



THE CANADIAN INSTITUTE OF READING RECOVERY

NATIONAL IMPLEMENTATION DATA

2011-2012

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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®

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 2011-2012 report is the seventeenth 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 (2011-2012) (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 2011-2012.

The Canadian Institute of Reading Recovery's National End-of-Year Summary Forms (2011-2011) were distributed to Canadian Teacher Leaders in May, 2012. 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 2011-2012 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 2010-2011 data are presented in the lower right hand corner in red within each cell.

During the 2011-2012 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. This is a reduction in the national distribution since 2010-2011. In Manitoba, Ontario, and Prince Edward Island, Reading Recovery (Intervention Préventive en Lecture-Écriture) was also implemented in French. 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 23 years ago (1988-89), while Prince Edward Island's implementation was in its 13th year at the time of this data collection.

Several Canadian Provinces, namely, British Columbia, Manitoba, Ontario, 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 2011-2012 (with 2010-2011 in red)

Province/Territory	2011-2012 (2010-2011)			
	Total # Active Teacher Leaders	Total # RR Schools	Total # Active RR Teachers	Total # RR Students Served
ALBERTA (RR first provided in 1996-1997)	3 4	47 75	51 87	388 292
BRITISH COLUMBIA (RR first provided in 1994-1995)	10 9	122 E 4 F 112	143 E 6 F 129	923 E 34 F 853
MANITOBA (RR first provided in 1994-1995)	10 9	233 E 3 F 236	255 E 4 F 261	2,028 E 32 F 2096
NEW BRUNSWICK (RR first provided in 1992-1993)	2 4	20 49	22 57	159 375
NOVA SCOTIA (RR first provided in 1989-1993)	0 14	0 271	0 301	0 2270
ONTARIO (RR first provided in 1988-1989)	34 E 2 F 38 E 2 F	604 E 32 F 698 E	736 33 F 804	5,487 E 246 F 6032
PRINCE EDWARD ISLAND (RR first provided in 1998-1999)	2 E 1 F 2 E 1 F	36 E 12 F 39	42 E 11 F 43	304 E 89 F 322
YUKON (RR first provided in 1995-1996)	1 2	20 19	31 29	173 166
CANADA	65 E 3 F* 82	1,082 E 51 F 1,499	1,280 E 54 F 1,711	9,462 E 388 F 12,798

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

a. 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 2011-2012, there were five Reading Recovery Trainers in Canada. Two Trainers worked in the CIRR Western Division, one at the CIRR Central Division, one in the Atlantic Division who also oversaw the implementation of IPLÉ, and one in the CIRR Mountain Pacific Division. There were five full-time trainers in Canada in the previous year (2010-2011).

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 2011-2012, there were 62 active Teacher Leaders in Canada. The total number of Reading Recovery Teacher Leaders decreased by **24.4%** from the previous year (n=82 in 2010-2011). This is largely due to the withdrawal of Reading Recovery throughout the province of Nova Scotia.

Table 2: Profile of Numbers of Active Reading Recovery Teacher Leaders in Canada 1995-2012

Smallest number of Teacher Leaders	Greatest number of Teacher Leaders	Previous year's number of Teacher Leaders	Number of Teacher Leaders in 2011-2012
1995-1996	2006-2007	2010-2011	2011-2012
27	87	82	62

c. Reading Recovery Schools

In 2011-2012, Reading Recovery instruction was provided to students in 1,082 schools in Canada. This is a decrease of **27.8%** from the previous year (n=1,499 in 2010-2011).

Table 3: Profile of Numbers of Reading Recovery Schools in Canada 1995-2012

Least number of Schools	Greatest number of Schools	Previous year's number of Schools	Number of Schools in 2011-2012
1995-1996	2005-2006	2010-2011	2011-2012
445	1,606	1,499	1,082

d. Reading Recovery Teachers

In 2011-2012, **1,280** teachers provided Reading Recovery to students across Canada. This number decreased by **25.2%** from the previous year (n=1,711 in 2010-2011).

