



**CANADIAN INSTITUTE OF READING RECOVERY®**

**National Implementation Data  
2016-2017**

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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 1 children who have not responded well to classroom literacy instruction and may not have developed effective literacy processing systems, can make accelerated progress and achieve an average level of literacy comparable to their classmates within approximately 12 to 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 have been developed and published for the assessment of students for *An Observation Survey of Early Literacy Achievement* (Clay, 2013).

Since 1988, Reading Recovery has helped struggling beginning readers and writers in Canada, Australia, 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 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).

### 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 Regions: Central Region was established in 1992 in Ontario; Western Region was established in 1995 in Manitoba, Atlantic Region was established in 2003 in Nova Scotia, and the Mountain Pacific Region 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 use of the term “Reading Recovery”).

The CIRR is responsible for national data collection and annually produces reporting documents, gathers and analyzes data, and compiles a report on the implementation of Reading Recovery in Canada. 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 and Teacher Leaders, 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:

- to describe the Canadian Reading Recovery implementation and its outcomes; and
- 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 2016-2017 national report is the 22<sup>nd</sup> 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 (2016-2017) 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 Report.

The Canadian Institute of Reading Recovery’s National End-of-Year Summary Forms (2016-2017) were distributed to Canadian Teacher Leaders in May 2017. 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 CIRR Trainers for data entry, analysis, and reporting. The final data set was submitted to an independent statistician for analysis and summary.

## D. RESULTS

## 1. National Reading Recovery/IPLÉ Coverage

Provincial and national summaries of the 2016-2017 data collected from the CIRR's National End-of-Year Summary Form are presented in Table 1.

Table 1: Canadian Reading Recovery and IPLÉ implementations in 2016-2017

Province/Territory	Total number of school districts	Total number of active Reading Recovery Teacher Leaders	Total number of Reading Recovery schools	Total number of active Reading Recovery teachers	Total number of Reading Recovery students served
<b>ALBERTA</b> <i>(RR first provided in 1996-1997)</i>	3	2	13	15(E)	102(E)
<b>BRITISH COLUMBIA</b> <i>(RR first provided in 1994-1995)</i>	12	9	162(E only) 5(E and F) 7(F only)	198(E) 13(F)	1,272(E) 73(F)
<b>MANITOBA</b> <i>(RR first provided in 1994-1995)</i>	28	11	248(E) 13(F)	294(E) 15(F)	2,242(E) 91(F)
<b>NOVA SCOTIA <sup>a</sup></b> <i>(RR first provided in 1988-1989)</i>	Data not available in 2016-2017				
<b>ONTARIO</b> <i>(RR first provided in 1988-1989)</i>	10	19	366(E only)	434(E)	2,985(E)
<b>PRINCE EDWARD ISLAND</b> <i>(RR first provided in 1998-1999)</i>	1	2	32(E only) 8(E and F) 3(F only)	40(E) 15(F)	264(E) 115(F)
<b>YUKON</b> <i>(RR first provided in 1995-1996)</i>	1	2	18(E only)	28(E)	175(E)
<b>CANADA <sup>a</sup></b>	55 <sup>b</sup>	45 <sup>c</sup>	839(E only) 13(E and F) 16(F only)	1006(E) 48(F)	7,040(E) 279(F)

- a. Nova Scotia schools' data not reported data due to job action.  
b. Eight of these 55 school districts work in both English and French implementations.  
c. Four of these 43 Teacher Leaders work in both English and French implementations.

During the 2016-2017 school year, Reading Recovery was implemented in English in six provinces and one territory across Canada: British Columbia, Alberta, Manitoba, Nova Scotia, Ontario, Prince Edward Island, and Yukon. In British Columbia, Manitoba, Nova Scotia, and Prince Edward Island, *Intervention préventive en lecture-écriture* was also implemented in the French language in French Immersion schools (BC, MB, and PE) and in French first language schools (NS and PE). The numbers for those provinces in Table 1 show an 'E' for English programs and 'F' for French programs. The analysis of results of the French implementation begins on page 16.

The maturity of the Reading Recovery implementations varies widely across provinces/territories; for example, Reading Recovery was first provided to students in Ontario and Nova Scotia 27 years ago (1988-1989), while Prince Edward Island's implementation was in its 17<sup>th</sup> year at the time of this data collection.

#### **a. Reading Recovery/IPLÉ 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 the delivery of Reading Recovery. In addition, Trainers are responsible for the implementation and coordination of Reading Recovery across a Region and the country.

In 2016-2017, there were five Reading Recovery Trainers in Canada. One Trainer worked in the CIRR Mountain Pacific Region, two in the CIRR Western Region, one in the CIRR Central Region and one in the CIRR Atlantic Region. The implementation of IPLÉ was overseen by the Trainer from the Atlantic Region. There were three full-time Trainers in Canada in the previous year (2015-2016). No new Trainers were in training during the school year.

