



2011-2012

Canadian Institute of Reading Recovery® Summary of Progress



**For further information please
contact:**

Hazel Dick, President

Susan Burroughs, Executive Director

CIRR@rrcanada.org

www.readingrecoverycanada.ca

Reading Recovery Changes Lives

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 instruction, and thus have not developed effective patterns of literacy learning, can make accelerated progress and be brought to the average level of the classmates within approximately 12 – 20 weeks of individual instruction. They are then able to benefit from classroom instruction.

Reading Recovery was developed in New Zealand by educator and psychologist, Dame Marie Clay. Since 1984, Reading Recovery has also been successfully implemented in Anguilla, Australia, Bermuda, Denmark, Jersey, Northern Ireland, the United Kingdom, and the United States. It has been available to Canadian children since 1992.

The range of reading achievement, in any class at any age level, varies widely for a variety of reasons. Effective implementation of Reading Recovery has been demonstrated to reduce the range of readers within the classes of children in lessons and thus support the classroom teacher in delivering quality instruction for all students.

Reading Recovery is not solely concerned with improving students' reading and writing skills. The term "recovery" implies a clear objective: to have students acquire efficient patterns of learning -- patterns that enable them, by the end of their supplementary lessons, to work at average levels for their classes and continue to progress satisfactorily within their own school's instructional program.

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

It should be stressed that Reading Recovery can be used with children from any classroom curriculum. After a brief period of help that is supplementary to the ongoing activities of the classroom, it brings the hardest-to-teach children to a level where they can be full participants in the curriculum adopted for that classroom.

*Marie Clay
(2005, p. i)*

This is a report about the implementation of Reading Recovery in Canada for the 2011-2012 school year.

Most children make exceptional progress in Reading

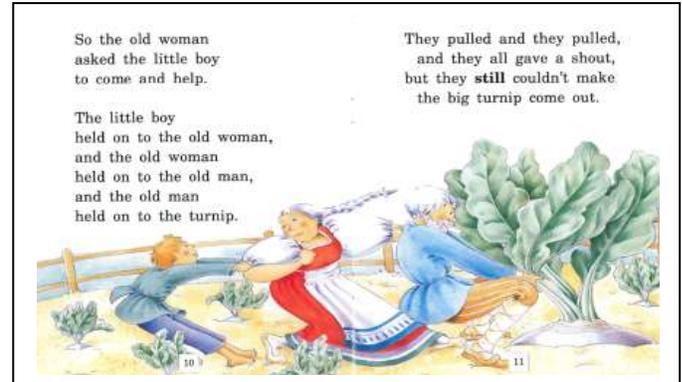
While they may begin lessons able to read

(Mom, Level 1)



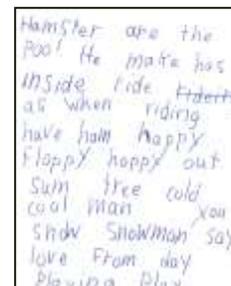
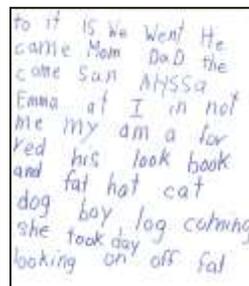
They end their lesson series able to read ...

(The Tale of the Turnip, Level 16)



And in Writing

Many students begin lessons writing a few sounds, They leave knowing how to write many words...



...and all children progress

Children who **discontinued** lessons are recognized as making **exceptional progress**, while **the referred** group falls into two categories:

- students who made **substantial progress** and are recommended for longer term, in-class literacy support
- those who made **limited progress and are recommended for longer term specialist support**. This happens early in their school careers before a pattern of frustration occurs.

Time spent in Reading Recovery

Reading Recovery is a short-term intervention. During the 2011-2012 school year, children needed, on average, between 65 and 87 30-minute lessons extended over 17 to 21 weeks. This is equivalent to a portion of one school year, or 6 to 8 full days of school in order to develop a reading **and** writing process that will enable them to benefit from classroom instruction.

Boys and Girls



The number of boys included in Reading Recovery in 2011-2012 was moderately higher than the number of girls. A total of 4,385 boys and 2,836 girls were included in Canada, or a ratio of approximately 3:2. The outcomes for each group were not significantly different, with 70% of boys and 75% of girls having made exceptional progress, thus able to benefit from classroom instruction without further need for one-to-one support. The remainder of the children, 30% of boys and 25% 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-students ration 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.

Arranging for Success



What difference does time in lessons make?

- Students who **made exceptional progress spent** approximately **19.5** weeks in Reading Recovery and averaged 3.6 lessons per week. The referred group spent an average of 20.1 weeks in lessons, and average 3.9 lessons per week.
- Data clearly suggests that maintaining the primacy of instructional time is essential to progress
- If new children are taken into lessons in a timely manner, more children will benefit from Reading Recovery.

What effect does regular communication with the classroom teacher have upon perceptions of student progress?

- An exploration of the benefits of regular and purposeful communication for children completing lessons
- We will continue to search for answers to the question, “How can communication ease the transitioning of children from individual lessons to classroom instruction alone?”

Observations from the field

One teacher shared that a regular exchange of samples of one child’s writing changed classroom expectations and promoted greater success in the classroom.

Observations from the field

One teacher shared one approach her school had taken to curtailing truancy. The teachers found that a regular breakfast program was more effective in getting children to school than phone calls and letters home.

To build relationships with families

Data suggests that children who attend school on a regular basis are more likely to discontinue in a timely manner. **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.

Observations from the field

One teacher who maintained an average of 4.1 lessons per week, managed to discontinue 9 students in an average of 17 weeks in lessons. These children included English language learners and children with special needs.

