

**CANADIAN INSTITUTE OF READING RECOVERY®**

**L'INSTITUTE CANADIEN D'INTERVENTION  
PRÉVENTIVE EN LECTURE-ÉCRITURE**

**NATIONAL DATA SUMMARY 2018-2019**



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The name Reading Recovery® is a registered trademark of the Canadian Institute of Reading Recovery.

The name Literacy Lessons® is a registered trademark of the Canadian Institute of Reading Recovery.

### **Note of Gratitude**

We would like to thank all Reading Recovery Trainers, Teacher Leaders, teachers, and principals who completed 2018-2019 data forms in a timely manner. We greatly appreciate the time and effort that went into providing the information.



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## Executive Summary for Canadian Reading Recovery Implementation 2018-2019

Reading Recovery is designed as a system intervention that works alongside regular classroom literacy instruction for the children in grade one who are experiencing the greatest difficulty reading and writing. The aim is to provide a short-term intervention that will prevent their need for specialist or special education services. Lessons are delivered by specially trained teachers who are guided by trained Teacher Leaders. Training for Teacher Leaders and guidance on the implementation of Reading Recovery is provided by qualified Reading Recovery Trainers.

Size of the Canadian Implementation of Reading Recovery and IPLÉ – 2018-19				
<b>Under the CIRR® purview:</b> - Mountain Pacific Region: Yukon, British Columbia, and Alberta -Western Region: Manitoba - Central Region: Ontario - Atlantic Region: Nova Scotia and Prince Edward Island -Caribbean Region: Cayman Islands		Reading Recovery		IPLÉ
	# of School districts	60		
	# of Schools	1004	60	
	# of Trainers	5		
	# of Teacher Leaders	48	6 (2 Reading Recovery TL also work in IPLÉ)	
	# of Teachers	1125	75	
	# of Students (including students carrying lessons to 19-20)	8,585	492	
Access to Reading Recovery/IPLÉ by Canadian Students				
In schools in all jurisdictions where Reading Recovery is implemented.		13.1% of Canadian children had access to Reading Recovery or IPLÉ in 2018-2019		
Within schools with Reading Recovery		In schools providing Reading Recovery or IPLÉ support, 21.8% of the grade one population received service.		
<b>Time in intervention:</b> Reading Recovery/ IPLÉ are short term interventions		Time in the intervention was, on average, 67 lessons over 18.5 weeks.		
Growth in Three Assessment Areas				
<b>Student Progress for students making accelerated progress</b>		Entry	Exit	Year-End
	Instructional Text Level	2.4	17.5	17.9
	Writing Vocabulary	8.7	12.0	43.7
	Word Reading (Burt Word Test)	7.4	28.6	30.1

<b>Added Value of Teacher Expertise</b>	The over 1000 trained Reading Recovery teachers are a valuable, and sometimes underutilized, literacy resource in schools. They are able to share their understanding of literacy processing and collaborate with their classroom and student service colleagues in their work in literacy instruction. School administrators are advised to support the role of these teachers on school teams and when discussing literacy assessment and instruction.
<b>Reading Recovery Teacher Leader Expertise and Contribution to Professional Growth and Literacy Support</b>	Reading Recovery Teacher Leaders are an asset to a school system's leadership team in literacy development, in understanding and designing in-school interventions, in the professional development of teachers in assessment and literacy instruction, and in the psychology of child development.
<p><b>One hundred per cent (100%)</b> of students in Reading Recovery make progress in developing a literacy processing system. There are two positive outcomes for the students. 1) They make accelerated progress and are able to benefit from classroom instruction without the need for further individual support or having made substantial or limited progress or, 2) they are identified early in their school years as needing longer term, or specialist support.</p>	
<p><b>Outcomes of students who had the opportunity to complete their lesson series. (i.e. did not move from the school nor were they pre-empted in the lesson series by factors beyond the control of the school). Some double counting may be possible if students made multiple moves among schools.</b></p>	
<p><b>Accelerated Progress: First Successful Outcome</b></p> <p><i>Student has a robust literacy processing system and is able to benefit from classroom instruction alone.</i></p>	<p>Students making accelerated progress and the one to one support is discontinued.</p> <p><b>53.4% (n=3,350)</b> of Reading Recovery students completing their lesson series</p> <p><b>45.6% (n=57)</b> of IPLÉ students in French First Language students completing their lesson series</p> <p><b>29.2% (n=47)</b> of IPLÉ students in French Immersion completing their lesson series</p>
<p><b>Substantial Progress: Second Successful Outcome</b></p> <p><i>It is recognized early in the child's school career that some extra support will be required and it is <b>recommended</b> the child receive longer-term support.</i></p>	<p>Students making substantial progress and has been recommended for longer-term support.</p> <p><b>19.0% (n=1,194)</b> of Reading Recovery students completing their lesson series</p> <p><b>23.2% (n=29)</b> of IPLÉ students in French First Language programs completing their lesson series</p> <p><b>44.7% (n=72)</b> of IPLÉ students in French Immersion completing their lesson series</p>
<p><b>Limited Progress: Second Successful Outcome</b></p> <p><i>It has been recognized early in the child's school career that some extra literacy support will be required and thus the <b>recommendation</b> for longer-term specialist support is made.</i></p>	<p>Students making limited progress (recommended for longer term and specialist support)</p> <p><b>27.6% (n=1,733)</b> of Reading Recovery students completing their lesson series</p> <p><b>31.2% (n=39)</b> of IPLÉ students in French Immersion completing their lesson series.</p> <p><b>26.1% (n=42)</b> of IPLÉ students in French First Language programs completing their lesson series.</p>

## Introduction and Overview

Reading Recovery® and Intervention Préventive en lecture-écriture (IPLÉ) are short-term early literacy interventions. They are designed to dramatically reduce the number of children with reading and writing difficulties needing long-term, academic support in an education system. This saves money for the education system over the course of the child's education.

Reading Recovery identifies the lowest achieving children **early** and provides an individually designed series of lessons delivered by a specially trained teacher. Grade 1 children, who have not engaged and responded fully to classroom literacy instruction and who have not developed effective literacy processing systems, can make accelerated progress. They can achieve an average level of literacy comparable to their classmates within approximately 12 to 20 weeks of individual instruction.

Educator and psychologist, Dame Marie Clay, developed Reading Recovery in New Zealand. It is a thoroughly researched and proven early literacy intervention. It has also been reconstructed for children learning to read in French (Intervention préventive en lecture-écriture) in Canada. Canadian norms have been developed and published for the assessment of students with *An Observation Survey of Early Literacy Achievement* (Clay, 2013, 2019).

Since 1988, Reading Recovery has helped struggling beginning readers and writers internationally. Today it is available in Canada, Australia, Denmark, New Zealand, the United Kingdom, and the United States. Internationally, other countries have affiliated with these major centres providing effective early literacy intervention in Cayman Islands, Denmark, Ireland, and Malta. Data has been gathered annually in each of these countries, and results have been consistent around the world. In Canada, data has been gathered and analysed since 1995-1996 and has included results for over 200,000 children. Accountability is a key part of Reading Recovery. Administrators receive annual reports at the school, school board, provincial, and national level.

Reading Recovery and IPLÉ are early interventions because proficient readers and writers develop prior to formal schooling and within the first two years at school. This is the most cost-effective period to provide supplementary support. If children begin to fall behind their peers, opportunities for them to regain the normal trajectory of progress among their peers becomes more difficult and costly to achieve. There is strong evidence that struggles in school lead to lack of self-esteem, diminished confidence, school dropout, and other negative outcomes. This creates an educational and moral imperative to prioritize intensive literacy support for children identified as being at-risk for literacy failure.

Reading Recovery and IPLÉ have strong track records of helping children most in need of literacy support. Substantial independent research evidence has proven that RR and IPLÉ lessons are an efficient and effective means of overcoming literacy difficulties for many children. Especially those most at risk of failure, such as children in disadvantaged circumstances, children with limited English or French language, and those who have made the least progress in language and literacy during their pre-school and early school experiences (D'Agostino and Harmey, 2016).

