

# Reading Recovery



## English Implementation Site Report 2013-2014



Education and Early  
Childhood Development  
English Curriculum





2014

**Prince Edward Island  
Department of Education and  
Early Childhood Development  
Holman Centre  
250 Water Street, Suite 101  
Summerside, Prince Edward Island  
Canada, C1N 1B6  
Tel: (902) 438-4130  
Fax: (902) 438-4062  
[www.gov.pe.ca/eecd/](http://www.gov.pe.ca/eecd/)**

## TABLE OF CONTENTS

Introduction.....	3
Results for 2013-2014 .....	5
Progress in Reading Recovery® 2013-2014 .....	7
Gender Data for Reading Recovery® .....	9
Relationships with Families .....	10
Provincial Literacy Assessment Results for Former Reading Recovery® Students.....	11
Reading Recovery® Is ... An Investment in Teachers.....	12
Closing Comments.....	13
Appendix A: Background on P.E.I.'s Implementation of Reading Recovery® .....	14
Appendix B: Summary of P.E.I. Reading Recovery® Student Outcomes Over Time.....	15
References.....	16



# READING RECOVERY®

Annual Site Report 2013-2014

*“There is a powerful research base supporting the efficacy of Reading Recovery® specifically, and for expert, intensive tutoring interventions in general. If evidence – scientific research evidence – was the true standard for decisions, then Reading Recovery® and other tutoring interventions would be available for every child who could benefit from them”*  
(Allington, 2005, p.10).



Reading Recovery® was introduced on PEI in September 1998 as part of the Department of Education and Early Childhood Development’s commitment to improving literacy.

To date, almost 4800 Island children have benefitted from the Reading Recovery® intervention.

## Introduction

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 and delivered series of lessons by a specially trained Reading Recovery® teacher. This instruction aligns with grade one and two curriculum outcomes and is supplementary to regular classroom literacy instruction.

## Three major components are necessary to ensure 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

**The full benefits of Reading Recovery® will be most evident and sustainable when all three components are in place.**

## Most children make exceptional progress in Reading

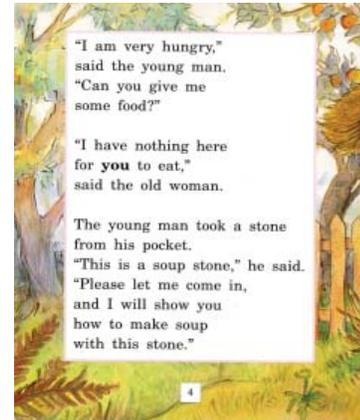
While they may begin lessons able to read...  
(Buffy, Level 2)



Buffy chased a ball.

2

They end their lesson series able to read...  
(Stone Soup, Level 16)



"I am very hungry,"  
said the young man.  
"Can you give me  
some food?"

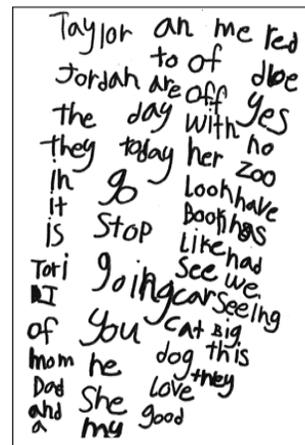
"I have nothing here  
for **you** to eat,"  
said the old woman.

The young man took a stone  
from his pocket.  
"This is a soup stone," he said.  
"Please let me come in,  
and I will show you  
how to make soup  
with this stone."

