

Halifax Regional School Board Focus on Learning: Reading Recovery Year End Report 2016-2017

Purpose

To provide the Committee of the Whole with an overview of the progress of students supported through Reading Recovery in 2016-2017.

Background

The mission of the Halifax Regional School Board (HRSB) 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.

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 Department of Education and Early Childhood Development. During the 2016-2017 school year, 31 elementary schools in HRSB were allocated staffing for Reading Recovery.

Content

There were 260 grade 1 English program students who received Reading Recovery support. The overall results for Reading Recovery show that all students demonstrated growth in their literacy development with 31% of students achieving Accelerated Progress, and 12% and 57% achieving Substantial and Limited Progress respectively.

Students achieving Accelerated Progress improved an average of 12 instructional text levels from entry to exit and continued to experience literacy growth with the support of their classroom teachers and maintained grade level benchmarks at year end. Students who achieved Substantial Progress improved an average of 13 instructional text levels from entry to exit and also continued to experience growth in their literacy development. At year end they demonstrated that they maintained the improvement achieved during Reading Recovery and had continued to experience growth in their literacy development. Students who achieved Limited Progress improved an average of 8 instructional text levels from entry to exit and demonstrated at year end that this improvement was not only maintained but that they also continued to experience growth in their literacy development.

In the 31 Reading Recovery schools, the proportion of students of African descent in the Reading Recovery program is greater than the overall Grade 1 population. On average, students of African descent began Reading Recovery ahead of their non-African descent peers by 1.7 reading levels, made almost identical growth, and ended ahead by an average of 1.6 reading levels.

Results disaggregated by Aboriginal Identity are not presented due to the small sample size.

Cost

N/A

Funding

Targeted funding from EECD

Timeline

On-going

Appendix

N/A

Recommendations

It is recommended the Committee of the Whole receive the Reading Recovery Year End Report 2016-2017 for information.

Communications

AUDIENCE	RESPONSIBLE	TIMELINE
Committee of the Whole	Alison King	January 10, 2018

Contact

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

Reading Recovery™

January 10, 2018

Layers of Support

Layers of Instruction/Support	Grade P	Grade 1	Grade 2	Grade 3
First Layer	High quality classroom instruction for ALL students			
Second Layer	Early Literacy Support Early Literacy Teacher (ELT) Enseignante d'appui en littératie précoce (ALP) (small group)		Early Literacy Support Resource Teacher (small group)	
		Reading Recovery®		
	... along with high quality classroom instruction			
Third Layer	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			

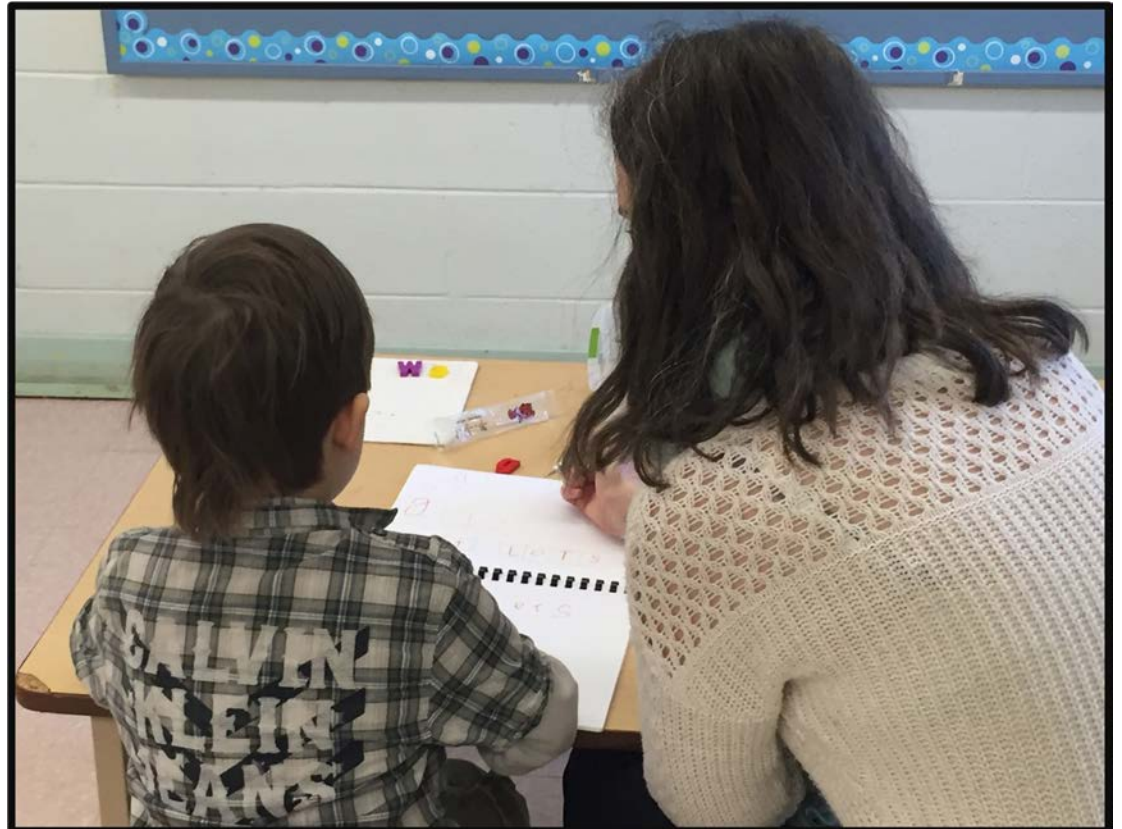


Reading Recovery[®]

