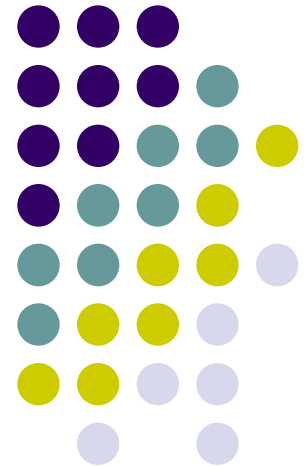


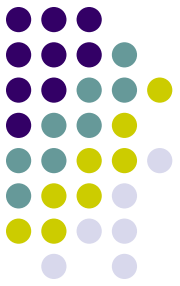
20 Years of Reading Recovery

Where are we now, and where to
from here?





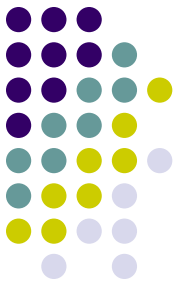
- 1. What is Reading Recovery and why is it important?
- 2. How does Reading Recovery look in SD61?
- 3. Where to from here?



According to Wasik and Slavin

“Being literate does not ensure future academic success. Not being literate virtually guarantees academic failure.”





Reading Success is the Key to School Success

Canadian Education Statistics Council

cmec.ca/Publications/Lists/Publications/Attachments/201/key-factors-literacy-school-aged.pdf



Canada has the expertise and the resources to ensure that all children in poverty can read well by age 9. What is needed is a commitment to use existing resources in different ways to achieve that goal.

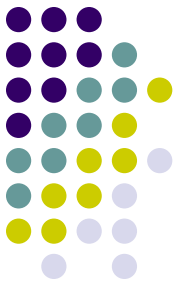
- *O'Sullivan and Howe, 1999*

Reading Recovery™

- One Clear Goal

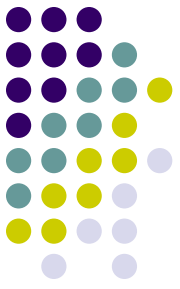


To drastically reduce the number
of children with literacy
difficulties in a school system.



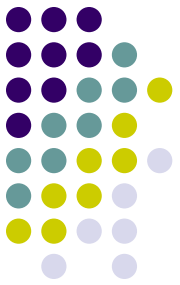
Reading Recovery is unusual in its approach

It asks “What is possible?” rather than
“What is wrong with the child?”



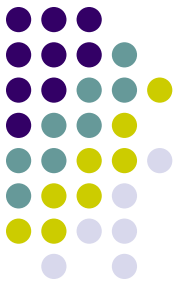
Reading Recovery is unusual in its goal

- The goal is ...
 - For the lowest achievers
 - In any school
 - In all their diversity
 - And not excluding anyone in ordinary classrooms
 - Average group performance in their class
 - In a short period of time



If children are apparently unable to learn, we must assume that we have not, as yet, found the right way to teach them.

