

ANNUAL REPORT 2022-2023

THE READING CLINIC 54
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EXECUTIVE SUMMARY

For The Reading Clinic, the 2022-2023 year was our first full year with no restrictions related to covid regulations. Our efforts were marked by listening to the community, deepening connections with our partners and meeting the needs of more children and their families.

As we look back on the year, 3 key themes emerge:



- 1) **Intentional Growth:** We are now delivering more services to more children in all programmes whilst maintaining our long-standing high-quality learning outcomes. For example,
 - The number of students served in our Core Reading Programme rose from 75 to 93; and 94% of students made progress towards their learning goals.
 - There was a 27% increase in the number of lessons delivered through the ICAN programme, with average gains of more than 2 grade levels over a 2-year period.
 - The number of total visits to preschools increased by 47% and average rhyme scores rose by an average of 27 percentile points.
 - Our direct service hours from assessments rose to 667 (more than double) and we re-established full psycho-educational assessments as the staple product.
- 2) **Flexible Thinking:** With limited resources and operating at the upper limits of our capacities, we are targeting our interventions at earlier stages in development and exploring creative partnerships.
 - Using lessons learned from a pilot project with the Department of Education we are pursuing ways to enroll more students in the Core Reading Programme by P3.
 - We launched a new downward extension pilot for the ICAN Programme which serves students in P3 and P4.
- 3) **Equity:** We have continued to find ways to level the playing field.
 - 59% of students awarded reading bursaries were enrolled in government schools.
 - 31% of students in the ICAN Programme came from households with an annual income of less than \$50,000.
 - The I-PLAY preschool programme is entirely dedicated to public schools. Interest is also being expressed by some private schools and we are looking forward to extending our impact islandwide.



As we sustain the momentum established in 2022-2023, The Reading Clinic is well-positioned to consolidate the foundations we have built over the years and focus on creating new opportunities for neuro-diverse learners.

With deepest appreciation to all of our community partners,

C. Julie Dunstan, MA, PhD (Cantab)
Interim Managing Director



CORE READING PROGRAMME

The Reading Clinic offers tutoring for students with a pattern of dyslexia using the Orton-Gillingham approach, a multi-sensory approach to reading and spelling. It is a highly structured, phonetic and strategy-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.

The Core Reading Programme (CRP) is led by Mrs. Amy Da Costa, Fellow of the Orton-Gillingham Academy. She and the Assistant Director for the CRP, Ms. Carolyn Brown, supervised 39 tutors and managed the programme functions of enrollment, scheduling, case consultations, observations, team meetings, professional development, family communications, end-of-year testing and individual student progress reports. Ms. Brown has since moved on to other career opportunities. Words cannot express our gratitude for her insights, outlook and flexible problem-solving over the years. She will be greatly missed. We are excited to welcome Ms. Stacey Kyme as our Assistant Director designate for our Core Reading Programme. She brings her programme expertise, energy and optimism to her new role.

PROGRAMME OUTPUTS (DELIVERABLES)

During the 2022-2023 school year, the Core Reading Programme key outputs included:

- 4,890 one-on-one individual reading lessons were delivered to 93 students by 42 tutors;
- a standard associate level tutor training course;
- the pilot of a summer associate tutor training course which allowed for an additional 144 lessons for 8 students; and
- progress assessments with 57 students using norm-based, standardised measures.

For additional outputs, please refer to the Core Reading Programme Evaluation Report 2022-2023.

