

Reading
Recovery



English Implementation Site Report 2012-2013



Education and Early
Childhood Development
English Programs





2013

**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/**

Table of Contents

Introduction3

Whom Do We Serve?..... 3

What Are the Results for 2012-2013? 4

What is the Gender Data for Reading Recovery®? 7

Do Reading Recovery® Students Maintain Gains? 8

Reading Recovery® Is ... An Investment in Teachers 9

Professional Development - Building Teacher Expertise..... 10

Closing Comments 11

Appendix A: Background on P.E.I.'s Implementation of Reading Recovery®..... 12

Appendix B: Summary of P.E.I. Reading Recovery® Student Outcomes Over Time 13

References 14

READING RECOVERY®

Annual Site Report 2012-2013

“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’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.

Whom Do We Serve?

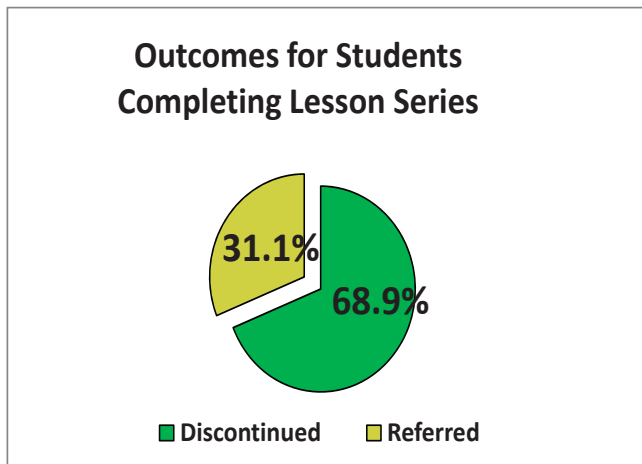
In Prince Edward Island, the most-at-risk literacy learners in grade one, have access to Reading Recovery® support. Reading Recovery® takes all lowest-achieving children in grade one, and does not exclude any because of:

- Limited control of language, including second language learners
- Intelligence
- Immaturity
- Poor attendance
- Emotional or behavioral challenges
- Minor visual, hearing, motor or speech challenges
- High mobility
- Prior identification of learning difficulties

Reading Recovery® acts as a safety net for these children and supports student achievement within a comprehensive literacy program.

What Are the Results for 2012-2013?

Figure 1: Students With Complete Programs



Total Number of Students in Reading Recovery® = 277

- Grade one = 212
- Grade two carry-overs = 65

Of the 212 grade one students in program, 54 will complete their series of lessons in 2013-2014.

PEI grade one population (English) = 1022

Percentage of grade one population served in Reading Recovery® overall = 20.7%

**However, 43% of schools actually served less than 20% of their grade one population.

**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 1 indicates that most children are able to achieve accelerated progress and develop effective problem-solving strategies in reading and writing. In 2012-2013, 68.9% of Prince Edward Island's Reading Recovery® children, with a full series of lessons, were successfully discontinued (n=146).

Children who were referred (i.e., recommended as requiring specialist help or longer term reading and writing support) generally made considerable progress but did not reach average levels of performance within the time guidelines. Of the students who completed programs in Reading Recovery® in 2012-2013, 31.1% had not yet developed an effective processing system after being in the program for at least 20 weeks and thus, were referred (n=66) for longer term support and/or assessment.

Reading Recovery® is an early intervention that *"is designed to be proactive and preventative. It delivers student engagement early on because students become successful early on. It reduces what we all know to be the self-perpetuating, self-perception of students in classes, who early on can identify their classmates who "can-do" classwork and those who cannot, and in stopping that can-do gap from forming enables all students to begin to learn together sooner, to begin to collaborate more successfully sooner, to become successful together sooner. It keeps those who are perceived as can't-do's early from remaining can't-do's"* (Sharratt, Coutts, Hogarth, & Fullan, 2013).

