

## **Halifax Regional School Board** **Focus on Learning: Early Literacy Support and Reading Recovery®** **Year End Reports 2015-16**

### **Purpose**

To provide the Committee of the Whole with an overview of the progress of students supported through the Early Literacy Support model and Reading Recovery in 2015-2016.

### **Background**

The mission of the Halifax Regional School Board is to *provide a high quality education for every student every day*. To support this mission, the Early Literacy Support framework recognizes that there are multiple layers of instructional support intended to guide our children in developing and sustaining effective literacy skills. The first layer of support for all children is quality classroom instruction. The second layer is short term intervention provided by Early Literacy Support or Reading Recovery. A third layer of support is provided to students who need more long term intervention through resource support.

**Early Literacy Support** is a short term intervention that supports students in grades primary through 3 in both French Immersion and English programs. Support consists of daily lessons of 30-45 minutes targeting reading, writing and oral language development through small group or one on one instruction. Support is provided in grades primary through 2 by an Early Literacy Support teacher and in grade 3 by the resource teacher. Teachers provide support to students during one or more of the three blocks of Early Literacy Support scheduled over the year: block 1 (September – November), block 2 (December – March) and block 3 (March – June).

Selection criteria for support is dependent on grade level and program of study. In English program, Early Literacy Support is provided to selected grade primary and grade 1 students who are in the earliest stages of literacy development while in grades 2 and 3, students who are approaching grade level benchmarks are selected. In the French Immersion program, Early Literacy Support is provided to selected grade 1 and 2 students who are in the earliest stages of literacy development and grade 3 students who are approaching grade level expectations.

All Halifax Regional School Board (HRSB) elementary schools are allocated staffing for Early Literacy Support through targeted funding from the Department of Education and Early Childhood Development (EECD) and the HRSB general fund.

**Reading Recovery** is an intervention that provides individually designed and delivered lessons to selected grade one students. Support consists of 30 minute daily lessons targeting reading, writing and oral language development through one on one instruction for up to 20 weeks. There are 3 possible outcomes for students who complete their series of lessons: Accelerated Progress, Substantial Progress and Limited Progress.

Reading Recovery is supported by a grant from the EECD. During the 2015-2016 school year, 17 Elementary Schools in HRSB were allocated staffing for Reading Recovery.

### **Content**

#### **Early Literacy Support**

During the 2015-2016 school year, 2201 English program students and 522 French Immersion program students from grades primary through 3 received Early Literacy Support. This represents approximately 20% of the total P-3 population. Students are assessed at the beginning of the support block, at the end of the support block and at the end of the school year. The overall results for Early Literacy Support show that almost all students demonstrated growth in their literacy development.

In the both English and French Immersion, the proportion of students of African Ancestry who received Early Literacy Support is greater than the overall grade P-3 population. There is a gap in results between students of African Ancestry and their Non-African Ancestry peers. Results disaggregated by Aboriginal Identity are not presented due to the small sample size.

#### **English Program**

- A total of 274 primary students received support. On entry, 73% of students selected for support were not yet reading published texts; at year end this decreased to 13% of students who were not yet reading published texts.

- A total of 1011 grade one students received Early Literacy Support. At the end of their respective support block, 50% of the students were reading at or above expectations. However, not all students continued to grow as expected in their literacy learning once Early Literacy Support was removed. The data indicates that if students were reading at text level F when Early Literacy Support was discontinued, they had a better chance of meeting benchmarks at year end.
- A total of 351 grade two students received Early Literacy Support. At the end of support, 247 of these students (71%) were reading at or above expectation, while 229 (67%) met expectations at the end of year.
- A total of 565 grade three students received Early Literacy Support through resource teachers. At the end of support, 422 of these students (75%) were reading at or above grade-level expectation, while 350 (63%) met or exceeded expectations at the end of year.
- A total of 300 students of African Ancestry received support in grades primary to 3. At year end thirty-nine percent (39%) of students of African Ancestry were meeting or exceeding year-end expectations compared to 51% of all other English program students receiving support.
- Using the lessons learned from the data, changes were made to the model to strengthen the Early Literacy intervention to ensure more students are meeting benchmarks at year end.