A Letter from Parents of a Reading Recovery Student

Dear Reading Recovery Teacher,

We want to let you know how thankful we are that you could help our son. He was so negative about school and had so much trouble learning to read and we didn't know what to do to help him. Then he met you and Reading Recovery changed his life and our lives. He is so happy to go off to school every morning and he is so proud of his reading and writing. He likes to share what he has done and really enjoys whatever is going on in his class. We never knew that things could turn around so fast!

We hope that every family who has a child that has problems in reading and writing gets to meet a Reading Recovery teacher like you. It changes lives in lots of ways. You are a great person and a talented teacher. Thank you to you and your school for having this program for our kids.

Brian and Rita M., Cody's parents

www.readingrecoverycanada.ca

Three major components are necessary to a successful implementation:

- the daily teaching of children
- the training of teachers and their ongoing professional development
- 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.



Empirical Support for Reading Recovery

The What Works Clearinghouse (WWC) published intervention reports that assess research on beginning reading curricula and instructional strategies for students from Kindergarten through to Grade Three. By fall 2011, the WWC had reviewed studies for 171 programs in the beginning reading category, and only 26 met their rigorous standards. The WWC translates effect sizes from research into an improvement index that reflects the change in a student's percentile rank that can be expected if the student has the intervention. Schools use these index ratings to make informed decisions while selecting the right programs for their students. Among all programs reviewed, Reading Recovery received highest results with positive effects across all four of the literacy domains: alphabetic (phonics and phonemic awareness), fluency, comprehension, and general reading achievement.

PROFESSIONAL DEVELOPMENT FOR TEACHERS

During the 2011-2012 school year **330** training teachers and **850** continuing teachers provided support in **1082** schools across Canada.

Teachers in Training attend 4 half-day sessions on assessment and participate in 18 in-service sessions over the course of a year. At each session teachers view and discuss 2 live lessons delivered by their colleagues. Teacher Leaders gather data for each child included in Reading Recovery.

Continuing Contact groups meet a total of 8 times throughout the year. At each session teachers continue to observe two live lessons delivered by their colleagues, tussle with problems, debate the most powerful teaching decisions, and discuss implementation issues using theory and reflecting on their own practice. Data is gathered at each session so that time in lessons, instructional text levels and writing vocabulary for each student are reported to the Teacher Leader.

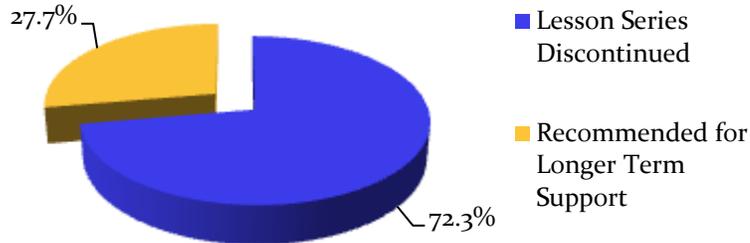
Data is gathered for each student at entry, exit, and year end by **all** teachers. All teachers received in-school coaching and support by **specialty trained Teacher Leaders**.

Progress in Reading Recovery 2011-2012

During the 2011-2012 school year, a total of **9,471 children** in **1,082 schools** received Reading Recovery. Of these children

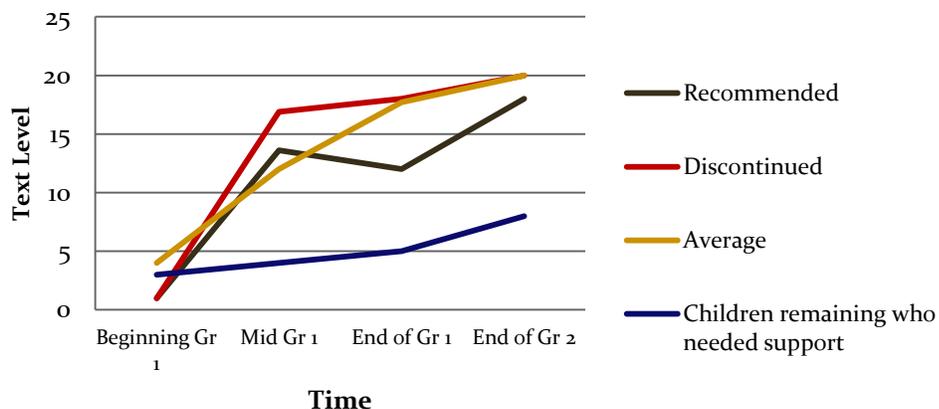
- **1265 had their lesson series carried over** from the previous year and were in Grade two.

Outcomes for Canadian Children Completing Lesson Series in 2011-2012



- 8,199 grade one children were taken into lessons. This represents 19.7% of the total grade one population of 41,540 children who had access to Reading Recovery.
- All children are assessed upon entry and exit using *An Observation Survey of Early Literacy Achievement* (Clay, 2005).
- A total of **5,222 children made exceptional progress and** at the time their lesson series was **discontinued**, were reading at, or above, the average reading level for their classes. While benefitting from Reading Recovery, **1,999 children made progress, and were identified as children requiring some extra support. This identification occurred** early in their school careers and they were **referred and recommended for longer term literacy support** in the classroom or further specialist intervention. A further **1,204** children will carry over their lesson series into the 2012-2013 school year.

Progress in Instructional Text Level



Data was collected for all children included in lessons

- 5,222 children had individual support **discontinued** as they had made exceptional progress and were working within the average range for reading and writing in their specific classrooms.
- 1,999 children were **recommended** for longer term support within the classroom or specialist support.
- 382 children **moved** before completing their series of lessons
- 655 children were **progressing but unable to continue in lessons** primarily due to lack of program availability in their schools.