



THE CANADIAN INSTITUTE OF READING RECOVERY

NATIONAL IMPLEMENTATION DATA

2012-2013

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A. INTRODUCTION

1. Reading Recovery

Reading Recovery is an effective early literacy intervention designed to dramatically reduce the number of children with reading and writing difficulties in an education system. Reading Recovery identifies the lowest achieving children early and provides an individually designed series of lessons delivered by a specially trained teacher. Six-year-old, Grade One children who have not responded well to classroom literacy instruction and thus have not developed effective literacy processing systems, can make accelerated progress and be brought to the average level of their classmates within approximately 12 – 20 weeks of individual instruction.

Reading Recovery was developed in New Zealand by educator and psychologist, Dame Marie Clay. It is a thoroughly researched and proven early literacy intervention. It has also been reconstructed for children learning to read in French (Intervention Préventive en Lecture-Écriture). Canadian norms (2007) have been developed for the assessment of students for *An Observation Survey of Early Literacy Achievement* (Clay, 2006).

Since 1988, Reading Recovery has helped struggling beginning readers and writers in Canada, Australia, Bermuda, Denmark, New Zealand, the United Kingdom, and the United States. Data has been gathered annually in each of these countries, and results have been consistent around the world. In Canada, data has been gathered and analysed since 1995-1996 and has included results for almost 200,000 children. Because accountability is a key part of Reading Recovery, administrators receive annual reports at the school, school board, provincial, and national level.

More than 100 research studies have documented Reading Recovery's benefits for students and schools. For an online review of key studies see www.readingrecovery.org.

2. The Canadian Institute of Reading Recovery/IPLÉ®

The Canadian Institute of Reading Recovery® (CIRR) was created in 1992 in order to train and support Reading Recovery Teacher Leaders in Canada. The Canadian Institute of Reading Recovery is comprised of four divisions: Central Division was established in 1992 in Ontario; Western Division was established in 1995 in Manitoba, the Atlantic Division was established in 2003 in Nova Scotia, and the Mountain Pacific Division was established in 2009 in British Columbia.

Marie Clay granted the Canadian Institute of Reading Recovery® the right to register the royalty-free trademark, Reading Recovery, for Canada in order to ensure quality control of the early literacy intervention. (Hereafter, ® is implied in the used of the term "Reading Recovery").

The CIRR is a not-for-profit organization registered as a charity under the Canadian Corporations Act. Its Board of Directors is responsible for organizing for the training of Trainers, preparing and managing fiscal matters pertaining to the National implementation, ensuring that standards are met, and maintaining quality control across the country.

B. PURPOSE

In 1994-1995, the CIRR commissioned a research team to create a national Reading Recovery database intended to fulfill two objectives:

1. To describe the Canadian Reading Recovery implementation and its outcomes; and
2. To document the growth of Reading Recovery, both provincially and nationally.

The implementation of Reading Recovery was tracked in Canada on a national basis for the first time in 1995-1996, and the results are reported annually in national and provincial reports. The 2012-2013 report is the eighteenth in an annual series of reports on the implementation of Reading Recovery in Canada.

C. PROCEDURE

The Canadian Institute of Reading Recovery's National End-of-Year Summary Form (2012-2013) (see Appendix A) was developed by the CIRR research team in 1996 and was modeled after the New Zealand Ministry of Education's Reading Recovery End-of-Year Summary Form. This form has been modified and revised for use in each of the data collections from 1995-1996 to 2012-2013.

The Canadian Institute of Reading Recovery's National End-of-Year Summary Forms (2012-2013) were distributed to Canadian Teacher Leaders in May, 2013. Teacher Leaders then distributed one form to each of the Reading Recovery teachers in their jurisdiction. Once completed by the Reading Recovery teachers and verified by the principal of each school, Teacher Leaders checked the forms for accuracy before submitting them to the Trainers at the Atlantic, Central, Western, and Mountain Pacific Divisions of the Canadian Institute of Reading Recovery for data entry, analysis, and reporting. The final data set was submitted to an independent statistician for analysis and summary.

D. RESULTS

1. National Coverage

Provincial and national summaries of the 2012-2013 data collected from the CIRR's National End-of-Year Summary Form are presented in Table 1. To allow for comparisons with the previous year, the 2012-2013 data are presented in the lower right hand corner in red within each cell.

During the 2012-2013 school year, Reading Recovery was being implemented in English in seven provinces and one territory across Canada. Alberta, British Columbia, Manitoba, New Brunswick, Ontario, Prince Edward Island, and the Yukon Territory. In British Columbia, Manitoba, and Prince Edward Island, Reading Recovery (Intervention Préventive en Lecture-Écriture) was also implemented in the French language in French Immersion schools. The analysis of results of the French Implementation begins on page 15.

The maturity of the Reading Recovery implementations varies widely across provinces/territories; for example, Reading Recovery was first provided to students in Ontario 24 years ago (1988-89), while Prince Edward Island's implementation was in its 14th year at the time of this data collection.

Several Canadian Provinces, namely, British Columbia, Manitoba, and Prince Edward Island, provided Intervention Préventive en Lecture-Écriture (French language intervention) in addition to Reading Recovery. The numbers for those provinces show an **E** for English programs and **F** for French programs.

