## Supplementary Supports Inventory/Directory

## Student Support: Reading Recovery

### Design Elements

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| **Design Elements** | **Description** |
| Target for support (strengths and needs) | Reading Recovery is delivered as a one-to-one intervention programme for learners who have the lowest literacy achievement levels for their cohort after one year of instruction.  Teachers selected for training need to be experienced and successful in:   * classroom teaching * teaching learners in the first three years at school * literacy teaching |
| Expected Outcomes | Reading Recovery has two major intended outcomes   * To accelerate learners’ reading and writing achievement to the average level of their peers, so that they can learn effectively in the classroom without further additional support * To identify the small proportion of learners who need ongoing and specialist literacy support Learners requiring long term support to build a literacy process are identified early in their schooling. |
| What data is used to support access decision? | All schools have access to some level of resourcing in order to support their lowest achievers. MOE funding is distributed on a formula taking into account decile ranking, achievement levels, roll size. |
| Delivery design (who, how long, interactions) | Learners are selected by their school as the lowest achievers in literacy on or shortly after the completion of 40 weeks of instruction (usually on or near their sixth birthday). During a learner’s Reading Recovery programme they receive daily, individual instruction of 30 minutes from a trained Reading Recovery teacher. The programme is discontinued when the teacher judges that the learner is achieving in literacy at the same level as their peers ie. can take full advantage of the classroom programme without additional support ( usually 10 to 20 weeks). Reading Recovery is not designed to provide long term support and a learner may be referred from the programme when the teacher, the Reading Recovery Tutor and the school all determine that the short term support of Reading Recovery is no longer the most appropriate option for the learner.  Teachers are employed by individual schools and undertake a one year training course consisting of fortnightly training sessions of approximately three hours each. During this time the teacher must deliver Reading Recovery instruction to a minimum of four learners daily at any one time. Classroom teachers already on the staff of the school are the preferred candidates for training to ensure that ownership of the learners’ learning remains with the school and to ease the sharing of information and consistency of practice and expectations between Reading Recovery and the class programme. Teachers who have completed their training are expected to attend five sessions of on-going professional support and work with the Reading Recovery Tutors throughout their Reading Recovery career.  Reading Recovery Tutors train for one year, full time, with practical and academic components. The training course is delivered by the National Reading Recovery Team, administered by Auckland University. The National Reading Recovery Team is also responsible for ongoing contact and professional development of the Tutors. Tutors are employed by Universities.  The Ministry of Education provides staffing ( 271 FTTEs) to support delivery of Reading Recovery. The amount each school receives is decided following a national formula that takes account of decile rating, learner need, role size etc. |
| How will the support contribute to classroom practice (Tier1) and school capability? | Reading Recovery teachers receive an in-depth training in assessment, observation and teaching for literacy learning in the literacy acquisition stage. Where these teachers are also classroom teachers this knowledge impacts on their teaching in a major way. Effective communication between Reading Recovery teachers and classroom teachers fosters the spread of understanding about meeting the needs of young literacy learners.  When schools have a fully implemented Reading Recovery programme ie. all those who require the support receive it, classroom teachers at all levels of the school are better able to meet the needs of learners at appropriate levels. Classes are less bottom heavy freeing both human and financial resources to be used more evenly across the learner population. |
| Fidelity elements eg small groups, one on one, timing, etc | Reading Recovery Tutors work with training groups of approximately 12-15 teachers. In subsequent years groups of trained teachers may be approximately 15 in size.  Teachers must work with a minimum of 4 learners throughout their year of training. In subsequent years the number of learners is determined by each school. |
| How is support monitored and measured in terms of outcomes? | In the year of teacher training:   * Each teacher keeps detailed records of learner progress through lesson records, writing vocabulary charts and daily running records and weekly graphs of the learner’s text level progress . The Observation Survey ( Clay) is used as a selection tool, for developing the initial teaching programme and as the final check at the end of the learners’ programme. This is recorded by each school and monitored by the Reading Recovery Tutors. * Each teacher updates graphs of text level progress at each fortnightly training session for monitoring by the Reading Recovery Tutors. * National Reading Recovery collect the achievement details of all learners taught by a teacher in training.   All Schools:   * Schools complete an electronic data entry of the progress, achievement and final outcome for each of their Reading Recovery learners each year for the Ministry of Education research Division. * Teachers maintain an on-going progress and achievement graph at each of the sessions they attend and this is monitored by the Reading Recovery Tutors. |
| What needs to be sustained? | * An immediate, effective and responsive early intervention for learners struggling to establish effective literacy processes. * Highly intensive, effective training and support for Reading Recovery teachers. * A nationally-led Reading Recovery approach that ensures consistently high quality practice and implementation across the country. |
| Website details | <http://www.readingrecovery.ac.nz/reading_recovery/> |

### Roles and responsibilities for the support

What are the conditions for successful delivery?

