



MINISTRY OF EDUCATION NEW ZEALAND

*Te Tāhuhu o te Mātauranga Aotearoa*

# Annual Monitoring of Reading Recovery

The Data for 2012  
Saila Cowles  
Ministry of Education

**ISSN: 1176-1059**

**ISSN: 1177-4681 (web)**

**RMR;: 1025**

**© Ministry of Education, New Zealand 2013**

Research reports are available on the Ministry of Education's website Education Counts:  
[www.educationcounts.govt.nz/publications](http://www.educationcounts.govt.nz/publications).

## **Acknowledgements**

The Ministry of Education Research Division would like to thank all the Reading Recovery tutors, teachers, and principals who completed their 2012 annual returns. We greatly appreciate the time and effort that went into providing the information. We would also like to thank National Reading Recovery for their assistance and valuable feedback on the report.

# Contents

<b>Executive summary</b> .....	<b>1</b>
<b>Introduction</b> .....	<b>3</b>
<b>Data collection method</b> .....	<b>4</b>
<b>Section 1: Schools and students involved in Reading Recovery</b> .....	<b>5</b>
Schools involved in Reading Recovery nationally and regionally .....	6
Access to Reading Recovery for Māori students .....	7
Access to Reading Recovery for Pasifika students.....	8
Students level of involvement in Reading Recovery by region .....	9
Access to Reading Recovery over the last ten years (2003–2012) .....	10
Schools' and students' level of involvement in Reading Recovery by school decile .....	11
<b>Section 2: Students involved in Reading Recovery in 2012</b> .....	<b>13</b>
Students' involved in Reading Recovery in 2012.....	13
Gender and ethnicity of students in Reading Recovery .....	14
<b>Section 3: Student outcomes from Reading Recovery</b> .....	<b>15</b>
Reading Recovery outcomes for students who <i>exited</i> Reading Recovery in 2012.....	16
Students referred on for further support.....	21
Students unable to continue Reading Recovery .....	22
Regional variation in the proportion of successfully discontinued and referred on students .....	23
Time in Reading Recovery for successfully discontinued and referred on students .....	24
<b>Section 4: Students' learning gains during Reading Recovery</b> .....	<b>27</b>
Shift in instructional text levels over the course of Reading Recovery.....	27
Shift in Burt Word Reading Test scores over the course of Reading Recovery .....	29
Shift in Writing Vocabulary Task (Clay)—successfully discontinued and referred on students.....	31
Shifts in reading and writing gains for successfully discontinued and referred on students by decile.....	34
Shifts in reading and writing for successfully discontinued and referred on students by ethnicity .....	35
Reading achievement for exiting students in relation to the New Zealand Curriculum Reading Standards.....	36
<b>Conclusion</b> .....	<b>38</b>
<b>Appendices</b> .....	<b>39</b>

## Tables and Figures

Table 1: Reading Recovery resources for the past ten years (2003–2012).....	5
Table 2: Schools with Reading Recovery in 2012, by region.....	6
Table 3: Schools with Reading Recovery in 2012, by region—Māori students.....	7
Table 4: Schools with Reading Recovery in 2012, by region—Pasifika students.....	8
Table 5: Six-year-old students who entered Reading Recovery in 2012 by region.....	9
Table 6: Involvement in Reading Recovery by school decile.....	12
Table 7: Students' entry into Reading Recovery in 2012.....	13
Table 8: Ethnicity and gender of students in Reading Recovery.....	14
Table 9: Students' Reading Recovery outcomes.....	15
Table 10: Exiting students' Reading Recovery outcomes.....	16
Table 11: Exiting students' Reading Recovery outcome by entry status.....	17
Table 12: Exiting students' Reading Recovery outcome by gender.....	18
Table 13: Exiting students' Reading Recovery outcome by ethnicity.....	19
Table 14: Proportion of exited students who were successfully discontinued and referred on from Reading Recovery by region.....	23
Table 15: Number of sessions and weeks in Reading Recovery for successfully discontinued and referred on students outcome, by entry status <sup>1</sup> .....	24
Table 16: Mean lessons and weeks in Reading Recovery by gender and ethnicity.....	25
Table 17: Mean sessions and calendar weeks in Reading Recovery by school decile.....	26
Table 18: Writing Vocabulary Task (Clay) stanines for the 6.00–6.50 and 6.51–7.00 years age groups.....	31
Table 19: Mean entry and exit scores for successfully discontinued students by decile.....	34
Table 20: Mean entry and exit scores for referred on students by decile.....	34
Table 21: Mean entry and exit scores for successfully discontinued students by ethnicity.....	35
Table 22: Mean entry and exit scores for referred on students by ethnicity.....	35
Appendix Table 1: Exiting students' Reading Recovery outcome by school decile.....	39
Appendix Table 2: Mean sessions and calendar weeks in Reading Recovery for successfully discontinued and referred on students by decile.....	39
Figure 1: Implementation and access to Reading Recovery for the years 2003–2012.....	10
Figure 2: Students' and schools' involvement in Reading Recovery by decile.....	11
Figure 3: Students' Reading Recovery outcomes for the years 2003–2012.....	16
Figure 4: Exiting students' Reading Recovery outcome by school decile.....	20
Figure 5: Type of further support for students' referred on for specialist help or long-term reading support, as reported by schools.....	21
Figure 6: Reasons why students who were responding to their Reading Recovery lessons were unable to continue.....	22
Figure 7: Instructional text levels at entry and exit for successfully discontinued students.....	28
Figure 8: Instructional text levels at entry and exit for referred on students.....	28
Figure 9: Burt Word Reading scores at entry and exit for successfully discontinued students.....	29
Figure 10: Burt Word Reading scores at entry and exit for referred on students.....	30
Figure 11: Writing Vocabulary Task (Clay) scores at entry and exit for successfully discontinued students.....	32
Figure 12: Writing Vocabulary Task (Clay) scores at entry and exit for referred on students.....	33
Figure 13: Reading achievement on exit from Reading Recovery in relation to Reading Standards.....	37



# Executive summary

This report presents data on state and state-integrated schools that offered Reading Recovery in 2012, and the students who received support from this intervention.

## Key findings

### Reading Recovery Outcomes

- Reading Recovery outcomes for students who exited the intervention in 2012 remained stable between 2011 and 2012. The majority (81%) of students who exited Reading Recovery made accelerated progress and were successfully discontinued from the intervention. A further 12 per cent of students were referred on for specialist literacy support; five per cent left their school before completing their series of lessons and two per cent were responding well but were unable to continue their lessons.
- The majority of successfully discontinued students (91%) were reading texts at, or above, the Turquoise level of Ready to Read (the New Zealand Curriculum Reading Standard for “After two years at school”) when they exited Reading Recovery. Three-quarters (75%) of these students had not yet completed two years of schooling when they exited Reading Recovery. These results should be interpreted with care as classroom teachers will use a range of evidence (not just the text levels) when making judgements about student achievement in relation to the Standards.
- Data collected from the Burt Word Reading Test and the Writing Vocabulary Task (Clay) provided additional evidence that overall, successfully discontinued students were reading and writing within the average band of performance expected for their age group when they exited the intervention.
- Girls, NZ European/Pākehā and Asian students, and students from deciles 8 to 10 schools were more likely to have successfully discontinued their series of lessons than boys, Māori, Pasifika, and students from decile 1 to 3 schools. However, many students (ie, at least 75%) in these latter groups did achieve the levels required to successfully discontinue their Reading Recovery lessons.

### Access to Reading Recovery

- In 2012 Reading Recovery was delivered to more students than in any other year over the past ten years. In total there were 1,542 Reading Recovery teachers in 1,266 schools delivering 507,436 hours of support to 11,202<sup>1</sup> students in 2012. There were 90 more Reading Recovery teachers in 2012 than in 2011.
- Two-thirds (64%) of state and state-integrated schools with six-year-old students offered Reading Recovery. Three-quarters (75%) of the total six-year-old population in state and state-integrated schools attended schools where Reading Recovery was offered. The proportion of schools offering Reading Recovery and access to Reading Recovery at the student level has decreased slightly (by 3% and 4% respectively) over the last ten years.
- Out of the 10,983 students (where individual reports were provided), three-quarters (74%; n=8,169) of students attending state and state-integrated schools entered Reading Recovery for the first time in 2012. Twenty-three per cent (n=2,484) were carried over from 2011 and the remaining three per cent (n=329) transferred from another school.

---

1. This figure includes 219 students whose individual reports were unavailable.

- Reading Recovery was more likely to be implemented in higher decile schools than in lower decile schools (68% for deciles 8 to 10 schools compared to 59% for deciles 1 to 3 schools). However lower decile schools that did offer Reading Recovery had proportionately more students enter the intervention than did higher decile schools (18% for deciles 1 to 3 schools compared to 11% for deciles 8 to 10 schools).
- Māori (71%) students were less likely to attend schools where Reading Recovery was offered, compared to the total six-year-old population (75%). However, Māori students from schools that did offer Reading Recovery were more likely than New Zealand European/Pākehā and Asian students to be involved in the intervention.
- Pasifika (76%) students were slightly more likely to attend schools where Reading Recovery was offered compared to the total six-year-old population (75%).
- Although access to Reading Recovery for Pasifika six-year-olds is high at the national level (76%), the Auckland region continues to have the *lowest* level of access for Pasifika students (70%) despite close to three-quarters (72%) of all Pasifika six-year-olds enrolled in schools in the Auckland region.



---

# Introduction

Reading Recovery is an early literacy intervention that aims to reduce reading and writing delay by providing intensive, daily one-to-one literacy instruction to children who are falling behind in reading and writing after one year at school.

Reading Recovery was developed by the late Dame Marie Clay, previously Professor of Education at the University of Auckland.

Reading Recovery was designed to achieve two outcomes:

1. To accelerate the reading and writing achievement of six-year-old children who are identified as having made less-than-expected progress after one year of classroom-based literacy teaching
2. To identify the small number of students who will need continued additional specialist literacy support.

All state and state-integrated schools can apply for 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. The purpose of the Annual Monitoring of Reading Recovery report is to provide information about access to the intervention (ie, schools that offered Reading Recovery) and to report on student outcomes and progress as a result of Reading Recovery.

## **Data collection method**

State and state-integrated schools that offered Reading Recovery during 2012 were required to submit two types of forms to the Ministry of Education: an end-of-year school report and individual student reports.

Throughout the year, Reading Recovery teachers' recorded student-level information on an electronic data collection system as students 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, as well as complete the end-of-year school report. Schools were asked to submit their returns by December 2012.

The school reports provided school-level information such as the number of students involved in Reading Recovery and the number of hours and teachers allocated to Reading Recovery for the year. The Ministry of Education received 1,264 reports from schools that offered Reading Recovery in 2012. A further two schools were identified as having offered Reading Recovery as a result of student reports being submitted from these schools.

Individual student reports provided student-level information such as the demographic/background characteristics of the student, the amount of time spent in Reading Recovery, outcome from Reading Recovery and entry and exit scores on three assessment tools. In their end-of-year reports, schools reported there were 11,202 students involved in Reading Recovery during 2012. Individual student reports were received for 98 per cent (n=10,983) of these students.

## Section 1: Schools and students involved in Reading Recovery

In 2012, 1,542 teachers delivered 507,436 hours of Reading Recovery to 11,202 students. This equates to an average of 45.3 hours of teaching time per student.

As shown in Table 1, there were more Reading Recovery teachers in 2012 than there has been at any point over the last ten years. In 2012 there was an increase of 90 teachers from 2011.

The total number of hours allocated to Reading Recovery and the number of students in the intervention also increased to their highest level in the last 10 years. The average teaching time per student (45 hours) remains the same as in 2011. Prior to 2011 this had been increasing since 2005.

**Table 1: Reading Recovery resources for the past ten years (2003–2012)**

Year	Number of Reading Recovery teachers	Total Reading Recovery hours	Number of students in Reading Recovery	Average teaching time (hours) per student
2003	1,478	435,700	10,875	40.1
2004	1,419	407,374	11,058	36.8
2005	1,386	401,624	11,054	36.3
2006	1,396	425,907	10,757	39.6
2007	1,456	446,804	10,777	41.5
2008	1,437	468,682	10,774	43.5
2009	1,433	480,142	11,085	43.3
2010	1,450	482,148	11,040	43.7
2011	1,452	484,222	10,768	45.0
<b>2012</b>	<b>1,542</b>	<b>507,436</b>	<b>11,202</b>	<b>45.3</b>

## Schools involved in Reading Recovery nationally and regionally

At the national level, access to Reading Recovery remains unchanged from 2011, that is, two-thirds (64%) of state and state-integrated schools offered Reading Recovery and three-quarters (75%) of six-year-old<sup>2</sup> students attended schools that offered Reading Recovery (Table 2). Over the past ten years, access at the school level has been within the range 64 per cent to 67 per cent; and 75 per cent to 78 per cent at the student level. While these figures provide a basic measure of access to Reading Recovery, it should be noted that the proportion of students who are offered the intervention within these schools varies.

At the regional level, the proportion of schools that offered Reading Recovery was *highest* in the Nelson (92%), Wellington (81%) and Tasman (79%) regions and *lowest* in the Northland (49%), Hawkes Bay and Manawatu-Whanganui (both 55%) regions. Access to Reading Recovery at the school level *increased* (by five percentage points or more) in the Gisborne (59%) and West Coast (66%) regions; and *decreased* (by five percentage points or more) in the Tasman (79%) and Marlborough (67%) regions.