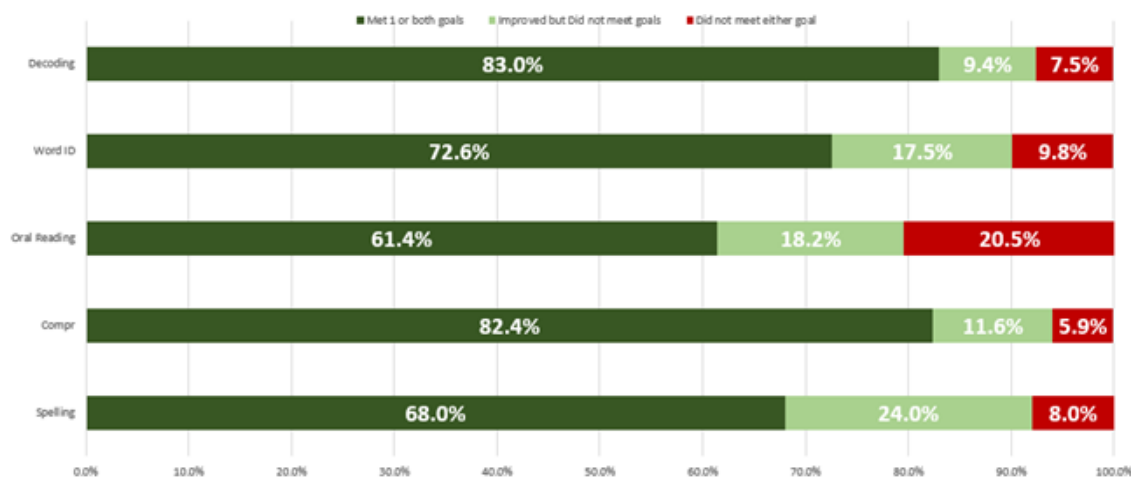
PROGRAMME OUTCOMES (BENEFITS TO STUDENTS)

Our end-of-year testing assesses student performance towards two goals:

Outcome Goal 1 (Grade Level improvements): Has the student made a year's worth or more of progress during this past year? Making 1 year's improvement suggests he is keeping up with his peers (the gap is not widening). More than 1 year indicates he is closing the 'gap'.

Outcome Goal 2 (Percentile Comparisons): Has the student performed within the expected range based on his most recent Psycho-Educational Assessment learning profile?

The colours in the graph reflect the percentage of students who: reached 1 or more goals (dark green); improved but didn't reach the goal (light green); or did not improve as desired according to outcome goals (red).



Consistent with previous years, programme benefits were clear. Approximately 94% of students made progress towards one or more of their learning goals. Approximately 93% of students met at least 1 goal in the primary target skill, decoding. These results indicate that the Core Reading Programme continues to be highly effective in teaching reading and spelling to children with a pattern of dyslexia.

ICAN MATH PROGRAMME

The Individualised Cognitive Approach to Numeracy Programme (ICAN) is designed to address math challenges experienced by students who learn differently. Our primary goal is to increase accuracy and fluency with basic math facts, improve calculation skills, strengthen math reasoning skills and enhance the student's success in solving story problems. Creating a love for math and helping our students to become more confident in their ability to do math is also a goal that we strive to achieve through the programme. We use fun, engaging activities that combine two research-based instructional techniques: Multisensory Math and Direct Strategy Instruction to help us to accomplish our goals.

The ICAN Math Programme is led by Ms. Juliet Pearman and delivered by 13 tutors with specialised training in multi-sensory math and direct strategy instruction. Ms. Pearman manages all programme functions including enrollment, scheduling, case consultations, observations, team meetings, professional development, family communications, end-of-year testing and individual student progress reports.

PROGRAMME OUTPUTS (DELIVERABLES)

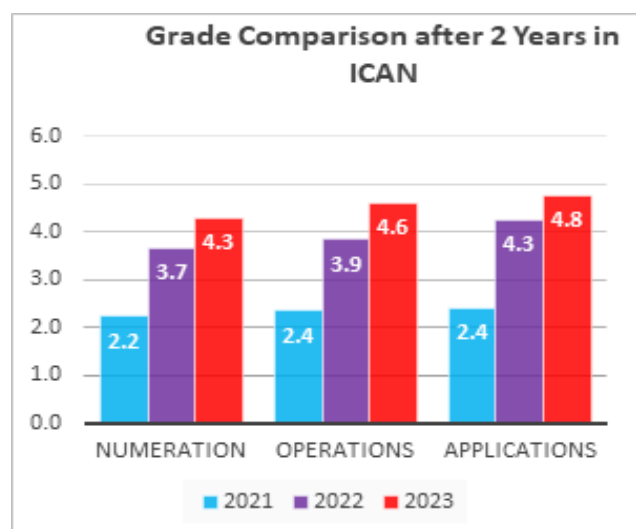
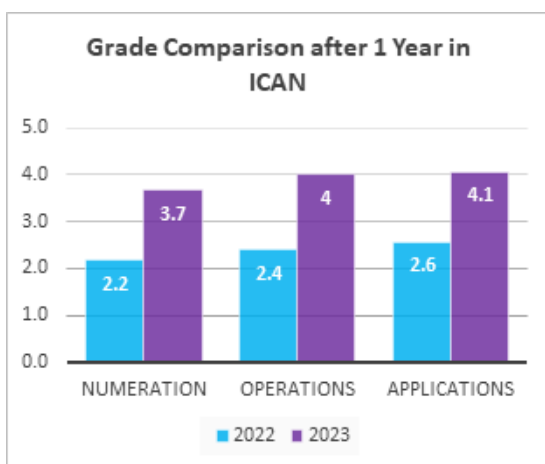
In 2022-2023, the ICAN Math team's key outputs included:

- a total of 1,318 math sessions (a 27% increase over last year) delivered to 36 students;
- a new downward extension pilot designed for students in P3 and P4;
- 47 initial screenings; and
- 15 end-of-year progress evaluations.

For additional outputs, please refer to the ICAN Math Programme Evaluation Report 2022-2023.

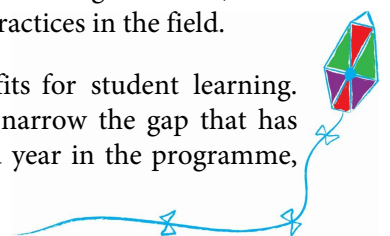
PROGRAMME OUTCOMES (BENEFITS TO STUDENTS)

Our goal is to use evidence-based strategies to promote improvements in Number Sense, Operations and Problem Solving. Students who completed at least $\frac{3}{4}$ of their 54 session goal received end of year testing. A total of 15 children received end-of-year testing. All 15 downward extension students who started during the spring did not reach the threshold for end-of-year testing.



Based on our findings in 2021-2022, math fact fluency was given particular attention this year. On average, after 2 years in programme, students made solid progress in: addition facts (improvement of 1.9 grade levels); subtraction facts (improvement of 1.9 grade levels); and multiplication (improvement of 0.9 grade level). The leadership will continue to assess the relative priority of math fact fluency, based on best practices in the field.

Overall, outcome evaluation demonstrates that the ICAN Programme has clear benefits for student learning. Most students who enroll for at least one year make sufficient improvements to help narrow the gap that has been growing between them and their peers. These gains are extended during a second year in the programme, demonstrating the benefits of participating in ICAN for more than one year.



I-PLAY PROGRAMME

Interactive Phonological Literacy Activities for Youngsters (I-PLAY) is an innovative, collaborative effort aimed at improving the emerging literacy skills of preschool children. It has been explicitly designed to promote preschoolers' phonological skills such as rhyming and identifying the first sound heard in spoken words. These skills are key predictors of later reading success. Specific phonological processing weaknesses can also signal possible future reading difficulties such as dyslexia. I-PLAY activities are interactive and game-like using toys and pictures only.

The I-PLAY Programme is led by Dr. Julie Dunstan and implemented by 6 I-PLAY Instructors, all of whom have completed the Core Reading Programme training as well as developmentally specific supervision for early childhood. Four additional screeners assist with initial screenings and follow-up testing.

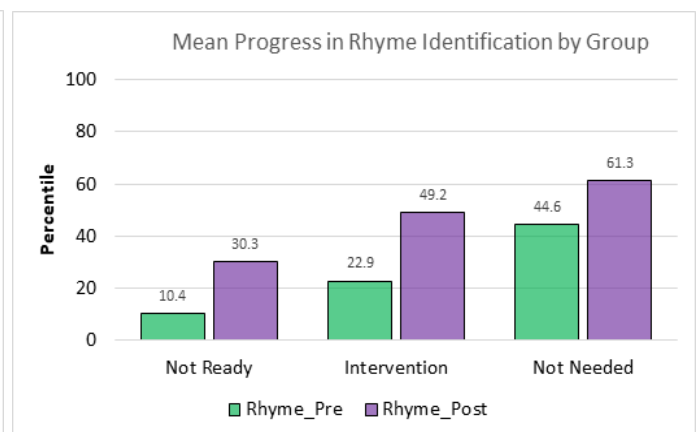
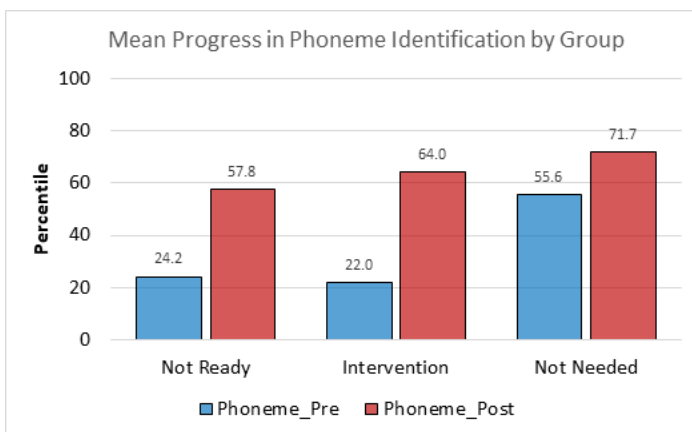
PROGRAMME OUTPUTS (DELIVERABLES)

