




MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

New Zealand



**Annual Monitoring of Reading Recovery:
The Data for 2003**

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Research Division Wahanga Mahi Rangahau

RESEARCH DIVISION



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First Published in 2005 by the:
Research Division
Ministry of Education
PO Box 1666
Wellington
New Zealand

ISSN – 1176-1059

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Acknowledgements

The Ministry of Education Research Division would like to thank all the Reading Recovery Tutors, teachers, and principals who completed their 2003 annual returns, and provided us with excellent feedback on the data collection process. We greatly appreciate the time and effort that went into providing the information that has made this report possible. We would also like to thank the National Reading Recovery Centre for their assistance, and valuable feedback on the report.

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Executive Summary

This report presents the latest available data on the number of schools and students who participate in Reading Recovery over the course of a year, and reports on the broad outcomes for students. In general, present results repeat the trends evident in previous annual Reading Recovery monitoring exercises.

The overall pattern of progress for students who entered Reading Recovery in 2003 remained the same as that recorded in earlier monitoring exercises, with approximately 59 percent of students successfully completing Reading Recovery within the year and a further 25 percent judged to be responding well and expected to complete their series of individual sessions in the 2004 school year.

The slight decline in the absolute number of children entering Reading Recovery continued from previous years. There is now a slight but steady decline in the proportion of six-year-olds entering Reading Recovery (17% in 1999, 16% in 2000 and 2001, 15% in 2002 and 2003). The proportion of schools operating Reading Recovery has similarly declined slightly over this period (71% in 1999, 69% in 2000 and 2001, 68% in 2002 and 67% in 2003).

In terms of school decile, the data show that Reading Recovery was more widely available in high decile schools than low decile schools. However, when available in low decile schools, there were more students participating and students had more time in Reading Recovery. While higher decile schools have slightly higher reading and writing scores (more so on entry than on exit), the gains that students made in lower decile schools were slightly greater than for students in higher decile schools for the Burt Word Reading Test and Writing Vocabulary Task. There was little difference in the Reading Recovery Instructional Text Level.

Introduction

Reading Recovery was designed by Dame Marie Clay, previously Professor of Education at the University of Auckland. It is an early intervention which aims to reduce reading delay by providing intensive and individual help to any child who is falling behind¹ in reading and writing after one year at school.

In 2003, as in previous years, Reading Recovery was available to state (including state-integrated) primary and composite schools. In addition, individual and school returns for 2003 were received from nine private schools and three special schools that also implemented Reading Recovery. Given that Reading Recovery primarily operates in state primary schools, this article presents information on participating six-year-olds from state and state-integrated schools only.

Reading Recovery data has been monitored and reported on annually since 1984, this report is a continuation of that annual series. Until 2000, the Ministry had collected school based summary data for reporting purposes. In 2001, individual student data was collected for the first time to report on Reading Recovery. This report is the product of the third year of individualised data collection and it is also the first year that the majority of the data has been collected online.

Method and Response Rates

After the successful implementation of the pilot online data collection in 2002, the Ministry has strongly encouraged the use of the data collection website² for the submission of Reading Recovery data. Although schools were encouraged to submit their data electronically in 2003, paper returns were also accepted. As in 2002, data collection via the electronic or paper media required the completion of both individual student reports and a school report. The questionnaires to be completed were exactly the same irrespective of the mode of data submission chosen by the school.

Schools opting to respond electronically were asked to submit their returns as at 12 December 2003 by 29 February 2004. With the electronic data collection, Reading Recovery teachers could record individual student reports for students at any point in time during 2003. For example, as soon as a student successfully completed his/her lessons (i.e. discontinued from Reading Recovery), the teacher could immediately post the information about that student on the electronic website. At the end of 2003, once all individual student reports were entered electronically by the teacher(s), the principal was asked to complete the end-of-the-year school report (which asks summarised information about Reading Recovery students and teachers in the school for that year) and to confirm the information entered by the teacher(s) earlier. Some principals delegate the task of completing the school report and/or confirming the individual student data to either the Reading Recovery teacher or to a senior member of staff. Once this process was completed, Reading Recovery Tutors were able to electronically check the data entered by teachers and/or principals by 29 February 2004. It should be

¹ 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 seen to be 'falling behind' and therefore eligible for Reading Recovery may be those from the bottom 20–25 percent of readers and writers. (Sometimes, there may be as many as 30 percent of six-year-olds in a particular school enrolled in Reading Recovery, although this is rare).

² The Reading Recovery data collection website is www.readingrecoverydatacollection.minedu.govt.nz

noted that schools that submitted their individual student reports electronically did not necessarily confirm³ their end-of-the-year school report.

In 2003, schools opting to respond by paper returns were asked to submit their data to their Reading Recovery Tutors as at 12 December 2003. Tutors were then asked to check and return the forms to the Ministry by 29 February 2004.

In 2003, 8,761 individual student reports or 81 percent were received electronically compared with 2,114 individual student reports or 19 percent received on paper⁴. In 2003, a total of 1,389 school reports were received by the Ministry. Out of these, 1,072 schools or 77 percent submitted their end-of-the-year school reports electronically compared with 317 schools or 23 percent that submitted their end-of-the-year school reports via paper returns⁵.

Schools and Students Involved in Reading Recovery in 2003

Schools and Students Involved in Reading Recovery Nationally and Regionally

At the end of 2003, a total of 1,478 individual teachers were reported to have taught Reading Recovery at some point during that year. In total 1,389 state and state-integrated schools were involved providing almost 435,700 hours of teaching, delivered to 10,875 students- around 40 hours of teaching time per student.

Table 1 shows the Reading Recovery schools that responded to the annual monitoring survey in 2003 by region. Reading Recovery was implemented in 67 percent of all state and state-integrated primary and composite schools with six-year-olds in New Zealand. These schools accounted for 78 percent of all six-year-olds in New Zealand, nearly the same percentage as for 2002. The overall percentage of schools that operated Reading Recovery in 2003 was very slightly lower in comparison to 2002 (67% in 2003 compared to 68% in 2002).

As shown in Table 1, Reading Recovery implementation varied from 39 percent in the Gisborne region to 92 percent of schools in the Nelson region with most regions implementing it in the range of 54 percent to 80 percent of schools. Comparisons with the corresponding Table 1 of the 2002 Annual Monitoring Report (see Appendix Table 1) reveal a few interesting differences, although some of these are very slight.

³ In total, 1389 school reports were received in 2003. Out of these, 218 school reports were received as unconfirmed.

⁴ Twenty-eight individual student reports were received on paper without the accompanying school report. For some individual student reports, the details of the school were missing. As a result, some of the analyses in the report could not be undertaken for these 28 students.

⁵ A few schools submitted their Reading Recovery data electronically as well as via paper mode. The data cleaning process involved identifying the duplicate school and student level information coming from the same Reading Recovery schools. These were removed from the total number of students as well as from the total number of schools offering Reading Recovery, so as to avoid double counting.