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| **Provider** | **School** | **System/MoE** |
| National Reading Recovery, Reading Recovery Tutors – knowledgeable, experienced personnel provide for consistency of practice and ongoing support and training for teachers. | * Highly effective classroom and school wide literacy teaching is supported by a range of integrated interventions, of which Reading Recovery is a key component. * Select only experienced, knowledgeable teachers with proven success teaching at a junior level for Reading Recovery training. * Supplement MOE funding sufficiently to allow full implementation within their school (all learners who need Reading Recovery receive it.) * Select the lowest achievers as close as possible to the completion of 40 weeks of schooling regardless of potential, absences, ethnicity. * Address all additional issues through effective school systems – vision, absences. * Reading Recovery principals are upheld: daily half hour instruction, teachers attend all training and support sessions. | * Support schools through the allocation of teacher resource to facilitate full implementation. * Administer the allocation of FTEs. * Work with universities to facilitate and strengthen the work of National Reading Recovery and Reading Recovery Tutors. * Work with Auckland University to select high quality candidates for tutor training. * Support Reading Recovery to ensure that the Trademarked Reading Recovery Guidelines are adhered to. |
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### Scope and Size

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| **System wide** | **Description** |
| How many people facilitate/lead the support? | 1.2 Trainer FTE (to be confirmed )  27 Tutor FTE |
| How many teachers/students does the support work with in New Zealand annually? | In 2011, 1,452 individual teachers were involved in delivering 484,222 hours of Reading Recovery to 10,745 learners s. (Data from the report *Annual Monitoring of Reading Recovery: The Data for 2011.* |
| What is the reach of the support in terms of regions? ie where does it operate? | Across all regions. |
| Who funds the support? | MOE and schools through their Operations Grant. |
| Who manages the support? | MOE National Office - contracts with universities for trainer and tutor services, and for management of the database   * Liaison with National Reading Recovery * Data collection for research * Selection of Tutor trainees * Distribution of regional allocation   Regional Offices - Distribution of FTEs to each school  - Liaison with local Reading Recovery Tutors  Service providers:  Auckland UniServices : National Reading Recovery trainers, and tutors for the Northern and Central South regions  University of Waikato: tutors for Central North region  University of Canterbury: tutors for Nelson/Marlborough, West Coast, and Canterbury regions  University of Otago: tutors for Otago/Southland regions    National Reading Recovery-Tutor training   * Tutor professional learning   Tutors - Teacher training  -monitoring of student progress and achievement |
| How is the support accessed? (process) | Schools respond to an invitation from their Regional MOE office to make an application for staffing to support their programme. At this time they also indicate if they wish to train a teacher. Teacher hours are allocated on the basis of the formula, and in consultation with the Reading Recovery Tutors. Schools are then notified of their staffing allocation and whether or not they have been accepted for training. The Reading Recovery tutors then contact the schools to establish the schedules for training and on-going support. |
| How is the support or programme described to schools? | An intensive in-service training programme for teachers who wish to teach Reading Recovery: an early intervention programme for students who are behind their peers in literacy acquisition. |

### Monitoring, evaluations and improvement

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| **System/provider** | **Description** |
| What data is provided for system monitoring? | Also as described earlier. |
| Has the support been evaluated? When and what are the key findings? | Annually.  See *Annual Monitoring of Reading Recovery: the Data for 2011 – Education Counts website*  Executive Summary  The key findings were as follows:   * In 2011, two-thirds (64%) of state and state-integrated schools offered Reading Recovery and 75% of the total six-year-old population attended schools where Reading Recovery was offered. The proportion of schools offering Reading Recovery and access to Reading Recovery at the student level has decreased slightly (by 3% and 4% respectively) over the last ten years. * Consistent with previous years, 14 percent of six-year-old learners attending state and state-integrated schools entered Reading Recovery for the first time in 2011. In total there were 10,745 learners involved with Reading Recovery during the year. * Reading Recovery was more likely to be implemented in higher decile schools than in lower decile schools. However lower decile schools that did offer Reading Recovery had proportionately more learners enter the intervention than did higher decile schools. * Māori and Pasifika students were less likely to attend schools where Reading Recovery was offered, compared with the total six-year-old population. However, Māori and Pasifika students from schools that did offer Reading Recovery were more likely than New Zealand European/Pākehā and Asian students to be involved in the intervention. * The majority (82%) of learners who exited Reading Recovery in 2011 were successfully discontinued from the intervention (an increase from 78% in 2009 and 80% in 2010). A further 12% of learners were referred on for specialist reading support (down slightly from 13% in 2009 and 2010), five percent left their school before their lessons could be discontinued (down from seven per cent in 2009 and equal to five per cent in 2010), and one per cent were responding well but were unable to continue their lessons (down from two per cent in 2009 and 2010). * Girls, students from high decile schools (deciles 8 to 10), Asian and New Zealand European/Pākehā learners were more likely to have successfully discontinued their series of lessons in 2011 than boys, students from decile 1 to 3 schools, and Māori and Pasifika students. It is important to note, however, that many learners (ie, more than 75%) in these latter groups did achieve the levels required to successfully discontinue their Reading Recovery lessons. * Data collected via three assessment measures: Instructional Text Levels, the Burt Word Reading test and the Writing Vocabulary Task (Clay) provided additional evidence that successfully discontinued learners were reading and writing at the average level expected for their age group when they exited the intervention. * The majority of successfully discontinued learners (91%) were reading texts at, or above, the Turquoise level of Ready to Read (the New Zealand Curriculum Reading Standard for “After two years at school”) when they exited Reading Recovery. The standard was designed to be used for all children after two years at school. The majority (76%) of successfully discontinued learners had not yet completed two years of schooling when they exited Reading Recovery. These results should be interpreted with care as classroom teachers will use a range of evidence when making judgements about student achievement in relation to the Standards. |
| How does the support train its facilitators/teachers? (PLD, manuals. Tools) | Described earlier – Fortnightly training sessions in the training year including discussion based on the observation of live lessons. Five sessions per year for trained teachers also centred on the observation of live lessons. |
| How is their effectiveness of facilitators/ teachers monitored? | Through feedback, appraisal systems and regular contact with National Reading Recovery. |
| What issues do the sector or support report as issues about delivery and access? | * Too little Ministry Reading Recovery staffing. * Difficulty in reaching remote rural schools. * The programme appears less effective as a system or even school intervention when not fully implemented. * Cost of one to one intervention. * Need for trained teachers. |