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**Annual Monitoring of
Reading Recovery**

The Data for 2006

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Opinions expressed in this report are those of the authors and do not necessarily coincide with those of the Ministry of Education

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Executive Summary

This report presents the latest available data on the number of schools and students who participated in Reading Recovery during 2006, and reports on the broad outcomes for students. In general, results repeated the trends evident in previous annual Reading Recovery monitoring reports.

The overall pattern of progress for students in Reading Recovery in 2006 showed 60 percent of students successfully completing Reading Recovery within the year and a further 23 percent judged to be responding well and expected to complete their series of individual lessons in 2007.

The absolute number of children participating Reading Recovery in 2006 (10,757 students) decreased slightly from 2005 (11,054 students), and is similarly reflected in the proportion of six-year-olds entering Reading Recovery (15% in 2005, 14% in 2006). The proportion of schools operating Reading Recovery has decreased from 67% in 2005 to 65% to 2006.

In terms of school decile, the data show that Reading Recovery was available in a higher proportion of high decile schools than low decile schools. However, when available in low decile schools, there were more students entering into Reading Recovery in 2006 than high decile schools. While higher decile schools have slightly higher entry scores across both reading and writing tasks, at exit these differences do not exist. Furthermore, 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 literacy intervention which aims to reduce reading delay by providing intensive and individual help to children who are falling behind¹ in reading and writing after one year at school.

In 2006, as in previous years, Reading Recovery was available to state (including state-integrated) primary and composite schools. In addition, individual and school returns for 2006 were received from ten private schools that also implemented Reading Recovery. Given that Reading Recovery primarily operates in state primary schools, this report 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 of Education collected school based summary data for reporting purposes. In 2001, individual student data were collected for the first time to report on Reading Recovery (including student's gender and ethnicity, entry and exit scores, and the number of lessons and weeks spent in Reading Recovery). This report is the product of the sixth year of individualised data collection.

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" are those from the bottom 20-25 percent of readers and writers. There may be as many as 30 percent of six-year-olds in a particular school enrolled in Reading Recovery, although this is rare.*

Method and Response Rates

As in 2005, although schools were encouraged to submit their data electronically, paper returns were also accepted. 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. For each school, two types of forms are required. The end-of-year school report collects information on school level information (such as the number of teachers and students involved in Reading Recovery, and the total number of hours spent in Reading Recovery) and the individual student report collects information on the student's progress in Reading Recovery. Schools were asked to submit their returns by 20 December 2006. Reading Recovery tutors and SiliconCoach (Reading Recovery database administrator) reminded and assisted schools to submit their data.

With the electronic data collection, Reading Recovery teachers could record individual student reports for students at any point in time during 2006. For example, the teacher could immediately post the information about the student on the electronic website as soon as a student successfully completed his/her lessons (i.e. have his/her series of Reading Recovery lessons 'discontinued'). At the end of 2006, once all individual student reports were entered electronically by the teacher(s), the principal was asked to complete the end-of-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 staff member. Once this process is completed, Reading Recovery tutors are able to electronically check the data entered by teachers and/or principals. It should be noted that schools that submitted their individual student reports electronically did not always confirm² these reports or submit their end-of-year school reports.

Schools opting to respond by paper returns were asked to submit their data to their Reading Recovery tutors for checking purposes, who then forwarded the forms to the Ministry of Education.

In 2006, 10,664 individual student reports were received by the Ministry of Education, and through the school reports, a further 93 students were identified as having participated in Reading Recovery (i.e., a total of 10,757 students participated in Reading Recovery in 2006). Furthermore, a total of 1,187 school reports were received, and a further 97 schools were identified as Reading Recovery schools as a result of student reports being submitted from these schools (i.e., a total of 1,284 schools were involved in Reading Recovery in 2006).

² In total, 1,187 school reports were received in 2006. Out of these, 34 school reports were received as unconfirmed.

Schools and Students Involved in Reading Recovery in 2006

Schools and Students Involved in Reading Recovery Nationally and Regionally

At the end of 2006, a total of 1,396 individual teachers were reported to be teaching Reading Recovery at some point during that year. In total, 1,284 state and state-integrated schools were involved providing 425,907 hours of teaching, delivered to 10,757 students – around 40 hours of teaching time per student. There was a slight drop in the total number of students in Reading Recovery compared to 2005 (11,054 students in 2005).

Table 1a shows the schools with Reading Recovery that responded to the annual monitoring survey in 2006 by region. Reading Recovery was implemented in 65 percent of all state and state-integrated primary and composite schools with six-year-olds in New Zealand. These schools accounted for 76 percent of all six-year-olds in New Zealand, a slight decrease compared to 2005 (78%). The overall percentage of schools that operated Reading Recovery in 2006 was lower in comparison to 2005 (65% in 2006 compared to 67% in 2005).

As shown in Table 1a, Reading Recovery implementation varied from 44 percent in the Gisborne region to 85 percent in the Nelson region with the implementation in most regions falling in range of 55 percent to 75 percent of schools. The regional variations in participation in Reading Recovery may be due to the size of schools and the proportion of lower decile schools in the region.

Table 1a: Schools with Reading Recovery by region in 2006

Local Body (Region) ^{a,c}	Schools with Reading Recovery		Total schools with six-year-olds		Access to Reading Recovery	
	N	6 year old on roll ^b	N	6 year old on roll	Schools %	6 year old %
Northland Region	71	1,767	123	2,415	57.7	73.2
Auckland Region	224	12,496	351	19,261	63.8	64.9
Waikato Region	172	4,677	252	5,736	68.3	81.5
Bay of Plenty Region	72	3,083	123	4,102	58.5	75.2
Gisborne Region	21	580	48	757	43.8	76.6
Hawkes Bay Region	59	1,843	101	2,384	58.4	77.3
Taranaki Region	45	1,212	80	1,513	56.3	80.1
Manawatu-Wanganui Region	93	2,363	172	3,199	54.1	73.9
Wellington Region	149	5,285	184	6,135	81.0	86.1
Tasman Region	22	595	28	651	78.6	91.4
Nelson Region	11	482	13	513	84.6	94.0
Marlborough Region	19	466	27	518	70.4	90.0
West Coast Region	19	319	33	366	57.6	87.2
Canterbury Region	178	5,992	238	6,632	74.8	90.3
Otago Region	83	1,724	125	2,215	66.4	77.8
Southland Region	46	973	75	1,289	61.3	75.5
Total	1,284	43,857	1,973	57,686	65.1	76.0

^a Prior to 2002, Reading Recovery schools were presented by education district. In this report, as in the 2002 report, schools have been classified by 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 earlier reports and the current report, as well as in future reporting.

