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Te Tāhuhu o te Mātauranga Aotearoa

Annual Monitoring of Reading Recovery

The Data for 2008

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Executive Summary

This report presents data on state and state-integrated schools that offered Reading Recovery in 2008, and the students who received support from this intervention. In general, the results for 2008 were consistent with trends observed in previous years. The key findings are as follows:

- In 2008, two-thirds (66%) of all state and state-integrated schools offered Reading Recovery (comparable to 67% in 2007 and 65% in 2006). As a result, Reading Recovery was accessible to 76 percent of the total six-year-old population (unchanged from 76% in both 2007 and in 2006). Access to Reading Recovery was slightly lower for Māori (70%) and Pasifika (74%) students.
- In total, 10,774 students were in Reading Recovery during 2008. This number has remained stable over the past couple of years (10,777 students in 2007; 10,757 students in 2006). Almost one in seven (14%) six-year-old students attending state and state-integrated schools entered Reading Recovery in 2008 (also unchanged from 14% in both 2007 and in 2006).
- Reading Recovery was more widely available in high decile schools but where offered, lower decile schools provided Reading Recovery to proportionately more students.
- There were almost twice as many boys in Reading Recovery during 2008 than there were girls. There were proportionately more Māori and Pasifika students in Reading Recovery during 2008 than there were Asian and NZ European/Pākehā students. Despite this, Māori and Pasifika students were less likely to have access (i.e. less likely to attend schools where Reading Recovery was offered) overall.
- More than half (57%) of all students in Reading Recovery in 2008 had successfully discontinued their series of lessons by the end of the year. One-in four students (26%) were to continue their series of lessons in 2009. Almost one in ten (9%) students were referred on for specialist help or long-term reading support while the remaining students either left their school before completing the intervention (5%), were unable to continue (1%) or had missing outcome information (1%).
- Girls, Asian and NZ European/Pākehā students, and students from high decile schools were more likely to have successfully discontinued their series of lessons than boys, Māori and Pasifika students and students from lower decile schools (who were more likely to have been referred on for further support). It is important to note however, that many students in these latter groups did in fact achieve the levels required to successfully discontinue their Reading Recovery lessons.
- Students who were referred on for further support typically spent more time in Reading Recovery than students who successfully discontinued their series of lessons. Not surprisingly, students who successfully discontinued their series of lessons made greater gains on measures of reading and writing than students who were referred on for further support.
- Of students who successfully discontinued their series of lessons in 2008, Māori and Pasifika students, and those from lower decile schools made greater gains in reading and writing than Asian and NZ European/Pākehā. These greater gains are associated with a tendency for these students to have lower scores upon entry.
- Of students who were referred on for specialist support in 2008, those from higher decile schools entered and exited the intervention with higher scores on reading and writing measures than those from lower decile schools.

Introduction

Reading Recovery was designed by Dame Marie Clay, previously Professor of Education at The University of Auckland. It is an early literacy intervention which aims to reduce reading and writing delay by providing intensive and individual help to children who are falling behind¹ in reading and writing after one year at school. As with previous years all state and state-integrated schools could apply for additional funding from the Ministry of Education to help with the costs associated with the implementation of Reading Recovery.

Reading Recovery data has been monitored and reported on annually by the Ministry of Education since 1984. This report is a continuation of that annual series. Until 2000, the Ministry of Education collected only school-based summary data for reporting purposes. In 2001, individual student data was collected for the first time. This data included information regarding students' gender and ethnicity, entry and exit scores, and the number of lessons and weeks spent in Reading Recovery. This report, which is the product of the eighth year of individualised data collection, presents information about the schools who offered Reading Recovery in 2008, and the students from these schools who received support from the intervention.

¹ *The proportion of children regarded as “falling behind” varies across schools. In some schools, children regarded as “falling behind” are those who, at the age of six, 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 20-25 percent of readers and writers are seen to be “falling behind”. There may be as many as 30 percent of six-year-olds in a particular school in Reading Recovery, although this is rare.*

Method

All schools that offered Reading Recovery during 2008 were required to submit two types of forms. Individual student reports were submitted for each child involved in Reading Recovery during 2008. These reports gathered student-level information such as the demographic/background characteristics of each student and assessments of their progress in the intervention. One end-of-year school report was also submitted for each school that offered Reading Recovery. These forms recorded school-level information such as the number of students in the school who were involved in Reading Recovery, and the number of hours and teachers allocated to Reading Recovery for the year.

Throughout the year, Reading Recovery teachers recorded information about students on an electronic data collection system as they entered and exited the intervention. At the end of the year, when all individual student reports had been entered by the teacher(s), the principal of each Reading Recovery school was asked to confirm this information and, in addition, complete the end-of-year school report². Schools were asked to submit their returns by 20th December 2008. Siliconcoach Limited (Reading Recovery database administrator) assisted teachers and schools with their data submissions when necessary.

In 2008, the Ministry of Education received 10,739 individual student reports and, through the school reports, a further 35 students were identified as having participated in Reading Recovery³. Additionally, a total of 1,238 school reports were received, and a further 51 schools were identified as Reading Recovery schools as a result of student reports being submitted from these schools. Consequently, a total of 10,774 students and a total of 1,289 schools were involved in Reading Recovery during 2008.

² Note that some principals delegate the task of completing the school report and/or confirming the individual student reports to the Reading Recovery teacher or another senior staff member.

³ These students were identified by sixteen schools where the number of students reported to be in Reading Recovery on their school report was greater than the actual number of individual student reports received.

Schools and Students Involved in Reading Recovery

Schools and Students Involved in Reading Recovery Nationally and Regionally

At the end of 2008, a total of 1,437 individual teachers were reported to have taught Reading Recovery at some point during the year. In total, 1,289 state and state-integrated schools with six-year-old students were involved in providing 468,682 hours of teaching, delivered to 10,774 students – an average of 44 hours of teaching time per student. There was very little change in the total number of students in Reading Recovery between 2008 (10,774 students), 2007 (10,777 students) and 2006 (10,757 students).

Overall, two-thirds (66%) of all state and state-integrated schools with six-year-old students offered Reading Recovery in 2008 (Table 1a, page 9). There has been no discernable shift in the proportion of state and state-integrated schools offering Reading Recovery over the past couple of years (67% of schools in 2007 and 65% in 2006).

In 2008, three-quarters (76%) of the total six-year-old population enrolled in state and state-integrated schools attended schools where Reading Recovery was offered. Overall, access to Reading Recovery (i.e. the proportion of the six-year-old population that attend schools where Reading Recovery is offered) has not changed over the past few years (76% in both 2007 and 2006).

Table 1a also shows that the proportion of schools offering Reading Recovery in 2008 varied greatly by region, from 45 percent in the Gisborne region to 92 percent in the Nelson region⁴. Implementation of Reading Recovery was between 60 percent and 74 percent in most regions.

Compared with regional figures from the 2007 Annual Monitoring Report (see Appendix Table 1), the proportion of schools that offered Reading Recovery notably *decreased* (i.e. by 5% or more) in the Northland region (57% in 2007, 50% in 2008) while the proportion of schools that offered Reading Recovery notably *increased* in the Tasman region (71% in 2007, 86% in 2008).