Table 1: Schools with Reading Recovery in 2003 by region^a

| Local Body (Region) ^b | Schools with Reading Recovery | | Total schools with six-year-olds | | Participation in Reading Recovery | |
|----------------------------------|-------------------------------|----------------------------------|----------------------------------|---------------------|-----------------------------------|-----------------|
| | N ^c | 6 year olds on roll ^d | N | 6 year olds on roll | Schools % | Six year olds % |
| Northland Region | 78 | 1,700 | 129 | 2,264 | 60.5 | 75.1 |
| Auckland Region | 228 | 12,840 | 345 | 18,336 | 66.1 | 70.0 |
| Waikato Region | 193 | 4,740 | 265 | 5,683 | 72.8 | 83.4 |
| Bay of Plenty Region | 72 | 2,834 | 123 | 3,948 | 58.5 | 71.8 |
| Gisborne Region | 19 | 492 | 49 | 785 | 38.8 | 62.7 |
| Hawkes Bay Region | 61 | 1,813 | 113 | 2,346 | 54.0 | 77.3 |
| Taranaki Region | 58 | 1,210 | 95 | 1,502 | 61.1 | 80.6 |
| Manawatu-Wanganui Region | 98 | 2,226 | 183 | 3,258 | 53.6 | 68.3 |
| Wellington Region | 158 | 5,204 | 192 | 5,898 | 82.3 | 88.2 |
| Tasman Region | 22 | 554 | 28 | 597 | 78.6 | 92.8 |
| Nelson Region | 12 | 497 | 13 | 512 | 92.3 | 97.1 |
| Marlborough Region | 20 | 496 | 27 | 526 | 74.1 | 94.3 |
| West Coast Region | 22 | 345 | 39 | 409 | 56.4 | 84.4 |
| Canterbury Region | 213 | 5,853 | 254 | 6,275 | 83.9 | 93.3 |
| Otago Region | 81 | 1,638 | 132 | 2,215 | 61.4 | 74.0 |
| Southland Region | 54 | 928 | 85 | 1,333 | 63.5 | 69.6 |
| Total | 1,389 | 43,370 | 2,072 | 55,887 | 67.0 | 77.6 |

a Excludes the Correspondence School, private school, health camps and special schools.

b Prior to 2002, Reading Recovery schools were presented by education district. In this report, as in the 2002 report, schools have been classified by region or Local Body (Region) as defined by the Education Institution Profile Codebook dated September 2002 of the Ministry of Education. This allows for consistency in comparisons between the 2002 report and the current report as well as in future reporting.

c Source: Data Management Unit, Ministry of Education, E4/2:Annual Return of Primary Pupils as at 1 July 2003. (To estimate the number of students who turned six during the year, five- and six-year-old totals were added together and then divided by two.)

Between 2002 and 2003, schools' participation in Reading Recovery increased in the Northland, Waikato, Bay of Plenty, Gisborne, Wellington, Nelson, West Coast and Canterbury regions and declined in the remaining regions. The direction of the change across regions in students' participation in Reading Recovery was similar to the change in schools' participation, although there were a few exceptions. For instance, the Wellington and Canterbury regions experienced slight increases in schools' participation in Reading Recovery but slight declines in students' participation from 2002 to 2003. The Tasman region experienced a decline in schools' participation in Reading Recovery but had an increase in students' participation while the situation was the opposite in the Nelson region.

There were considerable differences in the magnitude of change in schools' and students' participation in Reading Recovery from 2002 to 2003 across regions, ranging from less than one percent to 14 percent. For example, schools' participation in the Bay of Plenty region increased by two percent while students' participation increased by 14 percent over the same period. Schools' participation to Reading Recovery declined by five percent and students' participation declined by 13 percent in the Southland region.

Table 2 shows that 15 percent of six-year-olds in state and state-integrated primary and composite schools *entered* Reading Recovery in 2003, a slight reduction compared to 2002 (15.3%). Across the

regions, there was, in general, a slight decline in the percentage of six-year olds *entering* Reading Recovery in 2003 compared to 2002, with the largest proportionate declines occurring in the Southland (2.6%) and Tasman (2.4%) regions⁶. Exceptions occurred, with slight increases in the Waikato, Hawkes Bay and West Coast regions.

Table 2: Six-year-old students who entered Reading Recovery in 2003 by region^{a,c}

| Local Body (Region) | Six year olds who <i>entered</i> Reading Recovery in 2003 ^b | | Total six-year-old school population |
|--------------------------|--|-------------|--------------------------------------|
| | N | % of total | N |
| Northland Region | 362 | 16.0 | 2,264 |
| Auckland Region | 2,117 | 11.5 | 18,336 |
| Waikato Region | 871 | 15.3 | 5,683 |
| Bay of Plenty Region | 438 | 11.1 | 3,948 |
| Gisborne Region | 101 | 12.8 | 785 |
| Hawkes Bay Region | 453 | 19.3 | 2,346 |
| Taranaki Region | 249 | 16.6 | 1,502 |
| Manawatu-Wanganui Region | 501 | 15.4 | 3,258 |
| Wellington Region | 1,045 | 17.7 | 5,898 |
| Tasman Region | 120 | 20.1 | 597 |
| Nelson Region | 81 | 15.8 | 512 |
| Marlborough Region | 78 | 14.8 | 526 |
| West Coast Region | 89 | 21.8 | 409 |
| Canterbury Region | 979 | 15.6 | 6,275 |
| Otago Region | 412 | 18.6 | 2,215 |
| Southland Region | 255 | 19.1 | 1,333 |
| Total | 8,151 | 14.6 | 55,887 |

- a Excludes the Correspondence School, private schools, health camps, special schools.
- b This table is the same format used for presenting the 1994 to 2002 Reading Recovery data but differs from the equivalent table included in reports prior to 1994, in that it now only gives the numbers of students who entered Reading Recovery in the relevant year (in this case, 2003), rather than the total number involved in Reading Recovery. (The change was made because it became evident that the previous format was confusing and led to misinterpretation of the data and double counting.) However, if the number of students carried over from 2002 and the number of students who transferred from other schools were also included, the total number of students involved in Reading Recovery in 2003 would be 10,875 students (19 percent of the total six-year-old state school population in New Zealand in 2003).
- c This table is obtained by doing a match between the individual student reports received from Reading Recovery teachers (electronically and/or by paper mode) and the six-year old school population in schools in 2003. The table excludes seven students for whom individual student reports were received but with missing school information. As a result, no match could be done to perform the above analysis.

⁶ Due to ICT problems, a few Reading Recovery teachers in the Northland region were unable to submit individual student data for some of the schools they worked with in 2003 on the electronic website. Hence, a decline of four percent in the proportion of six year olds entering Reading Recovery in 2003 in the Northland region was recorded. This was partly because of the non-response.

Table 3 depicts the relationship between Reading Recovery schools and their decile⁷ rating. Compared to 2002, in 2003, there was a higher proportion (an average change of nearly 5%) of schools with Reading Recovery in deciles 4-10 and slightly lower proportion (an average change of nearly 2%) of schools with Reading Recovery in deciles 1-3. Proportionately, fewer students *entered* Reading Recovery in high decile schools (15% of students in decile 10 schools compared to 25% of students in decile 1 schools) in 2003. The time students had in Reading Recovery in 2003 was, on average, slightly greater in low decile schools (deciles 1-4) than high decile schools (deciles 9 and 10). These results are similar to 2002 except that students in decile 8 schools had more time in Reading Recovery in 2003 than in 2002 (47% and 38% respectively).

Table 3: Reading Recovery in 2003 by decile

| Decile | Schools in decile with Reading Recovery % ^a | Students who <i>entered</i> Reading Recovery ^b % | Time in Reading Recovery per Student (hours) ^c |
|--------|--|---|---|
| 1 | 54.3 | 25.1 | 41.6 |
| 2 | 56.5 | 22.8 | 40.9 |
| 3 | 62.2 | 20.0 | 40.9 |
| 4 | 70.9 | 19.7 | 44.2 |
| 5 | 70.6 | 17.7 | 37.9 |
| 6 | 67.0 | 19.2 | 37.6 |
| 7 | 71.6 | 17.7 | 41.9 |
| 8 | 68.1 | 18.5 | 47.2 |
| 9 | 73.1 | 16.9 | 38.6 |
| 10 | 77.2 | 14.5 | 35.4 |

- a The proportion of schools in Reading Recovery is calculated as the number of Reading Recovery schools that submitted their end-of-the-year school reports in 2003 divided by the total number of schools with six-year olds in each decile.
- b The percentage of six-year-olds who entered Reading Recovery in 2003 (in Reading Recovery schools) by decile.
- c The total amount of Reading Recovery time reported by schools in a particular decile divided by the total number of children in Reading Recovery in those schools.
- d The table excludes students for whom individual student reports were received but with missing school information. As a result, no match could be done to perform the above analysis.