#### **b. Reading Recovery/IPLÉ 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 2016-2017, there were **45** active Teacher Leaders in Canada (excluding those in Nova Scotia).

Table 2: Profile of Numbers of active Reading Recovery Teacher Leaders in Canada, 1995-2017

Least number of Teacher Leaders	Greatest number of Teacher Leaders	Number of Teacher Leaders in current year
1995-1996	2006-2007	2016-2017
27	87	45*

\*Does not include schools providing Reading Recovery in Nova Scotia.

### c. Reading Recovery/IPLÉ Schools

In 2016-2017, Reading Recovery instruction was provided to students in **868** schools in Canada. (Data was not available for Nova Scotia implementations.)

Table 3: Profile of numbers of Reading Recovery schools in Canada, 1995-2017

Least number of schools	Greatest number of schools	Number of schools in 2016-2017
1995-1996	2005-2006	2016-2017
445	1,606	868*

\*Does not include schools providing Reading Recovery in Nova Scotia.

### d. Reading Recovery/IPLÉ Teachers

In 2016-2017, **967** teachers provided Reading Recovery to students across Canada (excluding Nova Scotia).

Table 4: Profile of numbers of active Reading Recovery teachers in Canada, 1995-2016

Least number of teachers	Greatest number of teachers	Number of teachers in 2016-2017
1995-1996	2005-2006	2016-2017
497	1,979	967*

\*Does not include all teachers providing Reading Recovery in Nova Scotia.



The CIRR *Standards and Guidelines* clearly outline that teachers in training need work with a minimum of four children daily in Reading Recovery/IPLÉ. This is equivalent to two hours each day that school is open. Trained teachers who continue in Reading Recovery/IPLÉ work with a minimum of two students (one hour) daily. In 2016-2017, teachers worked on average more than 8,400 hours per week (excluding Nova Scotia teachers). The number of teacher hours/lessons delivered per week was slightly more in the third term, April to June, but not significantly different from terms 1 and 2 as shown in Table 5.

Table 5: Teaching hours assigned by term for Canada in 2016-2017 school year \*

Term	Teaching hours per week
Term 1	8,408.5
Term 2	8,433
Term 3	8,288

\*Does not include hours of Reading Recovery in Nova Scotia and for IPLÉ.

#### e. Students Receiving Reading Recovery/IPLÉ

In the 2016-2017 school year, **7,040** students received Reading Recovery/IPLÉ instruction in Canada (not including Nova Scotia schools).

Table 6: Profile of numbers of students receiving Reading Recovery/IPLÉ in Canada, 1995-2017

Smallest number of students	Greatest number of students	Number of students in 2016-2017
1995-1996	2004-2005	2016-2017
3,152	14,384	7,040*

\*Does not include students included in Reading Recovery in Nova Scotia.

#### f. Student Access to Reading Recovery/IPLÉ

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 1, come into the bottom 5, 10 or 15 percent of readers and writers in their peer group. In other schools, however, children in the bottom 20 to 25 percent of readers and writers are seen to be “falling behind”. There may be as many as 30 percent of six-year-olds in a particular school in Reading Recovery.

Table 7: Schools with Reading Recovery/IPLÉ in 2016-2017, by provinces implementing the Intervention

Province/Territory	Total Grade 1 Population	Grade 1 Population with access to Reading Recovery	Grade 1 Students included in Reading Recovery
		Percentage of total provincial Grade 1 population with access to Reading Recovery or IPLÉ in 2016-2017	Implementation rate in schools where Reading Recovery or IPLÉ is available in 2016-2017
ALBERTA	55,628 <sup>a</sup>	1.3% n = 714	11.8% n = 84
BRITISH COLUMBIA	45,688 <sup>b</sup>	17.5% n = 7,474(E) n = 524(F)	12.9% n = 985(E) n = 45(F)
MANITOBA	13,802 <sup>c</sup>	74.3% n = 9,547(E) n = 712(F)	17.0% n=1,685(E) n = 63(F)
ONTARIO	137,733 <sup>d</sup>	12.6% n = 17,422	15.0% n = 2,616
NOVA SCOTIA	8,596 <sup>e</sup>	-	-
PRINCE EDWARD ISLAND	1,487 <sup>f</sup>	95.8% n = 1,006(E) n = 419(F)	21.0% n = 223(E) n = 76(F)
YUKON	411 <sup>g</sup>	98.1% n = 403	24.4% n = 144
CANADA (E and F) <sup>m</sup>		<b>n = 36,655</b>	<b>15.8%</b> <b>n = 5,779</b>

\*Does not include all students included in Reading Recovery in Nova Scotia.