Table 4: Profile of Numbers of Active Reading Recovery Teachers in Canada 1995-2012

Least number of Teachers	Greatest number of Teachers	Previous year's number of Teachers	Number of Teachers in 2011-2012
1995-1996	2005-2006	2010-2011	2011-2012
497	1,979	1,711	1,280

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 2011-2012, teachers worked on average 5,621.5 hours per week. The number of teacher hours/lessons delivered per week was slightly less in the second term, December to March, but not significantly different than terms 1 and 3 as shown in Table 5.

Table 5: Teaching hours assigned by term for Canada in 2011-2012 school year.

Term	Teaching Hours per Week	Number of Lessons Delivered per Week
Term 1	11,270.5	5,635.25
Term 2	11,204.0	5,602.00
Term 3	11,254.5	5,627.25

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 2011-2012 school year **9,462** students received Reading Recovery instruction in Canada. This is a decrease of **26.1%** since the 2010-2011 school year (n=12,798 in 2010-2011).

Table 6: Profile of Numbers of Students Receiving Reading Recovery in Canada in 2011-2012

Smallest number of Students	Greatest number of Students	Previous year's number of Students	Number of Schools in 2011-2012
1995-1996	2004-2005	2010-2011	2011-2012
3,152	14,384	12,798	9,462

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/IPLE in 2011-2012, by province

Province	Total Grade One Population (includes public and private schools but not those home schooled or attending federally funded schools)	Total Grade One Population with Access to Reading Recovery		Students Included in Reading Recovery	
		N	% of total population with access to Reading Recovery in 2011-12	N	Implementation rate in Reading Recovery Schools (% of Grade One students included in schools with Reading Recovery) 2011-2012
Alberta	45,566 ¹	1,914	4.2%	330 (E)	17.2%
British Columbia	42,533 ²	3,998	9.4%	757 (E)	18.9%
Manitoba	13,268 ³	8,338	62.8%	1,512 (E)	18.1%
Newfoundland and Labrador	4,756 ⁴	0	0%	-	-
New Brunswick	9,285 ⁵	550	5.9%	139 (E)	25.3%
Northwest Territories	224.5 ⁶	0	0%	-	-
Nova Scotia	8,665 ⁷	0	0%	-	-
Nunavut	692 ⁸	0	0%	-	-
Ontario	134,840 ⁹	25,432	18.9%	5,075 (E)	20.0%
Prince Edward Island	1,417 ¹⁰	1,040	73.4%	246 (E)	23.7%
Quebec	No data available	0	0%	-	-
Saskatchewan	13,339 ¹²	0	0%	-	-
Yukon	349 ¹³	268	76.8%	140 (E)	52.2%
Canada		41,540			

¹from 2011-2012 school year http://education.alberta.ca/apps/eireports/pdf_files/iar1004_2012/iar1004_2012.pdf

² from 2011-2012 school year http://www.bced.gov.bc.ca/reports/pdfs/student_stats/prov.pdf

³ from 2011-2012 school year

⁴ from 2011-2012 school year http://www.ed.gov.nl.ca/edu/publications/k12/stats/1112/stat_1112_full.pdf

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

⁶ from 2009-2010 school year http://www.ece.gov.nt.ca/Ten%20Year%20Education%20Facility%20Plan/FINAL%20YK%20Schools%20Ten%20Year%20Plan%20Update_for%20web.pdf

⁷ from 2010-2011 school year <http://stats-summary.ednet.ns.ca/EnrolbyGrade.shtml>

⁸ from 2011-2012 school year

[http://www.eia.gov.nu.ca/stats/Historical/Education/Nunavut%20Public%20School%20Enrolment%20by%20Grade,%202003%20to%202011%20\(6%20tables\).xls](http://www.eia.gov.nu.ca/stats/Historical/Education/Nunavut%20Public%20School%20Enrolment%20by%20Grade,%202003%20to%202011%20(6%20tables).xls)