Table 1a: Schools with Reading Recovery in 2008, by region

Local Body (Region)	Schools with Reading Recovery ^a		Total schools with six-year-olds ^b		Access to Reading Recovery ^c	
	N	6-year-olds on roll ^b	N	6-year-olds on roll	% of schools	% of 6-year-olds
Northland Region	61	1,609	121	2,225	50.4	72.3
Auckland Region	217	11,520	352	18,445	61.6	62.5
Waikato Region	168	4,528	253	5,701	66.4	79.4
Bay of Plenty Region	73	2,960	122	3,880	59.8	76.3
Gisborne Region	21	571	47	735	44.7	77.7
Hawkes Bay Region	60	1,788	98	2,246	61.2	79.6
Taranaki Region	57	1,322	77	1,455	74.0	90.9
Manawatu-Wanganui Region	93	2,174	164	2,978	56.7	73.0
Wellington Region	148	5,243	182	5,987	81.3	87.6
Tasman Region	24	575	28	612	85.7	94.0
Nelson Region	12	471	13	484	92.3	97.3
Marlborough Region	20	441	27	486	74.1	90.7
West Coast Region	18	332	32	388	56.3	85.6
Canterbury Region	186	5,968	236	6,611	78.8	90.3
Otago Region	85	1,747	123	2,161	69.1	80.8
Southland Region	46	1,026	70	1,243	65.7	82.5
Total	1,289	42,275	1,945	55,637	66.3	76.0

^a Where school reports are missing, data are obtained from a match between the institution numbers provided in the individual students' reports and data from Data Management Unit, Ministry of Education.

^b Source: Data Management Unit, Ministry of Education, E4/2: Annual Return of Primary Pupils as at 1 July 2008.

^c Care must be taken when interpreting results from regions with low base numbers (i.e. less than n=30) of schools with six-year-olds.

⁴ Please note that care must be taken when interpreting these results due to the low number of schools with six-year-old students operating in these regions (Gisborne, n=47 and Nelson, n=13).

Table 1b shows that in 2008, Reading Recovery was more prevalent in state and state-integrated schools where six-year-old Māori students were enrolled (69%) than it was in all state and state-integrated schools with six-year-old students in general (66%, see Table 1a). The proportion of schools with Māori students that offer Reading Recovery has not changed from 2007 (69%) and 2006 (69% also).

Although many state and state-integrated schools with Māori students offered Reading Recovery in 2008, Māori students had a lower level of overall *access* to Reading Recovery compared to the general population of six-year-olds. That is, just 70 percent of the total six-year-old Māori population attended schools where Reading Recovery was offered, compared to 76 percent of the total six-year-old population (see Table 1a). This finding suggests that although Reading Recovery is offered in many schools where Māori children are enrolled, it is *not* offered in some schools with high numbers of Māori students. This has been a consistent finding across previous years.

Implementation of Reading Recovery in schools with Māori six-year-olds ranged from 46 percent in the Gisborne region to 96 percent in the Tasman region. The proportion of six-year-old Māori students who had access to Reading Recovery was lowest in the Auckland region (59%), despite this region having a high population of Māori children. This lower level of access for Māori students in the Auckland region was also observed in 2007.

Table 1b: Schools with Reading Recovery in 2008, by region – Māori students

Local Body (Region)	Schools with Māori students in Reading Recovery ^a		Total schools with six-year-old Māori students ^b		Access to Reading Recovery ^c	
	N	6-year-olds on roll ^b	N	6-year-olds on roll	% of schools	% of 6-year-olds
Northland Region	58	733	116	1,141	50.0	64.2
Auckland Region	205	1,855	327	3,164	62.7	58.6
Waikato Region	152	1,341	223	1,905	68.2	70.4
Bay of Plenty Region	71	1,143	118	1,715	60.2	66.6
Gisborne Region	21	336	46	491	45.7	68.4
Hawkes Bay Region	58	681	88	887	65.9	76.8
Taranaki Region	54	316	66	360	81.8	87.8
Manawatu-Wanganui Region	87	640	140	969	62.1	66.0
Wellington Region	138	1,012	166	1,224	83.1	82.7
Tasman Region	22	50	23	51	95.7	98.0
Nelson Region	11	96	12	99	91.7	97.0
Marlborough Region	17	78	18	80	94.4	97.5
West Coast Region	17	47	20	52	85.0	90.4
Canterbury Region	154	728	182	819	84.6	88.9
Otago Region	64	208	91	246	70.3	84.6
Southland Region	36	195	54	242	66.7	80.6
Total	1,165	9,459	1,690	13,445	68.9	70.4

^a Where school reports are missing, data are obtained from a match between the institution numbers provided in the individual students' reports and data from Data Management Unit, Ministry of Education.

^b Source: Data Management Unit, Ministry of Education, E4/2: Annual Return of Primary Pupils as at 1 July 2008.

^c Care must be taken when interpreting results from regions with low base numbers (i.e. less than n=30) of schools with six-year-olds.

Table 1c shows that in most regions, the proportion of state and state-integrated schools with Pasifika six-year-old students that offered Reading Recovery was greater than 80 percent. These results must be analysed with caution due to the very small base number of Pasifika students in some of these regions. The total proportion of schools with Pasifika students where Reading Recovery is offered has remained relatively constant over the past couple of years (81% in 2007 and 79% in 2006).

Table 1c also shows that although a high proportion of state and state-integrated schools with Pasifika students offered Reading Recovery in 2008 (80%), Pasifika students had a slightly lower level of overall *access* to Reading Recovery compared to the general population of six-year-olds. That is, 74 percent of the total six-year-old Pasifika population attended schools where Reading Recovery was offered, whereas 76 percent of the total six-year-old population attended schools where Reading Recovery was offered (see Table 1a). This level of access for Pasifika six-year-old students has also remained fairly constant over the past couple of years (73% in both 2007 and 2006).

Consistent with the results for Māori students, the proportion of six-year-old Pasifika students who had access to Reading Recovery was lowest in the Auckland region (68%), despite this region having a high population of Pasifika children. This lower level of access for Pasifika students in the Auckland region was also observed in 2007.

Table 1c: Schools with Reading Recovery in 2008, by region – Pasifika students

Local Body (Region)	Schools with Pasifika students in Reading Recovery ^a		Total schools with six-year-old Pasifika students ^b		Access to Reading Recovery ^c	
	N	6-year-olds on roll ^b	N	6-year-olds on roll	% of schools	% of 6-year-olds
Northland Region	22	36	31	47	71.0	76.6
Auckland Region	187	2,879	278	4,247	67.3	67.8
Waikato Region	57	145	70	176	81.4	82.4
Bay of Plenty Region	35	66	41	76	85.4	86.8
Gisborne Region	6	11	6	11	100.0	100.0
Hawkes Bay Region	28	117	30	120	93.3	97.5
Taranaki Region	13	27	15	29	86.7	93.1
Manawatu-Wanganui Region	48	121	58	144	82.8	84.0
Wellington Region	116	594	129	650	89.9	91.4
Tasman Region	4	5	4	5	100.0	100.0
Nelson Region	4	11	5	12	80.0	91.7
Marlborough Region	11	17	11	17	100.0	100.0
West Coast Region	3	6	4	7	75.0	85.7
Canterbury Region	76	211	87	231	87.4	91.3
Otago Region	30	64	33	70	90.9	91.4
Southland Region	11	23	12	24	91.7	95.8
Total	651	4,333	814	5,866	80.0	73.9

^a Where school reports are missing, data are obtained from a match between the institution numbers provided in the individual students' reports and data from Data Management Unit, Ministry of Education.

^b Source: Data Management Unit, Ministry of Education, E4/2: Annual Return of Primary Pupils as at 1 July 2008.

