

Reading Recovery



English Implementation Site Report 2014-2015



Education, Early
Learning and Culture
English Programs



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READING RECOVERY®

Annual Site Report 2014-2015

“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, over 4000 Island children have benefitted from the Reading Recovery® intervention. On average, approximately 68% of children in Reading Recovery® on PEI have been successfully discontinued since 2000-2001.

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.

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

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.

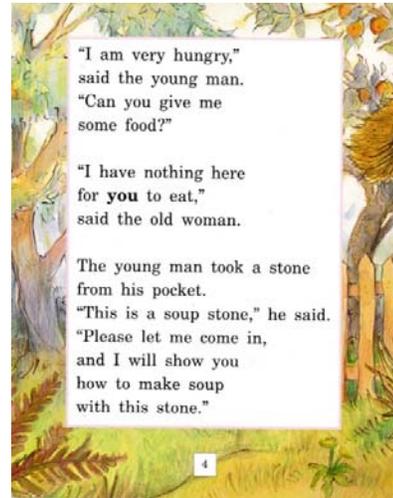
Most children make significant progress in reading

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



2 Buffy chased a ball.

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



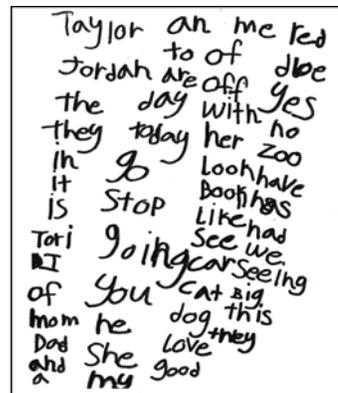
"I am very hungry,"
said the young man.
"Can you give me
some food?"

"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."

And in writing

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



...and all children make gains

Reading Recovery® provides 12-20 weeks of intensive teaching before individual lessons are finished. Most children who were given a full series of lessons are now meeting grade level expectations, while some have been recommended for longer-term support. The children who were recommended for additional support will have made considerable progress even if not yet achieving grade level performance.

Results for 2014-2015

Reading Recovery® results have been compiled using data from Reading Recovery® teachers (11 teachers in training, 27 trained teachers, and 2 teacher leaders). Specific data is collected at several points: Entry to program, Exit from program, and Year-End. Results are reported annually in provincial and national reports.

Total Number of Students in Reading Recovery® = **267**

- Grade one = 212
- Grade two carry-overs = 55

Of the 212 grade one students in program, 57 will be carried over and complete their lesson series in 2015-2016.

PEI grade one population (English) = 1014

Percentage of grade one population served in Reading Recovery® overall = 20.9%

The various possible outcomes for Reading Recovery® students are described below:

- **Accelerated Progress:** Upon final assessment with an independent assessor, grade one students were reading at an instructional text level 16 or above (and grade two students at text level 18 or above), and also demonstrated average or above-average performance on other task scores of *An Observation Survey of Early Literacy Achievement* (Clay, 2013). These results suggest that the child will be able to benefit from classroom instruction without the need for additional individual support.
- **Recommended Substantial Progress:** Upon final assessment, grade one students were reading between instructional text levels 11 and 15 (and grade two students at text levels 11 to 17), and demonstrated several below-average task scores. These results suggest that the child is approaching average levels of performance and will be able to benefit from classroom instruction with some extra attention from the classroom teacher and possibly longer term literacy support.
- **Recommended Limited Progress:** Upon final assessment, grade one or two students were reading at instructional text level 10 or below, and demonstrated well below-average task scores. These results suggest that the child will require more time and intensive literacy support.
- **Moved – Incomplete Lesson Series:** Children who have moved away from the school before the series of lessons was completed.
- **Progressing but Unable to Continue – Incomplete Lesson Series:** Children who are making progress but unable to continue in their lesson series due to circumstances outside of the school's control (e.g. no teacher available, parents withdrew child).