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 2012-2013

Type of outcome	Entry Status			Percentage of children leaving RR in 2012-2013
	Carried over from previous year	Entered RR this year	Transferred from another school	
Successfully discontinued	75.8% n=47	62.6% n=97	33.3% n=2*	65.5% n=146
Recommended for longer term literacy support	22.6% n=14	31.6% n=49	50.0% n=3**	29.6% n=66
Left school before completing the program	1.6% n=1	1.9% n=3	0%	1.8% n=4
Progressing but unable to continue	0%	3.9% n=6	16.7% n=1***	3.1% n=7
Total #RR children	62	155	6	100% n=223
Lessons to be carried over to the 2013-2014 school year	--	n=54 (209)	n=0	To appear in 2013-2014 data

* One grade 1/one grade 2 student

** One grade 1 student/Two grade 2 students

*** One grade 1 student

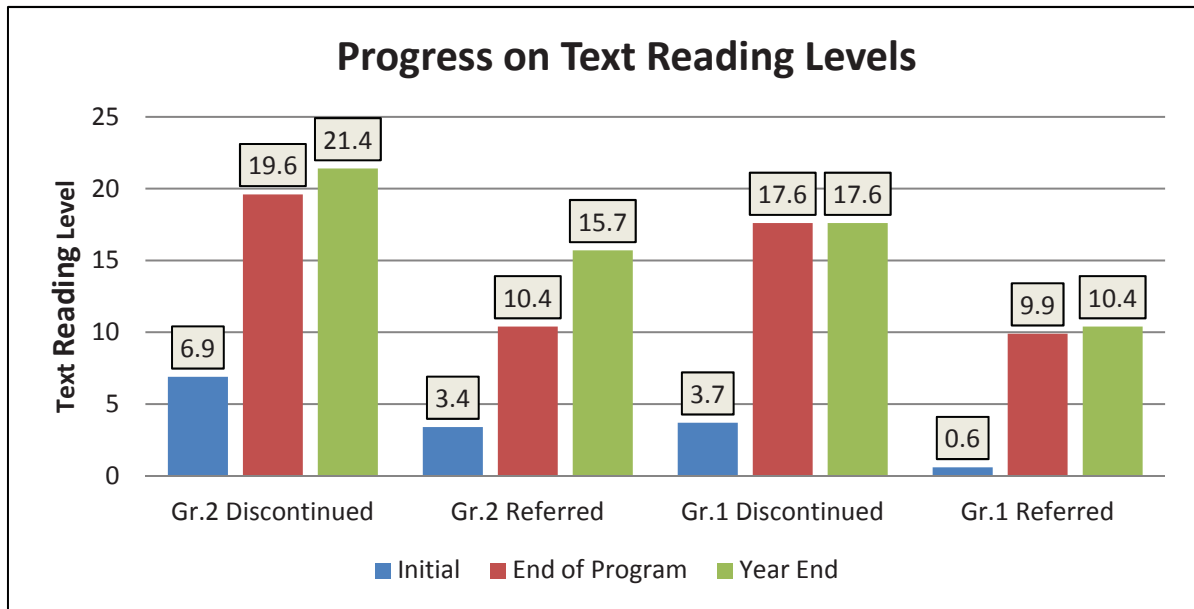
Table 1 above specifies outcomes based on three distinct categories of students based on entry status: (1) Grade 2 or ‘carry-over’ children who were completing their series of lessons which had begun in the spring of the previous school year; (2) Grade 1 children who entered Reading Recovery® this year;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

Although this table reflects all children who entered Reading Recovery® this year (including those with an incomplete lesson series), there are still two-thirds who successfully discontinued. In this 2012-2013 school year, the carry-over students (grade two) had a higher rate of success than the students who entered this year (grade one). This is a significant positive change for the carry-over students from the 2011-2012 data.

- Reading Recovery® is implemented in 36 of 37 Island schools with a grade one population in English.
- On average, approximately 70% of children in Reading Recovery® on Prince Edward Island have been successfully discontinued since 1998-1999.
- PEI’s results are consistently at or above national success rates.
- Administrators rated Reading Recovery® 4.7 out of a possible 5 on feedback surveys in June 2013.