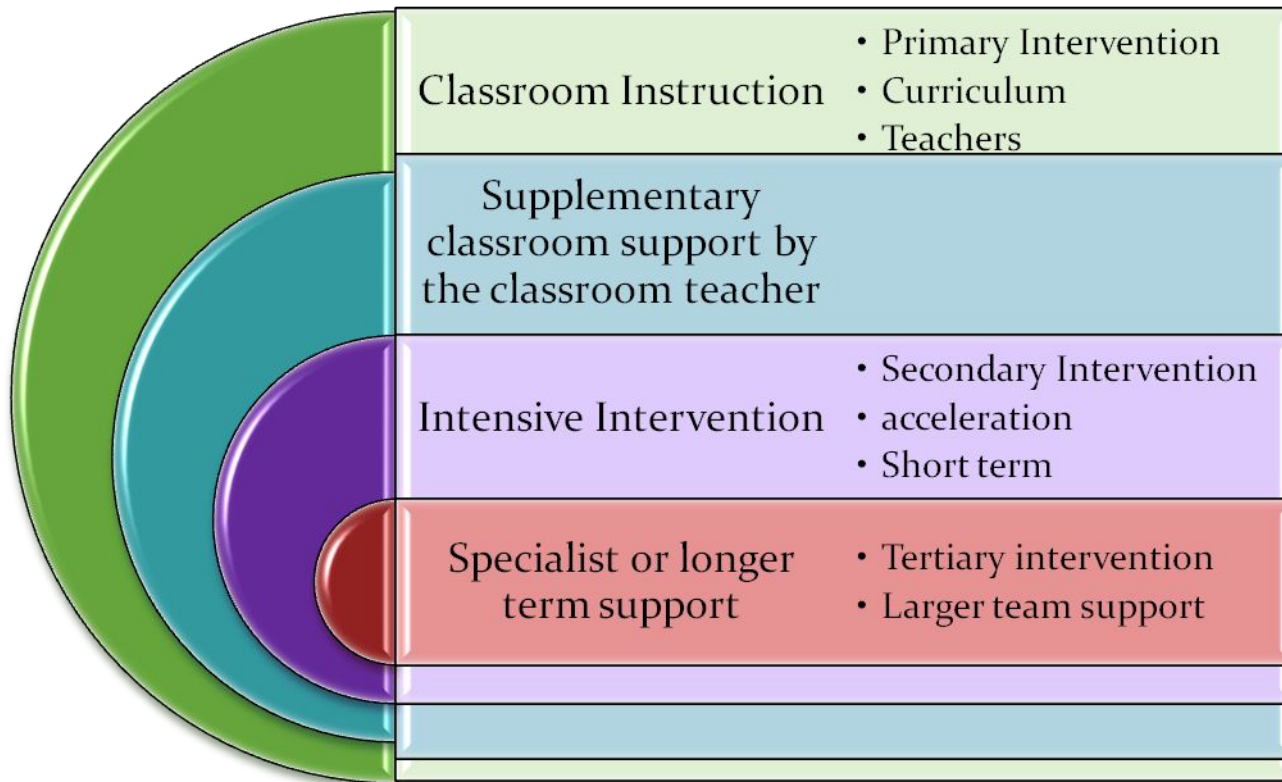
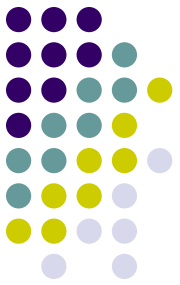
- MM Clay