^c Care must be taken when interpreting results from regions with low base numbers (i.e. less than n=30) of schools with six-year-olds.

Students Entering Reading Recovery Nationally and Regionally

In 2008, 14 percent of all six-year-olds enrolled in New Zealand state and state-integrated schools *entered* Reading Recovery during the year (Table 2). This figure has remained constant over the past few years (14% in 2007 and 14% in 2006).

The proportion of six-year-olds entering Reading Recovery was highest in the Marlborough and West Coast regions (22% of six-year-olds in these regions) while the Auckland and Bay of Plenty regions had the lowest entry rate at 11 percent. This lower entry rate for the Auckland region and Bay of Plenty region was also observed in 2007.

Compared with regional figures from 2007, the proportion of six-year-olds who entered Reading Recovery in 2008 notably *increased* in the Taranaki region (15% in 2007 and 19% in 2008) and the Marlborough region (15% in 2007 and 22% in 2008). There were no regions that showed a marked decrease in the proportion of six-year-olds entering Reading Recovery between 2007 and 2008.

Table 2: Six-year-old students who entered Reading Recovery in 2008 by region^a

Local Body (Region)	Six-year-olds who <i>entered</i> Reading Recovery in 2008		Total six-year-old school population ^b
	N	% of total	N
Northland Region	357	16.0	2,225
Auckland Region	2,104	11.4	18,445
Waikato Region	860	15.1	5,701
Bay of Plenty Region	436	11.2	3,880
Gisborne Region	111	15.1	735
Hawkes Bay Region	413	18.4	2,246
Taranaki Region	282	19.4	1,455
Manawatu-Wanganui Region	454	15.2	2,978
Wellington Region	1,025	17.1	5,987
Tasman Region	114	18.6	612
Nelson Region	84	17.4	484
Marlborough Region	108	22.2	486
West Coast Region	87	22.4	388
Canterbury Region	925	14.0	6,611
Otago Region	407	18.8	2,161
Southland Region	240	19.3	1,243
Total	8,007	14.4	55,637

^a This table includes only those students who entered Reading Recovery in 2008. The total number of students involved in Reading Recovery cannot be compared to the total number of six-year-olds in the population as those students who were carried over from 2007 were age seven in 2008.

^b Source: Data Management Unit, Ministry of Education, E4/2: Annual Return of Primary Pupils as at 1 July 2008.

Schools and Students Involved in Reading Recovery by Decile

Table 3 shows the relationship between the proportion of schools that offered Reading Recovery in 2008, the proportion of students who entered Reading Recovery, time spent in Reading Recovery and school decile⁵.

Overall, there were proportionately fewer schools offering Reading Recovery in the lower deciles than there were in the higher deciles. For example, 55% of decile 1 schools and 59% of decile 2 schools offered Reading Recovery in 2008, compared with 74% of decile 9 schools and 69% of decile 10 schools.

Although the proportion of schools offering Reading Recovery tended to be lower in the lower deciles, the proportion of students *entering* Reading Recovery was greater for lower decile schools than it was for higher decile schools. For example, 19% of students enrolled in decile 1 schools entered Reading Recovery in 2008, compared with 10% of students enrolled in decile 10 schools. This result suggests that although students attending lower decile schools may have more limited access to Reading Recovery than students attending higher decile schools, where they do have access to the intervention, they enter the intervention at a greater rate than students attending higher decile schools. Similar trends have been observed in previous years.

Across all deciles, the amount of time students spent in Reading Recovery ranged from 41 to 47 hours per student on average⁶. There was no relationship between the number of Reading Recovery hours students had and school decile.

Table 3: Reading Recovery by decile^a

Decile	Schools with Reading Recovery % ^b	Students who <i>entered</i> Reading Recovery % ^c	Time in Reading Recovery per Student (average hours) ^d
1	55.4	18.9	46.7
2	58.8	15.9	41.0
3	64.6	15.7	45.7
4	68.3	15.7	43.8
5	71.8	15.6	44.1
6	62.2	14.5	45.8
7	65.3	13.6	45.2
8	74.1	13.6	45.9
9	74.4	13.7	44.2
10	68.7	10.1	44.8

^a Excludes schools with missing decile information.

^b The percentage of schools in Reading Recovery is calculated as the number of schools that offered Reading Recovery in each decile divided by the total number of schools with six-year olds in that decile.

^c Excludes students for whom no individual student report was received.

^d Excludes students with missing school reports.

⁵ A school's decile indicates the extent to which the school draws its students from low socio-economic communities. Decile 1 schools are the 10% of schools with the highest proportion of students from low socio-economic communities, whereas Decile 10 schools are the 10% of schools with the lowest proportion of these students. Five factors based on families with school age children in the catchment area of the school are used to determine a school's socio-economic indicator. These are household income, parents' occupations, household crowding, parents' educational qualifications, and parents receiving income support.

⁶ Time in Reading Recovery was calculated using the total number of Reading Recovery hours as reported by schools, divided by the number of students in Reading Recovery in these schools. Time in Reading Recovery per student as reported by schools (Table 3) and the number of Reading Recovery sessions students had, as reported by teachers (see Table 12) differs slightly.

Gender and Ethnicity of Students in Reading Recovery

Two-thirds of all students in Reading Recovery during 2008 were boys (65%, n=6,982) and one-third (35%, n=3,757) were girls (Table 4). As a proportion of all six-year-olds in the general population, 24 percent of all boys and 13 percent of all girls were involved with Reading Recovery during 2008. These gender differences have been observed across previous monitoring reports (e.g. in 2007, 66% were boys and 34% were girls).

Across both genders, Asian students (including South East Asian, Indian, Chinese and 'Other Asian') were *less* likely to be in Reading Recovery than students of all other ethnicities. Māori students and Pasifika students (including Tokelauan, Tongan, Cook Island Māori, Samoan and 'Other Pacific Islands') were *more* likely to be in Reading Recovery than Asian and NZ European/Pākehā students. Overall, Māori and Pasifika boys were the student group most likely to be in Reading Recovery during the year.

Table 4: Ethnicity and gender of students in Reading Recovery^a

Ethnicity	Boys			Girls		
	Total six year old boys in population	In Reading Recovery		Total six-year-old girls in population	In Reading Recovery	
	N	n	%	N	n	%
Māori	6,997	2,064	29.5	6,560	1,110	16.9
Tokelauan	60	19	31.7	56	13	23.2
Fijian	130	27	20.8	120	6	5.0
Niuean	136	37	27.2	180	25	13.9
Tongan	717	278	38.8	694	136	19.6
Cook Island Māori	428	124	29.0	394	78	19.8
Samoan	1,404	439	31.3	1,350	273	20.2
Other Pacific Islands	130	37	28.5	117	18	15.4
South East Asian	406	55	13.5	368	24	6.5
Indian	780	110	14.1	769	74	9.6
Chinese	621	39	6.3	571	17	3.0
Other Asian	388	50	12.9	458	30	6.6
Other	679	124	18.3	636	96	15.1
Other European	1,090	199	18.3	1,051	109	10.4
NZ European/Pākehā	14,898	3,348	22.5	14,554	1,735	11.9
Unspecified	62	32	51.6	63	13	20.6
Total	28,926	6,982	24.1	27,941	3,757	13.4

^a Schools' enrolment forms usually allow for students to self identify or be identified by their parents/guardians as belonging to more than one ethnic group. However, for the purposes of the Reading Recovery return students are reported in one ethnic group only. The Reading Recovery return follows the same system of priority recording as used by Statistics New Zealand in the 1996 census.

