



Education and Early
Childhood Development
English Programs

Reading Recovery[®]



*English Implementation
Site Report
2011-2012*



2012
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P.E.I. Department of Education and Early Childhood Development
Reading Recovery[®] English Implementation Data
2011-2012

Executive Summary

“Reading Recovery steps into a child’s life at a critical time – before the cycle of failure begins. It remains worldwide as an example of the most powerful, effective staff development program available, yielding the best-trained teachers of reading in their districts, and compared to other programs that go on for years and never get children reading on grade level, Reading Recovery is a bargain” (Diakiw, 2012).

Reading Recovery[®] is an effective, early literacy intervention designed to dramatically reduce the number of children with reading and writing difficulties within an education system. It identifies the lowest-achieving grade one students and delivers a short-term (12-20 weeks) series of lessons. Specially trained Reading Recovery[®] teachers work individually for 30 minutes per day with these students to help them develop effective strategies for reading and writing.

There are two positive outcomes for children involved in the Reading Recovery[®] program.

- Most children who receive daily, individual lessons are able to accelerate their progress and catch up to the average or above of their classes within 12-20 weeks and are successfully discontinued from the program.
- Those children who do not reach average performance levels within this specified time frame often do learn how to read with more time and more support. They are identified early as needing longer term support, and information about how they learn is available to develop further appropriate interventions.

The 2011- 2012 English Reading Recovery[®] Site Report for Prince Edward Island is the fourteenth in an annual series of reports intended to:

- 1) describe the implementation of Reading Recovery[®] and its outcomes
- 2) document the growth of Reading Recovery[®] provincially.

Prince Edward Island Coverage

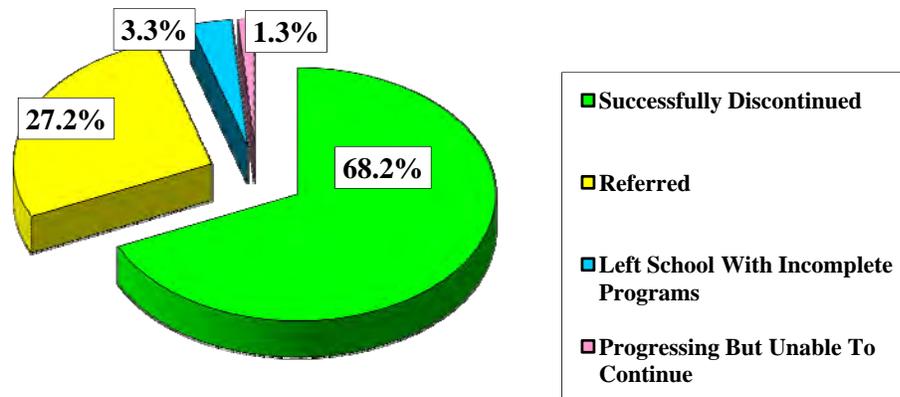
During the 2011-2012 school year:

- Two Teacher Leaders in one training centre implemented Reading Recovery[®] within the province and provided ongoing support to Reading Recovery[®] teachers.
- 39 Reading Recovery[®] teachers (13 teachers in training and 26 continuing teachers) provided Reading Recovery[®] instruction for 304 students in 36 schools.
- The percentage of grade one students receiving Reading Recovery[®] in 2011-2012 was 23.1% (an increase of 4.1%), which indicates improved support and access for those struggling with literacy learning.

Students' Progress in Reading Recovery®:

Of the 304 students who received Reading Recovery® in Prince Edward Island in 2011-2012, 239 ended their program by June 2012. Sixty-five children will be carried over to the next school year and their results will be reported in the 2012-2013 site report. A small number of children either moved or were not able to complete their programs (n=11) in 2011-2012. The outcomes for the 239 children concluding their Reading Recovery® programs in 2011-2012 are illustrated in Figure 1.

Figure 1: Provincial Outcomes For All Reading Recovery® Students



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. Most children receiving Reading Recovery® were able to achieve accelerated progress and developed this effective processing system in reading and writing: 68.2% (n= 163).

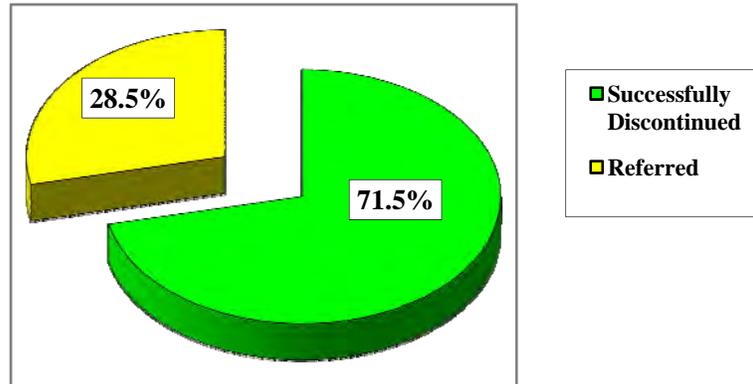
Children who were **recommended as requiring specialist help or longer-term reading and writing support** (i.e. **referred**) had not reached average levels of performance within the time guidelines. These children who are referred are advantaged by being identified early and receiving specialist help or longer-term support: 27.2% (n=65).

Children who **left school with incomplete programs** moved away from the school providing the intervention before the series of lessons was completed. This accounts for 3.3% of students served in Reading Recovery® in 2011-2012. Most of these students who left however, arrived at another PEI school and completed their series of lessons at the new location (6 out of 8).

Children who were **progressing but unable to continue** had their series of lessons ended due to severe medical/behavioral/emotional issues. During this school year, a small percentage (1.3%) fell into this category.

Progress data can also be examined in terms of those students who had a complete series of lessons, as shown in Figure 2. Of the 228 students who had a complete series of lessons in Reading Recovery[®], 71.5% were successfully discontinued, while 28.5% had been identified as needing longer term support.

Figure 2: Students With Complete Programs

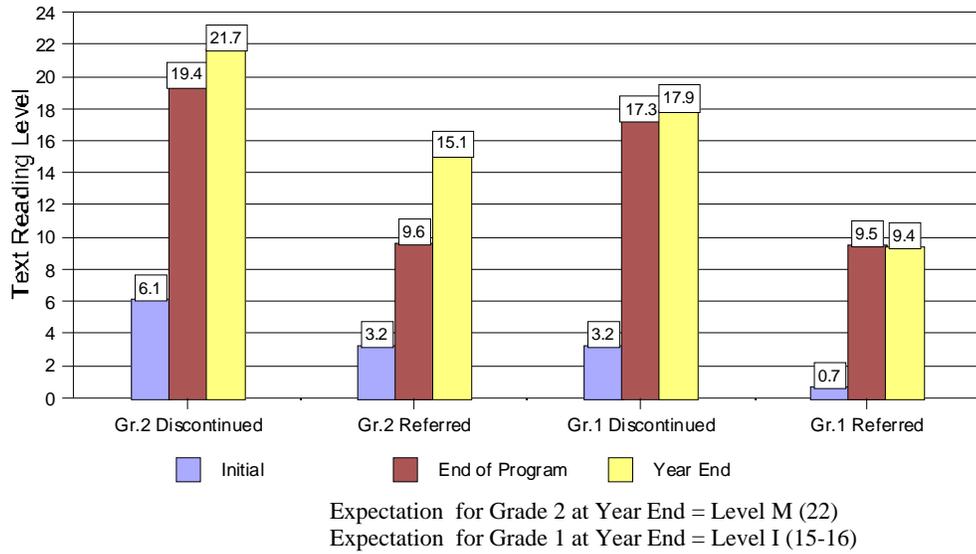


Student Achievement: Closing the Gap for the Most-at-Risk Learners

All Students Make Substantial Gains in Reading Recovery[®]

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 2012. Grade one and two discontinued students were reading within the average band of their respective grades at 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. The grade one referred group generally maintained these gains while the grade two referred group continued to show progress after the end of their program.

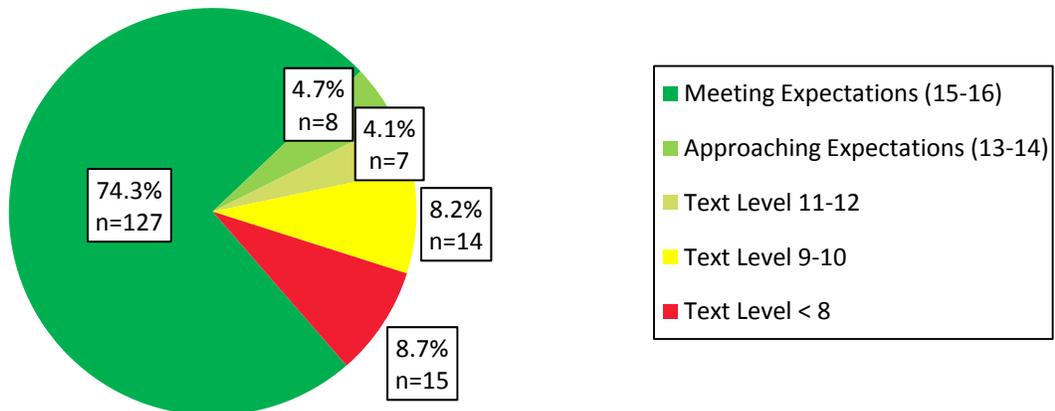
Figure 3: Progress on Text Reading Level



74.3% of Lowest Grade One Students Reading At Level By End-of-Year

In 2011-2012, teachers across the province followed the new Instructional Reading Level Expectations which suggests that average grade one children should read text at Level I (15-16) by the end of first grade. This is a change from previous years where the range for meeting expectations at year end was Independent Reading Level 12-16 for grade one. Figure 4 highlights the performance of grade one Reading Recovery® students by year end. Of the 171 grade one students who completed their series of lessons in 2011-2012, 127 children (or **74.3%**), were reading at grade level by the end of the school year. The effectiveness of this intervention, in collaboration with effective classroom instruction, is highly evident in that approximately three-quarters of the grade one students served in Reading Recovery® were reading at grade level at year end, despite the fact that their entry scores indicated that they were the lowest literacy learners in their grade.