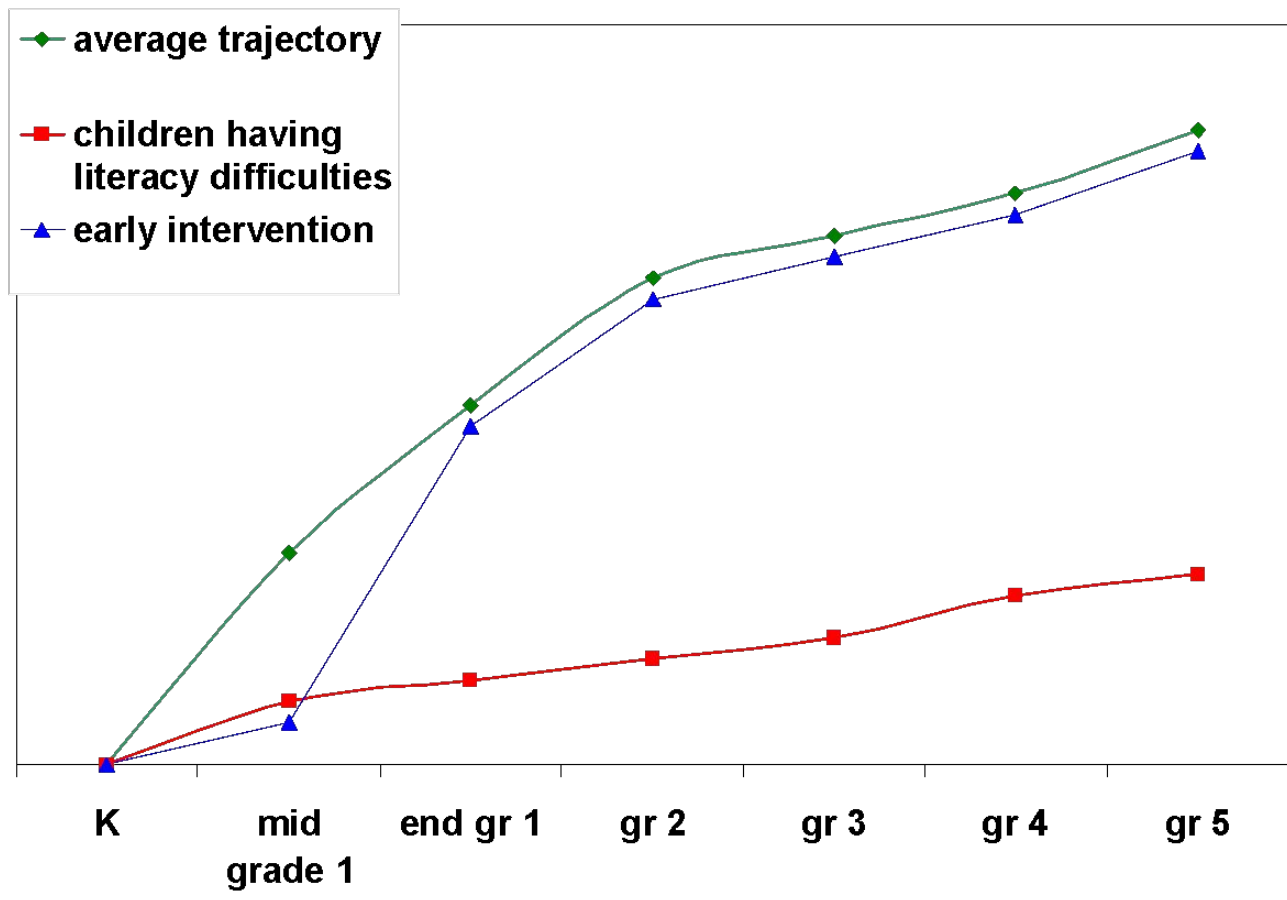


Differences

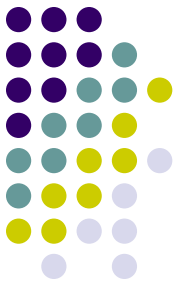
- It is designed for an education system
- It is non-profit
- Charges no royalties
- Is protected by copyright and trademark
- The school manages its program for its children
- The system recommends the trainees

A systems intervention





Stages of an implementation



Short and Long-Term Benefits

- Beginning a program
- Supporting a small program
- Expanding a larger program and problems of size
- Collective interests of neighbouring districts
- Sustaining effort for long-term benefits
- Vintage and maturity

Canadian Data shows for teachers



30 minutes a day
(requires an exemption)
1 student daily

3 students per year

60 minutes a day
2 students daily

4 to 7 students per year

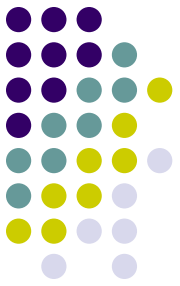
90 minutes a day
3 students daily

8 to 11 students per year

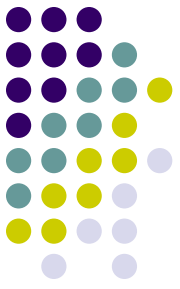
120 minutes a day
(required for training teachers)
4 students daily