^{**9} from 2010-2011 school year <http://www.edu.gov.on.ca/eng/educationFacts.html> and http://www.edu.gov.on.ca/eng/general/elemsec/quickfacts/2010-11/quickFacts10_11.pdf

¹⁰ from 2011-2012 school year http://www.gov.pe.ca/photos/original/eecd_Enrolmnt11.pdf

¹¹ data not available

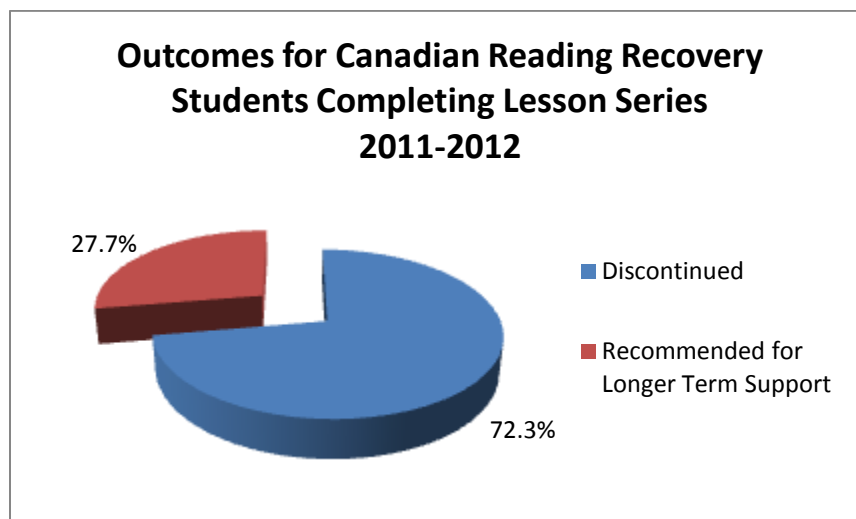
¹² from 2010-2011 school year <http://www.education.gov.sk.ca/2011-Indicators-brief>

¹³ from 2011-2012 school year http://www.education.gov.yk.ca/psb/pdf/enrol2011-12_no1_30sep2011.pdf

2. Students' Progress in Reading Recovery

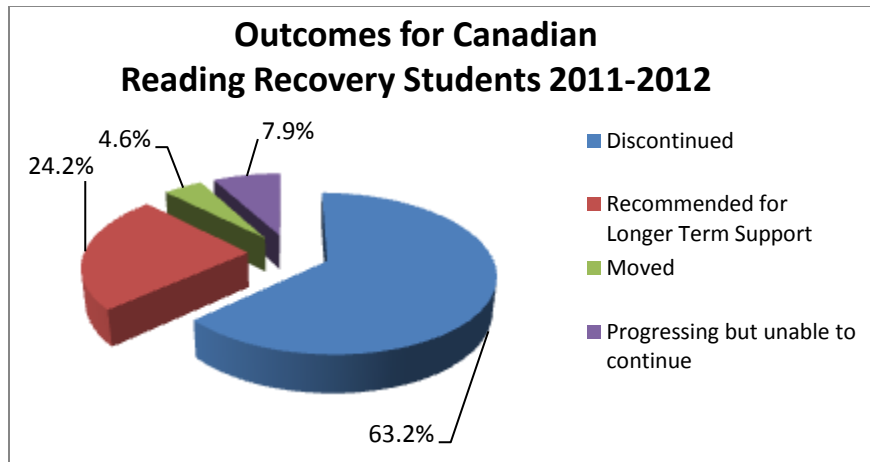
Children who had the opportunity to complete their series of lessons had one of two positive outcomes: 1) they made exceptional progress and had developed an effective reading and writing processing system and they were able to benefit from classroom instruction without the need for further one-to-one 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 2011-2012 school year **5,222** students were able to **discontinue** their lesson series. This represents **72.3%** of the students who concluded Reading Recovery. A further **1,999** students were recommended for longer-term or specialist support. This represents **27.7%** of the students who concluded Reading Recovery or **4.8% of the entire Grade One population** in schools with Reading Recovery. The outcomes for the **7,221** 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 2011-2012



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 8,258 Canadian Reading Recovery students in 2011-2012 when these additional categorizations are considered.

