

Canadian Institute of Reading Recovery L'Institut canadien d'intervention préventive en lecture-écriture

2016-2017 National Data Summary

Inside this report

Size of the Canadian Implementation	2
Outcomes 2016-2017	2
Possible Outcomes	3
Canadian Independent Research	3
Impact on Students by Reading Recovery	4
Parent Letter	4

From a Reading Recovery / grade 1 teacher...

"My Reading Recovery training has had a **huge impact** on my teaching. My understanding of literacy development has increased exponentially. It's as if I have a **new set of eyes and ears from which to observe**. I am so grateful to have had such a wonderful learning opportunity."

What is Reading Recovery?

Reading Recovery is a **short-term intervention** that provides individually designed and delivered lessons to grade one students who are struggling in reading and writing. The supplementary support promotes literacy skills and fosters the development of reading and writing. Specially trained Reading Recovery teachers deliver 30-minute lessons daily, which include reading familiar books, story writing, assembling stories using cut-up sentences, and reading new books. Lessons are offered daily for approximately 12-20 weeks.

Reading Recovery teachers receive **extensive training and professional support** on the design and implementation of Reading Recovery lessons, the documentation of teaching and learning, the collection of data to track student progress and inform lesson design and delivery.



Reading Recovery was developed in New Zealand by educator and psychologist, Dame Marie Clay. Since 1984, Reading Recovery has been successfully implemented in several countries around the world including Australia, Canada, New Zealand, the United Kingdom and the United States.

Inclusion is a basic principle of Reading Recovery. It serves the lowest achieving readers and writers in grade one regardless of their ethnicity, language proficiency, academic ability or personal circumstances. By designing and delivering an individual series of lessons, Reading Recovery teachers produce effective and efficient results for a diverse student population.

Reading Recovery strengthens **student engagement** by bringing all children to a level where they can be full participants in the Grade 1 classroom. As students begin to read and write they gain confidence and a sense of belonging.

Reading Recovery teachers take on a **literacy leadership role** in the school as they work collaboratively with Grade 1 educators leading to positive outcomes for students.



Strong partnerships are sustained with educators, students, families, and administrators.

Reading Recovery is designed to be part of a school's **comprehensive literacy plan**. It is supplementary to good classroom teaching and is an essential part of a school's commitment to preventing literacy failure.

Ongoing research and systematic data collection in Canada has shown that with strong instruction and support, all children can learn to read and write. **One hundred percent of Reading Recovery students make progress**, for most it is exceptional progress! At the end of their lesson series, Reading Recovery students are prepared to actively engage in classroom literacy activities.

Reading Recovery in Canada

It has been available to Canadian children since 1992. The redevelopment in French, Intervention préventive en lecture-écriture is available for French Language and French Immersion schools.

For the 2016-2017 school year, Canadian children in Yukon Territory, British Columbia, Alberta, Manitoba, Ontario,

Nova Scotia, and Prince Edward Island had access to Reading Recovery.

In British Columbia, Manitoba, Ontario, Nova Scotia, and Prince Edward Island children also had access in Intervention préventive en lecture-écriture in some French Immersion and French first language schools.

International Research

Research around the world has demonstrated across systems and over time that Reading Recovery is an effective intervention for children who are expected to have extreme difficulty learning to read and write (Pinnell, et al, 1994; Schwartz, 2005; US Dept. of Education, 2013). Whether difficulties are 'event' based (e.g., caused by lack of experience, unfamiliarity with English, poor instructional practices) or 'organically' based (e.g., resulting from differences in the child's neurological structures), the in-the-moment personalized coaching that comprises Reading Recovery has been known to help approximately 70% of participants gain control over the reading process and, thereby, set out on a road of self-determined learning that carries them to the level of their peers.

Indeed, it is currently the only early reading intervention cited by the US Department of Education's *What Works Clearinghouse* as having demonstrated effectiveness in accelerating children's literacy learning.

Because of this, in an effort to bolster its children's chronically low achievement, the United States, New Zealand, Australia, The United Kingdom and Canada have chosen Reading Recovery for implementation (May, et al, 2013).

"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."

(May et al, p. 3)

When a child struggles to read and write, take it personally. Then, take action!



The Size of the Canadian Implementation in 2016–2017*

Provincial and national summaries of the 2016-2017 data collected at the end of the school year show that there were **45** active Reading Recovery Teacher Leaders working with **1,048** teachers in **868** schools across Canada in **five** provinces and **one** territory. Data also shows that there were **3** Intervention préventive en lecture-écriture (IPLÉ) Teacher Leaders working with **43** teachers in **23** French Immersion and French-First Language schools in **3** provinces.

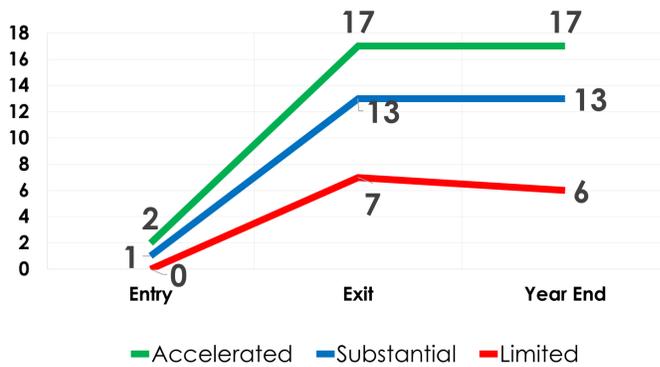
The true reflection of the size of an implementation is the number of children served. For the 2016-2017 school year, **7,040** children (**4,137** boys and **2,903** girls) were served in Reading Recovery children and **279** in IPLÉ (**128** boys and **151** girls). The goal of serving 20% of the grade one population was nearly met, with an average implementation rate in grade one of **15.8%** for schools with Reading Recovery or IPLÉ support.

