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Reading Recovery Executive Summary

National Louis University Training Center Reading Recovery Student Outcomes

The student outcomes 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.

In 2018-2019, 4,150 students in schools across Illinois, Wisconsin, Minnesota & Florida school districts participated in the Reading Recovery intervention.

- Of the students served by Reading Recovery teachers in 2018-2019, 73% received complete interventions.
- 64% of students with complete interventions reached grade level expectations.
- As the chart below indicates, students that successfully complete the intervention make significant accelerated progress; catching up to their average and above average peers in 12-20 weeks.

Demographic Profile

National Louis UTC 2018-2019

Gender

Male	55%
Female	45%

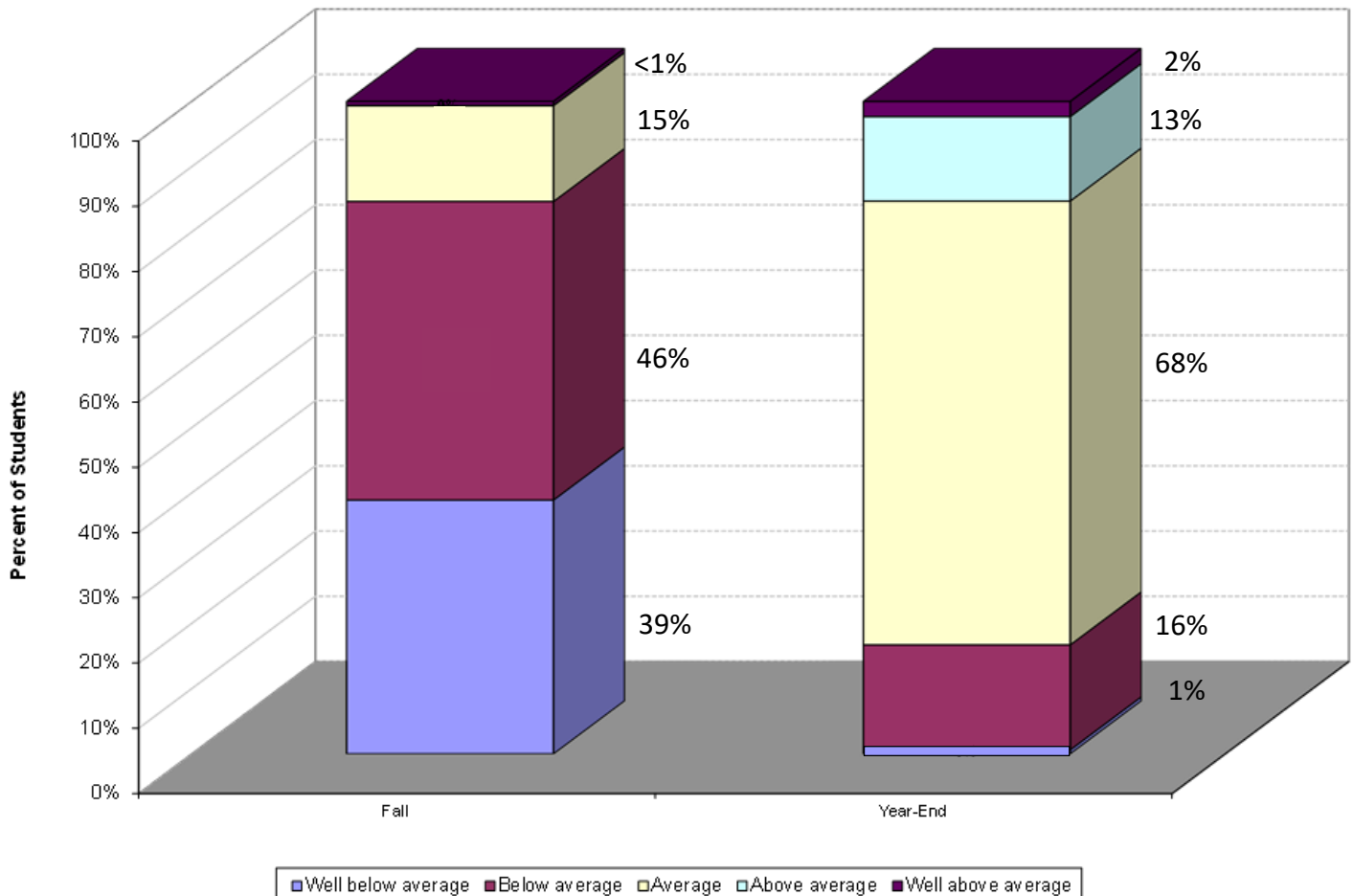
School Meal Costs

Free/Reduced Meals	63%
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Race

White, not Hispanic	57%
Black, not Hispanic	18%
Hispanic, any race	15%
Asian, not Hispanic	1%
Other, not Hispanic	9%