4

## And in Writing

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



## ...and all children progress

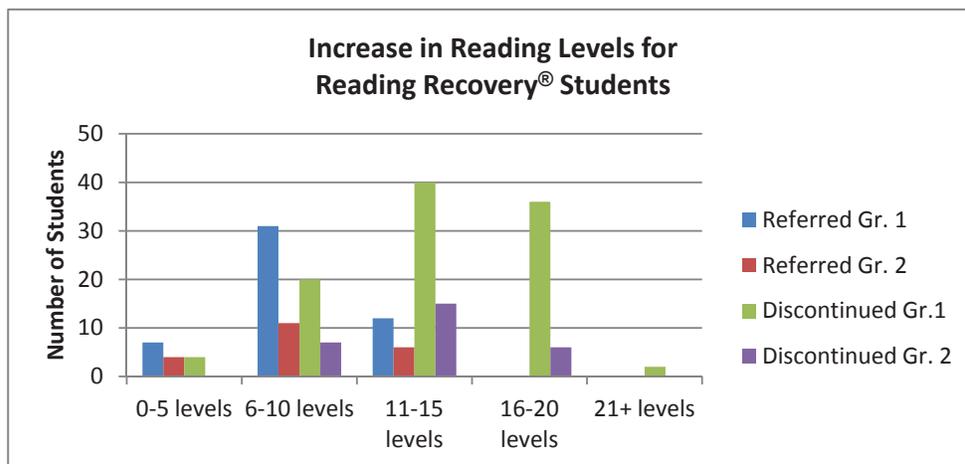
Children who **discontinued** lessons are recognized as making **exceptional progress**, while the referred group falls into two categories:

- 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.

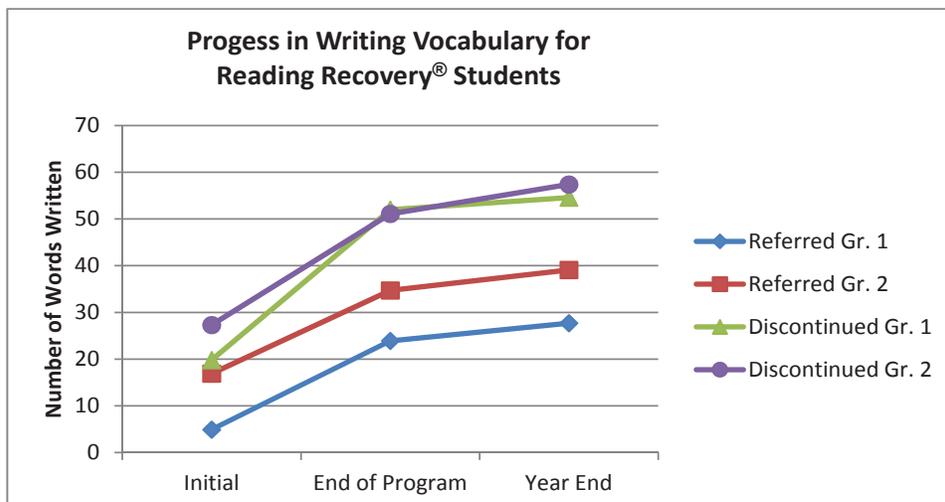
## Results for 2013-2014

All students in Reading Recovery® make progress in both reading and writing. Illustrated in the figures below, is the progress made by four groups of students in Instructional Text Level and in the Writing Vocabulary task (the number of words the student is able to write in 10 minutes). The four groups represented in the figures are: the grade one and two Reading Recovery® students who made substantial or limited progress (referred) and the grade one and two Reading Recovery® students who made exceptional progress (discontinued). As highlighted in Figures 1 and 2, it is interesting to note that the grade one discontinued students showed the most significant increase in number of reading levels and writing vocabulary words. Though not as pronounced, all referred students made gains in reading and writing which enabled them to benefit from classroom instruction.

**Figure 1: Increase in Reading Levels**



**Figure 2: Increase in Writing Vocabulary**



Another way to look at the growth in reading for children who completed their series of lessons in Reading Recovery® is an examination of change over time in text levels. In order for students to be discontinued from Reading Recovery®, they need to be reading at an instructional level of 16 (or 18 if completing program in grade two). In addition, provincial Benchmark reading expectations for grade one students in June is Level I (15-16) and for grade two students, Level M (22).

Figure 3 shows the growth in text reading level for all children who completed their series of lessons in Reading Recovery® before the end of June 2014. Grade one and two discontinued students were reading within the average band of their respective grades at the end of program and continued to make progress, maintaining grade level expectations at year end. Students who were referred made significant gains during their lesson series, and were able to maintain or continue to show progress after the end of their program.