### **French Immersion Program**

- A total of 238 grade one students received Early Literacy Support. At the end of support, 149 of these students (63%) were reading at or above expectation, while 130 (56%) met expectations at the end of year.
- A total of 154 grade two students received Early Literacy Support. At the end of support, 85 of the selected students (55%) were reading at or above expectation and 86 students (56%) met or exceeded expectations at year end.
- A total of 115 grade three students received Early Literacy Support. At the end of support, 103 students (90%) were reading at or above grade-level expectation, while 88 (79%) met or exceeded expectations at the end of year.
- A total of 66 students of African Ancestry received support in grades primary to 3. At year end forty-two percent (42%) were meeting or exceeding year-end expectations compared to 65% of all other French Immersion program students receiving support.

### **Reading Recovery**

The overall results for Reading Recovery show that while almost all students demonstrated growth in their literacy development, 48% of the students supported in HRSB made accelerated progress, meaning that the students read instructional text level of 16 or higher (Level I). This is above the provincial average.

Of the 148 grade 1 English students who received Reading Recovery support, 80 also accessed Early Literacy Support.

In the 17 Reading Recovery schools, the proportion of students of African Ancestry in the Reading Recovery program is greater than the overall Grade 1 population. On average, students of African Ancestry scored within one text reading level of their Non-African Ancestry peers. Results disaggregated by Aboriginal Identity are not presented due to the small sample size.

### **Cost**

N/A

### **Funding**

A combination of targeted funding and general fund

### **Timeline**

On-going

### **Appendix**

N/A

### **Recommendations**

It is recommended the Committee of the Whole receive the Early Literacy Support and Reading Recovery Year End Report for information.

## Communications

AUDIENCE	RESPONSIBLE	TIMELINE
Committee of the Whole	Alison King	March 8, 2017

## Contact

For further information, please contact Alison King, Director, Program and Student Services at [aking@hrsb.ca](mailto:aking@hrsb.ca) or 464-2000 ext. 2567

# Early Literacy Support and Reading Recovery®

# Layers of Support

Layers of Instruction/Support	Grade P	Grade 1	Grade 2	Grade 3
<b>First Layer</b>	High quality classroom instruction for ALL students			
<b>Second Layer</b>	Early Literacy Support Early Literacy Teacher (ELT) Enseignante d'appui en litt�ratie pr�coce (ALP) (small group)		Early Literacy Support Resource Teacher (small group)	
		Reading Recovery®		
	... along with high quality classroom instruction			
<b>Third Layer</b>	Specialist Support may occur at any time throughout the process and is accessed through a referral to the School Planning Team (i.e. resource, speech & language pathologist, school psychologist...)			
	...along with high quality classroom instruction			