^b Source: Data Management Unit, Ministry of Education, E4/2: Annual Return of Primary Pupils as at 1 July 2006. (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 Where school reports are missing, data are obtained from a match between the institution numbers provided in the individual students reports and data from Data Management Unit, Ministry of Education

Compared to the corresponding Table 1 in the 2005 Annual Monitoring Report (see Appendix Table 1), the Hawkes Bay, Taranaki, Nelson, and Canterbury regions had the largest decrease of five or more percent in the proportion of participating schools in Reading Recovery. The largest increases (up to 5% or more) were in the Gisborne and Southland regions.

For 2006, we also examined the coverage of Reading Recovery for Māori and Pasifika 6-year-old students by region, as shown in Tables 1b and 1c. The tables show that for Māori and Pasifika students, and particularly for schools with Pasifika students, the proportions of schools with Reading Recovery were consistently as high or higher than for all schools. Reading Recovery implementation for Māori students varied from 48 percent in the Gisborne region to 92 percent in the Nelson region, with the implementation of most regions in the range of 58 percent to 75 percent of schools. This is consistent with the national picture (as shown in Table 1a). For Pasifika students, the range was slightly higher (75% to 90% of schools). However, it must be noted that in a number of regions, the number of schools with Pasifika students is small.

In relation to the proportion of six-year-old Māori and Pasifika students having access to Reading Recovery, the Auckland region had the lowest percentage. It also had the highest number of Māori and Pasifika students compared to other regions.

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

Local Body (Region) ^a	Schools with Māori students in Reading Recovery		Total schools with six-year-olds Māori students		Access to Reading Recovery	
	N	6 year old on roll ^b	N	6 year old on roll	Schools %	6 year old %
Northland Region	70	814	119	1,232	58.8	66.1
Auckland Region	201	1,822	319	3,261	63.0	55.9
Waikato Region	160	1,423	229	1,913	69.9	74.4
Bay of Plenty Region	69	1,094	118	1,788	58.5	61.2
Gisborne Region	21	346	44	502	47.7	68.9
Hawkes Bay Region	58	747	91	933	63.7	80.1
Taranaki Region	37	300	58	388	63.8	77.3
Manawatu-Wanganui Region	89	746	144	1,057	61.8	70.6
Wellington Region	138	1,018	168	1,241	82.1	82.0
Tasman Region	20	72	24	77	83.3	93.5
Nelson Region	11	70	12	73	91.7	95.9
Marlborough Region	16	71	19	79	84.2	89.9
West Coast Region	15	65	20	74	75.0	87.8
Canterbury Region	151	716	182	804	83.0	89.1
Otago Region	68	192	92	235	73.9	81.7
Southland Region	36	187	52	252	69.2	74.2
Total	1,160	9,683	1,691	13,909	68.6	69.6

^a Source: Data Management Unit, Ministry of Education, E4/2: Annual Return of Primary Pupils as at 1 July 2006. (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.)

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

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

Local Body (Region) ^a	Schools with Pasifika students in Reading Recovery		Total schools with six-year-olds Pasifika students		Access to Reading Recovery	
	N	6 year old on roll ^b	N	6 year old on roll	Schools %	6 year old %
Northland Region	23	35	28	43	82.1	81.4
Auckland Region	186	2,890	272	4,247	68.4	68.0
Waikato Region	55	151	65	173	84.6	87.3
Bay of Plenty Region	24	50	33	68	72.7	73.5
Gisborne Region	5	8	7	11	71.4	72.7
Hawkes Bay Region	27	104	33	111	81.8	93.7
Taranaki Region	12	17	14	19	85.7	89.5
Manawatu-Wanganui Region	34	72	45	88	75.6	81.8
Wellington Region	109	570	121	638	90.1	89.3
Tasman Region	4	6	5	7	80.0	85.7
Nelson Region	8	13	8	13	100.0	100.0
Marlborough Region	7	15	9	17	77.8	88.2
West Coast Region	5	5	5	5	100.0	100.0
Canterbury Region	76	191	84	207	90.5	92.3
Otago Region	23	40	26	43	88.5	93.0
Southland Region	10	22	14	27	71.4	81.5
Total	608	4,189	769	5,717	79.1	73.3

^a Source: Data Management Unit, Ministry of Education, E4/2: Annual Return of Primary Pupils as at 1 July 2006. (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.)

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

Table 2 shows that 14 percent of six-year-olds in state and state-integrated primary and composite schools entered Reading Recovery in 2006, slightly decreased from 2005 (15%). Across regions, there were only very small changes in the percent of six-year-olds entering Reading Recovery in 2006 compared to 2005, with the largest proportionate increase occurring in the West Coast region (increase of 7% points).

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

Local Body (Region)	Six year olds who entered Reading Recovery in 2006 ^{b, c}		Total six-year-old school population
	N	% of total	N
Northland Region	340	14.1	2,415
Auckland Region	2,044	10.6	19,261
Waikato Region	894	15.6	5,736
Bay of Plenty Region	442	10.8	4,102
Gisborne Region	119	15.7	757
Hawkes Bay Region	408	17.1	2,384
Taranaki Region	230	15.2	1,513
Manawatu-Wanganui Region	465	14.5	3,199
Wellington Region	994	16.2	6,135
Tasman Region	104	16.0	651
Nelson Region	84	16.4	513
Marlborough Region	81	15.6	518
West Coast Region	118	32.2	366
Canterbury Region	931	14.0	6,632
Otago Region	400	18.1	2,215
Southland Region	222	17.2	1,289
Total	7,876	13.7	57,686

^a This table is the same format used for presenting the 1994 to 2005 Reading Recovery data but differs from the equivalent table included in reports prior to 1994, in that it only gives the numbers of students who entered Reading Recovery in the relevant year (in this case, 2006), 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 2005, the number of students who transferred from other schools, and the number of students with this information missing were also included, the total number of students involved in Reading Recovery in 2006 would be 10,757 students (18.6 percent of the total six-year-old state school population in New Zealand in 2006).

^b 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 2005.

^c This table exclude students with missing information on how they entered Reading Recovery.

Table 3 shows the relationship between Reading Recovery schools and their decile rating³. The proportion of schools with Reading Recovery has decreased compared to 2005 in all deciles except for deciles 9 and 10 schools, which experienced a slight increase. The proportion of deciles 3 and 1 schools decreased the most compared to other deciles (a decrease of 15.2% and 9.4% points respectively). However, similar to previous

³ 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, refugee students receiving ESOL support) to determine the school's socio-economic indicator and thus the school's decile.

years, fewer students *entered* Reading Recovery in high decile schools (9.9% of students in decile 10 schools compared to 15.2% of students in decile 1 schools) in 2006.