**Table 2: Schools with Reading Recovery in 2012, by region**

Local Body (Region)	Schools that offered Reading Recovery		Total schools with six-year-olds <sup>1</sup>		Access to Reading Recovery <sup>2</sup>			
	N	6-year-olds on roll	N	6-year-olds on roll	% of schools		% of 6-year-olds	
					2012	(2011)	2012	(2011)
Northland Region	60	1,595	123	2,298	48.8	(50.0)	69.4	(73.6)
Auckland Region	228	12,680	373	20,094	61.1	(58.8)	63.1	(61.3)
Waikato Region	152	4,458	255	5,872	59.6	(63.2)	75.9	(79.3)
Bay of Plenty Region	74	3,171	126	3,927	58.7	(58.3)	80.7	(80.6)
Gisborne Region	26	687	44	781	59.1	(52.2)	88.0	(87.8)
Hawkes Bay Region	52	1,634	95	2,179	54.7	(57.7)	75.0	(76.5)
Taranaki Region	58	1,404	76	1,523	76.3	(72.7)	92.2	(86.9)
Manawatu-Whanganui Region	92	2,309	166	3,104	55.4	(53.4)	74.4	(71.3)
Wellington Region	151	5,305	186	6,133	81.2	(79.7)	86.5	(87.1)
Tasman Region	22	564	28	626	78.6	(85.7)	90.1	(93.8)
Nelson Region	12	521	13	530	92.3	(92.3)	98.3	(97.0)
Marlborough Region	18	445	27	508	66.7	(77.8)	87.6	(93.9)
West Coast Region	21	375	32	415	65.6	(53.1)	90.4	(83.8)
Canterbury Region	175	5,562	237	6,426	73.8	(75.2)	86.6	(88.2)
Otago Region	74	1,720	115	2,217	64.3	(66.7)	77.6	(79.0)
Southland Region	48	1,091	71	1,283	67.6	(63.9)	85.0	(83.5)
<b>Total</b>	<b>1,263</b>	<b>43,521</b>	<b>1,967</b>	<b>57,916</b>	<b>64.2</b>	<b>(64.1)</b>	<b>75.1</b>	<b>(75.2)</b>

1. Source: Education Information and Analysis Division, Ministry of Education, E4/2:Annual Return of Primary Pupils as at 1 July 2012.

2. Please note that care should be taken when interpreting results from regions with a low number (ie, less than n=35) of schools with six-year-old students.

2. The majority of students were six years old (90%), nine percent of students were either younger or older than six years old, and one per cent of students had missing date of births. Analysis includes all students in Reading Recovery in 2012.

## Access to Reading Recovery for Māori students

Consistent with 2011 findings, Reading Recovery was offered in 67 per cent of state and state-integrated schools with six-year-old Māori students (Table 3). This figure was slightly lower than in previous years (68% to 70% in the 2006 to 2010 period). A comparison of figures in Table 2 and Table 3 shows that Reading Recovery was slightly more likely to be offered in schools with six-year-old Māori students (67%) than it was in schools with six-year-olds in general (64%).

At the *student* level, fewer Māori six-year-olds (71%) attended schools where Reading Recovery was offered compared with the total six-year-old population (75%). This ongoing trend suggests that Reading Recovery is not being offered in some schools with high numbers of Māori students. Access to Reading Recovery for six-year-old Māori students has remained within the range 69 per cent to 71 per cent since 2006.

Access to Reading Recovery for six-year-old Māori students was *highest* in the Taranaki, Nelson, Tasman and West Coast (all above 90%) regions and *lowest* in the Northland and Auckland regions (both 58%). The proportion of six-year-old Māori students enrolled in schools that offered Reading Recovery *increased* (by five percentage points or more) in the Bay of Plenty (73%), Taranaki (92%) and West Coast (93%) regions and *decreased* (by five percentage points or more) in the Northland (58%), Tasman (93%) and Marlborough (83%) regions.

**Table 3: Schools with Reading Recovery in 2012, by region—Māori students**

Local Body (Region)	Schools with six-year-old Māori students that offered Reading Recovery		Total schools with six-year-old Māori students <sup>1</sup>		Access to Reading Recovery <sup>2</sup>			
	N	6-year-olds on roll	N	6-year-olds on roll	% of schools		% of 6-year-olds	
					2012	(2011)	2012	(2011)
Northland Region	57	719	118	1,246	48.3	(50.4)	57.7	(63.2)
Auckland Region	217	2,039	347	3,523	62.5	(58.8)	57.9	(55.6)
Waikato Region	140	1,498	231	2,127	60.6	(64.6)	70.4	(70.2)
Bay of Plenty Region	73	1,299	126	1,789	57.9	(58.9)	72.6	(67.0)
Gisborne Region	26	425	43	509	60.5	(55.8)	83.5	(84.0)
Hawkes Bay Region	51	675	90	920	56.7	(63.5)	73.4	(73.8)
Taranaki Region	55	374	67	405	82.1	(77.4)	92.3	(80.3)
Manawatu- Whanganui Region	87	723	141	1,037	61.7	(57.9)	69.7	(65.5)
Wellington Region	145	1,113	172	1,293	84.3	(81.7)	86.1	(83.4)
Tasman Region	18	70	22	75	81.8	(94.7)	93.3	(98.6)
Nelson Region	12	92	13	93	92.3	(92.3)	98.9	(99.0)
Marlborough Region	16	73	20	88	80.0	(90.5)	83.0	(97.5)
West Coast Region	19	68	23	73	82.6	(75.0)	93.2	(87.0)
Canterbury Region	153	760	195	886	78.5	(82.6)	85.8	(87.5)
Otago Region	63	235	84	285	75.0	(73.0)	82.5	(84.9)
Southland Region	43	226	53	267	81.1	(75.0)	84.6	(85.2)
<b>Total</b>	<b>1,175</b>	<b>10,389</b>	<b>1,745</b>	<b>14,616</b>	<b>67.3</b>	<b>(67.1)</b>	<b>71.1</b>	<b>(69.7)</b>

1. Source: Education Information and Analysis Division, Ministry of Education, E4/2: Annual Return of Primary Pupils as at 1 July 2012.

2. Please note that care should be taken when interpreting results from regions with a low number (ie, less than n=35) of schools with six-year-old Māori students.

## Access to Reading Recovery for Pasifika students

In 2012, Reading Recovery was offered in 77 per cent of state and state-integrated schools with six-year-old Pasifika students (Table 4). A comparison of figures in Table 2 and Table 4 shows that Reading Recovery was more likely to be offered in schools with six-year-old Pasifika students (77%) than it was in schools with six-year-olds in general (64%). Implementation of Reading Recovery for schools with six-year-old Pasifika students has remained high, and within the range 77 per cent to 81 per cent since this information was first gathered in 2006.

At least 80 per cent of schools with Pasifika six-year-olds in each region offered Reading Recovery with the exception of the Northland (73%), Auckland (64%), Waikato (76%) and Manawatu-Whanganui (76%) regions.

Pasifika (76%) six-year-olds were slightly more likely to attend schools that offered Reading Recovery compared to the general six-year-old population (75%). Although most (72%) Pasifika six-year-olds were enrolled in schools in the Auckland region, access to Reading Recovery for these students remain the *lowest* nationally (70%). While this ongoing finding suggests that Reading Recovery is not being offered in some schools with high numbers of Pasifika students in the Auckland region, the proportion of Pasifika six-year-olds attending schools where Reading Recovery was offered did increase for this region (70%, up from 65% in 2011).

**Table 4: Schools with Reading Recovery in 2012, by region—Pasifika students**

Local Body (Region)	Schools with six-year-old Pasifika students that offered Reading Recovery		Total schools with six-year-old Pasifika students <sup>1</sup>		Access to Reading Recovery <sup>2</sup>			
	N	6-year-olds on roll	N	6-year-olds on roll	% of schools		% of 6-year-olds	
					2012	(2011)	2012	(2011)
Northland Region	22	34	30	42	73.3	(69.6)	81.0	(78.4)
Auckland Region	199	3,013	313	4,322	63.6	(62.7)	69.7	(65.4)
Waikato Region	62	168	82	209	75.6	(81.0)	80.4	(84.4)
Bay of Plenty Region	34	88	40	102	85.0	(82.6)	86.3	(86.0)
Gisborne Region	10	22	10	22	100.0	(100.0)	100.0	(100.0)
Hawkes Bay Region	30	102	37	109	81.1	(89.7)	93.6	(97.5)
Taranaki Region	17	24	19	27	89.5	(88.9)	88.9	(88.9)
Manawatu-Whanganui Region	34	99	45	123	75.6	(76.9)	80.5	(79.3)
Wellington Region	122	606	133	636	91.7	(89.4)	95.3	(93.4)
Tasman Region	6	6	6	6	100.0	(100.0)	100.0	(100.0)
Nelson Region	9	14	9	14	100.0	(90.0)	100.0	(94.4)
Marlborough Region	8	17	10	19	80.0	(100.0)	89.5	(100.0)
West Coast Region	3	3	3	3	100.0	(100.0)	100.0	(100.0)
Canterbury Region	80	214	91	229	87.9	(89.1)	93.4	(93.0)
Otago Region	31	62	39	72	79.5	(85.3)	86.1	(90.8)
Southland Region	18	41	19	42	94.7	(94.4)	97.6	(96.8)
<b>Total</b>	<b>685</b>	<b>4,513</b>	<b>886</b>	<b>5,977</b>	<b>77.3</b>	<b>(77.6)</b>	<b>75.5</b>	<b>(72.6)</b>

1. Source: Education Information and Analysis Division, Ministry of Education, E4/2: Annual Return of Primary Pupils as at 1 July 2012.

2. Please note that care should be taken when interpreting results from regions with a low number (ie, less than n=35) of schools with six-year-old Pasifika students.

## Students level of involvement in Reading Recovery by region

Just over one in seven (14%) six-year-old students enrolled in state and state-integrated schools *entered* Reading Recovery in 2012 (Table 5). This figure has remained consistent over the past 10 years.

The West Coast region had the *highest* rate of student entry into Reading Recovery (approximately one in four six-year-olds entered the intervention) and the Auckland region had the *lowest* entry rate (approximately one in ten six-year-olds entered the intervention).

The percentage of six-year-olds who entered Reading Recovery was fairly stable across the regions between 2011 and 2012.

**Table 5: Six-year-old students who entered Reading Recovery in 2012 by region**

Local Body (Region)	Six-year-olds who entered Reading Recovery in 2012			Total six-year-old school population <sup>1</sup>
	N	% of total		N
		2012	(2011)	
Northland Region	339	14.8	(15.1)	2,298
Auckland Region	2,295	11.4	(10.9)	20,094
Waikato Region	921	15.7	(14.5)	5,872
Bay of Plenty Region	511	13.0	(11.7)	3,927
Gisborne Region	139	17.8	(17.0)	781
Hawkes Bay Region	340	15.6	(16.6)	2,179
Taranaki Region	298	19.6	(16.7)	1,523
Manawatu-Whanganui Region	441	14.2	(13.3)	3,104
Wellington Region	979	16.0	(17.2)	6,133
Tasman Region	117	18.7	(19.7)	626
Nelson Region	77	14.5	(13.7)	530
Marlborough Region	77	15.2	(21.8)	508
West Coast Region	111	26.7	(25.9)	415
Canterbury Region	885	13.8	(14.2)	6,426
Otago Region	374	16.9	(15.4)	2,217
Southland Region	262	20.4	(20.2)	1,283
<b>Total</b>	<b>8,166</b>	<b>14.1</b>	<b>(13.8)</b>	<b>57,916</b>

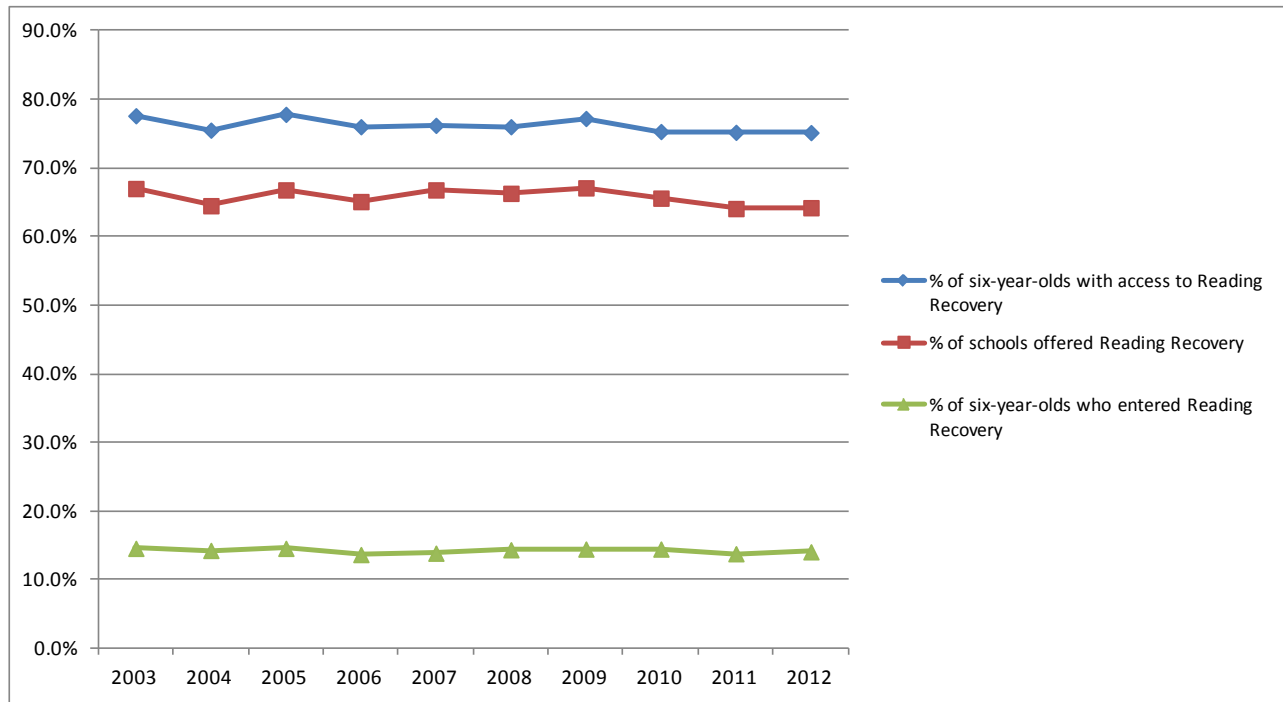
1. Source: Education Information and Analysis Division, Ministry of Education, E4/2: Annual Return of Primary Pupils as at 1 July 2012.

