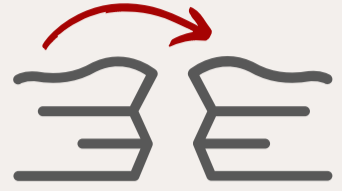


Long-lasting improvements to children's reading trajectories when schools effectively implement research-based reading interventions

There is a wide gap between what research identifies as effective reading instruction & intervention and what is currently offered in most Ontario schools.



1 in 4 of all Grade 3 students and **1 in 2** students with special educational needs did not meet the EQAO provincial standards in reading.



The Ontario Human Rights Commission's **Right to Read Inquiry** recommends early and equitable access to research-based intervention.

But few studies exist to show that school boards can effectively implement interventions that were developed in controlled research settings.

Our study aims to close the research-practice gap by asking:

1. Is school board-led intervention associated with a long-term shift in children's reading trajectories?
2. Do children perform better in the long run if they receive intervention in Grade 2 or Grade 3?

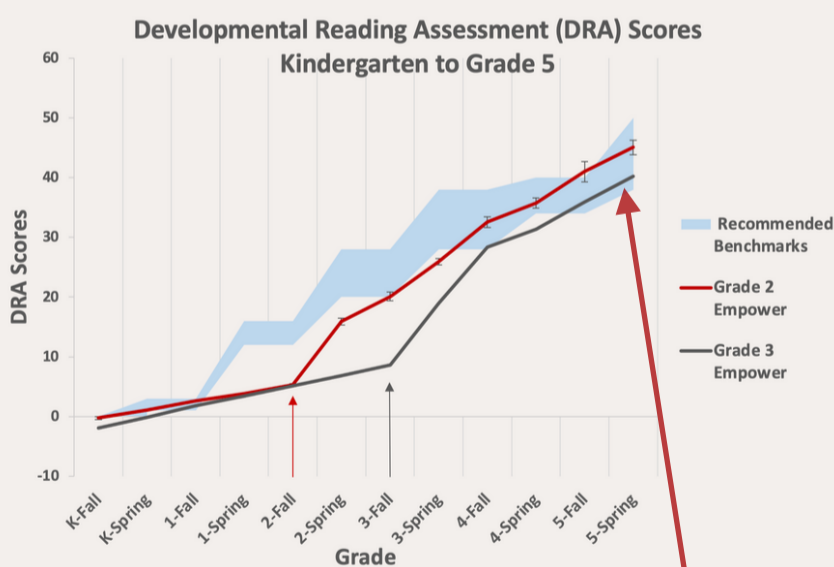
731 Grade 2 and 3 students were taught the Empower Reading™ intervention by trained Learning Resource Teachers in their schools 1 hour a day, 5 days a week from September to June. We then tracked changes in children's yearly reading growth from Kindergarten to the end of Grade 5.



Here is what we found

Intervention works!

- Long-term shifts in children's reading trajectories linked to Empower Reading™ intervention.
- Faster rate of learning during their Empower Reading™ year and in the years that followed



Early Intervention is best!

By the spring of Grade 5, 2 in 3 students who received Empower Reading™ in Grade 2 vs. 1 in 3 who received it in Grade 3 were now "proficient readers"

What do these results indicate?

- Long-term shift in students' reading trajectories is associated with early access to research-based reading intervention.
- Schools can successfully implement research-based reading intervention.
- Researcher/school-board partnerships is key in closing the research-practice gap and delivering long lasting reading.

Full research paper available at <https://edarxiv.org/8snqa/>