Across deciles, the time students had in Reading Recovery in 2006 ranged from 39 to 45 hours per student. Compared to 2005, there was a slight decrease in the average number of hours spent for students in decile 6 schools, but an increase in the remaining schools. However, caution must be taken when interpreting the data. The number of hours spent in Reading Recovery at each school is recorded on the school report, and in 2006, the number of missing school reports was high (98 school reports were missing), therefore the number of hours spent in Reading Recovery per student could have been affected.

Table 3: Reading Recovery by decile

Decile	Schools in decile with Reading Recovery % ^{a d}	Students who <i>entered</i> Reading Recovery % ^{b d}	Time in Reading Recovery per Student (hours) ^{c d}
1	51.9	15.2	42.9
2	56.4	16.6	40.0
3	51.8	13.3	44.6
4	64.5	16.3	42.0
5	60.2	14.5	39.9
6	60.7	13.6	42.4
7	61.9	12.8	39.9
8	62.5	12.8	43.5
9	65.1	12.4	42.8
10	65.8	9.9	43.3

^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 2006 divided by the total number of schools with six-year olds in each decile. Thus it does not include the 98 schools that did not submit their school report.

^b The percentage of six-year-olds who entered Reading Recovery in 2006 (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 This column 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 (65%) of the students in Reading Recovery in 2006 were boys. In the 2006 cohort, 23 percent of all six-year-old boys and 13 percent of six-year-old girls were in Reading Recovery (see Table 4 below). The percentage of boys in Reading Recovery has dropped slightly from 25 percent in 2005, but the percentage of girls was similar to previous years.

Gender and Ethnicity of Students Enrolled in Reading Recovery

Table 4 shows the gender and primary ethnicity of students enrolled in Reading Recovery in 2006 (see footnote 'a' to Table 4). The trend of the data is similar to previous years. Asian boys and girls were less likely to be in Reading Recovery than boys and girls of other ethnic groups. Māori and Pasifika boys and girls on the whole were more likely to be in Reading Recovery than NZ European boys and girls. However, the number of students in some of the Pasifika groups is small.

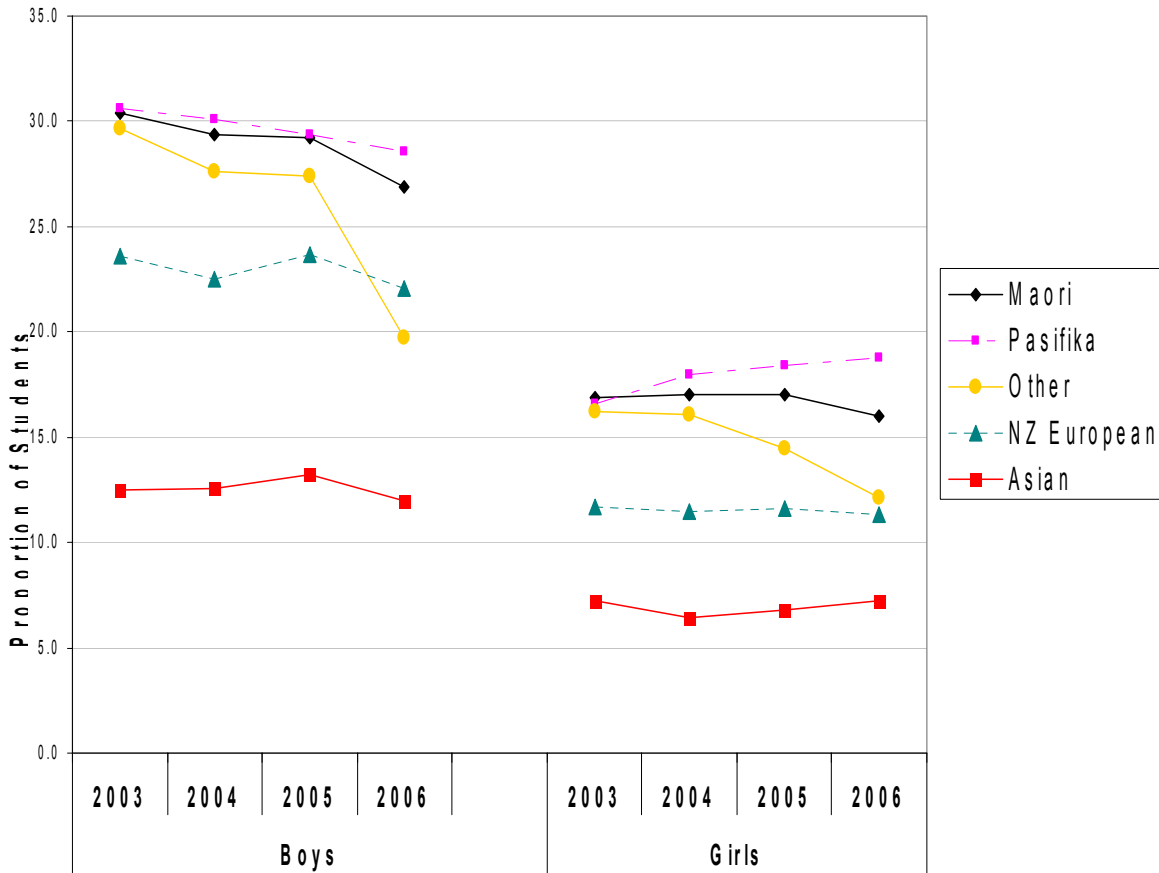
Table 4: Ethnicity and gender of students enrolled in Reading Recovery^{a,b}

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	7,224	1,941	26.9	6,812	1,087	16.0
Tokelauan	53	19	35.8	65	16	24.6
Fijian	101	20	19.8	98	15	15.3
Niuean	179	34	19.0	145	22	15.2
Tongan	676	211	31.2	632	138	21.8
Cook Island Maori	434	107	24.7	415	91	21.9
Samoan	1,390	416	29.9	1,374	239	17.4
Other Pacific Islands	102	31	30.4	113	14	12.4
South East Asian	313	47	15.0	347	28	8.1
Indian	811	101	12.5	774	62	8.0
Chinese	732	67	9.2	676	35	5.2
Other Asian	437	61	14.0	411	33	8.0
Other	529	108	20.4	524	70	13.4
Other European	940	181	19.3	843	96	11.4
NZ European	16,311	3,600	22.1	15,416	1,738	11.3
Unspecified	58	23	39.7	74	13	17.6
Total	30,290	6,967	23.0	28,719	3,697	12.9

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

^b Totals in this table do not add up to the total number of students in Reading Recovery in 2006 (N=10,757) given in footnote a of Table 2 due to missing gender information.