Figure 2: Outcomes for all Canadian Reading Recovery students in 2011-2012



When viewed this way, the 5,222 children who had their lesson series discontinued represent **63.2%** of the children who exited Reading Recovery. A further 1,999 children, or **24.2%** were recommended for longer term or specialist support. A total of 382 children moved, representing **4.6%**. A further 655 or **7.9%** 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 2011-2012. It was expected that 1,265 children would have their lesson series carried from the 2010-2011 school year (based on the 2010-2011 data collection). In the fall, 1,263 children (or 99.8%) continued their lesson series. A total of 68.9% of this group had their lesson series discontinued.

In contrast, 62.2% of the grade one children who entered Reading Recovery in 2011-2012 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 27.9% of those students were recommended.

Table 8: Outcomes for Canadian Reading Recovery students based on entry status during the 2011-2012 school year.

Type of Outcome	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	68.9% N=870	62.2% N=4,286	63.5% N=66	63.2% N=5,222
Recommended as requiring specialist or long-term literacy support (i.e. referred)	24.5% N=310	24.1% N=1,660	27.9% N=29	24.2% N=1,999
Left the school before completing the lesson series	4.5% N=57	4.7% N=322	2.9% N=3	4.6% N=382
Progressing but not able to be continued	2.1% N=26	9.0% N=623	5.8% N=6	7.9% N=655
Lessons to be carried over to the 2012-2013 school year	--	N=1192	N=12	N=1204
Total # RR students	1,263	8,083	116	9,462

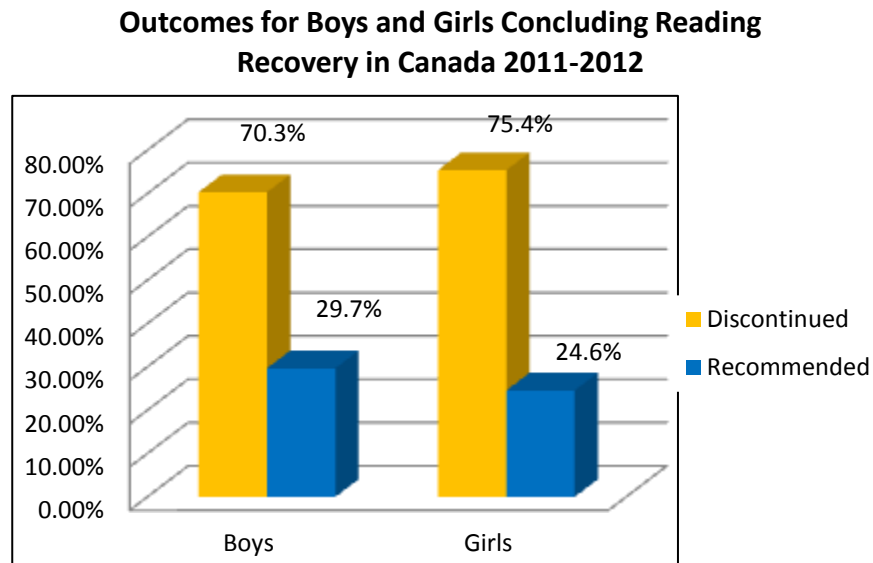
b. Boys and Girls

The ratio of boys to girls who were included in Reading Recovery is approximately 3:2. A total of 4,385 boys and 2,836 girls were included in Reading Recovery and completed their lesson series. While more boys than girls were included, outcomes show that approximately the same proportion of boys as girls, 70.3% 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 2011-2012