Figure 3: Text Reading Scores at Initial, End of Program, and Year End

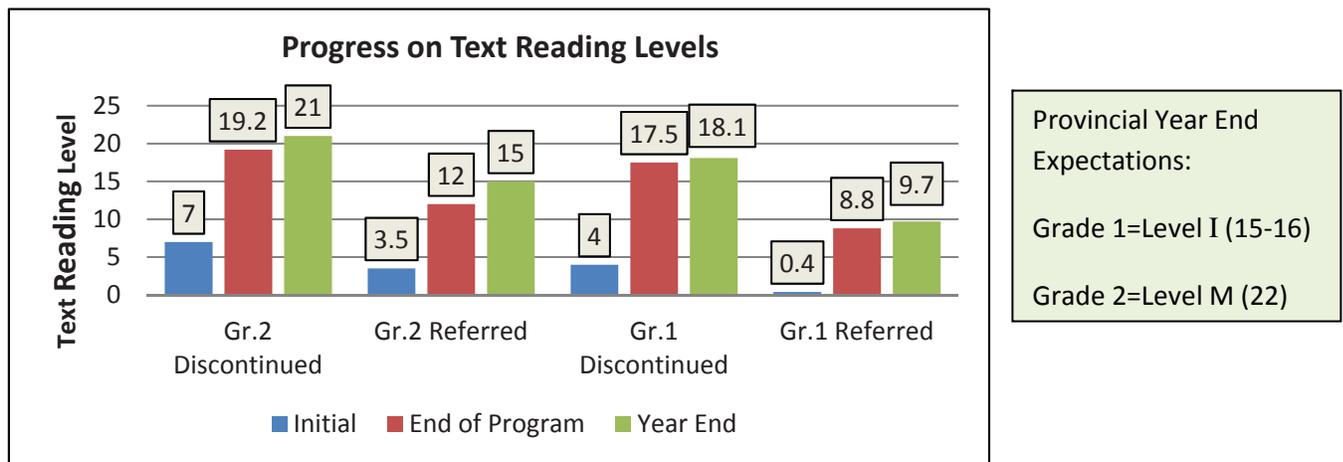
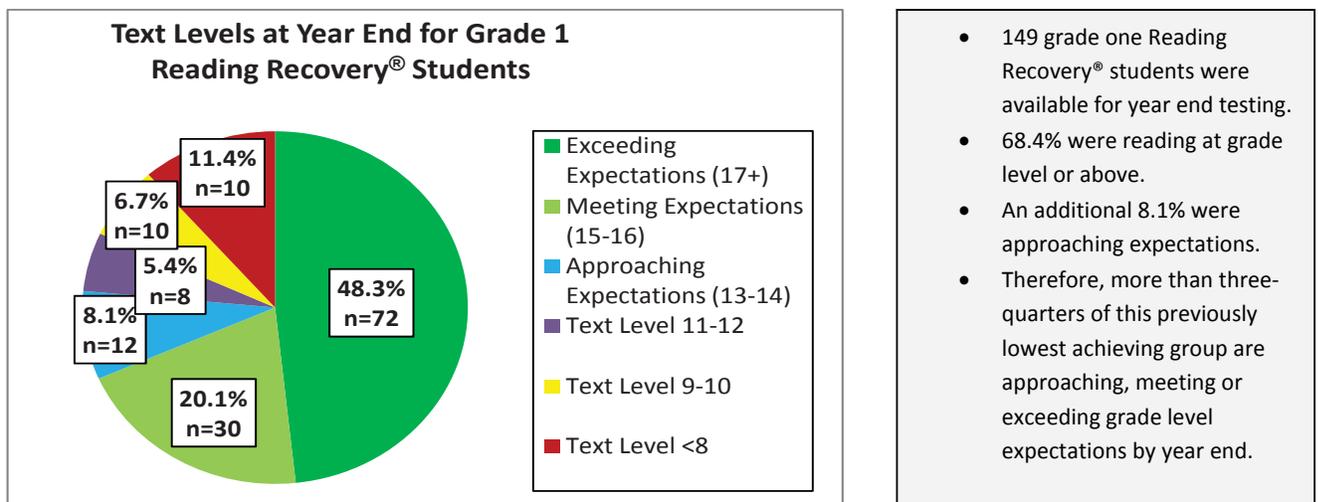
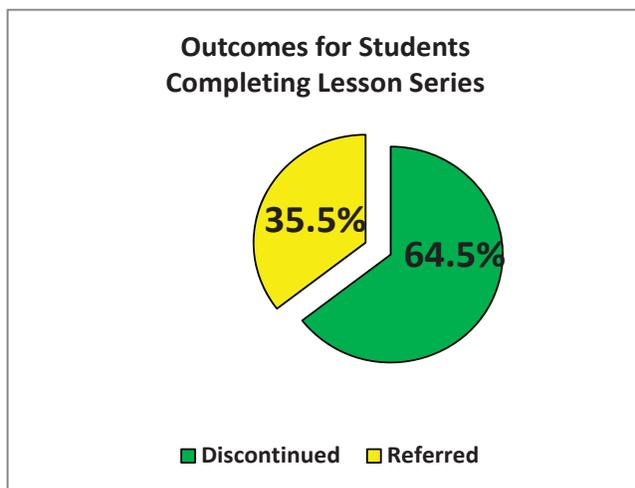