- <https://education.alberta.ca/alberta-education/student-population/everyone/student-population-overview/>
- [http://www.bced.gov.bc.ca/reports/pdfs/student\\_stats/prov.pdf](http://www.bced.gov.bc.ca/reports/pdfs/student_stats/prov.pdf)
- Includes public schools and division-administered First Nations schools:  
[http://www.edu.gov.mb.ca/k12/finance/sch\\_enrol/enrolment\\_2016.pdf](http://www.edu.gov.mb.ca/k12/finance/sch_enrol/enrolment_2016.pdf)
- This figure is for 2015-2016: <http://www.edu.gov.on.ca/eng/educationFacts.html>
- <http://stats-summary.ednet.ns.ca/by-grade-gender>

f. [https://www.princeedwardisland.ca/sites/default/files/publications/eelc\\_k-12\\_enrolment\\_2016-17.pdf](https://www.princeedwardisland.ca/sites/default/files/publications/eelc_k-12_enrolment_2016-17.pdf)

g. [http://www.education.gov.yk.ca/pdf/schools/EnrolmentReport2016-17\\_No02\\_31Oct2016.pdf](http://www.education.gov.yk.ca/pdf/schools/EnrolmentReport2016-17_No02_31Oct2016.pdf)

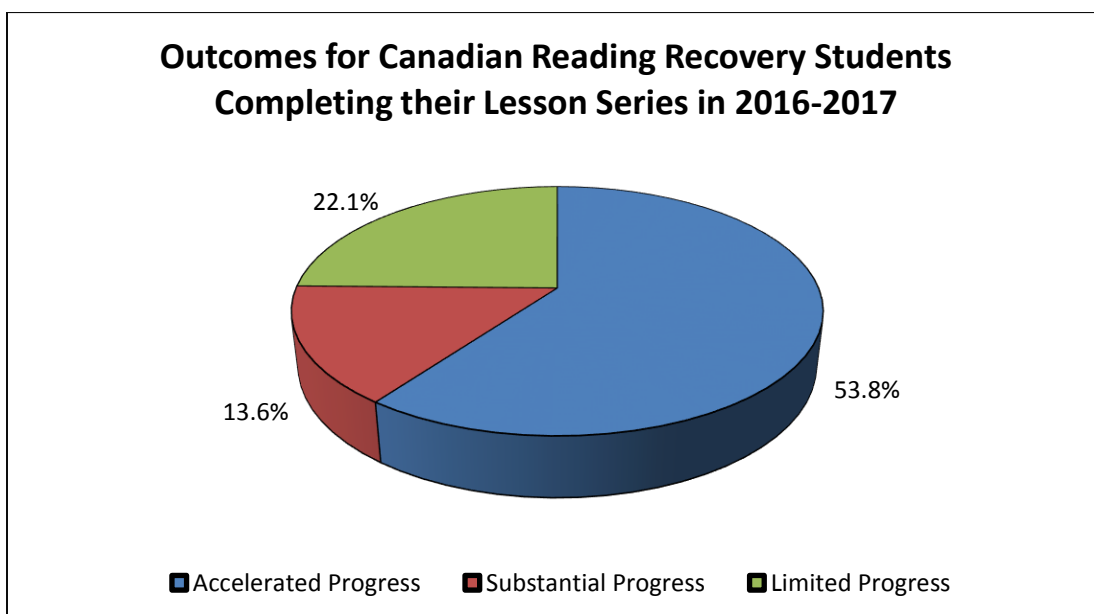
## 2. Students' Progress in Reading Recovery

Children who had the opportunity to complete their lesson series had one of two positive outcomes:

- they made accelerated 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, that is, their lesson series was discontinued; or
- they were identified as students who had made substantial or limited 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.

