



THE CORE READING PROGRAMME



Carolyn Brown (Tutor) and Student Actor

2015-2016 PROGRAMME REPORT

AMY DA COSTA, MSC., F.I.T. AOGPE
READING PROGRAMME COORDINATOR

THE READING PROGRAMME

The Reading Clinic offers tutoring for students with a pattern of dyslexia using the Orton-Gillingham approach. This is a multi-sensory approach to reading and spelling. It is a highly structured, phonetic and rule-based programme which has been found to be successful in helping those who struggle to learn the basic skills of reading and/or spelling due to specific learning differences.

- ❖ Students who have had an assessment and been identified as having a learning difference consistent with a specific reading disability/dyslexia are eligible for tutoring.
- ❖ Students will usually receive 3 one-hour tutoring sessions per week by an Orton-Gillingham trained tutor.
- ❖ Sessions take place either before or after school, or during the school day when provisions are made within the child's class schedule.
- ❖ Students are generally enrolled in the programme for approximately 2 years.
- ❖ Students who have been enrolled for 5 months or more are tested in April/May each year to ascertain their current academic achievement level and recommendations are made to the parents as to whether the student needs further tutoring or whether it can be discontinued.

PARTICIPANTS IN THIS YEAR'S PROGRAMME

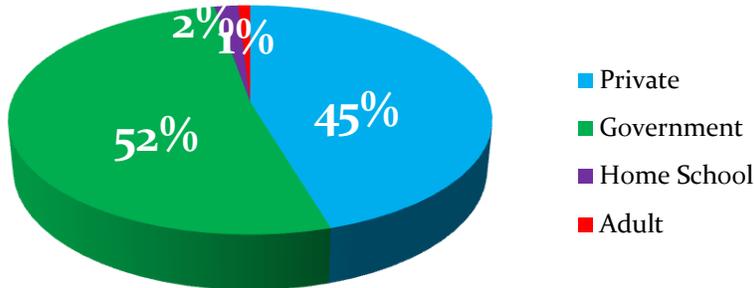
The continued focus of the Core Reading Programme has been on helping students in the early primary years that have a pattern of dyslexia. Students with dyslexia have relative weaknesses in working with the sounds of the language (phonological awareness) and/or with 'rapid naming'. These weaknesses result in difficulties reading at the single word level and spelling and/or in doing so at an appropriate pace.

This year, we have continued to prioritize allocation of spaces for students with a clear pattern of dyslexia. Whilst this has restricted student intake in some ways, we have expanded to also include students who have: weaker verbal abilities paired with exceptional non-verbal abilities; and to allow students who despite phonological awareness and rapid naming being similar to that of his/her verbal abilities, having a weak visual discrimination for letters or words. Care will be taken over time in paying attention to how each of these different profiles performs in the programme. This year, it appeared that students who have: weaker verbal abilities paired with average or low average non-verbal abilities struggled to make improvements in the same way as other students in programme.

The number of students in programme has exceeded the cap of 90 students, with 108 receiving services at some point during the school year.

The following charts reflect the demographics of the **108** students enrolled (and receiving services) in the programme during this year.

Students by Type of School

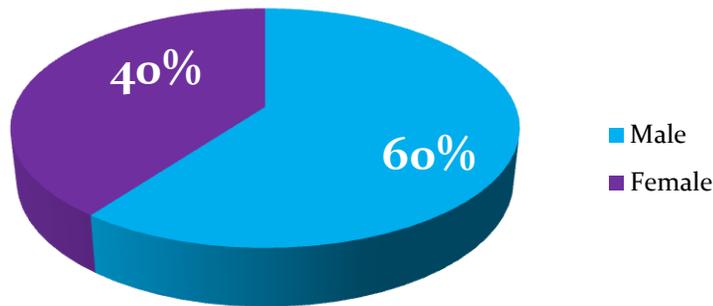


The Core Reading Programme served students from **7** private schools, **20** government schools, **2** home schools and **1** adult.