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 all six-year-old boys and girls in Reading Recovery respectively. The graph shows a gradual but small reduction between 2005 and 2006 in the proportion of boys of all ethnicities. Changes for girls over the years have been slight, but there has been a gradual increase of Pasifika and Asian girls since 2004.

Students' Progress in Reading Recovery

Students Entering Reading Recovery

In 2006, 10,664 individual student forms were received from state and state-integrated schools operating Reading Recovery. A further 93 students were identified as students who participated in Reading Recovery but had no individual student reports⁴ (included in the 'missing data' categories in the tables below). Hence, approximately⁵ 10,757 students took part in Reading Recovery during 2006 (a decrease of 297 students from 2005). As shown in Table 5, most of these (73%) entered Reading Recovery for the first time in 2006. The rest were carried over from the previous year or from other schools. These figures show very little change from 2005.

Table 5: How students entered Reading Recovery

Students' entry in Reading Recovery in 2006	N	%
Carried over from 2005 from same school	2,464	22.9
Transferred from another school ^a	317	2.9
Entered Reading Recovery for the first time in 2006	7,876	73.2
Missing data	100	0.9
Total	10,757	100.0

^a Some double-counting will have occurred here, as these students are also likely to be grouped with those in Reading Recovery in their previous school, either as being carried over from 2004 or as entering Reading Recovery during 2005.

Students in Reading Recovery and their Outcomes

Table 6: Students' progress in Reading Recovery

Type of outcome	Students in Reading Recovery	
	N	%
Child successfully completed	6,433	59.8
Child responding and to be carried over into 2007	2,465	22.9
Child referred for specialist help or long-term reading support	965	9.0
Child responding but not able to be continued	184	1.7
Child left the school before completion ^a	593	5.5
Missing data	117	1.1
Total	10,757	100.0

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

⁴ These students were identified by thirty-one schools where the number of students indicated to be in Reading Recovery on their school report was greater than the actual number of student reports received (a total of 93 missing students reports).

⁵ Some double-counting will have occurred where students transferred schools during the year, as these students are also likely to be grouped with those in Reading Recovery in their previous school, either as being carried over from 2005 or as entering Reading Recovery during 2006.

Table 6 shows the progress of students. These data showed a similar pattern to 2005. Of the students in Reading Recovery, 60 percent successfully completed in 2006, and 23 percent were carried over to 2007 with the expectation of successfully completing Reading Recovery.

Over the years these data have been collected, some minor discrepancies have been noted. For example, 2,464 students were **actually** carried over from the year 2005; the year 2005 returns specified that 2,663 children were **expected** to be carried over into 2006 – a discrepancy of 199 children. Similarly, while 593 transferred to another school prior to completing Reading Recovery, only 317 students were recorded as transferred into Reading Recovery from another school, a discrepancy of 276 students.

There may be a number of reasons why there is a discrepancy of students who were expected to be carried over into 2006 and those who were actually carried over from the year 2005. For example, some of these students may have changed their school. The transferring students 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, similarly for students transferring during the year.

Students in Reading Recovery, 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 girls were more likely than boys to have successfully completed Reading Recovery in 2006, and girls were less likely to be 'referred on' for specialist or long-term reading support. Boys and girls were equally likely to be responding but not able to be continued. Note that there is little difference by gender in the total success rate⁶ at 83 percent (boys) and 86 percent (girls).

Table 7: Students' outcome by gender^a

Type of Outcome	Boys %	Girls %
Child successfully completed	58.7	63.8
Child responding and to be carried over into 2007	23.8	22.0
Child referred for specialist help or long-term reading support	10.4	6.6
Child responding but not able to be continued	1.7	1.7
Child left the school before completion ^b	5.4	5.9

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

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

⁶ Total success rate comprises the percentage of children who successfully completed Reading Recovery in 2006 plus the children who are responding and carried over to 2007 with every expectation of a successful outcome.

Ethnicity

Table 8 shows the students' outcome according to their ethnicity. The fourteen ethnic groups identified in the returns have been grouped into Māori, Pasifika, Asian, NZ European and 'Other'. Māori (8%) were more likely than other children to leave school before completing Reading Recovery. Asian and NZ European (65% and 64% respectively) students were more likely to have successfully completed Reading Recovery than Māori (56%) and Pasifika (56%) students. Asian students were less likely than other students to be 'referred on' for specialist help or long-term reading support, while NZ Europeans were less likely than other children to have left the school before completion of their sessions. Total success rate (see definition in footnote above), including those responding and continuing in 2007, ranged from 82 percent (Pasifika) to 89 percent (Asian).

Table 8: Students' outcome by ethnicity^a

Type of Outcome	Māori %	Pasifika %	Asian %	NZ European %	Other %
Child successfully completed	55.9	56.3	65.4	63.5	62.8
Child responding and to be carried over into 2007	23.6	25.6	24.0	22.4	21.8
Child referred for specialist help or long-term reading support	10.2	10.7	4.4	8.5	7.5
Child responding but not able to be continued	2.2	1.9	0.9	1.5	2.0
Child left the school before completion ^b	8.1	5.5	5.3	4.1	5.9

^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

Table 9: Students leaving Reading Recovery and their outcomes^a

Type of Outcome	Carried over from 2005		Transferred from another school		Entered in 2006	
	N	%	N	%	N	%
Child successfully completed Reading Recovery ^b	1,878	76.4	201	73.9	4,354	80.0
Child "referred on" for specialist help or long-term reading support	362	14.7	50	18.4	553	10.2
Child responding but not able to be continued	25	1.0	1	0.4	158	2.9
Child left the school before completion ^c	193	7.9	20	7.4	380	7.0
Total	2,458	100.0	272	100.0	5,445	100.0

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

^b In 2005, students who were responding but to be carried over to 2007 were included in this category. However, in this report, these students were excluded from the analysis.

^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 2006 according to how they entered Reading Recovery. The data follow a similar overall pattern as previous years. Similar to 2005, a high proportion (80% in 2006 and 87% in 2005) of students, who had entered in 2006 successfully completed Reading Recovery in the same year. Students carried over from 2005 and those transferred from another school were more likely than other students entered in 2006 to be 'referred on' for specialist help.

Students Leaving Reading Recovery by Decile

Table 10 shows the outcomes of those students who exited in 2006 according to the decile rating of their school.