Key to the successful implementation of Reading Recovery/IPLÉ is the training model. Three aspects of professional staffing provide a stable training structure: Trainers who train and support Teacher Leaders; local level Teacher Leaders working with groups of schools to train and support teachers; and school-based teachers who work with those children who need their support the most.



The initial Reading Recovery/IPLÉ teacher professional development in-service course and teaching assignment are part-time, for one academic year, during which time, the teacher also works with a minimum of four Reading Recovery children on a daily basis for individual 30-minute lessons. Teachers hone their ability to sensitively observe children's reading and writing behaviours and gain expertise in making moment-by-moment teaching decisions based on a theoretical understanding of how children think and learn about reading and writing, and how to overcome the challenges to their learning.

Following the initial year of training, teachers continue to participate in regular professional development. They continue to receive support from their colleagues and the Teacher Leaders. Continuing professional development sessions provide collaborative opportunities for teachers to be responsive to individual children, to increase the effectiveness of their practices, to get help from peers in better supporting children with particularly complex needs, and to consider how new research and developments in theory might influence practice.

Reading Recovery/IPLÉ is not an isolated school intervention. It has a carefully designed plan for implementation into existing educational systems and flexibility to adapt to local contexts. The success of any intervention such as Reading Recovery is influenced by the quality of decisions made about implementation. For more information about implementations of Reading Recovery/IPLÉ in Canada see the CIRR *Standards and Guidelines*, 5<sup>th</sup> edition, (2018) on [www.rrcanada.org](http://www.rrcanada.org).

Reading Recovery/IPLÉ benefits the whole school population. Schools are able to capitalize on the professional development provided to Reading Recovery teachers to advise, mentor, support and collaborate with other educators in the school with responsibilities for children's literacy, including classroom teachers, educational assistants, and parents through opportunities to meet and discuss literacy.

Reading Recovery is one of the most closely monitored initiatives in education today. Since 1995-96, the CIRR has reported on annual monitoring of the implementation and documented outcomes for all children included in the intervention, and has expanded to include IPLÉ since 1998-99. Large numbers of children across Canada have been able to benefit from the implementation and participate in classroom literacy opportunities without the need of extra support. This is supported by independent research evidence, which also indicates that the effects of Reading Recovery are long lasting. (Hurry & Fridkin, 2018; Hurry, 2012; Hurry & Holliman, 2009)

This report presents an analysis of Reading Recovery/IPLÉ student progress for Canada. The report accounts for all children included in lessons during the 2018-2019 school year. In addition, attention is given to implementation factors that may be supporting or hindering the success of children in the intervention. The information was collected as part of the annual CIRR data collection process. Further information about Reading Recovery/IPLÉ in Canada is available at <http://rrcanada.org/> or email at [cirr@rrcanada.org](mailto:cirr@rrcanada.org).

## The Canadian Institute of Reading Recovery®/IPLÉ

The Canadian Institute of Reading Recovery (CIRR) was created in 1992 in order to train and support Reading Recovery Teacher Leaders in Canada. The Canadian Institute of Reading Recovery is comprised of four Regions: Central Region was established in 1992 in Ontario; Western Region was established in 1995 in Manitoba; Atlantic Region was established in 2003 in Nova Scotia, the Mountain Pacific Region was established in 2009 in British Columbia, and the Caribbean Region began its first year of implementation in the Cayman Islands in 2017.

Dame Marie Clay granted the Canadian Institute of Reading Recovery the right to register the royalty-free trademark for "Reading Recovery" for Canada in order to ensure quality control of the early literacy intervention. (Hereafter, ® is implied in the use of the term "Reading Recovery" or "IPLÉ" in this report).

The CIRR is responsible for national data collection and annually produces reporting documents, gathers and analyzes data, and compiles a report on the implementation of Reading Recovery in Canada and the Cayman Islands. The CIRR is a not-for-profit organization registered as a charity under the Canadian Corporations Act. Its 15-member Board of Directors is responsible for organizing for the training of Trainers and Teacher Leaders, preparing and managing fiscal matters pertaining to the national implementation, ensuring that standards are met, and maintaining quality control across the country.

In 1994-1995, the CIRR commissioned a research team to create a national Reading Recovery database intended to fulfill two objectives:

- to describe the Canadian and Cayman Islands Reading Recovery implementation and their outcomes; and
- to document the growth of Reading Recovery, both provincially and nationally.

The implementation of Reading Recovery was tracked in Canada on a national basis for the first time in 1995-1996, and the results are reported annually in national and provincial reports. The 2018-2019 national report is the 24<sup>th</sup> in an annual series of reports on the implementation of Reading Recovery in Canada and includes Cayman Islands.

## Data Collection

The Canadian Institute of Reading Recovery's National End-of-Year Summary Form (2018-2019) was developed by the CIRR research team in 1996 and was modeled after the New Zealand Ministry of Education's Reading Recovery End-of-Year Report.

The Canadian Institute of Reading Recovery's National End-of-Year Summary Forms (2018-2019) were distributed to Canadian Teacher Leaders in May 2019. Teacher Leaders then distributed one form to each of the Reading Recovery teachers in their jurisdiction. Once completed by the Reading Recovery teachers, Teacher Leaders checked the forms for accuracy and entered the data on a spreadsheet before submitting them to the CIRR and CIRR Trainers for analysis, and reporting. The final data set was submitted to an independent statistician for analysis and summary.

## Perspectives on the data collected

### Size of the Reading Recovery/IPLÉ implementation

Provincial and national summaries of the 2018-2019 data collected from the CIRR's National End-of-Year Summary Form are presented in Table 1.

Table 1: Canadian Reading Recovery and IPLÉ implementations in 2018-2019 by province and nationally (17-18 results in shaded area).

Province/Territory	Total number of school districts	Total number of active Reading Recovery/IPLÉ Teacher Leaders	Total number of Reading Recovery / IPLÉ schools	Total number of active Reading Recovery / IPLÉ teachers	Total number of Reading Recovery /IPLÉ students served
<b>ALBERTA</b> (RR first provided in 1996-1997)	2 2	2 2	15 13	18 16	113 94
<b>BRITISH COLUMBIA</b> (RR first provided in 1994-1995)	10 12 <sup>a</sup>	9 1 (FI) 11	154 (E) 3 (FI) 164 (E) 8 (FI)	173 (E) 21 (FI) 94 (E) 9 (FI)	1,161(E) 126 (FI) 1,260 (E) 54 (FI)
<b>MANITOBA</b> (RR first provided in 1994-1995)	32 27	13 1 (FI) 14	227 (E) 7 (FI) 243(E) 15(FI)	267 (E) 14 (FI) 298(E) 14(FI)	1,971(E) 100 (FI) 2,199 (E) 112 (FI)
<b>NOVA SCOTIA <sup>a</sup></b> (RR first provided in 1988-1989)	8 8	11 (E) 2(F) 8 (E) 1 (F)	172 (E) 17(F) 166 (E) 11 (F)	187 (E) 22 (F) 166(E)	1,582(E) 133(F) 1,569 (E) 118 (F)
<b>ONTARIO</b> (RR first provided in 1988-1989)	8 9	17 18	373 393	419 438	3,031 2,955
<b>PRINCE EDWARD ISLAND</b> (RR first provided in 1998-1999)	2 1	1 (E) 1 (F/FI) 1 (E) 1(F/FI)	27 (E) 12 (FI) 6 (F) 32 (E) 12 (FI)	29 (E) 15 (FI) 6 (F) 40 (E) 16 (FI)	216 (E) 42 (F) 34 (FI) 245(E) 108 (F/FI)
<b>YUKON</b> (RR first provided in 1995-1996)	1 1	1(E) 1 (E FI F) 2	20 (E) 1 (FI) 1(F) 21 (E)	29 (E) 1 (FI) 2 (F) 31 (E)	174 (E) 6 (FI) 8 (F) 176 (E)
<b>CAYMAN ISLANDS</b> (RR first provided in 2017-2018)	1 1	1 1	11 11	12 12	92 90
<b>CANADA <sup>a</sup></b>	64 6s1	61 58 <sup>b</sup>	844 (E) 47 (FI) 24 (F) 1,059(E) 35 (FI) 11(F)	1,134(E) 52 (FI) 30 (F) (some teachers working in 2 languages) 1,225 (E) 39 (FI) 16 (F)	8,585(E) 307 (FI) 185 (F) 8,696 (E) 271 (FI) 141 (F)

- a. Eight of these 62 school districts work in both English and French implementations.
- b. Four of these 61 Teacher Leaders work in both English and French implementations.
- c. Two Teacher Leaders work with French First Language and French Immersion teachers.  
One Teacher Leader works with English and French Immersion  
One Teacher Leader works with English, French First Language, and French Immersion

During the 2018-2019 school year, Reading Recovery was implemented in English in the Cayman Islands and in six provinces and one territory across Canada: British Columbia, Alberta, Manitoba, Nova Scotia, Ontario, Prince Edward Island, and Yukon. In British Columbia, Manitoba, Nova Scotia, Yukon and Prince Edward Island, *Intervention préventive en lecture-écriture* was also implemented in French, in French Immersion schools (BC, MB, PE, YT) and in French first language schools (YT, NS, and PE). The numbers for those provinces and territory in Table 1 show an 'E' for English programs, 'FI' for French Immersion programs, and 'F' for French programs. Separate analysis of results of the French implementation begins on page 25.