The number of both public and private schools has increased. Home schools have dropped, and we continue to have just 1 adult student.

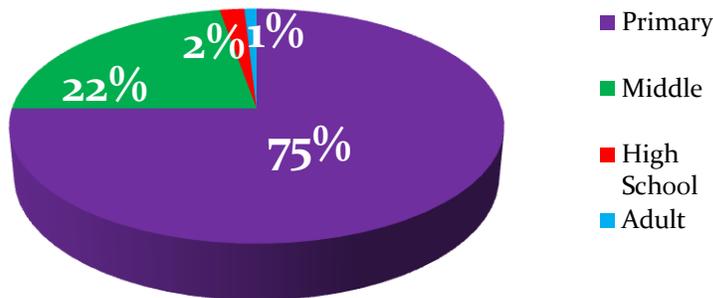
The increase in number of students overall is mostly attributable to Private school students (who had roughly 3 times as many enrollments this year over Government school students).

Sex of Students



A 21% increase in enrollment of female students results in a shift in demographics, raising them to 40% (from 33%)

Grade Level of Students



Our mandate is to provide assistance to primary school students. This year, we increased the number of primary school students, raising the percent to 75% (from 73% last year)

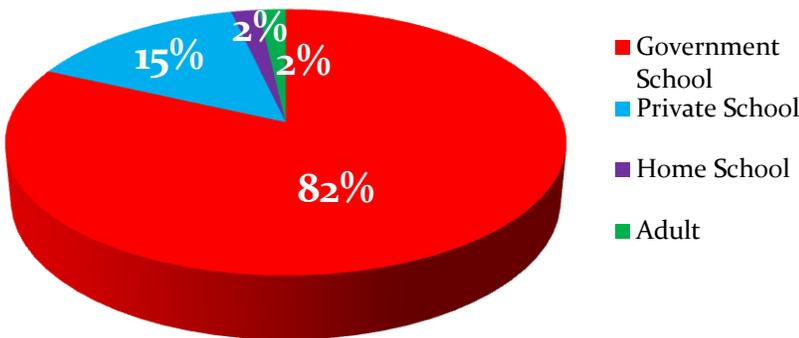
We serviced **81** primary school students (*42% increase in the number of students*), **24** middle school students, **2** high school students and **1** adult.

The one adult received services only during a time when a child could not be seen, and therefore did not take a space from a child.

Of the **108** students we worked with this year, **55** received financial assistance towards their direct tutoring fees. Since The Reading Clinic is a registered charity, we do not ask parents to pay tutoring fees to cover the approximately \$350,000.00 per year that it costs to run the programme, which would amount to approximately \$120 per hour. Instead we charge parents fees ranging from \$0 per session to no more than \$60 per session. Since many parents cannot afford \$60 per session, financial assistance bursaries (beyond our reduced rate) are offered to families. The rate remains considerably below market rates. However, some parents are still unable to pay the full Tutoring fees. As such, we offer bursaries to families in financial need.

Demographics of Financial Assistance for the Reading Programme:

Financial Assistance by School Type

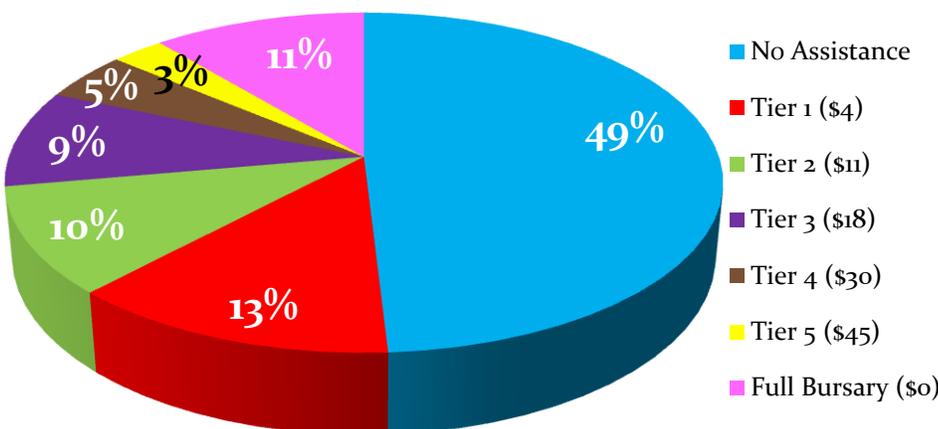


Of the **108** students we worked with this year, **55** received financial assistance towards their direct tutoring fees.