Figure 4: Text Levels At Year End for Grade 1 Reading Recovery® Students



Professional Development: Building Teacher Expertise

The professional development model in Reading Recovery[®] consists of the initial training and on-going structured learning opportunities for all three levels of personnel: the teacher, the teacher leader, and the trainer of teacher leaders. The goal is to develop and deepen teachers' understanding of the reading and writing process in relation to supporting the literacy development of the at-risk children with whom they are working in Reading Recovery[®].

“In a problem-solving model that is based on teaching children, professional development focuses on the expansion of teaching capacity through the development of expertise. Expertise is defined as the ability to solve problems in novel ways, rather than through the skilled use of routine practices or procedures. Professional development is child driven in its implementation and evaluation. Critical factors for a solid framework of professional development are the melding of theory and practice; robust initial training followed by continuing support, collegiality, and guidance; and accountability for children’s progress” (Askew & Gaffney, 1999).

Reading Recovery[®] Teacher Training

Since the initial implementation in 1998-1999, close to 140 Island teachers have participated in the year-long in-service training course for Reading Recovery[®]. 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.

Thirteen teachers were trained in Reading Recovery[®] during the 2011-2012 school year. The training model is an inquiry-based apprenticeship program which is grounded in teachers' observations, conversations, reflection, collaboration, and evidence-based decision making as they link theory with practice. It involves assessment training, 18 half-day in-service sessions (with two teachers teaching 'behind the glass'), and five coaching visits from the Teacher Leader.

“I have become a more reflective teacher ~ on myself and my teaching practices. I feel that I have a better understanding of the reading process and how to meet the individual needs of students. I can take what I learned in Reading Recovery and use it in the classroom” (Reading Recovery[®] Teacher in Training, 2012).

Ongoing Professional Development

After the initial year of training, professional development continues for Reading Recovery[®] teachers and provides a context for deep and embedded learning through monthly in-service sessions and colleague visits. Supported by a community of learners, trained teachers extend and strengthen theoretical understandings to become more effective and efficient as they respond to individual student needs.

“I always learn so much from our meetings and believe that it is the best Professional Development in our province” (Trained Reading Recovery® Teacher, 2011).

A Wider Impact

Reading Recovery® teachers work up to 50% of their instructional time in direct service to students most-at-risk. When the other part of their teaching assignment draws on their expertise, schools reap major benefits and are able to support other literacy needs. The knowledge and skills acquired through the professional development in Reading Recovery® prepares teachers well to go on to a variety of other literacy-related roles such as: literacy coach, K-2 classroom teacher, Primary Literacy Intervention Program teacher, Resource teacher, Guided Reading support, mentor, and consultant. The educational system values the teacher expertise which this training fosters.

“Teachers are appreciative of the extra boost in reading their students receive from R.R. They also benefit from the professional learning involved when they have a child in R.R. as they consult with the R.R. teacher and have the opportunity to observe a lesson”
(Administrator, 2012).

“Reading Recovery teacher helps build capacity within our school by coaching/mentoring other staff” (Administrator, 2012).

Introduction

The primary purpose of this report is to provide information about the operation and implementation of Reading Recovery[®] in English in Prince Edward Island during the 2011-2012 school year and to fulfill the requirements of the Canadian Institute of Reading Recovery[®] for the Prince Edward Island Training Centre. However, the educational landscape in Prince Edward Island is changing. Currently two major educational initiatives have been undertaken to improve and enhance student achievement in Prince Edward Island: The Education Governance Commission Report (March 2012) and a strategic plan to inform Department organizational restructuring. With student achievement as the driving force, several critical components have been identified including: Professional Development, Curriculum, Evaluation and Monitoring, and Policy. As a result, careful consideration was given to reflect how Reading Recovery[®] supports student achievement and aligns with these critical components within a comprehensive literacy initiative that ensures success for all students.

What is 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 and delivered series of lessons by a specially trained Reading Recovery[®] teacher. This instruction aligns very well with grade one and two curriculum outcomes and is supplementary to regular classroom literacy instruction. Because it addresses outcomes, strategies, and assessment that are similar to classroom practice, Reading Recovery[®] students can easily transfer skills in order to perform well back in the classroom. Borman's research showed that "when remedial reading teachers and classroom teachers used a reading curriculum that was the same or similar, they increased the achievement level of all students and reduced the achievement gap between struggling readers and their normally progressing peers" (Allington, 2006).

Reading Recovery[®] acts as a safety net for grade one children who have not responded well to classroom instruction and thus have not developed efficient patterns of learning. With this support, children can make accelerated progress and be brought to the average level of their classmates within approximately 12-20 weeks of individual instruction. The starting point is the child's strengths and instruction is differentiated to accommodate changing individual student needs.

Reading Recovery[®] was developed in New Zealand by educator and psychologist, Dame Marie Clay. It is based on a complex theory and constructivist view of literacy learning. Since 1984, Reading Recovery[®] has also been successfully implemented in Anguilla, Australia, Bermuda, Canada, Denmark, England, Jersey, Northern Ireland, the United States and Wales. In the United States, Reading Recovery[®] is available in Spanish (Descubriendo La Lectura) and, in Canada, Reading Recovery[®] is available in French under the name Intervention preventive en lecture – écriture for both French first-language and French Immersion students in Prince Edward Island and Manitoba.

Reading Recovery[®] is based on the assumption that intensive, high quality intervention during the early years of schooling is the most effective and productive investment of resources (Snow, Burns, & Griffin, 1999). Research indicates that the “gap” in reading widens dramatically after the first year and is hard to close in later grades (Hill, Crevola, 1999; Juel, 1988).

The following key elements of Reading Recovery[®] operate within educational systems:

- Intensive daily one-to-one instruction given by a trained Reading Recovery[®] teacher, for the lowest achieving grade one children.
- A year-long intensive training and continuing professional development of Reading Recovery[®] personnel through which Reading Recovery[®] educators learn and continue to explore proven, research-based theory and procedures.
- Detailed ongoing monitoring of results that provides data to be used for evaluation and improvement.

The Canadian Institute of Reading Recovery[®]

The Reading Recovery[®] network in Canada operates under the Canadian Institute of Reading Recovery[®] (CIRR) on three levels: schools, districts, and regional divisions. The CIRR oversees and supports the operations of Reading Recovery[®], including training and supporting training, and upholding the Standards and Guidelines.

There are four regional divisions that oversee Reading Recovery[®] across Canada: the Atlantic Division in Yarmouth, Nova Scotia (2003); the Central Division in Thornhill, Ontario (1992); the Western Division in Winnipeg, Manitoba (1995); and the Mountain Pacific Division in Vancouver, British Columbia (2009). Each division is responsible for providing the year-long training of teacher leaders, offering ongoing professional development to teachers and teacher leaders, overseeing the work in teacher training centres and schools and working with district administrators in the analysis of data in order to strengthen implementation.

Marie Clay granted the CIRR the right to register the royalty-free trademark *Reading Recovery* for Canada, in order to ensure quality control of this early intervention. The CIRR is a non-profit organization registered as a charity under the Canadian Corporations Act. Its Board of Directors is responsible for organizing 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. Reading Recovery[®] sites need to follow the requirements set forth in the *Canadian Institute of Reading Recovery[®] Standards and Guidelines* (2006) in order to maintain the annually-renewable, royalty-free license for their program.

In 1995-1996, 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[®] has been tracked in Canada on a national basis since 1995-1996, and the results continue to be reported annually in national and provincial reports.

2011-2012 Implementation Discussion

“In a problem-solving model that is based on teaching children, professional development focuses on the expansion of teaching capacity through the development of expertise. Expertise is defined as the ability to solve problems in novel ways, rather than through the skilled use of routine practices or procedures. Professional development is child driven in its implementation and evaluation. Critical factors for a solid framework of professional development are the melding of theory and practice; robust initial training followed by continuing support, collegiality, and guidance; and accountability for children’s progress” (Askew & Gaffney, 1999, p.76).

Reading Recovery® Teacher Training:

Thirteen teachers (11 new and 2 retraining) were trained in Reading Recovery® during the 2011-2012 school year. These teachers taught the Reading Recovery® series of lessons for 25-50% of their day as well as a variety of other assignments within their schools. The training course consisted of assessment training (*An Observation Survey of Early Literacy Achievement*, 2005), eighteen half-day in-service sessions, as well as one additional session for data collection and year-end activities. During the course of the year, bi-weekly sessions were held for the teachers in training. The objective of these sessions was to develop the teachers’ understanding of the reading and writing process in relation to supporting the literacy development of the at-risk children with whom they were working in Reading Recovery®. During each of these sessions, two teachers in training taught one of their students behind a one-way-glass. The other participants observed and discussed the teaching ‘behind the glass’ based on current reading and writing theory used in Reading Recovery® and their growing understandings of what that meant for teaching a particular child. All sessions were conducted by the Reading Recovery® Teacher Leader.

All teachers in training received at least five visits by the Teacher Leader over the course of the training year. Teachers were observed during their thirty minute teaching session with an individual child and this session was followed with discussion and feedback supporting the teachers’ concerns for that particular child’s growth in reading and writing. This discussion and feedback provided the opportunity to strengthen the teaching for other children receiving the Reading Recovery® series of lessons as well.

Of the thirteen teachers, eight received their course completion certificates at the end of the school year. The three others who were newly trained worked with two students per day and will receive their course completion certificate at the end of the next school year.

“I have become a more reflective teacher ~ on myself and my teaching practices. I feel that I have a better understanding of the reading process and how to meet the individual needs of students. I can take what I learned in Reading Recovery and use it in the classroom” (Reading Recovery® teacher in training, 2012).