Gender of Students Enrolled in Reading Recovery

As in previous years, nearly two-thirds (66.5%) of the students in Reading Recovery in 2003 were boys. In the 2003 cohort, 25 percent of six-year-old boys and 13 percent of six-year-old girls were in Reading Recovery (see Table 4 below). These percentages are marginally lower than those found in the 2002 data.

⁷ 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. Six factors are used in determining a school's socio-economic indicator. Five of these (household income, parents' occupations, household crowding, parents' educational qualifications, and parents receiving income support) are based on families with school age children within the catchment area of the school. This information is combined with the sixth factor, school ethnicity data (the proportion of Māori and Pasifika students, and, from 2003, refugee students receiving ESOL support) to determine the school's socio-economic indicator and thus the school's decile.

Ethnicity and Gender of Students Enrolled in Reading Recovery

Table 4 also shows the gender and primary ethnicity of students enrolled in Reading Recovery in 2003 (see footnote b to Table 4). The trend of the data is similar to the previous year. In general, Asian boys and girls were less likely to be in Reading Recovery than boys and girls of other ethnic groups⁸. Māori, Pasifika (except for Niuean boys and girls, Other Pacific Islands boys, and Tokelauan and Fijian girls) and 'Other European' boys and girls were more likely to be in Reading Recovery than NZ European boys and girls.

Table 4: Ethnicity and gender of students enrolled in Reading Recovery in 2003^{a,b,c}

| 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 | 6,789 | 2,065 | 30.4 | 6,454 | 1,088 | 16.9 |
| Tokelauan | 69 | 27 | 39.1 | 61 | 6 | 9.8 |
| Fijian | 84 | 22 | 26.2 | 91 | 8 | 8.8 |
| Niuean | 151 | 26 | 17.2 | 162 | 13 | 8.0 |
| Tongan | 592 | 193 | 32.6 | 530 | 105 | 19.8 |
| Cook Island Maori | 463 | 127 | 27.4 | 410 | 59 | 14.4 |
| Samoaan | 1,270 | 419 | 33.0 | 1,233 | 223 | 18.1 |
| Other Pacific Islands | 104 | 22 | 21.2 | 104 | 16 | 15.4 |
| South East Asian | 299 | 44 | 14.7 | 283 | 25 | 8.8 |
| Indian | 674 | 103 | 15.3 | 638 | 60 | 9.4 |
| Chinese | 620 | 52 | 8.4 | 613 | 30 | 4.9 |
| Other Asian | 419 | 53 | 12.6 | 393 | 23 | 5.9 |
| Other | 299 | 102 | 34.1 | 431 | 68 | 15.8 |
| Other European | 545 | 149 | 27.3 | 520 | 86 | 16.5 |
| NZ European | 16,093 | 3,790 | 23.6 | 15,367 | 1,803 | 11.7 |
| Unspecified | 126 | 42 | - | - | 21 | - |
| Total | 28,597 | 7,236 | 25.3 | 27,290 | 3,634 | 13.3 |

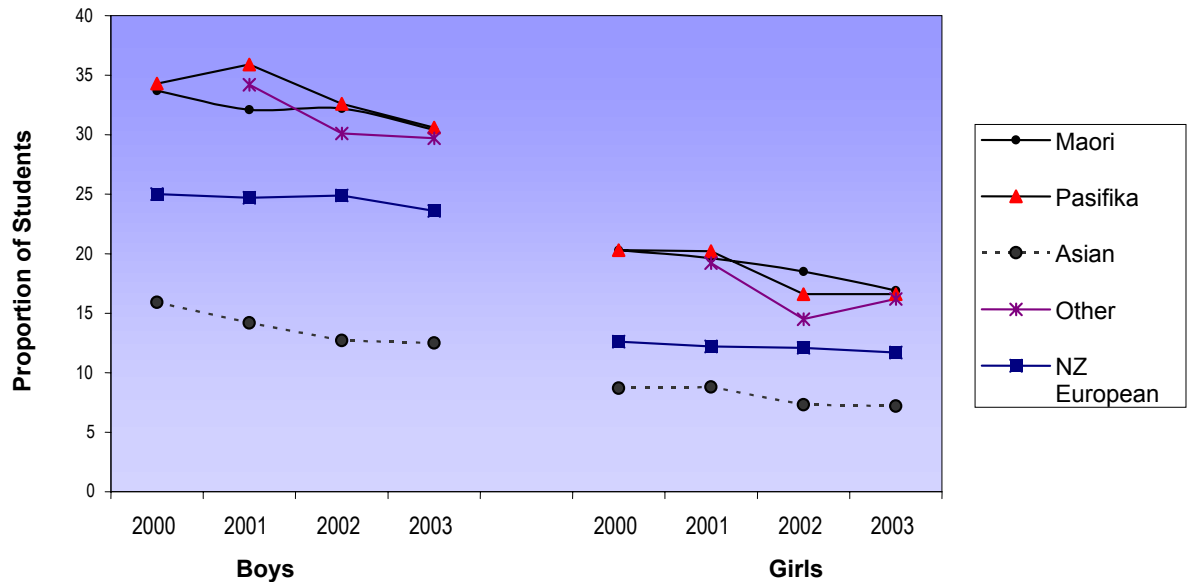
- a Excludes students enrolled in the Correspondence School, private schools, health camps, and special schools.
- b Schools' enrolment forms usually allow for students to self identify or be identified by their parents/guardians as belonging to more than one ethnic group. However, for the purposes of 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. For example, a child who has identified with the groups 'NZ Māori' and 'Tongan' will be reported in the group 'NZ Māori'.
- c Totals in this table do not add up to the total number of students in Reading Recovery in 2003 (N=10,875) given in footnote b of Table 2 due to gender information missing for five students.

Figure 1 shows a time series analysis of the last four years of Reading Recovery data. The graph enables comparison of the proportion of students in Reading Recovery across gender and ethnic groups over the last four years of individual data collection. The 14 ethnic groups identified in the

⁸ The exceptions were Niuean and Fijian girls. Note, however, that the numbers of children in these groups were very small and the results should therefore be treated with caution.

returns have been allocated to one of five groupings (Māori, Pasifika, Asian, NZ European and ‘Other’).

Figure 1: Ethnicity and Gender of Students in Reading Recovery over time



The left-hand side and right-hand side line-graphs represent the proportion of boys and girls in Reading Recovery respectively. The graph shows a small reduction between 2000 and 2003 in the proportion of students of all ethnicities, except Pasifika girls for whom the proportion remained stable between 2002 and 2003. The reduction for Māori and Asian students, although small, is most noticeable. The proportion of ‘Other’ girls has not maintained this reduction over time with a slight increase between 2002 and 2003.

Students’ Progress in Reading Recovery

Students Entering Reading Recovery in 2003

In 2003, 10,875 individual student forms were received from state and state-integrated schools operating Reading Recovery. Hence, an estimated⁹ 10,875 students took part in Reading Recovery during 2003 (down in absolute terms from 11,565 in 2002). As shown in Table 5, most of these (75%) entered Reading Recovery for the first time in 2003. The rest were carried over from previous years or from other schools. These figures show very little change from 2002.

⁹ See footnote b of Table 5.

Table 5: How students entered Reading Recovery in 2003^a

| Students' entry in Reading Recovery in 2003 | N | % |
|---|---------------|--------------|
| Carried over from 2002 from same school | 2,339 | 21.5 |
| Transferred from another school ^b | 326 | 3.0 |
| Entered Reading Recovery for the first time in 2003 | 8,158 | 75.0 |
| Missing data | 52 | 0.5 |
| Total | 10,875 | 100.0 |

- a Excludes students enrolled in the Correspondence School, private schools, health camps, and special schools.
- b 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 2002 or as entering Reading Recovery during 2003.