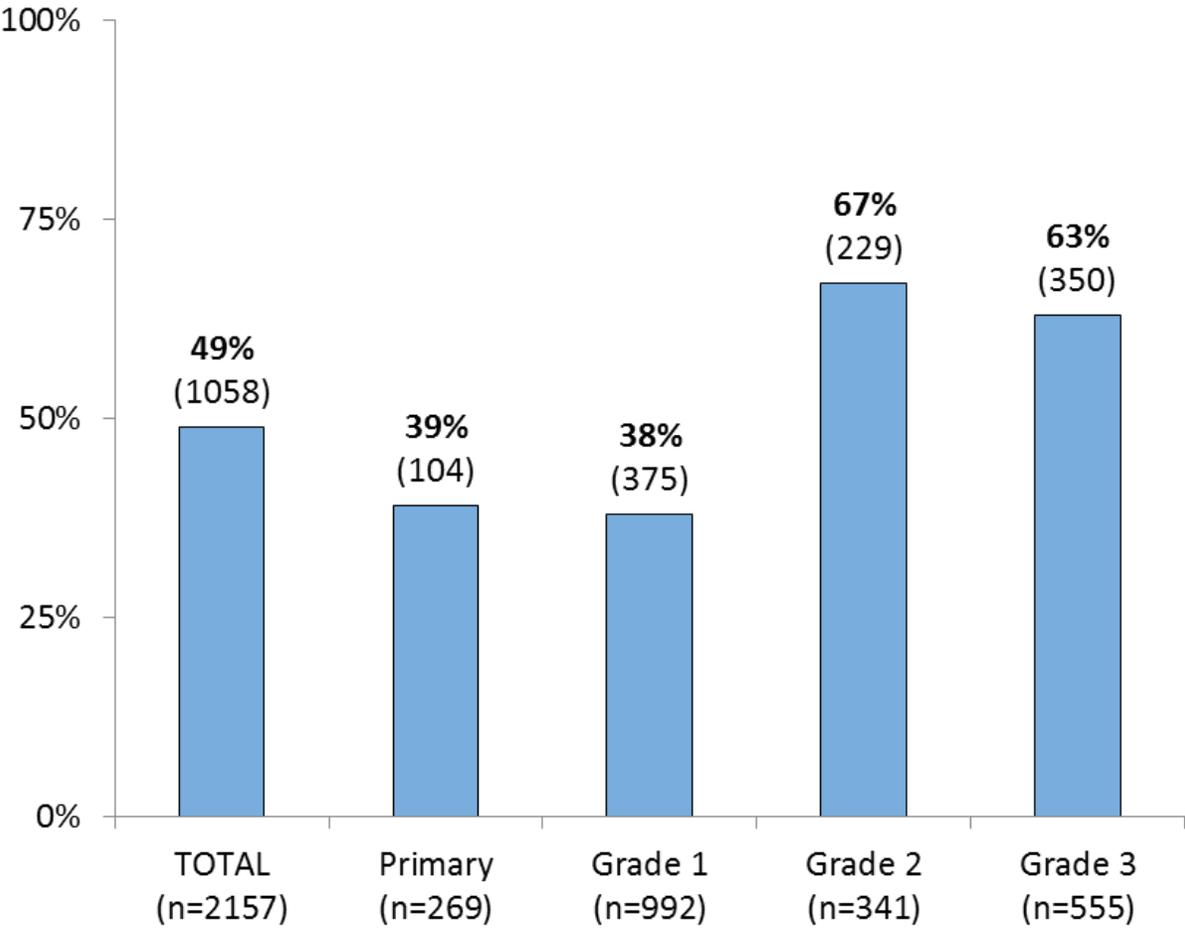


# Early Literacy Support

- Background
- English Program
- French Immersion

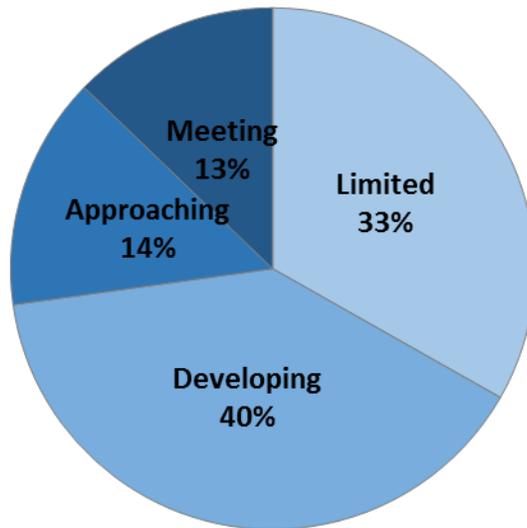


# ENGLISH | % Meeting Provincial Benchmark at