Outcomes of Students Receiving Reading Recovery® in 2014-2015

Table 1 below specifies outcomes based on three distinct categories of students based on entry status: (1) Grade two or 'carry-over' children who were completing their series of lessons which had begun in the spring of the previous school year; (2) Grade one 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 2014-2015

Type of outcome	Entry Status			Percentage of children leaving RR in 2014-2015
	Carried over from previous year	Entered RR this year	Transferred from another school	
Accelerated Progress	67.3% n=37	55.8% n=87	100.0% n=1*	59.0% n=125
Recommended: Substantial Progress	21.8% n=12	10.9% n=17	0%	13.7% n=29
Recommended: Limited Progress	10.9% n=6	25.0% n=39	0%	21.2% n=45
Moved: Incomplete Lesson Series	0%	5.1% n=8	0%	3.8% n=8
Progressing but unable to continue: Incomplete Lesson Series	0%	3.1% n=5	0%	2.4% n=5
Total # RR children	55	156	1	100% n=212
Lessons to be carried over to the 2015-2016 school year	--	n=56	n=1	To appear in 2015-2016 data

* One grade 1 student

Considering all types of outcomes, results for 2014-2015 indicate:

- Almost 60% achieved *Accelerated Progress* (n=125)
- 13.7% demonstrated *Substantial Progress* (n=29)
- 21.2% demonstrated *Limited Progress* (n=45)
- 3.8% *Moved* before completing their program (n=8)
- 2.4% were *Progressing but Unable to Continue* (n=5)

The data shows a slight decrease in the percentage of children who made *Accelerated Progress* in comparison to 2013-2014. The percentage of carry-over students who made *Accelerated Progress* increased by 10% over last year, while the grade one children were somewhat less successful than last year. An unusually high number of storm days and the timing of those days

in the school calendar impacted the daily teaching of grade one children and likely had an adverse effect on student success.

Further analysis of the *Recommended* group reveals that the grade one Reading Recovery® students who achieved *Limited Progress* represent only 3.8% of all grade one students in schools with Reading Recovery® in 2014-2015. It is also very encouraging that 47% of the grade one students who made *Substantial Progress* were approaching or meeting grade level expectations in reading by year-end.

The progress data can also be viewed in another way. Of the students who had the opportunity to complete their series of lessons during the 2014-2015 school year (i.e., excluding those who *Moved* or those *Progressing but Unable to Continue*), 63% made *Accelerated Progress* and 37% were *Recommended with Substantial or Limited Progress* as shown in Figure 1.

Figure 1: Students with Complete Programs

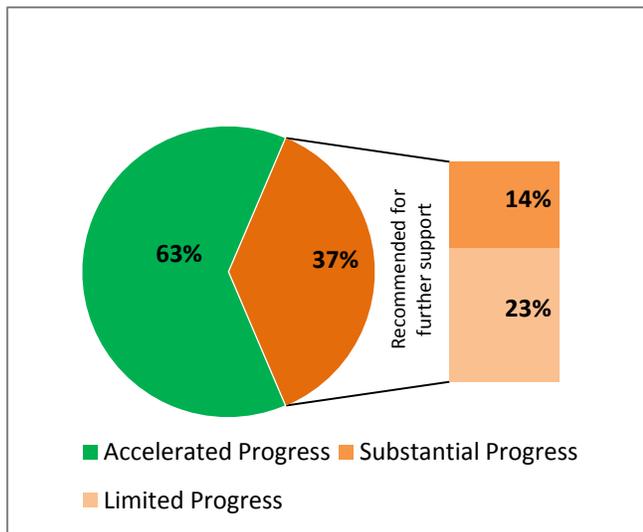
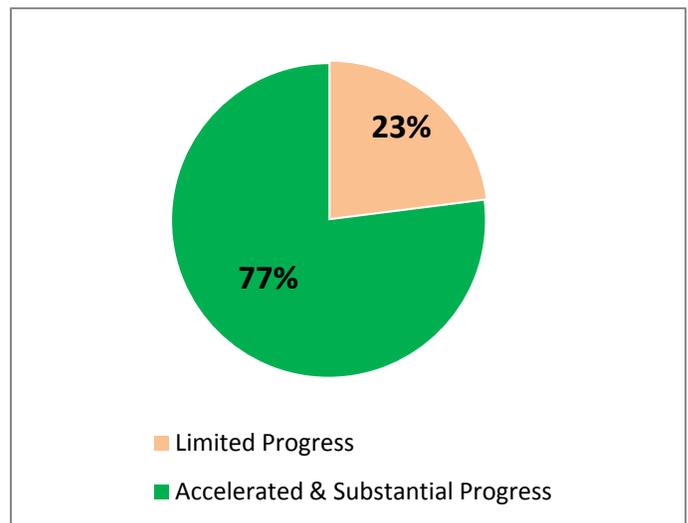


