



EXECUTIVE SUMMARY 2017-2018

Illinois, Wisconsin and Minnesota

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.

WISCONSIN READING RECOVERY, DESCUBRIENDO LA LECTURA and LITERACY LESSONS

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.

RESULTS 2017-18

CHILDREN WHO COMPLETED A FULL SERIES OF LESSONS:

824

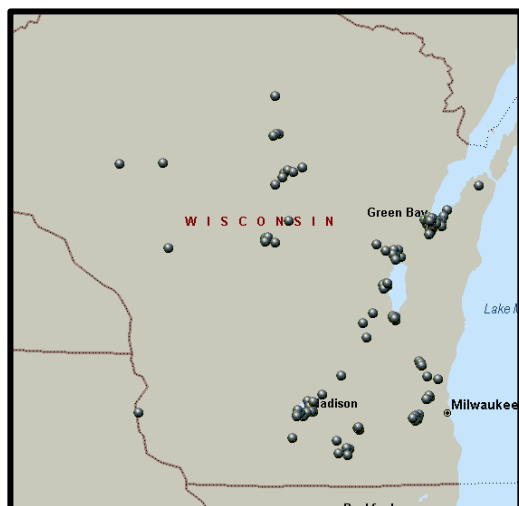
CHILDREN SUCCESSFULLY DISCONTINUED LESSONS: *

520

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



SUMMARY

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.

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
56%	56%	49%	Male
44%	44%	51%	Female
90%	66%	71%	Free/Reduced Price Meals
0%	6%	10%	Asian, not Hispanic
0%	15%	6%	Black, not Hispanic
97%	13%	23%	Hispanic, any Race
1%	58%	28%	White, not Hispanic
1%	8%	3%	Other, not Hispanic

Schools

DLL	RR	LL	Demographics
13	124	15	Schools
11	159	17	Teachers
2	11	5	Teacher Leaders
73	1,193	37	Lowest Achieving Students

Other Students Taught by RR Teachers

DLL	RR	LL	Demographics
NA	3,270	NA	Other Students Taught
NA	21	NA	Average # of Students Taught

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

National Louis University

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