### Access to Reading Recovery over the last ten years (2003–2012)

As shown in Figure 1, there has been little change in the level of access to Reading Recovery at both the *school* and *student* level over the past ten years.

The percentage of six-year-old students who entered Reading Recovery has remained stable since 2003.

**Figure 1: Implementation and access to Reading Recovery for the years 2003–2012**





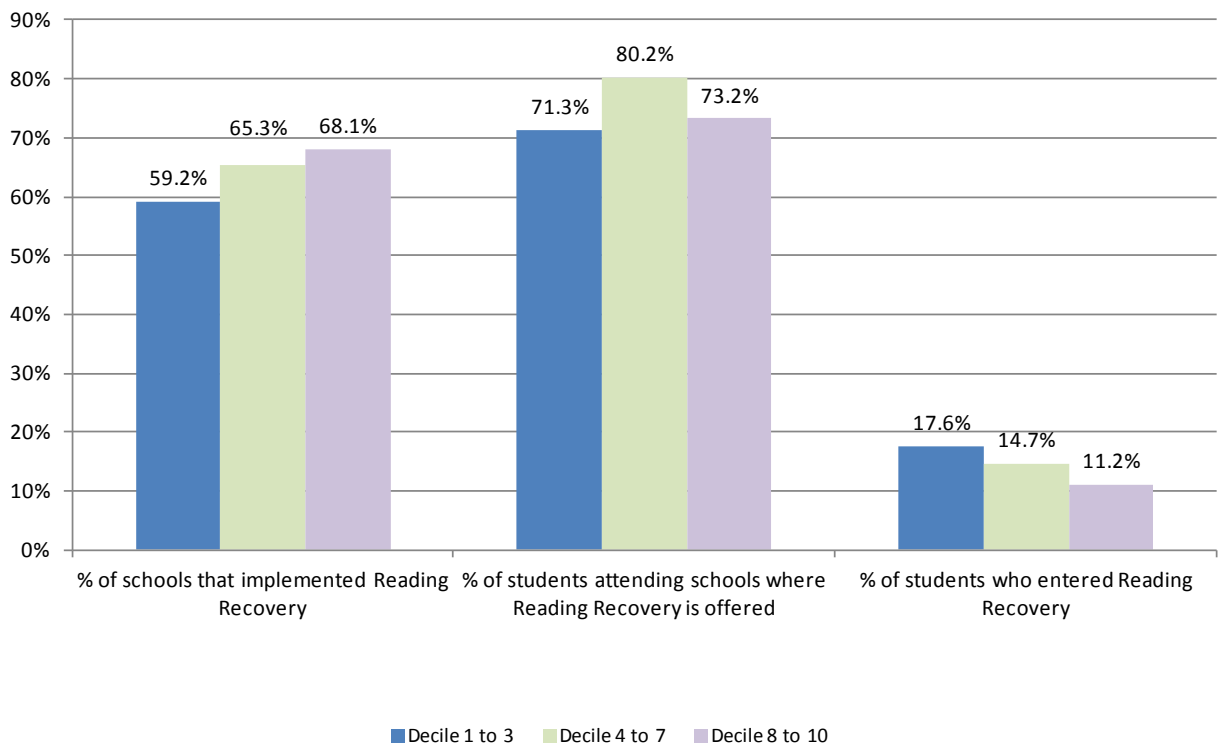
## Schools' and students' level of involvement in Reading Recovery by school decile

As shown in Figure 2, higher decile schools were more likely to offer Reading Recovery than lower decile schools. Just over two-thirds of decile 8 to 10 schools (68%, down from 71% in 2011) offered Reading Recovery, compared with 65 per cent (no change from 2011) of decile 4 to 7 schools and 59 per cent (up from 56% in 2011) of decile 1 to 3 schools.

Students in decile 4 to 7 schools (80%) were more likely to attend schools that offered Reading Recovery compared to students in decile 1 to 3 and decile 8 to 10 schools (71% and 73% respectively).

Although students attending decile 1 to 3 schools had lower levels of access to Reading Recovery, in decile 1 to 3 schools where Reading Recovery *was* offered, they entered the intervention in greater numbers than students attending higher decile schools. That is, approximately one in six (18%) students in decile 1 to 3 schools entered the intervention, compared with one in seven (15%) students in decile 4 to 7 schools, and one in nine (11%) students in decile 8 to 10 schools. This is consistent trend with the past five years.

**Figure 2: Students' and schools' involvement in Reading Recovery by decile**



Across the school deciles, the average Reading Recovery hours allocated per student ranged from 41 to 49 hours (compared to 43 to 52 hours in 2011). The number of hours allocated per student varied, with no obvious pattern across the deciles.

Consistent with 2011, decile 1 schools allocated more hours, on average per student (49 hours). However, the average number of hours per student in decile 1 schools decreased in 2012 by three hours.

There was an increase (between 3 and 28 teachers) in the number of Reading Recovery teachers in schools across most deciles. The highest increase in staffing occurred in decile 1 (167 teachers, up from 145 in 2011), decile 2 (168 teachers, up from 143 in 2011) and decile 10 schools (192 teachers, up from 164 in 2011). There was a slight decrease in the number of Reading Recovery teachers in decile 5 (135 teachers, down from 137 in 2011) and decile 9 (149 teachers, down from 153 in 2011) schools.

**Table 6: Involvement in Reading Recovery by school decile**

<b>Decile</b>	<b>Students who entered Reading Recovery (%)</b>	<b>Average Reading Recovery hours allocated per student<sup>1</sup></b>	<b>Number of teachers delivering the intervention</b>
1	18.4	49.2	167
2	17.3	47.0	168
3	17.1	45.3	156
4	17.9	47.9	153
5	14.3	45.0	135
6	13.1	44.3	134
7	13.6	48.4	139
8	13.5	42.1	149
9	11.4	41.9	149
10	9.6	40.9	192

1. The average Reading Recovery hours allocated per student is calculated from the number of students that schools counted as having participated in Reading Recovery, and the number of hours the schools had allocated for these students. Thus these averages are an estimate of the number of hours each student might have had.

## Section 2: Students involved in Reading Recovery in 2012

### Students' involved in Reading Recovery in 2012

Three-quarters (74%) of students who were involved in Reading Recovery during 2012 had entered the intervention (started their series of lessons) for the first time in 2012 (Table 7). A further one-quarter (23%) of students were continuing their series of lessons from the previous year in the same school. A small percentage (3%) of students had transferred from another school where they had previously started the intervention.

**Table 7: Students' entry into Reading Recovery in 2012<sup>1,2</sup>**

Entry into Reading Recovery in 2012	N	%
Entered Reading Recovery for the first time in 2012	8,169	74.4
Carried over from 2011 in the same school	2,484	22.6
Arrived from another school with incomplete lesson series and continued Reading Recovery	329	3.0
Missing entry information	1	0.0
<b>Total</b>	<b>10,983</b>	<b>100.0</b>

1. This table counts students' first method of entry in Reading Recovery for the 2012 year. Some students who were carried over from 2011, or who entered Reading Recovery for the first time in 2012 transferred to another school at some point during 2012. To avoid double counting, only the first method of entry into Reading Recovery is included.
2. This table only includes students with individual reports (n=10,983). Schools reported a total of 11,202 students involved in Reading Recovery in 2012.

## Gender and ethnicity of students in Reading Recovery

Table 8 provides gender and ethnic data for 10,980 six-year-olds involved in Reading Recovery during 2012. Around, two-thirds of all six-year-olds in Reading Recovery were boys (63%, n=6,972) and one-third (37%, n=4,008) were girls. Out of the total six-year-old population for boys and girls respectively, 24 per cent of boys and 14 per cent of girls were involved in Reading Recovery in 2012.

Consistent with ongoing trends, Māori and Pasifika students were more likely to be involved in Reading Recovery than NZ European/Pākehā and Asian students. Twenty-eight percent of Māori six-year-old boys and 31% of Pasifika six-year-old boys (Pasifika ethnicity has been disaggregated in Table 8) were involved in Reading Recovery during 2012, compared with 23 per cent of NZ European/Pākehā and 13 per cent of Asian boys (data disaggregated in Table 8). Similarly, 18 per cent of Māori six-year-old girls and 19 per cent of Pasifika six-year-old girls were involved in Reading Recovery during 2012, compared with 12 per cent of NZ European/Pākehā and seven per cent of Asian girls.

**Table 8: Ethnicity and gender of students in Reading Recovery<sup>1, 2</sup>**

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	7,425	2,077	28.0	7,210	1,301	18.0
NZ European/Pākehā	14,370	3,227	22.5	13,853	1,719	12.4
Tokelauan	63	28	44.4	53	14	26.4
Fijian	218	34	15.6	165	20	12.1
Niuean	177	45	25.4	167	21	12.6
Tongan	761	248	32.6	637	154	24.2
Cook Island Māori	444	140	31.5	393	73	18.6
Samoan	1,329	438	33.0	1,339	278	20.8
Other Pacific Islands	120	33	27.5	112	30	26.8
South East Asian	546	95	17.4	548	57	10.4
Indian	989	154	15.6	959	83	8.7
Chinese	697	60	8.6	636	24	3.8
Other Asian	554	63	11.4	517	36	7.0
Other	704	140	19.9	708	85	12.0
Other European	1,111	190	17.1	1,109	113	10.2
<b>Total</b>	<b>29,539</b>	<b>6,972</b>	<b>23.6</b>	<b>28,437</b>	<b>4,008</b>	<b>14.1</b>

1. 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 in previous reports.
2. This table only includes students with individual reports (n=10,983) and excludes data from 3 students with missing ethnicity information at the disaggregate level.

## Section 3: Student outcomes from Reading Recovery

At the end of the year, students involved in Reading Recovery were assigned one of five outcome status.

The five outcomes are:

- *Successfully discontinued* — the student is able to work effectively with their cohort without additional support.
- *Referred on* — the student has not reached expected level and further specialist or long-term literacy support is required (see Figure 5 for further detail).
- *Unable to continue* — the student leaves the intervention before completing their support for various reasons (see Figure 6 for further detail).
- *Left the school* — the student leaves the school before completing their series of lessons (and may or may not have continued at their new school).
- *Carried over* — the student is unable to complete their series of lessons in the current year and has had their lesson series continued the following year.

Consistent with the findings from 2011, 61 per cent (n=6,693) of students were successfully discontinued from the intervention. Twenty-four per cent (n=2,684) of students had their lessons carried over and were expected to continue their lessons the following year. A further nine per cent (n=1001) of students were referred on for specialist help or long-term reading support, four per cent (n=437) left their school before their lessons could be discontinued and one per cent (n=129) were unable to continue their lessons for various reasons.

**Table 9: Students' Reading Recovery outcomes<sup>1</sup>**

Type of outcome	N	%
Student successfully discontinued lessons	6,693	60.9
Student's series of lessons carried over to 2013	2,684	24.4
Student referred for specialist help or long-term literacy support	1,001	9.1
Student left the school before completion	437	4.0
Student unable to continue	129	1.2
Missing data	39	0.4
<b>Total</b>	<b>10,983</b>	<b>100.0</b>

1. Many students who transferred schools during the year ended up with two student reports (one for each school that they attended while receiving Reading Recovery lessons). To avoid double counting, this table only includes the Reading Recovery outcome for the last school the student attended during the year.

### Reading Recovery outcomes for students who *exited* Reading Recovery in 2012

In total, three-quarters (75%, n=8,260) of students who were involved in Reading Recovery in 2012 *exited* the intervention during the year. The analysis presented in this section, and Section 4, is based on these students.

As a proportion of students who exited Reading Recovery in 2012, the majority (81%) were successfully discontinued from the intervention (Table 10). A further 12 per cent of students were referred on for specialist help or long-term literacy support, five per cent left their school before their lessons could be discontinued and two per cent were responding but unable to continue their lessons. These findings are consistent with 2011.