Table 10: Students leaving Reading Recovery by decile^a

Decile	Successfully completed		'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	697	71.0	152	15.5	26	2.6	107	10.9	982
2	650	73.3	114	12.9	36	4.1	87	9.8	887
3	525	72.7	111	15.4	24	3.3	62	8.6	722
4	629	76.0	120	14.5	10	1.2	69	8.3	828
5	672	81.1	88	10.6	18	2.2	51	6.2	829
6	545	79.3	89	13.0	13	1.9	40	5.8	687
7	669	83.0	68	8.4	12	1.5	57	7.1	806
8	552	84.0	66	10.0	10	1.5	29	4.4	657
9	709	83.2	70	8.2	22	2.6	51	6.0	852
10	783	84.9	86	9.3	13	1.4	40	4.3	922

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

The percentage of students successfully completing Reading Recovery in 2006 increased by decile, from 71 percent in decile 1 schools to 85 percent in decile 10 schools. Note that this analysis did not include children who will be carried over to 2007. As would be expected, the increasing percentage of students successfully completed Reading Recovery by decile is matched by a relative decline in the percentage of students having other outcomes. A child in decile 1 school is more likely to be 'referred on' to a specialist programme than a child in a decile 10 school (16% and 9% respectively) and more than twice 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 individually designed lessons in 2006 as a proportion of those who exited Reading Recovery in 2006 (i.e., excluding those children who were carried over to 2007).

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

Local Body (Region) ^a	Six year olds who successfully completed Reading Recovery in 2006		Total number of students who left Reading Recovery in 2006
	N	% of total ^b	N
Northland Region	240	70.0	343
Auckland Region	1,672	78.5	2,130
Waikato Region	747	79.7	937
Bay of Plenty Region	373	81.4	458
Gisborne Region	98	82.4	119
Hawkes Bay Region	344	83.9	410
Taranaki Region	190	78.2	243
Manawatu-Wanganui Region	365	76.2	479
Wellington Region	840	82.4	1,020
Tasman Region	95	79.2	120
Nelson Region	63	76.8	82
Marlborough Region	59	69.4	85
West Coast Region	76	74.5	102
Canterbury Region	752	77.9	965
Otago Region	343	77.1	445
Southland Region	176	74.3	237
Overall	6,433	78.7	8,175

^a Region refers to Local Body (Region).

^b These were calculated by dividing the number of students in the region who successfully completed Reading Recovery in 2006 by the total number of students in the region who exited in 2006 (i.e. excluding those children who were carried over to 2007).

The proportion of students who successfully completed Reading Recovery in 2006 varied from 84 percent in the Hawkes Bay region to 69 percent in the Marlborough region. Compared to 2005, the Tasman, Nelson and Hawkes Bay regions experienced the largest increases in the proportion of students who had successfully completed Reading Recovery (an increase of 5.4 percentage points for Tasman, and 3.2 percentage points for both Hawkes Bay and Nelson regions). The Marlborough, Wellington and Otago regions experienced the largest decrease in the same period (a decrease of 8.2 percentage points for Marlborough, and 3.4 percentage points for both Wellington and Otago regions).

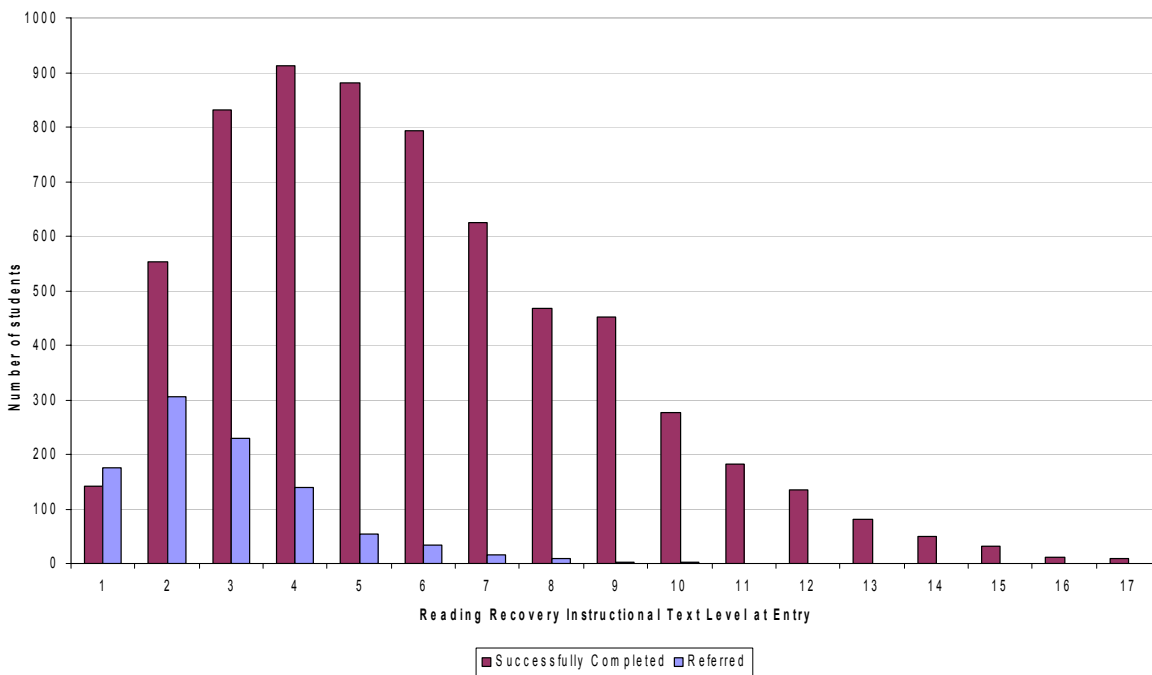
Students' Levels of Progress and Outcomes

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 whose series of lessons were discontinued or who were '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) showed a similar result (see Appendix Figures 1 and 2). The average reading text levels for students who eventually required referral were typically half the scores of students who successfully completed Reading Recovery.

Students who were eventually ‘referred on’, spent on average 89 sessions in Reading Recovery, 12 sessions more than their classmates whose lessons had been discontinued because they no longer needed such support. These ‘referred on’ students made only 62 percent of the gain⁷ of the average student whose series of lessons had been discontinued. However, as noted above, the initial low reading score, while suggestive of a potential referral requirement, is not predictive. The large majority of children with low initial scores completed their series of lessons successfully as shown in Figure 2. Those students who were less likely to successfully complete Reading Recovery were those with lowest entry scores, at levels 1, 2 and 3.

Figure 2: Reading Recovery instructional text level at initial entry



In total, 184 students were responding but not able to continue in Reading Recovery. Various reasons were given for their non-continuation, including resource issues (for example, loss of the Reading Recovery teacher and the school no longer offering Reading Recovery). Other reasons included student’s behavioural issues, absences from school, and the child leaving the country. A very small number of students left the programme due to illness.