Students' Progress in Reading Recovery

Students Entering Reading Recovery

In total, 10,774 students took part in Reading Recovery during 2008. Table 5 shows that of these students, nearly three-quarters (74%) entered Reading Recovery for the first time in 2008. A further 22 percent were continuing their programme of support from 2007 and two percent had been transferred from another school.

Table 5: How students entered Reading Recovery

Students' entry in Reading Recovery in 2008	N	%
Carried over from 2007 from same school	2,391	22.2
Transferred from another school ^a	246	2.3
Entered Reading Recovery for the first time in 2008	8,007	74.3
Missing data ^b	130	1.2
Total	10,774	100.0

^a Some double-counting will have occurred here, as these students are also likely to be grouped with those in Reading Recovery in their previous school, either as being carried over from 2007 or as entering Reading Recovery during 2008.

^b Includes the 35 students that were identified as having participated in Reading Recovery from their school report, but had no corresponding student report.

Table 6 shows that of the 10,774 students who took part in Reading Recovery during 2008, more than half (57%) successfully discontinued their series of lessons. A further 26 percent were responding well to the intervention and were to be carried over to next year, with the expectation of successfully discontinuing their lessons in 2009. The relative distribution of students across Reading Recovery outcomes is consistent with similar trends observed in previous years.

Outcomes for Students in Reading Recovery

Table 6: Students' outcomes in Reading Recovery

Type of outcome	Students in Reading Recovery	
	N	%
Child successfully discontinued lessons	6,182	57.4
Child responding and to be carried over into 2009	2,719	25.5
Child referred for specialist help or long-term reading support	1,006	9.3
Child responding but not able to be continued	137	1.3
Child left the school before completion ^a	577	5.4
Missing data	153	1.4
Total	10,774	100.0

^a These students left the school before they reached the level required for them to successfully discontinue their series of Reading Recovery lessons. Some double-counting is likely here, as some of these students may have joined Reading Recovery at their new school.

Outcomes for Students Exiting Reading Recovery

Entry status

Table 7 presents Reading Recovery outcomes for students who exited the intervention in 2008, according to how they entered the intervention. Consistent with the findings of previous years, students who entered Reading Recovery in 2008 were more likely to have their series of lessons discontinued in 2008 (80%), compared with students who were transferred from another school (71%) and those who had been carried over from 2007 (75%). Despite these differences, it is important to note that the majority of 'carried over' (75%) and 'transferred' (71%) students did in fact reach levels required to have their series of lessons discontinued.

Students who had been carried over from 2007 and were continuing their series of Reading Recovery lessons were more likely to be referred on for specialist help or long-term reading support (17%) than students who entered Reading Recovery in 2008 (11%) and students who transferred from another school (14%).

Table 7: Exiting students' Reading Recovery outcome by entry status^a

Type of Outcome	Carried over from 2007		Transferred from another school		Entered in 2008	
	N	%	N	%	N	%
Child successfully discontinued Reading Recovery lessons	1,791	75.1	155	70.8	4,236	79.9
Child referred on for specialist help or long-term reading support	412	17.3	30	13.7	564	10.6
Child responding but not able to be continued	27	1.1	11	5.0	99	1.9
Child left the school before completion ^b	154	6.5	23	10.5	400	7.5
Total	2,384	100.0	219	100.0	5,299	100.0

^a This analysis excludes the 2,719 students who were carried over into 2009. The percentages also exclude any missing data on entry and/or outcome.

^b These students left the school before they reached the level required for them to successfully discontinue their series of Reading Recovery lessons. Some double-counting is likely here, as some of these students may have joined Reading Recovery at their new school.

Tables 8, 9 and 10 below, present Reading Recovery outcomes for students who left the intervention in 2008, by gender, (grouped) ethnicity and decile respectively.

Gender

As a proportion of all students who left Reading Recovery in 2008, girls (82%) were more likely than boys (77%), to have successfully discontinued their series of lessons (Table 8). In contrast, boys were more likely to have been referred on for specialist help or long-term reading support (15%) compared with girls (9%).

Table 8: Exiting students' Reading Recovery outcome by gender^a

Type of Outcome	Boys % (n=5,144)	Girls % (n=2,758)	Total % (n=7,902)
Child successfully discontinued lessons	76.5	81.5	78.2
Child referred for specialist help or long-term reading support	14.6	9.3	12.7
Child responding but not able to be continued	1.8	1.6	1.7
Child left the school before completion ^b	7.2	7.5	7.3
Total	100.0	100.0	100.0

^a This analysis excludes students who were carried over to 2009. The percentages also exclude any missing data on gender and/or outcome.

^b These students left the school before they reached the level required for them to successfully discontinue their series of Reading Recovery lessons. Some double-counting is likely here, as some of these students may have joined Reading Recovery at their new school.

Ethnicity

As a proportion of all students who left Reading Recovery in 2008, Asian (90%) and NZ European/Pākehā (82%) students were more likely to have successfully discontinued their series of lessons than Pasifika (76%) and Māori (71%) students (Table 9). In contrast, Māori and Pasifika students were more likely to be referred on for specialist help (15% and 14% respectively, compared with 5% for Asian and 12% for NZ European/Pākehā students). Māori and Pasifika students were also more likely to have left their school before reaching the level required to successfully discontinue their Reading Recovery lessons (11% and 8% respectively, compared with 4% for Asian and 5% for NZ European/Pākehā students).

Table 9: Exiting students' Reading Recovery outcome by ethnicity^a

Type of Outcome	Māori % (n=2,296)	Pasifika % (n=1,088)	Asian % (n=294)	NZ European /Pākehā % (n=3,826)	Other % (n=381)
Child successfully discontinued lessons	71.2	75.9	89.8	81.9	82.7
Child referred for specialist help or long-term reading support	15.4	13.9	5.1	11.7	9.4
Child responding but not able to be continued	2.5	1.8	1.0	1.3	1.8
Child left the school before completion ^b	11.1	8.4	4.1	5.1	6.0
Total	100.0	100.0	100.0	100.0	100.0

^a This analysis excludes students who were carried over into 2009. The percentages also exclude any missing data on ethnicity and/or outcome.

^b These students left the school before they reached the level required for them to successfully discontinue their series of Reading Recovery lessons. Some double-counting is likely here, as some of these students may have joined Reading Recovery at their new school.

Decile

Table 10 shows that students from higher decile schools were more likely to successfully discontinue their series of Reading Recovery lessons than students from lower decile schools. For example, 87 percent of students from decile 10 schools and 83 percent of students from decile 9 schools successfully discontinued their series of lessons, compared with 69 percent of students from decile 1 schools and 72 percent of students from decile 2 schools.

In comparison, students from lower decile schools were more likely to be referred on for specialist support than students attending higher decile schools. For example, 16 percent of students from decile 1 and decile 2 schools were referred on for specialist support, compared with 9 percent of students in decile 10 schools and 11 percent of students from decile 9 schools.

Similarly, students from lower decile schools were more likely to have left their school before completing their series of lessons than students attending higher decile schools. For example, 11 percent of students from decile 1 schools and 10 percent of students from decile 2 schools left their school before discontinuing their series of lessons, compared with 4 percent of students from decile 10 schools and 6 percent of students from decile 9 schools.

