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Te Tāhuhu o te Mātauranga Aotearoa

Resource Teachers: Literacy

Annual Report 2009

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Executive Summary

Resource Teachers of Literacy (RT:Lit) are specialist teachers who support and assist staff and students in Years 1 to 8 who are experiencing difficulties with literacy learning. This report presents data on the students who received support from RT:Lit during 2009.

The purpose of the Resource Teachers of Literacy 2009 Annual Report is to identify the nature of the support that RT:Lit provided to students during the year and to report on student outcomes and progress while receiving RT:Lit support.

RT:Lit were asked to complete a roll overview form and an individual form for each student on their roll for the 2009 Annual Report. The overview form provides a summary of the 2009 RT:Lit roll and the individual forms provide intervention details for each student. On their overview reports, RT:Lit reported 3,857 students were on the RT:Lit roll in 2009. Individual forms were received for 3,708 students on the RT:Lit roll who received support in 2009.

This report represents the first full year of reporting using a new reporting form introduced in Term 4 of 2008. The introduction of this form means that not all the results for 2009 are directly comparable with those presented in previous years.

Key findings for 2009

- A total of 3,857 students were on the RT:Lit roll for 2009. Of these, 656 came from incomplete interventions in 2008, 830 from the 2008 waiting list and 2,371 from formal referrals in 2009. Over 1,000 students who were referred in 2009 were still on a waiting list at the end of 2009.
- RT:Lit provided individual forms for 3,708 students experiencing difficulties with literacy achievement in 2009.
- Over half (58%) of the RT:Lit students received direct instruction (individual or small group tutoring by the RT:Lit) while the other 42% received in-direct support (where RT:Lit provide modelling advice and guidance to classroom teachers).
- Over one-third of students (35%) received direct instruction only; either individually (19%), in small groups (14%) or both individually and in small-groups (2%). Just under a quarter of students (23%) received both direct and indirect instruction.
- Consistent with previous years, more boys (67%) than girls (32%) received RT:Lit support in 2009. Also consistent with previous years, half (51%) of all students were New Zealand European, just over one-third (35%) were Māori, nine percent were Pasifika and less than two percent were Asian.
- RT:Lit predominantly assisted students with reading literacy (93%). Over 80% of students (85%) received reading processing support and 58% reading comprehension support. Forty percent of students (39%) received written literacy assistance and less than seven percent of students received support for oral language.
- Nearly one-third (29%) of RT:Lit students had previously received Reading Recovery assistance and one-third (30%) of these had been successfully discontinued from Reading Recovery.

- The majority of students (74%) began their RT:Lit support when they were aged between 7 and 10 years. When they finished receiving support, over 40% of students (44%) were aged between 8 and 9 years and one-third (34%) were aged 10 years or over.
- Students spent an average of five months and 29 days receiving RT:Lit support¹. Students received direct support for an average of 16 weeks and indirect support for an average of 14 weeks.
- Half of all students (51%) supported by RT:Lit in 2009 were discharged by the end of the year. One-third (34%) of students were due to continue receiving support in 2010. Less than 15% of students received incomplete programmes because they were referred to alternative support or services or they had moved out of the area.
- When their support ended or at the end of the year, one-quarter of students (24%) were considered to be 'at age', that is, their text readability level age band matched their chronological age and support was no longer required. Over half of students (55%) were still considered to be 'at risk', that is the lower end of the students reading age is more than a year below their chronological age.
- When their support ended or at the end of the year, around a quarter of both Māori (23%) and New Zealand European (26%) students were considered to be 'at age', that is, their text readability level age band matched their chronological age and support was no longer required. Pasifika students were less likely (15%) to be judged 'at age' at the end of their support or at the end of the year.
- Students who were discharged from the RT:Lit service were more likely to be considered 'at age' than the overall RT:Lit student population in 2009, 40% compared to 24%.
- Around 40% of Māori (41%) and New Zealand European (41%) students were 'at age' when they were discharged. Pasifika students were less likely to be 'at age' when they were discharged (25%), although the numbers of Pasifika students in this category are low (39) so these results should be interpreted with caution.
- The majority of students (91%) 'at age', that is, their text readability level matched their chronological age, were discharged from the RT:Lit service in 2009.
- Assessment data from when students entered and exited RT:Lit support showed changes in instructional text readability levels over time receiving support. Over three-quarters (77%) of students assessed at text readability Level 22 or below at entry and exit were reading below 6 years chronological age expectation on entry and two-thirds (68%) were reading between the chronological age expectation of 6 and 9 years on exit.
- Nearly 60% (57%) of students assessed above text readability Level 22 on entry and exit were reading below 9 years chronological age expectation on entry. On exit, 70% of students assessed above text readability Level 22 had text readability levels of between nine and 14 years.
- Nearly two-thirds (61%) of all 2009 RT:Lit students had made improvements in their text readability level of one year or more during their time in RT:Lit support. Three-quarters (75%) of the students who were discharged at the end of 2009 had made improvements in their text readability level of one year or more.

¹ Please note this figure does not account for any school holidays within that time.

Section 1: Introduction

Background

Resource Teachers of Literacy (RT:Lit) are specialist teachers who support and assist staff in schools to meet the needs of years 1 to 8 students experiencing difficulties with literacy learning. RT:Lit provide reading literacy, written literacy and oral language support. RT:Lit provide this support in two ways, they provide advice, modelling and guidance for classroom teachers and individual or small-group tutoring to students who require intensive support.

There are 109 RT:Lit positions throughout the country. RT:Lit are based at a host school and work across a number of schools within a cluster. RT:Lit may also work in a cluster with other RT:Lit. RT:Lit have provided data to the Ministry of Education on an annual basis² since 2001.

The purpose of the Resource Teachers of Literacy 2009 Annual Report was to identify the nature of the support that RT:Lit provided to students during that year and to report on student outcomes and progress while receiving RT:Lit support.

The Annual Report does not cover all aspects of RT:Lit work. It focuses on the outcome of the students who received the intervention.

Methodology

RT:Lit submitted their completed annual returns to the Research Division, Ministry of Education at the end of 2009. They completed two types of form

- **Overview—Part 1 Cluster Overview Form**, this contains information about the number of students on the RT:Lit roll during 2009.
- **Individual Form—Part 2 Form**, this contains demographic, intervention details and outcome information. One form was completed for each student on the RT:Lit roll in 2009.

Response Rates

Nearly all RT:Lit submitted data for the 2009 Annual Report, a response rate of 99.1% (108 out of 109 RT:Lit).

Outline of the report

The report comprises the following sections:

- **Resource Teachers of Literacy support in 2009**—outlining the support provided by RT:Lit, demographic and background information for students who received RT:Lit support.

² This information has been provided and reported upon annually since 2001, with reports on their precursors, Resource Teachers of Reading, being available prior to 2001.

- **Student Outcomes**—showing progress and outcomes of students who received RT:Lit support.
- **Regional Information**—provides a regional breakdown on the intervention information, grouped by Ministry of Education local offices.

The 2009 Individual Part 2 form included information designed to assess students' literacy level following the intervention. Due to the additional information it is not always possible to provide trend data. Where possible, comparisons with data from previous years have been made.

Section 2: Resource Teachers of Literacy support in 2009

RT:Lit support students in years 1 to 8 by providing advice, modelling and guidance for their teachers or by providing tutoring to students (on an individual basis or in small-group settings). The following section presents information about the students who received RT:Lit support in 2009.

Students receiving RT:Lit support in 2009

In 2009, 476,747 students were enrolled in years 1 to 8 in New Zealand schools. There were 159,290 students in years 1 to 8 in state and state-integrated schools where RT:Lit were working in 2009. Therefore one third (33%) of all students in years 1 to 8 potentially had access to RT:Lit support.

One hundred and eight RT:Lit worked with 3,708 students experiencing difficulties with literacy learning in years 1 to 8 in 2009. This represents two percent of the total number of students in schools covered by RT:Lit. RT:Lit worked with fewer students in 2009 than in 2008 and 2007 but similar to the number of students RT:Lit worked with in 2006.

Student ethnicity

Table 1 shows the ethnicity of students who received RT:Lit support in 2009 across five ethnic groups: Māori, Pasifika, Asian, New Zealand European/Pākehā and Other Ethnicities³. Half of all students (51%) who received RT:Lit support in 2009 were New Zealand European/Pākehā, over one-third (35%) were Māori, nine percent were Pasifika and less than three percent were Asian or from another ethnic background. The proportion of students from each ethnic group receiving RT:Lit support has not changed over the last few years.

Table 1: Ethnicity profile of years 1-8 students in 2009

2009 years 1 to 8 students	Māori	Pasifika	Asian	NZ Euro/ Pākehā	Other	Total
All years 1 to 8 students	111,291 23.3%	47,792 10.0%	41,526 8.7%	262,728 55.1%	11,507 2.4%	476,747 ¹ 100%
Years 1 to 8 students in schools where RT:Lit worked in 2009	40,253 25.3%	16,762 10.5%	12,295 7.7%	86,279 54.2%	3,701 2.3%	159,290 100%
Years 1 to 8 students who received RT:Lit support in 2009	1,314 35.4%	320 8.6%	53 1.4%	1,878 50.6%	46 1.2%	3,708 ² 100

¹ Total includes 1,903 students of unknown ethnicity.

² Total includes 97 students without ethnicity information.

Compared to the total student population in years 1 to 8 in schools where RT:Lit worked in 2009, a relatively higher proportion of Māori students were receiving support from RT:Lit in 2009, while Pasifika and Asian students were under-represented (Table 1).

³ Using Statistics New Zealand 1996 hierarchy, students were assigned to one ethnic group by prioritising ethnicity in the following order: Māori, Pasifika, Asian and NZ European.

Student ethnicity and gender

Table 2 shows the ethnicity and gender of students who received RT:Lit support. Two-thirds (67%) of students were male and one-third were female (32%). The proportion of males and females receiving RT:Lit support in each ethnicity was consistent across all five ethnic groupings. The proportions of males and females receiving RT:Lit support in 2009 was similar to previous years.

Table 2: Ethnicity profile of RT:Lit students in 2009

Ethnicity	Male (N=2,411)	Female (n=1,170)
Māori	68.1%	31.9%
Pasifika	68.1%	31.9%
Asian	64.2%	35.8%
New Zealand European/Pākehā	67.3%	32.7%
Other Ethnicities	65.2%	34.8%
Total	66.6%	32.1%

Overview Form

The Overview Forms (Part 1—Cluster Overview) gather summary information about potential 2009 RT:Lit students. These include students who were on the RT:Lit roll at the end of 2008 who had incomplete programmes, students on a priority waiting list at the end of 2008 and students who were formally referred to the Cluster Management Committee⁴ during 2009.

According to the Overview Forms, 3,857 students were on the RT:Lit roll for 2009. Table 3 shows a breakdown of the students on the RT:Lit roll according to the type of referral. Please note that the number of students recorded on the Overview Forms is slightly higher than the number of individual student forms returned (3,708).

The majority (84%) of students who received an incomplete intervention in 2008 were placed on the RT:Lit roll in 2009. Most (82%) of the students who were on the 2008 priority waiting list were placed on the 2009 RT:Lit roll. Over half (57%) of students who were formally referred in 2009 were enrolled with RT:Lit.

Overall, a total of 2,113 students were not enrolled in 2009. Nearly half (48%) of the students who were referred and not enrolled in 2009 were still on the waiting list. Just over 10% of students (11%) were not enrolled as RT:Lit assessment showed the students did not require intervention and a further nine percent were not enrolled because they had left the area. The remaining students (32%) were not enrolled for other reasons.

⁴ Each school cluster has a Cluster Management Committee which manages the RT:Lit resource and ensure the provision of an equitable service to the cluster schools.