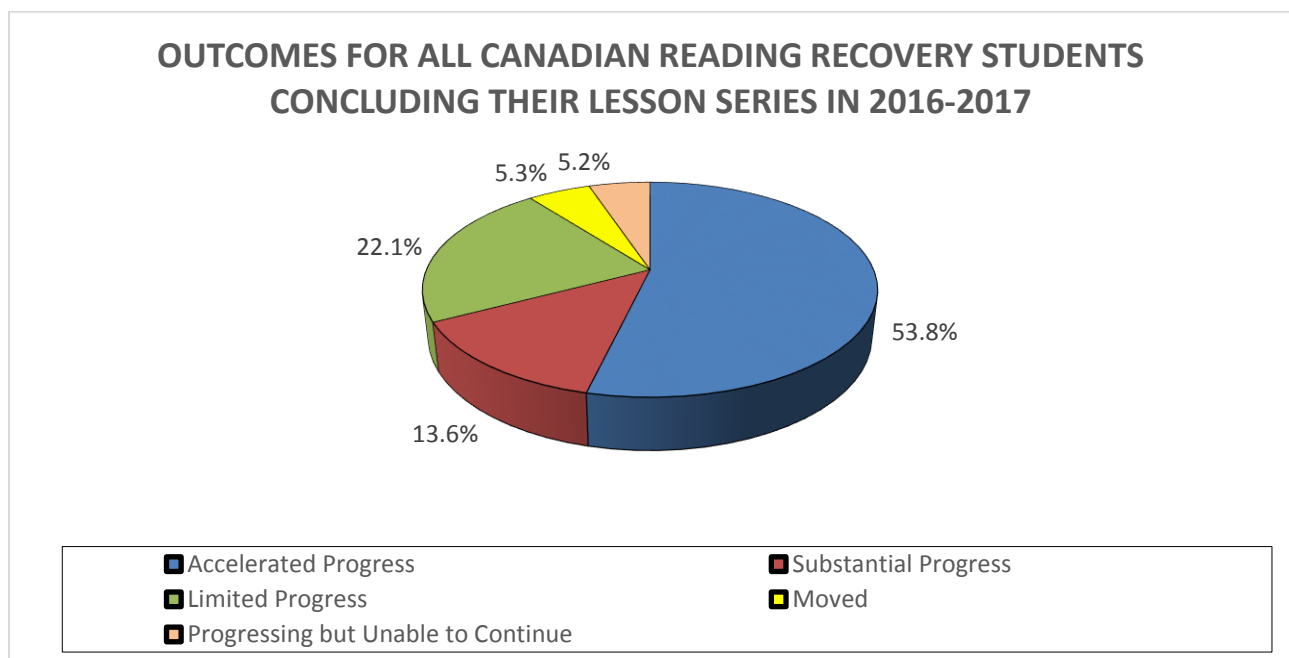
In the 2016-2017 school year, **3,010** students made **accelerated progress** were able to **discontinue** their lesson series. This represents **53.8%** of the students who concluded Reading Recovery. A further **762** students (**13.6%**) made substantial progress and were **recommended** for longer-term support, while **1,239** students (**22.1%**) made limited progress and were recommended for specialist support. This represents **89.5%** of the students who completed their Reading Recovery lesson series or **13.7%** of the entire Grade 1 population in schools with Reading Recovery. The outcomes for the **5,011** who had the opportunity to complete their lesson series are represented in Figure 1. (Note: statistics presented in this section do not include Nova Scotia schools)

Figure 1: Outcomes for Canadian Reading Recovery students completing their lesson series in 2016-2017



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 the lesson series 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, or some other reason. Figure 2 illustrates the outcomes for 5,285 Canadian Reading Recovery students in 2016-2017 when these additional categorizations are considered. Outcomes for 1,378 students who began their lesson series toward the end of the 2016-2017 school year are not reported here as their outcomes are not yet known. Their lessons will be carried over into the 2017-2018 school year and their outcomes will be reported in that year's summary.

Figure 2: Outcomes for all Canadian Reading Recovery students in 2016-2017



When viewed this way, 3,010 children who made **accelerated** progress and had their lesson series discontinued represent **53.8%** of the children who exited Reading Recovery. A further 762 children, or **13.6%**, made **substantial progress** and were recommended for longer term support, and 1,239 children, or **22.1%**, made **limited progress** and were recommended for specialist support. A total of 294 children **moved**, representing **5.3%**. A further 291 or **5.2%** were **progressing but unable to continue** in Reading Recovery for any number of reasons.

### a. Students' Progress in Reading Recovery by Entry Status

Students' outcomes can be viewed in terms of their entry status to Reading Recovery in 2016-2017. It was expected that 1,386 children would have their lesson series carried from the 2015-2016 school year (based on the 2015-2016 data collection). In the fall, 1,220 children (or 88.0%) continued their lesson series.

In contrast, 52.1% of the Grade 1 children who entered Reading Recovery in 2016-2017 made accelerated progress and 2,216 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 37.0% of those students were recommended for longer term or specialist support.