Ongoing Professional Development:

After their initial year of training, Reading Recovery[®] teachers participate in ongoing professional development sessions eight times annually. This system ensures continuous inquiry and teacher learning to support student outcomes. In 2011-2012, one Reading Recovery[®] Teacher Leader provided ongoing support to a total of 26 Reading Recovery[®] teachers who provided instruction to children in 23 schools in the province.

As continued professional development is an important and essential component of Reading Recovery[®], these previously trained teachers were divided into three groups based on geographic location and each group participated in monthly continuing contact sessions. Continuing teachers participated in some colleague visits and received a consultative visit from the Teacher Leader. Colleague visits provide an opportunity for teachers to work together to support, discuss and problem-solve based on evidence and observation, and to explore procedures and practices outlined in *Literacy Lessons Designed for Individuals: Part Two* (Clay, 2005b). Additional visits by the teacher leader were made when teachers requested consultation around the learning needs of particular children. To date, 139 teachers have trained in Reading Recovery[®], increasing capacity within the educational system as a whole.

“The face to face with other teachers sharing your journey is invaluable...every second is time on task and of direct interest to the participants”. (Reading Recovery[®] Continuing Contact Teacher, 2012)

Reading Recovery Demographic Information:

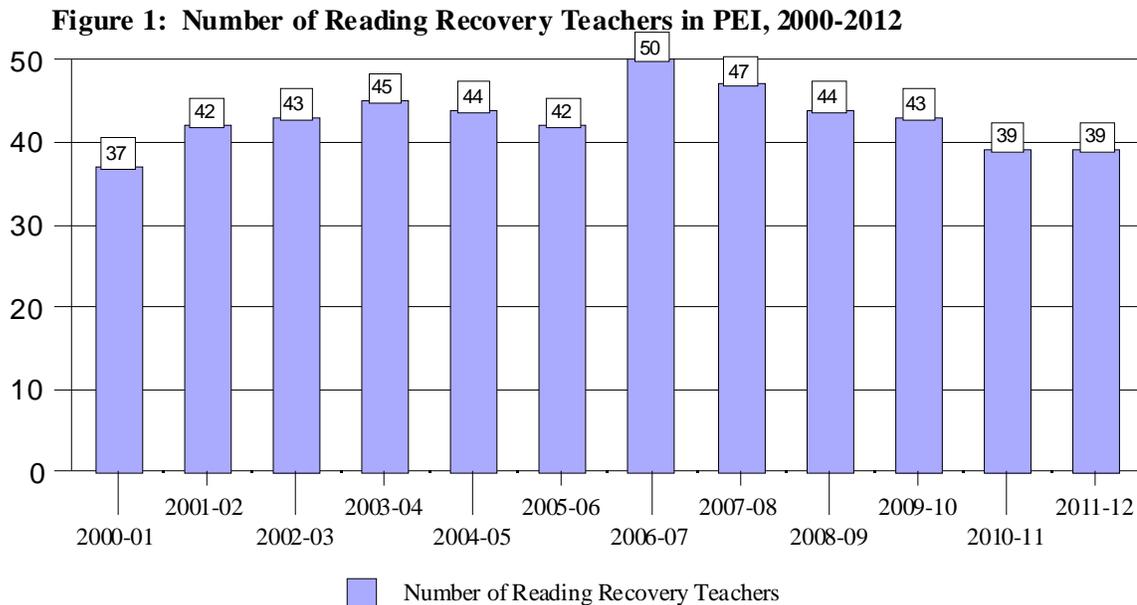
In 2011-2012, all English elementary schools, with the exception of Bloomfield (due to a very small grade one population), had Reading Recovery[®]. Of the 304 children involved in Reading Recovery[®] in 2011-2012, 239 completed the program by June 2012. The remaining 65 children were responding to the series of lessons and are to be carried over into the next school year to complete their program. The data from the 65 carry-over children will be included in the 2012-2013 data summary because their outcomes are unknown at this time.

The grade one population in the 36 schools which offered Reading Recovery[®] totaled 1040 students (52.6% male and 47.4% female). The percentage of the grade one population served was 23.1%. Since this percentage represents an average across the province, it does not indicate what the real needs are for any particular school. A number of schools (n= 9) served from 10%-19.5% of their grade one population. (It is estimated that 20-25% of the population will require this early intervention to get off to a successful start in literacy skill development.) Nine schools represent 25% of the schools delivering Reading Recovery[®] in English, which means that coverage may not have been adequate to meet the needs of the grade one population. Of these nine schools, more than half indicated that they still had children (n=20) needing Reading Recovery[®] at the end of the school year. A few other schools had several children who still needed this literacy intervention but spaces were not available.

“When a school district is able to reach full implementation, the benefits in terms of the numbers of students served and discontinued from Reading Recovery make the investment in the program well worth the dollars” (Gary B. Campbell, Superintendent, Penn Manor School District, 2002).

Growth of Reading Recovery® 2000-2012

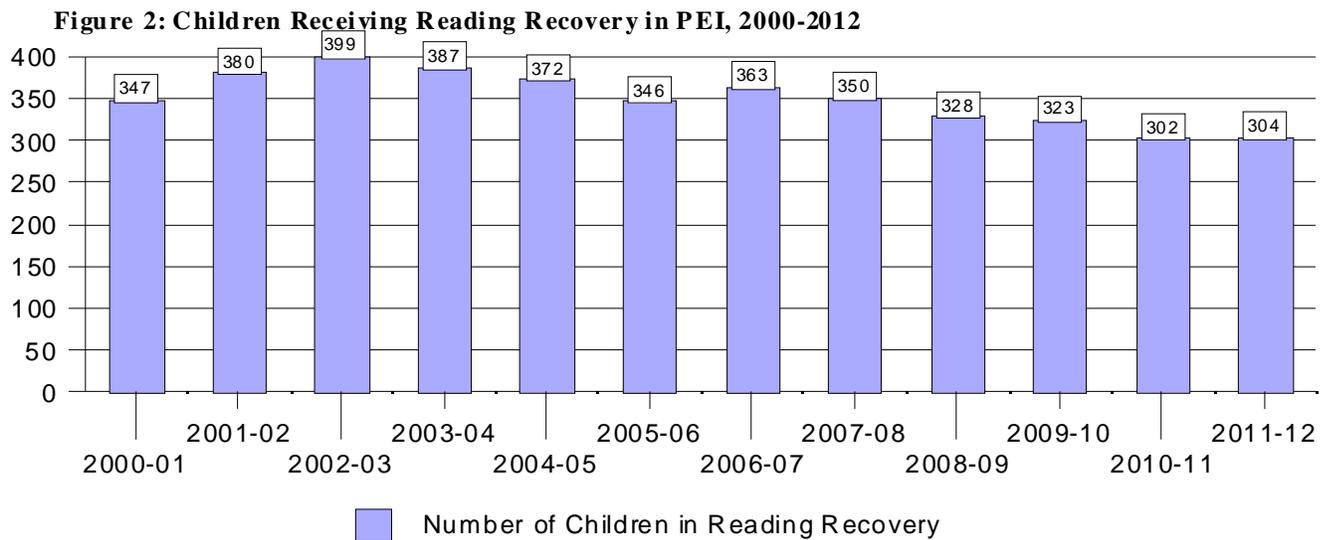
Figure 1 illustrates the number of Reading Recovery® teachers since the 2000-2001 school year in Prince Edward Island.



There was no change in the number of Reading Recovery® teachers from 2010-2011 to 2011-2012. However, thirteen new teachers trained this year. Yearly training of new teachers increases the capacity within the school system in two ways. These teachers acquire extensive knowledge and awareness of early literacy development and how to support struggling learners. It also allows for trained teachers to bring their learning and skills to other roles within the education system, including classroom instruction.

In a study of primary-grade teaching completed by Roehrig, Pressley, and Sloup in 2001, they identified five characteristics of exemplary teachers, and indicated that only 30% fell into the exemplary category. They specifically noted that “the classrooms headed by Reading Recovery-trained teachers were much more like the exemplary classrooms than the bottom 70% of primary-grade classrooms” (Pressley & Roehrig, 2005, p.14). They recommend that there is very good reason to expend resources to evaluate the impact of Reading Recovery® training as professional development for K-2 classroom teachers.

Figure 2 illustrates the number of children who were able to be served in the Reading Recovery® series of lessons.



As shown in Figure 2, the number of children receiving Reading Recovery® provincially essentially remained the same between the 2010-2011 and 2011-2012 school years.

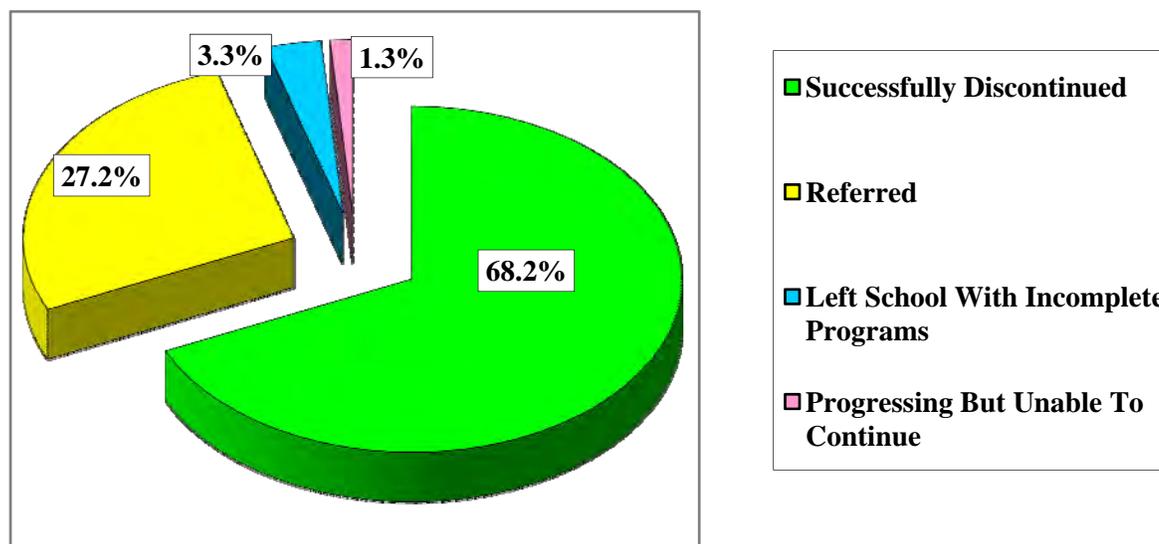
Reading Recovery® Program Results for 2011-2012

“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).