Outcome	Boys	Girls	Total
Discontinued Lesson Series	3,083	2,139	5,222
Recommended for longer term or specialist support	1,302	697	1,999
	4,385	2,836	7,221

Figure 3: Outcomes for boys and girls concluding their lesson series



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	61.6% (N=3,083)	65.8% (N=2,139)	63.2% (N=5,222)
Recommended for long-term or specialist support	26.0% (N=1,302)	21.4% (N=697)	24.2% (N=1,999)
Left the school before end of lesson series	4.5% (N=226)	4.8% (N=156)	4.6% (N=382)
Progressing but unable to continue	7.9% (N=395)	8.0% (N=260)	7.9% (N=655)
TOTAL	5,006	3,252	8,258

Does not include 679 boys and 525 girls who were carried over into 2012-2013, 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 2011 attended more half-hour lessons (85 lessons over 21 weeks) than did students who were successfully discontinued (67 lessons over 18 weeks). Both groups of students averaged four 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 longer to achieve this outcome than students who entered and exited in one year. Students who entered Reading Recovery in 2010 -2011 and successfully discontinued their lessons in 2011-2012 attended an average of 13 more lessons than did successfully discontinued students who entered as Grade One students. Grade One students who were recommended for longer term support had the greatest frequency of lessons, averaging more than four lessons per week over a period of just over 21 weeks.

Table 11: Average weeks , lessons and the average number of lessons per week for students who concluded their lesson series in 2011-2012

Category	Outcome	Lessons	Weeks	Average number of lessons per week
Carried over from 2010-2011	Discontinued	74.1	20.4	3.6
	Recommended	75.7	21.0	3.6
Grade One	Discontinued	65.5	17.5	3.7
	Recommended	86.8	21.1	4.1
Transferred In	Discontinued	73.0	20.0	3.6
	Recommended	71.9	18.0	4.0

E. French Implémentations 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 developed and 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 have been considered.

Table 12: Implementation of IPLE in Canada in French and French Immersion Schools for 2011-2012 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	1,409	212	15.1%	36	37	3	-Ontario -Prince Edward Island
French Immersion	462	79	17.1%	12	13	2	-Prince Edward Island -British Columbia
French Immersion (Manitoba)	171	24	14.0%	3	4	1	-Manitoba
TOTAL	2,042	315	15.4%	51	54	6	

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

Ontario and Prince Edward Island provided IPLÉ in the 2011-2012 school year. Three Teacher Leaders in 3 school districts provided support to 37 teachers working in 36 schools. A total of 263 students were included in IPLÉ during the 2011-2012 with 7 students carrying their lesson series into the 2012-2013 school year. The results for those students will be included in the analysis of the 2012-2013 data.

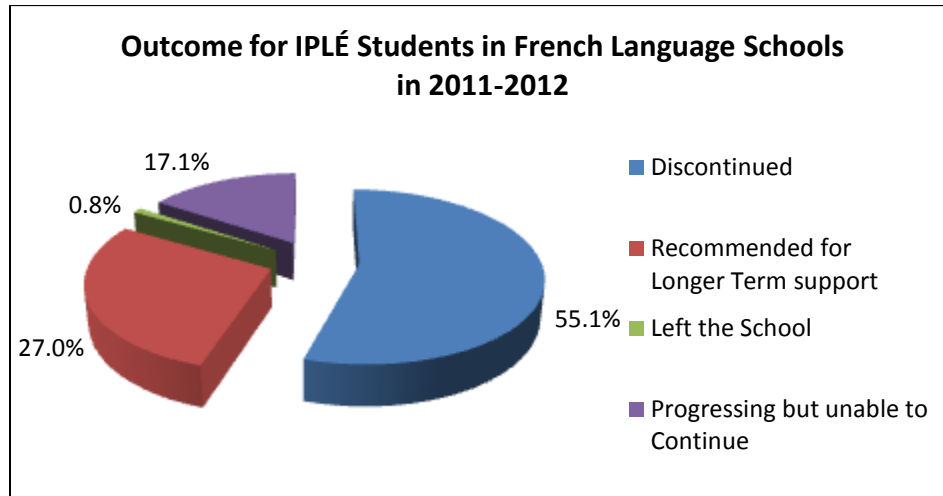
A total of 133 boys and 83 girls in French language schools completed their IPLÉ lesson series in 2011-2012.