Table 8: Outcomes for Canadian Reading Recovery students by entry status during the 2016-2017 school year

Outcome	Entry Status			Students leaving Reading Recovery in 2016-2017
	Carried over from previous year	Entered Reading Recovery this year (i.e., were in Gr. 1)	Transferred from another school	
Accelerated progress: Lessons discontinued	59.6% n = 752	52.1% n = 2,216	49.4% n = 42	53.8% n = 3010
Substantial progress: Recommended as requiring longer-term literacy support	17.4% n = 219	12.6% n = 536	8.2% n = 7	13.6% n = 762
Limited progress: Recommended as requiring specialist support in literacy	14.3% n = 180	24.4% n = 1037	25.9% n = 22	22.1% n = 1239
Left the school before completing the lesson series (Moved)	6.3% n = 79	4.9% n = 210	5.9% n = 5	5.3% n = 294
Progressing but unable to be continued	2.5% n = 31	5.9% n = 251	10.6% n = 9	5.2% n = 291
Lessons to be carried over to the 2017-2018 school year	--	1424	20	1444
Total no. of Reading Recovery students	1261	5674	105	7040

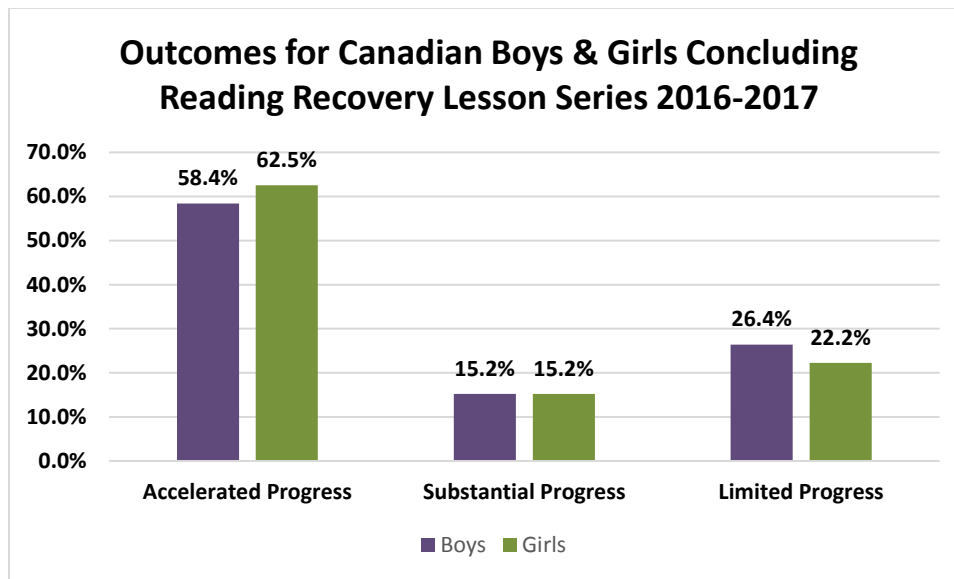
### b. Gender of Reading Recovery Students

The ratio of boys to girls who were included in Reading Recovery is approximately 4:3. A total of 2993 boys and 2018 girls were included in Reading Recovery. While more boys than girls were included, data shows that a smaller proportion of boys than girls (58.4% vs. 62.5%) discontinued their lesson series as illustrated in Figure 3.

Table 9: Outcomes for boys and girls who completed Reading Recovery lesson series in Canada in 2016-2017

Outcome	Boys	Girls	Total
Accelerated Progress	1748	1262	3010
Substantial Progress	455	307	762
Limited Progress	790	449	1239
<b>Total</b>	<b>2993</b>	<b>2018</b>	<b>5011</b>

Figure 3: Outcomes for boys and girls who completed Reading Recovery lesson series in Canada in 2016-2017



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: Outcomes for exiting Canadian students by gender in 2016-2017

Outcome	Boys % (n)	Girls % (n)	Total % (n)
Accelerated Progress	53.5% n = 1748	57.0% n = 1262	54.9% n = 3010
Substantial Progress	13.0% n = 455	12.8% n = 307	12.9% n = 762
Limited Progress	23.3% n = 790	19.0% n = 449	21.6% n = 1239
Left the school before completing the lesson series	4.7% n = 158	6.2% n = 136	5.3% n = 291
Progressing but not able to be continued	5.4% n = 180	4.9% n = 111	5.2% n = 291
Total	100% n = 3331	100% n = 2265	100% n = 5596

Does not include 806 boys and 638 girls who were carried over into 2017-2018, as they have not yet exited Reading Recovery

### 3. Time in Reading Recovery

On average, Grade One students who made substantial or limited progress and were recommended for longer term or specialist support after Reading Recovery in 2016-2017 attended more half-hour lessons (57 lessons over 17 weeks) than did students who made accelerated progress (36 lessons over 10 weeks). Both groups of students averaged just over 3.7 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 students who had their lesson series carried over from the previous school year 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 2015-2016 and successfully discontinued their lessons in 2016-2017 attended an average of 11 more lessons than did successfully discontinued students who entered as Grade 1 students. Both Carry Over and Grade 1 students who were recommended for longer-term support had the greatest frequency of lessons, averaging more than 3.5 lessons per week over a period of just between 19 and 22 weeks.