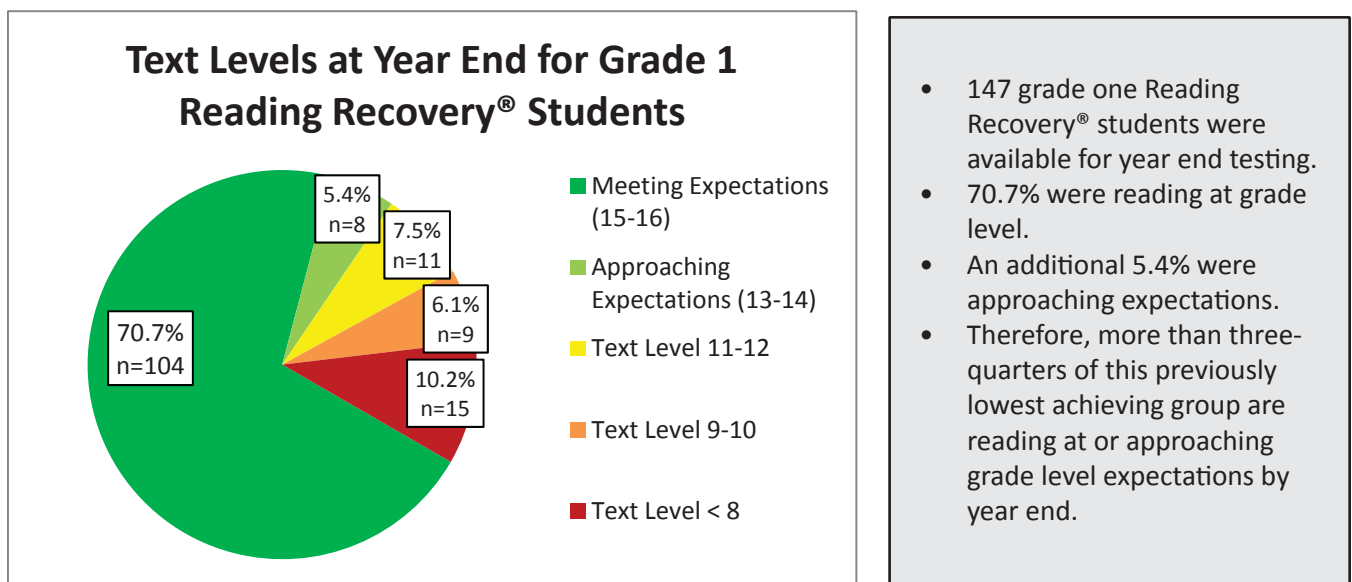
Figure 2 shows the growth in text reading level for all children who completed their series of lessons in Reading Recovery® before the end of June 2013. Grade one and two discontinued students were reading within the average band of their respective grades at end of program and continued to make progress, 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 2: Text Reading Scores at Initial, End of Program, and Year End



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

Figure 3: Analysis of Grade One Text Reading

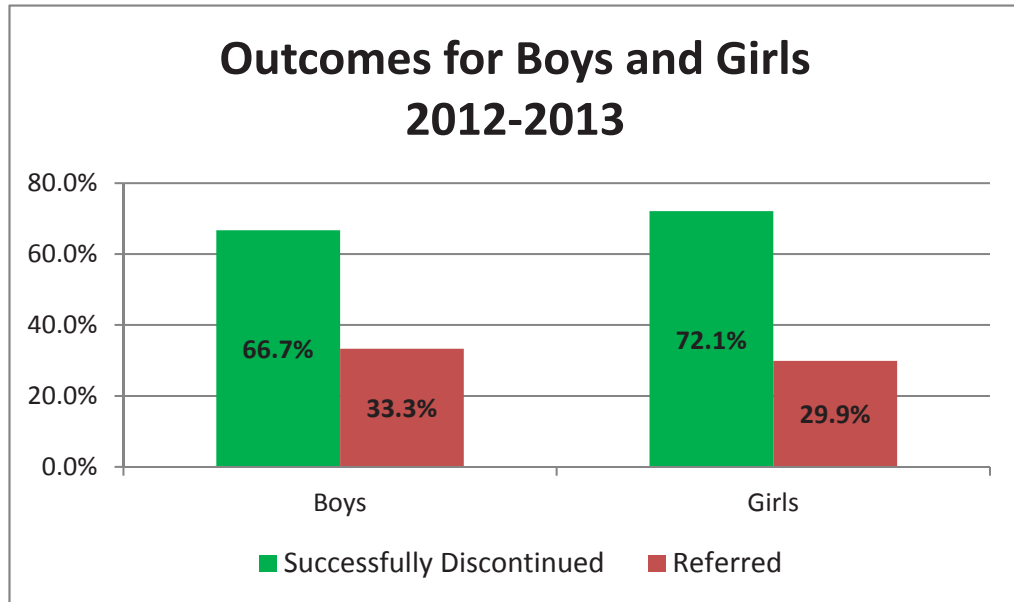


- 147 grade one Reading Recovery® students were available for year end testing.
- 70.7% were reading at grade level.
- An additional 5.4% were approaching expectations.
- Therefore, more than three-quarters of this previously lowest achieving group are reading at or approaching grade level expectations by year end.

