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 systemic 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.

Reading Recovery positively affects first grade student literacy outcomes.

**Hear what administrators say about Reading Recovery’s COST EFFECTIVENESS!**
http://www.readingrecoveryworks.org/whole-school-benefits/

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
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.

ILLINOIS ANNUAL RESULTS 2012-13
CHILDREN WHO COMPLETED A FULL SERIES OF LESSONS:
- 2,509

74% OF STUDENTS WHO COMPLETED THE FULL 12- TO 20-WEEK SERIES OF LESSONS AND MET GRADE-LEVEL EXPECTATIONS IN READING AND WRITING.*
- 1,868

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.

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>
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<tbody>
<tr>
<td>52%</td>
<td>56%</td>
<td>Male</td>
</tr>
<tr>
<td>48%</td>
<td>44%</td>
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<tr>
<td>1%</td>
<td>5%</td>
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Schools

<table>
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<th>Other Students Taught by RR/DLL Teachers</th>
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</thead>
<tbody>
<tr>
<td>928</td>
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<tr>
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SUMMARY
Illinois 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.

National Louis University
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