Table 11: Average weeks and lessons for Canadian Reading Recovery students who concluded their lesson series in 2016-2017

Category	Outcome		Lessons	Weeks	Lessons per week
Carried over from 2015-2016	Individual support discontinued	Accelerated Progress	75.7	21.4	3.5
	Recommended for longer term or specialist support.	Substantial Progress	74.6	21.2	3.5
		Limited Progress	71.1	20.3	3.5
Grade 1	Individual support discontinued	Accelerated Progress	69.7	16.8	4.1
	Recommended for longer term or specialist support.	Substantial Progress	75.1	21.2	3.5
		Limited Progress	70.6	20.7	3.4



## E. CANADIAN IMPLEMENTATIONS OF INTERVENTION PRÉVENTIVE EN LECTURE-ÉCRITURE

Intervention préventive en lecture-écriture has been adopted in both francophone and French Immersion settings. *Standards and Guidelines* for the implementation of IPLE were adopted by the Canadian Institute of Reading Recovery/L'institut canadien de l'intervention préventive en lecture-écriture in 2016-2017. Data in this report includes results from those implementations that are in compliance with those Standards and Guidelines. That is, only those implementations that have provided a Teacher Leader who has been trained or appropriately bridged into the French implementation.

### 1. French Language Programs

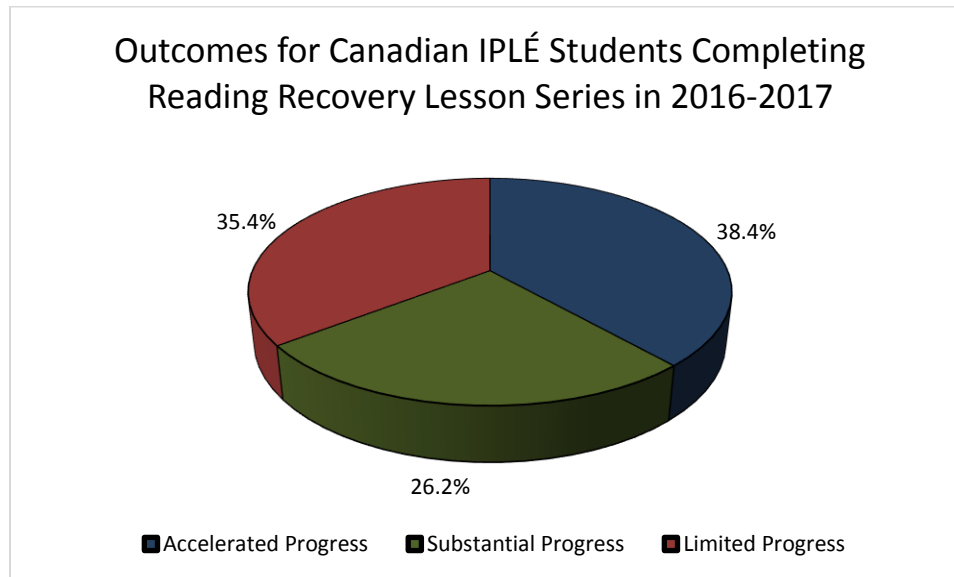
Francophone students receive literacy instruction in French in all of the implementations included here. Teachers and Teacher Leaders work with students who have met the criteria for inclusion in a French setting. IPLÉ was offered in this setting in Nova Scotia and Prince Edward Island.

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 1 is conducted in French making the implementation of IPLÉ appropriate. IPLÉ was offered to French Immersion students in Prince Edward Island, Manitoba, and British Columbia in the 2016-2017 school year.

One difference has been necessary only in the Manitoba implementation in French Immersion schools. Since the 1994-1995 school year, Reading Recovery (in English) has been implemented in many French Immersion schools in the province. Often, these Reading Recovery students leave French Immersion schools before the commencement of Grade 2 since they were comfortable with reading and writing in English, but their oral French language development lagged. As a result, 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. However, students' lesson series are concluded when the students have made substantial (not accelerated) 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 accelerated progress (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.

## 2. Outcomes for IPLÉ Students

Figure 4: Outcomes for IPLÉ Students Completing Lesson Series in Canada 2016-2017



*Data does not include Nova Scotia students due to job action in 2016-2017*

One way to consider student outcome data is to look at outcomes for those 164 students who had the opportunity to complete their lesson series. In the 2016-2017 school year, 38.4% of students (n = 63) completing lessons made accelerated progress. A further 26.2% made substantial progress (n = 43) and 35.4% made limited progress (n = 58).