Figure 2: Another Perspective of Reading Recovery® Students with Complete Programs



Reading Recovery® was designed to serve the lowest-achieving children in first grade. Overall, the results indicate that Reading Recovery® meets the challenge of closing the gap early, before a cycle of failure begins. After 12 to 20 weeks in program, 77% of our most-at-risk literacy learners are approaching or meeting grade level expectations as shown in Figure 2.

“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).

Progress Over Time in Reading and Writing

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 were **Recommended** (*Substantial or Limited Progress*) and the grade one and two Reading Recovery® students who made **Accelerated Progress**. As highlighted in Figures 3 and 4, the grade one *Accelerated* students showed the most significant increase in number of reading levels and writing vocabulary words. Though not as pronounced, all *Recommended* students made gains in reading and writing which enabled them to benefit from classroom instruction.

Figure 3: Increase in Reading Levels

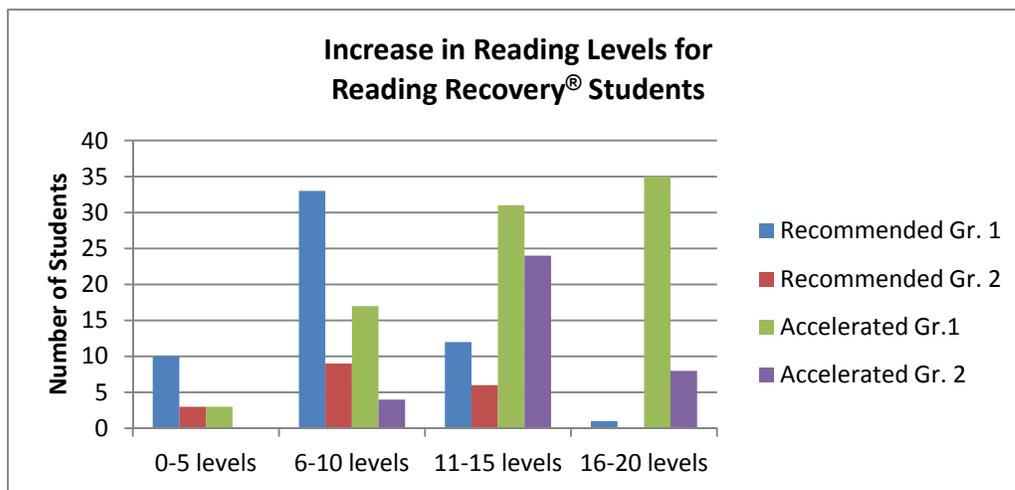
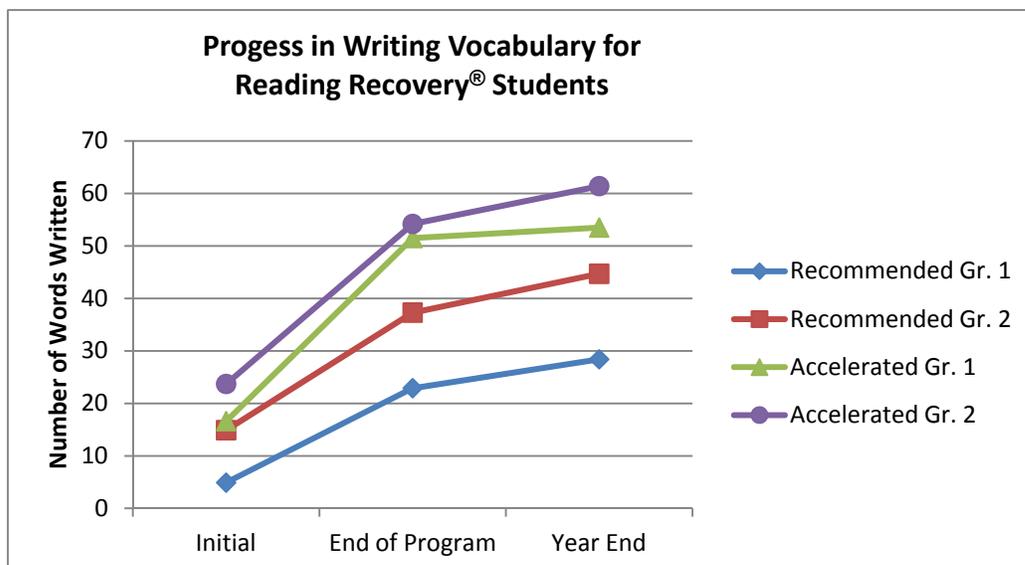