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

PERCENTAGE	Boys	Girls	Total
Discontinued	63.2%	73.5%	67.1%
Recommended	36.8%	26.5%	32.9%

Student data can be considered in another way. Some students were not able to complete their lesson series because they moved (n= 2) or were unable to complete their lesson series despite having made progress (n=45). If all 263 students, are considered, the outcomes for 2011-2012 are as follows:

Figure 4 : Outcomes for Canadian IPLÉ students included in 2011-2012



- A total of 145 students or **55.1% discontinued** their lesson series and were able to participate in classroom programs without the need to extra individual support.
- A total of 71 students or 27.0% were recognized as requiring longer term or specialist support.
- A total of **47** students or **17.9%** were unable complete their lesson series either because they **left the school** (i.e. moved) (**0.8% n = 2**) 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 (**17.1% n = 45**).

Table 14: Outcomes for IPLE students based on entry status in 2011-2012 school year in French Language Schools

Type of Outcome For IPLÉ in French 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	65.5% N=38	52.2% N=107	0.0% N=0	55.1% N=145
Recommended as requiring specialist or long-term literacy support (i.e. referred)	29.3% N=17	26.3% N=54	0.0% N=0	27.0% N=71
Left the school before completing the lesson series	3.5% N=2	0.0% N=0	0.0% N=0	0.8% N=2
Progressing but not able to be continued	1.7% N=1	21.5% N=44	0.0% N=0%	17.1% N=45
Lessons to be carried over to the 2012-2013 school year	--	7	0	7
Total # IPLÉ students	58	212	0	270

a. Duration of Intervention

Lessons for students included in IPLÉ in French Schools lasted, on average, from approximately 17 to 21 weeks. Students were involved in lessons for between 3 and 4 lessons per weeks for a total of approximately 63 to 75 lessons.

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

Category	Outcome	Lessons	Weeks	Lessons per Week
Carry Over	Discontinued	66.4	18.6	3.6
	Recommended	64.8	19.8	3.2
Grade One	Discontinued	63.2	17.1	3.7
	Recommended	73.3	21.6	3.4

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 IPLE in some French Immersion Schools. Results for one school district were not included in this data, due to the lack of professional support for Teachers in French.

British Columbia and Prince Edward Island provided IPLÉ in the 2011-2012 school year. Two Teacher Leaders in 2 school districts provided support to 13 teachers working in 11 schools. A total of 59 students were included in IPLÉ during the 2011-2012 with 40 students carrying their lesson series into the 2012-2013 school year. Their results will be included in the analysis of the 2012-2013 data.