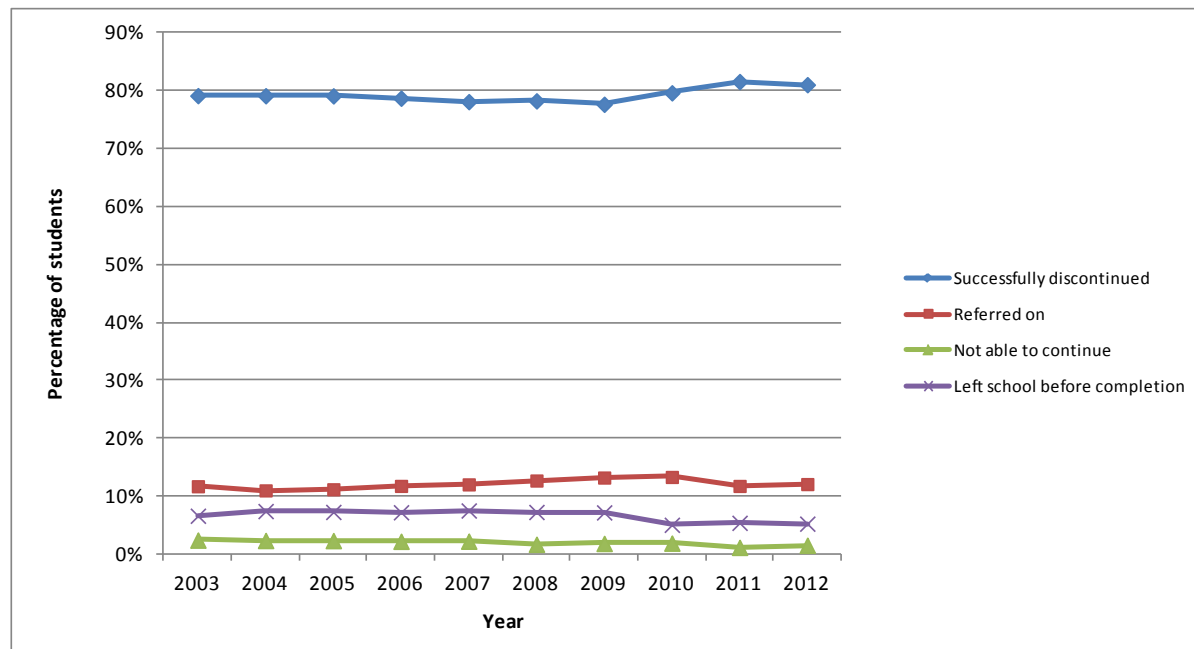
**Table 10: Exiting students' Reading Recovery outcomes<sup>1,2</sup>**

Type of outcome	N	%
Student successfully discontinued lessons	6,693	81.0
Student referred for specialist help or long-term literacy support	1,001	12.1
Student left the school before completion	437	5.3
Student unable to continue	129	1.6
<b>Total</b>	<b>8,260</b>	<b>100.0</b>

1. This table only includes the Reading Recovery outcome for the last school the student attended during 2012.
2. Does not include data from students who were carried over to 2013 and students with missing student reports or outcome information.

As shown in Figure 3, the percentage of students who successfully discontinued their series of Reading Recovery lessons has slightly decreased in 2012 (81%). This is the first decrease since 2009. There has been little movement for the other categories of students over the past ten years.

**Figure 3: Students' Reading Recovery outcomes for the years 2003–2012**



### Reading Recovery outcome by entry status

Consistent with the trend over the past ten years, students who entered Reading Recovery for the first time in 2012 were more likely to have successfully discontinued their series of lessons (82%) than students who were carried over from 2011 (79%) and students who had transferred from another school (77%).

Students who had been carried over from 2011 and students who were transferred from another school were more likely to be referred on for specialist help or long-term support in 2012 (15% and 14% respectively) compared with 11 per cent of students who entered the intervention for the first time in 2012. As a guideline students receive at least twenty weeks of support in the intervention before being referred<sup>3</sup>. See Figure 5 for the different types of specialist or long-term support.

**Table 11: Exiting students' Reading Recovery outcome by entry status<sup>1, 2</sup>**

Type of Outcome	Entered for the first time in 2012 % (n=5,497)	Carried over from 2011 % (n=2,478)	Transferred from another school % (n=285)	Total % (n=8,260)
Student successfully discontinued Reading Recovery lessons	82.2	79.0	76.5	81.0
Student referred on for specialist help or long-term reading support	10.6	15.2	14.0	12.1
Student unable to continue	1.9	0.8	1.8	1.6
Student left the school before completion	5.3	4.9	7.7	5.3
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

1. Does not include students who were carried over into 2013, as they have not yet exited Reading Recovery. Also excludes data from 38 students with missing information about their entry to and/or exit from Reading Recovery.
2. Table based on students' initial entry type, and final outcome from Reading Recovery (where more than one school was attended during the year).

3. New Zealand Reading Recovery Guidelines, National Reading Recovery Centre, 2011.

### Reading Recovery outcome by gender

Girls (83%) were more likely to have successfully discontinued their series of lessons in 2012 than boys (80%). In comparison, boys (14%) were more likely to have been referred on for specialist help or long-term literacy support than girls (9%). This pattern of results has been observed since 2001.

**Table 12: Exiting students' Reading Recovery outcome by gender<sup>1,2</sup>**

Type of Outcome	Boys % (n=5,226)	Girls % (n=3,034)	Total % (n=8,260)
Student successfully discontinued lessons	79.8	83.2	81.0
Student referred for specialist help or long-term literacy support	13.8	9.2	12.1
Student unable to continue	1.5	1.7	1.6
Student left the school before completion	4.9	5.9	5.3
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

1. Does not include students who were carried over into 2013, as they have not yet exited Reading Recovery. Also excludes data from 39 students with missing information about their Reading Recovery outcome.
2. Table based on students' final outcome from Reading Recovery (where more than one school was attended during the year).



### Reading Recovery outcome by ethnicity

New Zealand European/Pākehā (85%) and Asian (87%) students were more likely than Māori (76%) and Pasifika (76%) students to have successfully discontinued their series of lessons in 2012. This pattern of results has been observed since 2001.

In 2012, the proportion of Pasifika students who successfully discontinued Reading Recovery (76%) decreased by five percentage points from 2011 while there was no change in the proportion of Māori and New Zealand/European students who successfully discontinued Reading Recovery.

Māori and Pasifika students were more likely to be referred on for specialist literacy support (15% and 14% respectively) compared to NZ European/Pākehā (11%) and Asian (7%) students.

NZ European/Pākehā (3%) students were least likely to leave school before their period of support ended, compared to their peers in the other ethnic groupings (ranging between 6% and 8%).

**Table 13: Exiting students' Reading Recovery outcome by ethnicity<sup>1, 2</sup>**

Type of Outcome	Māori % (n=2,500)	NZ European/ Pākehā % (n=4,024)	Pasifika % (n=1,131)	Asian % (n=439)	Other % (n=166)
Student successfully discontinued lessons	75.8	85.1	75.6	86.6	83.1
Student referred for specialist help or long-term literacy support	14.7	10.8	13.9	7.1	7.8
Student unable to continue	2.2	1.1	2.2	0.9	1.2
Student left the school before completion	7.3	3.1	8.3	5.5	7.8
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

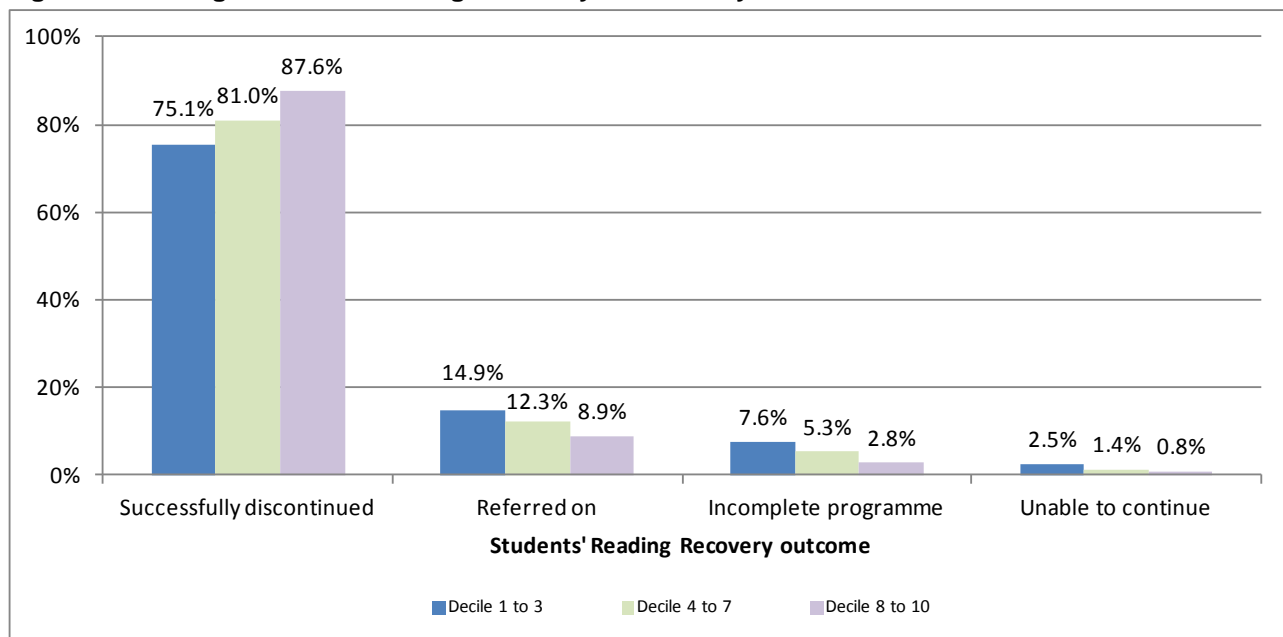
1. Does not include students who were carried over into 2013, as they have not yet exited Reading Recovery. Also excludes data from 39 students with missing information about their Reading Recovery outcome and/or ethnicity
2. Table based on students' final outcome from Reading Recovery (where more than one school was attended during the year).

Reading Recovery outcome by school decile

Figure 4 shows that students attending decile 8 to 10 schools (88%) were more likely to be successfully discontinued from Reading Recovery than students attending lower decile schools (75% and 81%). A slight *increase* was observed in the proportion of students successfully discontinued in decile 8 to 10 schools (88%, up from 86% in 2011), and a slight *decrease* in the proportion of students successfully discontinued in decile 1 to 3 schools (75%, down from 77% in 2011) and in decile 4 to 7 schools (81%, down from 82% in 2011).

Students in lower decile schools were more likely to be referred on for specialist literacy support or leave school without completing their series of lessons. One in seven students (14%) from decile 1 to 3 schools who were involved in Reading Recovery were referred on for further support, compared with one in eleven (9%) students in decile 8 to 10 schools. Disaggregated data for each decile is available in Appendix Table 1.

**Figure 4: Exiting students' Reading Recovery outcome by school decile<sup>1,2</sup>**

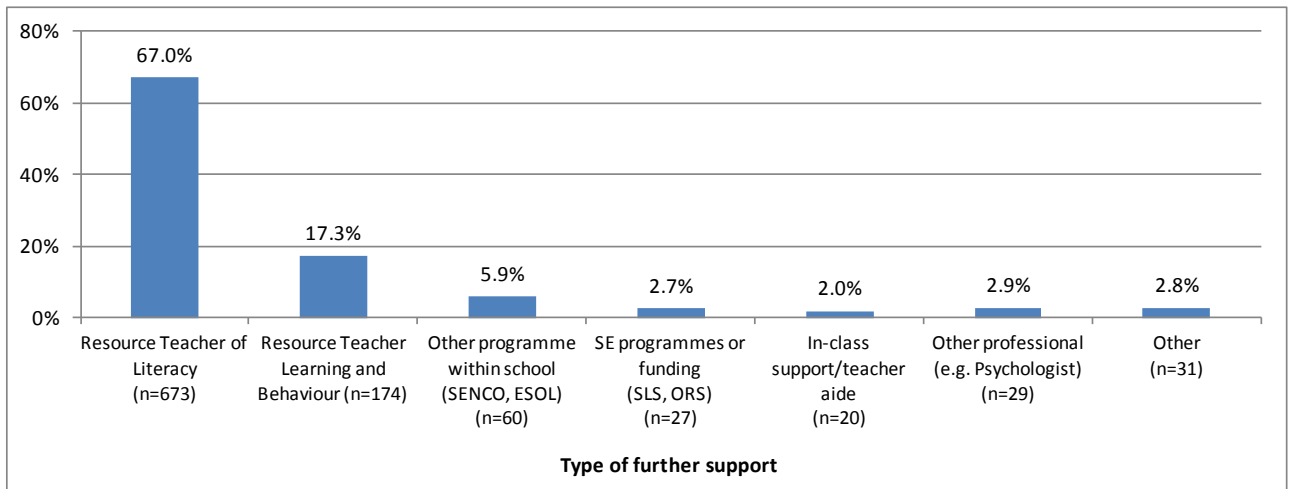


1. Does not include students who were carried over into 2012, as they have not yet exited Reading Recovery. Also excludes data from 70 students with missing information about their Reading Recovery outcome and/or ethnicity
2. Table based on students' final outcome from Reading Recovery (where more than one school was attended during the year).

## Students referred on for further support

In 2012, 1,001 students were referred on from Reading Recovery for specialist help or long-term literacy support. As shown in Figure 5, students were most commonly referred to Resource Teachers of Literacy (RT:Lit, 67%). A further 17 per cent of students were referred to Resource Teachers Learning and Behaviour (RTLTB). A small percentage of students were referred to other support programmes managed within the school (6%), special education (SE) programmes or funding (3%), in-class support programmes/teacher aides (2%) and other professionals (3%).