Students in Reading Recovery in 2003 and Their Outcomes

Table 6: Students' progress in Reading Recovery in 2003^a

| Type of outcome | Students in Reading Recovery | |
|---|------------------------------|--------------|
| | N | % |
| Child successfully completed Reading Recovery ('discontinued') | 6,408 | 58.9 |
| Child responding and to be carried over into 2004 | 2,697 | 24.8 |
| Child referred for specialist help or long-term reading support | 951 | 8.7 |
| Child responding but not able to be continued | 199 | 1.8 |
| Child left the school before completion ^b | 539 | 5.0 |
| Missing data | 81 | 0.7 |
| Total | 10,875 | 100.0 |

- a Excludes students enrolled in the Correspondence School, private schools, health camps, and special schools.
- b Some double-counting is likely here, as some of these students may have completed Reading Recovery at their new school.

Table 6 shows the progress of students. The data shows a similar pattern to 2002. Of the children in Reading Recovery, 59 percent successfully completed in 2003, and 25 percent were carried over to the next year (2004) with the expectation of successfully completing Reading Recovery. An estimate of the number of students who, upon entering Reading Recovery, successfully completed their series of individual lessons (either within the year they entered or the following year, and in the same school or in another school) can also be obtained. This estimate¹⁰ indicates that 84 percent of the children who left Reading Recovery in 2003 did so after completing it successfully.

Over the years this data has been collected, some minor discrepancies have been noted. For example, 2,339 students were **actually** carried over from the year 2002, the year 2002 returns specified that 2,721 children were **expected** to be carried over into 2003 - a discrepancy of 382 children. Similarly, 326 students transferred into Reading Recovery from another school, while 539 left Reading Recovery due to transferring into another school, a discrepancy of 213 students. The degree of discrepancy for

¹⁰ To obtain this estimate, the number of students who left the school before completing Reading Recovery, and the number for whom an outcome was missing — based on the assumption that the outcomes for these students would be the same as for other students in Reading Recovery — was proportionally split into the other possible outcomes. The number of students who were reported to be responding positively and were to be carried over into 2004 was then subtracted from the total number of students participating in Reading Recovery during 2003. Finally, the proportions of students falling into each outcome category were calculated. It should be noted that some students might have moved more than once during the year.

2003 is consistent with those in previous years' returns given the declining trend in the number of schools operating Reading Recovery.

A unique student identifier for each Reading Recovery student has been used since 2001 in an attempt to address such discrepancies. It is now possible to match the 2001, 2002 and 2003 data in an endeavour to track students who are carried over from one year to another and from one school to another. Out of the 2,721 Reading Recovery students **expected** to be carried over to 2003, the match could track 1,919 (71%) students actually in Reading Recovery in 2003. The use of the unique student identifier has enabled the Ministry to locate the child's new school (at least at the time when the student and the school returns were completed for 2003).

There may be a number of reasons why the unique student identifier did not pick up all the 2,721 students who were **expected** to be carried over to 2003. For example, some of these students may have changed their school. The transferring student will not have appeared in the Reading Recovery roll if Reading Recovery did not operate in his/her new school or a space was not available for the child to continue Reading Recovery. As teachers become more familiar with the use of the unique student identifier and with the operation of the online database (which has validation checks to help ensure that the unique student identifier is correctly recorded), it is expected that discrepancies such as these will reduce.

Students in Reading Recovery in 2003, Their Outcomes by Gender and Ethnicity

Gender

Tables 7 and 8 show the children's outcomes from Reading Recovery by gender and ethnicity, respectively. Table 7 shows that boys and girls were almost equally likely to have successfully completed Reading Recovery in 2003 or to be carried over to another year. Girls were marginally less likely to be 'referred on' for specialist or long-term reading support. Boys in Reading Recovery were marginally less likely to leave school before completion. Note that there is very little difference by gender in the total success rate¹¹ at 84 percent (boys) and 86 percent (girls).

Table 7: Child's outcome by gender

| Type of outcome | Boys % | Girls % |
|---|--------|---------|
| Child successfully completed Reading Recovery | 58.3 | 61.6 |
| Child responding and continuing next year (2004) | 25.4 | 24.1 |
| Child referred for specialist help or long-term reading support | 9.7 | 7.0 |
| Child responding but not able to be continued | 1.9 | 1.7 |
| Child left the school before completion ^a | 4.7 | 5.6 |

a Some double-counting is likely here, as some of these students may have completed Reading Recovery at their new school.

b Percentages exclude any missing data on gender and/or outcome.

¹¹ Total success rate comprises the percentage of children who successfully completed Reading Recovery in 2003 plus the children who are responding and carried over to 2004 with every expectation of a successful outcome.

Ethnicity

Table 8 shows the children's outcome according to their ethnicity. The 14 ethnic groups identified in the returns have been grouped into Māori, Pasifika, Asian, NZ European and 'Other'. Māori are more likely than other children to leave the school before completing Reading Recovery. Asian and NZ European (66% and 63% respectively) students were more likely to have successfully completed Reading Recovery than Māori and Pasifika students (53% and 57% respectively). Asian students were least likely to be 'referred on' for specialist help¹² or long-term reading support and to be responding but not able to be continued, while NZ Europeans were least likely to have left the school before completion of their sessions. Total success rate (see definition above), including those responding and continuing next year (2004), ranged from 80 percent (Māori) to 88 percent (Asian).

Table 8: Child's outcome by ethnicity

| Type of outcome | Māori % | Pasifika % | Asian % | NZ European % | Other % |
|---|---------|------------|---------|---------------|---------|
| Child successfully completed Reading Recovery | 53.4 | 57.0 | 66.1 | 62.9 | 60.8 |
| Child responding and continuing next year (2004) | 26.4 | 26.3 | 22.2 | 24.0 | 26.8 |
| Child referred for specialist help or long-term reading support | 10.5 | 9.9 | 5.2 | 8.1 | 5.2 |
| Child responding but not able to be continued | 2.3 | 2.1 | 1.3 | 1.6 | 1.5 |
| Child left the school before completion ^a | 7.4 | 4.8 | 5.2 | 3.4 | 5.7 |

a Some double-counting is likely here, as some of these students may have completed Reading Recovery at their new school.

b Percentages exclude any missing data on ethnicity and/or outcome.

Students Leaving Reading Recovery in 2003

Students Leaving Reading Recovery in 2003 and Their Outcomes

Table 9: Students leaving Reading Recovery in 2003 and their outcomes^{a,b,c}

| Type of outcome | Carried over from 2002 | | Transferred from another school | | Entered in 2003 | |
|--|------------------------|------|---------------------------------|------|-----------------|------|
| | N | % | N | % | N | % |
| Child successfully completed Reading Recovery | 1,804 | 77.5 | 202 | 73.7 | 4,395 | 80.1 |
| Child 'referred on' for specialist help or long-term reading support | 377 | 16.2 | 37 | 13.5 | 537 | 9.8 |
| Child responding but not able to be continued | 28 | 1.2 | 4 | 1.5 | 166 | 3.0 |
| Child left the school before completion ^b | 118 | 5.1 | 31 | 11.3 | 390 | 7.1 |
| Total | 2,327 | | 274 | | 5,488 | |

a Excludes students enrolled in the Correspondence School, private schools, health camps, and special schools.

b Some double-counting is likely here, as some of these students may have completed Reading Recovery at their new school.

c Excludes any missing information on students' outcomes and/or entry status into Reading Recovery.

Table 9 shows the outcomes of students who exited in 2003 according to how they entered Reading Recovery. The data follows the same overall pattern as previous years, with students carried over from

¹² Apart from Asian students, 'Other' students were also least likely to be 'referred on' for specialist help compared to other children. However, these involved only 21 students and hence this information must be treated with caution.

the previous year being more likely than the other students to be 'referred on' for specialist help. The 2003 data displays few changes compared to 2002 for those students who had transferred from another school. A larger proportion (74% compared to 70% in 2002) of students, who had transferred from another school had successfully completed Reading Recovery in 2003.

