

# Canadian Institute of Reading Recovery 2013-2014 Outcomes



## 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 composition, assembling stories using cut-up sentences, and previewing and reading new books. Lessons are taught daily for approximately 12–20 weeks. *Reading Recovery* teachers receive extensive training and professional support on the design and implementation of *Reading Recovery* lessons, documentation of teaching and learning, and collecting data to track student progress and inform lesson planning.

### New Research Study

- What Works Clearinghouse, an independent research body of the Institute of Education Sciences for the U.S. Department of Education, updated the findings about Reading Recovery in October, 2014.
- The study authors found, and the WWC confirmed, that *Reading Recovery* had a significant positive impact on the general reading achievement of struggling readers in the first grade. The authors also reported, and the WWC confirmed, statistically significant positive impacts of *Reading Recovery* in the general reading achievement and reading comprehension domains.
- The study can be found at [http://ies.ed.gov/ncee/wwc/pdf/single\\_study\\_reviews/wwc\\_may\\_102814.pdf](http://ies.ed.gov/ncee/wwc/pdf/single_study_reviews/wwc_may_102814.pdf)
- More than 100 studies have documented Reading Recovery's benefits for students and schools. For an online review of key research studies, see [www.readingrecoverycanada.ca](http://www.readingrecoverycanada.ca).

**On-going data collection, research, and analysis show that most students maintain their gains to and beyond the end of grade three as long as strong classroom literacy programming continues.**

## Reading Recovery in Canada

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, the United Kingdom and the United States. 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 2013-2014 school year, Canadian children in The Yukon Territory, British Columbia, Alberta, Manitoba, Ontario, and Prince Edward Island had access to Reading Recovery.

In British Columbia, Manitoba and Prince Edward Island children also had access in *Intervention Préventive en Lecture-Écriture* in some French Immersion and French first language schools.



## The Size of the Canadian Implementation in 2013-2014\*

Provincial and national summaries of the 2013-2014 data collected at the end of the school year show that there were 38 active Reading Recovery Teacher Leaders working with 882 teachers in 707 schools across Canada in 4 provinces and one territory.

Data also shows that there were 2 Intervention Préventive en Lecture-Écriture (IPLÉ) Teacher leaders working with 24 teachers in 19

French Immersion and French-First Language schools in 2 provinces.

The true reflection of the size of an implementation is the number of children served. For the 2013-2014 school year, 6,162 children were served in Reading Recovery and 143 children were served in IPLÉ. The goal of serving 20% of the grade



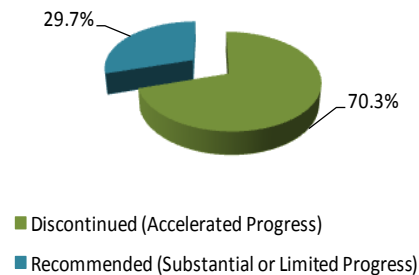
one population was nearly met, with an average implementation rate in grade one of 18% for schools with Reading Recovery support.

**\*Please note:** Due to a labor dispute, we are unable to report on the implementation of Reading Recovery in British Columbia for 2013-2014.

## Outcomes for Students 2013-2014

For the 2013-2014 school year, **3,203** students made accelerated progress and were able to discontinue their lesson series. This represents **70.3%** of the students who completed Reading Recovery. A further **1,350** students made substantial or limited growth and it was recommended they receive either longer-term or specialist support. This represents **29.7%** of the students who completed Reading Recovery or **4.5%** of the entire Grade 1 population requiring further intervention in schools with Reading Recovery.

### Outcomes for Canadian Reading Recovery Students 2013-2014



Not all students had the opportunity to complete their lesson series since they may have moved away from the school before the end of the school year (a total of 214 children) or they may have been progressing but unable to continue for a number of different

reasons (a total of 371 children). These reasons varied, but included situations where Reading Recovery may no longer have been available at their school, student attendance, or some other reason.

In addition, a total of **1,024** students entered Reading Recovery

toward the end of the 2013-2014 school year and were not able to complete their lesson series. Their lessons **will be carried over** to the 2014-2015 school year and will be reported in next year's data.

## What difference does time in lessons make?

Data suggests that children who attend school on a regular basis are more likely to discontinue in a timely manner and experience greater success and engagement in school. Relationships between school and families need to be built in order to support success for all children. Plans must be developed to promote regular daily attendance where truancy is an issue.

Students who **made accelerated progress spent** approximately 75

lessons over **20 weeks** in Reading Recovery and averaged 3.5 lessons per week. The group recommended for longer term support spent an average of 79 lessons over 22 weeks in lessons, and averaged 3.5 lessons per week.