Table 10: Exiting students' Reading Recovery outcome by decile^a

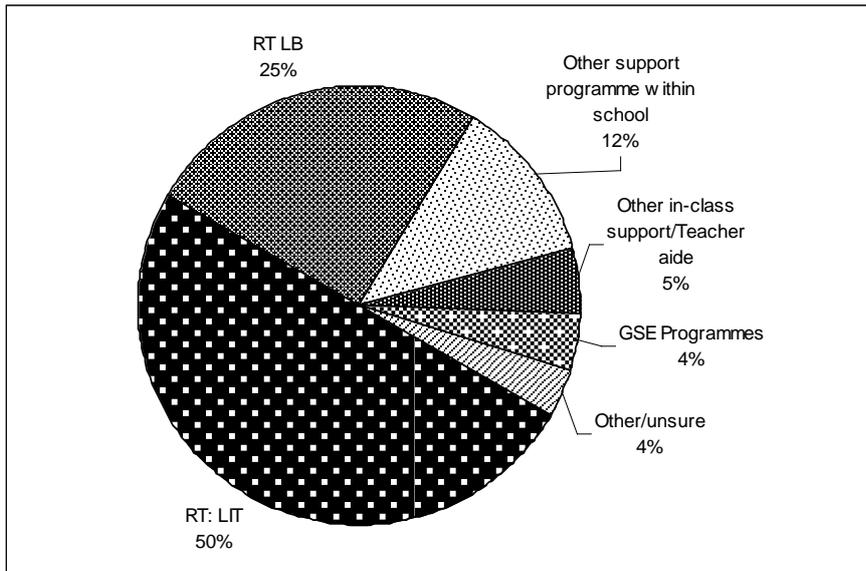
Decile	Successfully discontinued		'Referred on' for specialist support		Child responding but not able to be continued		Child left school before completion		Total N
	N	%	N	%	N	%	N	%	
1	676	69.4	154	15.8	36	3.7	108	11.1	974
2	607	72.0	135	16.0	16	1.9	85	10.1	843
3	550	72.4	126	16.6	26	3.4	58	7.6	760
4	609	77.4	103	13.1	13	1.7	62	7.9	787
5	550	78.9	93	13.3	6	0.9	48	6.9	697
6	577	81.4	73	10.3	10	1.4	49	6.9	709
7	535	80.0	78	11.7	9	1.3	47	7.0	669
8	643	83.6	77	10.0	5	0.7	44	5.7	769
9	681	82.6	87	10.6	11	1.3	45	5.5	824
10	754	86.7	80	9.2	5	0.6	31	3.6	870

^a This analysis excludes students who were carried over into 2009. The percentages also exclude any missing data on decile and/or outcome.

Support for Referred On Students

Figure 1 shows that of the 1,006 students who were referred on from Reading Recovery for specialist help or long-term reading support, half (50%) were referred to Resource Teachers: Literacy (RT:Lits) and a quarter (25%) were referred to Resource Teachers Learning and Behaviour (RTLb). A further 12 percent were referred to another support programme within the school, such as Rainbow Reading, reading clinics and other in-school literacy support programmes.

Figure 1: Type of further support for students referred on for specialist help or long-term reading support, as reported by schools^a

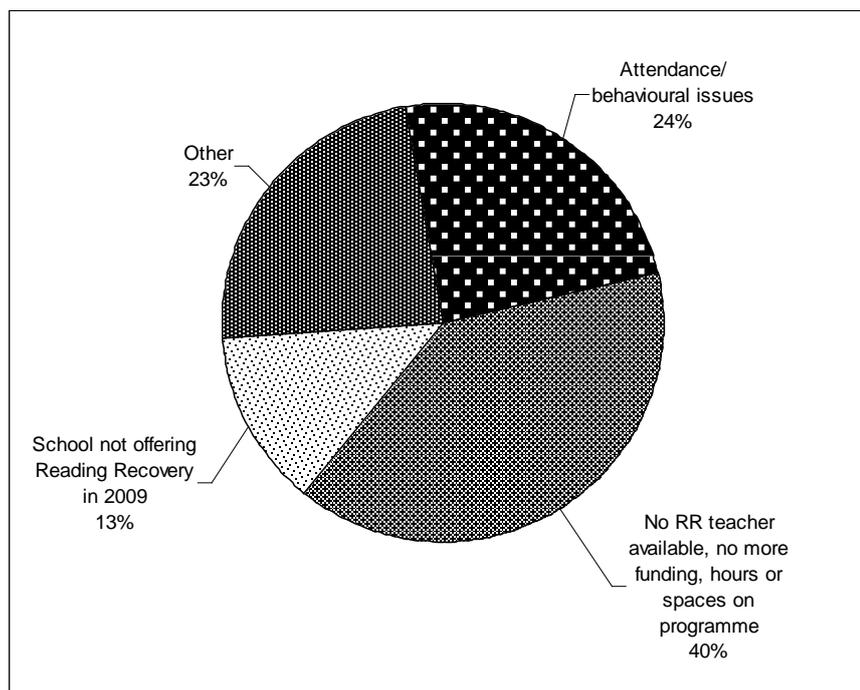


^a This figure is based on n=1,006 students who were referred on for specialist help or long term reading support in 2008.

Other Reasons for Students Not Continuing Reading Recovery

A small number (n=137) of students were responding to their series of Reading Recovery lessons but were unable to continue the intervention. As shown in Figure 2, one-quarter (24%) of these students had their Reading Recovery lessons stopped because of attendance or behavioural issues. A further 40 percent had their lessons discontinued due to a lack of resources (e.g. there were no longer any Reading Recovery teachers available, or no more funding, hours or spaces available) and a small proportion (13%) were unable to continue as their school was not going to be offering Reading Recovery in 2009.

Figure 2: Why students who were not able to continue Reading Recovery had their series of lessons stopped^a



^a This figure is based on the n=137 students who were responding to Reading Recovery but were not able to be continued.

Successfully Discontinued Students by Region

Table 11 presents a regional analysis of students who successfully discontinued their series of Reading Recovery lessons in 2008, as a proportion of all students who exited the intervention during the year.

The proportion of students who successfully discontinued their series of lessons ranged from 67 percent in the Nelson region to 86 percent in the Wellington region. Each year there is some variation in the proportion of successfully discontinued students across each of the regions. Compared with regional figures from 2007, the proportion of students who successfully discontinued their Reading Recovery lessons increased (by 5 percentage points or more) in the Northland, Marlborough and West Coast regions and decreased in the Otago and Nelson regions.

Table 11: Proportion of exited students who successfully discontinued Reading Recovery by region

Local Body (Region)	Six-year-olds who successfully discontinued Reading Recovery in 2008		Total number of students who left Reading Recovery in 2008 ^a
	N	% of total	N
Northland Region	262	77.1	340
Auckland Region	1,557	76.1	2,045
Waikato Region	657	77.8	844
Bay of Plenty Region	350	79.7	439
Gisborne Region	76	76.8	99
Hawkes Bay Region	322	76.1	423
Taranaki Region	210	82.0	256
Manawatu-Wanganui Region	372	78.2	476
Wellington Region	873	85.5	1,021
Tasman Region	99	84.6	117
Nelson Region	55	67.1	82
Marlborough Region	68	78.2	87
West Coast Region	74	82.2	90
Canterbury Region	690	75.7	911
Otago Region	317	76.6	414
Southland Region	200	77.5	258
Total	6,182	78.2	7,902

^a Excludes students with missing outcome information.