⁷ 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 13.2 for students with a successful outcome (i.e. those who made successful progress and were discontinued) and 8.2 for those who were ‘referred on’ for further specialist support.

The Mean Number of Reading Recovery Sessions and Calendar Weeks for Successful and Referred Students

Table 12 shows by decile, the mean number of half-hour sessions and the mean number of calendar weeks for those students who successfully completed Reading Recovery and those who were 'referred on' for specialist or long-term reading support. On average, students who were 'referred on' received a higher number of sessions and spent more time (in terms of the number of calendar weeks) in Reading Recovery than successfully completed students.

For students who have successfully completed Reading Recovery, students in lower decile schools (deciles 1-3) have spent slightly more weeks than higher decile schools (deciles 8 – 10), and lower decile schools received slightly more sessions than higher decile schools.

For students who were referred on for specialist help or long-term reading support, the pattern was reversed. Students in high decile schools received on average more sessions than students in lower decile schools, but no clear trends was revealed on the number of calendar weeks students spent in Reading Recovery.

Table 12: Mean sessions and calendar weeks by decile

Decile	Child successfully completed Reading Recovery			Child referred for specialist help or long-term reading support		
	N	Mean Number of 30 Minute Sessions	Mean Number of Calendar Weeks	N	Mean Number of 30 Minute Sessions	Mean Number of Calendar Weeks
1	697	78.3	20.5	152	83.9	22.6
2	650	77.3	19.5	114	81.0	21.2
3	525	82.0	20.8	111	88.6	22.6
4	629	77.9	19.5	120	90.1	23.2
5	672	76.3	19.1	88	90.9	22.9
6	545	75.8	18.7	89	89.5	23.0
7	669	74.8	18.2	68	97.6	24.5
8	552	72.7	18.2	66	87.8	22.0
9	709	77.4	19.1	70	91.7	22.5
10	783	75.2	18.2	86	94.0	23.2
Overall	6,433^a	76.7	19.1	965^a	88.7	22.7

^a The total 'N' does not add up, because there were three students with missing decile information (two students successfully completed Reading Recovery, and one student was referred for specialist help).

Number of Sessions and Time Spent in Reading Recovery 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 2006, based on gender and ethnicity. Students who completed Reading Recovery successfully had an average of 77 sessions (an average of 78 and 74 sessions was received by boys and girls respectively). The mean number of sessions ranged from 64 sessions (Other Asian boys) to 90 sessions (Niuean boys), but in these cases the absolute numbers of children were small.

Overall, there were little differences in the mean number of calendar weeks of sessions spent with boys and girls. Māori and Pasifika boys (except Tokelauan and Fijian boys) experienced relatively more calendar

weeks on average than Asian and NZ European boys. Māori and Pasifika girls (except Tokelauan and Fijian girls) experienced a slightly higher number of calendar weeks on average than NZ European girls.

Table 13: Number of sessions and time spent in Reading Recovery by gender and ethnicity^a

Ethnicity	Mean number of sessions ^b		Mean number of calendar weeks ^c	
	Boys	Girls	Boys	Girls
Māori	79.9	73.8	20.4	19.1
Tokelauan	67.1	72.3	16.7	17.8
Fijian	77.3	76.0	17.6	17.5
Niuean	90.3	75.3	22.3	18.8
Tongan	81.0	76.8	20.7	20.1
Cook Island Maori	78.0	79.0	20.4	20.4
Samoan	82.4	71.7	21.5	18.6
Other Pacific Islands	77.7	74.8	19.2	17.5
South East Asian	69.8	71.6	17.1	20.5
Indian	71.0	77.2	17.5	19.2
Chinese	75.3	66.2	18.6	16.7
Other Asian	63.8	73.6	15.1	18.4
Other	78.4	78.1	19.4	19.6
Other European	77.1	71.9	18.6	17.4
NZ European	77.9	73.8	19.0	18.3
Unspecified	61.9	66.6	15.5	16.0
Total	78.4	73.9	19.5	18.6

^a The data for this table refers to those students who successfully completed Reading Recovery in 2006.

^b Mean number of sessions was calculated by dividing the total number of sessions by the number of children, who successfully completed Reading Recovery in 2006, for each gender and ethnicity.

^c 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 2006, for each gender and ethnicity.

Students' Learning Gains

Students' Gains in Reading and Writing by Gender and Ethnicity

In terms of gender, there was 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 gained an average of 13 (also 13 in 2005), with boys (13.3) gaining a similar amount to girls (13.0). On the Burt Word Reading Test, the overall average gain of students was 17 (also 17 in 2005), with boys gaining 17 and girls gaining 16. The average gain in the Clay assessment for all those who successfully completed Reading Recovery was 35 (also 35 in 2005), similar for boys and girls.

Table 14: Ethnicity and gender of students with successful outcomes and their gains in reading and writing^{a, b}

Ethnic Groups	Gain in Reading Recovery Instructional Text Level		Gain in Burt Word Reading Test (NZ Version)		Gain in Writing Vocabulary Task (Clay)	
	Boys	Girls	Boys	Girls	Boys	Girls
Māori	13.4	13.3	18.5	17.4	36.8	36.9
Pasifika	14.0	13.7	19.5	18.4	38.7	39.2
Asian	13.6	13.5	16.2	16.2	35.7	35.7
Other	14.1	13.7	18.4	17.2	34.8	35.8
NZ European	12.9	12.5	16.6	15.3	33.8	33.7
Total	13.3	13.0	17.4	16.4	35.2	35.5

^a The data for this table refers to those students who successfully completed Reading Recovery in 2006. Excluding students with missing ethnicity information.

^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 ethnic group.

Table 14 above shows the gain in reading and writing from participating in Reading Recovery by gender and ethnicity (grouped into five ethnic groups). Pasifika and 'other' boys had the highest gain in the Reading Recovery Instructional Text Level, and Pasifika boys also had the highest gains in Word Reading Test, and Pasifika girls had the highest gains in the Writing Vocabulary Task (Clay). However, caution must be taken when interpreting these results. Although Pasifika students had the highest gains, we can not attribute that Reading Recovery is particularly 'effective' for this group of students, because these students also had a relatively lower 'entry' score to begin with, hence the larger 'gain', and have not taken other factors into account (such as time spent in Reading Recovery and how the programme was delivered). Nevertheless, the results do show that students in all ethnic groups do make considerable gains.