Figure 4: Analysis of Grade One Text Reading



# Progress in Reading Recovery®

Figure 5: Students With Complete Programs



Total Number of Students in Reading Recovery® = 269

- Grade one = 218
- Grade two carry-overs = 51

Of the 218 grade one students in program, 55 will complete their series of lessons in 2014-2015.

PEI grade one population (English) = 1060

Percentage of grade one population served in Reading Recovery® overall = 20.8%

Percentage of grade one students who could have benefitted from Reading Recovery® had space been available = 6.4% (n=68)

\*\*See Appendix A and B for a historical perspective of results and details.

**Successfully discontinued** children were reading at text level 16 or above in grade one and at a text level 18 or above in the first part of grade two. These text levels indicate and help ensure that the children have attained an effective literacy processing system that will enable them to work independently in the class and to continue to learn from strong classroom instruction. Figure 5 indicates that most children are able to achieve accelerated progress and develop effective problem-solving strategies in reading and writing. In 2013-2014, 64.5% of Prince Edward Island's Reading Recovery® children, with a full series of lessons, were successfully discontinued (n=131).

While benefitting from Reading Recovery®, 35.5% (n=72) of 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.

*"Reading Recovery® is a bridge between classroom teaching on the one hand, and special needs provisions on the other. It is designed to be proactive and preventative. It delivers student engagement in schooling early on because students become successful early on. It reduces what we all know to be the self-perpetuating, self-perception of students who identify those classmates who "can-do" class work and those who cannot. Stopping that can-do/can't-do gap from forming enables all students to begin to learn together sooner, to begin to collaborate more successfully sooner, and to become successful together sooner. It keeps those who may initially be perceived as can't-do's from remaining can't-do's" (Sharratt, Coutts, Hogarth, & Fullan, 2013, p.54).*

Therefore, there are two positive outcomes for Reading Recovery® children. “One is that children are able to continue their learning supported by the regular classroom program. The other is that children are successfully identified as needing further help with literacy learning and that after twenty weeks of individual instruction are referred for long term literacy support” (Canadian Institute of Reading Recovery®, 2006, p.12).

**Table 1: Progress of Children Concluding Reading Recovery® in 2013-2014**

Type of outcome	Entry Status			Percentage of children leaving RR in 2013-2014
	Carried over from previous year	Entered RR this year	Transferred from another school	
Successfully discontinued	<b>57.4%</b> n=27	<b>63.0%</b> n=102	<b>40.0%</b> n=2*	<b>61.2%</b> n=131
Referred for longer term literacy support	<b>42.6%</b> n=20	<b>30.2%</b> n=49	<b>60.0%</b> n=3**	<b>33.6%</b> n=72
Left school before completing the program	<b>0%</b>	<b>0.6%</b> n=1	<b>0%</b>	<b>0.5%</b> n=1
Progressing but unable to continue	<b>0%</b>	<b>6.2%</b> n=10	<b>0%</b>	<b>4.7%</b> n=10
Total #RR children	<b>47</b>	<b>162</b>	<b>5</b>	<b>100%</b> n=214
Lessons to be carried over to the 2014-2015 school year	--	n=55	n=0	<b>To appear in 2014-2015 data</b>

\* Two grade 2 students

\*\* One grade 1 student/Two grade 2 students

Table 1 above specifies outcomes based on three distinct categories of students based on entry status: (1) Grade 2 or ‘carry-over’ children who were completing their series of lessons which had begun in the spring of the previous school year; (2) Grade 1 children who entered Reading Recovery® this year; and (3) Children who transferred from another school after their series of lessons had begun.