- ❖ 8 Private school students
- ❖ 45 Government school students
- ❖ 1 Home school student
- ❖ 1 Adult

The only notable difference in distribution was that whilst the number of bursaries for Private School, Home School and Adult remained constant or decreased, the number of Government School students requiring a bursary increased by 73% (45 students in 2016 as compared to 26 in 2015).

Financial Assistance Level



The number and the percentage of students on financial assistance have both increased this year.

The number of students requiring financial assistance increased by 62% and the number of students in programme increased by 38% (most of which were not on bursaries).

The number of students on each Tier has remained steady.

The large increase in students receiving a bursary (61% more bursaries) will indicate a large increase in expenditure on tutoring.

PROGRAMME OUTPUTS

In 2015-2016 **5953** one-on-one sessions were delivered to **108** students by **41** tutors. This reflects an increase of 42% in the number of sessions held over last year (4206 sessions)

Frequency of Lessons	2 lessons per week	3 lessons per week	4 or 5 lessons per week	Summer Tutoring Only (ad hoc)
# Students	11	82	1	14

- ❖ **66** formal student/tutor observations were held over the course of the school year (observing the full hour of tutoring, providing feedback and a written report) in addition to informal pop-in style observations to many sessions taking place in The Reading Clinic's building.
- ❖ **49** parent meetings were held this year to review End of Year Test results and coordinate next year's tutoring
- ❖ All parents with students in the programme for the year were contacted at least twice per year.
- ❖ **8** Professional Development Meetings were held for tutors during the year. Cynthia Armano held a workshop on the Read Naturally programme. Additionally, the Experience Dyslexia © Workshop was offered to tutors.
- ❖ A **2-day** workshop was held at MSA which covered Executive Functioning and 21st Century Skills
- ❖ **1-day** workshop at MSA covering Dyslexia.
- ❖ The Experience Dyslexia© workshop was held at the MOED conference with **30 participants**.
- ❖ **1** Parent Teacher Association talk on dyslexia was given at West End Primary with question and answer time provided at the end.
- ❖ **1** Presentation and panel discussion was held at Somerset Primary school. The panel consisted of Dr. S. Glenn Faries, Dr. Darrien Ray, Dr. Julie Dunstan and the Reading Programme Coordinator.
- ❖ The Reading Clinic participated in **6 fairs** and events, hosting a table and offering information about The Reading Clinic's programmes.
- ❖ In order to begin the programme, families were required to 'enroll' their children and have their accounts up-to-date with no outstanding fees. With all pieces completed, students were allowed to begin. This reduced the number of students initially and it has encouraged responsibility.
- ❖ We continued to use the pre-pay method for the year. Increased regulations on the fees and payment policies saw that parents falling behind on payments were contacted to arrange for a payment plan and to consider possibly revisiting the financial assistance application.

TUTORING

During the 2015/2016 academic school year our students were given a goal/target number of sessions.

Frequency of Lessons	2 lessons per week	3 lessons per week	4 or 5 lessons per week
Goal for the year	54	81	108

This target number indicates the number of sessions recommended to make progress in the programme. Parents were then asked to make monthly payments for sessions based on their level of financial assistance.

The Reading Programme continued paying tutors a set monthly rate and monitoring the lesson numbers in an effort to achieve the set goal. Whilst this did encourage many tutors to be consistent with their lesson numbers, some still had difficulty meeting the target, and as such, have had their final payment adjusted to reflect tutoring sessions held. Tutors who surpassed their goal were not paid for the sessions beyond the target specified, and it was considered a donation. The parents were not invoiced for those sessions as the extra sessions exceeded the agreed upon amount.