Table 3: RT:Lit Roll 2009

RT:Lit Roll 2009	Total N	N	%
Incomplete intervention in 2008—ongoing tutoring or support (carried over)	780		
Total not enrolled		124	100%
<i>Not on 2009 roll—left area</i>		36	29.0%
<i>Not on 2009 roll—other reason</i>		88	71.0%
Total on 2009 roll following incomplete interventions in 2008	656		
2008 Priority waiting list	1011		
Total not enrolled		181	100%
<i>Not on 2009 roll—left area</i>		60	33.1%
<i>Not on 2009 roll—other reason</i>		121	66.9%
Total on 2009 roll from 2008 priority waiting list	830		
2009 Formal referrals	4179		
Total not enrolled		1,808	100%
<i>Not enrolled—student still on the waiting list</i>		1005	55.6%
<i>Not enrolled—RT:Lit assessment showed student did not require intervention</i>		240	13.3%
<i>Not enrolled—student left the area</i>		102	5.6%
<i>Not enrolled—student withdrawn for other reason</i>		461	25.5%
Total on 2009 roll from 2009 formal referrals	2,371		
Total number of students on RT:Lit roll in 2009	3,857		

Based on Overview Forms. Formally referred (minus not enrolled), plus waiting list (minus not enrolled), plus carried over (minus not enrolled) = total number on 2009 roll.

Students referred to Cluster Management Committees in 2009 but not enrolled

Reasons why students who had been formally referred to the Cluster Management Committees were not enrolled in 2009 were recorded on the Overview Form and are presented in Table 3 above. They are also presented in Table 4 below by ethnicity.

A total of 4,179 students were formally referred by schools to Cluster Management Committees in 2009, and of these 1,808 students were not enrolled. Over half the students (56%) who had been referred but not enrolled were still on the RT:Lit waiting list, one-quarter (26%) had been withdrawn and 13% were assessed by RT:Lit as not requiring intervention.

RT:Lit recorded the ethnicity of the students who were not enrolled in 2009. One-third of non-enrolled students were Māori (33%), 44% were New Zealand European/Pākehā and 11% were Pasifika.

Table 4 shows about 1,000 students were still on the waiting list. Just under half of these were New Zealand European/Pākehā (46%), about one-third were Māori (35%) and nine percent were Pasifika. New Zealand European/Pākehā students (58%) were more likely than Māori (22%), Pasifika (10%) or Asian (4%) students to be assessed by RT:Lit as requiring intervention.

Table 4: Students not enrolled on RT:Lit Roll 2009 by ethnicity

Reasons students not enrolled by ethnicity	Māori	Pasifika	Asian	NZ Euro/ Pākehā	Other ¹	Not known	Total
Still on waiting list	35.3	9.0	3.5	46.0	5.0	1.1	999
RT:Lit assessment showed did not require intervention	21.9	10.1	3.8	57.8	1.3	5.1	237
Left area	33.0	15.0	3.0	36.0	3.0	10.0	100
Student withdrawn for other reason	33.9	12.9	4.4	34.6	4.8	9.4	457
Total	593	188	67	791	78	76	1793
Ethnicity percentage of total	33.1%	10.5%	3.7%	44.1%	4.4%	4%	100%

¹ Includes Other European and Other ethnicities.

Individual Forms—Part 2 Forms

Individual student forms (Part 2 Form) record the demographic characteristics (age, gender, and ethnicity) and literacy background of students on the RT:Lit roll in 2009. They also record information about the nature and type of literacy assistance, assessment data at entry and exit from RT:Lit support and student outcomes.

Individual forms were returned for 3,708 students who received support from RT:Lit in 2009. This represents a 96% return of students estimated to be on the 2009 RT:Lit roll (see Overview Forms).

Type of support provided by RT:Lit in 2009

RT:Lit support students:

- indirectly—by providing advice, modelling and guidance for teachers and thus improving their practice in the classroom
- directly—providing regular tutoring to students, on an individual basis or in small-group settings.

In some cases students received a combination of direct and indirect support.

Nearly 60% of students (58%) received direct support and 42% received indirect support. Over one-third (35%) received direct instruction only, one-fifth (19%) received individual tuition and 14% small-group tuition.

Twenty-three percent of all students who received RT:Lit support received **both** indirect and direct support.

Table 5: Type of support provided for students on the 2009 RT:Lit roll¹

	N	%
DIRECT support only	1,293	35.0
<i>Individual tuition only</i>	<i>(715)</i>	<i>(19.3)</i>
<i>Small-group tuition only</i>	<i>(516)</i>	<i>(14.0)</i>
<i>Both individual and small-group tuition</i>	<i>(62)</i>	<i>(1.7)</i>
DIRECT AND INDIRECT support	855	23.1
<i>Individual and indirect</i>	<i>(443)</i>	<i>(12.0)</i>
<i>Small group and indirect</i>	<i>(331)</i>	<i>(9.0)</i>
<i>Individual, small group and indirect</i>	<i>(81)</i>	<i>(2.2)</i>
INDIRECT support only	1,548	41.9
Total	3,696	100.0

¹ Excludes data from 12 students with missing information about the type of support they received.

It is not possible to compare 2009 data with that from previous years' because of a change in the way information was recorded. In previous years, if a student received both direct and indirect support, RT:Lit were asked to report only on the main focus for the student. In 2009, the form allowed RT:Lit to classify one or both types of support.

The nature of literacy assistance students received

RT:Lit support students across a range of literacy areas—reading literacy, written literacy and oral language. Table 6 shows the types of literacy assistance students can receive and the proportion of students receiving each type of support. There is a high degree of overlap because students can receive more than one type of support.

Most students (93%) received assistance with reading literacy. Reading literacy assistance was divided into two categories—reading processing and reading comprehension with more students receiving support for processing than comprehension.

Nearly 40% of students supported received written literacy assistance (39%) and only seven percent received oral language assistance. A total of 257 students received written literacy support (with or without oral language) but without reading literacy support.

Table 6: Nature of the literacy assistance

Type of literacy support	N	%
Reading	3,438	93.0
<i>Reading Processing</i>	<i>3138</i>	<i>84.9</i>
<i>Reading Comprehension</i>	<i>2157</i>	<i>58.4</i>
Written literacy	1443	39.1
Oral language	247	6.7
Total	3695¹	100.0

¹ Excludes data for 13 students where nature of support not specified.

Nature of literacy assistance and type of support received.

Table 7 shows the breakdown of the type of literacy assistance according to whether students received direct or indirect support. Apart from reading processing all other forms of support were more likely to be delivered through direct than indirect support.

Support for reading processing was more likely to be provided by individual direct support (96%) than small group direct support (81%). Reading comprehension support was equally likely to be provided as small group or individual support.

Table 7: Nature of literacy assistance and type of support received

Type of support	Reading Processing %	Reading Comprehension %	Written Literacy %	Oral Language %	Total number of students
Direct—All	84.3	62.8	48.3	9.7	2148
Direct—Individual	96.3	67.5	53.8	11.3	1302
Direct—Small Group	81.2	65.6	49.4	9.0	846
Indirect	85.7	52.3	26.0	1.2	1548

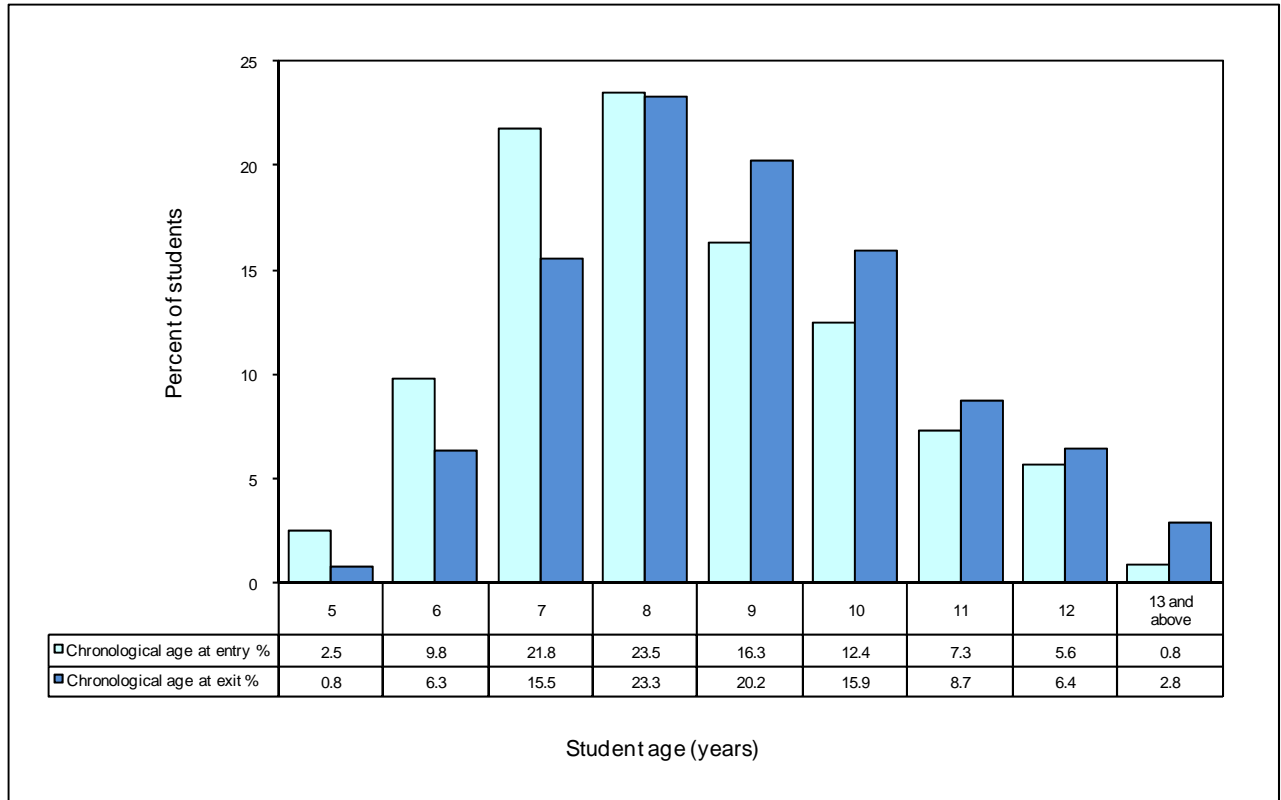
Age of students

RT:Lit provide support to students in years 1 to 8. The following section presents the distribution of students' chronological age at entry to RT:Lit support and chronological age at the time of their last lesson, end of support or at the end of the year. Seventy-one percent of the students had information for chronological age at both entry and exit.

Figure 1 shows the majority of students (74%) began their RT:Lit support aged between 7 and 10 years. Fewer began younger than 7 years (12%) or after the age of 10 (14%).

Forty-four percent of students were between 7 and 9 years of age when they finished their RT:Lit support or at the end of the year and one-third of students (34%) were 10 years of age or older.

Figure 1: Student age at entry to RT:Lit support and at exit (when instruction ended or at the end of the year)¹



¹ Students who had a recorded chronological age at entry and when support stopped or the end of the year, n=2,618, out of 3,708 70.6%.

Prior involvement in Reading Recovery⁵

Table 8a shows the proportion of students who had previously received Reading Recovery assistance and Table 8b shows the outcome for these students.

Under one-third (29%) of all RT:Lit students had previously received Reading Recovery assistance. Of these, 30% had been successfully discontinued from the Reading Recovery programme and 50% had been referred onto other services at the end of their programme.

Table 8a: Reading Recovery

Reading Recovery	N	%
Yes	1084	29.2
No	1828	49.3
Don't know	796	21.5
Total	3708	100

Table 8b: Reading Recovery Outcome

Reading Recovery Outcome	N	%
Discontinued	328	30.3
Referred	543	50.1
Incomplete	92	8.5
Not known	121	11.2
Total	1084	100

⁵ Reading Recovery is a literacy intervention which provides individual instruction in reading and writing for children who are making slower than expected progress after one year at school.

Data were provided for 735 RT:Lit students who had prior involvement with Reading Recovery. This data recorded the year they had received Reading Recovery assistance and the outcome. Nearly two-thirds (63%) of these students had received Reading Recovery assistance during 2007, 2008 and 12% in 2009.

Time receiving RT:Lit support

Data were collected on the extent of time students were receiving RT:Lit support. This information was recorded in two ways for each student. In most cases the RT:Lit recorded the start date and end date of the students' RT:Lit support and the number of weeks the students received direct or indirect support.

Although the two ways in which the time in RT:Lit service was recorded produced somewhat different results they are broadly in agreement. It should be noted that the calculated time in support using the start and end date of the RT:Lit support is a gross measure of time and does not exclude school holidays. The number of weeks in support should exclude school holidays but may include time monitoring the student⁶. In addition, care should be taken when interpreting these findings as neither of these time measures account for the intensity of support ie, the number and length of sessions and whether these are received weekly, fortnightly or monthly.