Table 1: Canadian Reading Recovery implementations in 2012-2013 (with 2011-2012 in red)

Province/Territory	2012-2013 (2011-2012)			
	Total # Active Teacher Leaders	Total # RR Schools	Total # Active RR Teachers	Total # RR Students Served
ALBERTA (RR first provided in 1996-1997)	5 3	48 47	54 51	381 388
BRITISH COLUMBIA (RR first provided in 1994-1995)	10 10	144 E 6 F 122 E 4 F	172 E 7 F 143 E 6 F	1,034 E 23 F 923 E 34 F
MANITOBA (RR first provided in 1994-1995)	9 10	224 E 3 F 233 E 3 F	251 E 4 F 255 E 4 F	2,031 E 27 F 2,028 E 32 F
NEW BRUNSWICK (RR first provided in 1992-1993)	1 2	12 20	13 22	71 159
ONTARIO (RR first provided in 1988-1989)	24 34 E 2 F	420 604 E 32 F	519 36 E 33 F	3,600 5,487 E 246 F
PRINCE EDWARD ISLAND (RR first provided in 1998-1999)	2 E 1 F 2 E 1 F	36 E 13 F 36 E 12 F	42 E 13 F 42 E 11	277 E 96 F 304 E 89 F
YUKON (RR first provided in 1995-1996)	1 1	18 20	27 31	165 173
CANADA	52 E 3 F* 65 E 3 F*	902 E 22 F 1,082 E 51 F	1078 E 24 F 1,280 E 54 F	7559 E 146 F 9,462 E 388 F

*2 Teacher Leaders work in both English and French implementations and are included in the count of English.

c. Reading Recovery Trainers

Reading Recovery Trainers have primary responsibility for training Teacher Leaders and providing on-going professional development and support to trained Teacher Leaders. Trainers advise Teacher Leaders about new theoretical developments and provide guidance on issues that impact on the delivery of Reading Recovery. In addition, Trainers are responsible for the implementation and coordination of Reading Recovery across a division and the country.

In 2012-2013, there were three Reading Recovery Trainers in Canada. One Trainer worked in the CIRR Western Division, one at the CIRR Central Division, one in the Atlantic Division who also oversaw the implementation of IPLÉ. The implementation of the CIRR Mountain Pacific Division was the shared responsibility of the three Trainers. There were five full-time trainers in Canada in the previous year (2011-2012).

b. Reading Recovery Teacher Leaders

Reading Recovery Teacher Leaders have responsibility for implementing Reading Recovery within their respective school boards or districts and for providing training and ongoing support to Reading Recovery teachers.

In 2012-2013, there were 52 active Teacher Leaders in Canada. The total number of Reading Recovery Teacher Leaders decreased by **16.1%** from the previous year (n=62 in 2011-2012).

Table 2: Profile of Numbers of Active Reading Recovery Teacher Leaders in Canada 1995-2013

Least number of Teacher Leaders	Greatest number of Teacher Leaders	Previous year's number of Teacher Leaders	Number of Teacher Leaders in 2012-2013
1995-1996	2006-2007	2011-2012	2012-2013
27	87	62	52

c. Reading Recovery Schools

In 2012-2013, Reading Recovery instruction was provided to students in 902 schools in Canada. This is a decrease of **16.6%** from the previous year (n=1,082 in 2011-2012).

Table 3: Profile of Numbers of Reading Recovery Schools in Canada 1995-2013

Least number of Schools	Greatest number of Schools	Previous year's number of Schools	Number of Schools in 2012-2013
1995-1996	2005-2006	2011-2012	2012-2013
445	1,606	1,082	902

d. Reading Recovery Teachers

In 2012-2013, **1,078** teachers provided Reading Recovery to students across Canada. This number decreased by **15.7%** from the previous year (n=1,280 in 2011-2012).

Table 4: Profile of Numbers of Active Reading Recovery Teachers in Canada 1995-2013

Least number of Teachers	Greatest number of Teachers	Previous year's number of Teachers	Number of Teachers in 2012-2013
1995-1996	2005-2006	2011-2012	2012-2013
497	1,979	1,280	1,078

The CIRR *Standards and Guidelines* clearly outline that teachers in training need work with a minimum of 4 children daily in Reading Recovery. This is equivalent to 2 hours each day that school is open. Trained teachers who continue in Reading Recovery work with a minimum of 2 students (1 hour) daily. In 2012-2013, teachers worked on average 9,054 hours per week. The number of teacher hours/lessons delivered per week was slightly less in the third term, April to June, but not significantly different than terms 1 and 2 as shown in Table 5.

Table 5: Teaching hours assigned by term for Canada in 2012-2013 school year.

Term	Teaching Hours per Week	Number of Lessons Delivered per Week
Term 1	9,101.5	18,203
Term 2	9,146.0	18,292
Term 3	9,008.0	18,016

e. Students Receiving Reading Recovery

After a steady increase from 1995-1996 to 2000-2001, the number of students receiving Reading Recovery has remained stable until the 2011-2012 school year. In the 2012-2013 school year, **7,559** students received Reading Recovery instruction in Canada. This is a decrease of **20.1%** since the 2011-2012 school year (n=9,462 in 2011-2012).