Time Spent in Reading Recovery for Successfully Discontinued and Referred On Students

Students who had their series of lessons successfully discontinued attended an average of 77 half-hour sessions over 19 weeks. In comparison, students who were referred on from Reading Recovery spent more time in Reading Recovery, with an average of 88 sessions over 23 weeks.

Successfully discontinued students from lower decile schools spent slightly *more* time in Reading Recovery than successfully discontinued students from higher decile schools. For example, students from decile 1 schools had, on average, 78 half-hour sessions over 21 weeks, while students from decile 10 schools had an average of 74 half hour sessions over 18 weeks.

The opposite pattern was observed for students who were referred on for specialist support. That is, referred on students from higher decile schools attended *more* sessions in Reading Recovery than referred on students who attended lower decile schools. There was however, no clear pattern in the number of weeks over which these students had their Reading Recovery lessons.

Table 12: Mean sessions and calendar weeks in Reading Recovery for successfully discontinued and referred on students by decile

Decile ^a	Child successfully discontinued Reading Recovery			Child referred for specialist help or long-term reading support		
	N	Mean Number of 30 Minute Sessions	Mean Number of Calendar Weeks	N	Mean Number of 30 Minute Sessions	Mean Number of Calendar Weeks
1	676	78.3	20.6	154	85.1	23.7
2	607	78.2	20.1	135	83.6	22.0
3	550	77.7	19.9	126	86.6	23.0
4	609	79.1	20.0	103	85.0	22.9
5	550	76.8	19.6	93	88.4	23.3
6	577	75.6	19.0	73	90.0	22.6
7	535	76.7	19.1	78	87.6	21.6
8	643	74.4	18.7	77	88.2	22.3
9	681	74.7	18.3	87	89.2	22.5
10	754	73.5	18.1	80	91.1	23.1
Total	6,182	76.5	19.4	1,006	87.5	22.7

^a Excludes students with missing decile information.

Table 13 presents the mean number of half-hour sessions and calendar weeks that successfully discontinued students spent in Reading Recovery, by gender and (grouped) ethnicity.

There were only slight variations in the number of half-hour sessions and weeks spent in Reading Recovery between boys (who averaged 78 sessions over 20 weeks) and girls (who averaged 74 sessions over 19 weeks). Similarly, there was very little difference in the number of half-hour sessions and weeks spent in Reading Recovery for Māori, Pasifika, Asian and NZ European/Pākehā students.

Table 13: Mean sessions and calendar weeks in Reading Recovery for successfully discontinued students by gender and ethnicity

Ethnicity ^a	Mean number of sessions		Mean number of calendar weeks	
	Boys	Girls	Boys	Girls
Māori	80.3	74.2	20.8	19.4
Pasifika	78.8	76.8	20.3	19.8
Asian	77.8	72.4	19.5	18.0
Other	74.7	74.8	18.6	18.7
NZ European/Pākehā	76.8	72.6	19.0	18.1
Total	77.9	73.7	19.7	18.7

^a Excludes students of 'unknown' ethnicity and those with missing ethnicity information.

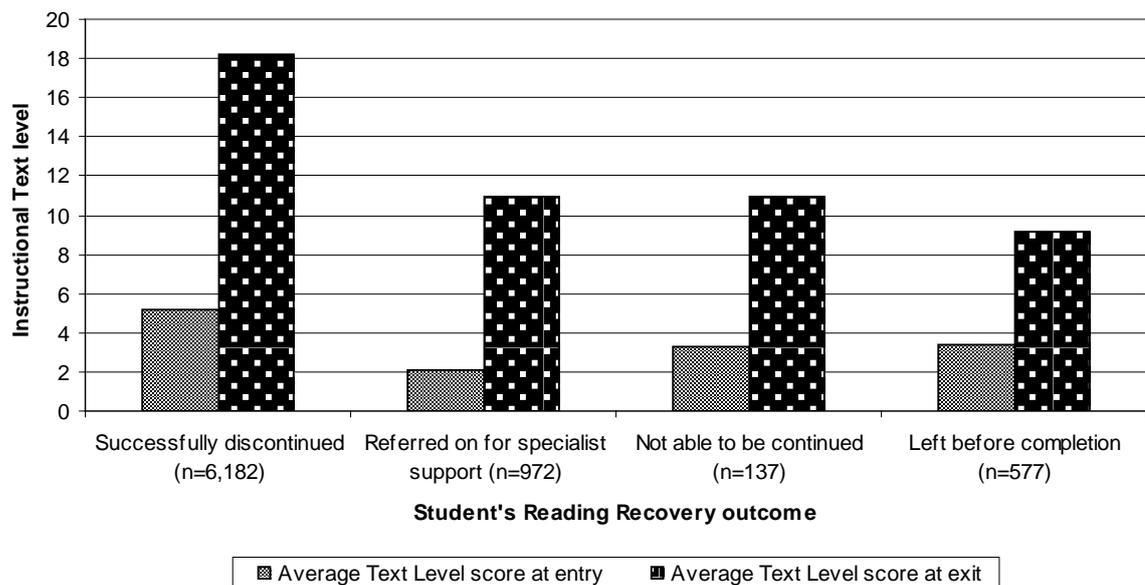
Students' Learning Gains

The reading and writing gains made by students over the course of their Reading Recovery lessons are assessed across three measures. Two of these measures: the Reading Recovery Instructional Text Level and Burt Word Reading Tests assess reading levels and one of these measures Writing Vocabulary (Clay) assesses writing. In 2008, data on all three measures were collected for students who were successfully discontinued from Reading Recovery and those who were referred on for specialist support.

Reading Scores at Entry and Exit for Exiting Students

Figure 3 presents the average entry and exit Instructional Text Level scores for all students who exited Reading Recovery in 2008. As expected, successfully discontinued students entered and exited Reading Recovery with higher Text Level scores on average than students of all other outcomes. More specifically, successfully discontinued students gained an average of 13 text levels, referred on students gained an average of 8.8 text levels, students who were responding but were unable to be continued gained an average of 7.6 text levels and students who left the school before completion (i.e. had not reached the levels required to successfully discontinue Reading Recovery) gained an average of 5.8 text levels. Note that students who were to be carried over to 2009 have not been included as they cannot be considered to have 'left' Reading Recovery.

Figure 3: Exiting students' average Instructional Text Level entry and exit scores by Reading Recovery outcome



Reading and Writing Scores at Entry and Exit for Successfully Discontinued and Referred On Students by Decile

Tables 14 and 15 show the average entry and exit scores for successfully discontinued and referred on students respectively, according to school decile. A comparison of these two tables shows that across all deciles and assessment measures, successfully discontinued students had, on average, higher entry and exit scores compared to referred on students.

Table 14 also shows that of all successfully discontinued students, those from lower deciles entered Reading Recovery with lower entry scores in all assessment measures than those from higher deciles. By the time all of these students had exited Reading Recovery however, there was little/no discrepancy in assessment scores across the deciles. As such, students from lower deciles made greater gains across all three measures than students from higher deciles. The consistency in students' exit scores was expected as students must reach the average band before their series of lessons are completed.