Students' Gains in Reading Recovery by Decile

Table 15: Mean scores of successfully discontinued students by decile

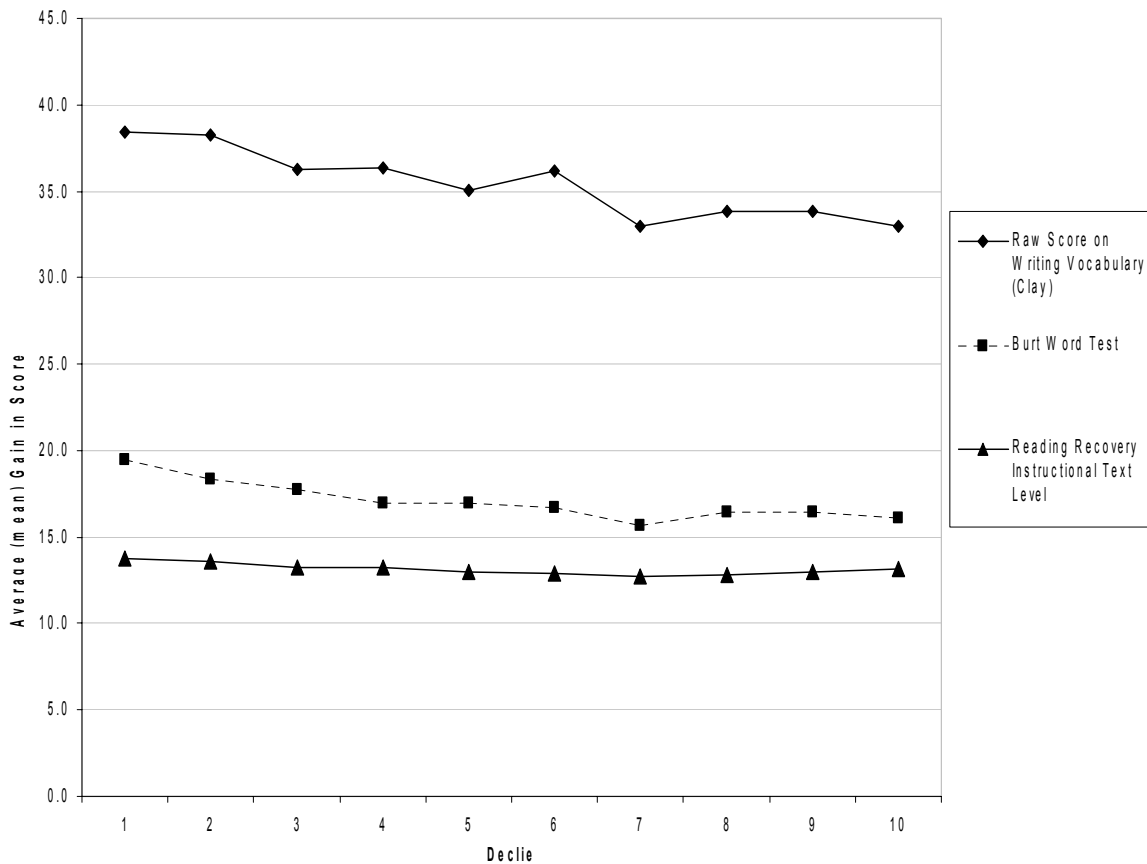
Decile	Reading Recovery Instructional Text Level		Raw Score on Burt Word Reading test		Raw Score on Writing Vocabulary (Clay)	
	In	Out	In	Out	In	Out
1	3.8	17.6	8.1	27.5	16.4	54.8
2	4.3	17.9	9.5	27.8	17.3	55.5
3	4.3	17.5	9.5	27.2	18.2	54.5
4	4.5	17.8	10.4	27.4	19.7	56.0
5	4.9	17.8	10.6	27.5	20.2	55.3
6	5.3	18.2	11.5	28.2	21.8	58.0
7	5.5	18.3	12.0	27.6	21.9	54.9
8	5.4	18.2	11.5	27.9	21.6	55.4
9	5.2	18.2	11.4	27.8	21.1	54.9
10	5.4	18.6	12.2	28.3	21.8	54.7

Table 15 shows the mean assessment scores of those students who successfully completed Reading Recovery according to the decile rating of their schools at their points of entry and exit. There is a 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 was similar, which is expected, since students who had not reached the average band would not have 'discontinued' from Reading Recovery.

Table 16: Mean scores of referred on students by decile

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	1.5	9.0	2.7	12.1	5.5	24.6
2	1.6	9.6	3.4	14.0	6.5	26.5
3	1.8	9.7	3.7	13.8	8.4	28.0
4	2.0	10.9	4.2	16.0	9.8	32.0
5	1.9	10.6	4.3	15.8	9.1	32.5
6	1.9	11.1	4.2	16.3	10.2	34.0
7	1.8	9.4	4.0	14.5	8.3	28.4
8	2.1	11.4	4.9	16.1	10.2	32.2
9	2.2	11.3	5.3	16.2	10.0	33.9
10	1.8	11.8	5.0	17.7	9.6	32.6

Table 16 shows the mean scores of those students who were referred on for specialist support according to the decile of their schools. Contrary to the previous table, referred on students in higher decile schools had not only higher reading and writing levels at entry, but also at exit. This could be related to the higher number of 30 minute sessions that referred on students received at higher decile schools compared to low decile schools (as shown in Table 12).

Figure 3: Students' learning gains in reading and writing in 2006

While higher deciles had slightly higher reading and writing scores at entry, 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). 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 suggest that, in general, the gains in reading and writing took more time to achieve in lower decile schools. This finding was expected since students in lower decile schools had lower reading and writing scores at entry than students in higher decile schools, and scores at exit were similar.

Summary

Reading Recovery data in 2006 followed a number of the trends established since the mid 1990s. In 2006, the number and percentage of six-year-old students in Reading Recovery decreased slightly (10,757 students, 19% enrolled in 2006; 11,054 students, 20% in 2005). The proportion of schools implementing Reading Recovery has declined from 67 percent in 2005 to 65 percent in 2006. The proportion of the six-year-old population⁸ in those schools with Reading Recovery has also decreased slightly (from 78% to 76%).

Reading Recovery was more widely available in high decile schools, but where offered, lower decile schools provide Reading Recovery for relatively more students than higher decile schools. While higher decile schools had slightly higher entry scores across both reading and writing tasks, at exit these differences were not evident. Furthermore, the gains 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 little difference in the Reading Recovery Instructional Text Level.

There were proportionally more boys, Pasifika, and Māori students, and proportionately fewer girls, Asians and NZ Europeans in Reading Recovery. Students in low decile schools were less likely to have successful outcomes than those in higher decile schools, and were more likely to be 'referred on' to other services for continued help or to leave the school before completing. However, many students in lower decile schools achieved the levels required for no longer needing the extra support of Reading Recovery lessons to achieve successfully in their classes.