The maturity of the Reading Recovery implementations varies widely across provinces/territories; for example, Reading Recovery was first provided to students in Ontario and Nova Scotia 30 years ago (1988-1989), while Prince Edward Island's implementation was in its 20<sup>th</sup> year at the time of this data collection.

### *Reading Recovery/IPLÉ Trainers*

Reading Recovery Trainers have primary responsibility for training Teacher Leaders and providing on-going professional development and support to trained Teacher Leaders. Trainers advise Teacher Leaders about new theoretical developments and provide guidance on issues that impact the delivery of Reading Recovery. In addition, Trainers are responsible for the implementation and coordination of Reading Recovery across a region and the country.

In 2018-2019, there were four full-time and one part-time Reading Recovery Trainers in Canada. One Trainer worked in the CIRR Mountain Pacific Region, two in the CIRR Western Region, one part-time in the CIRR Central Region and one in the CIRR Atlantic Region. The implementation of IPLÉ was overseen by the Trainer from the Atlantic Region. There were four full-time and one part-time Trainers in Canada in the previous year (2017-2018). Two new Trainers from Atlantic Canada were in training during 2018-19.

### *Reading Recovery/IPLÉ Teacher Leaders*

Reading Recovery Teacher Leaders have responsibility for implementing Reading Recovery within their respective school boards or districts and for providing training and ongoing support to Reading Recovery teachers. In 2018-2019, there were **61** active Teacher Leaders in Canada. One Canadian Teacher Leader travelled to Cayman Islands to conduct Continuing Contact sessions and make in-school visits to a group of teachers.

*Table 2: Profile of Numbers of active Reading Recovery Teacher Leaders in Canada, 1995-2019*

Least number of Teacher Leaders 1995-1996	Greatest number of Teacher Leaders 2006-2007	Number of Teacher Leaders in report year 2018-2019
27	87	52

### *Reading Recovery/IPLÉ Schools*

In 2018-2019, Reading Recovery or IPLÉ instruction was provided to students in **1,064** schools in Canada and the Cayman Islands.

*Table 3: Profile of numbers of Reading Recovery schools in Canada, 1995-2018*

<b>Least number of schools 1995-1996</b>	<b>Greatest number of schools 2005-2006</b>	<b>Number of schools in report year 2018-2019</b>
445	1,606	1, 064

### *Reading Recovery/IPLÉ Teachers*

In 2018-2019, **1,200** teachers provided Reading Recovery to students across Canada and the Cayman Islands.

*Table 4: Profile of numbers of active Reading Recovery teachers in Canada, 1995-2019*

<b>Least number of teachers 1995-1996</b>	<b>Greatest number of teachers 2005-2006</b>	<b>Number of teachers in report year 2018-2019</b>
497	1,979	1,200

The CIRR *Standards and Guidelines* clearly outline that teachers in training need work with a minimum of four children daily in Reading Recovery/IPLÉ. This is equivalent to two hours each day that school is open. Trained teachers who continue in Reading Recovery/IPLÉ work with a minimum of two students (one hour) daily. In 2018-2019, teachers worked on average more than **10,200** hours per week. The number of teacher hours/lessons delivered per week was slightly more in the first term, September to November, but not significantly different from terms 2 and 3 as shown in Table 5.

*Table 5: Teaching hours assigned by term for Canada in 2018-2019 school year*

<b>2018-2019 Terms</b>	<b>Teaching hours per week</b>
<b>Term 1</b>	<b>10249.5</b>
<b>Term 2</b>	<b>10194.5</b>
<b>Term 3</b>	<b>10212.5</b>

## Student Access to Reading Recovery/IPLÉ

The majority of Grade One students, in fact, 80% to 90%, benefit from classroom instruction without the need of an intervention such as Reading Recovery. However, for the students who are falling behind their peers, it is critical that their idiosyncratic literacy difficulties be addressed as soon as possible after one year in school. The proportion of children regarded as “falling behind” varies across schools. In some schools, children regarded as “falling behind” are those who, in Grade 1, come into the bottom 5, 10 or 15 percent of readers and writers in their peer group. In other schools, however, children in the bottom 20 to 25 percent of readers and writers are seen to be “falling behind”. There may be as many as 30 percent of Grade Ones in a particular school in Reading Recovery lessons.

The chart below demonstrates access of children where Reading Recovery/IPLÉ is offered. While grade one population of 258,298 for 2018-2019 was reported, only **13.1%** of that population had access to Reading Recovery in their schools. Access ranged from **0.1%** in Alberta to **99.8%** in Prince Edward Island.

The equivalent of Grade 1 population in Cayman Islands has been included with the Total population served by the Canadian Institute of Reading Recovery.

For those schools that provided Reading Recovery, the intervention was provided to **21.8%** of the population. This implementation rate ranged from **14.1%** in Ontario to **37.4%** in the Yukon.

Table 6: Schools with Reading Recovery/IPLÉ in 2018-2019 by provinces plus Cayman Islands implementing the Intervention

Province/Territory/Country	Total Grade 1 Population	Grade 1 Population with access to Reading Recovery/IPLÉ	Grade 1 Students included in Reading Recovery/IPLÉ
		Percentage of total provincial Grade 1 population with possible access to Reading Recovery or IPLÉ in 2018-2019	Implementation rate in schools where Reading Recovery or IPLÉ <u>is</u> available in 2018-2019
ALBERTA	56,004 <sup>a</sup>	0.1% n = 585 (E)	16.6% n = 97 (E)
BRITISH COLUMBIA	40,100 <sup>b</sup>	16.9% n = 6,162(E) n = 616 (FI)	15.3% n = 914(E) n=126 (FI)
MANITOBA	14,147 <sup>c</sup>	64.7% n = 8,571 (E) n = 580(FI)	17.9% n=1,530(E) n = 92(FI)
NOVA SCOTIA	8,585 <sup>e</sup>	80.9% n=5,450 (E) n=493 (F)	25.8% n=1,399(E) n=133 (F)
ONTARIO	137,300 <sup>d</sup>	13.4% n =18,431 (E)	14.1% n = 2,578 (E)
PRINCE EDWARD ISLAND	1,408 <sup>f</sup>	99.8% n = 725(E) n =100(F) n= 580 (FI)	20.7% n = 165(E) n = 34(F) n = 92 (FI)
YUKON	447 <sup>g</sup>	92.2% n = 340 (E) n = 41 (F) n = 31 (FI)	37.4% n = 140 (E) n = 7 (F) n= 6 (FI)
CAYMAN ISLANDS	383	n=378	18.0% n=68
ALL (E,FI, and F)	258,554	13.1% n =33,830	21.8% n = 7,391

a. <https://education.alberta.ca/alberta-education/student-population/everyone/student-population-overview/>

b. [http://www.bced.gov.bc.ca/reporting/systemperformance/?utm\\_source=gov\\_edu&utm\\_campaign=gov\\_edu&sd=099&evidence=contextual-information](http://www.bced.gov.bc.ca/reporting/systemperformance/?utm_source=gov_edu&utm_campaign=gov_edu&sd=099&evidence=contextual-information)

c. Includes public schools and division-administered First Nations schools:

[http://www.edu.gov.mb.ca/k12/finance/sch\\_enrol/enrolment\\_2018.pdf](http://www.edu.gov.mb.ca/k12/finance/sch_enrol/enrolment_2018.pdf)

d. This figure is for 2017-2018: <http://www.edu.gov.on.ca/eng/educationFacts.html>

e. <http://stats-summary.ednet.ns.ca/by-grade-gender>

f. [https://www.princeedwardisland.ca/sites/default/files/publications/eelc\\_k-12\\_enrolment\\_2016-17.pdf](https://www.princeedwardisland.ca/sites/default/files/publications/eelc_k-12_enrolment_2016-17.pdf)

g. [https://yukon.ca/sites/yukon.ca/files/edu-enrolment-report-2018-19\\_no09\\_31may2019.pdf](https://yukon.ca/sites/yukon.ca/files/edu-enrolment-report-2018-19_no09_31may2019.pdf)

## Added Value of Reading Recovery/IPLÉ Teacher Expertise

Teacher Leaders' primary role is to oversee the training of teachers, to provide support to trained teachers, and to teach children every day that school is open. Their expertise is well documented and their knowledge of literacy theories and research, issues in literacy difficulties, and children's literacy development is a valuable resource to a school system.

Teacher Leaders report working with a variety of educators: senior administration, school administrators, clinicians, consultants, and teachers. Their expertise in emergent literacy, literacy assessment, literacy processing theory, child development, and current trends and issues in literacy difficulties is a resource that is available in the areas of the province where they work. This is only possible as their responsibilities for Reading Recovery teachers and students allow, since their primary role concerns the training of teachers, work with children, and the implementation of Reading Recovery.

Trained Reading Recovery teachers can be a valuable professional resource in schools, able to provide advice and guidance to colleagues for assessment and support of children who do not receive Reading Recovery. Those who combine Reading Recovery with class teaching are often able to demonstrate the application of literacy processing theory in the classroom.

In some roles, other demands are made upon a Reading Recovery teacher's time and can interrupt daily lessons and undermine the effectiveness of the intervention. The risk of missed lessons is marginalized with part time teachers although their potential contribution to the school literacy team can be lost. In the Canadian data set for 2018-2019, **111** teachers worked only in the Reading Recovery role on a part time basis.

The table below shows the roles that Reading Recovery teachers fill in the schools in which they work. Most teachers work in more in addition to their Reading Recovery assignment. Ninety-five (95) teachers reported fulfilling multiple roles within the school.

Table 7: Additional roles of Reading Recovery/ IPLÉ teachers in schools 2018-2019

Additional role as reported by teachers						
Reading Recovery only role	Administrator	Classroom teachers	Resource/ Learning Assistance or Literacy Support	Specific Subject Teacher	English Language Learning Support	Multiple Roles
111	8	389	696	7	2	166



## Time in lessons for Reading Recovery Students

Reading Recovery is a short-term intervention, and there is an imperative for teachers to work briskly. There is no prescribed length to children's lesson series although economics dictate that the series should be as short as possible, with appropriate robust literacy processing systems. This is accomplished when children receive a lesson **every day that school is open**, ideally 5 lessons per week.

Teachers in the first year of training tend to take a little longer to achieve their goals during the year of training and children who enter with very low scores on *An Observation Survey of Early Literacy Achievement* may take longer to get underway. However, every effort is made to deliver a lesson every day that school is open.

Table 8: *Time in lessons and average number of lessons per week.*

Category	Outcome		Lessons	Weeks	Lessons per week
Carried over from  2017-2018	Individual support discontinued	Accelerated Progress	66.9	18.0	3.7
	Recommended for longer term or specialist support.	Substantial Progress	71.0	20	3.6
		Limited Progress	69.2	20.6	3.6
Grade 1	Individual support discontinued	Accelerated Progress	74.8	20.2	3.7
	Recommended for longer term or specialist support.	Substantial Progress	77.2	21.9	3.5
		Limited Progress	73.5	21.2	3.5

## Progress of Reading Recovery and IPLÉ students

Children selected for Reading Recovery are the lowest achieving in their class on six measures of early literacy which is comprised of tasks of the Observation Survey (Clay, 2013). These measures are Instructional Text Level (captured by running record of text reading), Letter Identification, Concepts about Print, Word Reading Test, Writing Vocabulary and Hearing and Recording Sounds in Words. In addition, the Burt Word Reading (NZ, 1981) assessment is administered to provide an external standardised assessment.

The lesson series is discontinued when children are judged to have an efficient reading and writing process in place and to be operating within the average band for their class and age. Children who do not achieve the accelerated progress required for the program to be discontinued are recommended to receive specialist or longer-term

support. Children in this second group are entitled to at least 20 weeks of individual instruction before one-to-one support is discontinued.

### Possible Outcomes of Reading Recovery/IPLÉ

Table 9: CIRR definitions of outcomes for students concluding their lesson series.

<b>Accelerated Progress</b>	<p><b>First Successful Outcome: A</b></p> <p>The lesson series <u>is discontinued</u> when a student is able to benefit from the classroom program without the need for supplementary individual support.</p>	<p><b>Accelerated Progress (A)</b></p> <p>(IPLÉ = A)</p>	<p>Recommendations for Discontinuing Prior to Final Assessment suggest (and results from the Final Assessment confirm) the child has made <b>accelerated</b> progress and will be able to benefit from classroom instruction without the need for additional individual support.</p> <p>The lesson series is <u>discontinued</u> if:</p> <ul style="list-style-type: none"> <li>• <b>Instructional Text Level: level 16 or higher</b></li> <li>• <b>Writing Vocabulary: stanine 5 or better</b></li> <li>• <b>Most other scores: are stanine 5 or higher</b></li> </ul>
<b>Recommended: Substantial or Limited Progress</b>	<p><b>Second Successful Outcome: RS</b></p> <p>It is recognized early in the child's school career that some extra support will be required and it is <u>recommended</u> the child receive longer-term support.</p>	<p><b>Substantial Progress (RS)</b></p> <p>(IPLÉ = GS)</p>	<p>Teacher observation and records suggest the child has made substantial progress and will be able to benefit from classroom instruction with some extra attention from the classroom teacher and opportunities for a high volume of daily reading and writing (time on task). It is <u>recommended</u> the child receive longer-term support.</p> <ul style="list-style-type: none"> <li>• <b>Instructional Text Level: level 11 to 15</b></li> <li>• <b>Writing Vocabulary: stanine 3 or 4</b></li> <li>• <b>Other stanine scores: most are stanine 3 or 4</b></li> </ul>
	<p><b>Second Successful Outcome: RL</b></p> <p>It has been recognized early in the child's school career that some extra literacy support will be required and thus the <u>recommendation</u> for longer term specialist support is made.</p>	<p><b>Limited Progress (RL)</b></p> <p>(IPLÉ = PL)</p>	<p>Records of progress suggest the child will require more time and additional specialist support. It is <u>recommended</u> the child receive specialist and longer term support.</p> <ul style="list-style-type: none"> <li>• <b>Instructional Text Level: level 10 or lower</b></li> <li>• <b>Writing Vocabulary: stanine 1 - 3</b></li> <li>• <b>Other stanine scores: most are stanine 1 or 2</b></li> </ul>
<b>Moved</b>	<p><b>Incomplete Lesson Series: M</b></p>	<p><b>Moved (M)</b></p> <p>(IPLÉ = D)</p>	<p>Children who have moved away from the school during their lesson series.</p>
<b>Progressing but Unable to Continue</b>	<p><b>Incomplete Lesson Series: P</b></p>	<p><b>Progressing but Unable to Continue (P)</b></p> <p>(IPLÉ = P)</p>	<p>Children who are making progress but are unable to continue in their lesson series due to circumstances outside of the school's control. (e.g. no teacher available, parents withdrew child)</p>

The next table represent the progress made by for Reading Recovery students on the tasks of *The Observation Survey of Early Literacy Achievement* (Clay, 2013) or *le sondage d'observation en lecture-écriture* (Clay et al, 2002) plus the Burt Word Reading Test. Figures demonstrate tasks that are not developmentally limited (no ceiling score) for each group.