There are two positive outcomes for Reading Recovery® children. First, the majority of children reach the average level or above of their classroom and are successfully discontinued. The second positive outcome of Reading Recovery® is that students who do not reach the average band of their class are identified early for further assessment and/or longer term literacy support. Despite not reaching the average band, these children often make significant gains in all areas of literacy. Many children even reach the average band of their classes by the conclusion of the school year.

Reading Recovery® results have been compiled using data from the 26 Continuing Contact teachers and 13 Teachers in Training. In order to provide an objective assessment for children who are discontinuing, someone other than the Reading Recovery® teacher administers the tasks of the *An Observation Survey of Early Literacy Achievement* (Clay, 2005). This assessment tool is also used with students upon entry to the program.

Figure 3: Provincial Student Outcomes 2011-2012



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. Our data, as shown in Figure 3 and Table 1, indicates that most children are able to achieve accelerated progress and develop effective problem-solving strategies in reading and writing. In 2011-2012, 68.2% of Prince Edward Island's Reading Recovery® children were successfully discontinued (n=163).

Children who were **referred (i.e., recommended as requiring specialist help or longer term reading and writing support)** had not reached average levels of performance within the time guidelines. Of the students who completed programs in Reading Recovery® in 2011-2012, 27.2% had not yet developed an effective processing system after being in the program for at least 20 weeks and thus, were referred (n= 65) for longer term support and/or assessment.

Children who **left school with incomplete programs** moved away from the school providing the intervention before the series of lessons was completed. This accounts for 3.3% of students served in Reading Recovery® in 2011-2012. Most of these students who left however, arrived at another PEI school and completed their series of lessons at the new location (6 out of 8).

Children who were **progressing but unable to continue** had their series of lessons ended due to severe medical/behavioral/emotional issues. During this school year, a small percentage (1.3%) fell into this category.

Table 1 below 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.

Table 1: Progress of Children Concluding Reading Recovery® in 2011-2012

Type of outcome	Entry Status			Percentage of children leaving RR in 2011-2012
	Carried over from previous year	Entered RR this year	Transferred from another school	
Successfully discontinued	60.3% n=35	70.9% n=124	66.7% n=4*	68.2% n=163
Recommended as requiring specialist help or long-term literacy support	36.2% n=21	24.0% n=42	33.3% n=2**	27.2% n=65
Left school before completing the program	3.4% n=2	3.4% n=6	0%	3.3% n=8
Progressing but unable to continue	0%	1.7% n=3	0%	1.3% n=3
Total #RR children	58	175	6	100% n=239

* Four grade 1 students

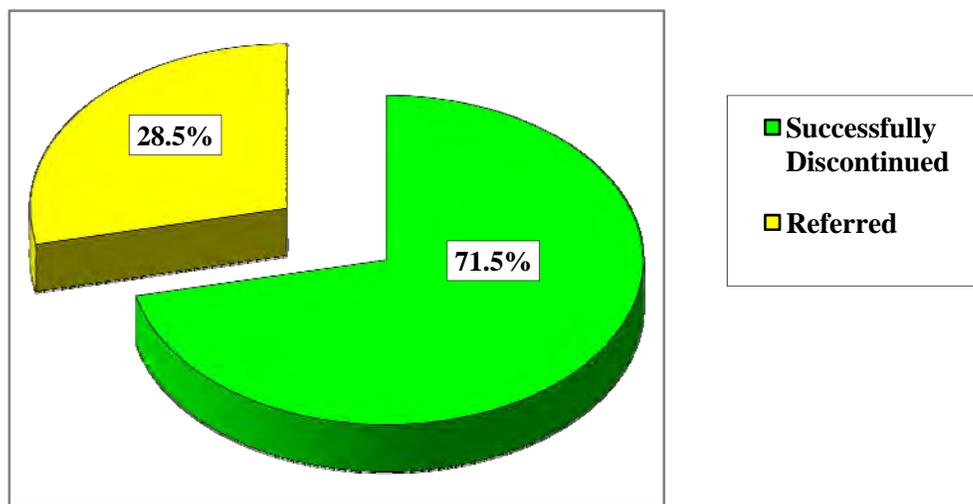
** One grade 1 student/One grade 2 student

The data from Table 1 demonstrates that there was a higher rate of discontinuation for the students who entered Reading Recovery® this year (grade one) as compared to students who were carried over from the previous year (grade two). Please refer to the section “Progress of Students Carried Over from the Previous Year” for further discussion on this topic.

Students Who Completed Reading Recovery® in 2011-2012

The progress data can also be viewed in another way. Not all of the children receiving Reading Recovery® had the opportunity to complete their programs for various reasons. Eight moved and three were progressing but unable to continue. Of the 228 students who completed the Reading Recovery® program with a full series of lessons during the 2011-2012 school year, 71.5% were successfully discontinued, while 28.5% were identified as needing longer term support, as illustrated in Figure 4.

Figure 4: Students With Complete Programs 2011-2012



The results for students with a complete program were also broken down according to gender, grade, and final outcome. As shown in Table 2, almost two-thirds of the children in Reading Recovery® were male. In terms of final results, there was not a significant difference with regard to gender as 70.1% of males and 74.1% of females successfully discontinued after a full series of lessons.

Table 2: Progress of Students Carried Over From the Previous Year

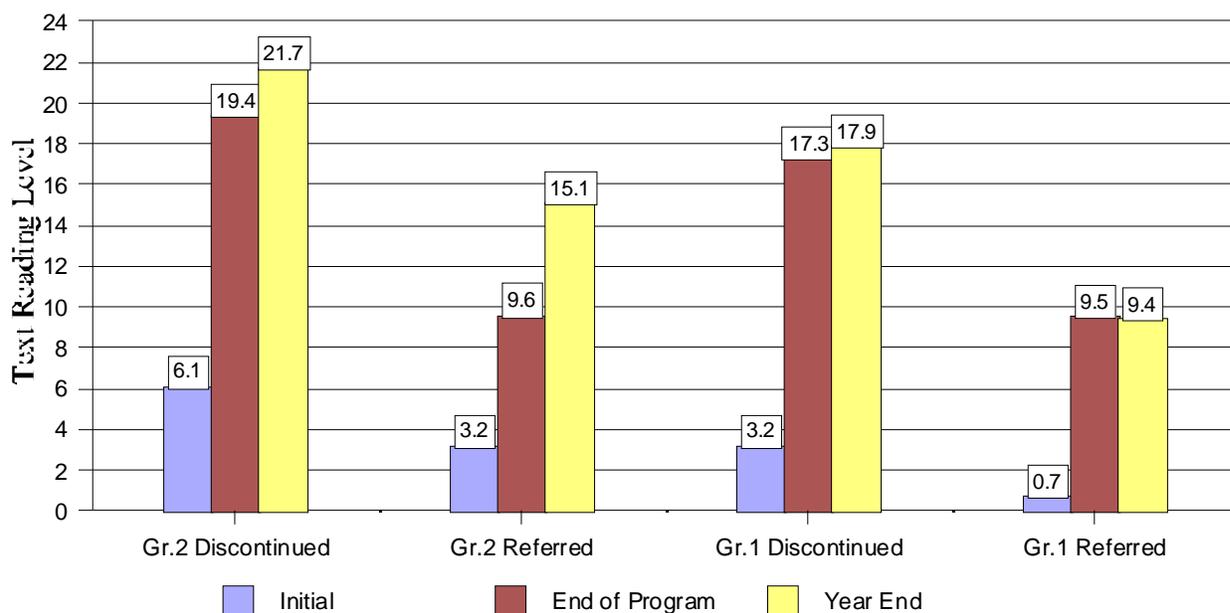
	Carry-Over Discontinued	Carry-Over Referred	Grade One Discontinued	Grade One Referred	Total in Reading Recovery®
Male	25	14	78	30	64.5% n=147
Female	10	8	50	13	35.5% n=81

Outcome Analysis for Discontinued and Referred Students

All students who received Reading Recovery[®] from one of the 39 Reading Recovery[®] teachers were reassessed at the end of June. Students were assessed on **Text Reading level, the Burt Word Reading Test and Writing Vocabulary** at three critical points (initial scores, end of program scores, and year end scores). This provided an opportunity for the teachers to monitor whether students had continued to make progress in reading and writing.

The **Text Reading level** is a determination of reading level based on reading meaningful, little books arranged around a gradient of difficulty starting at book level 1, up to a book level of 23. According to Johnson (2011), the use of instructionally appropriate text level, such as Reading Recovery book levels, for progress monitoring makes sense in that this method provides instructionally useful information as well as indicates progress. Grade one children in Reading Recovery[®] are expected to read at a text reading level of 16 when they are successfully discontinued and children who are in grade two are expected to read at or above a text reading level of 18 when they are discontinued in the first part of grade two. A running record is used to record the child's reading behaviours. It is a standard, systematic notation method of recording the teacher's observations of the child's reading.

