



EXECUTIVE SUMMARY 2016-2017

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. **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.

OUR VISION

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



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 costlier intervention services.

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.



Teachers share their knowledge, strategies and information with other teachers in their schools.

ILLINOIS READING RECOVERY, DESCUBRIENDO LA LECTURA and LITERACY LESSONS

RESULTS 2016-17

CHILDREN WHO COMPLETED A FULL SERIES OF LESSONS:

1,536

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

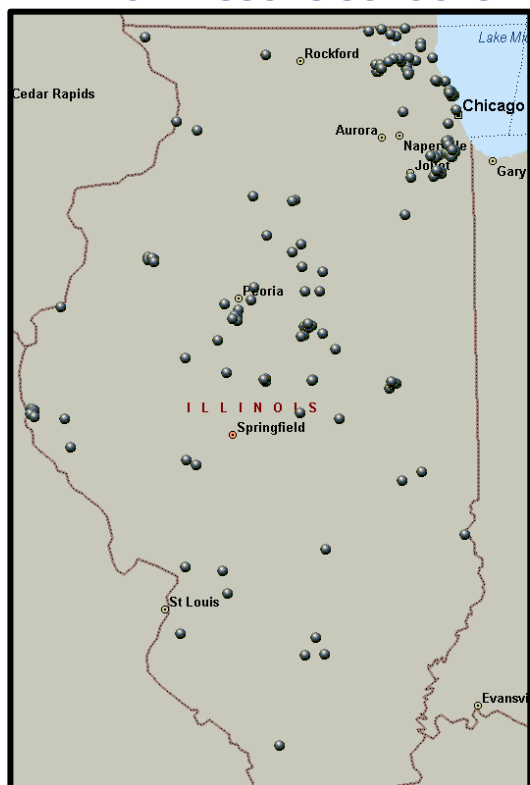
1,094

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.

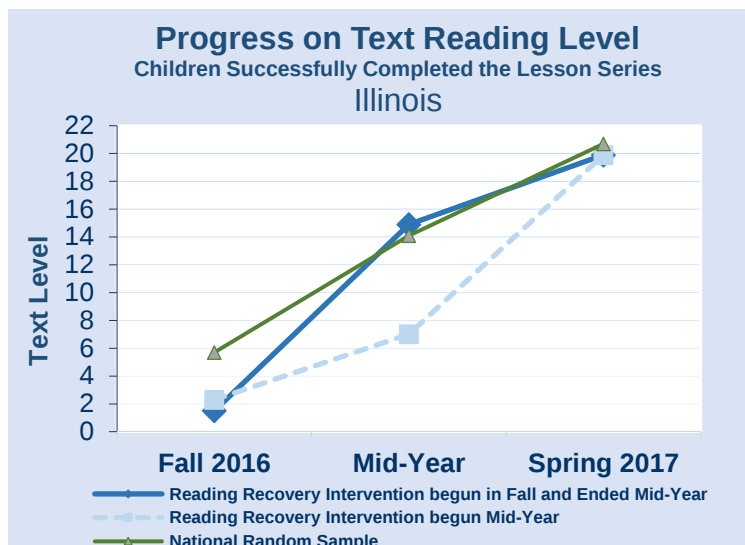


ILLINOIS READING RECOVERY / DLL LITERACY LESSONS SCHOOLS



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	LL	Demographics
52%	52%	77%	Male
48%	48%	23%	Female
94%	61%	70%	Free/Reduced Price Meals
0%	1%	3%	Asian, not Hispanic
0%	15%	27%	Black, not Hispanic
100%	15%	29%	Hispanic, any Race
0%	63%	39%	White, not Hispanic
0%	6%	2%	Other, not Hispanic

Schools

DLL	RR	LL	Demographics
16	151	28	Schools
16	262	35	Teachers
2	14	2	Teacher Leaders
101	1,961	61	Total Students Participating

Other Students Taught by RR/DLL Teachers

DLL	RR	LL	Demographics
472	9,415	NA	Students
30	36	NA	Average # of Students Taught