Figure 4: Increase in Writing Vocabulary

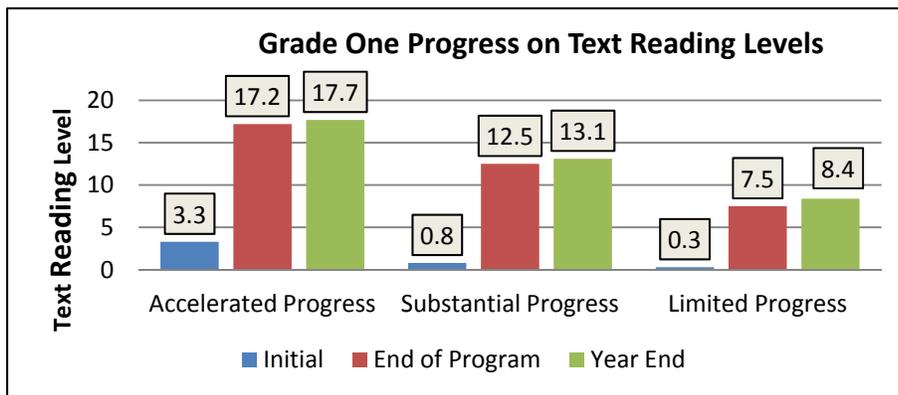


A Closer Look at Grade One Reading Progress

Because Reading Recovery® is essentially a grade one intervention, it is important to examine more closely the results of grade one children who completed their series of lessons in Reading Recovery®. As previously explained, children deemed as making *Accelerated Progress* must read at an instructional level of 16 when lessons are discontinued. This aligns with Provincial Benchmark reading expectations for grade one students at year end.

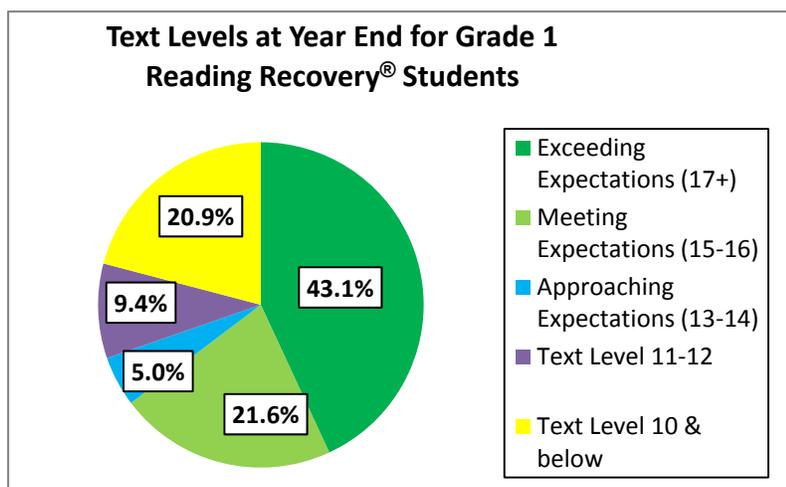
Figure 5 shows the growth in text reading level for grade one children who completed their series of lessons in Reading Recovery® before the end of June 2015. Grade one children who made *Accelerated Progress* were reading within the average band of their grade at the end of program and continued to make progress, maintaining grade level expectations at year end. Although all *Recommended* grade one students made gains, those who made *Substantial Progress* are, on average, approaching grade level expectations in June, while the *Limited Progress* group will likely need longer-term literacy support. It is worth noting that the *Recommended* students entered program, on average, at a very low text level (below level 1).