Some students were not able to complete their lesson series because they moved (n = 16), or they were making progress but unable to complete the lesson series due to reasons beyond the control of the school. If all 195 students are considered, the outcomes for 2016-2017 are as follows (as illustrated in Figure 4 and delineated in Table 14):

- Sixty-three (63) students or **32.3%** made accelerated progress thereby discontinuing their lesson series and able to participate in classroom programs without the need to extra individual support.
- Forty-three (43) students or **22.1%** made substantial progress and were recognized as requiring longer term support.
- Fifty-eight (58) students or **29.7%** made limited progress and were recommended to receive specialist support.
- Sixteen (16) students or **8.2%** were unable complete their lesson series because they left the school (i.e. moved).
- Fifteen (15) students or **7.7%** were progressing but unable to continue in their lesson series due to reasons beyond the control of the school.

Figure 5: Outcomes for all IPLÉ students in 2016-2017

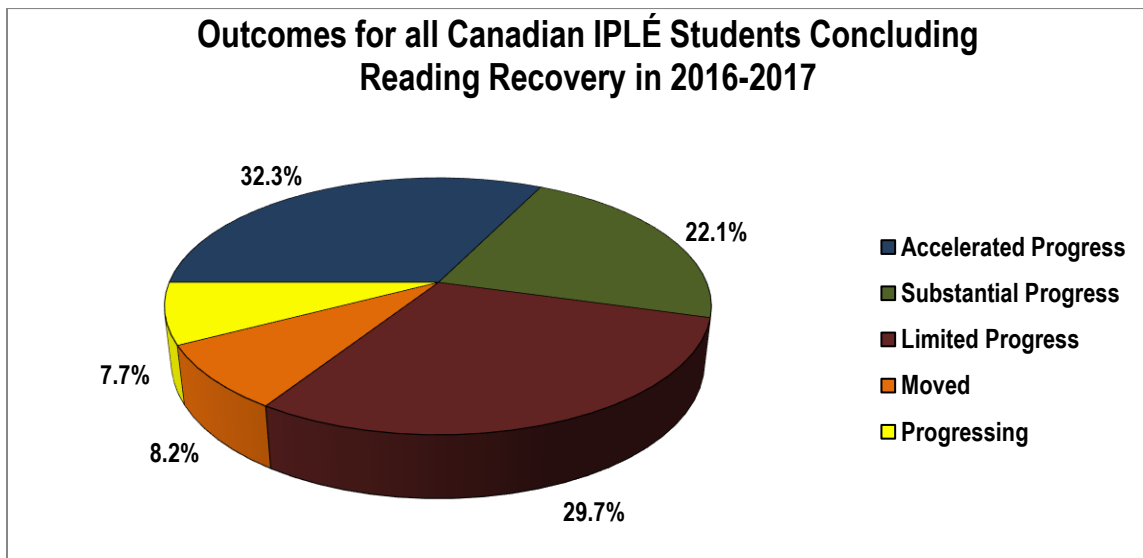


Table 14: Outcomes for Canadian IPLÉ students by entry status during the 2015-2016 school year

Outcome	Entry Status			Students leaving IPLÉ in 2016-2017
	Carried over from previous year	Entered IPLÉ this year (i.e., were in Grade 1)	Transferred from another school	
<b>Accelerated Progress:</b> Lessons successfully discontinued	43.2% n = 41	22.0% n = 22	--	32.3% n = 63
<b>Substantial Progress:</b> Recommended as requiring longer-term literacy support	24.2% n = 23	20.0% n = 20	--	22.1% n = 43
<b>Limited Progress:</b> Recommended as requiring specialist support	21.1% n = 20	38.0% n = 38	--	29.7% n = 58
<b>Left the school before completing the lesson series</b>	9.5% n = 9	7.0% n = 7	--	8.2% n = 16

<b>Progressing but not able to be continued</b>	2.1%	13.0% n = 13	--	7.7% n = 15
<b>Lessons to be carried over to the 2016-2017 school year</b>	--	84	--	84
<b>Total no. of IPLÉ students</b>	95	184		279
<i>Data does not include Nova Scotia students due to job action in 2016-2017</i>				