Table 10: Scores on **Observation Survey** tasks of all children with completed **Reading Recovery**: Average raw scores and Standard Deviation at entry, exit, and year-end gr 1, with longitudinal scores for students completing lessons in 2016-2017 (gr 2), and 2017-2018 (gr 3) for 2018-2019.

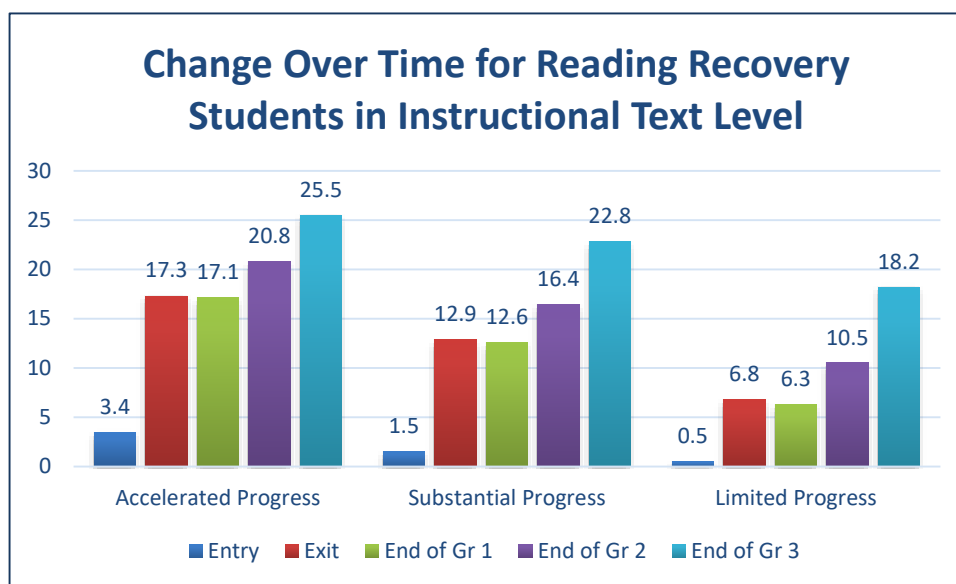
		Instructional Text Level	Letter Identification	Concepts About Print	Word Reading (Clay)	Burt Word Reading	Writing Vocabulary	Hearing & Recording Sounds in Words
			<i>Ceiling 54</i>	<i>Ceiling 24</i>	<i>Ceiling 15</i>			<i>Ceiling 37</i>
		<b>Mean</b>	<b>Mean</b>	<b>Mean</b>	<b>Mean</b>	<b>Mean</b>	<b>Mean</b>	<b>Mean</b>
<b>Accelerated Progress</b>	At entry	3.4	47	13.9	5.9	5.9	14.9	21.8
	At exit	17.3	53.5	21.0	14.2	27.2	46.3	35.5
	Year end gr 1	17.1	53.4	21.0	14.1	28.7	45.7	35.33
	Year end gr 2	20.8	42.3			36.6	52.2	
	Year end gr 3	25.5				46.4	64.7	
<b>Substantial Progress</b>	At entry	1.5	42.3	12.1	3.3	3.3	4.5	15.0
	At exit	12.9	52.2	18.5	12.3	19.7	32.5	32.4
	Year end gr 1	12.6	52.2	18.7	12.2	20.7	33.2	32.6
	Year end gr 2	16.4				27.6	40.5	
	Year end gr 3	22.8				38.1	52.4	
<b>Limited Progress</b>	At entry	0.5	31.3	9.6	1.3	4.5	4.0	7.6
	At exit	6.8	46.7	15.3	7.9	32.5	17.6	23.2
	Year end gr 1	6.3	47.7	15.6	7.7	33.2	18.7	24.1
	Year end gr 2	10.5				40.5	28.7	
	Year end gr 3	18.2				52.4	54.5	

**NOTE:** The mean is the average of the numbers: a calculated "central" value of a set of numbers.

Instructional text level is the measure of text complexity that a student is able to read independently at 90% to 94% accuracy. The normal text level range for the end of Grade One is level 15 to 16.

The data in the table above is represented in the figures below for those tasks without ceiling scores. **It is notable that all students made progress during their lesson series and beyond.** Such progress is not evident for students who did not receive one-to-one teaching (see Schmidt, Schwartz, & Lose)

Figure 1: Longitudinal progress in Instructional Text Levels for students completing their lesson series 2018-2019.

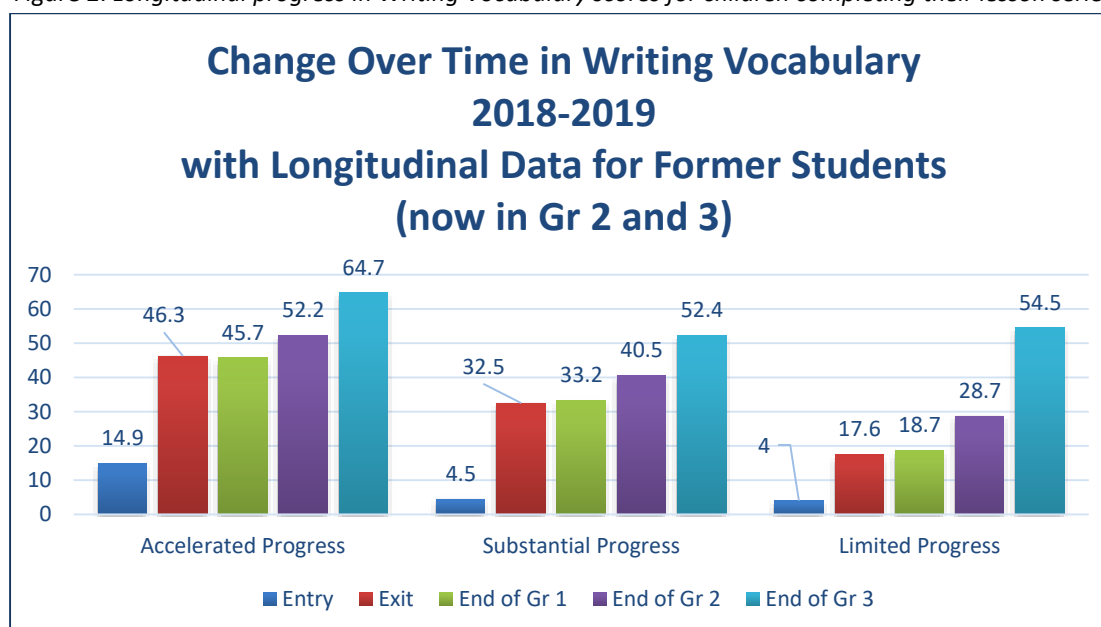


**Text Level:** this represents a gradient of difficulty determined by the research done with little books that students read and takes multiple factors into account. It is a reflection of task difficulty.

**Instructional Text Level:** The text level at which the student can read with at least 90% accuracy and demonstrates a robust literacy processing system.

