The goal of Reading Recovery is to dramatically reduce the number of grade one students who have difficulty learning to read and write, and provide them with a strong foundation for future learning.

**Introduction**

Reading Recovery is a highly effective short-term intervention of one-to-one instruction for grade one students. The intervention is most effective when it is available to all students who need it and is used as a supplement to good classroom teaching. Reading Recovery serves grade one students who are having difficulty learning to read and write.

**What are the Results for Students who Accessed Reading Recovery?**

Local and international data demonstrate that 75% - 89% of students accessing Reading Recovery reach grade level by the end of the intervention. This is notable because these are the results for the lowest-achieving 10% to 20% of students in Grade 1, and not excluding any child for any reason.

**Who are the Students Accessing Reading Recovery?**

In York Region, the lowest-achieving 20% of students in Grade 1 access Reading Recovery lessons. Reading Recovery takes all lowest-achieving children in Grade 1, and does not exclude any because:

- they have limited control of language;
- of possible low intelligence;
- of immaturity;
- they are second language learners;
- of minor visual, hearing, motor or speech problems;
- of poor attendance;
- of stress or emotional problems;
- of high mobility;
- of behaviour problems;
- of prior identification.

89% of grade 1 students who received Reading Recovery made accelerated progress and were reading and writing at or above expected levels by June of the grade 1 year. 11% made progress but had not yet reached grade level and were recommended for further support.
Reading Recovery Impact on York Region Grade 1 PM Benchmark Reading

5139 of 5976 Grade One students in English Language schools were reading at Level 16 and higher by May/June as assessed using the PM Benchmark Kit. Of these, 913 students received Reading Recovery, having been previously the lowest achieving Grade One students.

Of the 86% of Grade One students reading at or above level on the PM Benchmark, 18% are students who were served by Reading Recovery and were initially the lowest achieving students.

By ensuring that 85%+ of Gr.1 students are reading at or above the expected standard by June, schools have strengthened capacity to maximize later results.

A Comparison to Other Intervention Programs

The What Works Clearinghouse independent review of Reading Recovery’s experimental research clearly establishes its effectiveness based on scientific evidence criteria. Reading Recovery received the highest ratings from the What Works Clearing House across the domains studied: Alphabetics, Comprehension, Fluency and General Reading Achievement.

<table>
<thead>
<tr>
<th>example:</th>
<th>Reading Recovery</th>
<th>Accelerated Reader</th>
<th>Success for All</th>
<th>Lindamood Ph.</th>
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<tbody>
<tr>
<td>Alphabetics</td>
<td>+34 Positive effects</td>
<td>na</td>
<td>+13 Positive effects</td>
<td>+17 Potentially Positive</td>
</tr>
<tr>
<td>Comprehension</td>
<td>+14 Potentially Positive</td>
<td>mixed effects</td>
<td>mixed effects</td>
<td>No discernible effect</td>
</tr>
<tr>
<td>Fluency</td>
<td>+44 Potentially Positive</td>
<td>No discernible effect</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>Reading Achievement</td>
<td>+32 Positive effects</td>
<td>+16 Potentially Positive</td>
<td>+10 Potentially Positive</td>
<td>na</td>
</tr>
</tbody>
</table>

http://ies.ed.gov/ncee/wwc/reports/beginning_reading
Do the Reading Recovery Students Maintain their Gains?

A York Region study completed in 2004 shows the impact of Grade 3 results on Grade 6 EQAO outcomes. (Zheng 2004) The study shows that if a student scores at level 1 in grade 3, there is only a 19% probability of that student moving off level 1 by grade 6. However, Reading Recovery spoils this prediction and moves the lowest-achieving students into average range, increasing the probability of Level 3 and 4 achievement for these students.

In Reading between 2005-2010:

- 78% to 85% of successfully discontinued Reading Recovery students moved off level 1 by Grade 3 (see Fig. 4)

Now that the previously lowest-achieving students have moved into levels 2, 3 and 4, they are able to participate in regular classrooms. Similar progress is shown in writing.

It is remarkable that 3 years later between 78% and 85 % of these students have moved off lowest-achieving standing into average achievement (the aim of Reading Recovery), and are now able to benefit from regular classroom instruction - the intent of implementing Reading Recovery.

Primary EQAO Reading Results for Students Successfully Discontinued from Reading Recovery Lessons:

80% to 89% of the students accessing Reading Recovery lessons “recover” the average trajectory of progress by the end of the grade year. These students continue to make progress through the primary and junior years, many achieving Levels 3 or 4 in EQAO assessment in grade 3 (see Fig. 4), and more of the cohort achieving this in the grade 6 EQAO assessment (see Fig. 5).

To date, and after intensive searching of the literature, research, programs and boards, we have not yet found any data with which to compare results in terms of grade level recovery.

No other intervention demonstrates these increases in general reading and writing ‘catch-up’ by the end of Grade 1, or shows data to demonstrate the maintenance of results achieved, and the continued progress of the students.

Reading Recovery Students Continue to Make Progress in the Junior Years

An additional 10%+ move ahead in their learning in the Junior years on Grade 6 EQAO.
What is the Gender Data for Reading Recovery?

Boys Achieve the Same (or better) Results as Girls

61% of the grade one students served by Reading Recovery in 2009/10 were boys, and 39% were girls. Although there are generally more boys than girls accessing Reading Recovery lessons, a similar percentage of both boys and girls were successfully discontinued in Grade 1 and were reading and writing at grade level by June of the grade one year.