Figure 5: Progress on Text Reading Levels



Expectation for Grade 2 at Year End = Level M (22)
 Expectation for Grade 1 at Year End = Level I (15-16)

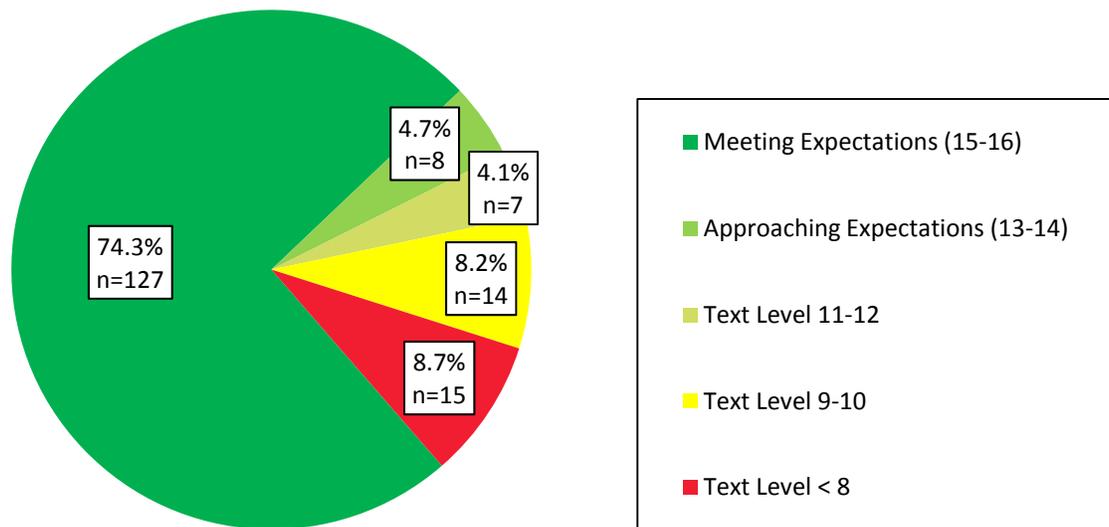
Figure 5 shows the growth in text reading level for all children who completed their series of lessons in Reading Recovery[®] before the end of June 2012. Grade one and two discontinued students were reading within the average band of their respective grades at end of program and continued to make progress, maintaining grade level expectations at year end. Students who were referred made significant gains during their lesson series. The grade one referred group generally

maintained these gains while the grade two referred group continued to show progress after the end of their program.

Analysis of Grade One Text Reading

In 2011-2012, teachers across the province followed the new Instructional Reading Level Expectations which suggests that average grade one children should read text at Level I (15-16) by the end of first grade. This is a change from previous years where the range for meeting expectations at year end was Level 12-16 for grade one. Figure 6 highlights the performance of grade one Reading Recovery[®] students by year end. Of the 171 grade one students who completed their series of lessons in 2011-2012, 127 children (or **74.3%**), were reading at grade level by the end of the school year. The effectiveness of this intervention is highly evident in that approximately three-quarters of the grade one students served in Reading Recovery[®] were reading at grade level at year end, despite the fact that their entry scores indicated that they were the lowest literacy learners in their grade.

Figure 6: Text Levels At Year End for Grade 1 Reading Recovery[®] Students



The **Burt Word Reading Test** is a standardized test consisting of 110 words arranged in increasing order of difficulty, and is scored in terms of equivalent age norms. It assesses a student's ability to read words in isolation. Since this test is designed for use with young and older students, it provides information concerning the student's increasing ability to recognize and solve more difficult words in isolation. A student must score 20 to enter the six-year-old age band and a score of 28 takes the student into the seven-year-old age band.

Figure 7: Progress on BURT Word Reading Test

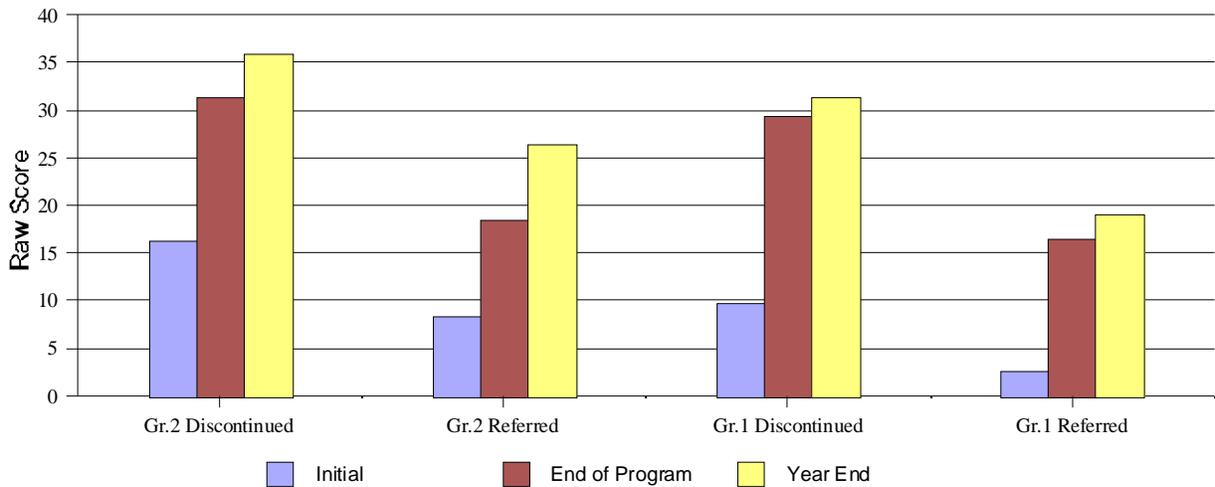
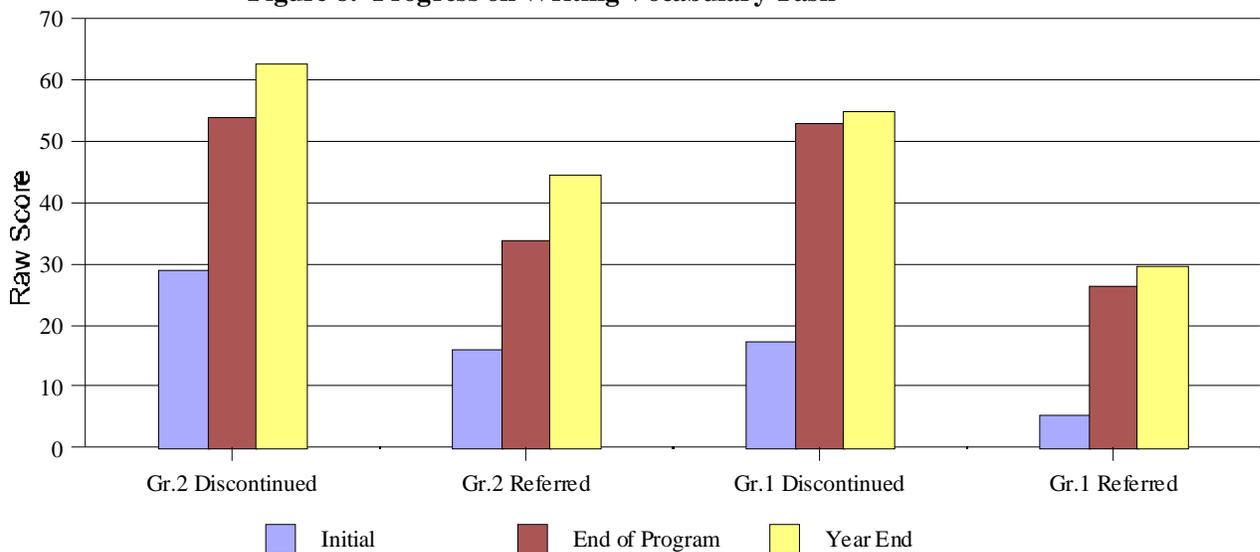


Figure 7 denotes the growth from entry into a child’s series of lessons until the end of June on the Burt Word Reading Test. This figure shows that, on average, discontinued students are well within the seven-year-old age band at discontinuing and continue to sustain gains once the series of lessons is discontinued. Referred students also demonstrated significant progress on their ability to work on words.

In the **Writing Vocabulary** standardized task, children are given the opportunity to write all the words they know within a specified time frame and their scores are then translated into normalized, standard scores or stanines which distribute children’s scores according to the normal curve into nine groups from a low of 1 to a high of 9. By year end, the average grade one student should be able to record between 44 and 51 words within the ten-minute time limit.

Figure 8: Progress on Writing Vocabulary Task



Writing vocabulary scores also showed growth from initial score to the discontinuing of a series of lessons, as seen in Figure 8. This figure indicates that students who successfully discontinued were well within the average stanine for writing vocabulary at discontinuing and at year end. The two referred groups of children made significant progress from initial testing to end of program, and demonstrated continued growth through to the end of the year.

Our year end testing results from the three tasks, as well as regular feedback from classroom teachers, demonstrate that the vast majority of children maintained their gains after the completion of Reading Recovery[®] and continued to make progress with the support of regular classroom instruction. Several factors may have contributed to their ongoing progress. Discontinued students were able to continue to build on a firm foundation of 12-20 weeks of individualized literacy instruction, enabling them to benefit from good classroom instruction. In addition, effective resource models, in conjunction with classroom instruction, contributed to the ongoing learning of referred students.

Progress of Students Carried Over From the Previous Year

Students who are responding to Reading Recovery[®] but have not reached the average band of their class by the end of June, and have had fewer than 20 weeks of lessons are carried over for completion into the next school year. Their series of lessons resumes at the beginning of the next school year when these children are in grade two.

Table 3: Progress of Students Carried Over From the Previous Year

		Entry		June		September		Exit	
Final Outcome	# Children	Average Text Level	Average Writing Vocab						
Discont.	35	6.2	28.4	9.7	38.9	8.9	27.3	19.5	54.1
Referred	21	2.7	15.7	7.2	26.6	4.9	16.7	9.8	35.1

One of the recommendations in the 2010-2011 Site Report was to take a closer look at the carry-over student results because of the lower rate of discontinuing than in previous years. As a follow-up to this concern, data was examined in an effort to determine possible contributing factors. One notable difference, as illustrated in Table 3, is that the entry text level for the referred carry-over students is extremely low (2.7). This is especially concerning given that these students would have entered program during the last third of their grade one year, when text levels 11-16 would be considered as meeting expectations.