What is the Gender Data for Reading Recovery®?

Of the 212 children with a complete series of lessons, 59.4% were boys and 40.6% were girls. Although there were generally more boys than girls accessing Reading Recovery® lessons, a similar percentage of both boys and girls were successfully discontinued and were performing at grade level by the end of June 2013.

Figure 4: Gender Comparison by Reading Recovery® Outcome

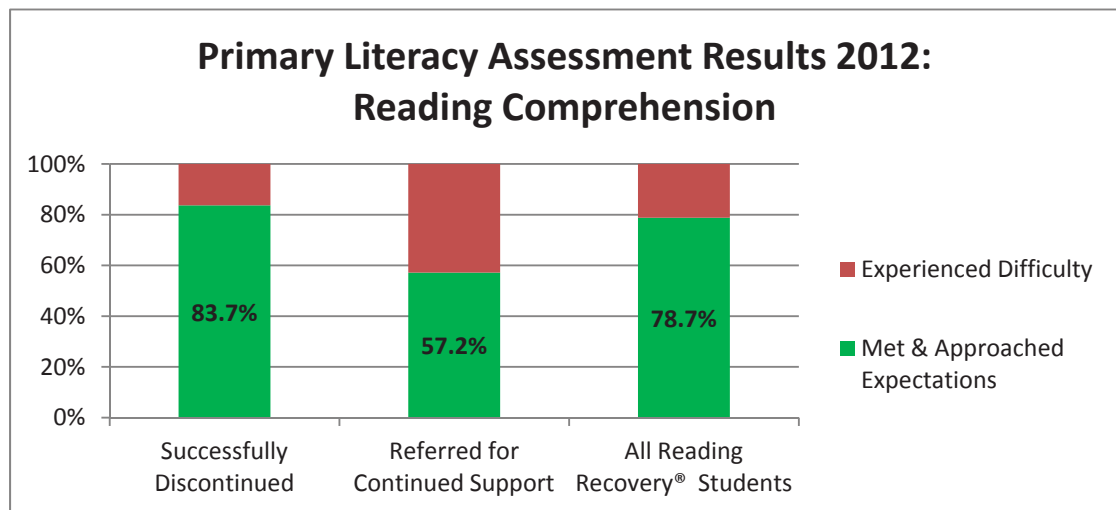


- The average number of lessons in program ranges from 64.8 to 80.9. Students who begin program in September typically require more lessons to reach average levels.
- The average number of weeks in program is 16.9 to 22.1.
- Overall, children received approximately 3.7 lessons per week.



Do Reading Recovery® Students Maintain Gains?

In 2012, 189 Reading Recovery® students participated in the Primary Literacy Assessment (PLA). Of this group, 154 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 2012 had completed their series of lessons in Reading Recovery® during their grade one year (n=144). The remaining 45 students of the 189 were those whose lessons carried over to their grade two year.



The Reading Comprehension scores of the former Reading Recovery® students suggest that children who were successfully discontinued from the program tend to maintain their gains in reading, allowing them to continue to benefit from regular classroom instruction which is the intent of implementing Reading Recovery®. The PLA results show that 83.7% of the successfully discontinued Reading Recovery® students were meeting or approaching expectations in reading comprehension at the conclusion of their grade three year.

Although the students who were referred for longer term support following Reading Recovery® did not reach average levels of performance at that time, it is encouraging to note that almost 60% of those students were also meeting or approaching expectations on the PLA. The fact that more than three-quarters of all former Reading Recovery® students who wrote the PLA are meeting or approaching expectations is an important finding, given that two years earlier they were in the bottom 20% of readers.

Although the former Reading Recovery® students did not perform as well in writing as in reading comprehension, more than half of them met expectations in Personal Expressive Writing while less than half met expectations in Transactional Writing. This data will be used to inform professional development planning for Reading Recovery® teachers during the 2013-2014 school year.

Reading Recovery® Is ... An Investment in Teachers

“Good training needs to be carefully guided in order to maximize capacity for critical thinking and effective action. What are the high-yield, guided training experiences that give learners and leaders the knowledge and engagement they need to ultimately reach interdependent practice or what we are calling Realization? We suggest Reading Recovery® as a powerful training model at the district level that guides practice and leads to Realization” (Sharratt et al, 2013).

