intervention and academic success in the general education program.
KEY FINDINGS
- Reading Recovery students outperform control group students on multiple literacy tests measuring reading and writing abilities.
- Costly long-term remediation is eliminated for many children.
- One-to-one tutoring with a Reading recovery-trained teacher provides superior results to small-group intervention.

71%
71% of IL and WI Reading Recovery students read at grade level after a full series of lessons.

98%
98% of IL and WI students who completed a full series of Reading Recovery lessons were not placed in special education for reading at the end of Grade 1.

CLOSING THE LITERACY ACHIEVEMENT GAP EARLY
The disaggregated data indicates that Reading Recovery implementations positively affect all children to make accelerated progress toward literacy proficiency regardless of - ethnicity, - language, or - socio-economic differences.

As an early preventative intervention, Reading Recovery instruction reduces the over-identification of children for special education programs, retention in grade, or other long term intervention services.

TWO POSITIVE OUTCOMES

1
The child makes significant progress by reaching grade-level expectations in reading and writing while demonstrating problem-solving abilities that will promote future classroom achievement without additional support.

2
The child has made significant progress but does not meet the rigorous criteria for grade-level expectations. This child is recommended for further evaluation and instructional support as needed. Reading Recovery helps to identify students who need longer-term support and whose needs cannot be met by a short-term intervention.

OUR VISION
We ensure that children who struggle in learning to read and write gain the skills for a literate and productive future.

SUMMARY
Illinois and Wisconsin student outcome data reported in this summary corroborates previous research indicating that Reading Recovery, a scientifically evidence based general education intervention, has a positive impact on children’s literacy achievement. The results suggest that when fully implemented, greater numbers of low achieving children can become average or better readers and writers, thus increasing the number of children entering second grade working at or above grade level.

Reading Recovery Teacher Leader initial training and continuing professional development are offered at National Louis University.