Background

Outcomes

- implementation of Reading Recovery was impacted by job action;
- the level 16 benchmark is not dependent on time of year.



Reporting Results

Once a student is selected for Reading Recovery, there are three possible outcomes. Students can:

Outcome	Description
Achieve Accelerated Progress	Instructional Text Level: level 16 or higher
Achieve Substantial Progress	Instructional Text Level: level 11 to 15
Achieve Limited Progress	Instructional Text Level: level 10 or lower

Reading Recovery Benchmark



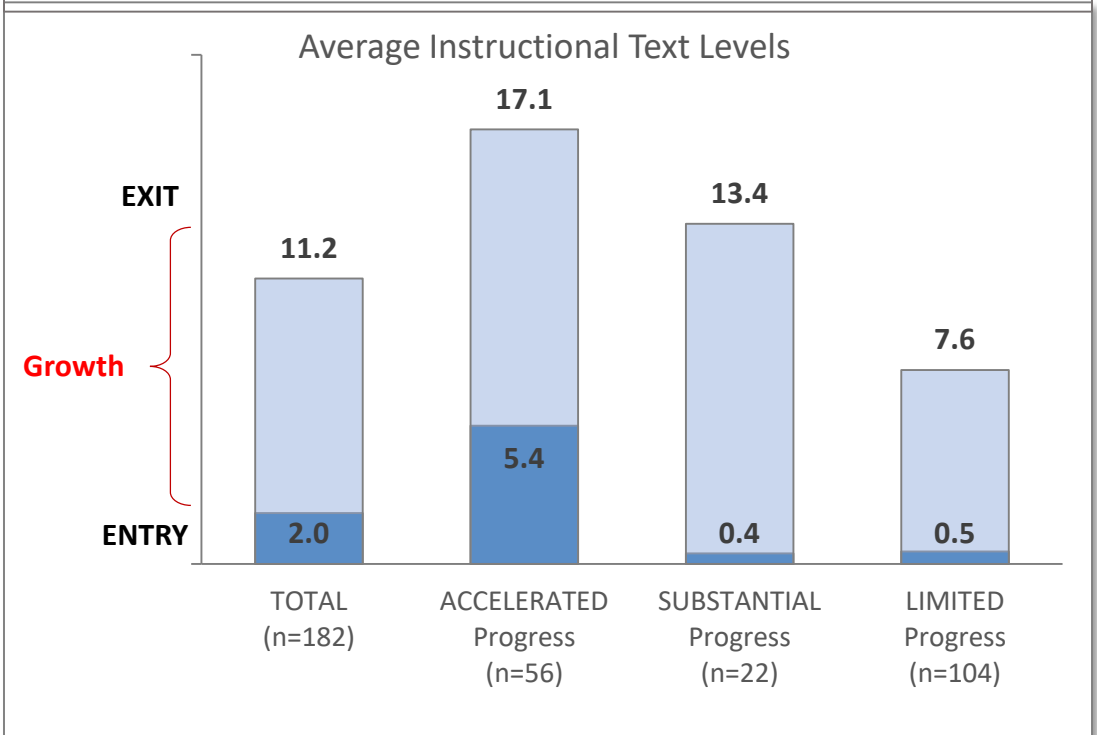
Average Growth: All Students

(Students Completing Reading Recovery in 2016-17)

31 SCHOOLS RECEIVING SUPPORT:

- Admiral Westphal
- Bell Park
- Bicentennial
- Burton Ettinger
- Cavalier Drive
- Central Spryfield
- Chebucto Heights
- Duc d'Anville
- Elizabeth Sutherland
- Fairview Heights Elementary
- George Bissett
- Hammonds Plains
- Harbour View
- Harrietsfield
- Harry R Hamilton
- Humber Park
- Ian Forsyth
- John MacNeil
- Joseph Howe
- Nelson Whynder
- Ocean View
- Oyster Pond
- Rockingstone Heights
- Smokey Drive
- South Woodside
- Southdale North Woodside
- St Catherine's
- St Joseph's A McKay
- St Stephens
- Sycamore Lane
- Tallahassee

