

## Canadian Institute of Reading Recovery: Measuring Outcomes

### What are Reading Recovery's two positive outcomes?

Reading Recovery serves the lowest literacy achievers in Grade 1, children who are not catching on to the complex set of concepts and processes that make reading and writing possible. Two outcomes are possible for children included in Reading Recovery or IPLE. Both are positive for the child and for the school.

1. The child has made exceptional progress and accelerated gains, reaching the average band of the grade 1 class in both reading and writing. The child demonstrates a strong literacy processing system and will be able to benefit from the classroom program without supplementary one-to-one support.
2. The child has made progress but has been identified as a student who would require some longer-term or specialist support in order to continue to develop an effective processing system in literacy.

### What are the criteria for discontinuing a child's lesson series?

Multiple criteria are considered before determining if a child is ready for the individual lessons to end. Consideration is given to a child's ability to

- read increasingly more difficult texts at an instructional level (with 90 to 94% accuracy), learning from his own efforts to solve problems as he reads;
- compose increasingly complex messages using his own resources to get to new words, monitoring and editing work, and knowing when and how to get help; and
- continue to learn in the classroom.

### How is Reading Recovery's data analysis carried out?

The Canadian Institute of Reading Recovery (CIRR) in cooperation with an independent statistical analyst collects data on every child included in Reading Recovery or IPLE in Canada on an annual basis. Each child is assessed before entering Reading Recovery, again upon leaving Reading Recovery, and at the end of the school year. Each child leaves Reading Recovery with a documented intervention outcome; one of the following:

- *Discontinued* (meaning the child will be able to benefit from classroom instruction with an average group in his class without the need for daily one-to-one support. In other words, the individual support has been discontinued).
- *Recommended* (meaning after a period of individual lessons it has been determined that the child may need longer term or specialist support in literacy )
- *Moved* during the lesson series

- *Progressing but unable to continue* (meaning a child exits the intervention due to extremely unusual circumstances).

This data collection system provides direct accountability for each child's progress and provides a record of strengths and continuing needs for each child. CIRR analysis also includes process implementation data to guide intervention decisions.

In addition to CIRR analysis, Reading Recovery training centers across Canada analyze and publish outcomes. Reporting frequently includes qualitative data about stakeholders' perspectives on Reading Recovery: parents, classroom teachers, administrators, and Reading Recovery professionals.

### **What are the outcomes of Reading Recovery as an early intervention?**

Data on more than 175,000 children included in Reading Recovery in the Canada has been gathered, analyzed, and reported by The CIRR.

- Since 1995, when data reporting Reading Recovery began in Canada, 100% of the students made progress, and approximately 70% made exceptional progress and were able to participate fully in classroom literacy instruction in without the need for supplementary support.
- Follow-up studies indicate that most Reading Recovery students do well on provincial and local assessments in subsequent years.

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### **References**

Clay, M. M. (2013). *An observation survey of early literacy achievement* (3<sup>rd</sup> ed). Portsmouth, NH: Heinemann.

Clay, M. M. (2003). *Le sondage d'observation en lecture-écriture*. Toronto: Les Éditions de la Chenelière.