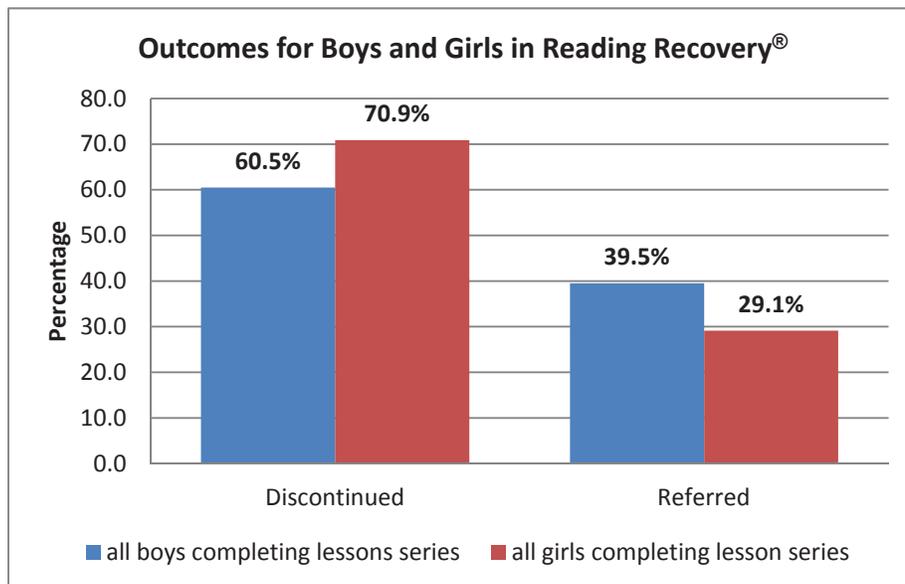
The data shows a decrease in the percentage of children who successfully discontinued in comparison to 2012-2013. Grade one children achieved similar results to last year, while the carry-over students were less successful. An unusually high number of storm days impacted the daily teaching of children and may have had an adverse effect on student success.

- Reading Recovery® is implemented in 36 of 37 Island schools with a grade one population in English.
- On average, approximately 68% of children in Reading Recovery® on Prince Edward Island have been successfully discontinued since 2000-2001.
- 27.7% of the referred grade ones were either approaching or meeting grade level expectations in reading by June 2014.
- Administrators rated Reading Recovery® 4.6 out of a possible 5 on feedback surveys in June 2014.

## Gender Data for Reading Recovery®

Of the 203 children with a complete series of lessons, 61.1% were boys and 38.9% were girls. In 2013-2014, there were significantly more boys than girls accessing Reading Recovery® lessons. The data demonstrates that a greater percentage of girls were successfully discontinued.

Figure 6: Gender Comparison by Reading Recovery® Outcome



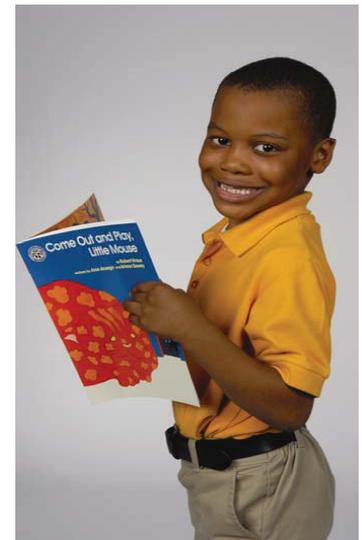
### Time spent in Reading Recovery®

During the 2013-2014 school year, children received between 65 and 77 30-minute lessons extended over 18 to 22 weeks in order to complete the program. This is equivalent to 6 to 8 full days of school in order to develop a reading and writing process that will enable the children to fully benefit from classroom instruction. When looked at from this perspective, one can see the results of short-term investment for long-term gains.