Figure 5: Text Reading Scores at Initial, End of Program, and Year End



Provincial Grade One Year End Expectations:
 Meeting = Level I (15-16)
 Approaching = Level H (13-14)

Figure 6: Analysis of Grade One Text Reading

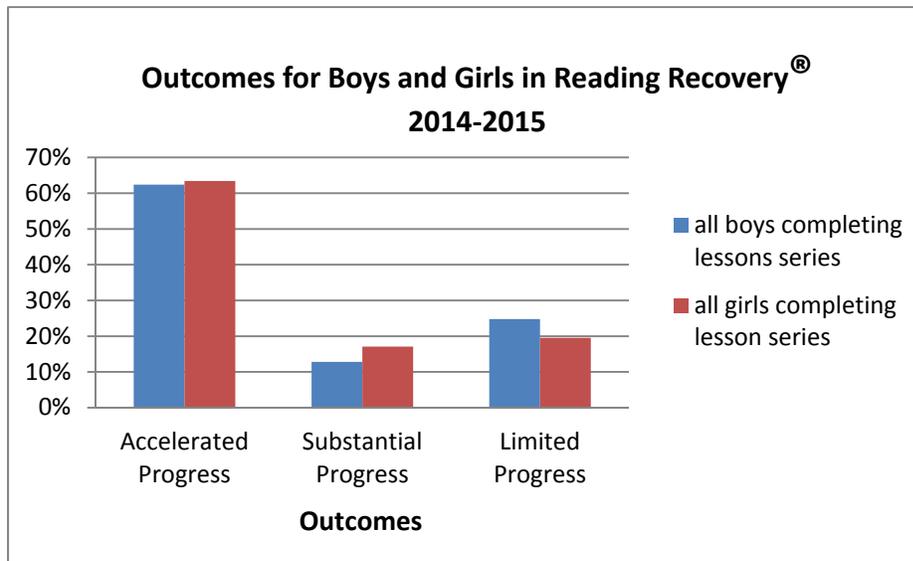


- 139 grade one Reading Recovery® students were available for year end testing.
- 64.7% were reading at grade level or above.
- An additional 5.0% were approaching expectations.
- Therefore, approximately **70%** of this previously lowest achieving group are approaching, meeting or exceeding grade level expectations by year end.

Gender Data for Reading Recovery®

Of the 199 children with a complete series of lessons, 58.8% were boys and 41.2% were girls. The data, as shown in Figure 7, demonstrates that a similar percentage of boys and girls made *Accelerated Progress*.

Figure 7: Gender Comparison by Reading Recovery® Outcome



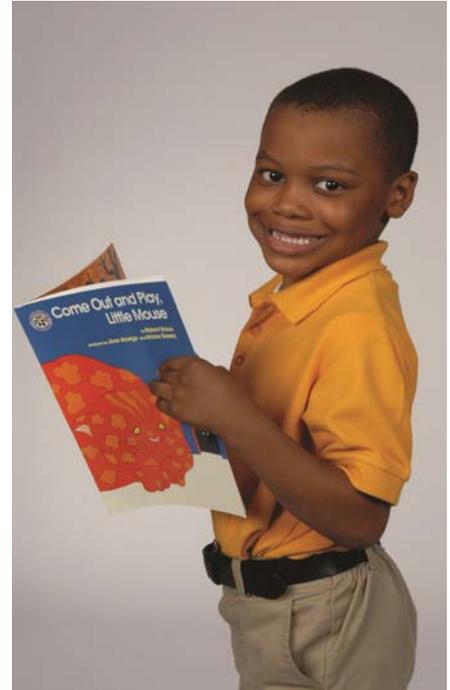
Time spent in Reading Recovery®

During the 2014-2015 school year, children received between 66 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 achieve *accelerated progress* 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.