Number of months receiving RT:Lit support

The number of months students were receiving RT:Lit support was calculated by determining the difference between the start and end date of their RT:Lit support. A total of 1,956 students had both a start and end date for their RT:Lit support.

The number of months these students were recorded as being enrolled in RT:Lit support ranged from 0 to 40 months, with an average number of six months (five months 29 days). Half (55%) of the students had received up to five months of RT:Lit support in 2009. Some students (3%) were recorded as receiving RT:Lit support for a year and a half or more.

Table 9: Number of months in RT:Lit service

Number of months in RT:Lit Service	N	%
0-5 months	1082	55.3
6-11 months	725	37.1
12-17 months	95	4.9
18-23 months	34	1.7
24-29 months	11	0.6
30 months or more	9	0.5
Total	N=1956	

Number of weeks receiving RT:Lit support

While the range in the length of time students received direct RT:Lit (1 to 70 weeks) was half that for indirect support (1 to 160 weeks), the average length of support was similar. For direct support it was about 16 weeks and for indirect support it was about 14 weeks.

⁶ While it was not intended for the time receiving support to include monitoring time it is possible some RT:Lit have included this time.

Table 10a: Weeks receiving RT:Lit support (includes students who received both types of support)

Direct Support	Weeks	Indirect Support	Weeks
Range	1-70	Range	1-160
Mean	16.1	Mean	13.8
Median	15	Median	10
Mode	16	Mode	8
Total	N=2089¹	Total	N=2257²

¹ Excludes 59 directly supported students without data for number of weeks of RT:Lit support.

² Excludes 146 indirectly supported students without data for number of weeks of RT:Lit support.

Table 10b shows that, in 2009, a higher proportion of students who received direct support were supported for 20 weeks or less, than those who received indirect support (77% compared to 63%). Conversely students receiving indirect support were more likely to receive support for over 20 weeks. This is consistent with the data in Table 10a.

Table 10b: Time in weeks receiving RT:Lit support

Weeks	Direct Support only		Indirect Support only	
	N	%	N	%
0-10 weeks	402	31.1	392	25.3
11-20 wks	590	45.6	577	37.3
21-30 wks	205	15.9	324	20.9
31-40 wks	79	6.1	210	13.6
41+ wks	17	1.3	45	2.9
	1293	100	1548	100

It is of concern that some students appear to be receiving RT:Lit support for over 40 weeks, particularly for indirectly supported students. However, care should be taken when looking at these findings as weeks in support does not take into account the intensity of support i.e. the number and length of sessions and whether these sessions were received weekly, fortnightly or monthly. There is also the possibility that some of the weeks where support has been recorded could include monitoring of the student.

Section 3: Student outcomes and final status

This section presents the status and the outcomes for students at the time of their last lesson of direct instruction, end of indirect support or at the end of the year. 2009 is the first full year of capturing student outcome data from RT:Lit.

Two types of student outcome data are presented in this section. The first outcome data relates to a judgment made by the RT:Lit on the extent to which a student's text readability level matches their chronological age. The second outcome data is based on assessment of the student's text readability level.

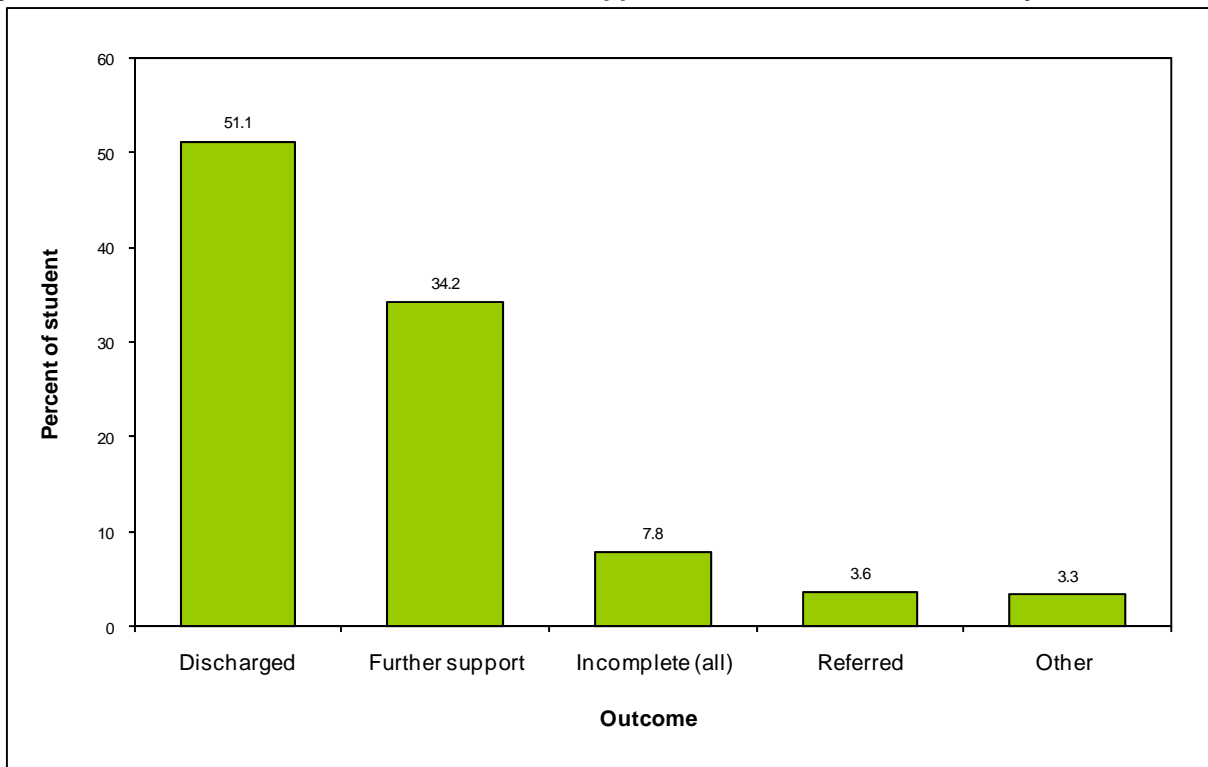
Student status at last lesson, when support stopped or at the end of the year

At the end of the year or at the completion of support RT:Lit provided a final status for each student on their roll in 2009 from the following options:

- Direct Instruction/Indirect Support completed and student discharged from RT:Lit roll.
- Student is likely to require further Direct Instruction or Indirect Support next year.
- Student received an incomplete intervention
 - because he/she moved out of the area serviced by the RT:Lit
 - for some other reason.
- Student requires alternative specialist assistance and was/will be referred on.
- Other eg, Special Education (SE), Resource Teacher: Learning and Behaviour (RTLb).

Final status data was available for 3,567 of the 3,708 students. Half of the students (51%) were discharged⁷ from the RT:Lit roll by the end of 2009. One-third (34%) were thought to require further instruction or support in 2010, eight percent received an incomplete intervention (either because they moved or another reason) and four percent were referred elsewhere for specialist assistance.

⁷ There is currently no specified definition for the term 'discharged'. This term does not necessarily mean that the student has reached a pre-determined or particular level. Students who are discharged may or may not still receive support in the following year depending on individual RT:Lit practice

Figure 2: Student status at last lesson, when support ceased or at the end of the year¹

¹ This represents 3,567 students who have a status recorded and excludes 66 students who had more than one recorded status.

Irrespective of the type of support received around 50% of students were discharged at the end of 2009 (54% direct, 51% indirect, 51% both). Students who received indirect support were slightly more likely than those receiving direct support to need further support the following year (39% compared to 31%).

Student Outcome based on RT:Lit Judgment

RT:Lit work to reduce the number of students considered 'at risk' in literacy achievement. The extent to which a student's text readability level matches their chronological age provides one measure of a student's risk status with regard to literacy achievement. The data recorded for this outcome at the end of the student's period of support in 2009 is used for the analysis presented in this section of the report.

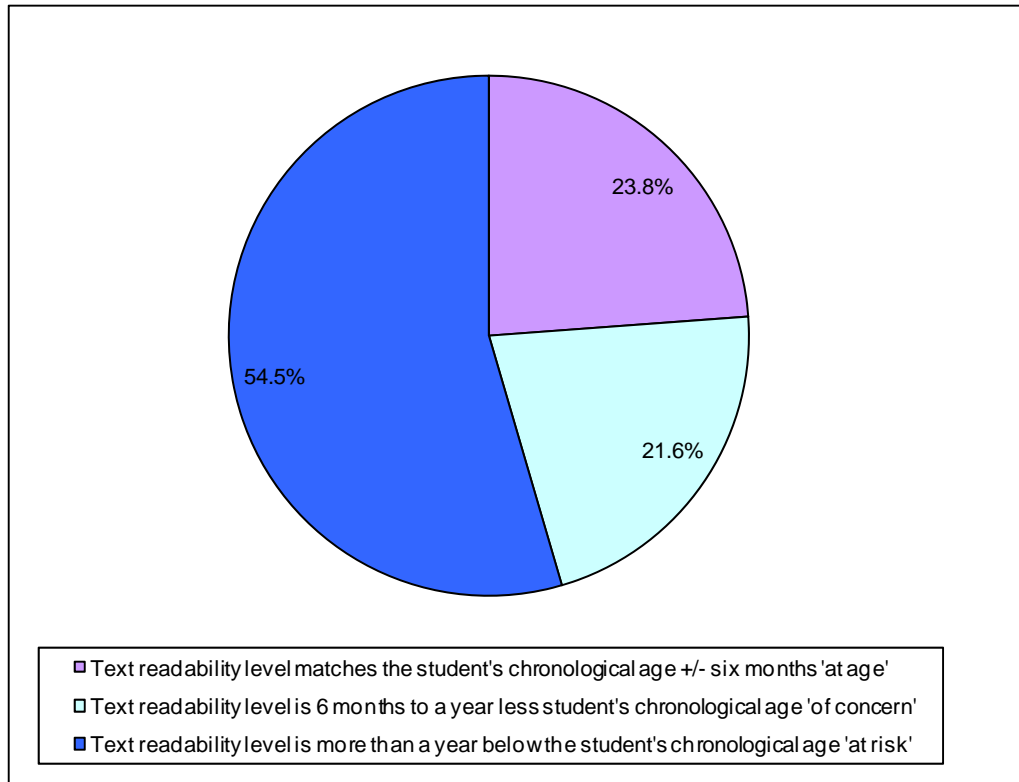
RT:Lit were asked to note the degree of correspondence between the students' text readability level and chronological age from three options:

- at age—the student's text readability level⁸ matches the student's chronological age, plus/minus six months and instruction/support is no longer required.
- of concern—the lower end of the student's text readability level is six months to a year less than the student's chronological age, and the student can continue learning in the classroom.
- at risk—the lower end of the student's text readability level is more than a year below the student's chronological age.

⁸ For the analysis in this report, text readability level was approximated using Instructional Text Levels recorded at Q14. Although the concept of 'reading age' is commonly used in schools The Literacy Learning Progressions and the Reading and Writing National Standards refer to 'readability' to describe the level at which a text can be read.

Just under one-quarter of students (24%) were considered to be 'at age', 22% of students were considered to be 'of concern' and 55% of students were considered to be 'at risk' at the end of their period of RT:Lit support.