The Writing Vocabulary of the referred students also raises concerns. According to Canadian norms, a raw score of 0-17 after February of the grade one year places children in the highest

risk category (Stanine 1). The average Writing Vocabulary (28.4) of the discontinued students falls within a Stanine of 3 at entry. Although both groups regressed between June and September, it appears that knowing more words at entry puts students at a greater advantage, possibly because of the more solid base on which they have to build. For both discontinuing and referred carry-over students, the entry score on Writing Vocabulary was more predictive of what they would retain for September than their end of June score.

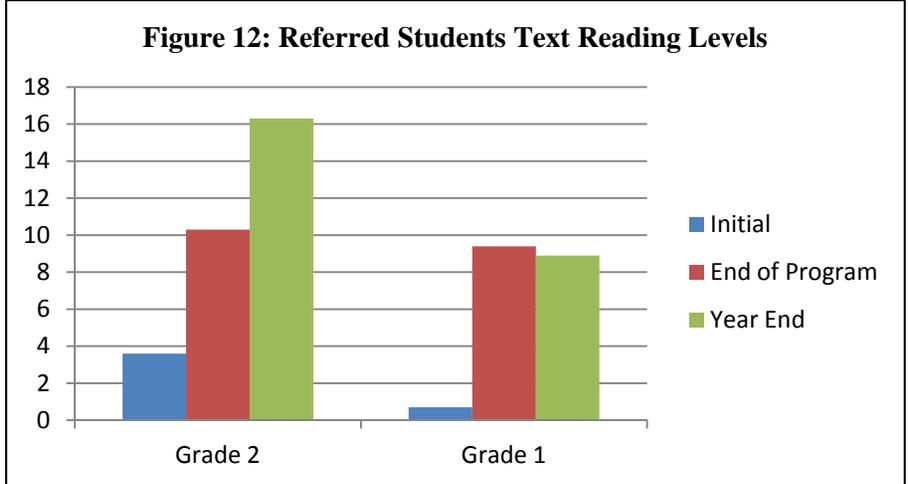
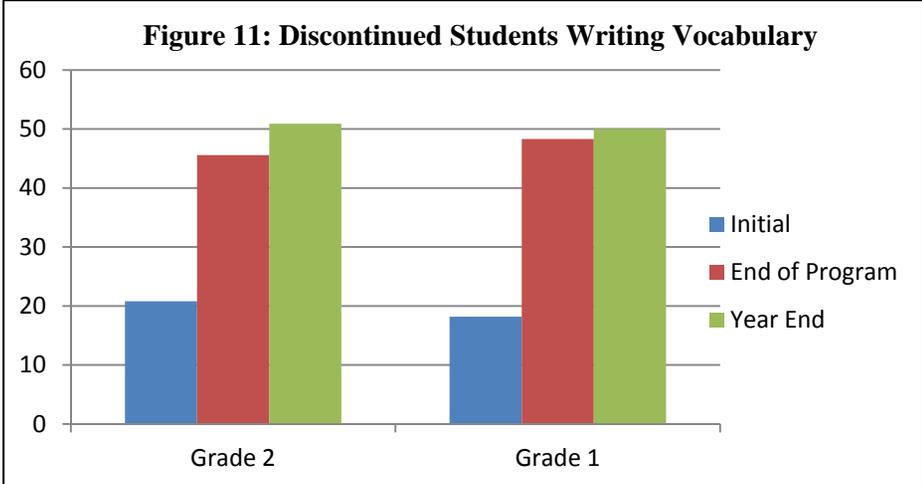
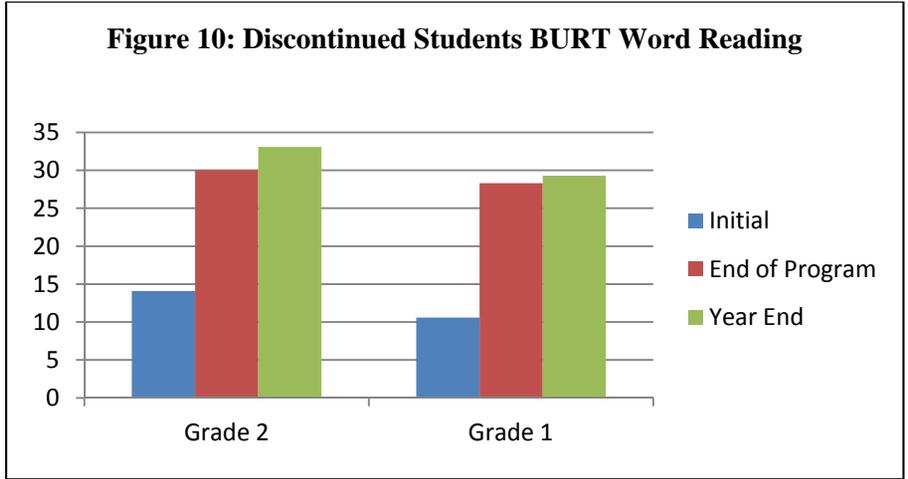
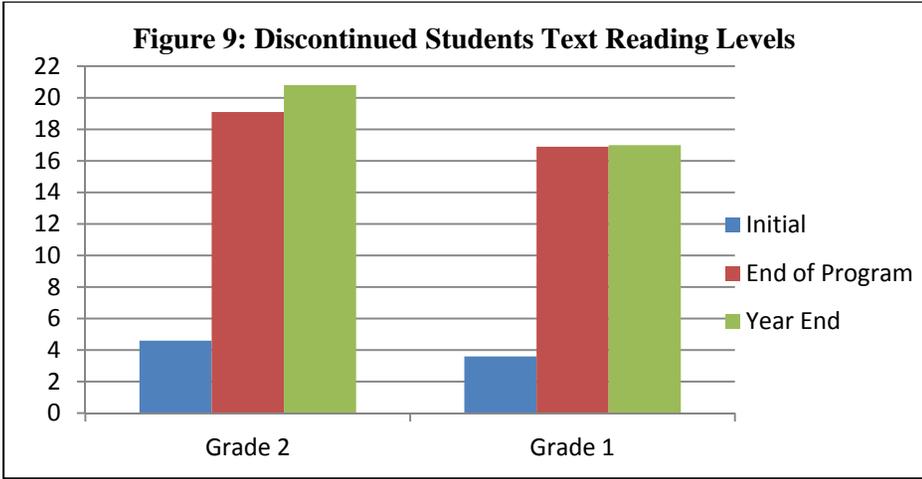
Several possible and related hypotheses can be drawn from the data. Children are entering in the spring of their grade one year at very low text levels which suggests that insufficient support has been provided to these students prior to entry to Reading Recovery[®]. The data also shows that the gains made by students between entry and June are not being held over the summer months, indicating that the teaching and/or opportunities to practice may need to be shifted. Clay (1991) suggests “that six months of muddlement is more than enough to create poor readers out of school entrants” (p.228), as they will have developed some confusions, misconceptions, and inefficient problem-solving strategies which become habituated and negatively impact interest, motivation, self-efficacy and success. She also states that over the summer months, these low-progress readers tend to lose more of the limited skills they had learned as their literacy foundation had not been firmly established in their first year of school. Clay (1991) concludes that intensification of support should be initiated for low-progress children who are not responding well to classroom literacy instruction before this cycle of failure begins.

End of Year Testing by Teachers in Training, 2011-2012

All students who received Reading Recovery[®] from one of the thirteen Reading Recovery[®] teachers who were in their training year were reassessed on all tasks at the end of June. This provided an opportunity for the teachers in training to evaluate their decisions to discontinue students during the year, and note whether students had continued to make progress in reading and writing receiving only the support of the regular classroom.

The four figures on the following page outline results for students supported by teachers in training only, looking at growth in text reading level, Burt Word Reading Test and Writing Vocabulary at three critical points (initial scores, end of program scores, and year end scores). The first three relate to discontinued students and the final figure (Figure 12) looks at text levels for those students who were referred for longer term support.

The results in Figures 9-12 for the Teachers in Training closely resemble the data shown in Figures 5-7 for all teachers. This suggests that decisions to discontinue were made appropriately as students were able to continue to make gains in the regular classroom when their series of lessons were completed. It also speaks to the quality of the professional development model of Reading Recovery[®] in that teachers in training, when given appropriate support, can work effectively to accelerate the learning of those children most at risk.



Training Group Information Summary

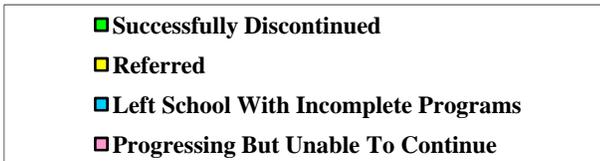
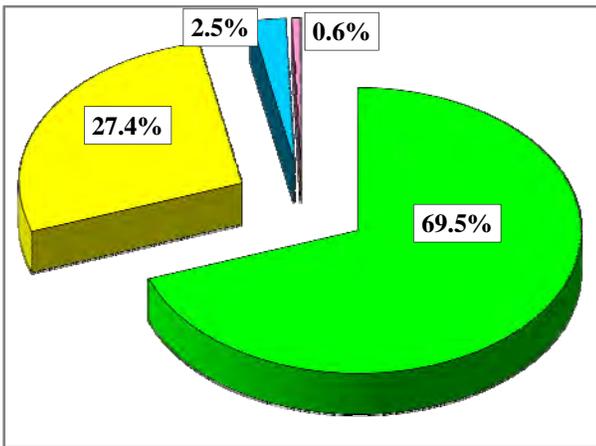
Reading Recovery[®] Program Results by District and Board

Eastern School District:

Figure 13 shows the results of 164 students in 23 schools in the Eastern School District. Provincial outcomes are provided for comparison purposes.