Year-End

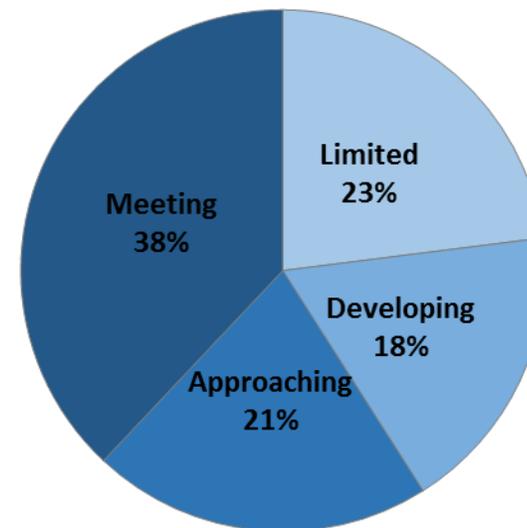


# ENGLISH | Grade One 2015-16 Support

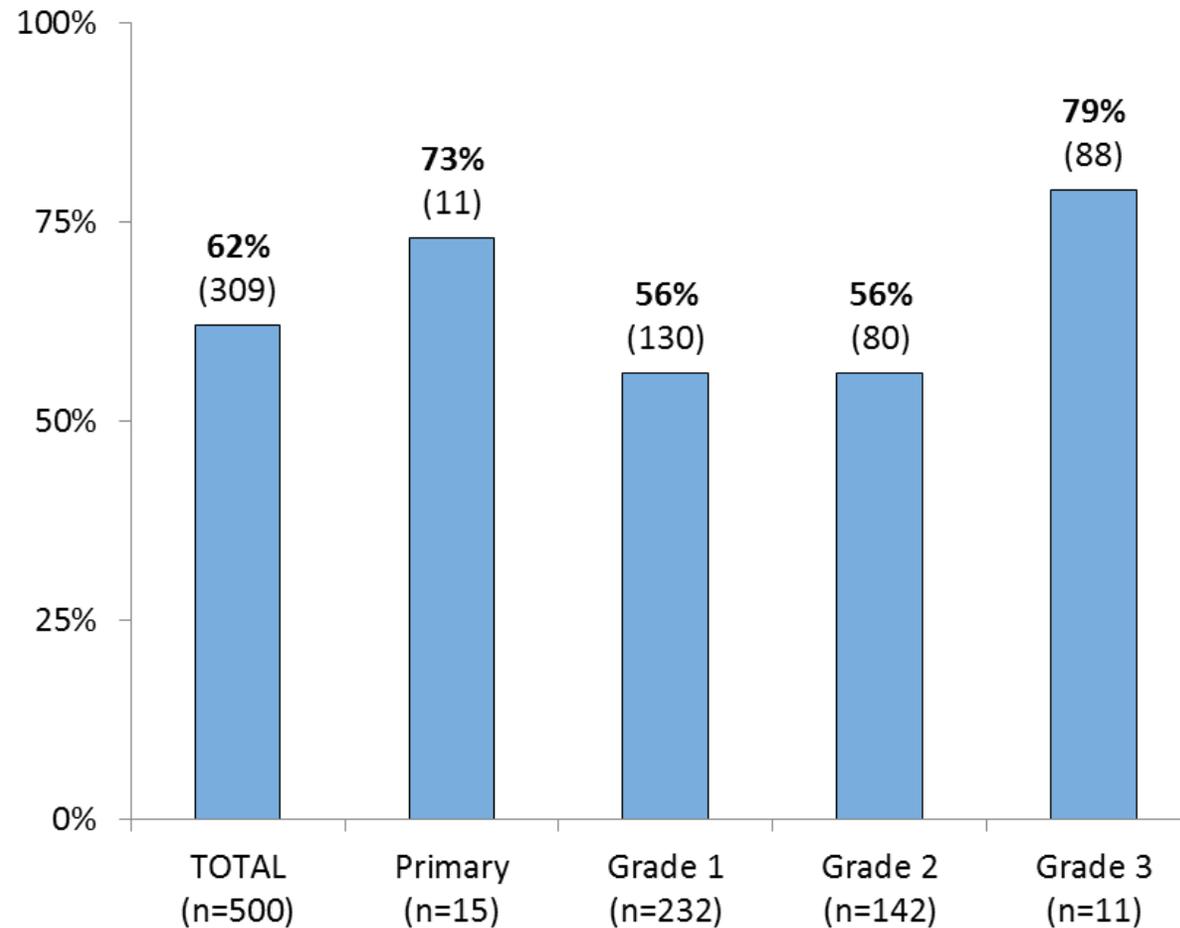
2015-16: % of Students at Each Level at  
**START OF SUPPORT**  
(N=1,011)