Table 6: Profile of Numbers of Students Receiving Reading Recovery in Canada in 2012-2013

Smallest number of Students	Greatest number of Students	Previous year's number of Students	Number of Students in 2012-2013
1995-1996	2004-2005	2011-2012	2012-2013
3,152	14,384	9,462	7,559

f. Student Access to Reading Recovery

The majority of students, in fact, 80% to 90%, benefit from classroom instruction without the need of an intervention such as Reading Recovery. However, for the students who are falling behind their peers, it is critical that their idiosyncratic literacy difficulties be addressed as soon as possible after one year in school. The proportion of children regarded as “falling behind” varies across schools. In some schools, children regarded as “falling behind” are those who, in Grade One, come into the bottom 5, 10 or 15 per cent of readers and writers in their peer group. In other schools, however, children in the bottom 20 to 25 per cent of readers and writers are seen to be “falling behind”. There may be as many as 30 per cent of six-year-olds in a particular school in Reading Recovery.

Table 7: Schools with Reading Recovery/IPLÉ in 2012-2013, by province

Province	Total Grade One Population <i>(includes public and private schools but not those home schooled or attending federally funded schools)</i>	Total Grade One Population with Access to Reading Recovery		Students Included in Reading Recovery	
		N	% of total population with access to Reading Recovery in 2012-2013	N	Implementation rate in Reading Recovery Schools (% of Grade One students included in schools with Reading Recovery) 2012-2013
Alberta	48,115 ¹	2,276	4.7%	332	14.6%
British Columbia	43,181 ²	5,130(E) 297(F)	12.6%	878(E) 23(F)	16.6%
Manitoba	13,837 ³	8,073(E) 203(F)	59.8%	1,529(E) 20(F)	18.7%
Newfoundland and Labrador	4,917 ⁴	0	0%	-	-
New Brunswick	7,272 ⁵	262	3.6%	66	25.2%
Northwest Territories	2,825 ⁶	0	0%	-	-
Nova Scotia	8,265 ⁷	0	0%	-	-
Nunavut	6,783 ⁸	0	0%	-	-
Ontario	132,462 ⁹	18,333	13.8%	3,299	18.0%
Prince Edward Island	1,484 ¹⁰	1,022(E) 422(F)	97.3%	215 (E) 63(F)	19.3%
Quebec	No data available	0	--	-	-
Saskatchewan	12,877 ¹²	0	0%	-	-
Yukon	380 ¹³	287	75.5%	146	50.9%
Canada (E & F)		36,305		6,571	18.1%

¹from 2012-2013 school year http://education.alberta.ca/apps/eireports/pdf_files/iar1004_2013/iar1004_2013.pdf

²from 2012-2013 school year http://www.bced.gov.bc.ca/reports/pdfs/student_stats/prov.pdf

³from 2012-2013 school year http://www.edu.gov.mb.ca/k12/finance/sch_enrol/enrolment_2012.pdf

⁴from 2011-2012 school year http://www.ed.gov.nl.ca/edu/publications/k12/stats/1213/ENR_12_3.pdf

⁵from 2011-2012 school year <http://www.gnb.ca/0000/publications/polplan/stat/SummaryStatistics2011-2012.pdf>

⁶from 2012-2013 school year <http://www.education.nt.gov.au/students/at-school/enrolment-attendance/enrolment-attendance-statistics>

⁷from 2012-2013 school year <http://stats-summary.ednet.ns.ca/by-grade-gender>

⁸from 2012-2013 school year <http://stats.gov.nu.ca/en/Social%20education.aspx>

^{**9}from 2011-2012 school year <http://www.edu.gov.on.ca/eng/educationFacts.html>

¹⁰from 2012-2013 school year http://www.gov.pe.ca/photos/original/eecd_enroll1213.pdf

¹¹data not available

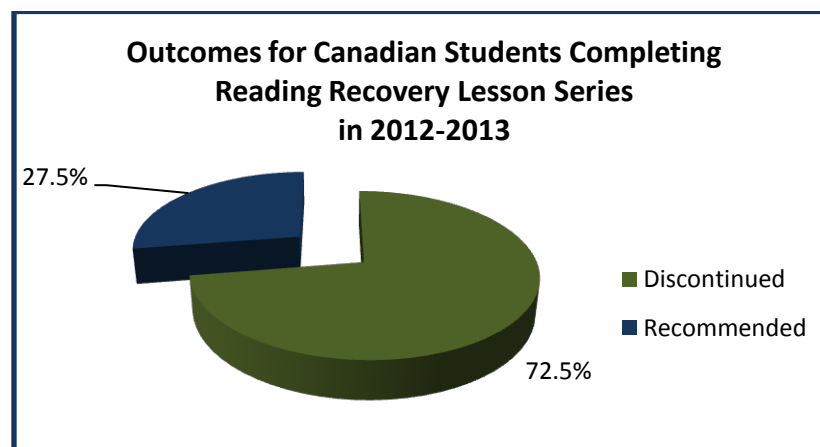
¹²from 2012-2013 school year <http://www.education.gov.sk.ca/IEF/provincial-school-stats-2012-13>

¹³from 2012-2013 school year http://www.education.gov.yk.ca/psb/pdf/enrolment_report_2012_13_no01_30sep2012.pdf

2. Students' Progress in Reading Recovery

Children who had the opportunity to complete their series of lessons had one of two positive outcomes: 1) they made exceptional progress and had developed an effective reading and writing processing system and they were able to benefit from classroom instruction without the need for further one-to-one tutoring. Their lesson series was **discontinued**, or 2) they were identified as students who had made progress but it was **recommended** that they would require some longer-term or specialist support in order to continue to develop an effective processing system in literacy. In the 2012-2013 school year **4,172** students were able to **discontinue** their lesson series. This represents **72.5%** of the students who concluded Reading Recovery. A further **1,581** students were recommended for longer-term or specialist support. This represents **27.5%** of the students who concluded Reading Recovery or **4.5% of the entire Grade One population** in schools with Reading Recovery. The outcomes for the **5,753** who had the opportunity to complete their lesson series are represented in Figure 1.