Students Leaving Reading Recovery in 2003 by Decile

Table 10 shows the outcomes of those students who exited in 2003 according to the decile rating of their Reading Recovery school.

Table 10: Students leaving Reading Recovery in 2003 by decile^a

| Decile | Successful completion, i.e. 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 | 694 | 70.6 | 150 | 15.3 | 30 | 3.1 | 109 | 11.1 | 983 |
| 2 | 611 | 74.9 | 119 | 14.6 | 23 | 2.8 | 63 | 7.7 | 816 |
| 3 | 632 | 74.4 | 106 | 12.5 | 34 | 4.0 | 77 | 9.1 | 849 |
| 4 | 615 | 80.0 | 91 | 11.8 | 15 | 2.0 | 48 | 6.2 | 769 |
| 5 | 607 | 78.8 | 106 | 13.8 | 21 | 2.7 | 36 | 4.7 | 770 |
| 6 | 484 | 77.3 | 85 | 13.6 | 11 | 1.8 | 46 | 7.3 | 626 |
| 7 | 710 | 83.1 | 91 | 10.7 | 10 | 1.2 | 43 | 5.0 | 854 |
| 8 | 548 | 83.5 | 59 | 9.0 | 17 | 2.6 | 32 | 4.9 | 656 |
| 9 | 708 | 83.7 | 72 | 8.5 | 16 | 1.9 | 50 | 5.9 | 846 |
| 10 | 790 | 86.0 | 72 | 7.8 | 22 | 2.4 | 35 | 3.8 | 919 |

a Totals do not match with Table 6 earlier as a few returns had missing information on the school of the students at the time of response.

When the outcomes of student categories by decile are examined some trends are evident. The percentage of students successfully completing Reading Recovery ('discontinued') in 2003, increases by decile, from 71 percent in decile 1 schools to a high of 86 percent in decile 10 schools. Note that this analysis does not include children carried over to 2004. As would be expected, the increasing percentage of 'discontinued' students by decile is matched by a relative decline in the percentage of students having other outcomes. A child in a decile 1 school is more likely to be 'referred on' to a specialist programme than a child in a decile 10 school (15% and 8% respectively) and three times as likely to be leaving the school in question prior to completing Reading Recovery.

Table 11 shows, by region, the students who successfully completed their individualised sessions in 2003 as a proportion of those who exited Reading Recovery in 2003 (i.e. excluding those children who were carried over to 2004).

Table 11: Proportion of students who successfully completed Reading Recovery and exited in 2003 by region^a

| Local Body (Region) ^b | Students who had successfully completed Reading Recovery in 2003 | | Total number of students who left Reading Recovery in 2003 |
|----------------------------------|--|-------------------------|--|
| | n | % of total ^c | N |
| Northland Region | 269 | 70.6 | 381 |
| Auckland Region | 1,607 | 78.9 | 2,038 |
| Waikato Region | 626 | 76.0 | 824 |
| Bay of Plenty Region | 371 | 81.0 | 458 |
| Gisborne Region | 62 | 70.5 | 88 |
| Hawkes Bay Region | 344 | 77.1 | 446 |
| Taranaki Region | 181 | 80.4 | 225 |
| Manawatu-Wanganui Region | 398 | 82.4 | 483 |
| Wellington Region | 912 | 86.4 | 1,056 |
| Tasman Region | 87 | 74.4 | 117 |
| Nelson Region | 70 | 76.1 | 92 |
| Marlborough Region | 63 | 76.8 | 82 |
| West Coast Region | 59 | 66.3 | 89 |
| Canterbury Region | 822 | 80.8 | 1,017 |
| Otago Region | 334 | 77.0 | 434 |
| Southland Region | 197 | 75.5 | 261 |

a Excludes the Correspondence School, private schools, health camps and special schools.

b Region refers to Local Body (Region).

c These were calculated by dividing the number of students in the region who successfully completed Reading Recovery ('discontinued') in 2003 by the total number of students in the region who exited in 2003 (i.e. excluding those children who were carried over to 2004).

d Totals do not add up with Table 6 earlier as a few returns did not have any information about the school of the students.

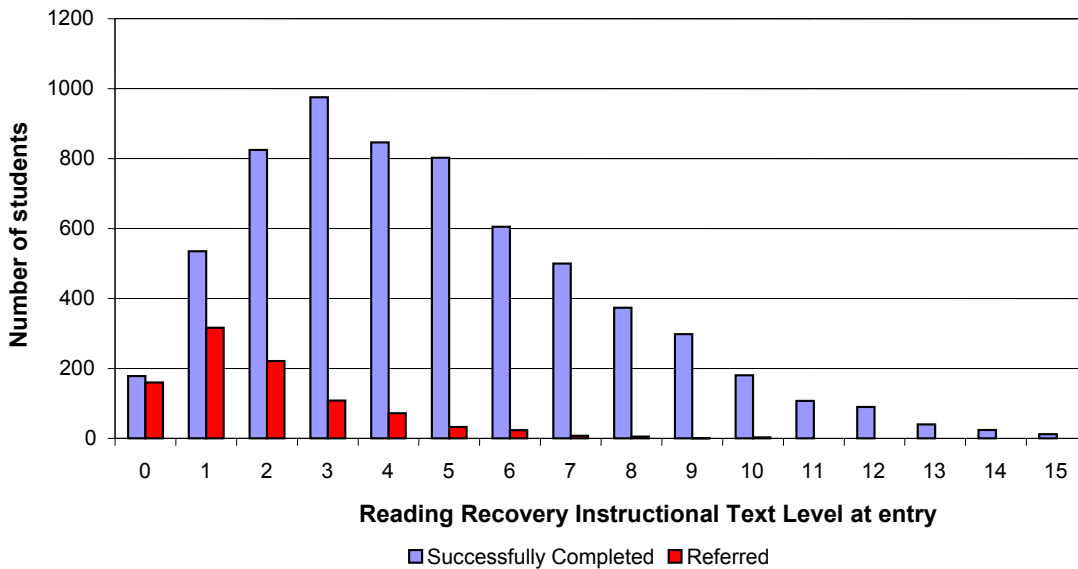
The proportion of students who successfully completed Reading Recovery ('discontinued') in 2003 varied from 86 percent in the Wellington region to 66 percent in the West Coast region. Compared to 2002, the West Coast region experienced the largest decrease in the proportion of students who had successfully completed Reading Recovery (from 77% in 2002 to 66% in 2003) while the Bay of Plenty region had the largest increase in the same period (from 76% in 2002 to 81% in 2003).

Students' Levels of Progress and Outcomes

Students in Reading Recovery were assessed by three measures: the Reading Recovery Instructional Text Level, the Burt Word Reading Test and the Writing Vocabulary (Clay). Data on reading levels were captured for students who were discontinued or 'referred on' from Reading Recovery. Figure 2 below suggests that the child's initial reading level (Instructional Text Level) is closely linked to the outcome of the child in being 'referred on' but cannot be used to predict it. The results of the Burt Word Reading Test and the Writing Vocabulary test (Clay) show a similar result (see Appendix Figures 1 and 2). The average reading scores for the students, who eventually required referrals, were typically half the scores of students who successfully completed ('discontinued') Reading Recovery. This suggests that many of the more serious reading problems students may have, which require referral, are affecting scores from the beginning. Students, who were eventually referred, spent, on average, 90 sessions in Reading Recovery, 13 sessions more than their 'discontinued' classmates,

while gaining typically only 66 percent of the gain¹³ that the average ‘discontinued’ student gained. However, as noted above, the initial low reading score, while suggestive of a potential referral requirement, is not predictive. The majority of children with low initial scores were still discontinued successfully as shown in Figure 2.

Figure 2: Reading Recovery Instructional Text Level At Initial Entry



In total, 199 students were responding but not able to be continued in Reading Recovery in 2003. Various reasons were given for their non-continuation, including resource issues of one kind or another (Reading Recovery teacher leaving, school no longer offering Reading Recovery). Other reasons included the student's poor attendance, parents refusing to allow their child to continue with Reading Recovery, and the child going overseas with parents. A very small number of students left Reading Recovery due to accident or serious illness.