12 to 14 students per year

Additional benefits to the school and system

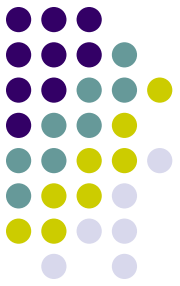


- Builds capacity through strong professional development, which carries over into classroom practice
- A systems approach to early literacy through the development of school teams
- A powerful, research-based assessment system for identifying at-risk grade one students
- A demonstration that low achieving children can learn, changing perceptions and expectations
- Increased self-esteem and self-awareness for initially low-achieving children because they know they are learning to read and write
- Data to allow staff, schools and districts to assess and track reading progress
- A model of teaching that uses ongoing observation of student behaviour and learning as the basis for instruction
- An opportunity to create positive relationships with parents of at-risk students



Training

- 360 hours of teaching
- Detailed records of each lesson
- Analysis of running records daily
- 40 hours of inservice
- 5 teacher leader visits
- Teaching “behind the glass” for colleagues
- Ongoing professional development after training



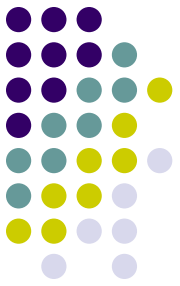
Data Collection

- Entry and exit data for every child
- Collected at the teacher, school, site, province, national and international levels
- Ongoing analysis to improve practice

Writing too

from this

to this



The B S is K M
bus coming

I+ L GT L M
will get let me

STOP N
on

here to

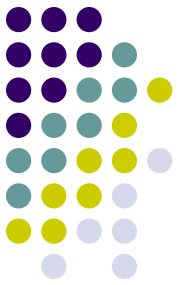
I have a Big dog at home
today I am going to take him to school

What does the research say?



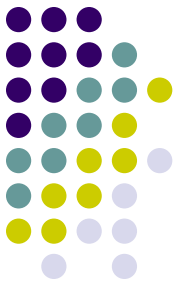
No other reading intervention measures up

http://ies.ed.gov/ncee/wwc/reports/beginning_reading/

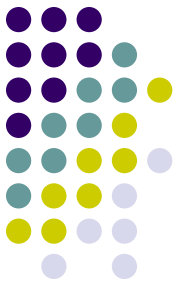


	Reading Recovery	Accelerated Reader	Success for all	Lindamood Phonics
Alphabetics	+ 34 Positive effects	N/A	+13 Positive effects	+17 Potentially Positive
Comprehension	+14 Potentially Positive	Mixed effects	Mixed effects	No discernible effect
Fluency	+44 Potentially Positive	No discernible effects	N/A	N/A
Reading Achievement	+32 Positive effects	+16 Potentially Positive	+10 Potentially Positive	N/A

The Effect of Teacher-Student Ratio on Early Intervention Outcomes



- Do literacy achievement outcomes differ for highly trained teachers working with at-risk students 1 on 1, versus in small groups?
- Do literacy achievement outcomes differ for highly trained teachers depending on group size?
- What is the pattern of literacy achievement outcomes as teacher-student ration varies?
 - Robert M. Schwartz, Oakland University, Maribeth Cassidy Schmitt, Purdue University, Mary K. Lose, Oakland University

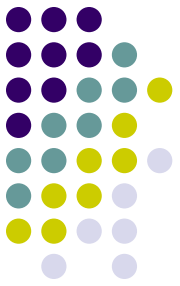


Results

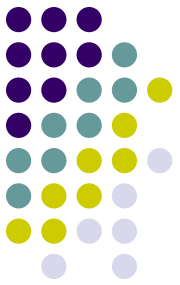
- *The 1:1 instruction yielded significantly higher outcomes*
- *The small group conditions did not differ significantly*

Efficiency

Closing the Achievement Gap



- 1:1 61% of students closed the gap
- 1:2 38% of students closed the gap
- 1:3 26% of students closed the gap
- 1:5 19% of students closed the gap