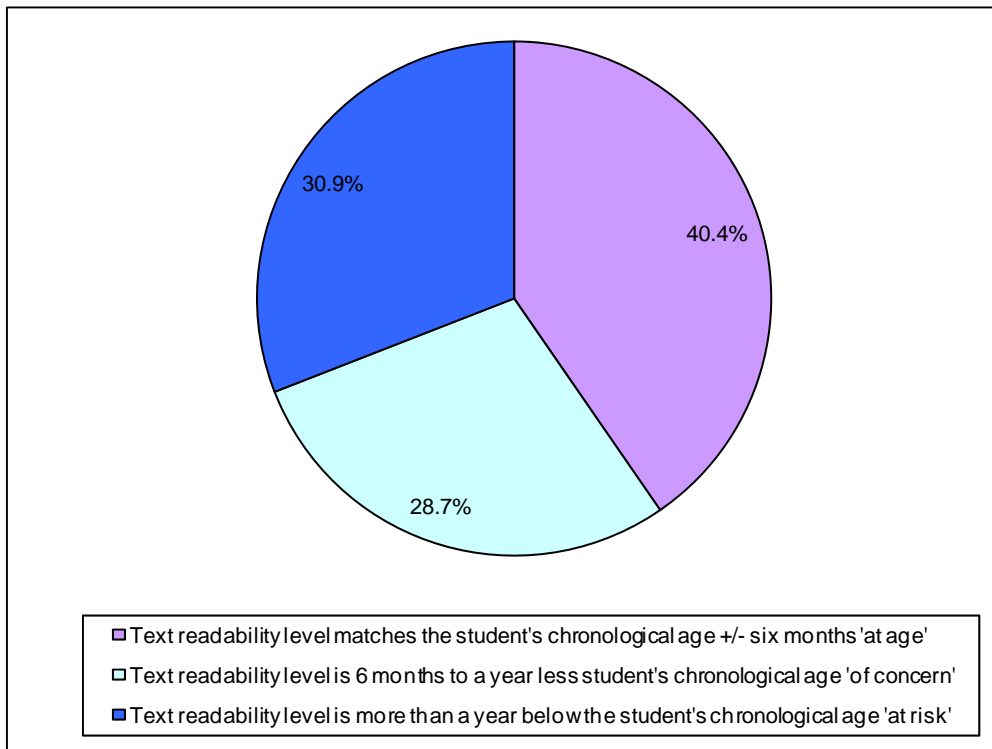
Figure 3a: Student final status—student outcome at last lesson, when support ceased or at the end of the year (all students)



Discharged Students

According to the RT:Lit judgment, students who were discharged from the RT:Lit service by the end of 2009 were more likely to be 'at age' than the overall RT:Lit student population. Forty percent of discharged students were considered to be 'at age' (ie, to be in a text readability age band that matched their chronological age). One-third (31%) of students who had been discharged were considered to be still be 'at risk' in terms of literacy achievement (ie, to be in a text readability age band more than a year below their chronological age).

Figure 3b: Discharged students outcome at last lesson, when support ceased or at the end of the year



Student outcome and student final status

The majority (91%) of students who were judged to be 'at age' at the end of their RT:Lit support were discharged. Nearly three-quarters of students (71%) who were 'of concern' were discharged along with nearly 30% (28%) of those who were judged 'at risk' (see Table 11 below).

Half the students (51%) judged 'at risk' at the end of 2009 were identified as needing further support. Students judged 'at risk' were more likely than those students who were 'at age' or 'of concern' to have received an incomplete intervention or to be referred to other specialist assistance.

Table 11: Student outcome and final status

Student outcome (from RT:Lit support)	Readability level matches chronological age expectation – 'at age'		Readability level 6-12 months below chronological age – 'of concern'		Readability level 12 months or more below chronological age – 'at risk'		Total
	N	%	N	%	N	%	
Discharged	712	91.3	506	71.0	545	27.9	1763
Further support	58	7.4	154	21.6	991	50.7	1203
Incomplete (all)	6	0.8	26	3.6	212	10.9	244
Referred	3	0.4	11	1.5	110	5.6	124
Other	1	0.1	16	2.2	95	4.9	112
Total	780	100%	713	100%	1953	100%	3446¹

¹ Excludes 262 students without either a student outcome or status recorded.

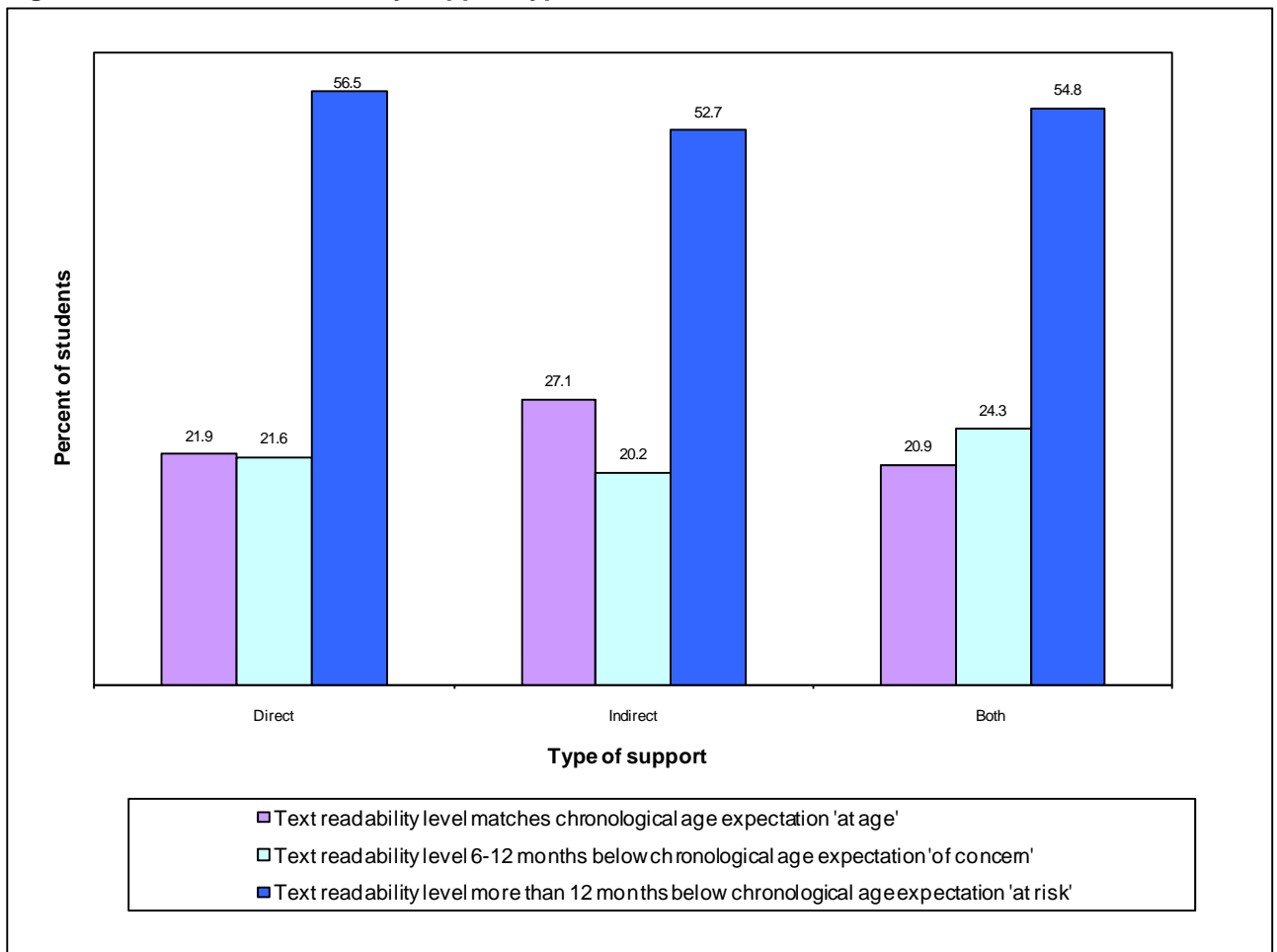
The 2009 data suggest there is variation in the criteria RT:Lit use to discharge students from their roll. Sixty percent of students were discharged when they were still considered to be 'of concern' or 'at risk'.

This could be due to differing interpretation of the terminology or elements of RT:Lit practice, for example some students appear to be discharged when they have reached a certain text readability level while other students may be discharged at the end of the year to be placed back on the RT:Lit roll the following year.

Student outcome by support type

Students outcomes, in terms of text readability level and their chronological age when their RT:Lit support ended, were similar irrespective of the type of support the student received. Slightly more students who received indirect support had text readability levels at their chronological age expectation at the end of their RT:Lit support, although this may be due to their starting at a level closer to their chronological age.

Figure 4: Student outcome by support type



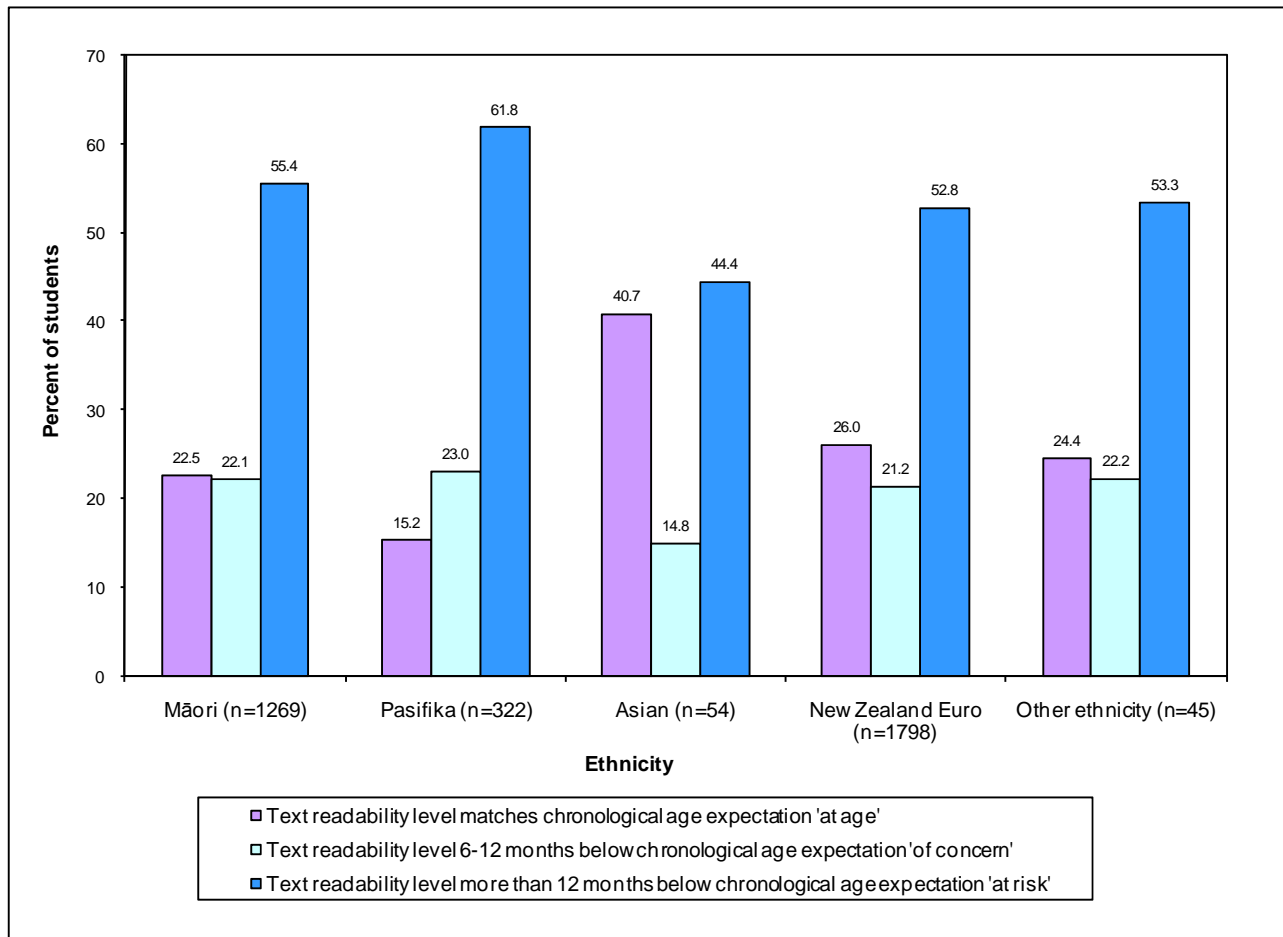
Student outcome and ethnicity

The final outcomes for Māori and New Zealand European/Pākehā students were similar to the overall RT:Lit student population. Around a quarter of both Māori (23%) and New Zealand European/Pākehā (26%) students were judged to be ‘at age’ (have text readability levels that matched their chronological age expectation). Over half of both Māori (55%) and New Zealand European/Pākehā (53%) students were judged to be ‘at risk’ (have text readability levels 12 months or more below their chronological age expectation).