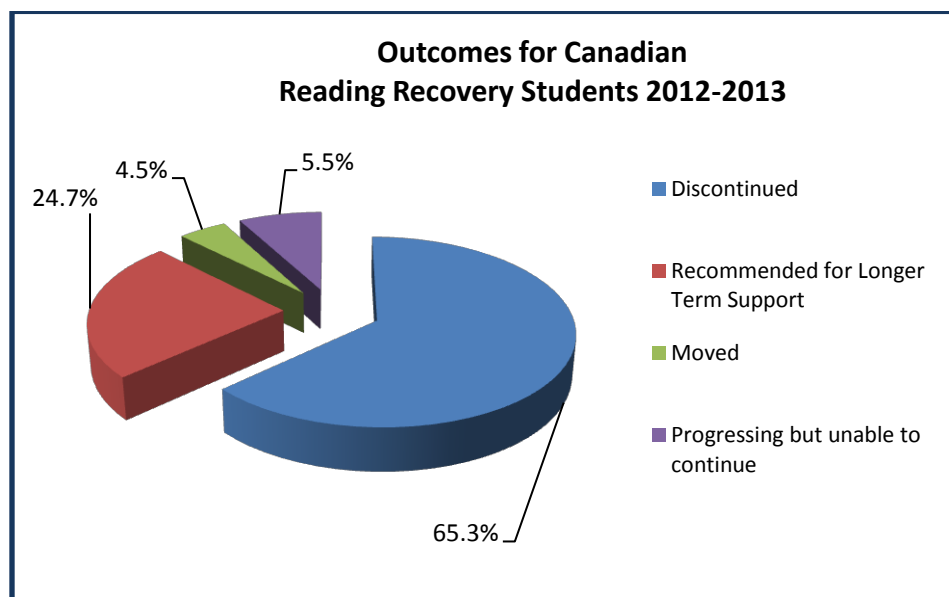
Figure 1: Outcomes for Canadian Reading Recovery students completing their lesson series in 2012-2013



Not all students had the opportunity to complete their lesson series since they may have left the school before the end (i.e. moved) or they may have been progressing but unable to continue for a number of different reasons. These reasons varied, but included situations where Reading Recovery may no longer have been available at their school, a

Reading Recovery teacher may not have been available, student attendance or extreme social/emotional issues may have been a problem, or some other reason. Figure 2 illustrates the outcomes for 6,390 Canadian Reading Recovery students in 2012-2013 when these additional categorizations are considered.

Figure 2: Outcomes for all Canadian Reading Recovery students in 2012-2013



When viewed this way, the 4,172 children who had their lesson series discontinued represent **65.3%** of the children who exited Reading Recovery. A further 1,581 children, or **24.7%** were recommended for longer term or specialist support. A total of 288 children moved, representing **4.5%**. A further 349 or **5.5%** were **progressing but unable to continue**.

a. Students' Progress in Reading Recovery by Entry Status

Students' outcomes can be viewed in terms of their entry status to Reading Recovery in 2012-2013. It was expected that 1,265 children would have their lesson series carried from the 2011-2012 school year (based on the 2011-2012 data collection). In the fall, 1,094 children (or 86.8%) continued their lesson series. A total of 69.0% of this group had their lesson series discontinued.

In contrast, 64.7% of the grade one children who entered Reading Recovery in 2012-2013 discontinued their lesson series. The group with the greatest proportion of students who were referred for longer term or specialist support were the students who had transferred in from another school and completed their lesson series in the new setting. A total of 34.9% of those students were recommended.

Table 8: Outcomes for Canadian Reading Recovery students based on entry status during the 2012-2013 school year.

Type of Outcome	Entry Status			Students leaving RR in 2012-2013
	Carried over from previous year	Entered RR this year (i.e. were in grade one)	Transferred from another school	
Lessons successfully discontinued	69.0% N=755	64.7% N=3,373	53.0% N=44	65.3% N=4,172
Recommended as requiring specialist or longer-term literacy support (i.e. referred)	20.6% N=225	25.5% N=1,327	34.9% N=29	24.7% N=1,581
Left the school before completing the lesson series	8.0% N=87	3.7% N=194	8.4% N=7	4.5% N=288
Progressing but not able to be continued	2.5% N=27	6.1% N=319	3.6% N=3	5.5% N=349
Lessons to be carried over to the 2012-2013 school year	--	N=1,158	N=11	N=1,169
Total # RR students	1,094	6,371	94	7,559