Figure 13: Eastern School District and Provincial Student Outcomes

Eastern School District 2011-2012



Provincial Student Outcomes 2011-2012

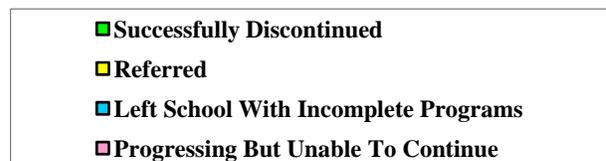
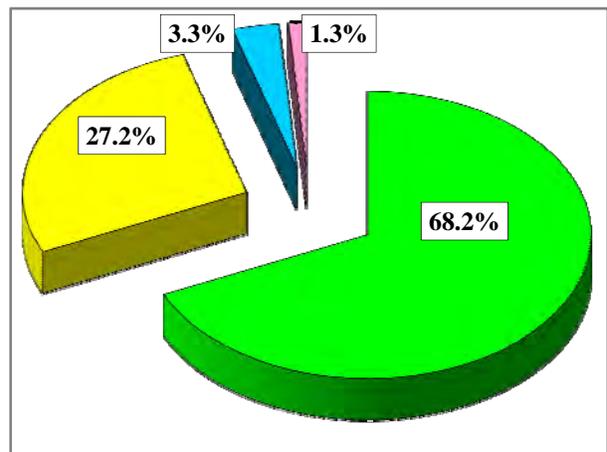


Figure 13 illustrates that the Eastern School District obtained results that closely align with provincial data.

Western School Board:

Figure 14 shows the outcomes of the 74 students in 13 schools in the Western School Board. Provincial outcomes are provided for comparison purposes.

Figure 14: Western School Board and Provincial Student Outcomes

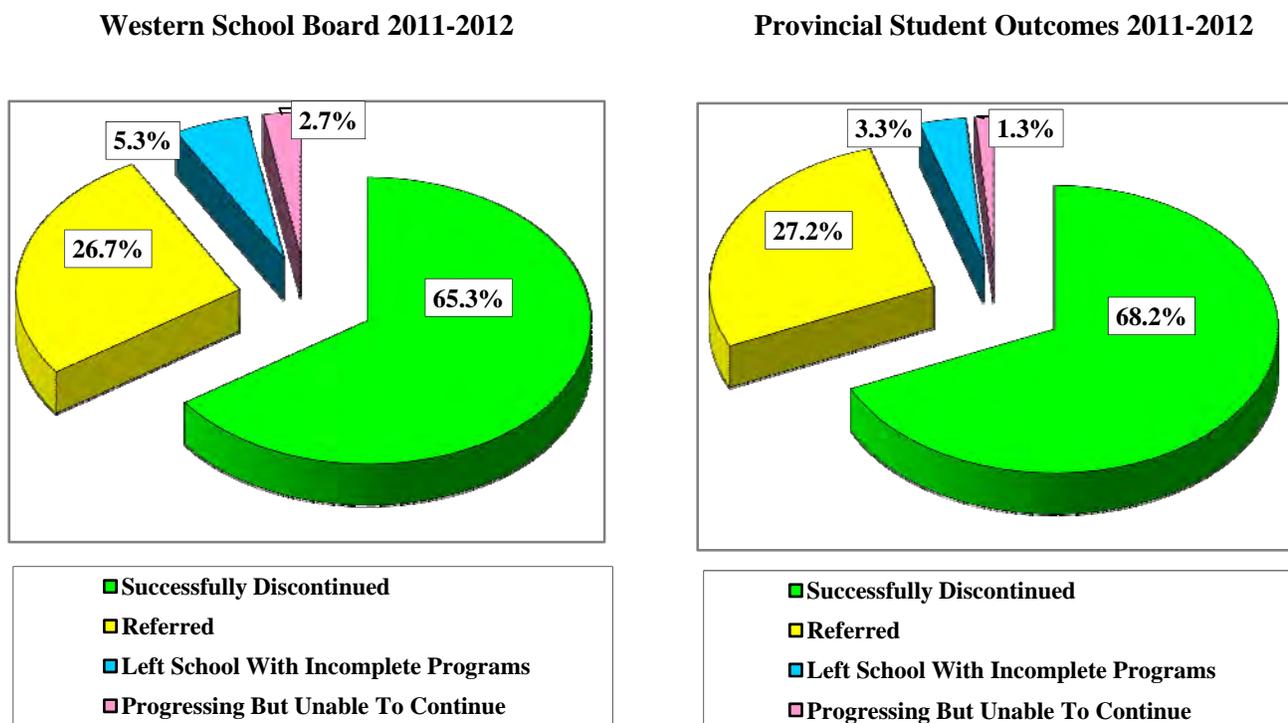


Figure 14 indicates that the Western School Board obtained results with a slightly lower rate of discontinuing than the provincial results.

Implications of Daily Instruction for Reading Recovery® Students

Reading Recovery® lessons are given daily and the power of the program to effect change is diminished when children miss lessons. As Clay states: *“When daily, intensive programming is not achieved, the quality of the teaching and the outcomes of the program are seriously affected.”* (Clay, 2005a)

Attendance records on all students who completed Reading Recovery® were collected in an effort to determine the frequency and effectiveness of daily lessons. While the goal would be daily lessons for every child, various factors which may have impacted daily instruction include: weather-related closures/delays; professional development days; school events/activities; and teacher and child absences. Table 4 illustrates lessons per week in relation to student outcomes.

Table 4: Average Number of Weeks and Lessons for Reading Recovery® Students

	Carry-over Students		Grade 1 students		Carry-over and Grade 1 Students Combined
	Discontinued	Referred	Discontinued	Referred	Discontinued and Referred
Average Lessons in Program	72.8	75.0	66.3	75.8	69.9
Average Weeks in Program	19.8	20.3	17.5	21.2	18.8
Average Lessons per Week	3.7	3.7	3.8	3.6	3.7

Children who are referred at the end of their Reading Recovery® series of lessons are entitled to a full twenty weeks of lessons. Table 4 shows that on average they are receiving slightly more than the required twenty weeks.

Children who are successfully discontinued from Reading Recovery® generally do so within 12-20 weeks. It is positive to note that our averages are generally within these guidelines.

Teacher Leader Professional Development

The professional development model in Reading Recovery® consists of the initial training and on-going structured learning opportunities for all three levels of personnel: the teacher, the teacher leader, and the trainer of teacher leaders.

“At each level the context of the training involves direct teaching of children. Teacher leaders and teachers participate in the collaborate process of problem solving to make accelerative progress with first graders who struggle with learning to read and write. University trainers continue to work with teacher leaders to support teaching, deepen understanding of theory, and offer support with effective implementation. Reading Recovery’s ongoing professional learning model provides a context for deep and embedded learning for teachers and the children they serve” (Simpson & Montgomery, 2007, p.38).

Professional development for Teacher Leaders ensures quality assurance in the implementation of Reading Recovery®. In 2011-2012, the two Teacher Leaders participated in various professional development sessions at regional and national levels. On the regional level, the Teacher Leaders consulted frequently and were supported by Yvette Heffernan, Reading Recovery® Trainer with the Canadian Institute of Reading Recovery® (Atlantic Division). Prince Edward Island also hosted a professional development day for the Atlantic region Teacher Leaders.

On the national level, Teacher Leaders from across Canada met for the Annual Teacher Leader Professional Development Forum in November sponsored by the Canadian Institute of Reading Recovery®. The focus of the Forum was “Working Collaboratively for Children’s Literacy Learning”. Notable speakers/presenters included Lyn Sharratt (Education Consultant, OISE/University of Toronto) and Christine Boocock (Reading Recovery® Trainer, New Zealand). Canadian Teacher Leaders and Trainers participated in three and a half days of intensive study in the areas of theory, teaching children and leadership.

Highlights/Successes of Reading Recovery® 2011-2012

Some of the positive results of the 2011-2012 Reading Recovery® program are:

- 74.3% of grade one Reading Recovery® students were reading at grade level by the end of the year.
- 71.5% of all students who completed their lesson series were successfully discontinued. This is an increase of 5.7% from 2010-2011.
- Thirteen teachers trained and participated in a year-long in-service course for the 2011-2012 school year.
- The U.S. Department of Education in its *What Works Clearinghouse* intervention report compared the effectiveness of over 150 reading programs across four domains (alphabeticity, fluency, comprehension, and general reading achievement). Reading Recovery® was rated as the most effective early literacy intervention with positive or potentially positive effects in each of the domains. The complete report can be found at <http://ies.ed.gov/ncee/wwc/reports/>.
- In October 2011, the National Center on Response to Intervention (NCRTI) recognized *An Observation Survey of Early Literacy Achievement* (Clay, 2005) by giving it the highest possible rating for scientific rigor. It was noted as being a valid, reliable and evidence-based screening tool. (<http://www.rti4success.org/screeningTools>)
- Reading Recovery® is working collaboratively with the Assessment and Evaluation Division of the Department of Education and Early Childhood Development in order to examine the progress of former Reading Recovery® students based on the results of the Grade 3 Literacy Assessment.
- In an effort to evaluate and monitor the continued progress of students who completed Reading Recovery®, all teachers re-administered three tasks from *An Observation Survey of Early Literacy Achievement* (2005) at year's end. The results confirmed continued progress for both the referred and discontinued groups.
- Several schools are being proactive in addressing the need for a comprehensive literacy plan which focuses on guided reading of continuous text, close monitoring to ensure change over time, and daily writing to meet the needs of all early literacy learners. Schools that are making this dedicated effort are more likely to have positive effects on student achievement before, during and after Reading Recovery®.
- A number of Reading Recovery® teachers were successful in initiating and organizing a Professional Learning Community group. They planned and implemented a number of relevant activities to enrich and extend their learning related to Reading Recovery® theory and practice.