Pasifika students were more likely than the other ethnicities to be judged ‘of concern’ (62%) or ‘at risk’ (23%) and consequently less likely to be judged ‘at age’ (15%).

Some caution is required when interpreting Asian and Other ethnicity in the figure below because the numbers are relatively low.

Figure 5: Student outcome and ethnicity (all students)



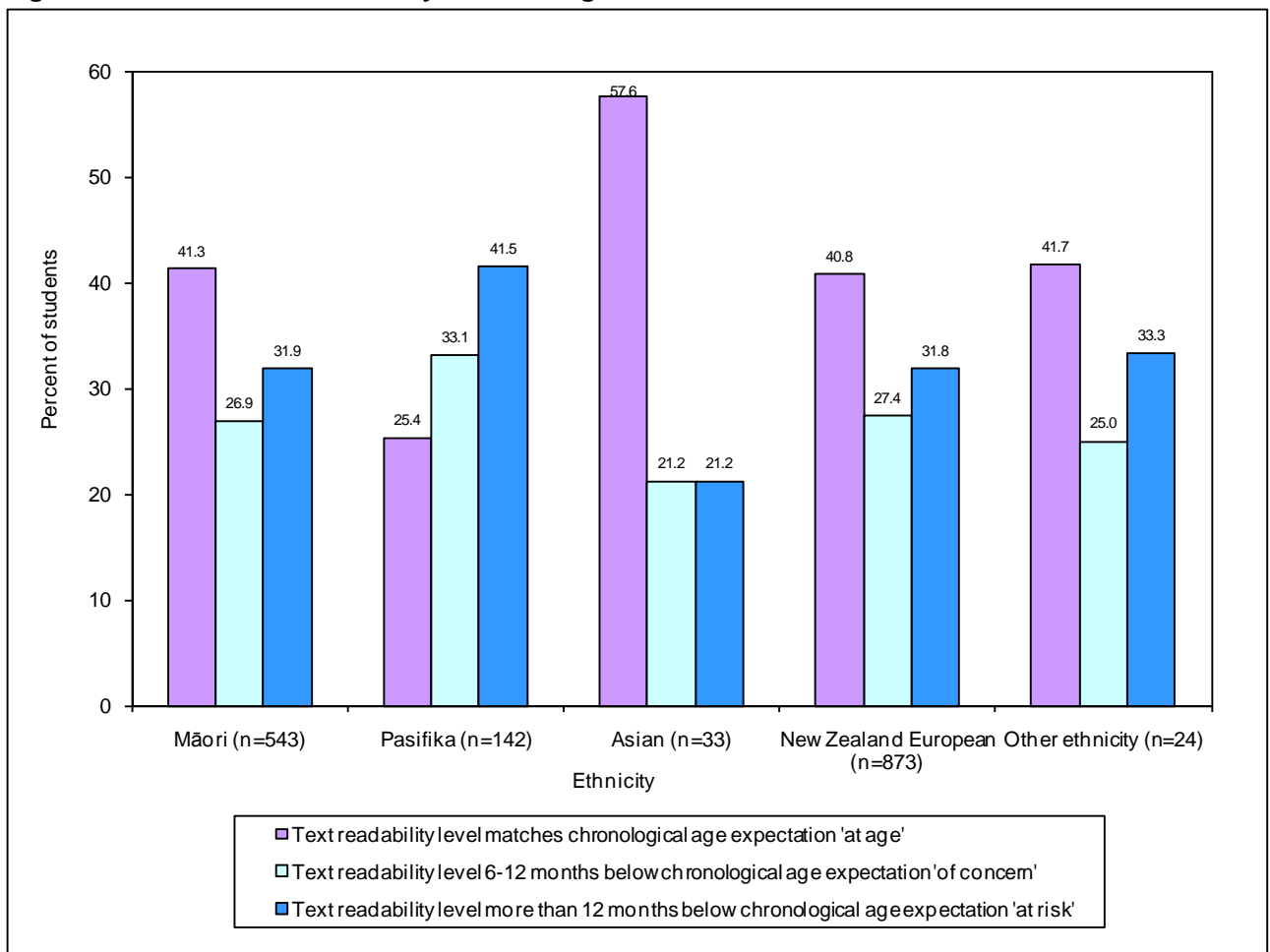
Discharged students

The final outcomes for Māori (41%) and New Zealand European/Pākehā (41%) students who were discharged were similar to the overall RT:Lit student population with around 40% discharged 'at age'. Around one-third of both Māori (32%) and New Zealand European/Pākehā (32%) students who were discharged were judged to be 'at risk'.

Discharged Pasifika students were more likely than the other ethnicities to be judged 'at risk' (42%) and consequently less likely to be judged 'at age' (25%). Although these results should be interpreted with caution as the number of discharged Pasifika students (142) was quite low.

Some caution is required when interpreting Asian and Other ethnicity in the figure below because the numbers are low.

Figure 6: Outcome and ethnicity for discharged students



Text readability level⁹ and chronological age at entry to RT:Lit support

The following section presents information about student’s text readability level at entry to RT:Lit support. This information was available for 3,098 students (84%) with chronological age and text readability assessment data on entry to RT:Lit support.

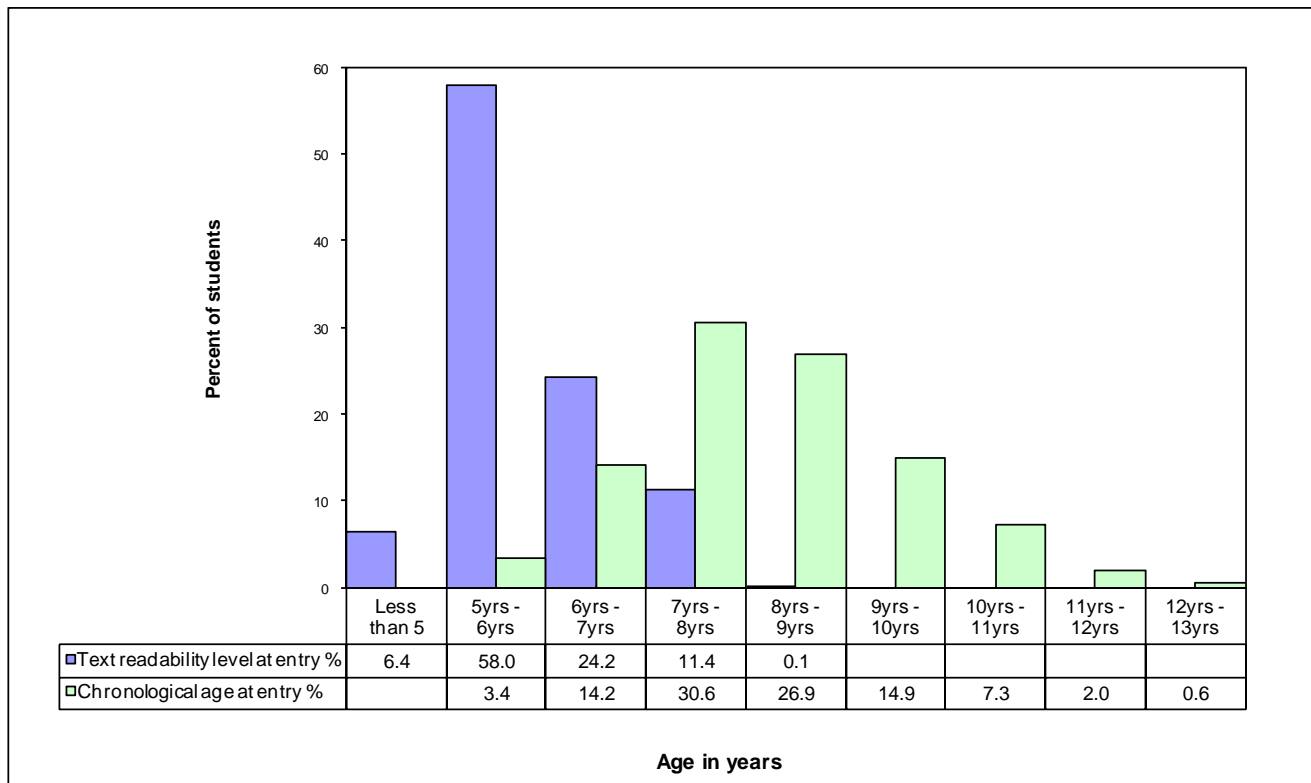
Of these students, three-quarters (76%) were assessed at entry at instructional text readability Level 22 and below (Figure 7a) and the remaining quarter (24%) were assessed at an instructional text readability level above 22 or received comprehension tuition (Figure 7b). Student text readability level is assessed using Ready to Read Books (or similar texts).

In reading these figures, it pays to note that the assessment data for students at text readability Level 22 or below (Ready to Read Gold 2 or below, Figure 7a) is provided using reading age ranges that increase in half yearly increments. The assessment data for students above text readability Level 22 or for those who received Comprehension tuition (Ready to Read above Gold 2, Figure 7b) is provided using reading age ranges that increase in yearly increments that overlap at half yearly intervals.

Text readability Level 22 or below

Just over half of students (52%) assessed at text Level 22 or below were aged 8 years or more when they commenced RT:Lit support. The majority of students assessed at text Level 22 or below (82%) had a text readability range between 5 and 7 years.

Figure 7a: Student chronological age and text readability level at entry for those assessed at text Level 22 or below

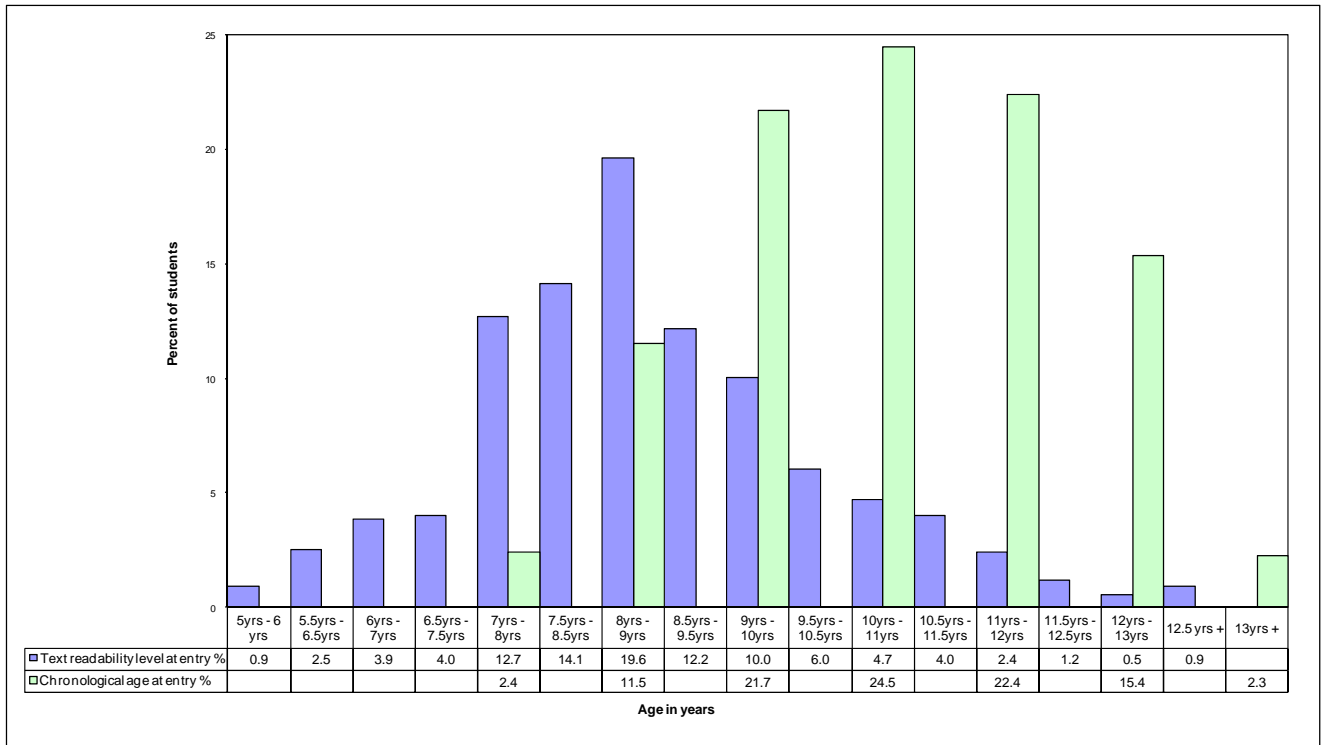


⁹ For the analysis in this report, text readability level was approximated using Instructional Text Levels. Although the concept of ‘reading age’ is commonly used in schools The Literacy Learning Progressions and the Reading and Writing National Standards refer to ‘readability’ to describe the level at which a text can be read.