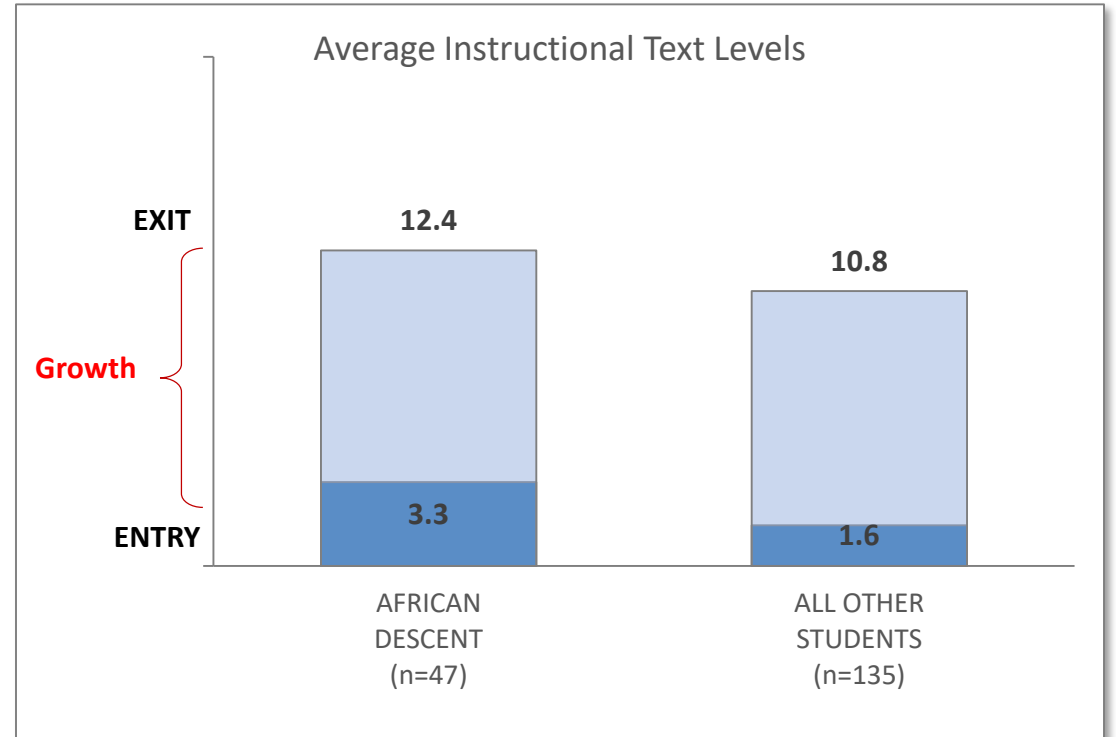
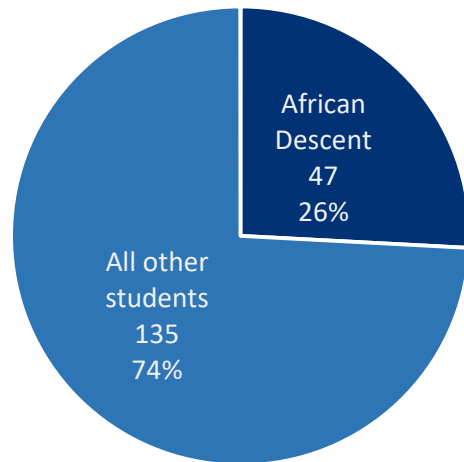
Changes in instructional text level from entry to exit:



Average Growth: By African Descent

(Students Completing Reading Recovery in 2016-17)

- Changes in Instructional Text Level from Entry to Exit.
- Students who self-identified as being of African Descent improved an average of 9.1 instructional text levels.
- All other students improved an average of 9.3 instructional text levels.



Summary of Results

- In 2016-17 Reading Recovery teachers provided support in 31 of our schools, 19 of which are priority schools.
- 90% of the students who were selected for Reading Recovery completed their series of lessons.
- On average, students who completed their series of lessons in Reading Recovery maintained their progress and demonstrated continued growth throughout the year.
- Overall, students of African Descent scored similarly compared to their non-African Descent peers. On average, both groups improved nine instructional text levels from entry to exit.
- An additional Reading Recovery Teacher Leader was trained to support the implementation in the 2017-18 school year.

Looking Ahead

- The EECD expanded Reading Recovery support in HRSB. For 2017-18 we have 56 schools implementing Reading Recovery.
- In 2017-18 funding has been provided to train two additional Teacher Leaders.
- Our Reading Recovery Teacher Leaders will work to improve the percentage of students who make accelerated progress by:
 - Examining trends in weekly data to support teachers in creating action plans to meet the identified benchmark of text level 16;
 - Providing timely support to teachers in order to reduce the number of students whose lessons are carried over into the next school year;
 - Collaborating with schools to ensure a minimum of interruptions to the daily delivery of lessons;
 - Supporting administrators with teacher selection.

Reading Recovery and Early Literacy Support (Supporting Student Learning)

