**EXECUTIVE SUMMARY 2015-2016**

**Illinois and Wisconsin**

**READING RECOVERY® / DESCUBRIENDO LA LECTURA**

**LITERACY LESSONS™**

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 excellent classroom teaching within a comprehensive approach to systematic school improvement. Reading Recovery’s clinical professional development design is effectively replicated in Illinois, Wisconsin, across the United States and internationally. Descubriendo la Lectura (DLL) 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. Literacy Lessons (LL) is an intervention designed to reach children beyond first grade who are having difficulty developing early reading and writing foundational skills and who are being taught by special education or ESL teachers.

**EXTERNAL EVIDENCE OF EFFECTIVENESS**

Consortium for Policy Research in Education (CPRE). A finding from the **READING RECOVERY: Evaluation of the Four Year i3 Scale-up 2016**. The randomized control trial (RCT) study of immediate impacts on 67,000 children—among the largest such studies ever conducted—revealed medium to large impacts across all outcome measures.

“The growth rate we observed in students who participated in Reading Recovery over approximately a five-month period was 131 percent of the national average rate for 1st-grade students. Moreover, these results were similar in two subgroups of interest to the i3 program: English Language Learners and students in rural schools.” (p. 3)

See the report at: [http://www.cpre.org/rr](http://www.cpre.org/rr)

What Works Clearinghouse, a division of US Department of Education. Of the 153 beginning reading programs reviewed, Reading Recovery was found effective without reservation, to have positive effects across all 4 literacy domain and rated highest in general reading achievement. [http://www.whatworks.ed.gov/](http://www.whatworks.ed.gov/)

The Center on Response to Intervention. An Observation Survey of Early Literacy Achievement is highly rated 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. [http://www.rti4success.org/resources/tools-charts/screening-tools-chart](http://www.rti4success.org/resources/tools-charts/screening-tools-chart)

**LITERACY LESSONS™ SPECIALISTS Special Student Populations**

Literacy Lessons is an intervention designed to reach young children (generally Grades 2-4) in special education or ESL settings who are struggling with beginning reading and writing but are not eligible for Reading Recovery. Specialist teachers study Reading Recovery instructional methods and learn how to design individual lessons for their students with the goal of accelerating their literacy achievement.

The preparation for Literacy Lessons intervention specialists is offered by an accredited higher education institution that has a Reading Recovery university training center. Literacy Lessons may only be implemented in schools that include Reading Recovery as an early literacy intervention for first graders. [http://readingrecovery.org/literacy-lessons/](http://readingrecovery.org/literacy-lessons/)

**A PROFESSIONAL DEVELOPMENT NETWORK: TEACHERS AND TEACHER LEADERS**

Teachers achieve unparalleled results because they take part in local, regional and national professional networks facilitated by National Louis University. Teacher leaders work in local school sites teaching children and coaching teachers. The 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 2.3 million children. Most RR/DLL students who complete a full series of individual lessons meet or exceed first grade literacy proficiency. Teachers learn how to integrate theory with highly effective instructional practice daily.

Teachers share their knowledge, strategies and information with other teachers in their schools.
RESULTS 2015-16

CHILDREN WHO COMPLETED A FULL SERIES OF LESSONS:

\[1,661\]

CHILDREN WHO COMPLETED THE FULL 12- TO 20-WEEK SERIES OF LESSONS AND MET GRADE-LEVEL EXPECTATIONS IN READING AND WRITING.*

\[1,239\]

99.9% 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 continue to make progress with good classroom instruction and sustain text reading gains during the second half of their first grade year without individual intervention.

![Progress on Text Reading Level](image)

BY THE NUMBERS

<table>
<thead>
<tr>
<th>Students</th>
<th>DLL</th>
<th>RR</th>
<th>LL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>59%</td>
<td>56%</td>
<td>59%</td>
</tr>
<tr>
<td>Female</td>
<td>41%</td>
<td>44%</td>
<td>41%</td>
</tr>
<tr>
<td>Free/Reduced Price Meals</td>
<td>100%</td>
<td>62%</td>
<td>67%</td>
</tr>
<tr>
<td>Asian, not Hispanic</td>
<td>0%</td>
<td>1%</td>
<td>4%</td>
</tr>
<tr>
<td>Black, not Hispanic</td>
<td>0%</td>
<td>17%</td>
<td>25%</td>
</tr>
<tr>
<td>Hispanic, any Race</td>
<td>100%</td>
<td>16%</td>
<td>18%</td>
</tr>
<tr>
<td>White, not Hispanic</td>
<td>0%</td>
<td>61%</td>
<td>38%</td>
</tr>
<tr>
<td>Other, not Hispanic</td>
<td>0%</td>
<td>5%</td>
<td>15%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Schools</th>
<th>DLL</th>
<th>RR</th>
<th>LL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>29</td>
<td>170</td>
<td>22</td>
</tr>
<tr>
<td>Teachers</td>
<td>34</td>
<td>292</td>
<td>32</td>
</tr>
<tr>
<td>Teacher Leaders</td>
<td>2</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>Total Students Participating</td>
<td>186</td>
<td>2,125</td>
<td>59</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Students Taught by RR/DLL Teachers</th>
<th>DLL</th>
<th>RR</th>
<th>LL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>757</td>
<td>14,334</td>
<td>NA</td>
</tr>
<tr>
<td>Average # of Students Taught</td>
<td>31</td>
<td>49</td>
<td>NA</td>
</tr>
</tbody>
</table>

DLL = Descubriendo la Lectura
RR = Reading Recovery
LL = Literacy Lessons
WISCONSIN READING RECOVERY and DESCUBRIENDO LA LECTURA

RESULTS 2015-16

CHILDREN WHO COMPLETED A FULL SERIES OF LESSONS:

941

CHILDREN SUCCESSFULLY DISCONTINUED LESSONS: *

570

100% 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.

WISCONSIN READING RECOVERY / DLL SCHOOLS

SUSTAINING TEXT READING GAINS

After Reading Recovery services end, most children continue to make progress with good classroom instruction and sustain text reading gains during the second half of their first grade year without individual intervention.

BY THE NUMBERS

Students

DLL RR

Demographics

55% 63%

Male

45% 37%

Female

100% 65%

Free/Reduced Price Meals

0% 6%

Asian, not Hispanic

0% 13%

Black, not Hispanic

100% 13%

Hispanic, any Race

0% 59%

White, not Hispanic

0% 9%

Other, not Hispanic

Schools

DLL RR

Demographics

5 131

Schools

4 161

Teachers

0 10

Teacher Leaders

33 1,229

Lowest Achieving Students

Other Students Taught by RR/DLL Teachers

DLL RR

Demographics

84 5,321

Other Students Taught

21 33

Average # of Students Taught

DLL=Descubriendo la Lectura
RR=Reading Recovery

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 and school systems

Reading Recovery and DLL teachers apply their instructional expertise to their work in classrooms, with students receiving small group interventions, and with their colleagues to positively influence student outcomes school wide.

70%

70% of IL and WI Reading Recovery students read at grade level after a full series of individualized lessons (30-40 hours of supplemental instruction).

99.9%

99.9% of IL and WI students who completed a full series of individualized 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 supported students’ accelerated progress toward literacy proficiency regardless of ethnicity, language, or socio-economic differences.

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

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.

TWO POSITIVE OUTCOMES

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

2. The child makes significant progress but is approaching 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 year-one training courses, teacher leader annual professional networking, and RR/DLL teacher courses are offered at National Louis University. Literacy Lessons specialist courses are also available for certified teachers who work with English Language Learners or Special Education students. For further information see contact information below.

National Louis University
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