York Region Reading Recovery Gender Study

York Region system standard data (PM Benchmark) show that the boys who successfully discontinued from Reading Recovery do as well as, or outperform the girls over the 7 years of the research study.

Fig. 6

Successfully Discontinued Reading Recovery Students
PM Benchmark: Grade 1
% of Students At or Above Grade Expectation (16+)
By Gender

York Region Grade One Gender Study

York Region system standard data (PM Benchmark) for all students in Grade 1 show that the girls outperform the boys over the 7 years of the study.
Reading Recovery is an investment in professional development for teachers who then design individual lessons for the lowest literacy achievers. Reading Recovery’s year long training and on-going professional development produces strong literacy teachers and leaders in schools. To date approximately 540 Reading Recovery teachers have been trained in York Region District School Board. This cadre of professionals increases literacy expertise and capacity in schools by working as/with classroom teachers, special education teachers, literacy teachers, etc.

Building Teacher Capacity

“A recent large-scale study revealed that every additional dollar spent on raising teacher quality netted greater student achievement gains than did any other use of schools resources.

Few programs offer a more powerful teacher education process than Reading Recovery.”

Reading Recovery Review

Reading Recovery Teacher Leaders support the implementation of Reading Recovery in adherence with the Canadian Institute of Reading Recovery Standards and Guidelines. This includes the training of new Reading Recovery teachers and providing ongoing professional development for previously trained teachers.

In addition, they provide professional development for classroom, special education and literacy teachers in:

- **Running Records** - workshops, in-school support, classroom collaboration, PM Benchmark P.D. and support.
- **Link Teacher Training** - workshops on An Observation Survey of Early Literacy Achievement, and the use of formative assessments in Kindergarten and grade one to inform ongoing personalized instruction building on student strengths.
- **Book Levelling** - workshops and in-school support on characteristics and teaching opportunities of different texts.

Reading Recovery Teacher Leaders work with principals and superintendents to provide support in:

- **School-based professional development** - Balanced Literacy Instruction, teaching strategies.
- **Area data analysis** - annual meetings with area superintendents to analyze and plan from area and school data.

Reading Recovery Teacher Leaders work collaboratively with their colleagues in Curriculum and Instructional Services supporting many areas including:

- Kindergarten implementation
- Primary Literacy
- Assessment and Evaluation
Reading Recovery is ... an investment in children.

“A child must have some version of, “Yes I imagine I can do this.”
And a teacher must also view the present child as competent and on that basis
imagine new possibilities.” (Dyson, 1999)

At the end of his senior kindergarten year Adam was having
great difficulty learning to read. Shortly after beginning his
series of Reading Recovery lessons, Adam's mother noticed
that he was starting to show an interest in reading. Adam
progressed quickly and within weeks was at grade level and
successfully discontinued his series of lessons, reading with
the average band of his class. He continues to progress with
his peers.

“I am writing to let you know that the Reading Recovery program is
fantastic. This is based upon my personal experience with my son Adam. The
Reading Recovery teacher's dedication and commitment to working with
Adam was amazing. He loved coming to his lessons and if he missed a
lesson he was really upset.
Adam’s self confidence has improved tremendously; he is a confident child
who now believes he is capable of reading and is willing to try. He enjoys
reading stories to his younger sister. Without this program I truly believe he
would not have had a great school year and would have become a high risk
student with very low self esteem.”

Adam’s mother

Reading Recovery provides equity of
opportunity for ALL students
Working Collaboratively with Student Services

36 previously identified Grade 1 students accessed
Reading Recovery in 2009.

- 22 successfully discontinued and
  achieved grade level in reading and
  writing.
- 14 made progress and continue to need
  longer-term specialized support.

Reading Recovery®
Liaison Administrator
Dr. Beate Planche
Superintendent of Curriculum and
Instructional Services

Penny Zielinski, Teacher Leader/Administrator
Donna McFadden, Administrative Assistant
and the Teacher Leader Team
Internationally, Reading Recovery data is collected, scrutinized and analysed by Universities (U.K.) and Ministries of Education. (N.Z.)

Maintaining Gains
Researchers from the Institute of Education, London, have monitored the long term effectiveness of the (Every Child A Reader) programme under which six-year-old children who had the greatest reading problems were given on-to-one tuition by specially trained Reading Recovery teachers for half an hour a day over four to five months in 2005.

In today's report (The Impact of Reading Recovery three years after intervention) Jane Hurry and Andrew Holliman have monitored the progress of nearly 250 of these very disadvantaged children. They conclude that the long term effects are still being felt.

The 'Reading Recovery' children, now aged nine, are reading and writing significantly better than similar children who did not have the benefit of the tuition.

The researchers also found that Reading Recovery children were significantly less likely to be identified as having special educational needs at the end of Year 3.

Jean Gross, former Director of the Every Child a Chance Trust, now beginning her job as England's first Communication Champion for Children, said: "It is fantastic to see the long term positive effect of Reading Recovery. These are very vulnerable children, with all sorts of ongoing difficulties in and out of school, so the immediate impact of the programme might easily have disappeared over three years. It hasn't, and the children now have a real chance in life."

Implementations Around the World
During the 2009-2010 school year, Reading Recovery was implemented in English in seven provinces and one territory: Alberta, British Columbia, Manitoba, New Brunswick, Nova Scotia, Ontario, Prince Edward Island, and the Yukon Territory. In Ontario, Reading Recovery is implemented in 13 English school boards.

Reading Recovery has been implemented internationally in the following countries: Canada, United States, Great Britain, Ireland, Denmark, Turks and Caicos, Barbados, Philippines, Australia, New Zealand.

References - Longitudinal Studies