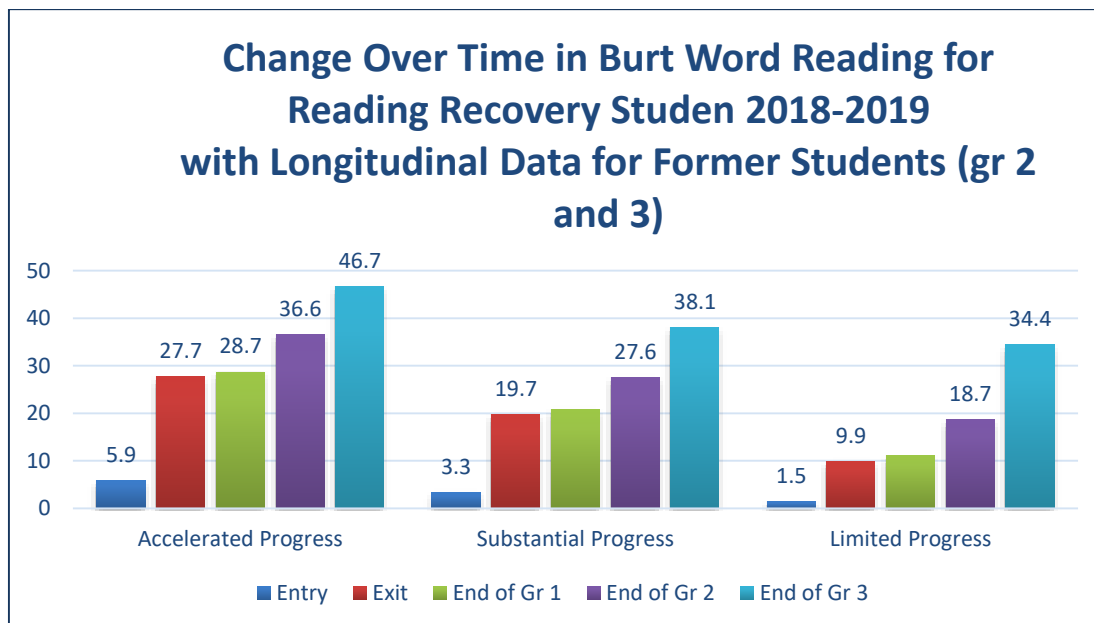
The Writing Vocabulary task measures the number of correctly written words a student is able to write independently in a 10-minute block of time. This measure is highly correlated to progress in instructional text reading level. It is not developmentally limited (no ceiling score). The average for the end of Grade One is 44 to 51 words. The raw score provides only a quantitative measure and student task sheets must be examined for the changes in the quality and complexity of words written as well.

Figure 2: Longitudinal progress in Writing Vocabulary scores for children completing their lesson series



The Burt Word Reading text is not one of the Observation Survey tasks, but an external measure. It is a task to investigate the increasing complexity of unknown words can be solved when not presented in a contextual manner. It is expected that at the end of Grade One a student would be successful with 26 to 30 words.

Figure 3: *Change over time in the Burt Word Reading Test, New Zealand, 1981 (using raw scores)*



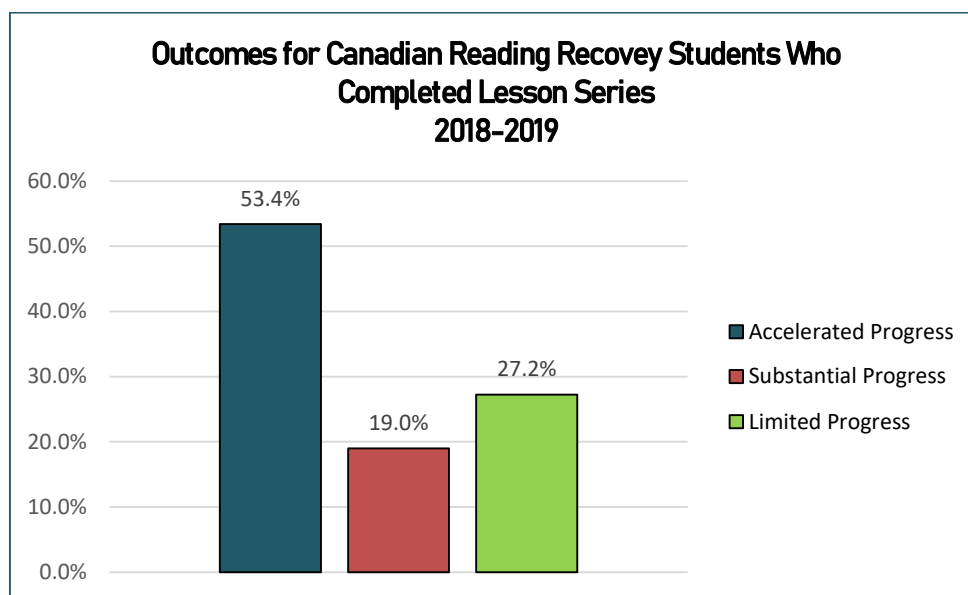
## Outcomes for Reading Recovery

Children who had the opportunity to complete their lesson series had one of two positive outcomes:

- they made accelerated progress and had developed an effective reading and writing processing system and they were able to benefit from classroom instruction without the need for further one-to-one tutoring, that is, their lesson series was discontinued; or
- they were identified as students who had made substantial or limited progress but it was recommended that they would require some longer-term or specialist support in order to continue to develop an effective processing system in literacy.

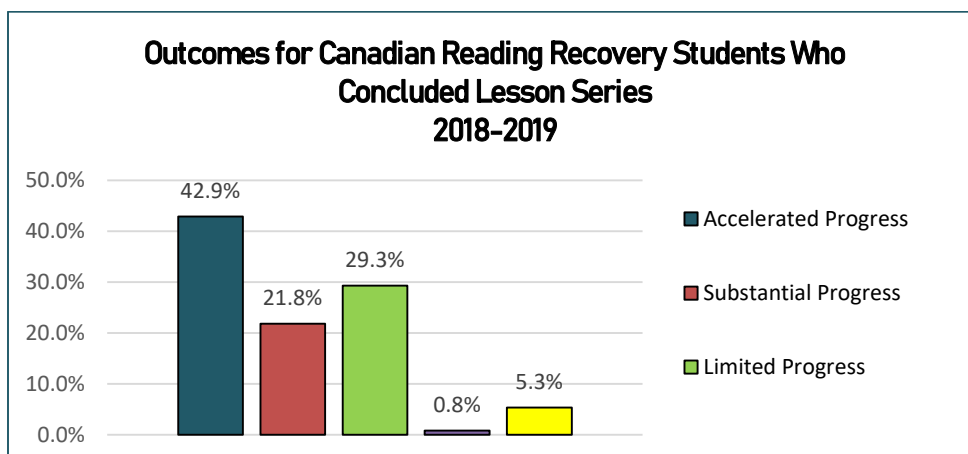
In the 2018-2019 school year, **3,350** students made **accelerated progress** were able to **discontinue** their lesson series. This represents **53.4%** of the students who concluded Reading Recovery. A further **1,194** students (**19.0%**) made substantial progress and were **recommended** for longer-term support, while **1,733** students (**27.6%**) made limited progress and were recommended for specialist support. The outcomes for the **6,277** who had the opportunity to complete their lesson series are represented in Figure 4.

Figure 4: *Outcomes of Canadian Reading Recovery students completing their lesson series in 2018-2019*



Not all students had the opportunity to complete their lesson series since they may have left the school before the end (i.e., moved) or they may have been progressing but unable to continue the lesson series for a number of different reasons. These reasons varied, but included situations where Reading Recovery may no longer have been available at their school, a Reading Recovery teacher may not have been available, student attendance, or extreme social/emotional issues, or some other reason. Figure 4 illustrates the outcomes for **7,107** Canadian Reading Recovery students in 2018-2019 when these additional categorizations are considered. Outcomes for **1,478** students who began their lesson series toward the end of the 2018-2019 school year are not reported here, as their outcomes are not yet known. Their lessons will be carried over into the 2019-2020 school year and their outcomes will be reported in that year's summary.

Figure 5: *Outcomes for all Canadian Reading Recovery students in 2018-2019*



When viewed this way, **3,350** children who made **accelerated** progress and had their lesson series discontinued represent **47.1%** of the children who exited Reading Recovery. A further **1194** children, or **16.8%**, made **substantial progress** and were recommended for longer term support, and **1,733** children, or **24.4%**, made **limited progress** and were recommended for specialist support. A total of **288** children **moved**, representing **4.1%**. A further **542** or **7.6%** were *progressing but unable to continue* in Reading Recovery for any number of reasons.

### *Students' Progress in Reading Recovery by Entry Status*

Students' outcomes can be viewed in terms of their entry status to Reading Recovery in 2018-2019. It was expected that **1,585** children would have their lesson series carried from the 2017-2018 school year (based on the 2017-2018 data collection). In the fall, **1,467** children (or **92.6%**) were available to continue their lesson series. For those students, **778 (53.0%)** made accelerated progress. In contrast, **2,533 (45.7%)** of the Grade 1 children who entered Reading Recovery in 2018-2019 made accelerated progress and discontinued their lesson series. The group with the greatest proportion of students who were referred for longer term or specialist support were the students who had transferred in from another school and completed their lesson series in the new setting. A total of **1,438** or **32.0%** of those students were recommended for longer term or specialist support.