**Figure 5: Type of further support for students' referred on for specialist help or long-term reading support, as reported by schools<sup>1</sup>**

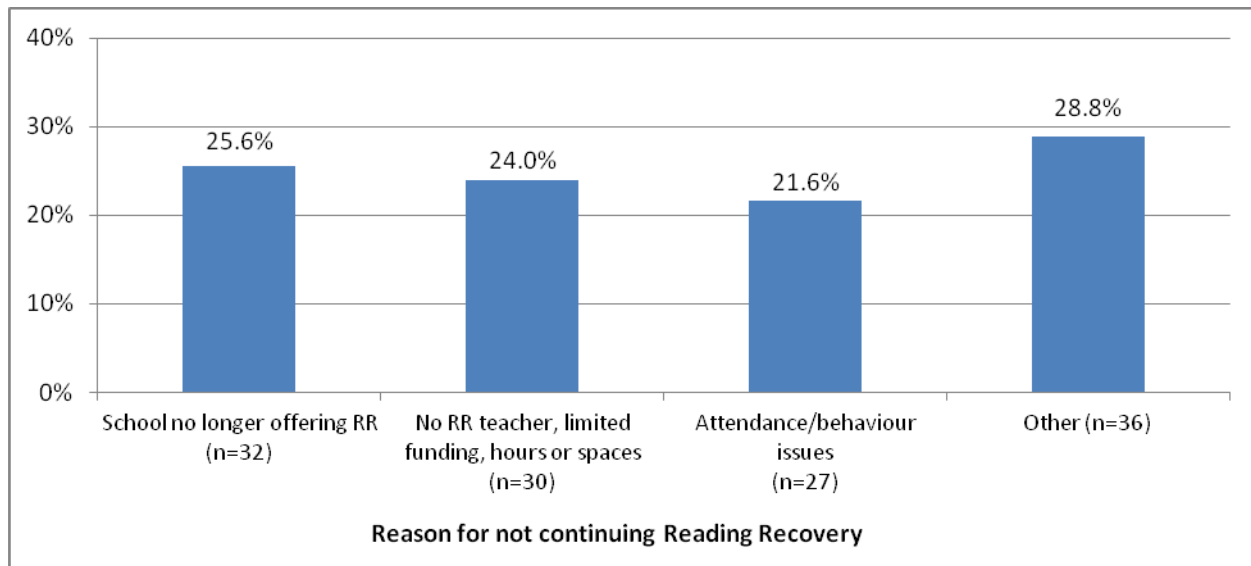


1. Percentages do not sum to 100% as students may have been referred on for more than one type of support.

### Students unable to continue Reading Recovery

A small number of students (n=125) involved in Reading Recovery during 2012 were unable to continue their series of lessons (up from 97 students in 2011). According to schools, this was often because the school was not offering Reading Recovery in 2013 (26%), or there was a lack of resources eg, the Reading Recovery teacher was no longer available, there were limited funding, hours or spaces available (24%), or the student was unable to continue due to attendance or behavioural issues (22%). The remaining 29 per cent of students were unable to continue for other reasons eg, parental decision to withdraw the child from the intervention.

**Figure 6: Reasons why students who were responding to their Reading Recovery lessons were unable to continue**



## Regional variation in the proportion of successfully discontinued and referred on students

Regional successfully discontinued rates from Reading Recovery ranged from 77 percent (Northland and Nelson regions) to 86 per cent (Taranaki region).

The proportion of students who were referred on from Reading Recovery in 2012 was *highest* in the West Coast region (20%) and *lowest* in the Bay of Plenty and Taranaki regions (both 7%).

Compared with regional figures from 2011, the proportion of students who successfully discontinued Reading Recovery *increased* (by five percentage points or more) in the Canterbury region (84%) and *decreased* (by five percentage points or more) in the Waikato (80%) and West Coast (78%).

In 2012, the proportion of successfully discontinued students decreased in nine regions (Northland, Auckland, Waikato, Hawkes Bay, Manawatu-Whanganui, Wellington, Tasman, West Coast and Otago). In 2011, a decrease in the proportion of successfully discontinued students was observed for the Canterbury region only.

**Table 14: Proportion of exited students who were successfully discontinued and referred on from Reading Recovery by region**

Local Body (Region)	Students successfully discontinued Reading Recovery (n=6,691)			Students referred for specialist help or long-term reading support (n=1,001)			Total number of students who left Reading Recovery in 2012 (n=8,258)
	N	% of total		N	% of total		N
		2012	(2011)		2012	(2011)	
Northland Region	257	76.5	(79.1)	48	14.3	(11.5)	336
Auckland Region	1,744	78.0	(79.1)	326	14.6	(14.1)	2,235
Waikato Region	758	80.0	(84.5)	120	12.7	(8.6)	947
Bay of Plenty Region	418	84.4	(83.7)	33	6.7	(7.8)	495
Gisborne Region	116	78.4	(77.8)	18	12.2	(14.5)	148
Hawkes Bay Region	284	81.4	(84.5)	44	12.6	(10.9)	349
Taranaki Region	254	85.8	(81.8)	21	7.1	(13.1)	296
Manawatu-Whanganui Region	363	79.8	(80.5)	53	11.6	(11.3)	455
Wellington Region	871	84.1	(84.7)	97	9.4	(9.9)	1,036
Tasman Region	97	81.5	(83.6)	16	13.4	(11.2)	119
Nelson Region	48	77.4	(74.3)	8	12.9	(20.3)	62
Marlborough Region	69	77.5	(75.6)	15	16.9	(16.7)	89
West Coast Region	80	77.7	(83.9)	21	20.4	(14.0)	103
Canterbury Region	789	84.0	(79.4)	109	11.6	(13.0)	939
Otago Region	315	83.1	(85.0)	48	12.7	(10.8)	379
Southland Region	228	84.4	(82.8)	24	8.9	(11.5)	270

### Time in Reading Recovery for successfully discontinued and referred on students

On average, referred on students attended more half-hour lessons (89 lessons over 23 weeks) than did students who were successfully discontinued (73 lessons over 18 weeks). Both groups of students averaged four Reading Recovery lessons per week.

#### Time in Reading Recovery by entry and exit status

Students who entered Reading Recovery in 2011 and successfully discontinued their lessons in 2012 attended an average of 15 more lessons than did successfully discontinued students who entered and exited the intervention within the 2012 year. This finding is consistent with previous years.

The data presented in Table 15, in conjunction with data from Table 11 (page 21), show that carried over students were less likely to be successfully discontinued, and those that were took longer to achieve this outcome than students who entered and exited in one year.

This pattern of results has been noted in previous years.

**Table 15: Number of sessions and weeks in Reading Recovery for successfully discontinued and referred on students outcome, by entry status<sup>1</sup>**

	Students successfully discontinued Reading Recovery			Students referred for specialist help or long-term reading support		
	N	Mean 30-min sessions	Mean calendar weeks	N	Mean 30-min sessions	Mean calendar weeks
Entered for the first time in 2012	4,517	73.0	17.9	584	89.0	22.8
Carried over from 2011	1,958	87.7	21.8	377	91.6	23.3
Transferred from another school	218	79.4	20.4	40	95.9	24.1
<b>Total</b>	<b>6,693</b>	<b>77.5</b>	<b>19.1</b>	<b>1,001</b>	<b>90.2</b>	<b>23.1</b>

1. Table based on students' initial entry type, and final outcome from Reading Recovery (where more than one school was attended during the year). Excludes data from one student with missing information about their entry into Reading Recovery.

### Time in Reading Recovery by gender and ethnicity

Boys who successfully discontinued Reading Recovery had more lessons (79 lessons over 19 weeks) than girls (75 lessons over 18 weeks) who successfully discontinued.

Pasifika boys who successfully discontinued Reading Recovery had more lessons (82 lessons over 21 weeks) than Maori boys (81 lessons over 20 weeks), New Zealand European/Pākehā boys (76 lessons over 19 weeks) and Asian boys (75 lessons over 18 weeks).

Maori and Pasifika girls who successfully discontinued Reading Recovery had more lessons (77 lessons over 20 and 19 weeks respectively) than New Zealand European/Pākehā (75 lessons over 18 weeks) and Asian girls (73 lessons over 18 weeks).

Boys and girls who were referred on from Reading Recovery had more lessons over a longer period of time than their peers who were successfully discontinued from the intervention. Boys who were referred on had on average 91 lessons over 23 weeks, while girls who were referred on had 89 lessons over 23 weeks.

Māori boys who were referred on had fewer lessons (88 lessons over 23 weeks) than Pasifika boys (93 lessons over 25 weeks), New Zealand European/Pākehā boys (91 lessons over 23 weeks) and Asian boys (90 lessons over 23 weeks).

Maori and Pasifika girls who were referred on had fewer lessons (88 lessons over 23 weeks) than did New Zealand European/Pākehā girls (91 lessons over 23 weeks) and Asian girls (90 lessons over 24 weeks).

**Table 16: Mean lessons and weeks in Reading Recovery by gender and ethnicity**

	Students successfully discontinued Reading Recovery				Students referred for specialist help or long-term reading support			
	Mean # of lessons		Mean # of weeks		Mean # of lessons		Mean # of weeks	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Māori	80.7	76.6	20.3	19.5	88.4	87.8	23.2	23.1
NZ European/Pākehā	77.5	74.6	18.8	18.1	91.4	91.0	22.5	22.8
Pasifika	81.7	76.6	20.7	19.4	93.3	88.2	24.5	23.3
Asian	74.8	72.8	18.2	17.8	90.4	90.4	22.6	23.9
<b>Total</b>	<b>78.7</b>	<b>75.4</b>	<b>19.4</b>	<b>18.7</b>	<b>90.6</b>	<b>89.2</b>	<b>23.1</b>	<b>23.1</b>

### Time in Reading Recovery by decile

Successfully discontinued students from lower decile (1 to 3) schools attended more lessons (an average of 80 lessons over 20 weeks), than successfully discontinued students from higher decile (8 to 10) schools (75 lessons over 18 weeks).

In comparison, referred on students from higher decile (8 to 10) schools attended more Reading Recovery lessons on average (90 lessons over 22 weeks) than students from lower decile (1 to 3) schools (88 lessons over 23 weeks).

Disaggregated data for each decile is available in Appendix Table 2.

**Table 17: Mean sessions and calendar weeks in Reading Recovery by school decile**

Decile grouping	Successfully discontinued students		Referred on students	
	Mean number of lessons	Mean number of calendar weeks	Mean number of lessons	Mean number of calendar weeks
Decile 1 to 3	80.2	20.3	87.6	23.3
Decile 4 to 7	77.6	19.0	93.3	23.6
Decile 8 to 10	74.8	18.1	90.0	21.9



## Section 4: Students' learning gains during Reading Recovery

Reading and writing gains in Reading Recovery are assessed across six measures from the Observation Survey of Early Literacy Achievement (Clay, 2013)<sup>4</sup> and the Burt Word Reading Test (NZCER, 1981)<sup>5</sup>. Three of these measures are reported to the Ministry: Instructional Text Levels (obtained by taking Running Records), the Burt Word Reading Test and the Writing Vocabulary Task (Clay). These assessments are administered when students begin and end their Reading Recovery lessons. This section presents data for students who successfully discontinued Reading Recovery and students who were referred on from Reading Recovery<sup>6</sup>.

### Shift in instructional text levels over the course of Reading Recovery

Figure 7 and Figure 8 present instructional text levels at entry to and exit from Reading Recovery for successfully discontinued and referred on students. The equivalent colours of the Ready to Read colour wheel are shown on the horizontal axes.

Both successfully discontinued and referred on students made gains in text levels over the course of their Reading Recovery lessons. Overall successfully discontinued students made more improvement compared with referred on students. This finding has been the same for the past ten years.

The majority of successfully discontinued students (94%) entered the intervention reading texts ranging from level 1 (Magenta 1) to level 11 (Blue 3). On exit, *all* successfully discontinued students were reading texts at or above level 15 (Orange 1). Most of these students (82%) were reading texts between level 17 (Turquoise 1) and level 20 (Purple 2) upon exit from Reading Recovery.