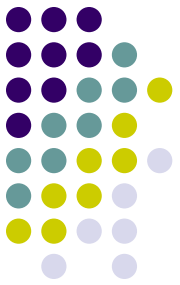
Cost Effectiveness

A report from the KPMG Foundation (2006) in the United Kingdom demonstrates the high costs of literacy difficulties. Factors attributed to low literacy rates include:

- extra instructional support in school throughout the grades
- high levels of expulsion and drop-out rates
- unemployment and under-employment
- violent crime
- increased health risks

The KPMG Foundation report adjusted the costs to reflect if Reading Recovery were available for every person who needs it. The projected savings would be at least 1.37 billion pounds (\$2.7 billion dollars) annually. Employment cost savings were the largest component of this return.

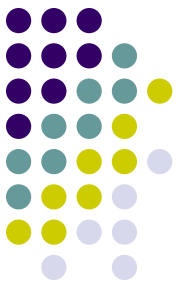
http://www.kpmg.com/UK/en/IssuesAndInsights/ArticlesPublications/Documents/PDF/What%20We%20Do/every_child_reader_national_rollout_report.pdf



Investment

- “Based on a 79% success rate, the return on investment for every pound spend is estimated to be in the range of £ 14.81 to £ 17.56.” (KPMG Report)
- In Canada estimates range from \$10 to \$34 for every \$1 spent. (MCHP)

Cost Comparison Example Between Reading Recovery and Other Educational Interventions



	Annual Per-Pupil Cost	Average time in program	Per-pupil cost across time
Retention	\$9,200	1 year	\$9,200
Title I	\$2,400	5 years	\$12,000
Special Education	\$3,750	5 years	\$18,750
Other – small group pullout,	\$2,400	3 years	\$7,200
Reading Recovery	\$3,750	12 – 20 weeks	\$3,750

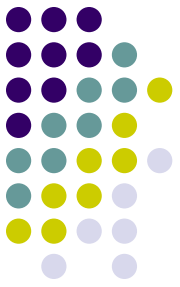
Newest research.....



[Landmark Study Finds Better Path to Reading Success | Psychology Today](#)

- Referencing Marie Clay's research (1982) around the reciprocal connection between reading and writing, researchers confirm that the fastest way to develop strong readers is through developing strong writers who use invented phonetic spelling in the early years.

Social justice issue

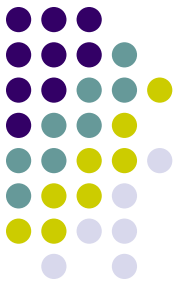


- Reading Recovery is not just a reading intervention; it is a social justice and equity intervention. While many argue it is too expensive, one needs to have a longer view and not only compare the cost to school boards for costly special education programs but the long-term costs to society from unemployment, dropout rates, and other societal-related costs like courts, police, and prisons. In the scheme of things, Reading Recovery is cheap. J Diakiw, Superintendent, York Region, Toronto

What does Reading Recovery look like in SD61?

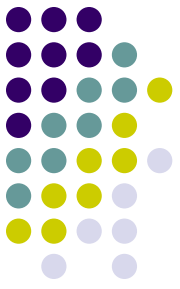


- Currently 16 Reading Recovery teachers in SD61
 - 14 Continuing teachers
 - 2 Training teachers
- Close to 40 teachers trained
- One Teacher Leader for the Southern Vancouver Island Consortium (SD61, SD62, SD63)

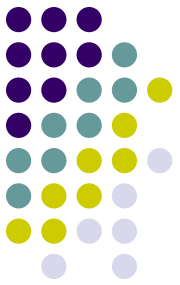


- Going forward.....
 - Currently training a Teacher Leader in SD62
 - Recently hired a Teacher Leader for next year for SD61, SD63
 - SVI RR Consortium to remain in place for training classes

So.....What does a Reading Recovery Teacher Leader do?