- Teacher Leaders worked collaboratively with the University of Prince Edward Island to provide Running Record training to Bachelor of Education students as part of an assessment course.
- September tentative selection forms were dramatically influenced by the inclusion of Kindergarten in the regular school system. Although text reading levels remained low (0-1), the raw scores and stanines for many of the tasks of *An Observation Survey of Early Literacy Achievement* (2005) were significantly higher in most schools.

Discussion and Recommendations/Actions

- Our provincial results show an improvement from 2010-2011, and more closely reflect general trends over time in our student outcomes. The rate of successfully discontinued students was 68.2% overall and 71.4% for the students with a complete series of lessons. These figures should compare well with the national results.
 - It is recommended that annual results be closely examined by Teacher Leaders, Board and District staff, and school principals in order to determine strengths and areas of improvement so that action can be taken to ensure that the implementation remains strong and best serves the needs of the students.
- 74.3% of grade one Reading Recovery[®] students were reading at grade level by the end of the year.
 - It is recommended that collaboration, accountability, and monitoring of all grade one students continue within school teams so that timely and appropriate support is provided to those struggling with literacy acquisition before, during, and after delivery of Reading Recovery[®].
- In 2011-2012, the percentage of the grade one population served was 23.1%. This also represents an improvement from the previous year. However, this percentage represents an average across the province, and may not reflect what the real needs are for any particular school. A number of schools (n= 9) served from 10%-19.5% of their grade one population. (It is estimated that 20-25% of the population will require this early intervention to get off to a successful start in literacy skill development.) This represents 25% of the schools delivering Reading Recovery[®] in English that were not sufficiently staffed to meet 20-25% of their grade one population. According to *A Principal's Guide to Reading Recovery* (2002), "a school has reached full coverage when it has enough Reading Recovery[®] teachers to reach all children defined by that school as needing Reading Recovery[®]. This generally is 20 percent or more of the first-grade cohort" (p.5). A number of principals, in their feedback, regularly cited the allocation of Reading Recovery[®] staffing as a concern.
 - It is recommended that the Department of Education & Early Childhood Development continue to allocate FTE's for Reading Recovery[®] based on grade one population and that school boards be accountable to utilize this time to support the provincial implementation of the program in order to maximize the benefits of Reading Recovery[®].
- For the second year in a row, the discontinuing rate for carry-over students raises some concern. In both years, the entry levels for this group in text reading was extremely low (Text level 3 or below). This is worrisome considering these students entered the program in the late months of the grade one year.
 - Teachers will continue to submit bi-weekly progress reports to the Teacher Leaders which should facilitate more timely support in conjunction with a session on how to best support students who enter program in the last third of the grade one year at very low text levels.
 - In an attempt to address the possible regression of carry-overs during the summer months, we will continue to gather relevant data at two checkpoints (end of June and

- beginning of September). This data will assist in determining the impact of regression on subsequent outcomes.
- Teachers will be encouraged to develop a summer reading plan with parental input to facilitate continued practice opportunities over the summer months.
 - It is recommended that school literacy and Reading Recovery[®] teams closely examine progress of all grade one students and provide timely and appropriate support to those struggling with literacy acquisition before, during, and after delivery of Reading Recovery[®].
- During the 2011-2012 school year, a large group of teachers trained in Reading Recovery[®], which enabled schools to continue building capacity within their staffs. Two Teacher Leaders supporting the provincial implementation allowed for the training of new teachers and the provision of optimal support to continuing teachers. This, along with other factors, likely contributed to an increase in our rate of successfully discontinued students.
 - It is recommended that two teacher leaders continue to support the provincial implementation.
 - Reliability and validity of results are dependent upon standard administration, scoring, and analysis. It is important to review periodically standard practice and procedures to ensure consistency across measurement tasks, as this evidence informs teacher decision-making at all stages.
 - The initial session in September 2012 for Continuing Contact teachers will review standard practice for assessment and analysis.
 - Working with the Assessment and Evaluation Division of the Department of Education and Early Childhood Development provides a valuable check on progress of former Reading Recovery[®] students. However, monitoring at school level is essential to ensure continued student progress and more timely support if needed.
 - Teacher Leaders will develop a monitoring tool to enable checks at regular intervals. This will allow for earlier identification and support if gains are not being maintained.
 - Efforts to inform stakeholders about Reading Recovery[®] and its positive benefit to students, teachers, and schools will continue.
 - Because principals are key players in the successful implementation of Reading Recovery[®] within the school setting, Teacher Leaders will continue to dialogue with them to problem-solve key issues.
 - It is important that through collaboration, the Department and District/Boards examine the data and explore strategies to continue to support and increase all student literacy skills/development. The collective goal is to strengthen student literacy development and to increase district/board and provincial percentages.
 - Continued efforts at all levels to network and dialogue with partners such as Kindergarten teachers, classroom teachers, literacy coaches, administration, resource teachers, parents, and others involved in early literacy support.

Final Comments

As reflected in this document, Reading Recovery[®] exemplifies critical components identified in government's new strategic plan to improve student achievement on Prince Edward Island. According to Sharratt and Fullan (2009), "Reading Recovery is a powerful catalyst for change in both student learning and teacher efficacy" (p.34).

Between 300 and 350 Prince Edward Island children participate in Reading Recovery[®] each year. To date, approximately 4500 Island students have benefitted from the program. Through this early intervention, successful outcomes are being achieved for almost 75% of these Island children who were originally identified as 'most at risk' in their grade one year. This leads to two major benefits to our education system: (1) Many of these children are returned to the average band of their class and continue to make progress; and (2) those who still struggle with literacy learning are able to access further support from the resources available.

Therefore, Reading Recovery[®] is making student achievement accessible to those lowest performing grade one children. 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 Response to Intervention (RTI) instructional model because it attends to the needs of young children early to prevent ongoing and chronic literacy difficulties (Scanlon & Sweeney, 2008). "No other early intervention reading model gets the results or has the evidence to support it that Reading Recovery does" (Sharratt & Fullan, 2009, p.35).

An abundance of research asserts that teacher expertise is the critical feature in improving student achievement. "If professional development is the key to student success, then attention to teacher learning is an obligatory component of every educational reform effort" (Schmitt, Askew, Fountas, Lyons, & Pinnell, 2005, p.93). The National Staff Development Council (NSDC) identifies the Reading Recovery[®] professional learning model as an exemplar of their set of standards (Simpson & Montgomery, 2007). The Reading Recovery[®] professional development for teachers is also viewed to be a close match to current research findings by Darling-Hammond & Richardson (2009). This research supports professional development that is intensive, sustained over time, collaborative and collegial, and emphasizes active teaching, assessment, observation, and reflection. PD should be student-centered and influence teachers' practice with positive effects on student achievement. The acquisition of new knowledge, the application to practice, and collaborative dialogue are also critical elements.

Yet educational stakeholders, in search of a quick fix, can often be lured by kits, scripts, and other packaged programs. Reading Recovery[®] recognizes and values the need for highly qualified teachers and represents an investment in our most valuable resource to affect long-term change. Since the initial implementation in 1998-1999, close to 140 Island teachers have participated in the year-long in-service training course for Reading Recovery[®]. 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. In addition, a

total of five teachers have attended university training centers for a full year of Teacher Leader training at the graduate level in order to support and guide the provincial implementation.

Reading Recovery[®] has a strong scientific research foundation based on the work of Marie Clay. Change is an integral part of the Reading Recovery[®] design; it has an established infrastructure to facilitate change in response to careful and deliberate examination of new research. District, provincial, national, and international networks annually collect, report, and analyze data and research. This allows Reading Recovery[®] professionals to regularly evaluate and monitor implementations regarding outcomes, effectiveness, and teacher training. In Prince Edward Island, each school gathers data on every student who participates in Reading Recovery[®] and submits an annual school report outlining student and school results. These results are compiled and documented in an annual site report for the province. Our provincial data is forwarded to the Canadian Institute of Reading Recovery[®] to be included at the national level. The results of our Island Reading Recovery[®] students compare well with national outcomes.

In summary, 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.

“Although a small number of supplemental programs have been shown to improve word reading accuracy, virtually none has research showing that they improve general reading achievement as typically assessed in schools. Only Reading Recovery, which is not so much a commercial product but rather an intensive professional development program, was found to have strong evidence of effectiveness in raising first-grade struggling readers’ general reading achievement” (Allington, 2009, p.111).

Appendix A: Background to the P.E.I. Implementation of Reading Recovery® in 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 1998-2012.

	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
Number of Schools Involved	11	27	44	44	44	44	44	40	44	43	40	36*	35**	36
Number of Students in Program	64	219	347	380	399	387	372	347	363	350	328	323	302	304
Number of Teachers in Training	11	16	11	9	10	9	8	7	13	12	11	9	0	13
Number of Continuing Teachers	0	11	26	33	33	36	36	35	37	35	33	34	39	26
Number of Teacher Leaders	1	2	1	1	2	1	2							
Teacher Leaders in Training	1	0	0	0	0	1	1	1	0	0	0	0	1	0
Number of Teacher Training Centres	1	1	2	2										

*Closure of 8 small schools

** No training group

Appendix B: Summary of PEI Reading Recovery® Student Outcomes Over Time

This table represents a historical perspective of student outcomes from 2000 to 2012.

Type of Outcome	Year											
	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Successfully discontinued (%)	76.1	68.2	65.8	67	66.8	70	68.4	70	72.7	67.5	64	68.2
Recommended as requiring specialist help (i.e. referred)(%)	18	21.2	27.7	28.4	27.6	24.9	27.3	27.3	25.8	29.7	33.5	27.2
Left school before completing the program (%)	1.4	5.7	1.9	0.4	3.3	1.8	1.3	1.2	0	2.4	1.7	3.3
Progressing but unable to continue (%)	4.5	4.9	4.6	4.3	2.3	3.3	3	1.5	1.5	0.4	0.8	1.3
Total # RR students with programs concluded	209	219	243	269	307	277	297	267	267	249	239	239
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

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