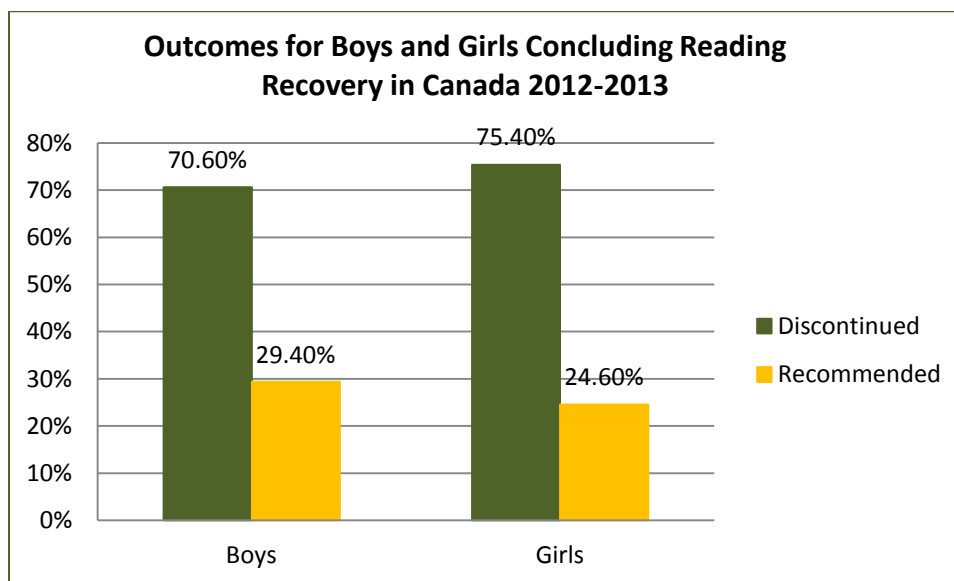
b. Boys and Girls

The ratio of boys to girls who were included in Reading Recovery is approximately 3:2. A total of 3,820 boys and 2,570 girls were included in Reading Recovery. While more boys than girls were included, outcomes show that approximately the same proportion of boys as girls, 70.6% and 75.4% respectively, discontinued their lesson series as illustrated in Figure 3.

Table 9: Outcomes for Boys and Girls who completed Reading Recovery lesson series 2012-2013

Outcome	Boys	Girls	Total
Discontinued Lesson Series	2,410	1,762	4,172
Recommended for longer term or specialist support	1,005	576	1,581
	3,415	2,338	5,753

Figure 3: Outcomes for boys and girls concluding their lesson series in Canada in 2012-2013



Not all students had the opportunity to complete their lesson series since they may have left the school before the end (i.e. moved) or they may have been progressing but unable to continue for a number of different reasons. The results for all students (not just those whose lesson series was discontinued or who were recommended for longer-term support) are given in Table 10.

Table 10: Exiting Canadian students' outcomes by Gender for 2012-2013

Type of Outcome	Boys % (n=)	Girls % (n=)	Total % (n=)
Lesson series successfully discontinued	63.1% (N=2,410)	68.6% (N=1,762)	65.3% (N=4,172)
Recommended for longer-term or specialist support	26.3% (N=1,005)	22.4% (N=576)	24.7% (N=1,581)
Left the school before end of lesson series	4.9% (N=186)	4.0% (N=102)	4.5% (N=288)
Progressing but unable to continue	5.7% (N=219)	5.1% (N=130)	5.5% (N=349)
TOTAL	3,820	2,570	6,390

Does not include 692 boys and 477 girls who were carried over into 2013-2014, as they have not yet exited Reading Recovery

3. Time in the Intervention

On average, students who were recommended for longer term support after from Reading Recovery in 2012-2013 attended only slightly more half-hour lessons (79 lessons over 22 weeks) than did students who were successfully discontinued (75 lessons over 20 weeks). Both groups of students averaged just over 3.5 Reading Recovery lessons per week.

a. Time in Reading Recovery by entry and exit status

The data presented in Table 8, in conjunction with data from Table 11 show that carried over students were most likely to have their series of lessons discontinued, and where they did have their lessons successfully discontinued, they took a shorter time to achieve this outcome than students who entered and exited in one year. Students who entered Reading Recovery in 2011-2012 and successfully discontinued their lessons in 2012-2013 attended an average of 9 more lessons than did successfully discontinued students who entered as Grade One students. Both Carry Over and Grade One students who were recommended for longer term support had the greatest frequency of lessons, averaging more than 3.7 lessons per week over a period of just between 18 and 20 weeks.

Table 11: Average weeks, lessons and the average number of lessons per week for students who concluded their lesson series in 2012-2013

Category	Outcome	Lessons	Weeks	Average number of lessons per week
Carried over from 2011-2012	Discontinued	74.2	20.0	3.7
	Recommended	77.1	21.5	3.6
Grade One	Discontinued	65.4	17.7	3.7
	Recommended	75.4	21.3	3.5
Transferred In	Discontinued	78.7	21.8	3.6
	Recommended	73.7	21.5	3.4

E. French Implementations of Intervention Préventive en Lecture-Écriture

Intervention Préventive en Lecture-Écriture has been adopted in both francophone and French Immersion settings. There are slight variations in the implementation as provinces await a set of *Standards and Guidelines* to be adopted by the Canadian Institute of Reading Recovery. For the data in this report, only those implementations that have provided a Teacher Leader who has been trained or appropriately bridged into French and that have provided instruction to Grade One children have been considered.

Table12: Implementation of IPLÉ in Canada in French and French Immersion Schools for 2012-2013 school year.

	Total # of Gr. 1 students in IPLÉ Schools	Gr 1. Children Included in IPLÉ	Implementation Rate %	Total Number of Schools	Total Number of Teachers	Total Number of Teacher Leaders	Provinces Included
French	71	17	23.9%	4	4	1 (same TL listed below)	Prince Edward Island
French Immersion	648	69	10.6%	15	16	2	Prince Edward Island British Columbia
French Immersion (Manitoba)	203	20	9.9%	3	4	1	Manitoba
TOTAL	922	106	11.5%	22	24	3	

1. French First Language Schools

Francophone students receive literacy instruction in French in all of the implementations included here. Teachers and Teacher Leaders work with students who have met the criteria for inclusion in a Français setting.

a. Implementation

Prince Edward Island provided IPLÉ in the 2012-2013 school year. One Teacher Leader in 1 school district provided support to 4 teachers working in 4 schools. A total of 24 students were included in IPLÉ during the 2011-2012 with 4 students carrying their lesson series into the 2013-2014 school year. The results for those students will be included in the analysis of the 2013-2014 data.