Text readability above Level 22¹⁰ or who received Comprehension Tuition

All students assessed above text Level 22 or those who received comprehension tuition were aged 7 years or older and nearly half of these students (47%) were between 10 and 12 years. Nearly 60% of the students reading above text Level 22 (59%)¹¹ had a text readability level between 7 and 9 years.

Figure 7b: Student chronological age and text readability level at entry for those assessed above text Level 22 or who received Comprehension Tuition



The differences in chronological age and text readability level at entry to RT:Lit support, irrespective of instructional text level assessment suggest most students had text readability levels at least 12 months below their age group expectation when they entered RT:Lit support.

¹⁰ It should be noted that Gold (Levels 21/22) is the benchmark for the National Standards in Reading for “after three years at school”. Students assessed above this level should therefore have a text readability levels beyond that expected for eight year old students. As text readability data has been provided for students below these levels there appears to have been discrepancies around readability level and assessment tools.

¹¹ As the age ranges overlap the lower limit of the age range was used to calculate this, it includes those in the 8.5-9.5 year age.

Student text readability level when exiting RT:Lit support in 2009

The following section presents information about student’s text readability levels at exit from RT:Lit support. This was either at the time of their last lesson, when indirect support stopped or the end of the year. This information was available for over half (55%)¹² of the students with both chronological age and assessment data on exit from RT:Lit support.

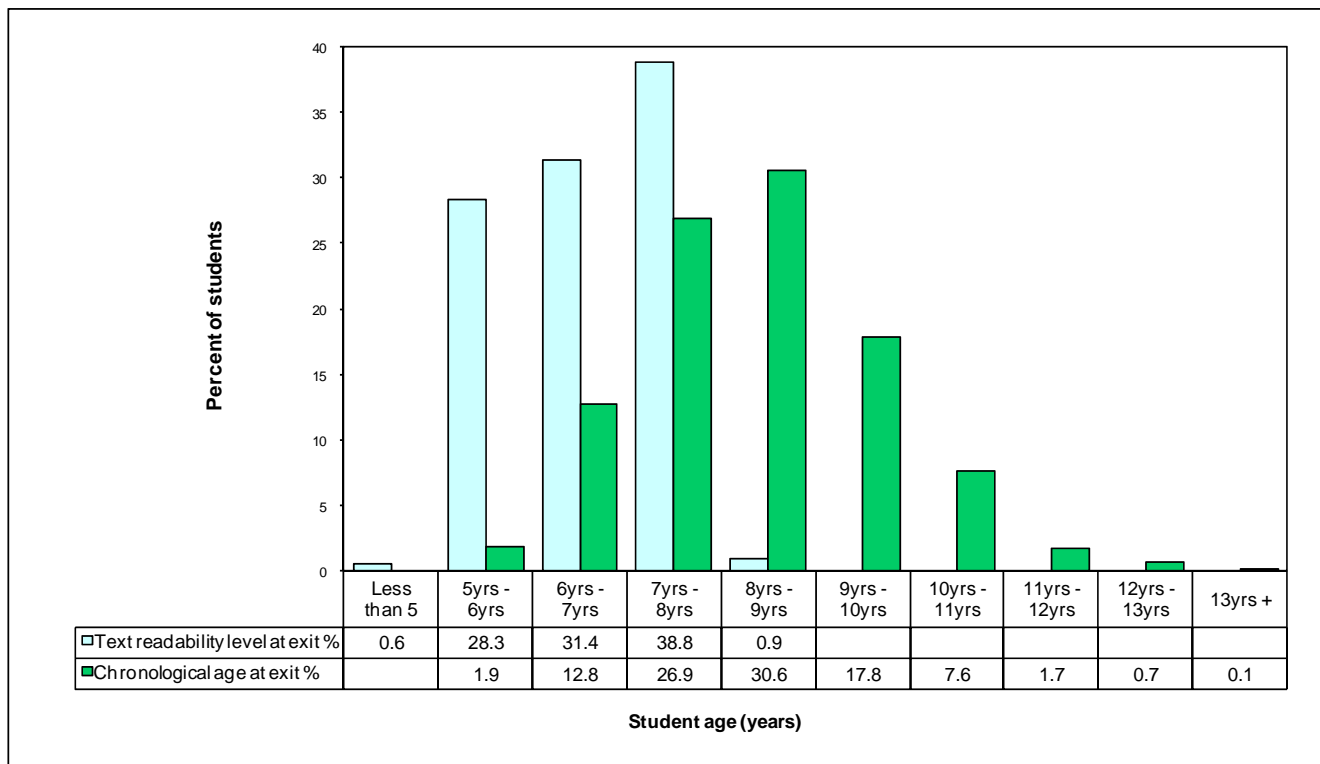
Text readability Level 22 or below

On exit just over half (53%) of the students were assessed at instructional text readability Level 22 or below and just under half (47%) were assessed at instructional text Level above 22 or received comprehension tuition.

Figure 8a describes the assessment data for students at text Level 22 or below (Ready to Read Gold 2 or below) that is provided using reading age ranges that increase in half yearly increments. Figure 8b describes the assessment data for students above text Level 22 or for those who received comprehension tuition (Ready to Read above Gold 2) that is provided using reading age ranges that increase in yearly increments that overlap at half yearly intervals.

Virtually all students (99%) who were assessed at instructional text Level 22 or below when they exited RT:Lit support were reading at text readability levels below the chronological age expectation of 8 years. As nearly 60% (59%) of students were aged 8 years or more this suggests that the text readability level range of the majority of students was still at least 6 months below their chronological age when they exited RT:Lit support.

Figure 8a: Student chronological age and text readability level on exit for those assessed at text Level 22 or below

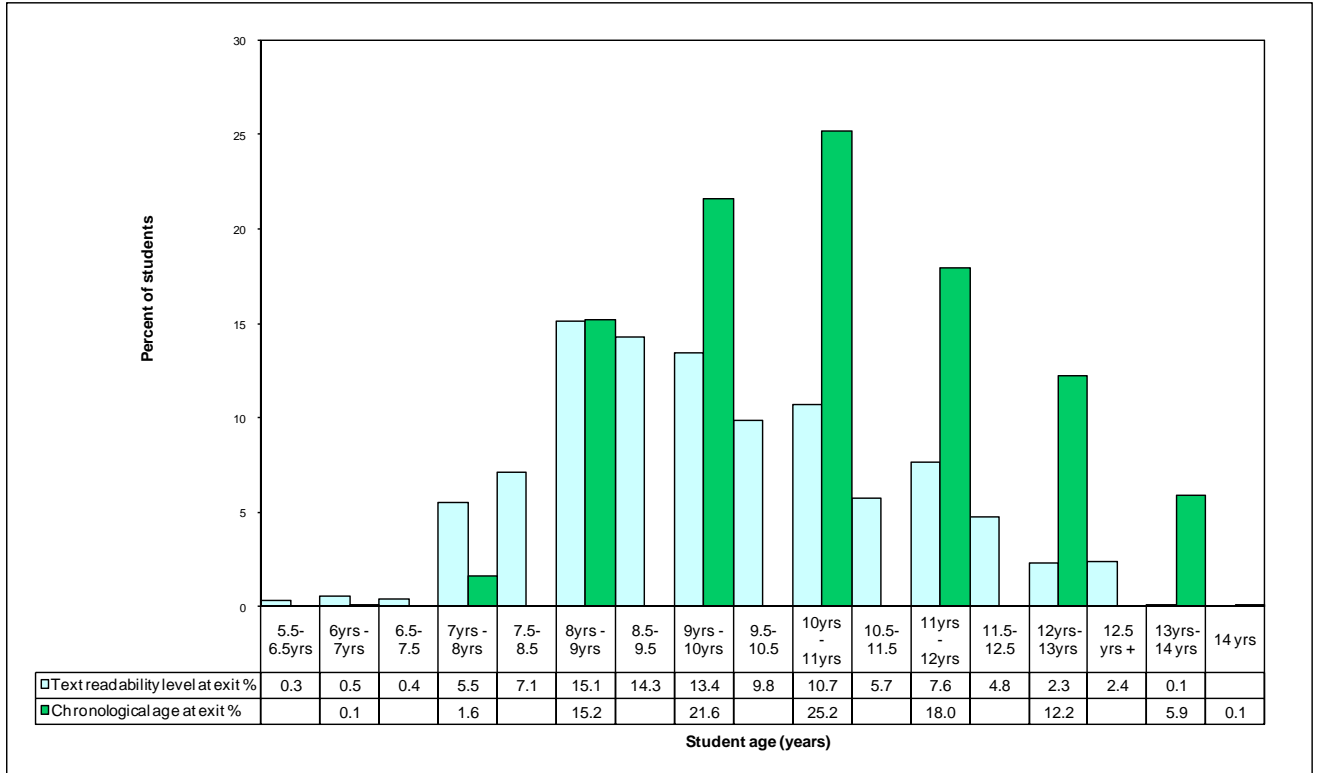


¹² 1,686 students were missing either age data or assessment data. Due to question routing the majority of those with missing data were those who required further support in the following year as they were not required to provide an exit date.

Text readability above Level 22¹³ or who received Comprehension Tuition

Almost all students (99%) assessed at instructional text readability above Level 22 or who received comprehension tuition were 7 years of age or more on exit from RT:Lit support. The vast majority (99%) were reading at 7 years or above chronological age expectation.

Figure 8b: Student chronological age and text readability level at exit for students assessed above text Level 22 or who received Comprehension Tuition



¹³ It should be noted that Gold (Levels 21/22) is the benchmark for the National Standards in Reading for “after three years at school”. Students assessed above this level should therefore have a text readability levels beyond that expected for eight year old students. As text readability data has been provided for students below these levels there appears to have been discrepancies around readability level and assessment tools.

Student progress over time in RT:Lit support

The following section presents data for student progress over their period of RT:Lit support. For students who received reading literacy assistance, student progress was measured by movement in text readability levels from when students entered support to when they exited.

A total of 2,804 (76%) students had assessment data at both entry and exit to RT:Lit support.