Data presented in this report also indicated that the overall pattern of students' progress in Reading Recovery remained fairly consistent with that of previous years, with 60 percent of students completing Reading Recovery successfully during 2006 and a further 23 percent considered to be responding well and carried over into 2007 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, The University of Auckland, Private Bag 92601, Symonds Street, Auckland or visit the Reading Recovery website www.readingrecovery.ac.nz

⁸ Data supplied by the Ministry of Education's Data Management and Analysis Division indicate that there was an increase of 1,911 six-year-old students from 2005 to 2006.

Appendices

Appendix 1: Schools with Reading Recovery in 2005, by region

Local Body (Region) ^{a,c}	Schools with Reading Recovery		Total schools with six-year-olds		Access to Reading Recovery	
	N	6 year olds on roll ^b	N	6 year olds on roll	Schools %	Six year olds %
Northland Region	71	1,739	121	2,295	58.7	75.8
Auckland Region	225	12,509	350	18,498	64.3	67.6
Waikato Region	169	4,484	254	5,649	66.5	79.4
Bay of Plenty Region	73	2,932	123	3,960	59.3	74.0
Gisborne Region	18	498	47	784	38.3	63.5
Hawkes Bay Region	66	1,893	102	2,252	64.7	84.1
Taranaki Region	54	1,335	82	1,524	65.9	87.6
Manawatu-Wanganui Region	100	2,355	176	3,025	56.8	77.9
Wellington Region	156	5,365	184	5,981	84.8	89.7
Tasman Region	21	514	28	560	75.0	91.8
Nelson Region	12	487	13	498	92.3	97.8
Marlborough Region	20	468	28	500	71.4	93.6
West Coast Region	20	318	33	362	60.6	87.8
Canterbury Region	191	5,909	239	6,412	79.9	92.2
Otago Region	84	1,680	124	2,200	67.7	76.4
Southland Region	42	867	75	1,257	56.0	69.0
Total	1,322	43,353	1,979	55,775	66.8	77.8

^a Prior to 2002, Reading Recovery schools were presented by education district. In this report, as in the 2002 report, schools have been classified by 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 earlier reports and the current report, as well as in future reporting.

^b Source: Data Management Unit, Ministry of Education, E4/2: Annual Return of Primary Pupils as at 1 July 2005. (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 Where school reports are missing, data are obtained from a match between the institution numbers provided in the individual students reports and data from Data Management Unit, Ministry of Education

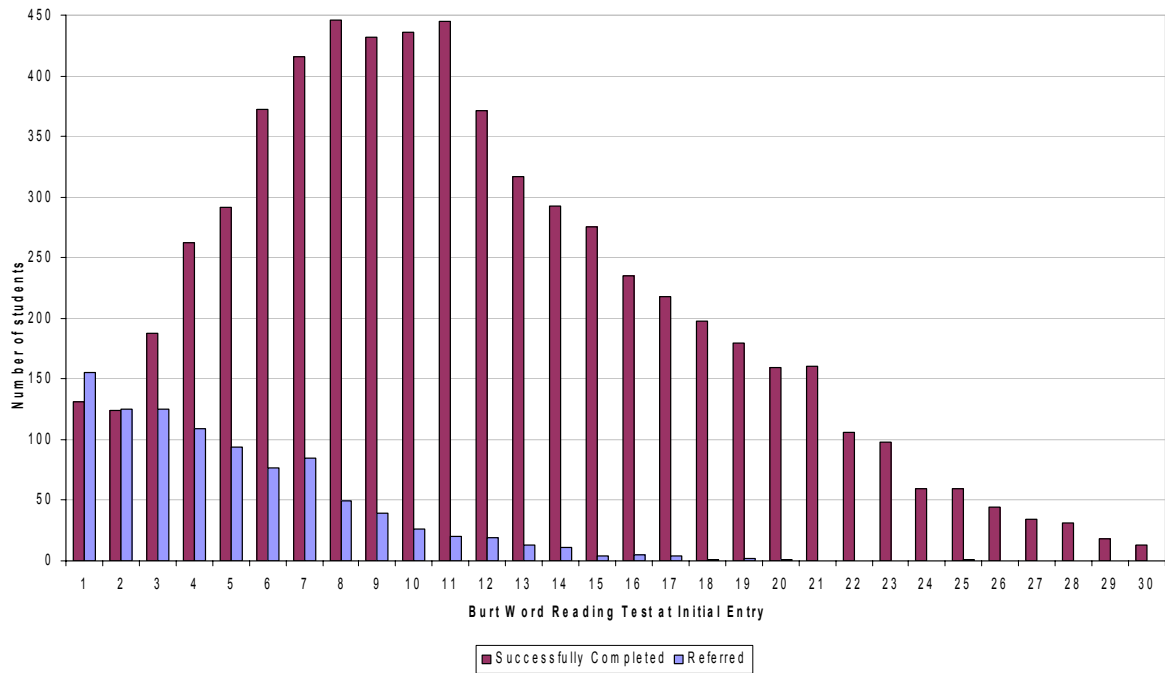
Appendix 2: Six-year-old students who entered Reading Recovery in 2005, by region

Local Body (Region) ^a	Six year olds who <i>entered</i> Reading Recovery in 2005 ^b		Total six-year-old school population
	N	% of total	N
Northland Region	359	15.6	2,295
Auckland Region	2,047	11.1	18,498
Waikato Region	864	15.3	5,649
Bay of Plenty Region	488	12.3	3,960
Gisborne Region	121	15.4	784
Hawkes Bay Region	441	19.6	2,252
Taranaki Region	275	18.0	1,524
Manawatu-Wanganui Region	507	16.8	3,025
Wellington Region	1,066	17.8	5,981
Tasman Region	103	18.4	560
Nelson Region	93	18.7	498
Marlborough Region	91	18.2	500
West Coast Region	92	25.4	362
Canterbury Region	940	14.7	6,412
Otago Region	434	19.7	2,200
Southland Region	236	18.5	1,257
Total	8,157	14.6	55,757

^a This table is the same format used for presenting the 1994 to 2004 Reading Recovery data but differs from the equivalent table included in reports prior to 1994, in that it only gives the numbers of students who entered Reading Recovery in the relevant year (in this case, 2005), 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 2004, the number of students who transferred from other schools, and the number of students with this information missing were also included, the total number of students involved in Reading Recovery in 2005 would be 11,054 students (20 percent of the total six-year-old state school population in New Zealand in 2005).

^b 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 2005.

Appendix Figure 1: Burt Word Reading Test at Initial Entry in 2006



Appendix Figure 2 Clay Writing Vocabulary Task at Initial Entry in 2006