Table 14: Mean entry and exit scores for successfully discontinued students by decile

Decile ^a	Reading Recovery Instructional Text Level			Raw Score on Burt Word Reading test			Raw Score on Writing Vocabulary (Clay)		
	In	Out	Gain	In	Out	Gain	In	Out	Gain
1	4.0	17.7	13.7	8.4	28.0	19.6	16.9	57.5	40.6
2	4.6	17.9	13.3	9.9	27.6	17.7	18.2	56.3	38.1
3	4.8	18.0	13.2	10.6	28.1	17.5	19.5	55.5	36.0
4	5.0	18.1	13.1	10.4	28.1	17.7	19.1	56.1	37.0
5	5.1	17.9	12.8	10.9	27.3	16.4	20.5	55.9	35.4
6	5.3	18.1	12.8	11.9	28.3	16.4	22.4	57.4	35.0
7	5.3	18.1	12.8	11.8	28.1	16.3	21.3	55.9	34.6
8	5.8	18.5	12.7	12.1	28.8	16.7	20.8	55.7	34.9
9	6.2	18.6	12.4	12.9	28.9	16.0	24.0	57.3	33.3
10	5.7	18.6	12.9	12.5	28.6	16.1	21.8	55.7	33.9

^a Excludes students with missing decile information.

Table 15 shows that of all students who were referred on for specialist support, those from lower decile schools tended to have *both* lower entry and exit scores than students from higher decile schools. As such, students from higher deciles made slightly greater gains across all three assessment measures than students from lower deciles. It should be noted that referred on students from low decile schools also spent less time on average, in Reading Recovery, compared to referred on students from high decile schools (see Table 12).

Table 15: Mean entry and exit scores for referred on students by decile

Decile ^a	Reading Recovery Instructional Text Level			Raw Score on Burt Word Reading test			Raw Score on Writing Vocabulary (Clay)		
	In	Out	Gain	In	Out	Gain	In	Out	Gain
1	1.8	10.2	8.4	3.5	14.0	10.5	7.7	29.0	21.3
2	1.9	10.2	8.3	4.0	14.0	10.0	8.0	29.9	21.9
3	1.7	10.7	9.0	3.5	15.4	11.9	7.0	29.8	22.8
4	2.0	10.4	8.4	3.9	14.7	10.8	8.2	30.3	22.1
5	2.2	11.4	9.2	4.9	17.5	12.6	9.6	32.8	23.2
6	2.2	11.2	9.0	4.5	16.2	11.7	9.0	32.5	23.5
7	2.3	10.4	8.1	4.6	15.2	10.6	8.8	28.6	19.8
8	2.8	11.7	8.9	5.3	17.3	12.0	10.2	32.7	22.5
9	2.4	11.7	9.3	5.5	16.8	11.3	9.9	32.3	22.4
10	2.5	12.3	9.8	5.6	17.9	12.3	10.4	34.3	23.9

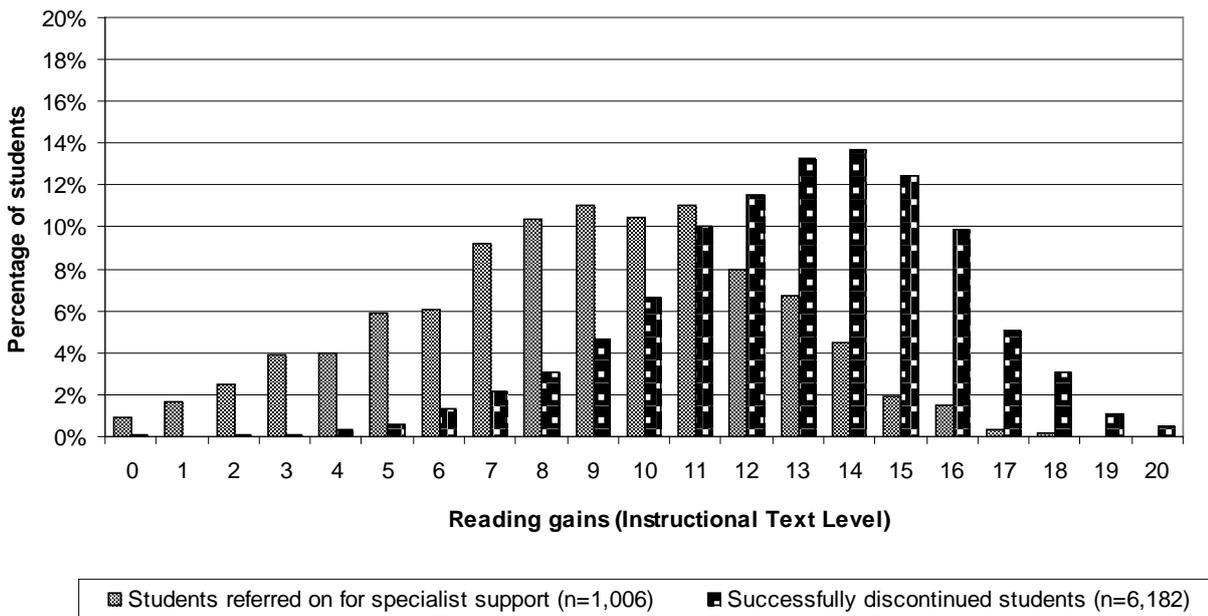
^a Excludes students with missing decile information.

Reading Gains for Successfully Discontinued and Referred On Students

Figure 4 presents the reading gains made by successfully discontinued and referred on students (as measured by Instructional Text Levels)⁷. Gain was calculated as the difference between a student’s Instructional Text Level at entry to Reading Recovery, and their Instructional Text Level at exit. Thus the reading gain for a student who entered Reading Recovery with an Instructional Text Level of 2 and exited with a Text Level of 20, would be 18. Figure 4 shows that students whose series of lessons were successfully discontinued tended to make greater gains than students who were referred on for specialist support. That is, reading gains made by successfully discontinued students were fairly evenly distributed around the average of 13 text levels (see Figure 3). Reading gains made by referred on students were more spread out, although again fairly evenly distributed around the average of 9 text levels. Despite this trend, it is interesting to note that a number of referred on students made gains that were equivalent to those made by successfully discontinued students.

Similar patterns of results were found for reading gains as measured by the Burt Word Reading Test (see Appendix Figure 1) and writing gains as measured by the Writing Vocabulary Task (Clay) (see Appendix Figure 2).

Figure 4: Gain in Instructional Text Levels, for successfully discontinued and referred on students



⁷ Please note that this is a new graph which does not appear in previous monitoring reports. The graphs presented in previous reports only included Instructional Text Level scores at entry for successfully discontinued and referred on students.

Reading and Writing Gains for Successfully Discontinued Students

The gains made by successfully discontinued students in all three assessment measures are presented in Table 16, by gender and ethnicity. Although boys were less likely to successfully discontinue their series of Reading Recovery lessons overall, those who *did* made similar gains as girls in all three measures compared. This has been a consistent finding in previous reports and is to be expected as students must reach the average age band for their cohort to successfully discontinue Reading Recovery.

Pasifika students and Māori students who successfully discontinued their series of Reading Recovery lessons exhibited greater gains in the Burt Word test and Writing Vocabulary (Clay) test, compared with NZ European/Pākehā students. It is likely that the greater gains among Māori and Pasifika students reflect the slightly lower entry scores these students had, compared with NZ European/Pākehā students⁸.

Table 16: Gains in reading and writing for successfully discontinued students by ethnicity and gender^a

Ethnic Groups ^b	Gain in Reading Recovery Instructional Text Level		Gain in Burt Word Reading Test (NZ Version)		Gain in Writing Vocabulary Task (Clay)	
	Boys	Girls	Boys	Girls	Boys	Girls
Māori	13.3	12.9	18.5	16.9	37.3	37.9
Pasifika	13.9	13.8	19.5	18.5	39.8	40.7
Asian	13.6	13.5	17.3	15.8	37.2	35.5
Other	13.4	13.4	17.7	16.8	35.5	35.3
NZ European/Pākehā	12.7	12.3	16.5	15.4	33.8	33.9
Total	13.0	12.9	17.2	16.5	35.2	35.9

^a Gain is calculated as the difference between the level/score at initial entry and when discontinued, divided by the number of students in that ethnic group.