The Mean Number of Reading Recovery Sessions and Calendar Weeks in 2003

Table 12 shows the mean number of half-hour sessions and the mean number of calendar weeks for whole sessions received by those students who successfully completed Reading Recovery (i.e. discontinued) and those who were ‘referred on’ for specialist or long-term reading.

Table 12: Mean Sessions and Calendar Weeks in 2003

| Type of Outcome | N | Mean Number of 30 Minute Sessions | Mean Number of Calendar Weeks |
|---|-------|-----------------------------------|-------------------------------|
| Child successfully completed Reading Recovery ('discontinued') | 6,408 | 77.3 | 19.1 |
| Child referred for specialist help or long-term reading support | 951 | 90.0 | 23.0 |

¹³ Gain is calculated as the difference between the Reading Recovery Instructional Text Level scores at initial entry and when discontinued/referred. The average gain was 13.1 for students with a successful outcome (i.e. those who made successful progress and were discontinued) and 8.7 for those who were ‘referred on’ for further specialist support.

The above table shows that, on average, students who were ‘referred on’ received a much higher number of sessions. In 2003, less time (in terms of the number of calendar weeks) was also spent with discontinued students compared to referred students.

The Mean Number of Reading Recovery Sessions in 2003 by Gender and Ethnicity

Table 13 shows the mean number of half-hour sessions and calendar weeks spent with children, who successfully completed Reading Recovery in 2003, based on gender and ethnicity. Students who completed Reading Recovery successfully (‘discontinued’) had an average of 77 sessions, an average of 79 and 75 sessions were received by boys and girls respectively. The mean number of sessions ranged from 102 sessions (Fijian boys) to 61 sessions (Other Asian girls) but in these cases the absolute numbers of children are small.

Overall, there was little difference in the mean number of calendar weeks of sessions spent with boys and girls. Māori and Pasifika boys (except Tokelauan boys) experienced relatively more calendar weeks on average than Asian and NZ European boys. Pasifika girls (except Niuean, Fijian and Other Pacific Islands girls) experienced a slightly higher number of calendar weeks on average than Māori, Asian (excluding South East Asian girls) or NZ European girls.

Table 13: Ethnicity and gender of students with successful outcomes and the number of Reading Recovery sessions in 2003^{a,b}

| Ethnicity | Mean number of sessions ^c | | Mean number of calendar weeks ^d | |
|-----------------------|--------------------------------------|-------------|--|-------------|
| | Boys | Girls | Boys | Girls |
| Māori | 78.8 | 77.2 | 20.3 | 19.4 |
| Tokelauan | 75.3 | 86.0 | 18.3 | 20.5 |
| Fijian | 102.4 | 85.7 | 23.6 | 19.0 |
| Niuean | 75.8 | 79.4 | 20.6 | 18.7 |
| Tongan | 85.5 | 76.3 | 21.1 | 21.0 |
| Cook Island Maori | 84.7 | 82.4 | 20.7 | 21.0 |
| Samoan | 81.5 | 80.9 | 21.1 | 20.4 |
| Other Pacific Islands | 81.4 | 70.6 | 20.0 | 17.8 |
| South East Asian | 73.0 | 80.1 | 18.0 | 20.1 |
| Indian | 78.6 | 64.6 | 19.1 | 16.0 |
| Chinese | 71.0 | 72.2 | 17.3 | 19.0 |
| Other Asian | 70.2 | 61.1 | 17.3 | 16.0 |
| Other | 78.5 | 78.3 | 19.8 | 18.9 |
| Other European | 76.2 | 73.9 | 18.2 | 18.1 |
| NZ European | 77.9 | 73.6 | 18.7 | 18.2 |
| Unspecified | 62.5 | 62.0 | 17.3 | 15.2 |
| Total | 78.5 | 75.1 | 19.4 | 18.7 |

a Excludes students enrolled in the Correspondence School, private schools, health camps, and special schools.

b The data for this table refers to those students who successfully completed Reading Recovery in 2003.

c Mean number of sessions was calculated by dividing the total number of sessions by the number of children, who successfully completed Reading Recovery in 2003, for each gender and ethnicity.

d Mean number of calendar weeks was calculated by dividing the total number of calendar weeks by the number of children, who successfully completed Reading Recovery in 2003, for each gender and ethnicity.

Students' Learning Gains

Students' Gains in Reading and Writing by Gender and Ethnicity

In terms of gender, there is little difference in gains across the three measures between girls and boys. On the Reading Recovery Instructional Text Level, students who successfully completed Reading Recovery (discontinued) gained an average of 13.1 (13.0 in 2002), with boys (13.2) only marginally higher than girls (13.1). On the Burt Word Reading Test, the overall average gain of students was 16.9 (16.5 in 2002) with boys gaining 17.1 and girls gaining 16.6. There was a slightly larger variation in the gain for the Writing Vocabulary Task (Clay) by gender. The average gain in the Clay assessment for all those who successfully completed Reading Recovery was 34.0 (33.4 in 2002), with boys gaining 33.7 and girls gaining 34.7. This is as one might expect, given that the student must reach the average achievement band to be discontinued from Reading Recovery.

Table 14: Ethnicity and gender of students with successful outcomes and their gains in reading and writing in 2003^a

| Ethnicity | Gain ^b in Reading Recovery Instructional Text Level | | Gain in Burt Word Reading Test (NZ revision) | | Gain in Writing Vocabulary Task (Clay) | |
|-----------------------|--|-------------|--|-------------|--|-------------|
| | Boys | Girls | Boys | Girls | Boys | Girls |
| Māori | 13.4 | 13.2 | 17.9 | 17.8 | 35.0 | 36.8 |
| Tokelauan | 14.2 | 15.5 | 18.4 | 20.8 | 33.9 | 59.3 |
| Fijian | 15.1 | 13.4 | 21.4 | 17.7 | 36.9 | 31.7 |
| Niuean | 13.4 | 14.0 | 17.3 | 17.8 | 35.5 | 37.2 |
| Tongan | 13.5 | 14.2 | 17.4 | 18.2 | 37.3 | 40.4 |
| Cook Island Maori | 13.9 | 13.3 | 19.0 | 18.7 | 36.9 | 36.9 |
| Samoan | 13.9 | 13.9 | 18.6 | 17.9 | 37.6 | 38.1 |
| Other Pacific Islands | 13.1 | 12.1 | 16.6 | 14.7 | 37.2 | 40.8 |
| South East Asian | 13.7 | 14.4 | 19.1 | 20.1 | 32.1 | 37.2 |
| Indian | 13.9 | 13.0 | 17.9 | 15.0 | 37.0 | 34.1 |
| Chinese | 13.3 | 14.2 | 15.6 | 16.2 | 36.6 | 35.6 |
| Other Asian | 13.2 | 12.1 | 16.5 | 12.8 | 35.9 | 32.7 |
| Other | 13.8 | 15.0 | 17.2 | 18.8 | 31.9 | 38.0 |
| Other European | 13.7 | 13.8 | 17.6 | 17.2 | 32.2 | 34.8 |
| NZ European | 12.9 | 12.7 | 16.4 | 15.5 | 32.3 | 32.6 |
| unspecified | 11.9 | 10.4 | 15.9 | 12.9 | 35.1 | 22.9 |
| Total | 13.2 | 13.1 | 17.1 | 16.6 | 33.7 | 34.7 |

a Excludes students enrolled in the Correspondence School, private schools, health camps, and special schools.

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

c The data for this table refers to those students who successfully completed Reading Recovery in 2003.