During the 2022-2023 school year, the Core Reading Programme key outputs included:

- 165 initial screenings;
- 115 children who received the I-PLAY small group intervention;
- 367 total visits to preschools (an increase of 47% over last year);
- An average of 26.1 sessions per child;
- 154 post- screenings; and
- 162 individual progress reports.

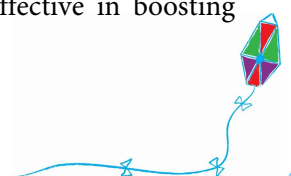
PROGRAMME OUTCOMES (BENEFITS TO STUDENTS)

The basic evaluation design for I-PLAY is quasi-experimental. Initial screenings are conducted prior to the implementation of the programme and children are tested again at the end of the school year. The improvements made by I-PLAY students (intervention) are compared to students who did not need I-PLAY and to those students who were not yet ready for I-PLAY. The tables below represent the results for 2021-2022 in terms of the two anticipated outcomes: identifying the first sound heard in spoken words; and recognising words that rhyme.



The children who received the I-PLAY small group interventions improved dramatically over the course of the school year. Their average scores in identifying phonemes rose by 42 percentile points and rhyme scores rose by an average of 27 percentile points. The limited progress by children who were not yet ready for I-PLAY underscores the need for more intensive interventions before the introduction of phonological activities. Children who did not need I-PLAY made steady progress and mean scores remained within the average range.

Overall, this evaluation provides evidence that the I-PLAY preschool programme is highly effective in boosting the phonological skills that are pre-requisites to reading instruction.



ASSESSMENT & CONSULTATION SERVICES

The Reading Clinic offers assessments and consultations to assist in meeting the needs of children with learning differences, particularly for those who may have a pattern consistent with dyslexia. Three types of evaluations are offered:

- (1) baseline testing for students who already have a diagnosis of dyslexia;
- (2) full diagnostic psycho-educational assessments; and
- (3) re-assessments for our former students.

In 2022-2023, we further adapted our services based on the results from a pilot process using a teacher-based dyslexia screener with P2 students in public schools. We were able to increase the number of full assessments in order to provide families and school teams with the information they need to advocate for and provide services and examination accommodations. At the same time, we have continued to work towards lowering the age of the students we serve to intervene earlier and reduce the risk of secondary challenges such as anxiety, low self-concept, substance misuse and anti-social behaviours.

Dr. Darrien Ray is the Assessment Director at The Reading Clinic and is a Bermuda Registered Psychologist. He manages the assessment process including initial referrals, triage, case assignment and review of reports.

OUTPUTS (DELIVERABLES)

In 2022-2023, the assessment and consultation outputs included:

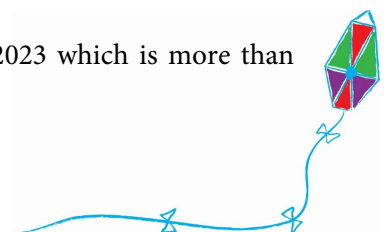
- 112 initial inquiries (a 47% increase over last year)
- 63 initial family consultations (more than double the number completed last year)
- 30 full diagnostic psychoeducational assessments (36% more than last year)
- 7 full re-assessments (as compared to 3 last year)

OUTCOMES (BENEFITS TO STUDENTS)

Assessments at The Reading Clinic were originally developed as a tool for our Core Reading Programme by providing: confirmation or a rule-out of a diagnosis of dyslexia; information for successfully matching a new student with a tutor; and suggestions for targeting initial tutoring sessions. Over the past decades, we have added 2 additional key functions: (1) for families to advocate for their children's learning needs; and (2) school processes including the development of individual education plans, learning support services and examination accommodations.