## Relationships with Families

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.



## A Letter from Parents of a Reading Recovery® Student

*Dear Reading Recovery Teacher;*

*We have been able to witness first-hand the importance and value of the Reading Recovery program and we are confident that our daughter's literacy needs would not have been met without the support of this program. Our daughter is one of the younger children in her class and she experienced significant separation anxiety when she began Kindergarten last year, which resulted in many missed school days and difficulty reaching the minimum criteria for enter grade 1 successfully. With the support of the Reading Recovery teacher, our daughter went from a Level 9 to a Level 17 in 10 weeks. Our daughter required this one-on-one attention during the school day to successfully overcome her literacy difficulties.*

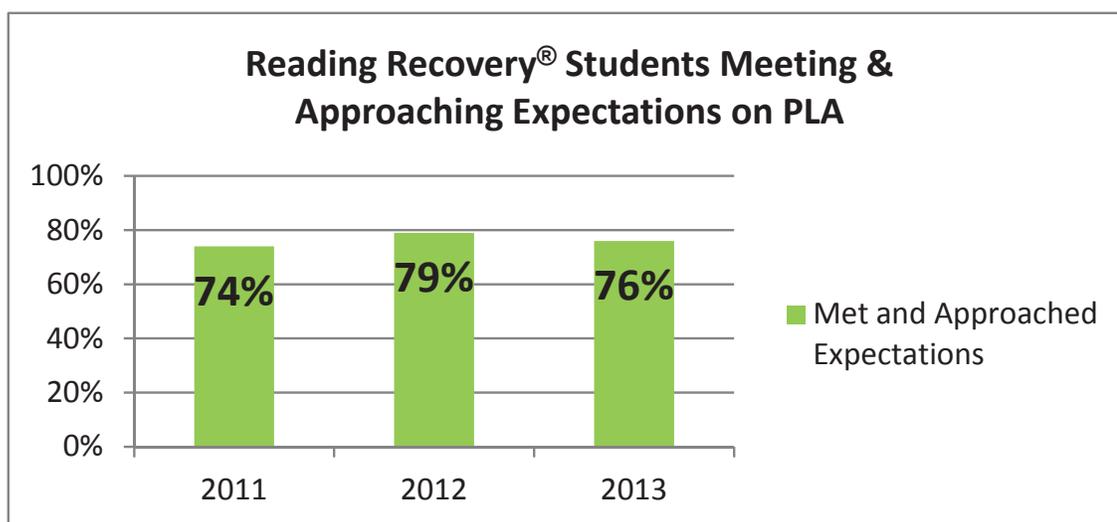
*As parents, we attempted to spend more time and emphasis on reading and writing at home to assist with her literacy outcomes. However, by the end of the day, our daughter was tired and unable to focus the attention needed to do these tasks. Pushing her through exhaustion would have simply created a dislike and lack of interest in reading. Instead we have witnessed an increased desire to read and a real sense of pride and accomplishment when she is reading and writing. Our once disinterested, frustrated girl now has a love of reading, writing, and books. We hope to encourage and support her to continue in this vein.*

*Thank you for your time,  
Parents of a grade one PEI student, 2014*

## Provincial Literacy Assessment Results for Former Reading Recovery® Students

In 2013, 169 Reading Recovery® students participated in the Primary Literacy Assessment (PLA). Of this group, 134 students had been successfully discontinued from Reading Recovery® and 35 had been referred for longer term support. The majority of students who wrote the PLA in 2013 had completed their series of lessons in Reading Recovery® during their grade one year (n=124). The remaining 45 students of the 169 were those whose lessons carried over to their grade two year.

Figure 7: Reading Comprehension Results on Primary Literacy Assessment



As demonstrated on Figure 7, the PLA results over the last 3 years show that approximately three-quarters of all Reading Recovery® children (successfully discontinued and referred) were meeting or approaching expectations in reading comprehension at the conclusion of their grade three year. Within the group of Reading Recovery® children who wrote the PLA in 2013, 86% of the grade one successfully discontinued students (n=101) were meeting or approaching expectations. This is significant considering they were the lowest performing students while in grade one.