Whilst many students enrolled for the programme's start in September, other students enrolled during the course of the year. Due to the increased interest in the programme, in connection with the efficient assessment process, there was a wait list this year. Students were offered tutoring over the summer to account for the months of waiting. 14 students took part in the summer tutoring. In addition, 4 students finished mid-year (1 had completed the programme successfully, 2 had continued until Christmas and completed the programme, 1 left due to seeking a different programme).

All students had sessions which ran for 1 hour. Lessons costs were per hour or any part thereof.

TRAINING & SUPERVISION

The Structure of Language Course was held between October and December 2015. This 10 week course involved 20 hours of training and an exam.

❖ PARTICIPANTS OF THE 2015 STRUCTURE OF LANGUAGE COURSE :

- There were originally **19** participants on the course.
- **17** of these participants passed the final exam.

As noted previously, there were 66 formal observations held this year.

- ### ❖ ESTABLISHED TUTOR OBSERVATIONS – Active tutors are observed throughout the year.
- Within the Reading Programme, we make use of formal observations, conducted during the tutoring sessions. In addition to being an opportunity to assist tutors, they are a requirement for tutors who are working on Associate or Certified status with the Academy of Orton-Gillingham Practitioners and Educators. Tutors were also met with individually as needed.

TESTING

Baseline screening results given prior to the start of the Programme act as a baseline from which to measure each student's progress.

In May, students *currently* enrolled in the Reading Programme who have either received 5 or more months of tutoring or 36 sessions (whichever comes first) are given an end of year assessment. This assessment includes the following tests/measures: WRMT-III (Word Attack, Passage Comprehension, and Oral Reading Fluency); TOWRE-2; SORT-3; Gates McGinite; TWS-5.

The end of year assessments were scheduled over **25** dates between April and May. 2-4 students would come for their assessment each day, being seen individually for the reading measures, and utilizing a quiet shared space for the spelling and writing measures.

80 students received end of year assessments during the course of this year. This is an increase of 45% of students tested over last year. 4 students received assessments a few months early due to request by parent (requiring an updated report for school/other service provider (2); completing programme (3)). Reports for each child were distributed during the first week of July. Parents of these children were invited in for a meeting to review results and discuss recommendations for the upcoming year.

49 parents arranged a meeting in person (as at August 5th) to review the results (plus **4** via phone).

SUCCESS IN THE PROGRAMME

There are four basic areas that are assessed: **Decoding**, **Oral Reading**, **Comprehension**, and **Spelling**. Students in the programme are expected to develop more efficient decoding skills and show improvements in those key areas.

The table below shows the **overall progress** of the students who were assessed*. In recent years, there has been a transition to new reading assessments. For accuracy, the breakdown, considering the different tests, is below.

Test	Decoding	Reading Accuracy (RIGBY - Bader)	Reading Fluency (WRMT-III)	WRMT-III Silent Reading Comp.	Gates Silent Reading Comp.	Spelling
Average Increase (Grade levels)	1.5	1.7	0.7	1.5	1.3	1.1

**Please note the results of 7 students were not included due to either: no baseline/2015 measures (3); other confounding co-morbid diagnoses/having too few sessions to contribute to progress (2); and students not yet tested at the time of report writing (2).*

The goal would be to help students make more than 1 year's progress within a year, in order to 'close the gap' between themselves and their peers. Making 1 year within a year would indicate that the student is keeping pace with his/her peers. This is still considered progress as without intervention, a child with a Learning Disability would continue to fall further behind.

When the duration of intervention was less than a year, making 1 year's progress would actually be indicative of 'closing the gap'.