During 2022-2023, based on the results of the assessments, 19 students were recommended for the Core Reading Programme, 7 students were previous clients who received reassessments, 6 students received specific accommodations for their studies in middle school or high school, and 5 students did not have a specific learning difference in reading related to dyslexia and were referred to alternative services. There was a clear increase in numbers of P3 clients enrolling with the implementation of this service. The number of P3 students in the Core Reading Programme rose from 12 in 2021-2022 to 15 in 2022-2023.

Finally, the number of **direct service hours** from assessments rose to **667** in 2022-2023 which is more than double the hours in the previous year.



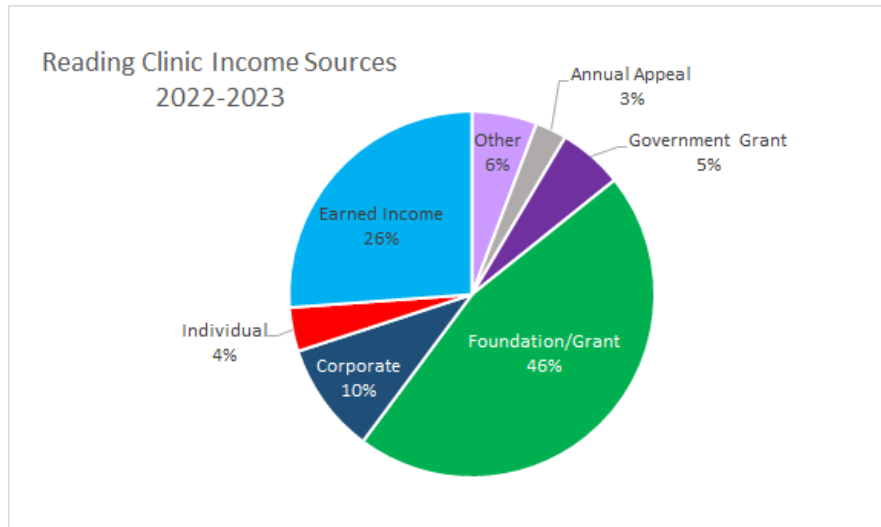
OTHER HIGHLIGHTS

FINANCIAL INFORMATION

The Reading Clinic's financial data (using pre-audited figures) for 2022-2023 can be summarised as below:

- The organisation's income was \$1,311,796.89
- Our operating expenditures were \$1,345,419.67
- This resulted in a (deficiency) excess of operating revenues over expenditures of (\$33,622.78)

Our 2022-2023 funding sources are illustrated in the graph below:



OUR PEOPLE

Our accomplishments this year were muted by the loss of two of our tutors who passed away this Spring: Ms. Martina Smith and Dr. Judith Hayward. They were both highly regarded by their colleagues as well as the students and families they served. Martina and Judy are sorely missed, yet never gone, as their contributions are carried forward by the children whose lives they helped to transform.

We have also seen changes in the leadership of the Core Reading Programme as Ms. Carolyn Brown, the Assistant Director has moved on to explore other career opportunities. Words cannot express our gratitude for her insights, outlook and flexible problem-solving over the years. She will be greatly missed. We are excited to welcome Ms. Stacey Kyme as the Assistant Director designate for our Core Reading Programme. She brings years of tutoring experience, energy, creativity and optimism to her new role.

Our most notable leadership change at The Reading Clinic this year has been the engagement of Ms. Martina (Tina) Harris as our new Executive Director. It is evident that The Reading Clinic is, yet again, fortunate to find the right person at the right time. Ms. Harris has decades of experience in classroom teaching, school leadership and individualised instruction. She possesses deep understanding of the nature of unique learning profiles, their impact and appropriate interventions. We are looking forward to her fresh leadership and vision.

STRATEGIC PLANNING

In 2022-2023, The Reading Clinic also undertook the work of planning for our new strategic period. Under the leadership of Board member, Tawanna Wedderburn. Moving forward, our work will be guided by our new mission, vision and values:

Mission: *To equip children who have learning differences with the self-understanding, tools and confidence they need to thrive in school and beyond*

Vision: *To cultivate a comprehensive and inclusive support system that enables neuro-diverse children to*

LEARN • GROW • SOAR!

Child Centric • Empathetic and Respectful • Impact Focused • Trust • Leadership • Open Mindset