Placement of Reading Recovery Students with Complete Interventions (2018-19)





Reading Recovery® Training Sites Affiliated with The Reading Recovery® Center for Literacy at National Louis University

There are 24 teacher training sites affiliated with National Louis University serving over 100 school districts in Illinois, Wisconsin, Minnesota & Florida. In addition to offering Reading Recovery, many sites also offer Descubriendo La Lectura and Literacy Lessons.

Illinois

Champaign Unit 4 SD

Jill Flodstrom, Teacher Leader
flodstji@u4sd.org

Evans-ton-Skokie SD 65

Connie Obrochta, Teacher Leader
obrochtac@district65.net

NLU Consortium

Mary Ann Poparad, Teacher Leader
Mary.Poparad@nl.edu

Quincy Public Schools *

Tracee Farmer, Teacher Leader
farmer@qps.org

Southern IL RR—Carbondale

Susan Heape, Teacher Leader
sheape@ces95.org

Charleston CUSD 1

Gail Schultz, Teacher Leader
gails@charleston.k12.il.us

Lake Zurich*

Kathryn Knowles, Teacher Leader
Kathy.knowles@lz95.org

Northern IL RR Consortium

Nancy Hanson, Teacher Leader ±
nhanson@d75.org

Oak Lawn/Hometown SD 123

Kathleen Stalzer, Teacher Leader
kstalzer@d123.org

Valley View CUSD 365U

Rosie Leal, Teacher Leader ±
lealr@vvsd.org

Crystal Lake SD 47

Sue Juarez, Teacher Leader
sejuarez@d47.org

McLean County Unit 5*

Lori Stevens, Teacher Leader
stevenlj@unit5.org

Pekin SD 108 *

Deb Leach, Teacher Leader
Deb.leach@pekin.net

Oswego SD 308

Rebecca Meixensperger, Teacher Leader
rmeixensperger@sd308.org

±Descubriendo la Lectura (DLL) Teacher Leader

* Partnership in Comprehensive Literacy district

Reading Recovery Center Staff

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Professor, Co-Director & Trainer

Tracee Farmer
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Wisconsin

Central WI RR Consortium

Jackie Heinz, Teacher Leader
Jackie.heinz@wrps.net

Madison

Amy Treuter, Teacher Leader
atreuter@madison.k12.wi.us

Waukesha

Carla Bauer-Gonzalez, Teacher Leader ±
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Fort Atkinson

Sally Davis, Teacher Leader
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Menomonee Falls

Megan Formolo, Teacher Leader
formmeg@sdmfschools.org

Wisconsin Valley RR Consortium

Katy Honish, Teacher Leader
Kay.honish@oshkosh.k12.us

Green Bay Area

Elizabeth Armstrong, Teacher Leader ±
eaarmstrong@gbaps.org

North Central WI RR Consortium

Scott Mackin, Teacher Leader
Scott.mackin@maps.k12.wi.us

Minnesota

District 196

Teresa Douglas, Teacher Leader
Teresa.douglas@district196.org

Florida

Sarasota County Schools

Lisa Fisher, Teacher Leader
Lisa.fisher@sarasotacountyschools.org

"The goal of Reading Recovery is to dramatically reduce the number of learners who have extreme difficulty with literacy learning and the cost of these learners to education systems. "

~ Dr. Marie Clay, founder of Reading Recovery

Reading Recovery® is a preventive early intervention for first graders having the greatest difficulty learning to read and write. In Reading Recovery, specially trained teachers work with students individually for 30-minute lessons each school day for 12 to 20 weeks. As a pre-referral intervention, Reading Recovery can serve as a strong component of a school or district's Response-to-Intervention program and help reduce the need for retention in grade or long term Special Education services. Reading Recovery is grounded in the five essential components of reading instruction —phonemic awareness, phonics, vocabulary, comprehension, and fluency.

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. These interventions are most effective when they supplement classroom instruction within a whole-school, comprehensive literacy model.

For more information on Reading Recovery or teacher training courses at National Louis University, please visit:

www.nl.edu/readingrecoverycenter