

READING RECOVERY IN SUNRISE SCHOOL DIVISION 2016-2017



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Did you know?

The professional development of Reading Recovery teachers in the Sunrise School Division was supported by: Jennifer Flight (River East Transcona School Division), Teresa Turner (River East Transcona School Division), and Allyson Matczuk (Manitoba Education and Training).

What is Reading Recovery?

Reading Recovery is an early intervention designed to reduce literacy difficulties in an education system. It provides intensive, individual help for any students who has not responded satisfactorily to classroom programming in reading and writing after one year of school.

The range of reading achievement, in any class at any age level, varies widely for a variety of reasons. Effective implementation of Reading Recovery has been demonstrated to reduce the range of readers within classrooms and so support the classroom teacher in delivering quality instruction for all students.

While Reading Recovery is focused on reading and writing, the lessons are not solely concerned with improving these areas. 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 and continue to progress satisfactorily within their own school’s instructional program.

Three major components have proven necessary to 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*

Only with all three components in place will the full benefits of Reading Recovery be evident and sustainable.

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Summary of Reading Recovery, 2016-2017

| | |
|---|-------------|
| <i>Number of schools served</i> | 7 |
| <i>Number of trained teachers</i> | 8 |
| <i>Number of teachers in training</i> | 2 |
| <i>Total number of grade ones eligible for Reading Recovery</i> | 334 |
| <i>Percentage of children served</i> | 15.6% |
| <i>Range of coverage</i> | 12 % to 30% |
| <i>Total number of children in Reading Recovery this year (carried over and grade 1)</i> | 70 |
| <i>Number of children who would have benefited from Reading Recovery but no space was available</i> | 32 |
| <i>Average weeks in lessons for children who made Accelerated progress</i> | 20.9% |
| <i>Average weeks in lessons for children who made Substantial/Limited progress</i> | 22.7% |
| <i>Average number of lessons per week</i> | 3.7 |

Data was collected for all children in lessons using Marie Clay's *An Observation Survey of Early Literacy Achievement*:

- A total of **70 children** in 7 schools received Reading Recovery lessons.

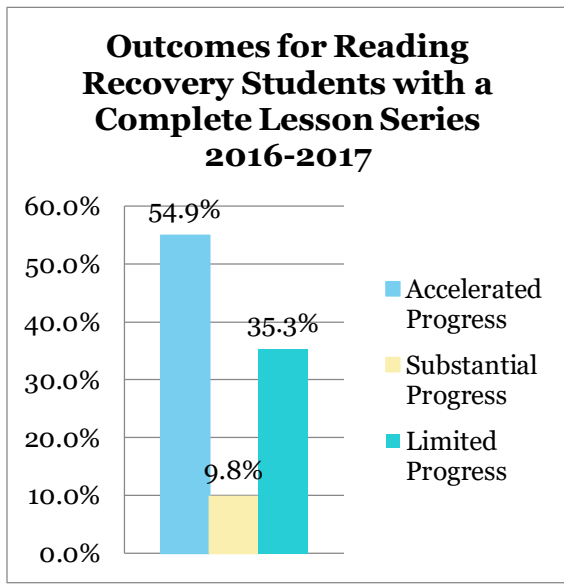
Most children make accelerated progress...

- **28 children** made accelerated progress, closing the achievement gap and enabling them to work within the average range for reading and writing in their specific classrooms. Students who achieved accelerated progress typically entered lessons reading between text levels 0-3 and ended lessons reading at or above text level 16. After a series of Reading Recovery lessons, these children continue to make progress alongside their average peers in the classroom.