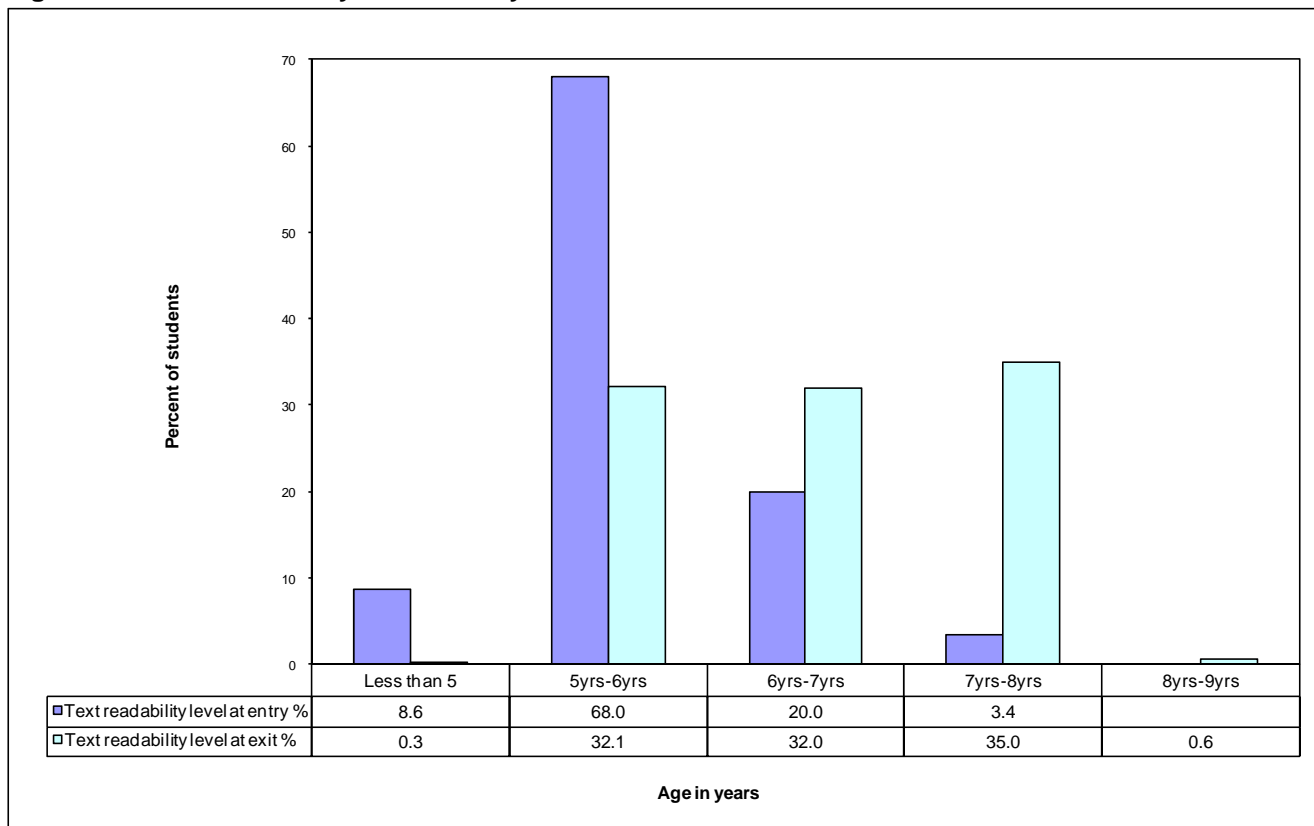
Text readability Level 22 or below

A total of 1,718 students were assessed at an instructional text Level 22 or below on entry and exit and 710 students were assessed on entry and exit at an instructional text Level above 22 or received comprehension tuition. As the two assessments provide different text readability level ranges their data has been presented separately in figures 9a and 9b below.

Table 12 presents the data for 376 students who were assessed below Level 22 at entry and assessed above Level 22 at exit.

For the students assessed at Level 22 or below, three-quarters of students (77%) were reading up to 6 years chronological age expectation on entry to RT:Lit support and two-thirds of students (68%) were reading between 6 and 9 years chronological age expectation on exit.

Figure 9a: Text readability level at entry and exit for those assessed at text Level 22 or below

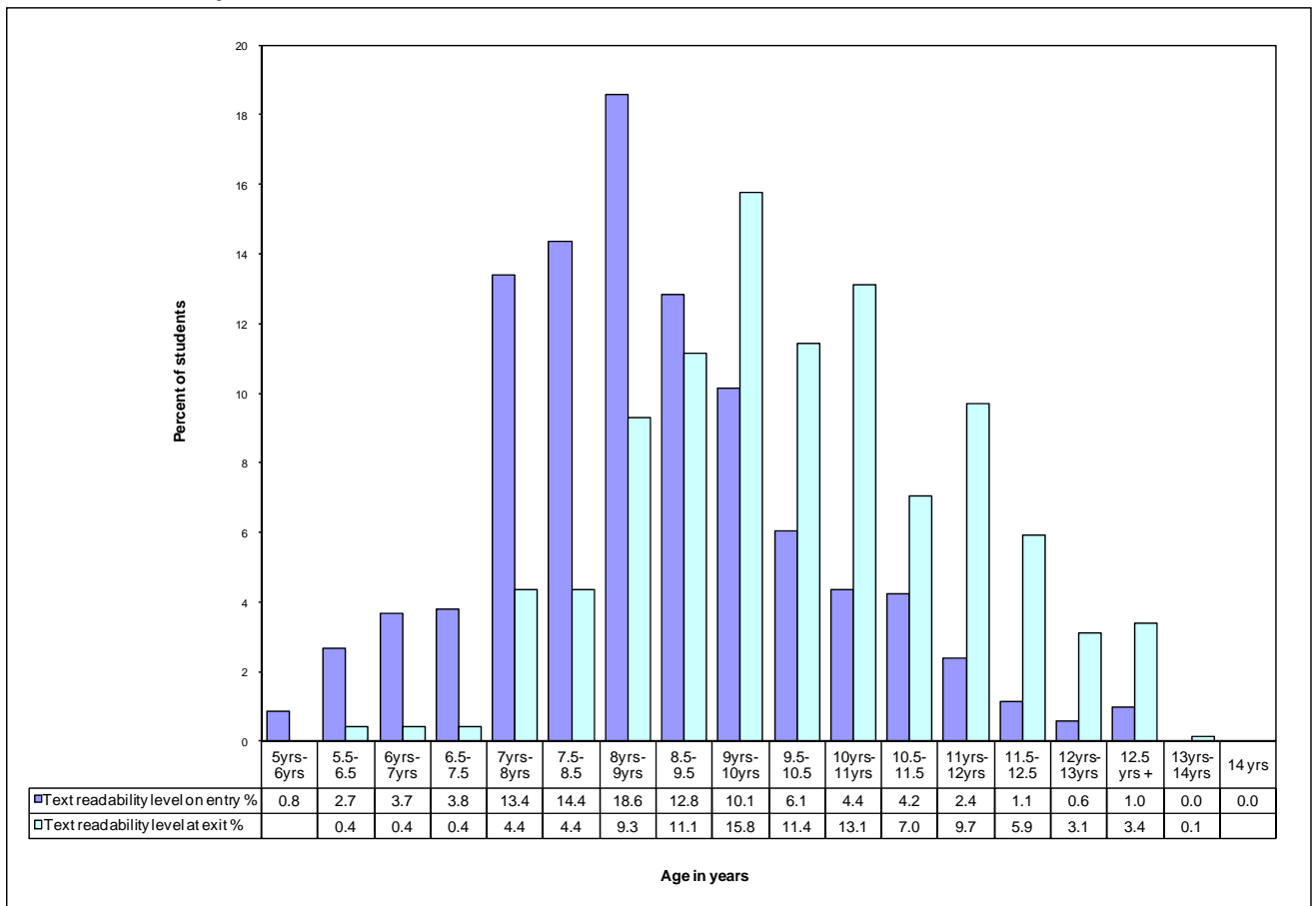


Text readability above Level 22¹⁴ or received Comprehension Tuition

Students assessed above text Level 22 were reading across a range of text readability levels at entry to RT:Lit support from 5 years to 12.5 years or more. Nearly 60% (57%) of students assessed above text readability Level 22 on entry were reading up to 9 years chronological age expectation on entry.

On exit from RT:Lit support the majority of students (81%) had text readability levels at 9 years and over chronological age expectation.

Figure 9b: Text readability level at entry and exit for those assessed above Level 22 or who received Comprehension Tuition



Figures 9a and 9b demonstrate there has been movement in text readability levels over the period of time students had received RT:Lit support.

¹⁴ It should be noted that Gold (Levels 21/22) is the benchmark for the National Standards in Reading for “after three years at school”. Students assessed above this level should therefore have a text readability levels beyond that expected for eight year old students. As text readability data has been provided for students below these levels there appears to have been discrepancies around readability level and assessment tools.

Text readability Level 22 or below at entry and above Level 22¹⁵ or who received Comprehension Tuition at exit

There were 376 students assessed at text readability Level 22 or below at entry and above text Level 22 on exit, their assessment data are shown in Table 12 below. As the assessment data for Level 22 or below uses yearly age ranges and the assessment data for above Level 22 uses half yearly age ranges we have chosen not to present this information on the same graph.

Students who were assessed at text readability Level 22 or below on entry and above Level 22 on exit had made gains over their time in RT:Lit support of at least half a year. All (except one) student had a text readability level below 8 years at entry to RT:Lit support. Over three quarters of students (77%) had a text readability level over 8 years on exit from RT:Lit support.

Table 12: Text readability level at entry and exit for those assessed below text Level 22 at entry and above text Level 22 at exit or who received Comprehension Tuition

Age in years	Text readability level			
	At entry (below Level 22)		At exit (above Level 22)	
	N	%	N	%
Under 5 years	1	0.3		
5 years-6 years	76	20.2	1	0.3
5.5 years-6.5 years			1	0.3
6 years-7 years	137	36.4	3	0.8
6.5 years-7.5 years			3	0.8
7 years-8 years	161	42.8	28	7.4
7.5 years-8.5 years			52	13.8
8 years-9 years	1	0.3	92	24.5
8.5 years-9.5 years			90	23.9
9 years-10 years			54	14.4
9.5 years-10.5 years			21	5.6
10 years-11 years			16	4.3
10.5 years-11.5 years			5	1.3
11 years-12 years			5	1.3
11.5 years-12.5 years			5	1.3
	376	100	376	100

¹⁵ It should be noted that Gold (Levels 21/22) is the benchmark for the National Standards in Reading for “after three years at school”. Students assessed above this level should therefore have a text readability levels beyond that expected for eight year old students. As text readability data has been provided for students below these levels there appears to have been discrepancies around readability level and assessment tools.

Changes in text readability level over time in RT:Lit support

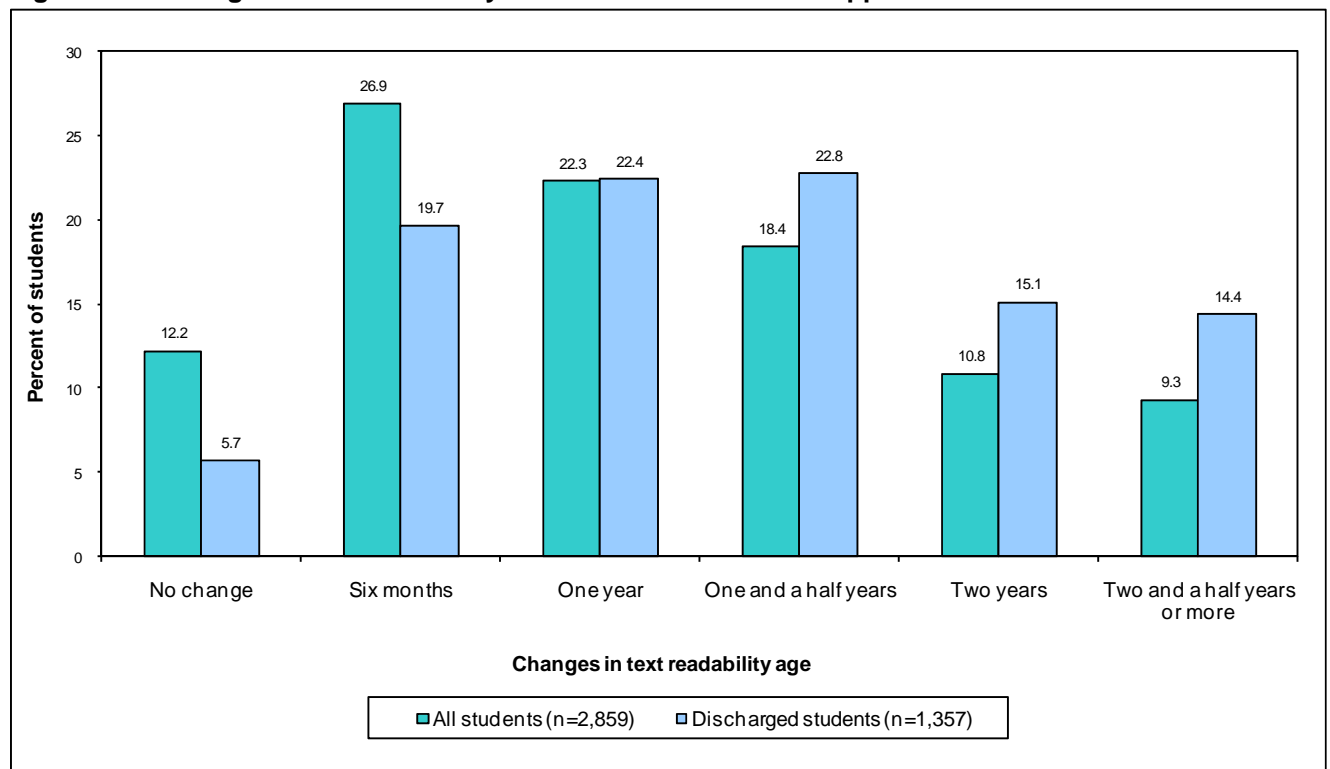
Changes in students' text readability levels were calculated as the difference between the text readability age band on entry and text readability age band on exit. As text readability levels are presented as a range (eg, 6.5 to 7.0 years or 6.5 to 7.5 years) the difference was calculated using the lower limits of the range at entry and exit. For example, if a student entered RT:Lit support with a text readability age level of 6.0 to 6.5 years and exited with a text readability level of 7.0 to 8.0 years the difference would be calculated as one year¹⁶.

