



THE CANADIAN INSTITUTE OF READING RECOVERY® NATIONAL IMPLEMENTATION DATA: 2008-2009

Executive Summary

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The 2008-2009 *Canadian Institute of Reading Recovery National Implementation Data report* is the 14th in an annual series of reports intended to describe the Canadian Reading Recovery implementation and its outcomes and document the growth of Reading Recovery nationally.

National Coverage

During the 2008-2009 school year,

- Reading Recovery was implemented in English in 7 provinces and one territory across Canada: Alberta, British Columbia, Manitoba, New Brunswick, Nova Scotia, Ontario, Prince Edward Island and the Yukon Territory. Reading Recovery was also implemented in French in 4 provinces (New Brunswick, Nova Scotia, Ontario and Prince Edward Island). The French implementation data are included in this report also.
- **78 Teacher Leaders** in **40 Reading Recovery training centres** had responsibility for the implementation of the program within their respective school boards or districts, and provided training and ongoing support to Reading Recovery teachers.
- **1,770 Reading Recovery teachers** provided instruction for students in **1,598 schools**.
- **13,622 students** received Reading Recovery instruction in Canada.

Growth of the Canadian Reading Recovery Implementation

The number of students receiving Reading Recovery in any given year is the critical indicator of growth. Using this measure, the 2008-2009 Canadian Reading Recovery implementation:

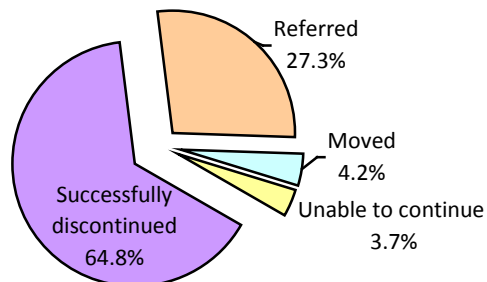
- Increased marginally (by 3%) from the previous year (i.e., 13,582 students received Reading Recovery in 2007-08); but
- has grown by 332% since the first national data collection in 1995-96 (i.e., 3,152 students received Reading Recovery in 1995-96).

Since the national data collection began in 1995-96, approximately 160,000 students have received Reading Recovery in Canada (n=160,477).

Students' Progress in Reading Recovery

Of the 13,622 students who received Reading Recovery in Canada in 2008-2009, 11,529 students completed or left their programs by the end of that school year. Their outcomes are illustrated below. The programs of the remaining 2,094 students were to be carried over into the next school year; these students will be included in the 2009-2010 data summary.

Of the students leaving their Reading Recovery programs in 2008-09,



There are two positive outcomes in Reading Recovery:

- ➔ Most children are able to achieve accelerated progress and develop a self-extending system in reading and writing. In 2008-2009, 64.8% of the Reading Recovery students were **successfully discontinued** (n=7,474).
- ➔ Children referred are identified early and receive specialist help or long-term support. Of the students leaving Reading Recovery in 2008-2009, 27.3% had not yet developed an effective processing system after being in the program and were **referred** (n=3,150). These students represent only 4.6% of all Grade 1 students in Reading Recovery schools.

A small proportion of students were unable to complete their programs (7.9%), either because they **left the school before completing the program** (i.e., moved) (n=479) or were **progressing but not able to be continued** for other reasons (n=426).

Trends Over Time

The Canadian Reading Recovery implementation grew steadily from the time the national data collections began in 1995-96 until 2004-2005. Over the next 4 years, the implementation has decreased only slightly. In fact, since 2001-2002, the numbers of students receiving Reading Recovery have remained very consistent, varying by less than 3% from year to year.

Student progress results in 2008-2009 remain strong and are consistent with those obtained over the 14-year period since the National Data Collections began. Success was noted in the proportions of students attaining the two positive outcomes in Reading Recovery:

- ➔ Most children are able to achieve accelerated progress and develop an effective processing system in reading and writing. In 2008-2009, 64.8% of Canada's Reading Recovery students were **successfully discontinued**. This is slightly below the 14-year average of 69.3%.
- ➔ Children **recommended as requiring specialist help or long term literacy support** are identified early and receive extra support. In 2008-09, 27.5% of the students had not yet developed an effective processing system after being in the intervention and were therefore referred. This is higher than the 14-year average of 22.8%.