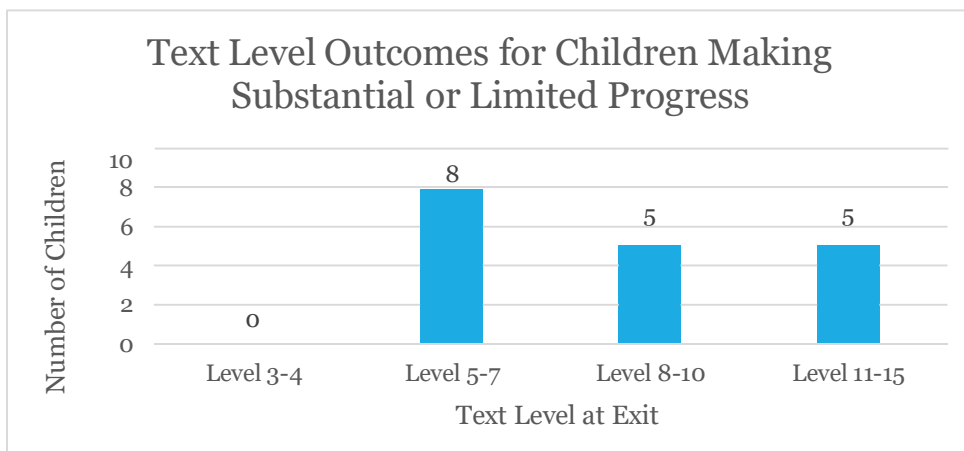
...and all children make progress

- **5 children** made substantial progress and were recommended for longer term support within the classroom, reading at text levels 11-15.
- **18 children** made limited progress and were recommended for longer term support or specialist intervention, leaving lessons reading at text levels 3-10.
- **4 children** moved before completing their series of lessons.
- **0 children** were progressing but unable to continue in lessons due to attendance or behavior issues.
- **16 children** will carry over and continue in lessons in the 2017-2018 school year.

Reading Recovery data tells us all children make progress



- 54.9% of students made accelerated progress, and are able to benefit from the classroom program without the need for supplementary individual support.
- 9.8% of students in lessons were recommended for further support having made substantial progress. Classroom teachers can provide targeted instruction for these children.
- 35.3% of students were recommended for further support having made limited progress. These children will need the support of the school team to plan for longer term support.



A closer look at the recommended group shows that all children who entered lessons at text level 0 have grown as readers (n=18).

What changes might we introduce ... and why?

The number of children in the recommended categories is higher than optimal, meaning fewer children are able to work alongside their average peers in the classroom.

- Professional development sessions will include an emphasis on working with children at lower text levels to support the development of a sense of urgency and high expectations in teachers.
- Support for Reading Recovery teachers to taking action quickly when acceleration is compromised: reflecting on teaching, requesting Teacher Leader visit and/or consultation, and arranging colleague visits.
- Support for Reading Recovery teachers as literacy leaders in their schools, including providing materials, a forum for discussion, and accountability.
- Schedule regular school team meetings to discuss supporting priority children before, during, and after Reading Recovery lessons, perhaps monthly.

Reading Recovery data tells daily lessons are being compromised

- On average, teachers taught 3.7 lessons per week per child.

Using the reasonable expectation of a four-day week, “lost” lessons are examined:



What changes might we introduce ... and why?

- Set a goal of 8 hours of instruction per week. Teachers to share the expectation with the school team and administrators and provide monthly updates of the teaching hour count.
- The school team working together to plan ways to minimize interruptions.

Reading Recovery data tells us children selected for Reading Recovery lessons typically begin lessons with lower reading levels when compared to writing levels.

Early reading and writing progress supports accelerated learning. Children who make little progress in reading develop ways of “remembering” as opposed to ways of “thinking” when they read. “Remembering” behaviours impede learning. Divisional data suggests children develop ways of “thinking” when problem-solving new words for writing yet rely on “remembering” behaviours for reading.

“If the child moves forward slowly ... the end result is not as satisfactory as speedy progress through the book levels. It is as if the brain cells need to be involved tomorrow in what they explore today to consolidate some permanent change in their structure” (Clay, 2005b, p. 151).

Writing Tasks

| Writing Vocabulary at Entry | Term 1 | Term 2 | Term 3 |
|-----------------------------|--------|--------|--------|
| Recommended | 1 | 4.4 | 8 |
| Accelerated | 3 | 13 | 19.4 |

| Hearing and Recording Sounds in Words at Entry | Term 1 | Term 2 | Term 3 |
|--|--------|--------|--------|
| Recommended | 2.3 | 6.8 | 13 |
| Accelerated | 5 | 26.3 | 33.5 |

Reading Books

| Instructional Text Level at Entry | Term 1 | Term 2 | Term 3 |
|-----------------------------------|--------|--------|--------|
| Recommended | 0 | 0.8 | 1 |
| Accelerated | 0.4 | 2.5 | 5 |

What changes might we introduce ... and why?

- Reading Recovery teachers and classroom teachers should regularly discuss running records with an emphasis on how to use the information to make instructional decisions.

Reading Recovery Teachers Celebrate

All children make progress:

- All children in Reading Recovery lessons, including those learning English as an additional language, showed growth in reading, writing and oral language. Students that did not make accelerated progress made significant progress in their learning.
- Many parents and teachers commented on the increased confidence and independence of children who received Reading Recovery lessons.