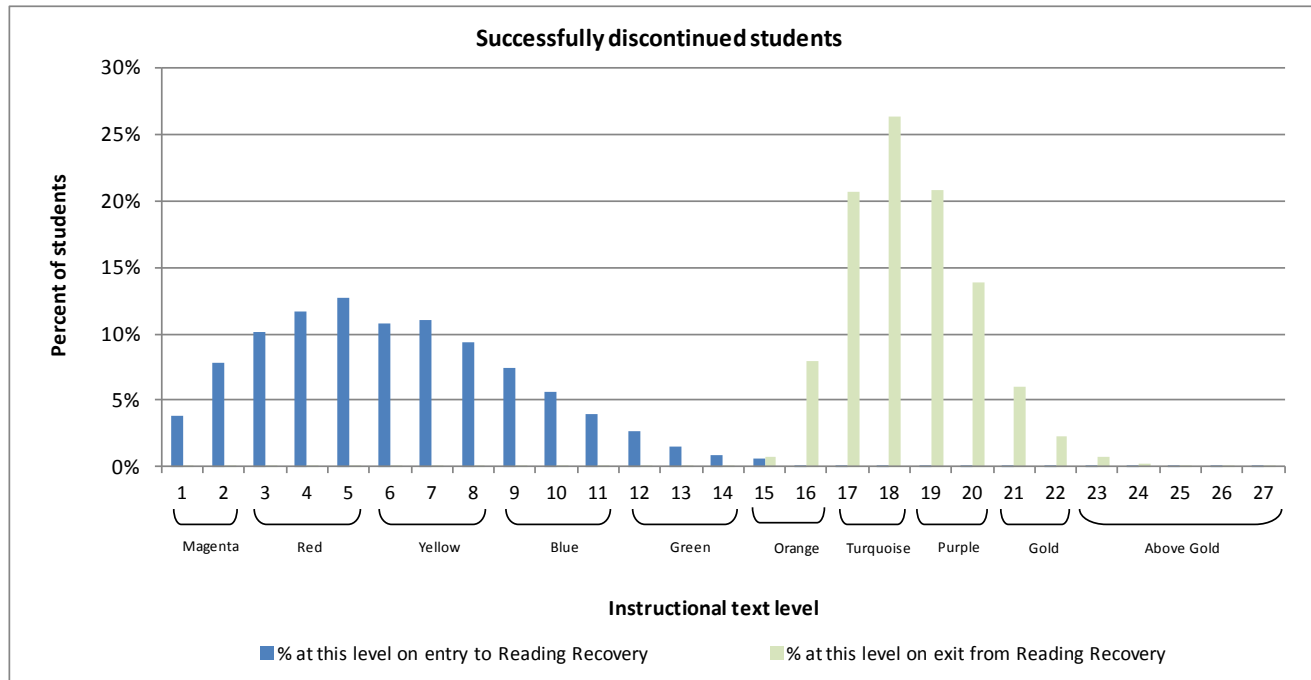
---

4. Clay, M. M.(2013). An Observation Survey of early literacy achievement (3rd Edition). Auckland: Pearson.

5. Gilmore, A., Croft, C., & Reid, N. (1981). Burt Word Reading Text: New Zealand Revision. New Zealand Council for Educational Research, Wellington.

6. Complete assessment data for students who experienced other outcomes (eg, left school with incomplete lesson series) is often not available.

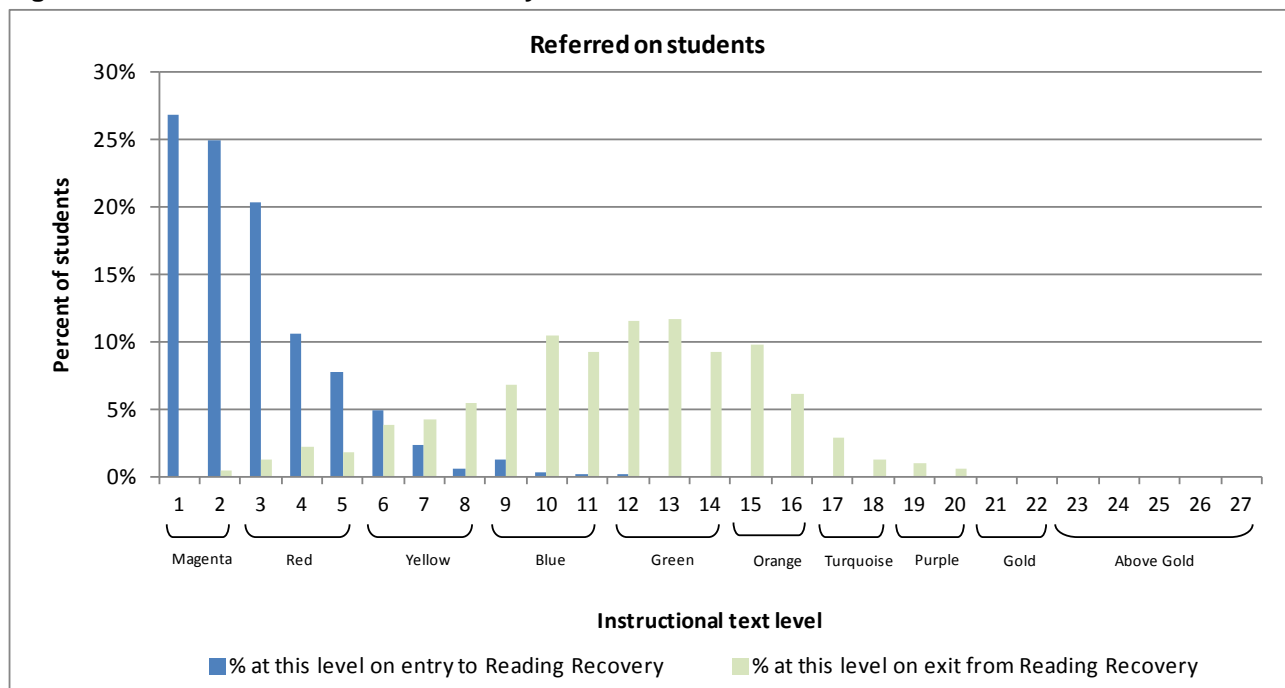
**Figure 7: Instructional text levels at entry and exit for successfully discontinued students<sup>1</sup>**



1. Based on data from n=6,616 successfully discontinued students with complete text level data.

In comparison the majority (90%) of referred on students entered the intervention reading texts between level 1 (Magenta 1) and level 5 (Red 3). Ninety-eight percent of referred on students entered Reading Recovery reading texts at or below level 8 (Yellow 3). The range of texts that referred on students were reading when they exited Reading Recovery varied. Three-quarters (75%) of referred on students were reading texts between level 9 (Blue 1) and level 16 (Orange 2) when they ended their Reading Recovery lessons.

**Figure 8: Instructional text levels at entry and exit for referred on students<sup>1</sup>**



1. Based on data from n=904 referred on students who had complete text level data.

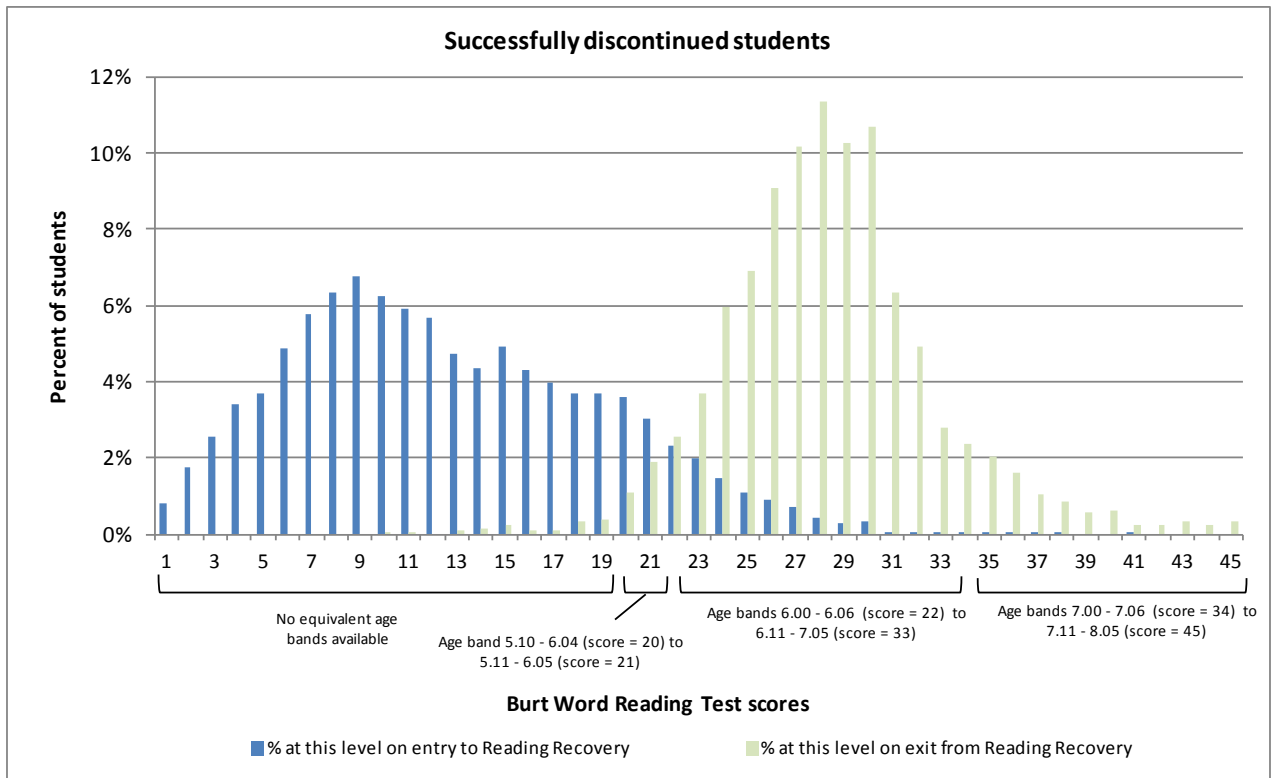
### Shift in Burt Word Reading Test scores over the course of Reading Recovery

Figure 9 and Figure 10 present students' Burt Word scores at entry to and exit from Reading Recovery, for successfully discontinued and referred on students. The tables attached to the bottom of these graphs compare the average age of students in each group, their average Burt Word score and the equivalent age bands associated with the test at entry to and exit from Reading Recovery.

Most (90%) successfully discontinued students entered Reading Recovery with a Burt Word reading score of 21 or below and almost all (96%) of students exited the intervention with a Burt score of 22 or higher.

Successfully discontinued students had an average Burt Word score of 28 when they exited the intervention. The equivalent age band for a score of 28 is 6.06–7.00 years/months. Given that the average chronological age for successfully discontinued students at exit was 6 years 10 months, this result provides some evidence that, on average, successfully discontinued students obtained Burt Word Reading Test scores at, or close to, the expected level for their age group when they exited the intervention.

**Figure 9: Burt Word Reading scores at entry and exit for successfully discontinued students<sup>1</sup>**



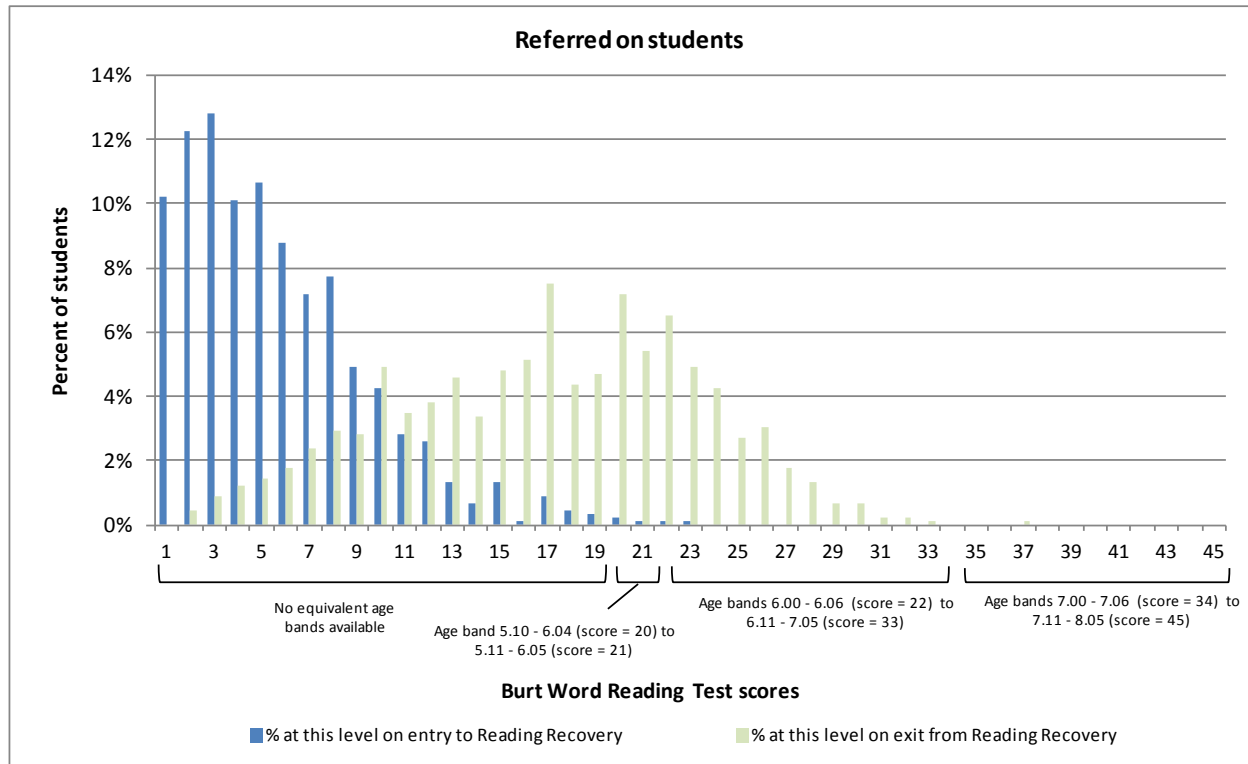
At entry to Reading Recovery			Upon exit from Reading Recovery		
Average age <sup>2</sup>	Average Burt score	Equivalent age band	Average age <sup>2</sup>	Average Burt score	Equivalent age band
6 years and 4 months	13	Less than 5.10	6 years and 10 months	28	6.06–7.00

1. Based on data from n=6,622 successfully discontinued students with Burt Word scores at entry and exit
2. A small proportion of students did not have correct date of birth information and could not be included in the calculation of average age. Thus, this figure is our best estimate of the average age of students as they entered and exited the intervention.

Burt Word scores for referred on students upon entry to Reading Recovery were skewed towards the lowest end of the scale. The majority (89%) of these students entered Reading Recovery with a raw Burt Word score of 10 or less (below the 5.10–6.04 age band). At exit, Burt Word scores for referred on students were varied but, overall, higher than they were at entry. The majority (79%) of referred on students exited Reading Recovery with a Burt Word score between 11 (below the 5.10–6.04 age band) and 28 (equivalent age band 6.06–7.00 years).