There were three primary reasons for students to be classified as "Progressing but Unable to Continue" in Reading Recovery lessons: poor attendance by the students, behavioural and emotional factors, parents withdrawing students, and no teacher available.

Table 11: *Outcomes for Canadian Reading Recovery students by entry status during the 2018-2019 school year*

Outcome	Entry Status			Students leaving Reading Recovery in 2018-2019
	Carried over from previous year	Entered Reading Recovery this year (i.e., were in Gr. 1)	Transferred from another school	
Accelerated progress: Lessons discontinued	53.0% n = 778	45.7% n = 2,533	40.2% n = 39	47.1% n = 3,350
Substantial progress: Recommended as requiring longer-term literacy support	18.6% n = 273	16.3% n = 905	16.5% n = 16	16.8% n = 1,194
Limited progress: Recommended as requiring specialist support in literacy	18.0% n = 264	25.9% n = 1,438	32.0% n = 31	24.4% n = 1,733
Left the school before completing the lesson series (Moved)	5.0% n = 74	3.7% n = 207	7.2% n = 7	4.1% n = 288
Progressing but unable to be continued	5.3% n = 78	8.3% n = 460	4.1% n = 4	7.6% n = 542
Lessons to be carried over to the 2019-2020 school year	--	1,467	11	1478
Total no. of Reading Recovery students	1467	7,801	108	8,585

## Students' Progress in Intervention préventive en lecture-écriture (IPLÉ) by Entry Status and by Language Program

### *French Immersion*

Results for students included in L'intervention préventive en lecture-écriture are provided in the following tables and charts. IPLÉ is provided to French Immersion students in British Columbia, Yukon, Manitoba, and Prince Edward Island.

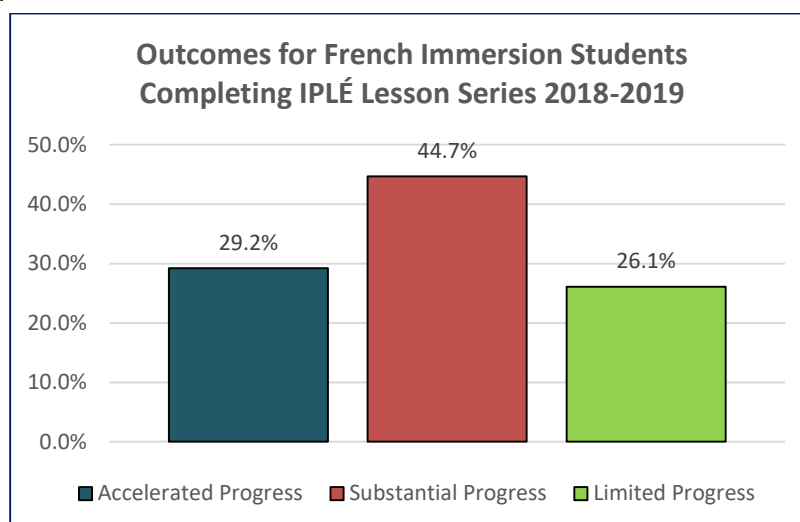
Table 12: *Outcomes and Progress of IPLÉ Students for French Immersion 2018-2019*

Outcome	Entry Status			Students leaving Reading Recovery in 2018-2019
	Carried over from previous year	Entered Reading Recovery this year (i.e., were in Gr. 1)	Transferred from another school	
Accelerated progress: Lessons discontinued	26.9% n=28	28.1% N=18	100.0% N=1	24.5% N=47
Substantial progress: Recommended as requiring longer-term literacy support	49.0% n=51	25.8% N=21	0.0% N=0	37.5% N=72
Limited progress: Recommended as requiring specialist support in literacy	18.3% n=19	25.0% N=23	0.0% N=0	21.9% N=42
Left the school before completing the lesson series (Moved)	3.8% n=4	4.7% N=5	0.0% N=0	4.7% N=9
Progressing but unable to be continued	1.9% n=2	16.4% N=20	0.0% N=0	11.5% N=22
Lessons to be carried over to the 2019-2020 school year	-	84	0	84
Total no. of Reading Recovery students	104	171	1	276

Most students had the opportunity to complete their lesson series and the outcomes for that group are represented in Figure 7. Please note that in the province of Manitoba it has been determined that an instructional text level of 10 places the students in the top range of student achievement for the class and is not achieved by other students until Grade 3. Thus, the decision has been made that this will conclude their lesson series but puts the students into the "Substantial Progress" category. As a result, the outcomes nationally are somewhat skewed.

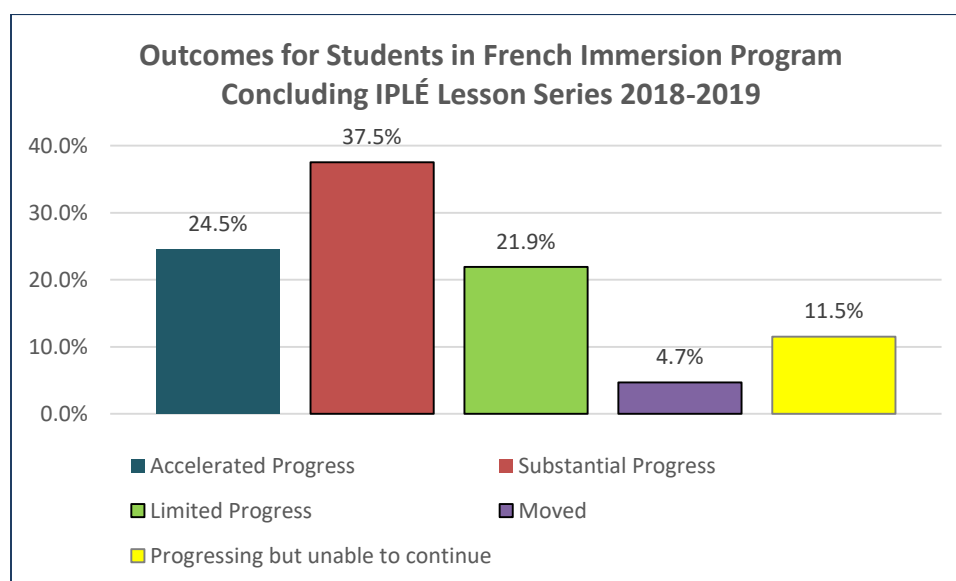


Figure 7: Outcomes for IPLÉ students in French Immersion program who had the opportunity to complete their lesson series in 2018-2019.



Not all students had the opportunity to complete their lesson series since they may have left the school before the end (i.e. moved) or they may have been progressing but unable to continue for a number of different reasons. The results for all students (not just those whose lesson series were discontinued or who were recommended for longer-term support) are given in Table 12 and represented in Figure 8.

Figure 8: Outcomes for IPLÉ students in French Immersion program who concluded their lesson series.



When viewed this way, **47** children who made **accelerated** progress and had their lesson series discontinued represent **24.5%** of the children who exited Reading Recovery. A further **72** children, or **37.5%**, made **substantial progress** and were recommended for longer term support, and **42** children, or **21.9%**, made **limited progress** and were recommended for specialist support. A total of **9** children **moved**, representing **4.7%**. A further **22** or **11.5%**

were **progressing but unable to continue** in IPLÉ for any number of reasons. Eighty-four (**84**) children had their lesson series carried over to Grade Two and their outcomes will be reported in 2019-2020.