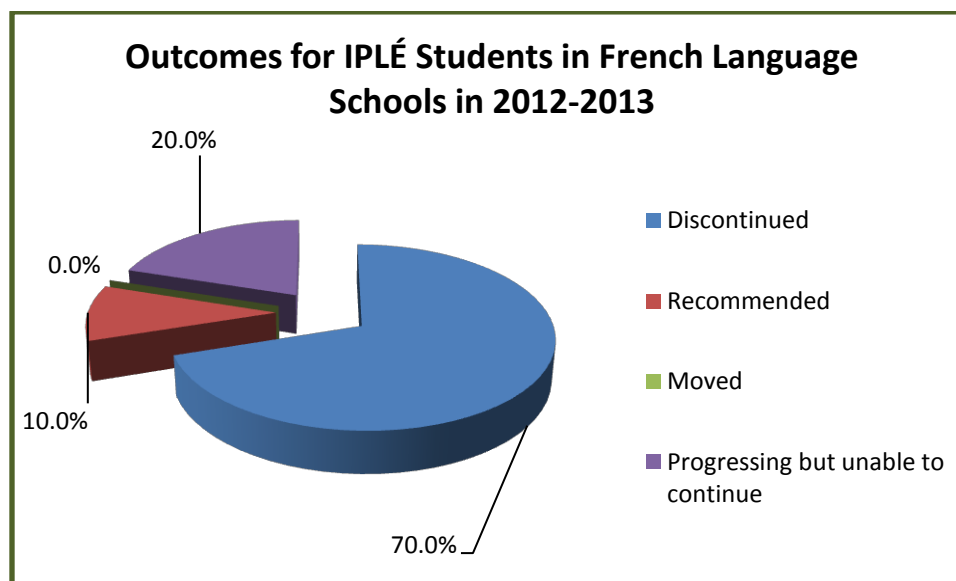
A total of 8 boys and 8 girls in French language schools completed their IPLÉ lesson series in 2012-2013.

Table 13: Outcomes for boys and girls concluding IPLÉ lesson series

PERCENTAGE	Boys	Girls	Total
Discontinued	75.0% n=6	100% n=8	87.5% n=14
Recommended	25.0% n=2	0% n=0	12.5% n=2

Student data can be considered in another way. Some students were not able to complete their lesson series because they moved (n= 0) or were unable to complete their lesson series despite having made progress (n=4). If all 20 students are considered, the outcomes for 2012-2013 are as follows:

Figure 4: Outcomes for Canadian IPLÉ students included in 2012-2013



- A total of 14 students or **70.0% discontinued** their lesson series and were able to participate in classroom programs without the need to extra individual support.
- A total of 2 students or **10.0%** were recognized as requiring longer term or specialist support.
- A total of **47** students or **20.0%** were unable complete their lesson series either because they **left the school** (i.e. moved) (**0% n = 0**) or because they were **making progress but unable to continue**, primarily due to the lack of Reading Recovery available in their schools in the 2012-2013 school year (**20.0% n = 4**).

Table 14: Outcomes for IPLÉ students based on entry status in 2012-2013 school year in French Language Schools

Type of Outcome For IPLÉ in French Schools	Entry Status			Students leaving RR in 2012-2013
	Carried over from previous year	Entered RR this year (i.e. were in grade one)	Transferred from another school	
Lessons successfully discontinued	100% N=7	53.8% N=7	0.0% N=0	70.0% N=14
Recommended as requiring specialist or longer-term literacy support (i.e. referred)	29.3% N=0	15.4% N=2	0.0% N=0	10.0% N=2
Left the school before completing the lesson series	3.5% N=0	0.0% N=0	0.0% N=0	0.0% N=0
Progressing but not able to be continued	1.7% N=0	30.8% N=4	0.0% N=0	20.0% N=4
Lessons to be carried over to the 2013-2014 school year	--	4	0	4
Total # IPLÉ students	7	17	0	24

b. Duration of Intervention

Lessons for students included in IPLÉ in French Schools lasted, on average, from approximately 16 to 23 weeks. Students were involved in lessons for between 3 and 4 lessons per weeks for a total of approximately 53 to 87 lessons.

Table 15: Time in lesson series for IPLÉ students in French program schools

Category	Outcome	Lessons	Weeks	Lessons per Week
Carry Over	Discontinued	52.9	15.6	3.4
	Recommended	--	--	--
Grade One	Discontinued	65.9	18.5	3.6
	Recommended	87.0	22.5	3.9

2. French Immersion Implementation Canada

French Immersion schools are designed for students whose first language is not French, but who are schooled to become French language speakers. In most of Canada, literacy instruction in Grade One is conducted in French making the implementation of IPLÉ appropriate.

Prince Edward Island and British Columbia each implement IPLÉ in some French Immersion Schools. Some results for one province were not included in this data, since the intervention commenced in grade two.