Consistent with 2011 findings, referred on students exited Reading Recovery with an average Burt Word score of 17. The equivalent age band for a score of 17 is less than 5 years 10 months. The average age of referred on students at the time of exit from Reading Recovery was 7 years old. Thus, although many referred on students made gains in relation to the Burt Word test over the course of their Reading Recovery lessons, the aggregated results for this group of students suggest that on average, students obtained Burt Word Reading Test scores below the expected level for their age group when they exited the intervention.

**Figure 10: Burt Word Reading scores at entry and exit for referred on students<sup>1</sup>**



At entry to Reading Recovery			Upon exit from Reading Recovery		
Average age <sup>2</sup>	Average Burt score	Equivalent age band	Average age <sup>2</sup>	Average Burt score	Equivalent age band
6 years and 4 months	6	Less than 5.10	7 years and 0 months	17	Less than 5.10

1. Based on data from n=891 referred on students with Burt Word scores at entry and exit.  
 2. A small proportion of students did not have correct date of birth information and could not be included in the calculation of average age. Thus, this figure is our best estimate of the average age of students as they entered and exited the intervention.

### Shift in Writing Vocabulary Task (Clay) — successfully discontinued and referred on students

Figure 11 and Figure 12 present students' Writing Vocabulary Task (Clay) scores at entry to and exit from Reading Recovery, for successfully discontinued and referred on students.

Age-based norms for the Writing Vocabulary Task (Clay) are presented as stanines for each of the following age bands (5.01-5.50; 5.51-6.0; 6.01-6.50; 6.51-7.0 years). Stanines are a method of standardising test scores using a nine-point scale (with a mean of five and a standard deviation of two). In this method, test scores are ranked and assigned to a stanine according to the percentile they fall into (see Table 18). For example, the top four per cent of scores are assigned to stanine 9, the next seven per cent of scores are assigned to stanine 8, etc.

Given that the average age of successfully discontinued and referred on students was around 6.5 years on entry to Reading Recovery and closer to 7 years on exit, the stanine scores for the 6.01–6.50 years age band were used for the comparisons on entry and the scores for the 6.51–7.00 years age band were used for the comparisons on exit. The stanine scores for these two age bands are presented in Table 18.

**Table 18: Writing Vocabulary Task (Clay) stanines for the 6.00–6.50 and 6.51–7.00 years age groups<sup>1</sup>**

Result ranking	4%	7%	12%	17%	20%	17%	12%	7%	4%
Stanine	1	2	3	4	5	6	7	8	9
<b>6.01–6.50 years age group</b>									
Test Scores	0-4	5-13	14-25	26-36	37-49	50-59	60-69	70-83	84+
<b>6.51–7.00 years age group</b>									
Test Scores	0-8	9-25	26-35	36-45	46-56	57-66	67-80	81-99	100+

1. Clay, M. M.(2013). An Observation Survey of early literacy achievement (3<sup>rd</sup> Edition). Auckland: Pearson.

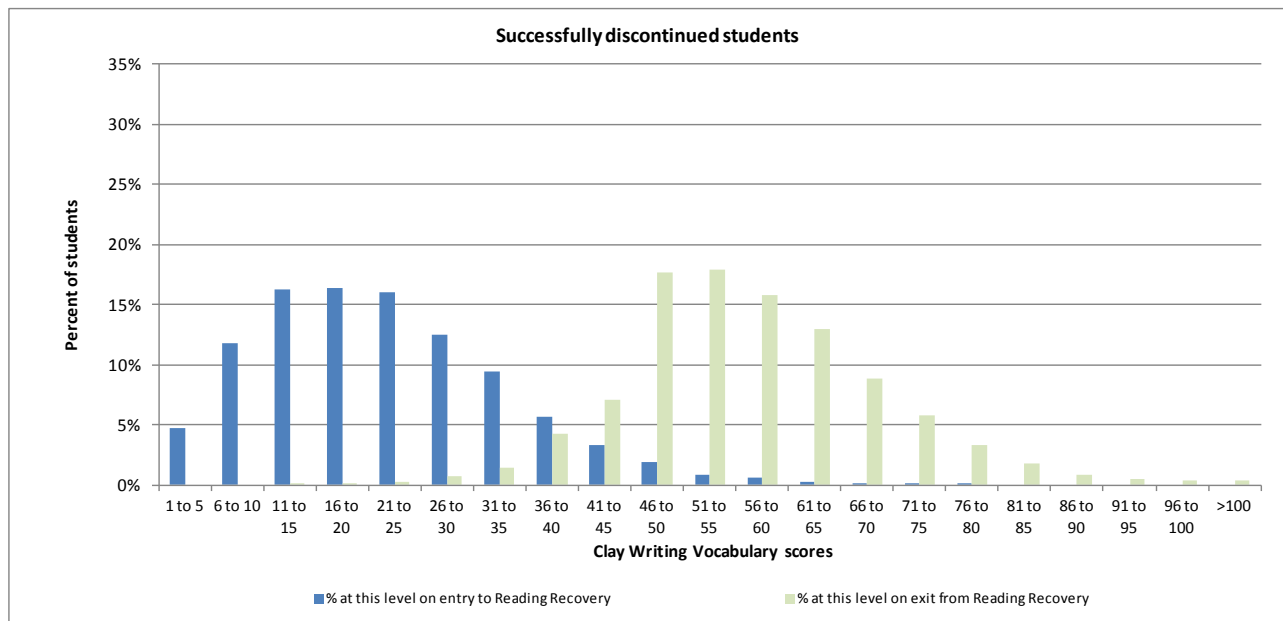
As with the data for the other two assessment measures (Instructional Text levels and Burt Word scores), Figure 11 and Figure 12 highlight clear differences in the distribution of Writing Vocabulary Task (Clay) scores achieved by successfully discontinued and referred on students at entry to and exit from Reading Recovery.

The majority (83%) of students who were successfully discontinued had Writing Vocabulary Task (Clay) scores between 6 and 35 when they started their lessons. When they exited Reading Recovery, most (80%) had scores between 41 and 70.

The table below Figure 2 shows that successfully discontinued students exited Reading Recovery with an average Writing Vocabulary Task (Clay) score of 57. This score falls into the 6th stanine, which is above the mean for the 6.51–7.00 years age group.

This result provides some evidence that on average, successfully discontinued students tended to exit the intervention with Writing Vocabulary Task (Clay) scores that were above, or close to, the average level for their age group.

**Figure 11: Writing Vocabulary Task (Clay) scores at entry and exit for successfully discontinued students<sup>1</sup>**



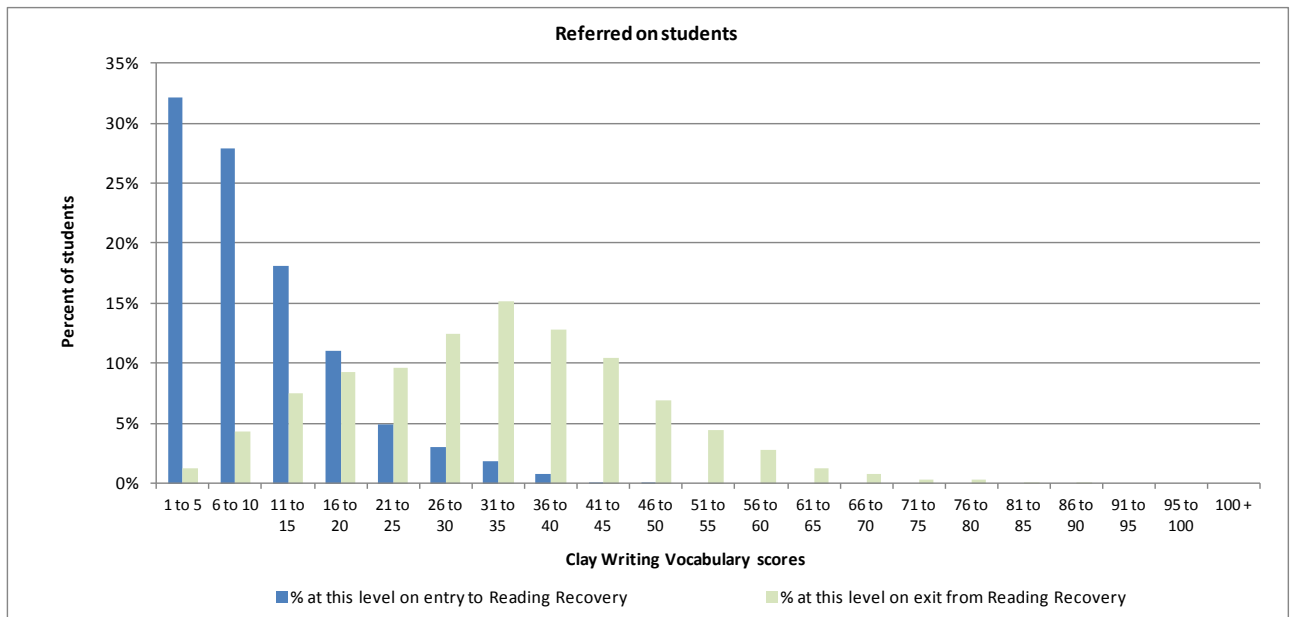
Entry to Reading Recovery			Exit from Reading Recovery		
Average age <sup>2</sup>	Average Writing Vocabulary Task (Clay) score	Stanine group for 6.01 – 6.50 years	Average age <sup>2</sup>	Average Writing Vocabulary Task (Clay) score	Stanine group for 6.51 – 7.00 years
6 years and 4 months	22	Stanine group 3	6 years and 10 months	57	Stanine group 6

1. Based on data from n=6,687 successfully discontinued students with Clay Writing Vocabulary scores at entry and exit from Reading Recovery.
2. A small proportion of students did not have date of birth information and could not be included in the calculation of average age. Thus, this figure is our best estimate of the average age of students as they entered and exited the intervention.

Writing Vocabulary Task (Clay) scores for referred on students upon entry to Reading Recovery were skewed towards the lowest end of the scale and the majority (91%) of these students entered Reading Recovery with a Writing Vocabulary (Clay) score of 20 or less. In comparison, 77 per cent of referred on students exited Reading Recovery with Writing Vocabulary Task (Clay) scores of 21 or higher.

The table below Figure 12 shows that referred on students exited Reading Recovery with an average Writing Vocabulary Task (Clay) score of 32. This score falls into the 3rd stanine, which is below the mean for the 6.51–7.00 years age group. This result shows that on average, referred on students exited the intervention with Writing Vocabulary Task (Clay) scores that were below the average level for their age group

**Figure 12: Writing Vocabulary Task (Clay) scores at entry and exit for referred on students<sup>1</sup>**



Entry to Reading Recovery			Exit from Reading Recovery		
Average age <sup>2</sup>	Average Writing Vocabulary Task (Clay) score	Stanine group for 6.01 – 6.50 years	Average age <sup>2</sup>	Average Writing Vocabulary Task (Clay) score	Stanine group for 6.51 – 7.00 years
6 years and 4 months	10	Stanine group 2	7 years and 0 months	32	Stanine group 3

1. Based on data from n=980 referred on students with Writing Vocabulary Task (Clay) scores at entry and exit from Reading Recovery.
2. A small proportion of students did not have date of birth information and could not be included in the calculation of average age. Thus, this figure is our best estimate of the average age of students as they entered and exited the intervention.

### Shifts in reading and writing gains for successfully discontinued and referred on students by decile

Consistent with 2011 findings, successfully discontinued students from lower decile schools made slightly greater gains in all three measures of reading and writing than successfully discontinued students from higher decile schools (table 19). This result reflects the fact that students from lower decile schools who were successfully discontinued tended to enter the intervention with slightly lower reading and writing levels than students from higher decile schools, but exit Reading Recovery at a similar level to students at higher decile schools. This result is to be expected as successfully discontinued students must reach the average band for their class cohort before their series of lessons are discontinued.

**Table 19: Mean entry and exit scores for successfully discontinued students by decile**

Decile	Instructional Text levels			Burt Word Reading test			Writing Vocabulary (Clay)		
	In	Out	Gain	In	Out	Gain	In	Out	Gain
1	5.3	18.2	13.0	10.0	28.0	18.2	18.3	56.8	38.6
2	5.5	18.3	12.8	11.5	28.3	17.1	19.9	57.8	38.1
3	5.6	18.2	12.7	11.8	28.2	16.5	20.9	57.0	36.2
4	5.8	18.1	12.4	11.7	27.6	16.1	20.3	56.0	35.7
5	6.1	18.3	12.3	12.2	28.2	16.0	21.7	57.2	35.5
6	6.6	18.4	11.8	13.4	28.5	15.2	23.6	55.7	32.1
7	6.3	18.4	12.2	13.3	28.6	15.3	23.6	58.2	34.7
8	7.0	18.8	11.9	14.0	28.7	14.8	23.7	56.8	33.2
9	6.6	18.7	12.1	14.0	28.4	14.5	24.2	57.5	33.3
10	6.9	18.7	11.9	14.4	29.0	14.6	24.4	56.7	32.3

In comparison, there were no discernable differences in the gains made by referred on students from lower and higher decile schools across the three measures (Table 20). Referred on students from lower decile schools however, did tend to have lower entry and lower exit scores on the three reading and writing measures than did referred on students from higher decile schools.