## APPENDICES

## Appendix A: Reading Recovery Outcomes

<b>Accelerated Progress</b>	<p><b>First Successful Outcome: A</b></p> <p>The lesson series is discontinued when a student is able to benefit from the classroom program without the need for supplementary individual support.</p>	<p><b>Accelerated Progress (A)</b></p> <p><i>(IPLÉ = A)</i></p>	<p>Recommendations for Discontinuing Prior to Final Assessment suggest (and results from the Final Assessment confirm) the child has made <b>accelerated</b> progress and will be able to benefit from classroom instruction without the need for additional individual support.</p> <p>The lesson series is <b>discontinued</b> if:</p> <ul style="list-style-type: none"> <li>• <b>Instructional Text Level: level 16 or higher</b></li> <li>• <b>Writing Vocabulary: stanine 5 or better</b></li> <li>• <b>Most other scores: are stanine 5 or higher</b></li> </ul>
<b>Recommended: Substantial or Limited Progress</b>	<p><b>Second Successful Outcome: RS</b></p> <p>It is recognized early in the child's school career that some extra support will be required and it is recommended the child receive longer term support.</p>	<p><b>Substantial Progress (RS)</b></p> <p><i>(IPLÉ = GS)</i></p>	<p>Teacher observation and records suggest the child has made substantial progress and will be able to benefit from classroom instruction with some extra attention from the classroom teacher and opportunities for a high volume of daily reading and writing (time on task). It is <b>recommended</b> the child receive longer term support.</p> <ul style="list-style-type: none"> <li>• <b>Instructional Text Level: level 11 to 15</b></li> <li>• <b>Writing Vocabulary: stanine 3 or 4</b></li> <li>• <b>Other stanine scores: most are stanine 3 or 4</b></li> </ul>
	<p><b>Second Successful Outcome: RL</b></p> <p>It has been recognized early in the child's school career that some extra literacy support will be required and thus the recommendation for longer term specialist support is made.</p>	<p><b>Limited Progress (RL)</b></p> <p><i>(IPLÉ = PL)</i></p>	<p>Records of progress suggest the child will require more time and additional specialist support. It is <b>recommended</b> the child receive specialist and longer term support.</p> <ul style="list-style-type: none"> <li>• <b>Instructional Text Level: level 10 or lower</b></li> <li>• <b>Writing Vocabulary: stanine 1 - 3</b></li> <li>• <b>Other stanine scores: most are stanine 1 or 2</b></li> </ul>
	<p><b>Incomplete Lesson Series: M</b></p>	<p><b>Moved (M)</b></p> <p><i>(IPLÉ = D)</i></p>	<p>Children who have moved away from the school during their lesson series.</p>
	<p><b>Incomplete Lesson Series: P</b></p>	<p><b>Progressing but Unable to Continue</b></p> <p><i>(IPLÉ = P)</i></p>	<p>Children who are making progress but are unable to continue in their lesson series due to circumstances outside of the school's control. (e.g. no teacher available, parents withdrew child)</p>

## Appendix B: Longitudinal Data for Reading Recovery in Canada 1995-2017

School Year	Lesson series discontinued	Recommended for specialist or longer-term support in literacy		Left the school before completing the lessons series	Progressing but not able to be continued for other reasons	Total number of Reading Recovery students whose lesson series was concluded.
1995-1996	68.7%	17.8%		6.1%	7.4%	2,499
1996-1997	71.8%	17.4%		6.4%	4.4%	4,593
1997-1998	73.2%	18.5%		5.1%	3.3%	6,237
1998-1999	73.2%	18.5%		4.9%	3.4%	7,039
1999-2000	73.0%	19.0%		4.6%	2.9%	8,626
2000-2001	71.2%	20.4%		4.8%	3.6%	10,615
2001-2002	71.0%	21.1%		4.7%	3.2%	11,316
2002-2003	70.0%	22.8%		4.0%	3.2%	11,629
2003-2004	68.8%	23.5%		4.3%	3.4%	11,450
2004-2005	69.7%	23.1%		4.5%	2.9%	11,809
2005-2006	68.3%	24.3%		4.6%	2.9%	11,699
2006-2007	67.0%	25.5%		4.1%	3.5%	11,350
2007-2008	64.5%	27.9%		4.5%	3.1%	11,133
2008-2009	64.8%	27.5%		4.1%	3.7%	11,529
2009-2010	64.8%	27.4%		4.0%	3.8%	11,156
2010-2011	61.9%	27.0%		3.5%	7.6%	11,533
2011-2012	63.2%	24.7%		4.6%	5.5%	8,258
2012-2013	65.3%	24.7%		4.5%	5.5%	6,390
2013-2014	62.3%	26.3%		4.2%	7.2%	5,138 <sup>a</sup>
Renaming and disaggregation of students <i>recommended for more support</i>	Accelerated Progress	Substantial Progress	Limited Progress	Moved	Progressing but not able to continue	
2014-2015	58.7%	12.8%	18.7%	4.8%	5.1%	5,439 <sup>a</sup>
2015-2016	53.1%	14.0%	21.7%	4.9%	6.4%	6,326 <sup>b</sup>
2016-2017	54.9%	12.9%	21.6%	5.3%	5.2%	5,285 <sup>c</sup>
<b>Average and total over time</b>	<b>66.8%</b>	<b>23.0%</b>		<b>4.5%</b>	<b>4.1%</b>	<b>191,049</b>

<sup>a</sup> does not include British Columbia data

<sup>b</sup> includes partial data from Ontario

<sup>c</sup> does not include Nova Scotia data

Appendix C: Ten Year Comparison for Reading Recovery in Canada 2006- 07 to 2016-17