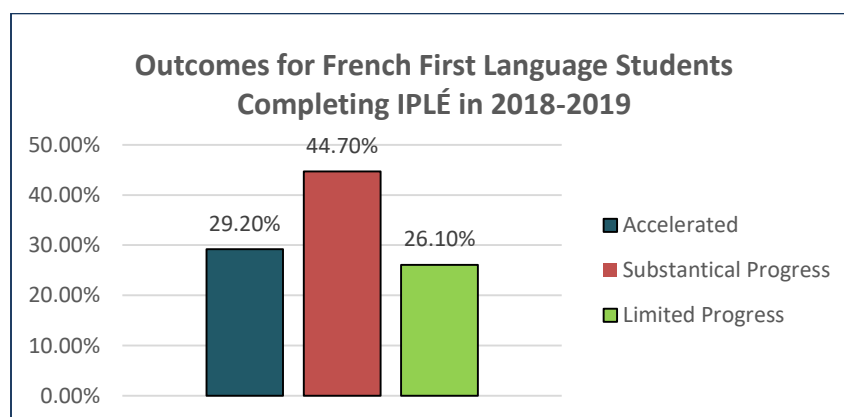
### *French First Language*

Intervention préventive en lecture-écriture was provided to French First Language students 2018-2019 in Nova Scotia, Prince Edward Island, and Yukon Territory.

Table 13: *Outcomes for IPLÉ in French First Language programs 2018-2019*

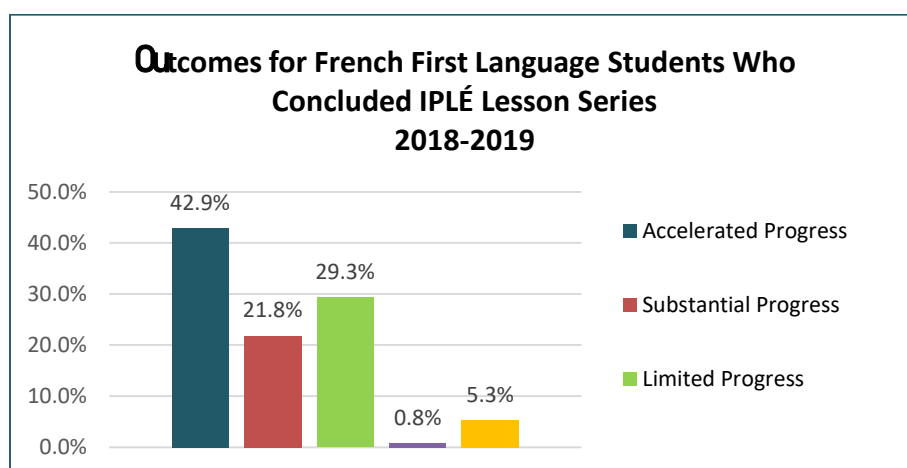
Outcome	Entry Status			Students leaving Reading Recovery in 2018-2019
	Carried over from previous year	Entered Reading Recovery this year (i.e., were in Gr. 1)	Transferred from another school	
Accelerated progress: Lessons discontinued	63.4% N=26	33.0% N=30	100.0% N=1	42.9% N=57
Substantial progress: Recommended as requiring longer-term literacy support	14.6% N=6	25.3% N=23	0.0% N=0	21.8% N=29
Limited progress: Recommended as requiring specialist support in literacy	9.2% N=4	38.5% N=35	0.0% N=0 1	29.3% N=39
Left the school before completing the lesson series (Moved)	0.0% N=0	1.1% N=1	0.0% N=0	0.8% N=1
Progressing but unable to be continued	12.2% N=5	2.2% N=2	0.0% N=0	5.3% N=7
Lessons to be carried over to the 2019-2020 school year	-	52	0	52
Total no. of Reading Recovery students	41	143	1	185

Figure 9: *Outcomes for IPLÉ students in French First Language programs completing their lesson series in 2018-19*



Not all students had the opportunity to complete their lesson series since they may have left the school before the end (i.e. moved) or they may have been progressing but unable to continue for a number of different reasons. The results for all students (not just those whose lesson series were discontinued or who were recommended for longer-term support) are given in Table 13 and represented in Figure 10.

Figure 10: *Outcomes for IPLÉ Students in French First Language programs who concluded their lesson series in 2018-2019.*



When viewed this way, **55** children who made ***accelerated*** progress and had their lesson series discontinued represent **44.4%** of the children who exited Reading Recovery. A further **25** children, or **20.2%**, made ***substantial progress*** and were recommended for longer term support, a total of **36** children, or **29.0%**, made ***limited progress*** and were recommended for specialist support. A total of **1** child ***moved***, representing **0.8%** and 7 children were progressing but unable to continue in IPLÉ due to the intervention not continuing in the school next year, attendance problems, or social/emotional challenges. There were **50** students who had their lesson series carried over to Grade Two in 2019-2020.

### Outcomes for the tasks of le sondage d'observation en lecture-écriture

The six tasks of the survey of literacy achievement in the French language (le sondage d'observation en lecture-écriture) are as follows:

Identification des lettres	Vocabulaire d'écriture
Concepts reliés à l'écrit	Vocabulaire de lecture
Entendre et noter les sons dans les mots	Niveau du livre instructif

At the present time, it is not possible to include a report on the mean scores for IPLÉ students in French Immersion or in French first-language programs on these tasks.

## References

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### Appendix A: Outcomes of Canadian Reading Recovery Students from 1995 to 2019

School Year	Lesson series discontinued	Recommended for specialist or longer-term support in literacy		Left the school before completing the lessons series	Progressing but not able to be continued for other reasons	Total number of Reading Recovery students whose lesson series was concluded
<b>1995-1996</b>	68.7%	17.8%		6.1%	7.4%	<b>2,499</b>
<b>1996-1997</b>	71.8%	17.4%		6.4%	4.4%	<b>4,593</b>
<b>1997-1998</b>	73.2%	18.5%		5.1%	3.3%	<b>6,237</b>
<b>1998-1999</b>	73.2%	18.5%		4.9%	3.4%	<b>7,039</b>
<b>1999-2000</b>	73.0%	19.0%		4.6%	2.9%	<b>8,626</b>
<b>2000-2001</b>	71.2%	20.4%		4.8%	3.6%	<b>10,615</b>
<b>2001-2002</b>	71.0%	21.1%		4.7%	3.2%	<b>11,316</b>
<b>2002-2003</b>	70.0%	22.8%		4.0%	3.2%	<b>11,629</b>
<b>2003-2004</b>	68.8%	23.5%		4.3%	3.4%	<b>11,450</b>
<b>2004-2005</b>	69.7%	23.1%		4.5%	2.9%	<b>11,809</b>
<b>2005-2006</b>	68.3%	24.3%		4.6%	2.9%	<b>11,699</b>
<b>2006-2007</b>	67.0%	25.5%		4.1%	3.5%	<b>11,350</b>
<b>2007-2008</b>	64.5%	27.9%		4.5%	3.1%	<b>11,133</b>
<b>2008-2009</b>	64.8%	27.5%		4.1%	3.7%	<b>11,529</b>
<b>2009-2010</b>	64.8%	27.4%		4.0%	3.8%	<b>11,156</b>
<b>2010-2011</b>	61.9%	27.0%		3.5%	7.6%	<b>11,533</b>
<b>2011-2012</b>	63.2%	24.7%		4.6%	5.5%	<b>8,258</b>
<b>2012-2013</b>	65.3%	24.7%		4.5%	5.5%	<b>6,390</b>
<b>2013-2014</b>	62.3%	26.3%		4.2%	7.2%	<b>5,138<sup>a</sup></b>
Renaming and disaggregation of students recommended for more support	Accelerated Progress	Substantial Progress	Limited Progress	Moved	Progressing but not able to continue	
<b>2014-2015</b>	58.7%	12.8%	18.7%	4.8%	5.1%	<b>5,439<sup>a</sup></b>
<b>2015-2016</b>	53.1%	14.0%	21.7%	4.9%	6.4%	<b>6,326<sup>b</sup></b>
<b>2016-2017</b>	54.9%	12.9%	21.6%	5.3%	5.2%	<b>5,285<sup>c</sup></b>
<b>2017-2018</b>	47.9%	15.4%	25.7%	4.3%	6.7%	<b>7,028</b>
<b>2018-2019</b>	47.1%	16.8%	24.4%	4.1%	7.6%	<b>7,463</b>
<b>Average and total over time</b>	<b>64.79%</b>	<b>25.87%</b>		<b>4.62%</b>	<b>4.65%</b>	<b>205,540</b>