When parents were asked this question: “If you were telling another parent about Reading Recovery®, what would you say”, here is what a couple of parents had to say.

I would say that Reading Recovery Program is a reading oriented but actually 'beyond reading' program. It is a school care-giver to immigrant children. And your child will enjoy a lot more the school life with this program.

It is an excellent program to help your child to gain self-confidence in themselves and to reach their grade level standard. The one on one time to read and practice writing has helped our child succeed in ways we didn't think could happen.

Many parents added other comments to their survey in support of Reading Recovery®.

I hope Reading Recovery becomes more of a part of the learning process of young children - no matter what the cost is. This program is an investment that will yield unlimited returns for the people of P.E.I.

It is no longer a struggle for us to sit down with our son to complete his homework. I believe that if he did not have the opportunity to be involved in the program, his outcome at the end of grade one would be totally different.

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, Early Learning and Culture 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 2014-2015 school year, 11 teachers in training, 27 continuing contact teachers and 2 Teacher Leaders supported the implementation of Reading Recovery® in 29 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.

All teachers received in-school visits and support by **specialty trained Teacher Leaders** who in turn receive support by **Reading Recovery® Trainers**.



Closing Comments

The 2014-2015 data indicates that Reading Recovery® is making student achievement in literacy accessible to those lowest performing children.

- 70% of grade one Reading Recovery® students were **approaching, meeting or exceeding** grade level expectations in text reading at year end.
- It is notable that 47% of grade one students who were *Recommended with Substantial Progress* were approaching or meeting grade level expectations in reading at year end.
- More than two-thirds of the carry-over students made *Accelerated Progress*, an increase of 10% from 2013-2014.
- Overall, the percentage of children who made *Accelerated Progress* in 2014-2015 is slightly lower (63%) than usual. Possible contributing factors include: a high number of school closures due to storms and the timing of those closures; and absenteeism of students and/or the Reading Recovery® teacher.

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:

“With Reading Recovery, students are given explicit intervention/instruction to support them. This has made a difference in students moving reading levels. For some, they still struggle, but if they had not had this support where would they be???”

“The children that have passed through Reading Recovery in our school this year have all done amazingly well. The gains that they have experienced are almost unbelievable.”

“I would love to see more people learn Reading Recovery skills so that they can use them when teaching students in the classroom.”

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 1998-2015.

	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	2014-2015
Number of Schools Involved	11	27	44	44	44	44	44	40	44	43	40	36*	35**	36	36	36	29
Number of Students in Program	64	219	347	380	399	387	372	347	363	350	328	323	302	304	277	269	267
Number of Teachers in Training	11	16	11	9	10	9	8	7	13	12	11	9	0	13	8	9	11
Number of Continuing Teachers	0	11	26	33	33	36	36	35	37	35	33	34	39	26	32	31	26
Number of Teacher Leaders	1	2	1	1	2	2	2	2	2	2	2	2	1	2	2	2	2
Teacher Leaders in Training	1	0	0	0	0	1	1	1	0	0	0	0	1	0	0	0	0
Number of Teacher Training Centers	1	1	2	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 2015.

	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	2014-2015
Accelerated * (%)	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	59.0
Recommended ** (%)	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	RS=13.7 RL=21.2
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	3.8
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	4.7	2.4
Total # RR students with complete programs	209	219	243	269	307	277	297	267	267	249	239	239	223	214	212
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	20.9

*Accelerated – formerly referred to as ‘Successfully Discontinued’

**Recommended – RS= Recommended with Substantial Progress; RL= Recommended with Limited Progress

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