2015-16: % of Students at Each Level at  
**END OF YEAR**  
(N=992)



# French Immersion | % Meeting Provincial Benchmark at Year-End



# Reading Recovery<sup>®</sup>

- Background
- Outcomes



# Average Growth: All Students

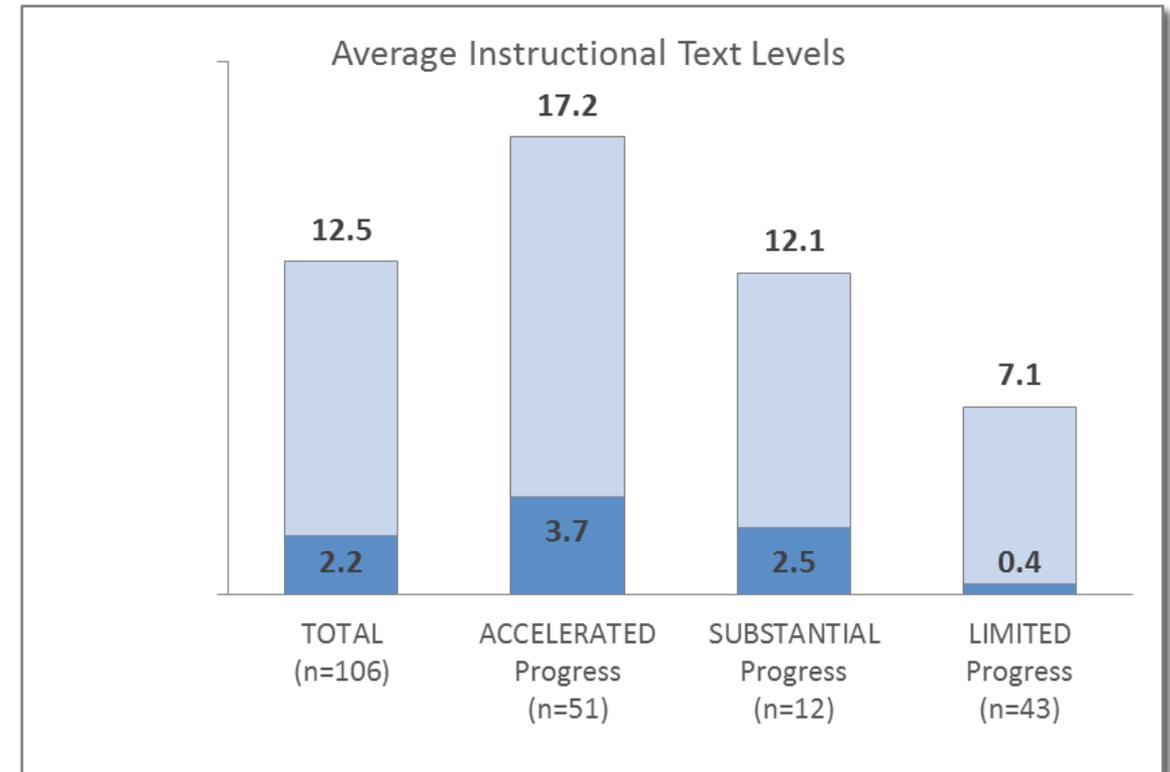
(Students Completing Reading Recovery in 2015-16)

Schools receiving support:

- Bell Park\*
- Burton Ettinger\*
- Central Spryfield
- Chebucto Heights\*
- Fairview Heights\*
- George Bissett\*\*
- Harbour View
- Ian Forsyth\*
- John MacNeil
- Joseph Howe\*
- Ocean View\*
- Rockingstone Heights
- South Woodside
- Southdale North Woodside\*
- St Catherine's
- St Joseph's A McKay\*
- Sycamore Lane\*

\* Supported by Teacher in Training

\*\* Supported by Teacher Leader



# Learning to Read in Action