British Columbia and Prince Edward Island provided IPLÉ in the 2012-2013 school year. Two Teacher Leaders in 2 provinces provided support to 16 teachers working in 15 schools. A total of 95 students were included in IPLÉ during 2012-2013 with 31 students carrying their lesson series into the 2013-2014 school year. Their results will be included in the analysis of the 2013-2014 data.

a. Outcomes for Students in IPLÉ in French Immersion Schools

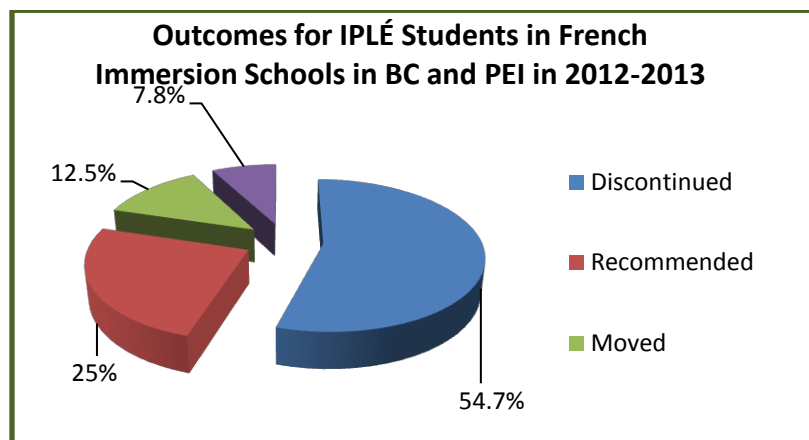
A total of 31 boys and 33 girls in French Immersion program schools completed their IPLÉ lesson series in 2012-2013.

Table 16: Outcomes for boys and girls in IPLÉ in 2012-2013 in French Immersion schools

	Boys	Girls	Total
Discontinued	76.9% n=20	60.0% n=15	68.6% n=35
Recommended	23.1% n=6	40% n=10	31.4% n=16

Student data can be considered in another way. Some students were not able to complete their lesson series because they moved (n= 8). Others were Progressing but unable to complete their lesson series (n=5). If all 64 students are considered, the outcomes for 2012-2013:

Figure 5: Outcomes for Canadian IPLÉ students enrolled in French Immersion Schools 2012-2013



- A total of **35** students or **54.7%** discontinued their lesson series and were able to participate in classroom programs without the need to extra individual support.
- A total of **16** students or **25.0%** were recognized as requiring longer term or specialist support.
- A total of **13** students or **20.3%** were unable complete their lesson series either because they **left the school** (i.e. moved) (**12.5% n = 8**) or because they were **making progress but unable to continue**, primarily due to the lack of Reading Recovery available in their schools in the 2013-2014 school year (**7.8% n = 5**).

Table 17: Outcomes for IPLÉ students based on entry status in the 2012-2013 school year in French Immersion schools in BC and PEI

Type of Outcome For IPLÉ in French Immersion Schools	Entry Status			Students leaving RR in 2011-2012
	Carried over from previous year	Entered RR this year (i.e. were in grade one)	Transferred from another school	
Lessons successfully discontinued	64.5% N=17	47.4% N=18	0.0% N=0	54.7% N=35
Recommended as requiring specialist or longer-term literacy support (i.e. referred)	26.9% N=7	23.7% N=9	0.0% N=0	25.0% N=16
Left the school before completing the lesson series	7.7% N=2	15.8% N=6	0.0% N=0	12.5% N=8
Progressing but not able to be continued	0.0% N=0	13.2% N=5	0.0% N=0%	7.8% N=5
Lessons to be carried over to the 2013-2014 school year		N=31		N=31
Total # IPLÉ students	26	69	0	95

b. Duration of Intervention

Lessons for students included in IPLÉ in French Immersion Schools lasted, on average, from approximately 16 to 26 weeks. Students were involved in lessons for between 3 and 4 lessons per weeks for a total of approximately 67 to 85 lessons.

Table 18: Time in lesson series for IPLÉ students in French Immersion schools for 2012-2013

Category	Outcome	Lessons	Weeks	Lessons per Week
Carry Over	Discontinued	67.5	16.4	4.1
	Recommended	84.6	21.4	4.0
Grade One	Discontinued	77.8	19.7	4.0
	Recommended	70.0	25.8	2.7

3. French Immersion in Manitoba

Only in Manitoba, is Grade One literacy instruction provided in English with formal French literacy instruction beginning in Grade Two. Since the 1994-1995 school year Reading Recovery (in English) has been implemented in many French Immersion schools. Often, these students left French Immersion schools before the commencement of Grade Two since they were comfortable with reading and writing in English, but their oral French language development lagged. As a result, in the 2012-2013 school year, a few schools have implemented IPLÉ in an effort to shift French oral language development and to encourage French Immersion students to remain in the Immersion system.