**Table 20: Mean entry and exit scores for referred on students by decile**

Decile	Instructional Text levels			Burt Word Reading test			Writing Vocabulary (Clay)		
	In	Out	Gain	In	Out	Gain	In	Out	Gain
1	2.6	10.8	8.5	4.3	14.6	10.7	8.0	28.2	20.1
2	2.7	10.8	8.2	5.2	15.8	11.1	8.9	28.9	20.0
3	2.6	10.9	8.6	5.3	15.6	10.8	9.6	30.3	20.7
4	2.6	10.8	8.6	5.4	14.7	10.0	9.1	29.4	20.4
5	2.7	11.6	9.1	5.7	18.3	13.0	10.0	32.8	23.0
6	3.2	12.1	9.1	6.1	17.3	11.8	10.5	33.6	23.2
7	2.8	11.6	8.9	6.0	16.9	11.4	10.7	30.5	19.9
8	3.4	11.4	8.4	6.6	16.6	10.7	10.9	31.8	21.1
9	3.5	11.8	8.6	7.3	17.4	10.6	12.9	33.4	20.5
10	3.3	12.3	9.3	7.1	19.2	12.3	10.7	33.8	23.1



## Shifts in reading and writing for successfully discontinued and referred on students by ethnicity

Māori and Pasifika students who successfully discontinued their series of Reading Recovery lessons made slightly greater gains in all three assessment measures, than New Zealand European/Pākehā students. As highlighted by Table 21, this occurred because Māori and Pasifika students tended to enter Reading Recovery with slightly lower assessment scores than New Zealand European/Pākehā students. All three student groups exited the intervention with similar assessment scores.

**Table 21: Mean entry and exit scores for successfully discontinued students by ethnicity<sup>1</sup>**

	Instructional Text levels			Burt Word Reading test			Writing Vocabulary (Clay)		
	In	Out	Gain	In	Out	Gain	In	Out	Gain
Māori	5.7	18.2	12.5	11.3	27.8	16.7	20.3	56.2	35.9
NZ European/Pākehā	6.7	18.5	11.9	13.4	28.3	15.0	23.1	56.7	33.7
Pasifika	5.6	18.5	13.1	12.1	29.1	17.2	21.0	58.9	37.9
Asian	6.0	18.5	12.6	14.5	30.3	16.0	24.0	58.9	35.0
Other	5.8	18.4	12.8	13.5	29.1	15.9	22.3	57.1	34.9

1. Excludes data from students of unknown ethnicity and those with missing ethnicity information.

Across the three assessment measures, Pasifika students who were referred on made greater gains, on average, than Māori and New Zealand European/Pākehā students.

Although Māori and Pasifika students who were referred on had on average, similar Burt Word Reading Test scores at entry, Pasifika students had a higher average Burt score on exit, making a greater gain.

**Table 22: Mean entry and exit scores for referred on students by ethnicity<sup>1</sup>**

	Instructional Text levels			Burt Word Reading test			Writing Vocabulary (Clay)		
	In	Out	Gain	In	Out	Gain	In	Out	Gain
Māori	2.6	11.0	8.5	5.0	15.1	10.7	9.0	29.3	20.3
NZ European/Pākehā	3.2	11.5	8.5	6.5	16.8	10.8	11.1	31.1	20.1
Pasifika	2.3	11.4	9.5	5.1	17.1	12.7	8.5	32.7	24.4
Asian	2.9	11.2	8.6	5.8	18.2	12.6	9.6	31.6	22.0
Other	2.4	10.6	8.6	6.8	19.6	13.8	9.0	34.7	25.7

1. Excludes data from students of unknown ethnicity and those with missing ethnicity information.

## Reading achievement for exiting students in relation to the New Zealand Curriculum Reading Standards

The following section presents information about students' reading achievement in relation to the New Zealand Curriculum Reading Standards introduced in 2010<sup>7</sup>. The purpose of this analysis was to investigate the relationship between students' reading achievement upon exit from Reading Recovery and the Reading Standard for 'After two years at school'.

*Background to the analysis:* The reading standard 'After two years at school' is used as a reference point for this analysis because students typically start Reading Recovery after they have been at school for at least one year. According to the New Zealand Curriculum Reading Standards, a student is expected to be reading texts at the Turquoise level of Ready to Read after two years at school.

It is important to note however, that many students will not yet have completed two years at school at the time they exit Reading Recovery. Therefore, students who are not reading at the standard for 'After two years at school' may still be on track to achieve the standard by the end of their second year at school.

*Limitations of the analysis:* Classroom teachers will use a range of evidence when making judgements about student achievement in relation to the Standards. The analysis presented here uses evidence from only one source, the Reading Recovery data, and should be interpreted with caution.

The years 1–3 Reading Standards are based on the core instructional series (Ready to Read) that supports reading in the New Zealand Curriculum. Reading Recovery teachers select books for individual students from a range of books of equivalent levels. The Reading Recovery Booklist used by teachers to assist them in their book selection was developed in line with the original Ready to Read series. While there is intended equivalence between the text readability levels within the booklist and the Ready to Read series, there may be some variation in the extent to which individual books are matched.

The following analysis approximates the text levels provided by Reading Recovery teachers to the colour wheel of the Ready to Read series.

Figure 13 presents the proportion of students who were reading at the level specified by the New Zealand Curriculum Reading Standard for 'After two years at school' (Turquoise level of Ready to Read), disaggregated by Reading Recovery outcome.

According to the National Standard for reading, students should be reading texts at the Turquoise level after two years at school. Consistent with findings in 2011, the majority (91%) of successfully discontinued students were reading texts at the Turquoise level of the Ready to Read series when they exited the intervention, and nine per cent were reading at or above the Green level (the standard for 'After one year at school') when they exited Reading Recovery. It is important to note that three-quarters (75%) of successfully discontinued students had not yet completed two years of schooling when they exited Reading Recovery.

Six per cent of students who were referred on from Reading Recovery were reading texts at the Turquoise level when they exited the intervention. Almost half (46%, down from 48% in 2011) of referred on students were reading texts at or above the Green level (the standard for 'After one year at school') but not yet at the Turquoise

---

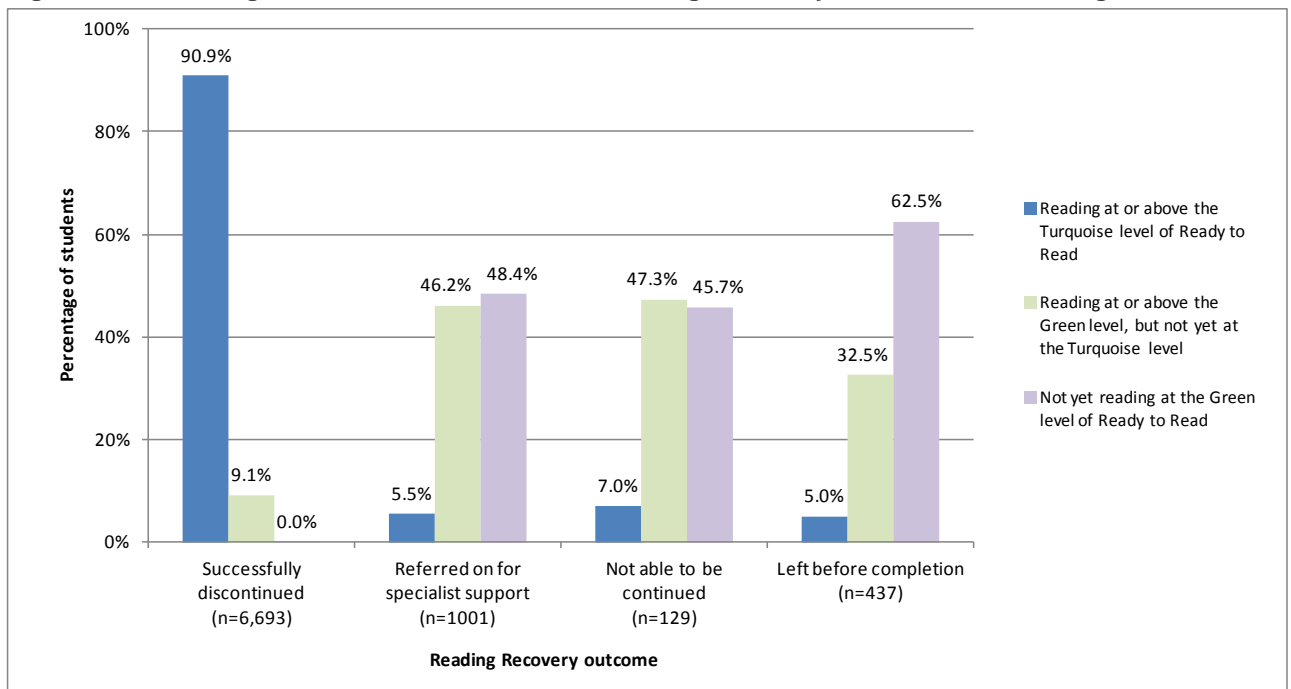
7. For more information about the Reading and Writing Standards see <http://nzcurriculum.tki.org.nz/National-Standards>.

level and a further 48 per cent were not yet reading at the Green level. Just over one-third (38%) of referred on students had completed two years of schooling when they exited Reading Recovery.

The results for students who were unable to continue their series of lessons were similar to that for referred on students. That is, close to half (47%) were reading texts at or above the Green level, but not yet at the Turquoise level and 46 per cent of students were not yet reading texts at the Green level when they exited the intervention. The remaining seven per cent were reading texts at the Turquoise level on exit.

Consistent with 2011 results, two-thirds (63%) of students who left their school before completing their series of lessons were not yet reading texts at the Green level when they exited the intervention. A further 33 per cent were reading texts at or above the Green level but not yet at the Turquoise level and five per cent were reading at or above the Turquoise level when they exited the intervention.

**Figure 13: Reading achievement on exit from Reading Recovery in relation to Reading Standards**



## Conclusion

The data presented in the 2012 Annual Monitoring of Reading Recovery report shows that the majority (81%) of students who exited Reading Recovery in 2012 made accelerated progress and were successfully discontinued from the intervention, enabling them to work alongside their cohort without additional literacy support.

Furthermore, most students (91%) who were successfully discontinued from Reading Recovery in 2012 were reading texts at the Turquoise level of Ready to Read (the Reading Standard for 'After two years of school'). Many of these students (75%) had not yet completed two years of schooling.

Data collected from the Burt Word Reading test and the Writing Vocabulary Task (Clay) provided additional evidence that successfully discontinued students were reading and writing at the average level expected for their age group when they exited the intervention.

Approximately one in eight students (12%) who exited Reading Recovery in 2012 were identified as needing additional literacy support and were referred on for specialist help or long-term literacy support. Overall, these students made some progress during the course of their Reading Recovery lessons, but on average, were reading and writing at levels below the expected levels for their age.

Students' Reading Recovery outcomes differed across a number of key demographic factors. Girls, NZ European/Pākehā and Asian students, and students from higher decile schools (deciles 8 to 10) were more likely to have successfully discontinued their series of lessons than boys, Māori and Pasifika students, and students from lower decile schools (deciles 1 to 3). It is important to note however, that many Māori and Pasifika students, and students from lower decile schools (deciles 1 to 3) did achieve the levels required to successfully discontinue their Reading Recovery lesson series, and where they did, they tended to make greater gains than NZ European/Pākehā and Asian students, and students from higher decile schools (deciles 8 to 10).

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](http://www.readingrecovery.ac.nz)

# Appendices

**Appendix Table 1: Exiting students' Reading Recovery outcome by school decile <sup>1,2</sup>**

Decile	Successfully discontinued		'Referred on' for specialist support		Student unable to continue		Student left school before completion		Total
	N	%	N	%	N	%	N	%	
1	672	73.7	139	15.2	21	2.3	80	8.8	912
2	666	77.9	128	15.0	6	0.7	55	6.4	855
3	661	78.3	109	12.9	13	1.5	61	7.2	844
4	649	78.3	115	13.9	12	1.4	53	6.4	829
5	543	81.3	80	12.0	12	1.8	33	4.9	668
6	594	85.1	73	10.5	7	1.0	24	3.4	698
7	604	84.7	73	10.2	3	0.4	33	4.6	713
8	678	86.6	72	9.2	8	1.0	25	3.2	783
9	734	83.9	98	11.2	8	0.9	35	4.0	875
10	774	87.6	64	7.2	7	0.8	39	4.4	884

1. Does not include students who were carried over into 2012, as they have not yet exited Reading Recovery. Also excludes data from 54 students with missing information about their entry to and/or exit from Reading Recovery.
2. Table based on students' final outcome from Reading Recovery (where more than one school was attended during the year).

**Appendix Table 2: Mean sessions and calendar weeks in Reading Recovery for successfully discontinued and referred on students by decile**

Decile	Student successfully discontinued Reading Recovery			Student 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	692	81.2	20.9	155	85.6	23.1
2	722	80.2	20.3	140	86.6	23.4
3	665	79.1	19.8	116	91.5	23.2
4	683	78.7	19.5	114	91.8	23.7
5	542	78.3	19.3	86	91.7	23.3
6	602	76.3	18.6	76	98.2	24.3
7	582	77.0	18.8	91	92.7	22.9
8	675	73.8	18.0	76	92.1	22.6
9	703	76.4	18.4	81	88.6	21.4
10	827	74.4	18.0	66	89.4	21.6
<b>Total</b>	<b>6,693</b>	<b>77.5</b>	<b>19.1</b>	<b>1,001</b>	<b>90.2</b>	<b>23.1</b>