If new children are taken into lessons in a timely manner, more children will benefit from Reading Recovery.

**Every child in school every day** must be the mantra for schools and parents!

These three components are essential for a successful implementation:

1. The daily teaching of children
2. The training of teachers and their ongoing professional development
3. The implementation of a comprehensive literacy plan that includes effective coverage in all schools

**Only with all three components in place will the full benefits of Reading Recovery be evident and sustainable.**

## A letter from a parent

*"My husband and I would like to thank all of you for the opportunity our son had this year to be part of the Reading Recovery program. Our son entered grade one full of enthusiasm, but he could only recognize perhaps ten sight words at that time. He was definitely more focused on being the fastest kid on the playground than learning to read. We know boys tend to develop literacy skills later on and we were fine with letting him develop his physical skills but all the while reading to him as much as possible.*

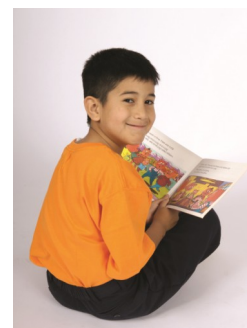
*Ten months later, we are blown away with the fact that our son is a reader. He advanced through nineteen levels of books throughout the year at an impressive pace. The individual time spent with him through the Reading Recovery program, we believe, has made all the difference. Our son has a stellar teacher, but we do not believe he would at the level he has*

*achieved without this one on one time spent with his Reading Recovery teacher.*

*He is just as enthusiastic about reading as he is about running wild outside. At night he takes books to bed, after school he reads books to his younger brother, and he is telling us what road signs and cereal boxes have written on them.*

*We believe the Reading Recovery program is an invaluable part of our school and we hope the program is offered every year. Thank you for the success and enthusiasm for reading it has brought our son!"*

*A Parent from Yukon Territory*



## Boys and Girls



The number of boys included in Reading Recovery in 2013-2014

was moderately higher than the number of girls. A total of 3,203 boys and 2,018 girls were included in Canada, or a ratio of approximately 3:2. The outcomes for each group were not significantly different, with 67.6% of boys and 74.6% of girls having made exceptional progress. They were

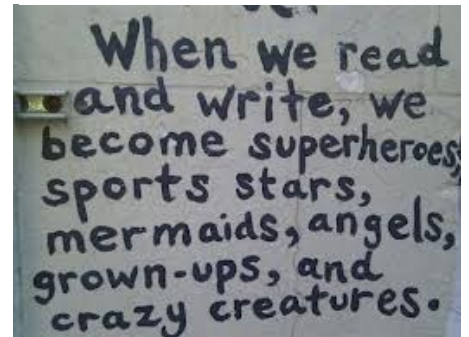
therefore able to benefit from classroom instruction without further need for one-to-one support. The remainder of the children, 32.4% of boys and 25.4% of girls, identified for further support from school personnel.

# Teacher-Student Ratio for Students Struggling in Literacy

Some administrators have argued that small group instruction delivered by teachers trained in Reading Recovery is just as effective as the instruction delivered daily and one-to-one by these same teachers. To address this question Schwartz, Schmitt, & Lose (2012) used a randomized control trial methodology to evaluate the effect of variations in teacher-student ratio on intervention effectiveness delivered by teachers trained in Reading Recovery. Even with the expertise of these

teachers, students in the 1:1 condition scored significantly higher on the text reading measure than students in the 1:2, 1:3, and 1:5 group conditions. The researchers concluded that a sound approach would be comprehensive in nature with provision for one-to-one early preventive instruction for the lowest achieving learners, effective small group instruction for less struggling older learners, strong classrooms for all, and longer term intervention for the very few children who

continue to need intensive support in later grades.



Reading Recovery is the best evidence yet of the direct link between good design and education excellence.

K.G. Wilson and B. Davis

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**We're on the web!**  
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Established in 1993, the Canadian Institute of Reading Recovery is a not for profit organization that works collaboratively with wide-ranging and diverse educational communities across Canada. Through expert one-to-one teaching that supplements classroom instruction, focus is on children who are most at risk in literacy learning.

The CIRR Reading Recovery Trainers provide Teacher Leader courses for personnel selected by school systems. Once the training year is completed, Teacher Leaders then train Reading Recovery teachers within their system.

Over 20 years of national implementation demonstrate that 100% of Reading Recovery students improve, and **70% are reading and writing at or above Grade level after just a few weeks of lessons**, and that they maintain grade level in successive years, thus ensuring that all children learn to read and write.

***“The best person to help a child with reading difficulties is a trained teacher who has become a master teacher of literacy and who has been trained as a specialist in developing readers and writers with self-extending systems.”***

Marie Clay (2013) p.26