One difference has been necessary in this implementation. Students' lesson series are concluded when the students have made substantial (not exceptional) progress. This means that the instructional text reading level is between Level 10 and 15, lower than that of students whose lesson series has been discontinued (with an instructional text level of at least 16). These students have surpassed average readers in French in their classrooms and are among the average readers in English, without the intervention being provided in that language.

a. Outcomes for Manitoba IPLÉ Students

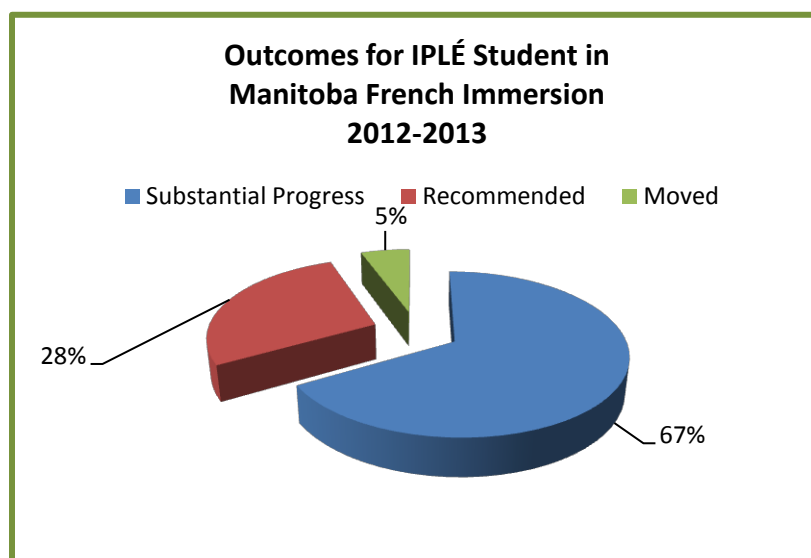
A total of 8 boys and 9 girls in Manitoba's French Immersion program schools completed their IPLÉ lesson series in 2012-2013. Another 9 children have had their incomplete lesson series carried over to the 2013-2014 school year and their results will be reported in next year's summary.

Table 19: Outcomes for boys and girls completing IPLÉ in 2012-2013 in Manitoba French Immersion schools

%	all boys completing lessons series	all girls completing lesson series	all students completing lesson series
<i>Discontinued</i>	0.0%	0.0%	0.0%
<i>Substantial Progress</i>	75.0%	66.7%	70.6%
<i>Recommended</i>	25.0%	33.3%	29.4%

Student data can be considered in another way. Some students were not able to complete their lesson series because they moved (n= 1). If all 18 students are considered, the outcomes for 2012-2013

Figure 6: Outcomes for IPLÉ students in Manitoba French Immersion schools for 2012-2013



- No students had their lesson series **discontinued** (n=0)
- A total of 12 students or 67% made **substantial progress** (i.e. achieved an Instructional Text Reading Level between 10 and 15 with robust processing) during their lesson series and were able to participate in classroom programs without the need to extra individual support.
- A total of 5 students or **28%** were recognized as **requiring longer term or specialist support**.
- A total of 1 students or **5%** was unable complete their lesson series because they **left the school** (i.e. moved) (**5% n = 1**).
- No students were reported as progressing but unable to continue.

Table 20: Student outcomes by entry status for Manitoba IPLÉ students in French Immersion schools in 2012-2013

Type of Outcome For IPLÉ in French Immersion Schools	Entry Status			Students leaving RR in 2012-2013
	Carried over from previous year	Entered RR this year (i.e. were in grade one)	Transferred from another school	
Lessons successfully discontinued	0% N=0	0% N=0	0% N=0	0% N=0
Made Substantial Progress	85.7% N=6	54.6% N=6	0% N=0	66.7% N=12
Recommended as requiring specialist or longer-term literacy support (i.e. referred)	14.3% N=1	36.4% N=4	0% N=0	27.8% N=5
Left the school before completing the lesson series	0.0% N=0	9.0% N=1	0% N=0	5.5% N=1
Progressing but not able to be continued	0.0% N=0	0.0% N=0	0% N=0	0.0% N=0
Lessons to be carried over to the 2013-2014 school year	--	9	0	9
Total # IPLÉ students	7	20	0	27

b. Duration of Intervention

Lessons for students included in IPLÉ in French Immersion Schools lasted, on average, from approximately 21 to 33 weeks. Students were involved in lessons for between 3 and 4 lessons per weeks for a total of approximately 80 to 117 lessons.

Table 21: Time in lesson series for Manitoba IPLÉ students in French Immersion schools in 2012-2013

	Outcome	Lessons	Weeks	Av # lessons per week
Carry Over	Substantial Progress	80	21.4	3.7
	Recommended	97	25.0	3.9
Grade One	Substantial Progress	101.3	25.5	4.0
	Recommended	117.3	32.5	3.6

H. Value Added

Networking with other early literacy professions has been shown to be part of strengthening school teams and leadership skills combined with specific experience and expertise make teacher leaders a resource for others. Knowledge of emergent literacy based on a theory of literacy processing theory and developmental psychology is a valuable asset that Reading Recovery Teacher Leaders use to support professional learning. The full time role of the Teacher Leader is clearly outlined in the *Standards and Guidelines* of the CIRR (p. , and it is important to be cautious that other demands should not impede attention to the primary role, Reading Recovery Teacher Leaders are able to build relationships and advocate for Reading Recovery teachers and students through interactions in a larger community of learners. In 2012-2013, Teacher Leaders were asked to voluntarily list the workshops they had provided to educators not in the Reading Recovery role. Over the course of the 2012-2013 school year, a total of 311 different workshops were delivered by 43 Teacher Leaders to 6,740 educators.

The following observations were made based on the reports that were submitted by 43 of 58 Teacher Leaders.

Audiences for the workshops included the following

- Classroom teachers
- Principals
- Senior administration
- Provincial consultants
- Parents
- School trustees

Topics for workshops included:

- Observation Survey Training and Running Record Analysis
- Early Literacy Intervention as part of a system
- Literacy Processing Theory
- Struggling readers in the classroom setting
- Supporting Reading Recovery student's transition at end of lesson series
- Strengthening School teams

I. Appendices