Improvements of at least one grade level have been made in all but 1 area. The area of least improvement, the Reading Fluency measure, is a newer assessment which looks at the pace and accuracy with which a student can read grade level passages. As speed is a factor on this measure, this test is difficult for many of our students who have Rapid Naming weaknesses. Rapid Naming is one of the aspects of a dyslexia diagnosis, and weak or low-average Rapid Naming scores make up roughly half of our students in programme this year (specifically 50% of the students whose scores are reflected in the table above, and 51% of all students in programme in 2016).

Our goal was met in all but one area of testing, however, improvements are still seen on that measure. The greatest improvement was on the reading measure which considered accuracy and comprehension.

UPDATES AND CHANGES IN 2015-2016

- ❖ 2 Mentor tutors continue to work on the readings and requirements for Associate status with the Academy of Orton Gillingham Practitioners and Educators.
- ❖ The Experience Dyslexia© workshop was purchased in order to provide the experience to tutors, parents, staff, teachers. This workshop allows participants to 'experience' what it is like to have dyslexia for a day. This 3-hour workshop was held 3 times this year. There was enough demand to run it continuously and it is now being requested by schools.
- ❖ Tutor meetings were frequently hosted by Dr. Darrien Ray (6 in total) who would talk with tutors about some of the challenges (e.g. co-morbid diagnoses such as ADHD or behavioral concerns). This was done due to the request by tutors to have more professional development options.
- ❖ Dr. Ray hosted 3 meetings for parents to discuss concerns (ADHD, behavioral concerns, executive functioning as well as depression and anxiety in students).
- ❖ It was decided to hold another screening of The Big Picture in April. The event was successful, with approximately 70 tickets purchased to view the video and panel discussion. The panel included Kim Wilson, Dr. Zina Zuill, Dr. Darrien Ray and Ms. Timeco Richardson.
- ❖ There was a formal wait list this year for entry into the tutoring programme, with some students waiting since November for tutoring (and not seen until the summer). Whilst a wait is typical between finishing an assessment and starting tutoring, a formal wait list has never been needed. This is a direct result of the large increase in number of students and the attrition rate of tutors availability.

- ❖ Counselling services were provided at low cost to families whose child (currently enrolled as a student) was struggling with certain socio-emotional difficulties. Students were enrolled in a programme with Dr. Jen Lyne and recommendations were provided by the Programme Coordinator.

PLANS FOR THE UPCOMING SCHOOL YEAR

Each year our number one goal is to provide a quality tutoring service that strengthens students' reading and writing skills in order to help close the gap between themselves and their peers. In addition to our commitment to ensure that this goal is accomplished, the following list highlights goals for the 2016-2017 academic school year.

1. Run a Tutor Training Course
2. Expand the Tutor Training Course to have an online component, thereby increasing the number of participants and making the course more accessible to otherwise successful candidates who are unable to attend the course due to the time of day in which it is held.
3. Gill Ramsdale will continue to liaise to assist with the training of the Mentor Tutors. These tutors will be working towards Associate Status at the AOGPE. They will require additional training in Orton-Gillingham methods, and observations by a Fellow. The intent is to have these tutors help the Tutor Supervisor by completing observations and providing assistance at busy times of year.
4. Carolyn Brown will act as Programme Assistant, supporting The Reading Programme Coordinator with programme related tasks, observations, and End of Year testing.
5. Ms. Suzanna Cole will be renting a space in The Reading Clinic's building, and will offer Executive Functioning supports for students of The Reading Clinic who would benefit from these additional services. It will likely become a good next step for students ready to transition out of the programme, but who do not yet apply these learned skills independently enough to use them successfully in the classroom.

APPRECIATION

I would like to thank Dr. Darrien Ray for his excellent support as the Assessment Coordinator. He has managed to keep student set-up running smoothly despite the huge number of assessments and increase in enrollments. I would like to thank; Dr. Faries for his hard work in fostering donor relationships to support our programmes. I'd like to thank Dale Martin for her many years of being such an approachable administrator, able to help even the most frustrated client. We wish you the best on your retirement, and are grateful we still get to have you around as a tutor. I'd like to thank Juliet Pearman for continuing to inspire a more efficient programme. To Carolyn Brown for her assistance with the Reading Programme during this incredibly busy year. To Carmilita Curtis and Cynthia Armano for all of their hard work on the Wine Tasting and other events held to support The Reading Clinic.