Although it is difficult to determine lasting effects of the Reading Recovery® intervention based on an assessment that occurs in the grade three year, the PLA results do provide useful data to Reading Recovery® professionals. For example, former Reading Recovery® students seem to be less successful on the Personal Expressive and Transactional Writing portion of the assessment. In response to this data, Reading Recovery® Teacher Leaders planned and delivered professional development in-service sessions that focused on improving the teaching of writing within a Reading Recovery® lesson. Following this year-long focus, many Reading Recovery® teachers commented that they noted a shift in the quality of writing from their students. In the 2014-2015 school year, best practices in writing will continue to be a focus.

## Reading Recovery® Is ... An Investment in Teachers

*“Reading Recovery is a powerful catalyst for change in both student learning and teacher efficacy. It is cost-effective when trained teachers are able to utilize their skills daily in their other teaching assignments, share their practice with colleagues, and cycle back into regular classrooms after 4 or 5 years so that others can be trained” (Sharratt et al, 2013, p.55).*



Reading Recovery® recognizes and values the need for highly qualified teachers and represents an investment in our most valuable resource, children, to affect long-term change. The Prince Edward Island Department of Education and Early Childhood Development has made a commitment to provide annual training to teachers to enable schools to increase capacity and allow for flexible movement of trained teachers into other roles within the system. This training contributes to a cadre of professionals who subsequently work as/with classroom teachers, literacy coaches, resource teachers, and Primary Literacy Intervention teachers. The powerful professional development model in Reading Recovery®, therefore, positively benefits the whole educational system.

During the 2013-2014 school year, 9 teachers in training, 31 continuing contact teachers and 2 Teacher Leaders supported the implementation of Reading Recovery® in 36 Island schools.

**Teachers in Training** attended 4 half-day sessions on assessment and participated in 18 in-service sessions over the course of the year. At each session, teachers viewed and discussed 2 live lessons delivered by their colleagues. This inquiry-based training model enables teachers to meld theory and practice.

**Continuing Contact groups** met a total of 8 times throughout the year. At each session, teachers continued to observe 2 live lessons delivered by their colleagues, tussled with problems, debated the most powerful teaching decisions, and discussed implementation issues using theory and reflecting on their own practice.

Data is gathered for each student at entry, exit, and year end by **all** teachers and Teacher Leaders. All teachers received in-school visits and support by **specially trained Teacher Leaders** who in turn receive support by **Reading Recovery® Trainers**.

## Closing Comments

The 2013-2014 data indicates that Reading Recovery® is making student achievement in literacy accessible to those lowest performing children.

- 76.5% of grade one Reading Recovery® students were **approaching, meeting or exceeding** grade level expectations in text reading at year end.
- It is notable that almost half of the grade one students who entered Reading Recovery® were actually **exceeding** grade level expectations in reading at year end.
- The percentage of children who successfully discontinued in 2013-2014 is slightly lower (61.2%) than usual. Possible contributing factors include: high number of school closures due to storms; higher number of children with incomplete programs due to Reading Recovery® being cut for 2014-15 school year at certain small schools; and almost 44% of schools were unable to meet the needs of their grade one population.

In addition to increasing the likelihood that every child can be a reader, Reading Recovery® substantially reduces the long-term cost of these learners to the system. A significant amount of research now indicates that early reading difficulties can be prevented through appropriate instructional interventions. In this way, Reading Recovery® fits within a preventative and proactive instructional model.

Prince Edward Island's implementation of Reading Recovery® has made and continues to make a dramatic and significant impact on teaching and learning in this province. Reading Recovery® is one of the critical components in a strong, comprehensive literacy plan. It acts as a safety net in bringing all students to literacy. It should be seen working at several levels: with children, with teachers, in schools and in the total education system to dramatically reduce the number of children who are experiencing reading and writing difficulties.