Partners in literacy instruction:

- Classroom teachers were supportive and interested in the program. Reading Recovery teachers and classroom teachers engaged in more conversations about their common students, sharing running records and writing samples. Some observed lessons and followed through with suggestions in the classroom.
- Students who have not accelerated now have early intervention with resource or clinician support.

Family connections:

- Parents have commented that the program is helpful and has made their child's school experience more positive.
- As children experienced success and showed more enjoyment when coming to school, some parents took on a more active role in regular reading at home.

The Reading Recovery program has been a great and unique benefit to many students. One student seen this year was an autistic student with severe behavioural issues ... he was successfully discontinued after 19 weeks with a reading level of 20. Being taken outside of the classroom and having one-to-one lessons without distractions was a considerable factor in this student's ability to learn the strategies he needed to be an effective and independent reader.

-Reading Recovery Teacher

Classroom teachers comment that Reading Recovery increases independence, students are willing to take chances in reading and writing, students gain confidence in their abilities, they can support learning by reinforcing strategies in class and at home.

It helped my daughter a lot and also taught me a few things that I can do to help her in the future.

-Parent of a Reading Recovery Student

Reading Recovery Teachers Recommend

Increased Reading Recovery coverage

- Increased time allocated to Reading Recovery in schools with larger populations.

A team approach

- Continued assessment and progress monitoring: beginning the year with Observation Surveys on all the Grade 1 students supports selection and planning for all students. Administering the Observation Survey at the end of the year to determine progress in all students.
- Time to follow-up with classroom teachers and provide in-class modelling and suggestions for reading and writing progress.
- Flexible schedules in order to maintain daily thirty minute lessons with each student.
- Collaborative conversations to bridge the gap between Reading Recovery lessons and classroom performance. Comprehension should be explored as a topic, as there is sometimes discrepancy between Reading Recovery text levels and Fountas and Pinnell levels.

Sunrise 2016-2017 School Site Data - Children in Lessons

| School | Students with lessons carried over into 2016-2017 | Grade 1 students in lessons | | | Number of weeks in lessons | | Average lessons per week | Number of children who made accelerated progress | | | Number of children recommended having made substantial progress | | | Number of children recommended having made limited progress | | | Number of children moved | | Number of children progressing but unable to have lessons continued | | Number of children with lessons carried over to 2017-2018 | % of the grade 1 population seen in Reading Recovery lessons | | Number of children for whom there was no space available |
|----------------|---|-----------------------------|-------|-------|----------------------------|------|--------------------------|--|------|------|---|------|------|---|------|------|--------------------------|------|---|------|---|--|------|--|
| | | Boys | Girls | Total | Acc. | Rec | | CO | Gr 1 | % | CO | Gr 1 | % | CO | Gr 1 | % | CO | Gr 1 | CO | Gr 1 | | Total grade 1 pop | % | |
| Anola | 2 | 2 | 4 | 6 | 18 | 23 | 3.8 | 1 | 4 | 62.5 | 0 | 1 | 12.5 | 1 | 1 | 25.0 | 0 | 0 | 0 | 0 | 0 | 20 | 30.0 | 0 |
| Beausejour | 3 | 6 | 3 | 9 | 22 | 21 | 4.1 | 2 | 4 | 66.7 | 1 | 0 | 11.1 | 0 | 2 | 22.2 | 0 | 0 | 0 | 0 | 3 | 65 | 13.8 | 9 |
| Centennial | 3 | 5 | 1 | 6 | 19 | 22 | 3.8 | 2 | 1 | 50.0 | 0 | 0 | 0.0 | 2 | 2 | 66.7 | 0 | 1 | 0 | 0 | 2 | 37 | 16.2 | 1 |
| Dugald* | 1 | 4 | 5 | 9 | 21 | 29 | 4.1 | 0 | 4 | 66.7 | 0 | 0 | 0.0 | 0 | 2 | 33.3 | 1 | 0 | 0 | 0 | 3 | 63 | 14.3 | 1 |
| Gillis | 2 | 2 | 4 | 6 | 22 | 22 | 3.4 | 2 | 1 | 42.9 | 0 | 1 | 14.3 | 0 | 3 | 42.9 | 0 | 0 | 0 | 0 | 1 | 31 | 19.4 | 4 |
| Oakbank* | 3 | 9 | 1 | 10 | 21 | 21 | 3.1 | 2 | 4 | 66.7 | 1 | 0 | 11.1 | 0 | 2 | 22.2 | 0 | 0 | 0 | 0 | 4 | 83 | 12.0 | 5 |
| Powerview | 4 | 3 | 3 | 6 | 23 | 21 | 3.7 | 1 | 0 | 20.0 | 1 | 0 | 20.0 | 0 | 3 | 60.0 | 2 | 0 | 0 | 0 | 3 | 35 | 17.1 | 12 |
| Sunrise Totals | 18 | 31 | 21 | 52 | 20.9 | 22.7 | 3.7 | 10 | 18 | 54.9 | 3 | 2 | 9.8 | 3 | 15 | 35.3 | 3 | 1 | 0 | 0 | 16 | 334 | 15.6 | 32 |