*Please note: Due to job action during the 2016-2017 school year, data is not available for the Nova Scotia implementation and therefore has not been included.

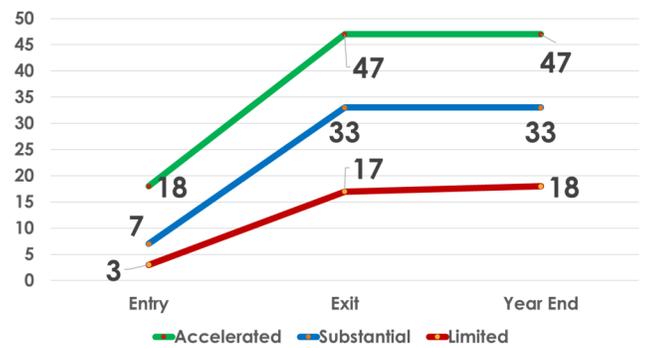
Outcomes for Canadian Reading Recovery Students

All students in Reading Recovery made progress in reading and in writing. The chart above illustrates progress for three groups of students at entry to Reading Recovery, to exit from Reading Recovery and then again at the end of the grade one year. The dramatic change for children in this short-term intervention happened over the course of 45 to 71 lessons.

CHANGE OVER TIME IN GRADE 1 INSTRUCTIONAL TEXT LEVEL



CHANGE OVER TIME IN GRADE 1 WRITING VOCABULARY



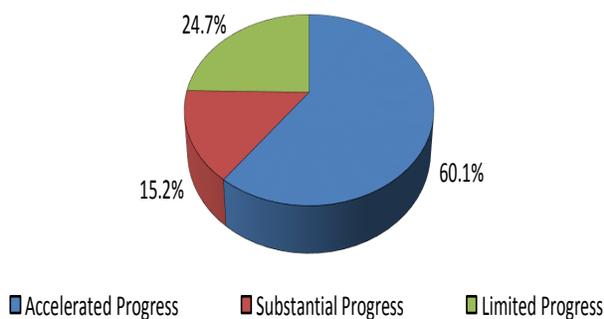
Possible Outcomes for Reading Recovery Students

All Reading Recovery students make progress. There are 3 possible successful outcomes for Reading Recovery Students.

The first is that the individual makes **Accelerated Progress**. The lesson series is discontinued when a student is able to benefit from the classroom program without the need for supplementary individual support.

The second is that the individual makes **Substantial Progress**. This means it is recognized early in the child's school career that some extra support will be required and it is recommended the child receive longer term support, delivered in the classroom.

Outcomes for Canadian Students Completing Reading Recovery Lesson Series 2016-2017



The third successful outcome is that the individual makes **Limited Progress**. While the student has made progress, it has been recognized at this early stage in the child's school career that some extra literacy support will be required and thus recommendation for longer term specialist support is made.

This allows the school system to deliver extra support to those students who require them in a timely manner.



ROLE OF THE CIRR

The Board of Directors of the Canadian Institute of Reading Recovery continues to support the collection of national data from all Reading Recovery schools. This annual project has two primary objectives: (a) to document the growth of the intervention in each of the provinces as well as nationally, (b) To support schools and training centres, the Canadian Institute supported research to establish Canadian norms for *An Observation Survey of Early Literacy Achievement* which were published in the third edition in 2013. Canadian norms have also been established for the French version of the Observation Survey, *Le sondage d'observation en lecture-écriture* (Clay & Bourque, 2003).



We are on the web
www.rrcanada.org

The CIRR Board of Directors holds the royalty free trademark rights to Reading Recovery in Canada. School districts implementing Reading Recovery in Canada may be given the right to use the trademark, provided they agree to uphold the Standards & Guidelines laid out by the organization which assures the implementation will be of the highest quality.

One Reading Recovery or IPLÉ teacher works with four children having the greatest difficulties in literacy daily. Over the year the teacher will work with a total of 8 to 10 children in the intervention. In the other part of the teacher's day the teacher will work with other students in one or more of the following roles:

- As an early years classroom teacher,
- As a literacy specialist or in-school coach,
- As a resource or learning assistance teacher,
- As an administrator.

For more information
contact us at
P.O. Box 461
Goderich, ON
N7A 4C7

Phone: 416 908-7711
cirr@rrcanada.org

Letter of gratitude from a parent

I'm a parent of a 7 year old boy named Joel who is in grade two. He is a very shy boy and not an outgoing person. He is my third child that has gone through the Reading Recovery program. He started the program when he was in grade one but six weeks into the program the Reading Recovery teacher had unforeseen circumstances that came up had to take leave. When the Reading Recovery teacher left he was reading at a level 5. My son stayed at this level for the remainder of grade one. When he started grade two, I knew that this could no longer go on and started to seek help from many avenues. It was then that the teacher leader let me know that his lessons could go on with the replacement teacher.

Reading Recovery is one of the most wonderful programs out there for children that need extra help when reading. My first son named Andrew was my first child to go through the program. I've seen how it gives them a boost in their confidence in reading. I new with Joel, that he needed to be able to continue in this program and he did with the help of the new teacher. She started to read with Joel in September and in four weeks she had my son reading at a level 12. He enjoyed going to see her every morning and wanted to go to her house on the weekends to read as well. He had gained confidence in his reading and wanted to read to his fellow classmates. In twelve weeks Joel was reading at level 15 by Christmas. We decided that Joel had a good start in reading and finished the lessons. It was a pleasure to this teacher work with my child in Reading Recovery. We were very lucky to have such a wonderful lady teach our children reading.