Table 14 above shows the gain in reading and writing from participating in Reading Recovery by gender and ethnicity. In terms of ethnicity, Fijian boys gained more than other students in the Reading Recovery Instructional Text Level and in the Burt Word Reading Test while Tokelauan girls gained more than others across all three measures compared to other students. Samoan boys had the highest gains in the Writing Vocabulary Task (Clay). However, results for these particular ethnicities involved small numbers of students.

Students' Learning Gains in Reading Recovery in 2003 by Decile

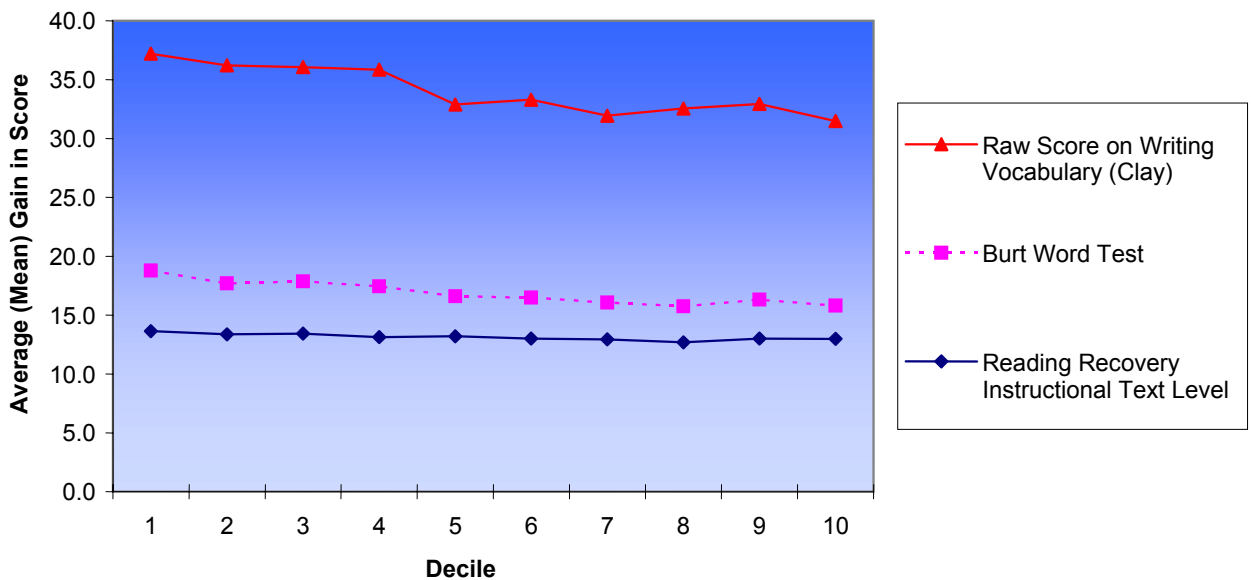
Table 15: Mean scores of successfully discontinued students in Reading Recovery by decile^a

| Decile | Reading Recovery Instructional Text Level | | Raw Score on Burt Word Reading test | | Raw Score on Writing Vocabulary (Clay) | |
|--------|---|------|-------------------------------------|------|--|------|
| | In | Out | In | Out | In | Out |
| 1 | 3.8 | 17.4 | 8.4 | 27.2 | 16.6 | 53.8 |
| 2 | 4.2 | 17.6 | 9.3 | 26.9 | 18.4 | 54.7 |
| 3 | 4.2 | 17.6 | 9.4 | 27.3 | 18.7 | 54.8 |
| 4 | 4.5 | 17.6 | 9.6 | 27.1 | 19.3 | 55.2 |
| 5 | 4.7 | 17.9 | 10.1 | 26.8 | 20.7 | 53.6 |
| 6 | 5.1 | 18.1 | 11.3 | 27.8 | 21.6 | 54.9 |
| 7 | 5.2 | 18.1 | 11.4 | 27.5 | 21.3 | 53.3 |
| 8 | 5.4 | 18.1 | 11.7 | 27.4 | 21.4 | 53.9 |
| 9 | 5.4 | 18.4 | 11.8 | 28.1 | 22.9 | 55.9 |
| 10 | 5.4 | 18.4 | 12.1 | 27.9 | 21.9 | 53.4 |

a The data for this table refers to those students who successfully completed Reading Recovery in 2003.

Table 15 shows the mean assessment scores of those students who successfully completed ('discontinued') Reading Recovery according to the decile rating of their schools at their points of entry and exit. There is a clear trend according to decile, with students in higher decile schools having slightly higher reading and writing levels, more so on entry than on exit. In all measures and deciles, the score at exit is similar, which is as one would expect, as had a student not shown sufficient recovery in reading levels to reach the average band, he/she would not have been 'discontinued' from Reading Recovery.

Figure 3: Students' Learning Gains in Reading and Writing in 2003



However, the gain in assessment scores between entering and leaving Reading Recovery is, for all deciles, much greater than any decile correlated variations. While higher decile schools have slightly higher reading and writing scores (more so on entry than on exit), the gains that students made in lower decile schools are slightly greater than for students in higher decile schools for the Burt Word Reading Test and Writing Vocabulary Task (there was no significant difference in the Reading Recovery Instructional Text Level). Figure 3 above shows this. Considered in light of Table 3, which showed that students in lower decile schools had more time in Reading Recovery, this data suggests that, in general, the gains in reading and writing took more time to achieve in lower decile schools.

Conclusion

Reading Recovery in 2003 has followed the trends established since the mid 1990s. Up until 1995, data on Reading Recovery consistently exhibited an increase in the number of students each year. The data for the period 1996—2002, however, suggests a slight decline, with 14,016 students (24% of all six-year-olds) enrolled in 1996, 13,416 (22%) enrolled in 1997, 13,036 (22%) enrolled in 1998, 12,628 (22%) enrolled in 1999, 12,061 (21%) students enrolled in 2000, 11,893 (21%) in 2001 and 11,565 (21%) in 2002. The 2003¹⁴ figure of 10,875 (19%) sees a continuation in this trend. The proportion of schools implementing Reading Recovery has also slowly declined from 71 percent in 1999 to 68 percent in 2002 and to 67 percent in 2003. The proportion of the six-year-old population in those schools with Reading Recovery has remained unchanged at 78 percent in 2003 as in 2002

Reading Recovery is more widely available in high decile schools, but where present, Reading Recovery in lower decile schools has relatively more students and offers more hours per student than in higher decile schools. While higher decile schools have slightly higher reading and writing scores (more so at entry than at exit), the gains that students made in lower decile schools are slightly greater than for students in higher decile schools for the Burt Word Reading Test and Writing Vocabulary Task. There was no significant difference in the Reading Recovery Instructional Text Level.

Findings from the individual data follow the general patterns of literacy in New Zealand with gender, ethnicity and school decile being important factors in terms of students' outcome. There are proportionally more boys, Pasifika and Māori students, and proportionately fewer girls, Asians and NZ Europeans in Reading Recovery. Students in low decile schools are less likely to have successful outcomes than those in high decile schools, being more likely to be 'referred on' or to leave the school before completing, although many students in lower decile schools achieve standards required for being 'discontinued' from Reading Recovery.

¹⁴ Data supplied by the Ministry of Education's Data Management and Analysis Division indicate that there was almost no change in the total six-year-old population in New Zealand between 1995 and 1996 (from 57,491 in 1995 to 57,416 in 1996). However, between 1996 and 1997 there was an overall increase of four percent in the six-year-old population (bringing the total to 59,739, an increase of 2,323 children). There was an overall decrease of two percent in the six-year-old population (1,317 children) between 1997 and 1998, a decrease of three percent (1,505 children) between 1998 and 1999 and a decrease of one percent (547 children) between 1999 and 2000. This decreasing trend of one percent in the six-year old population has reached a plateau in 2002 (a decrease of 407 children between 2000 and 2001 and a decrease of 763 children between 2001 and 2002). In 2003, there was an increase of 687 children in the six-year old population or an increase of one percent, contrary to the declining trend since 1997.