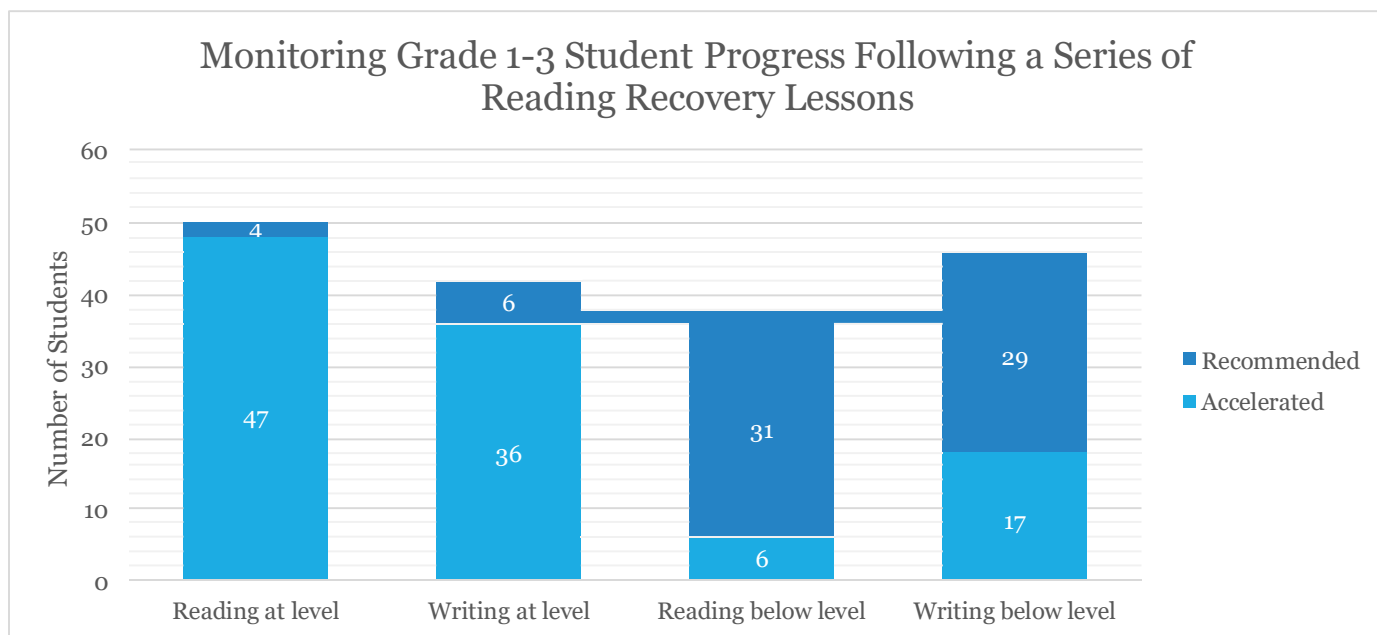
Note: Accelerated and recommended percentages are based on children who have a complete lesson series. Children whose lessons are being carried-over, who have moved or are progressing are not factored into this count.

Long Term Monitoring of Students in Grades 1 through 3 -After Reading Recovery Lessons

Each year Reading Recovery teachers track the progress of former Reading Recovery students. This information is useful to school teams: to monitor long-term progress, evaluate ongoing assessment and classroom instruction, and to extend reading and writing behaviours taught in Reading Recovery.

Teachers were asked to determine reading text levels, BURT Word Reading Test and Writing Vocabulary scores.

The progress of 53 students who made accelerated progress and 35 students who were recommended having made substantial or limited progress in Reading Recovery lessons is represented below:



Monitoring data shows that most students who have made accelerated progress have continued to achieve within the broad average band: 89% in reading and 70% in writing.

Monitoring data reveals that approximately 33% of the recommended group has continued to make progress and is now achieving within the broad average band.

For further information about Reading Recovery®

- The Canadian Institute of Reading Recovery (CIRR), rrcanada.org
- The Reading Recovery Council of North America (RRCNA), readingrecovery.org