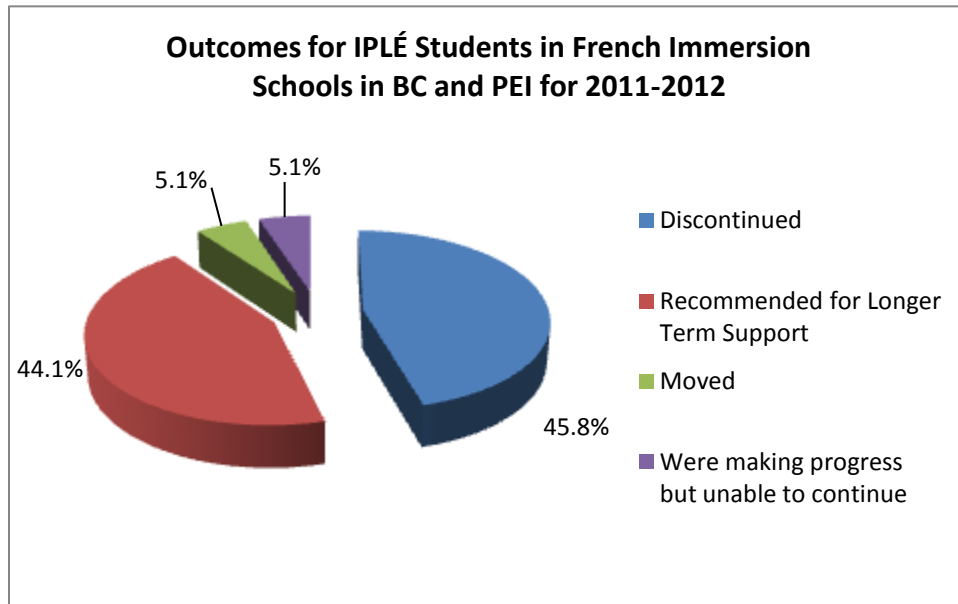
A total of 31 boys and 22 girls in French Immersion program schools completed their IPLE lesson series in 2011-2012.

Table 16: Outcomes for boys and girls in IPLE in 2011-2012 in French Immersion schools

	Boys	Girls	Total
Discontinued	45.2%	59.1%	50.9%
Recommended	54.8%	40.9%	49.1%

Student data can be considered in another way. Some students were not able to complete their lesson series because they moved (n= 3). Others were Progressing but unable to complete their lesson series (n=3). If all 59 students are considered, the outcomes for 2011-2012.

Figure 5: Outcomes for Canadian IPLE students enrolled in French Immersion Schools 2011-2012



- A total of 27 students or 45.8% discontinued their lesson series and were able to participate in classroom programs without the need to extra individual support.
- A total of 26 students or 44.1% were recognized as requiring longer term or specialist support.
- A total of 6 students or **10.2%** were unable complete their lesson series either because they **left the school** (i.e. moved) (**5.1% n = 3**) 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 (**5.1% n = 3**).

Table 17: Outcomes for IPLE students based on entry status in the 2011-2012 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	55.0% N=11	41.0% N=16	0.0% N=0	45.8% N=27
Recommended as requiring specialist or long-term literacy support (i.e. referred)	45.0% N=9	43.6% N=17	0.0% N=0	44.1% N=26
Left the school before completing the lesson series	0.0% N=0	7.7% N=3	0.0% N=0	5.1% N=3
Progressing but not able to be continued	0.0% N=0	7.7% N=3	0.0% N=0%	5.1% N=3
Lessons to be carried over to the 2012-2013 school year	--	40	0	40
Total # IPLÉ students	20	79	0	99

a. Duration of Intervention

Lessons for students included in IPLÉ in French Immersion Schools lasted, on average, from approximately 20 to 22 weeks. Students were involved in lessons for between 2 and 4 lessons per weeks for a total of approximately 47 to 76 lessons.

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

Category	Outcome	Lessons	Weeks	Lessons per Week
Carry Over	Discontinued	75.1	19.0	4.0
	Recommended	80.0	20.9	3.8
Grade One	Discontinued	76.8	19.8	3.9
	Recommended	61.1	19.9	3.1

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 2011-2012 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