Reading Recovery Data for 2003

Data presented in this report also indicate that the overall pattern of students' progress in Reading Recovery remained fairly consistent with that of previous years, with approximately 59 percent of students completing Reading Recovery successfully during 2003 and a further 25 percent considered to be responding well and carried over into 2004 with the expectation of successful completion of their lesson series.

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

Appendices

Appendix Table 1
Schools with Reading Recovery in 2002, by region^a

| Local Body (Region) ^c | Schools with Reading Recovery | | Total schools with six-year-olds | | Participation in Reading Recovery | |
|----------------------------------|-------------------------------|----------------------------------|----------------------------------|---------------------|-----------------------------------|-----------------|
| | N | 6 year olds on roll ^b | N | 6 year olds on roll | Schools % | Six year olds % |
| Northland Region | 77 | 1,653 | 130 | 2,297 | 59.2 | 72.0 |
| Auckland Region | 236 | 12,994 | 345 | 17,913 | 68.4 | 72.5 |
| Waikato Region | 191 | 4,436 | 269 | 5,585 | 71.0 | 79.4 |
| Bay of Plenty Region | 69 | 2,269 | 123 | 3,913 | 56.1 | 58.0 |
| Gisborne Region | 17 | 473 | 50 | 775 | 34.0 | 61.0 |
| Hawkes Bay Region | 64 | 1,872 | 113 | 2,341 | 56.6 | 80.0 |
| Taranaki Region | 67 | 1,301 | 99 | 1,474 | 67.7 | 88.3 |
| Manawatu-Wanganui Region | 102 | 2,374 | 184 | 3,258 | 55.4 | 72.9 |
| Wellington Region | 159 | 5,274 | 194 | 5,882 | 82.0 | 89.7 |
| Tasman Region | 20 | 503 | 25 | 570 | 80.0 | 88.2 |
| Nelson Region | 13 | 534 | 15 | 540 | 86.7 | 98.9 |
| Marlborough Region | 22 | 507 | 28 | 523 | 78.6 | 96.9 |
| West Coast Region | 21 | 339 | 40 | 424 | 52.5 | 80.0 |
| Canterbury Region | 211 | 5,817 | 256 | 6,198 | 82.4 | 93.9 |
| Otago Region | 89 | 1,718 | 133 | 2,173 | 66.9 | 79.1 |
| Southland Region | 59 | 1,095 | 86 | 1,334 | 68.6 | 82.1 |
| Total | 1,417 | 43,159 | 2,090 | 55,200 | 67.8 | 78.2 |

a Excludes the Correspondence School, private schools, health camps, special schools.

b Source: Data Management Unit, Ministry of Education, E4/2:Annual Return of Primary Pupils as at 1 July 2002. (To estimate the number of students who turned six during the year, five- and six-year-old totals were added together and then divided by two).

c Note that in previous reports, Reading Recovery schools were presented by education district. In this report, schools have been classified by region or Local Body (Region) as defined by the Education Institution Profile Codebook dated September 2002 of the Ministry of Education. Since the Education Institution Profile Codebook's classification of education district is now somewhat different from the previous year, the opportunity was taken to change to Local Body (Region) for consistency between comparisons in future reporting.

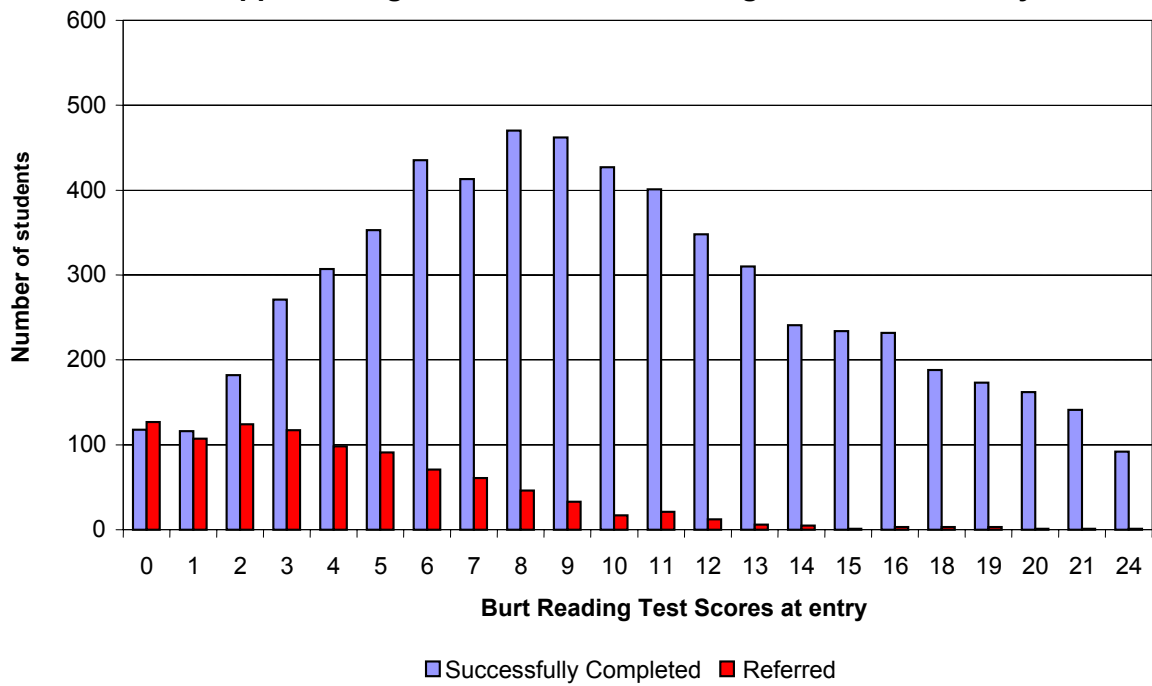
Appendix Table 2
Six-year-old students who entered Reading Recovery in 2002, by region^a

| Local Body (Region) | Six year olds who <i>entered</i> Reading Recovery in 2002 ^b | | Total six-year-old school population |
|--------------------------|--|-------------|--------------------------------------|
| | n | % of total | N |
| Northland Region | 458 | 19.9 | 2,297 |
| Auckland Region | 2,151 | 12.0 | 17,913 |
| Waikato Region | 843 | 15.1 | 5,585 |
| Bay of Plenty Region | 461 | 11.8 | 3,913 |
| Gisborne Region | 113 | 14.6 | 775 |
| Hawkes Bay Region | 431 | 18.4 | 2,341 |
| Taranaki Region | 264 | 17.9 | 1,474 |
| Manawatu-Wanganui Region | 546 | 16.8 | 3,258 |
| Wellington Region | 1,105 | 18.8 | 5,882 |
| Tasman Region | 128 | 22.5 | 570 |
| Nelson Region | 95 | 17.6 | 540 |
| Marlborough Region | 78 | 14.9 | 523 |
| West Coast Region | 87 | 20.5 | 424 |
| Canterbury Region | 980 | 15.8 | 6,198 |
| Otago Region | 438 | 20.2 | 2,173 |
| Southland Region | 290 | 21.7 | 1,334 |
| Total | 8,468 | 15.3 | 55,200 |

a Excludes the Correspondence School, private schools, health camps, special schools.

b This table is the same format used for presenting the 1994 to 2001 Reading Recovery data but differs from the equivalent table included in reports prior to 1994, in that it now only gives the numbers of students who entered Reading Recovery in the relevant year (in this case, 2002), rather than the total number involved in Reading Recovery. (The change was made because it became evident that the previous format was confusing and led to misinterpretation of the data and double counting.) However, if the number of students carried over from 2001 and the number of students who transferred from other schools were also included, the total number of students involved in Reading Recovery in 2002 would be 11,565 students (21 percent of the total six-year-old state school population in New Zealand in 2002).

Appendix Figure 1: Burt Word Reading Test At Initial Entry



Appendix Figure 2: Clay Writing Vocabulary Task at Initial Entry