DLL= Descubriendo la Lectura
RR = Reading Recovery
LL= Literacy Lessons

WISCONSIN READING RECOVERY and DESCUBRIENDO LA LECTURA

RESULTS 2016-17

CHILDREN WHO COMPLETED A FULL SERIES OF LESSONS:

942

CHILDREN SUCCESSFULLY
DISCONTINUED LESSONS: *

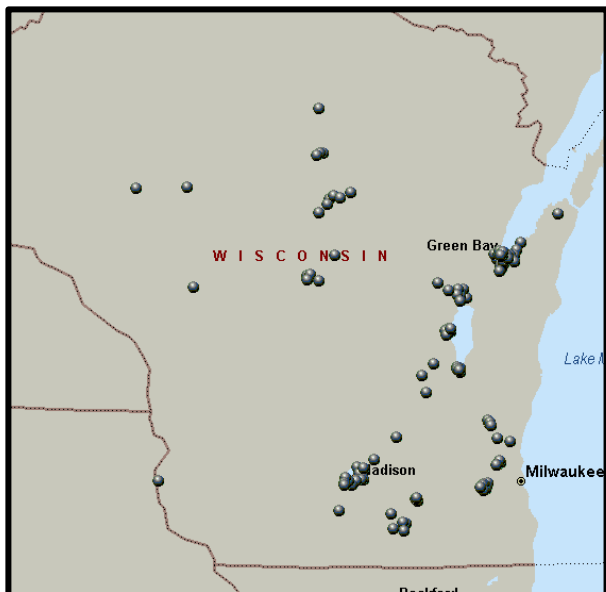
550

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.

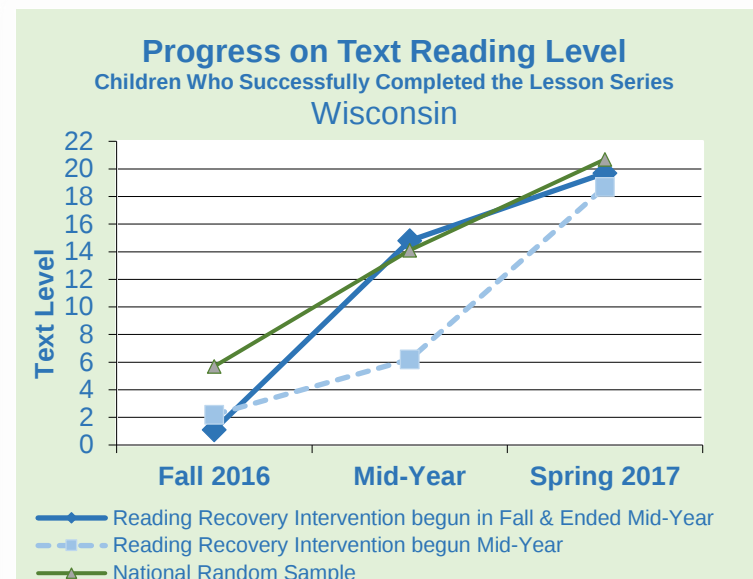


WISCONSIN READING RECOVERY / DLL SCHOOLS



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	LL	Demographics
67%	57%	83%	Male
33%	43%	17%	Female
91%	66%	40%	Free/Reduced Price Meals
0%	6%	17%	Asian, not Hispanic
0%	13%	11%	Black, not Hispanic
98%	11%	17%	Hispanic, any Race
1%	61%	56%	White, not Hispanic
1%	9%	0%	Other, not Hispanic

Schools

DLL	RR	LL	Demographics
11	129	9	Schools
10	164	11	Teachers
2	11	2	Teacher Leaders
79	1,237	18	Lowest Achieving Students

Other Students Taught by RR/DLL Teachers

DLL	RR	LL	Demographics
267	4,214	NA	Other Students Taught
27	26	NA	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.

68%

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.

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.

EXTERNAL EVIDENCE OF EFFECTIVENESS

Consortium for Policy Research in Education (CPRE). 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 full report at: <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. See full report at: <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>

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