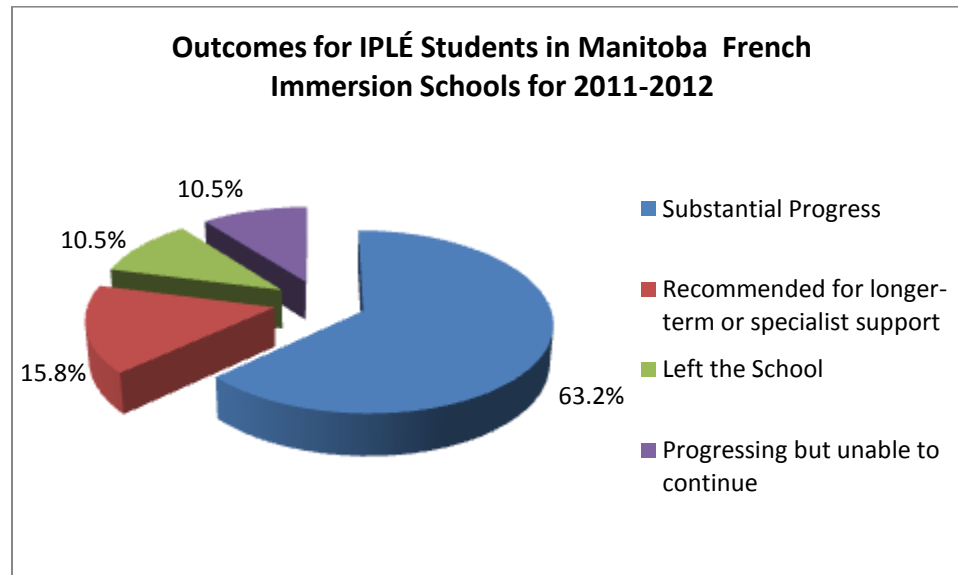
A total of 10 boys and 5 girls in Manitoba's French Immersion program schools completed their IPLÉ lesson series in 2011-2012. Another 13 children have had their incomplete lesson series carried over to the 2012-2013 school year and their results will be reported in next year's summary.

Table 19: Outcomes for boys and girls completing IPLE in 2011-2012 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>	70.0%	100.0%	80.0%
<i>Recommended</i>	30.0%	0.0%	20.0%

Student data can be considered in another way. Some students were not able to complete their lesson series because they moved (n= 2) or were unable to complete their lesson series despite having made progress (n=2). If all 19 students are considered, the outcomes for 2011-2012

Figure 6: Outcomes for IPLE students in Manitoba French Immersion schools for 2011-2012



- No students had their lesson series **discontinued** (n=0)
- A total of 12 students or 63.2% 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 3 students or 15.8% were recognized as **requiring longer term or specialist support**.
- A total of 4 students or 21.1% were unable complete their lesson series either because they **left the school** (i.e. moved) (10.5% n = 2) 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 (10.5% n = 2).

Table 20: Student outcomes by entry status for Manitoba IPLE students in French Immersion schools in 2011-2012

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	0% N=0	0% N=0	0% N=0	0% N=0
Made Substantial Progress	75.0% N=6	54.6% N=6	0% N=0	63.2% N=12
Recommended as requiring specialist or long-term literacy support (i.e. referred)	25.0% N=2	9.1% N=1	0% N=0	15.8% N=3
Left the school before completing the lesson series	0.0% N=0	18.2% N=2	0% N=0	10.5% N=2
Progressing but not able to be continued	0.0% N=0	18.2% N=2	0% N=0	10.5% N=2
Lessons to be carried over to the 2012-2013 school year	--	13	0	13
Total # IPLÉ students	8	24	0	32

b. Duration of Intervention

Lessons for students included in IPLÉ in French Immersion Schools lasted, on average, from approximately 18 to 28 weeks. Students were involved in lessons for between 3 and 5 lessons per weeks for a total of approximately 77 to 100 lessons.

Table 21: Time in lesson series for Manitoba IPLE students in French Immersion schools

	<i>Outcome</i>	<i>Lessons</i>	<i>Weeks</i>	<i>Av # lessons per week</i>
<i>Carry Over</i>	<i>Substantial Progress</i>	77.4	22.0	3.5
	<i>Recommended</i>	99.5	28.0	3.6
<i>Grade One</i>	<i>Substantial Progress</i>	97.3	24.3	4.0
	<i>Recommended</i>	89.0	18.0	4.9