*“Reading Recovery, in our opinion, is a must for all school districts who want to make a difference in all students’ lives...So, we need to counter the critics, the nay-sayers and those who would choose weak interventions by presenting clear evidence and ‘putting FACES on the data’. We need to recognize the successes that Reading Recovery has already delivered. Decision makers must recognize and act on the knowledge that Reading Recovery makes a real difference. To continue to use less-effective methods for intervening to develop and ensure early reading success is inexcusable and does harm to both the future of scores of children who miss out and ultimately our society whose vitality relies on a literate citizenry” (Sharratt et al, 2013, p.59).*

### *Comments from Administrators:*

*“Reading Recovery is one of the components we need to be an ‘effective’ school. It provides schools with a response for students who need reading support. It brings ‘expertise’ to schools”.*

*“Reading Recovery supports our literacy initiative for school wide improvement in the area of reading. If students have a strong foundation in grade 1 it will set them up for success in the upper grades”.*

*“Reading Recovery turned a student with reading/writing difficulties from a non-reader to an able and confident reader. The key is catching them early”.*

## Appendix A: Background on P.E.I.'s Implementation of Reading Recovery® (English)

A plan was developed to implement Reading Recovery® as a provincial literacy initiative in 1998-1999. The following table outlines major developments in the years 1998-2014.

	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Number of Schools Involved	11	27	44	44	44	44	44	40	44	43	40	36*	35**	36	36	36
Number of Students in Program	64	219	347	380	399	387	372	347	363	350	328	323	302	304	277	269
Number of Teachers in Training	11	16	11	9	10	9	8	7	13	12	11	9	0	13	8	9
Number of Continuing Teachers	0	11	26	33	33	36	36	35	37	35	33	34	39	26	32	31
Number of Teacher Leaders	1	2	1	1	2	2	2	2	2	2	2	2	1	2	2	2
Teacher Leaders in Training	1	0	0	0	0	1	1	1	0	0	0	0	1	0	0	0
Number of Teacher Training Centers	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2

\* Closure of 8 small schools

\*\* No training group

## Appendix B: Summary of P.E.I. Reading Recovery® Student Outcomes Over Time

This table represents a historical perspective of student outcomes from 2000 to 2014.

	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Successfully Discontinued (%)	76.1	68.2	65.8	67.0	66.8	70.0	68.4	70.0	72.7	67.5	64.0	68.2	65.5	61.2
Referred (%)	18.0	21.2	27.7	28.4	27.6	24.9	27.3	27.3	25.8	29.7	33.5	27.2	29.6	33.6
Left school before completing program (%)	1.4	5.7	1.9	0.4	3.3	1.8	1.3	1.2	0	2.4	1.7	3.3	1.8	0.5
Progressing but unable to continue (%)	4.5	4.9	4.6	4.3	2.3	3.3	3.0	1.5	1.5	0.4	0.8	1.3	3.1	4.7
Total # RR students with complete programs	209	219	243	269	307	277	297	267	267	249	239	239	223	214
Percentage of grade one population served	-	15.0	17.0	19.0	24.0	25.9	28.9	30.2	23.8	23.3	19.0	23.1	20.7	20.8

## References

- Allington, R.L. (2005). How Much Evidence Is Enough Evidence? *The Journal of Reading Recovery*<sup>®</sup>, 4(2), 8-11.
- Canadian Institute of Reading Recovery<sup>®</sup>. *Canadian Institute of Reading Recovery<sup>®</sup> Standards and Guidelines Based on the Principles of Reading Recovery<sup>®</sup>*, Third Edition (2006). Montreal, Canada.
- Clay, M. M. (2005). *An Observation Survey of Early Literacy Achievement*. Auckland, New Zealand: Heinemann Education.
- Reading Recovery Council of North America, *A Principal's Guide to Reading Recovery*. (2002). Columbus, Ohio.
- Sharratt, L. & Fullan, M. (2009). *Realization: The Change Imperative for Deepening District-Wide Reform*. Thousand Oaks, CA: Corwin.
- Sharratt, L, Coutts, J., Hogarth, B., & Fullan, M. (2013). Reading Recovery<sup>®</sup>: A high return on investment for cost-conscious and student achievement-oriented education systems. *The Journal of Reading Recovery*<sup>®</sup>, 13(1), In Press.
- Simpson, A. & Montgomery, M.M. (2007). Reading Recovery<sup>®</sup> Professional Development Meets the Standard. *The Journal of Reading Recovery*<sup>®</sup>, 6(2), 36-40.