Since the initial implementation in 1998-1999, close to 150 teachers have participated in the year-long in-service course for Reading Recovery®.

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.

In 2012-2013:

- Eight teachers participated in Reading Recovery® training.
- 31 trained teachers took part in monthly ongoing professional development sessions.
- Two Teacher Leaders supported the English provincial implementation.
- Teacher in-service sessions were held in two training sites (Westwood Primary & Ellerslie Elementary).



Professional Development – Building Teacher Expertise

The Reading Recovery® training model is an inquiry-based apprenticeship program which is grounded in teachers' observations, conversations, reflections, 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.

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.

"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).

In addition to working with teachers and students to support the provincial implementation, Reading Recovery® Teacher Leaders work collaboratively with a number of education colleagues. They provide professional development for classroom teachers in:

- Running Records
- Observation Survey of Early Literacy Achievement
- Literacy Processing

Reading Recovery® Teacher Leaders work collaboratively on issues related to early literacy with colleagues in Instructional Development and Achievement, and English Curriculum at both the Board and Department level, and other education stakeholders such as:

- Kindergarten
- Primary Literacy Assessment
- Reading Recovery® FTE allocation/staffing
- University of Prince Edward Island teacher education
- Summer tutoring

Closing Comments

The 2012-2013 data indicates that Reading Recovery® is making student achievement in literacy accessible to those lowest performing children.

- 76.1% of grade one Reading Recovery® students were meeting or approaching grade level expectations in text reading at year end.
- 75.8% of the students who carried over from the previous year were successfully discontinued after a full series of lessons. This is an increase of 15% from the 2011-2012 data.
- 78.7% of former Reading Recovery® students who participated in the 2012 Primary Literacy Assessment met or approached expectations in Reading Comprehension.
- The percentage of children who successfully discontinued in 2012-2013 is slightly lower (65.5%) than usual. A possible contributing factor is that 43% of schools were unable to service 20% 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 "putting FACES on the data". We need to recognize the successes that Reading Recovery® has already delivered. Decision-makers within education need to recognize and act on the knowledge that Reading Recovery® makes a real difference. To continue to use less effective methods for developing early reading is inexcusable and does harm to the future of scores of children who miss out, and ultimately to society who fail to benefit from a literate citizenry" (Sharratt et al, 2013).

A Parent's Perspective:

"Initially I was skeptical of the program and didn't fully understand the expected impact it was meant to have on the child. However, having gone through it, all I have is praise and appreciation for the intervention and the systematic approach that allows the child to grow into his own and build foundational reading skills. On the other hand, it also helped the parents to institute a pattern that supports the child's success. This has been our experience with the Reading Recovery® program. My child is well on his way to being an avid reader with keen understanding and appreciation of story lines, plot, and words".

(PEI parent, 2012-2013)

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 1998-2013.

	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
Number of Schools Involved	11	27	44	44	44	44	44	40	44	43	40	36*	35**	36	36
Number of Students in Program	64	219	347	380	399	387	372	347	363	350	328	323	302	304	277
Number of Teachers in Training	11	16	11	9	10	9	8	7	13	12	11	9	0	13	8
Number of Continuing Teachers	0	11	26	33	33	36	36	35	37	35	33	34	39	26	32
Number of Teacher Leaders	1	2	1	1	2	2	2	2	2	2	2	2	1	2	2
Teacher Leaders in Training	1	0	0	0	0	1	1	1	0	0	0	0	1	0	0
Number of Teacher Training Centres	1	1	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 2013.

	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
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
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
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
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
Total # RR students with complete programs	209	219	243	269	307	277	297	267	267	249	239	239	223
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

References

- Allington, R.L. (2005). How Much Evidence Is Enough Evidence? *The Journal of Reading Recovery*®, 4(2), 8-11.
- Canadian Institute of Reading Recovery®. *Canadian Institute of Reading Recovery® Standards and Guidelines Based on the Principles of Reading Recovery®*, 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®: A high return on investment for cost-conscious and student achievement-oriented education systems. *The Journal of Reading Recovery*®, 13(1), In Press.
- Simpson, A. & Montgomery, M.M. (2007). Reading Recovery® Professional Development Meets the Standard. *The Journal of Reading Recovery*®, 6(2), 36-40.