^b Excludes students of 'unknown' ethnicity and those with missing ethnicity and/or gender information.

⁸ Note that students successfully discontinue their series of Reading Recovery lessons when they reach the 'average band' for reading levels in their classroom/school cohort. This has a ceiling effect on exit scores for all successfully completed students.

Conclusion

The findings contained within the 2008 Annual Reading Recovery Monitoring report are consistent with many of the trends established since the mid 1990s. In 2008, two-thirds of state and state-integrated schools offered Reading Recovery and the intervention was accessible to 76 percent of the total population of six-year-olds. Overall, 14 percent of six-year-olds attending state and state-integrated schools in 2008 entered Reading Recovery.

While Māori students were slightly less likely to attend schools that offer Reading Recovery, they were more likely to be involved with Reading Recovery in those schools where it *was* offered. This was also the case for Pasifika students. There were twice as many boys as there were girls in Reading Recovery during 2008.

In terms of student outcomes, more than half (57%) of all students in Reading Recovery in 2008 had successfully discontinued their series of lessons by the end of the year. One-quarter (26%) of students were responding well to the intervention and were to continue their series of lessons in 2009. Slightly less than one in ten (9%) students were referred on for specialist help or long-term reading support.

Students more likely to successfully complete their series of lessons included girls, Asian and NZ European/Pākehā students and those from high decile schools. Boys, Māori and Pasifika students and those from low decile schools were more likely to be referred on for further support.

For further information about Reading Recovery, contact National Reading Recovery, Faculty of Education, The University of Auckland, Private Bag 92601, Symonds Street, Auckland 1150 or visit the Reading Recovery website www.readingrecovery.ac.nz

Appendices

Appendix Table 1: Schools with Reading Recovery in 2007, by region

Local Body (Region)	Schools with Reading Recovery ^a		Total schools with six-year-olds ^b		Access to Reading Recovery ^c	
	N	6-year-olds on roll ^b	N	6-year-olds on roll	% of schools	% of 6-year-olds
Northland Region	70	1,732	123	2,311	56.9	74.9
Auckland Region	221	12,014	351	18,892	63.0	63.6
Waikato Region	169	4,578	252	5,710	67.1	80.2
Bay of Plenty Region	71	2,959	123	3,990	57.7	74.2
Gisborne Region	22	631	47	823	46.8	76.7
Hawkes Bay Region	61	1,797	99	2,263	61.6	79.4
Taranaki Region	55	1,357	77	1,530	71.4	88.7
Manawatu-Wanganui Region	89	2,233	163	3,131	54.6	71.3
Wellington Region	147	5,270	184	6,143	79.9	85.8
Tasman Region	20	574	28	631	71.4	91.0
Nelson Region	12	520	13	540	92.3	96.3
Marlborough Region	19	470	26	535	73.1	87.9
West Coast Region	19	362	32	413	59.4	87.7
Canterbury Region	193	6,089	236	6,610	81.8	92.1
Otago Region	85	1,810	122	2,270	69.7	79.7
Southland Region	49	1,077	73	1,264	67.1	85.2
Total	1,302	43,473	1,949	57,056	66.8	76.2

^a Where school reports are missing, data are obtained from a match between the institution numbers provided in the individual students' reports and data from Data Management Unit, Ministry of Education.

^b Source: Data Management Unit, Ministry of Education, E4/2: Annual Return of Primary Pupils as at 1 July 2007.

^c Care must be taken when interpreting results from regions with low base numbers (i.e. less than n=30) of schools with six-year-olds.

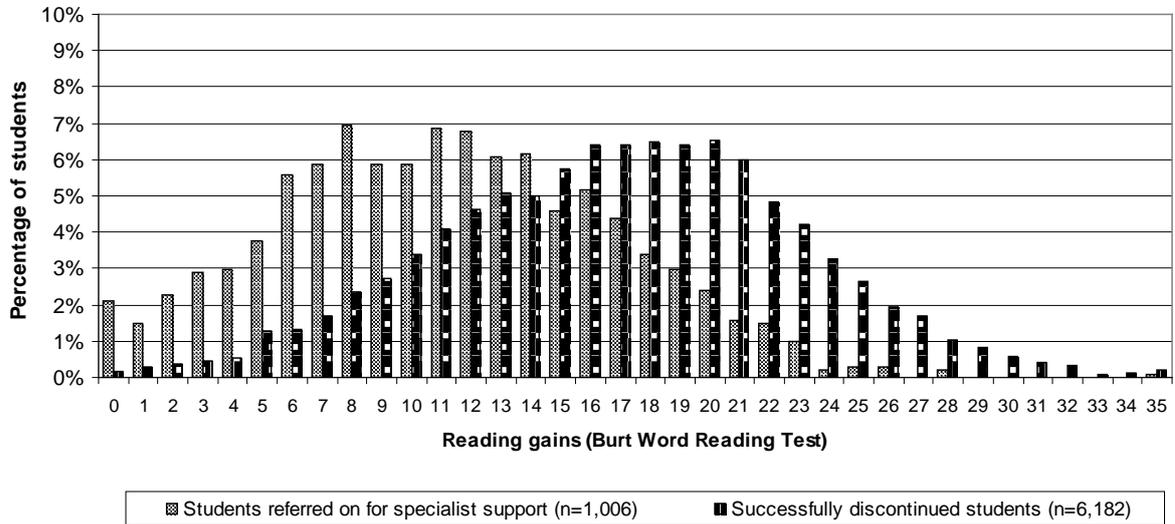
Appendix Table 2: Six-year-old students who entered Reading Recovery by region in 2007^a

Local Body (Region)	Six-year-olds who entered Reading Recovery in 2007		Total six-year-old school population ^b
	N	% of total	N
Northland Region	360	15.6	2,311
Auckland Region	2,103	11.1	18,892
Waikato Region	830	14.5	5,710
Bay of Plenty Region	457	11.5	3,990
Gisborne Region	116	14.1	823
Hawkes Bay Region	391	17.3	2,263
Taranaki Region	227	14.8	1,530
Manawatu-Wanganui Region	440	14.1	3,131
Wellington Region	965	15.7	6,143
Tasman Region	126	20.0	631
Nelson Region	90	16.7	540
Marlborough Region	80	15.0	535
West Coast Region	95	23.0	413
Canterbury Region	930	14.1	6,610
Otago Region	424	18.7	2,270
Southland Region	269	21.3	1,264
Total	7,903	13.9	57,056

^a This table includes only those students who entered Reading Recovery in 2007. The total number of students involved in Reading Recovery cannot be compared to the total number of six-year-olds in the population as those students who were carried over from 2006 were age seven in 2007.

^b Source: Data Management Unit, Ministry of Education, E4/2:Annual Return of Primary Pupils as at 1 July 2007.

Appendix Figure 1: Change in Burt Word Reading Test scores between entry to and exit from Reading Recovery, for successfully discontinued and referred on students



Appendix Figure 2: Change in Writing Vocabulary (Clay) Task scores between entry to and exit from Reading Recovery, for successfully discontinued and referred on students