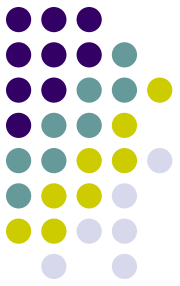
- Fulltime study for one year including:
 - Teaching Children Reading Recovery
 - Training Reading Recovery teachers
 - Literacy Acquisition Theory
 - Implementation and Research
 - Academic study in the areas of:
 - Developmental Psychology
 - Literacy Theories
 - Educational Research
 - Issues in Literacy Difficulties



After certification....

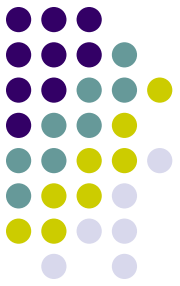
- Teach children daily
- Train new RR teachers
 - 360 hours of teaching
 - 10 hours assessment training
 - 45 hours of seminar and observation (every 2 weeks)
 - 5 teaching observations (at least)
- Provide inservice for Continuing teachers
 - 25 hours (once a month)
- Collect entry and exit data for all students
- Consult and plan for extraordinary students
- Provide feedback on lessons for all teachers
- Report to Districts on the implementation and results for RR

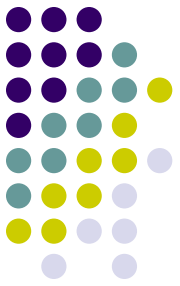
What else?

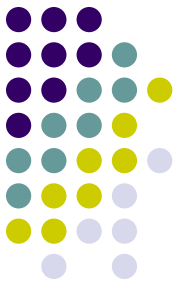


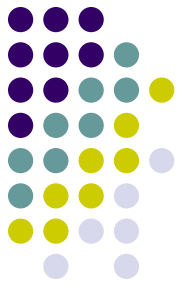
- Assess students at the end of their series of lessons
- Provide An Observation Survey of Early Literacy Achievement training for classroom teachers and learning support teachers
- Work with ELL teachers and Speech Pathologists to strengthen their understanding of literacy acquisition theory
- Coordinate schedules for students accessing multiple supports
- Work with EAs and volunteers supporting student reading
- Support classroom teachers to strengthen classroom practice
 - Guided reading
 - Guided writing
 - Classroom schedules
 - Literacy centres
 - Management in literacy learning time



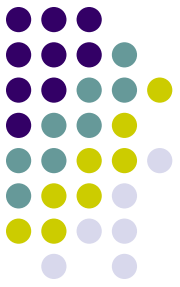


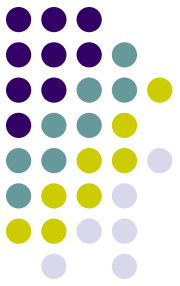




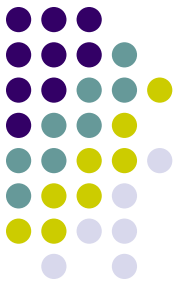


Intervention preventive en lecture-écriture IPLE



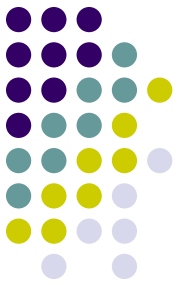






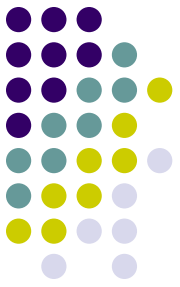
Dilemma

- School-level decision makers bear the burden of a decision dilemma; **they may eschew adopting the best evidenced-based programs in the face of annual budget cycles that are dependent on political support that is focused on short-term results and narrow fiscal input considerations.** For example, even though early literacy achievement is regarded as a critical threshold for reaping the social and economic benefits of human capital development, a school district may not consider that it has the resources to support implementing the most effective, but in the immediate the most costly, literacy intervention.
 - KPMG Report (Jones et al., 2006)



When will we let what we know
influence what we do?

Useful websites



- www.readingrecoverycanada.org
- www.readingrecovery.org
- www.whatworksclearinghouse.org