The Core Reading Programme could not function without the continued efforts of the tutors who attend tutors' meetings and workshops on their own time. They put in countless volunteer hours, without which the programme could not function so efficiently to provide help where needed. We are especially grateful to those tutors who donate part of their tutoring fees to The Reading Clinic.

READING PROGRAMME TUTORS

Cynthia Armano	Margaret Atwood	Susan Blee	Karen Border	Carolyn Brown
Rebecca Cooper	Amy Da Costa	Katherine Dill	Linda Dill	Jessica Figueiredo
Pam Francis	Sara Franklin	Judithann Galloway	Iris Grant	Helen Hay
Judith Hayward	Leslie Hern	Alison Hoffman	Marian Jones	Cathy Kennedy
Stacey Kyme	Elizabeth Lee	Andrea Lowther	Tracy Madeiros	Aleta Martens
Dale Martin	Maureen Moore	Kim Moseley	Gillian Ramsdale	Carling Ray
Carling Ray	Evie Richardson	Penny Saltus	Claire Shestopal	Cheryl Symons
Sherma Webbe-Clarke	Colleen Williams			

We wish to thank the schools who have worked with us to assist students by facilitating referrals, allowing tutoring during school hours and finding tutoring spaces on school premises.

- ❖ Bermuda Center for Creative Learning
- ❖ Bermuda High School
- ❖ Bermuda Institute
- ❖ Clearwater Middle
- ❖ Dalton E. Tucker
- ❖ Dellwood Middle School
- ❖ East End Primary
- ❖ Elliot Primary
- ❖ Francis Patton Primary
- ❖ Gilbert Institute Primary
- ❖ Harrington Sound Primary
- ❖ Mount St. Agnes
- ❖ Northlands Primary
- ❖ Paget Primary
- ❖ Port Royal Primary
- ❖ Purvis Primary
- ❖ Saltus Grammar School
- ❖ Sandy's Secondary
- ❖ Somerset Primary
- ❖ Somersfield Acad.
- ❖ St. David's Primary
- ❖ T.N. Tatem Middle
- ❖ Victor Scott Primary
- ❖ Warwick Academy
- ❖ West End Primary
- ❖ West Pembroke Primary
- ❖ Whitney Institute
- ❖ 2 home schools

We are most grateful for the hard work of all of the secretaries from these schools. In addition, we thank all Principals and staff from the additional participating schools who allowed us to tutor at their school throughout the year.

As mentioned before we would like to thank Mrs. Gill Ramsdale for her many roles including but not limited to: running the Structure of Language Course; conducting observations; and assessing during the End of Year testing.

The Core Reading Programme would also not be available to many of our students without the charitable donations we receive from so many business and individuals throughout Bermuda. We are truly grateful for every gift that is made to help children to learn, grow and soar!

DONORS

❖ **Lead Sponsor:**

HSBC

❖ **Major sponsors:**

Tokio Millennium
Renaissance Re
Ernest E Stempel Foundation
Chubb
Buechner Society
Aspen

❖ **Sponsors:**

PartnerRe
FIL
Argo Group
Appleby
Bacardi

SUPPORT STAFF/VOLUNTEERS

- | | |
|--------------------|------------------------------------|
| ❖ Gill Ramsdale | ❖ Carolyn Brown |
| ❖ Dale Martin | ❖ Carmilita Curtis/DeAndrea Easton |
| ❖ Dr. Glenn Faries | ❖ Dr. Darrien Ray |

For further information regarding the Reading Programme, please contact:

MS. AMY DA COSTA

The Reading Clinic
54 Serpentine Road
Pembroke HM 08
Bermuda
Tel: 441-292-3938 (ext. 228)
adacosta@readingclinic.bm