The changes in text readability levels are presented for the 2,859 RT:Lit students (77%) for whom both entry and exit text readability data were available. In addition, these changes are also presented for the 1,357 (75%) students discharged in 2009 for whom data were available for both entry and exit text readability level.¹⁷

Nearly two-thirds (61%) of the 2009 RT:Lit students had made gains in their text readability levels of one year or more during their time in RT:Lit support.

Three-quarters (75%) of the students discharged in 2009 had made text readability level gains of one year or more. Over half (52%) of these students had made text readability gains of one and a half years or more.

Figure 10: Changes in text readability level over time in RT:Lit support



¹⁶ It should be noted that the calculations are an approximation and may underestimate change in text readability level.

¹⁷ The remaining 23% (n=849) of all students and 12.5% (n=465) of discharged students were missing either entry or assessment data.

Changes in text readability level and months in RT:Lit support

Changes in students' text readability levels were calculated as the difference between the text readability age band on entry and text readability age band on exit. As explained earlier, text readability levels are presented as a range (eg, 6.5 to 7.0 years or 6.5 to 7.5 years) and the difference was calculated using the lower limits of the range at entry and exit.

The number of months students received RT:Lit support was calculated using the date the students started their RT:Lit support and the date they ended their RT:Lit support¹⁸.

Data were available for 1,956 students (53%) who had start and end date data and text readability assessment data. Over half (55%) of these students had received up to five months of RT:Lit support.

In 2009, students received RT:Lit support for an average five months and 29 days. The change in text readability increased in relation to the number of months receiving RT:Lit support. Students who had no change in text readability level had been receiving support for an average of three months and 23 days, while students who had a change in text readability level of two and a half years or more had been receiving support for nine months and five days.

Table 13a: Changes in text readability level and number of months in RT:Lit service

Number of months in RT:Lit Service	Change in text readability level							Overall	
	No change	Six months	One year	One and a half years	Two years	Two and a half years or more	N	%	
	%	%	%	%	%	%			
0-5 months	80.9	66.4	60.8	51.3	35.6	30.3	1082	55.3	
6-11 months	14.6	28.0	35.1	43.7	52.4	48.9	725	37.1	
12-17 months	3.9	3.7	3.2	3.9	7.6	10.0	95	4.9	
18-23 months	0.6	1.5	0.7	0.3	2.8	6.5	34	1.7	
24-29 months		0.4		0.5	0.8	1.7	11	0.6	
30 months or more			0.2	0.3	0.4	2.6	9	0.5	
Total	178	464	444	386	250	231			
Average months in RT:Lit service	3 months 23 days	4 months 28 days	5 months 10 days	6 months 1 day	7 months 11 days	9 months 5 days	N=1956 ¹	5 months 29 days	

¹ 1,752 students were missing either entry or exit date or assessment entry or exit data and therefore were not included in the table. 1,081 of these were missing an exit date due to questionnaire routing as they had not completed their support.

¹⁸ The calculation does not account for any school holidays that may have occurred.

Discharged students

The average length of time in RT:Lit support for students who were discharged in 2009 was five months 24 days. Students who were discharged appear to spend slightly less time on average receiving RT:Lit support.

Three-quarters of discharged students had made improvements in text readability level of at least one year and only a small proportion of these were receiving support for 12 months or more (6.4%). Nearly one-third of students (30%) had made gains of two years or more with only a few of these receiving RT:Lit support for this length of time. For a small proportion of students (6%) there was no change in text readability level, all of these students had been receiving RT:Lit support for under a year.

Table 13b: Changes in text readability level and number of months in RT:Lit service for discharged students

Number of months in RT:Lit Service	Change in text readability level							Overall	
	No change	Six months	One year	One and a half years	Two years	Two and a half years or more	N	%	
	%	%	%	%	%	%			
0-5 months	84.9	75.1	67.4	55.3	38.5	32.8	771	57.7	
6-11 months	15.1	22.4	30.6	40.1	52.0	46.7	479	35.8	
12-17 months		2.3	2.0	3.6	5.5	11.3	56	4.2	
18-23 months		1.1		0.3	3.0	5.1	19	1.4	
24-29 months				0.3	0.5	1.0	3	0.2	
30 months or more				0.3	0.5	3.1	8	0.6	
Total	73	262	301	304	200	195	1336¹		
Average months in RT:Lit service	3 months 10 days	4 months 9 days	4 months 23 days	5 months 22 days	7 months 1 day	9 months 2 days	5 months 24 days		

¹ 478 students were missing data -30 discharged students were missing entry or exit date information and 448 did not have assessment entry or exit data and therefore were not included in the table.

While the above data suggest that receiving RT:Lit support leads to improvements in text readability for some discharged students, the table does not provide any insight into the intensity of the support received, ie, it is not known how frequently students were seen during the period of time they were receiving support. Also the tables do not indicate the type of support received, whether indirect, direct or both.

Section 4: Regional data

Overview of student outcome and status by region

There are 109 RT:Lit positions across New Zealand. To review how students were supported by RT:Lit across the country in 2009, the RT:Lit student population was divided into regions derived from the Ministry of Education local office of the school where the RT:Lit provided support.

The regional data suggests variability in student outcomes around the regions. However the results should be interpreted with caution given that information on any variations in regional RT:Lit practice, size of population or student needs in each region are not provided.

A total of 108 RT:Lit returned their Annual Report for students on their roll for 2009. Table 14 presents an overview of the numbers of RT:Lit and of students receiving support in the regions. Of all students supported by RT:Lit in 2009 the greatest proportion were in the Napier (17%) and Whanganui (12%) local office regions with totals of 620 and 441 students respectively. The Whangarei (3%) local office region had the lowest proportion of students supported by RT:Lit, a total of 102 students in 2009.

Table 14: RT:Lit supported students by Ministry of Education Local Office region

Local Office Area	Number of RT:Lit	%	Number of students	%
Auckland North	11	10.2	250	6.7
Auckland South	18	16.7	296	8.0
Christchurch	11	10.2	325	8.8
Dunedin	6	5.6	241	6.5
Hamilton	12	11.1	308	8.3
Invercargill	4	3.7	303	8.2
Napier	8	7.4	620	16.7
Nelson	7	6.5	187	5.0
Rotorua	9	8.3	281	7.6
Wellington	12	11.1	354	9.5
Whanganui	12	11.1	441	11.9
Whangarei	5	4.6	102	2.8
Total	108¹	106.5²	3708	100

¹ Seven RT:Lit work in schools that cover two Ministry of Education local offices.

² Total is more than 100% as seven RT:Lit are represented in two local office regions.

Student Outcomes based on RT:Lit judgment

As described earlier RT:Lit were asked to note the degree of correspondence between the students' text readability level and chronological age at the end of their period of support in 2009 from three options:

- At age—the student's text readability level¹⁹ matches the student's chronological age, plus/minus six months and instruction/support is not longer required.
- Of concern—the lower end of the student's text readability level is six months to a year less than the student's chronological age, and the student can continue learning in the classroom.
- At risk—the lower end of the student's text readability level is more than a year below the student's chronological age.

According to the RT:Lit judgment at the end of their period of support in 2009, students from schools in the Rotorua (39%) and Napier (37%) regions were more likely than the overall RT:Lit student population (Figure 3a) to be judged 'at age'. Students in Auckland South (10%) and Whanganui (13%) schools were less likely than the overall RT:Lit student population to be judged 'at age'.

Table 15: Student outcomes by Ministry of Education Local Office region at the end of their period of support in 2009

Local Office	Text readability level matches chronological age expectation – 'at age'	Text readability level 6-12 months below chronological age expectation – 'of concern'	Text readability level 12 months or more below chronological age expectation – 'at risk'	N
Auckland North	23.8	19.7	56.6	244
Auckland South	9.8	21.0	69.2	295
Christchurch	23.7	22.1	54.3	317
Dunedin	20.3	20.7	59.0	222
Hamilton	19.8	24.9	55.3	293
Invercargill	15.3	18.0	66.7	294
Napier	37.0	29.7	33.2	575
Nelson	26.7	18.6	54.7	172
Rotorua	38.6	20.2	41.2	267
Wellington	26.7	21.5	51.7	344
Whanganui	12.6	14.3	73.1	412
Whangarei	26.3	23.2	50.5	99
Total	842	765	1927	3534¹
Percent of total	23.8%	21.6%	54.5%	

¹ Excludes 174 students without an outcome status.

The data in Table 15 demonstrates there is variability in student outcomes around the regions at the end of their period of support in 2009. However these figures do not take into account students' performance at entry into RT:Lit support.

¹⁹ For the analysis in this report, text readability level was approximated using Instructional Text Levels recorded at Q14. Although the concept of 'reading age' is commonly used in schools The Literacy Learning Progressions and the Reading and Writing National Standards refer to 'readability' to describe the level at which a text can be read.

Student status at last lesson, when support stopped or at the end of the year

RT:Lit provided an outcome status for each student on their roll from the following options:

- Student is likely to require further Direct Instruction or Indirect Support next year.
- Student received an incomplete intervention
 - because he/she moved out of the area services by RT:Lit
 - for some other reason.
- Student requires alternative specialist assistance and was/will be referred on.
- Direct Instruction/Indirect Support completed and student discharged from RT:Lit roll.
- Other option eg, SE, RTLB.

Of all students supported by RT:Lit, the highest proportions of students discharged at the end of 2009 were in schools in Napier (71%), Hamilton (69%) and Christchurch (67%). Students in schools in Invercargill (33%), Whanganui (34%) and Nelson (33%) were less likely to have been discharged at the end of 2009 and more likely to require further support.

Table 16: Final student status by Ministry of Education Local Office region

Local Office Area	Discharged	Further support	Incomplete (all)	Referred on	Other	Total
Auckland North	45.2	30.5	12.6	3.8	9.6	239
Auckland South	50.0	31.4	9.0	0.7	7.2	290
Christchurch	67.3	20.4	8.7	2.6	1.6	309
Dunedin	56.3	45.1	4.0	3.1	0.4	224
Hamilton	68.5	16.1	7.7	6.7	3.7	298
Invercargill	33.4	61.0	3.4	0.3	2.1	290
Napier	71.1	20.3	5.6	2.1	1.0	585
Nelson	33.1	48.9	9.6	7.3	5.6	178
Rotorua	58.0	29.4	4.7	7.8	0.4	255
Wellington	40.9	43.6	11.3	2.7	3.4	328
Whanganui	33.7	49.6	11.9	3.1	2.9	421
Whangarei	42.2	41.0	6.0	1.2	10.8	83
Total	1822	1220	279	211	116	3500¹
Percentage of total	52.1	34.9	8.0	6.0	3.3	

¹ Excludes 208 students without either region or final status information.

Type of support received from RT:Lit

Across the regions the proportion of students receiving each type of support varies. The Auckland South (57%), Hamilton (61%) and Rotorua (64%) regions had a higher proportion of students receiving direct support. The Dunedin (5%), Invercargill (14%) and Christchurch (18%) regions had the smallest proportions of students receiving direct support; conversely these regions had higher proportion of students receiving indirect support.

Table 17: Type of support provided for students by region

Local Office Area	Direct	Indirect	Both	Total
Auckland North	32.4	44.4	23.2	250
Auckland South	57.4	4.4	38.2	296
Christchurch	17.8	56.3	25.8	325
Dunedin	5.4	65.7	28.9	239
Hamilton	60.7	28.4	10.9	303
Invercargill	13.9	60.7	25.4	303
Napier	31.3	49.4	19.2	619
Nelson	33.7	38.0	28.3	187
Rotorua	63.8	21.1	15.1	279
Wellington	37.6	35.0	27.4	354
Whanganui	35.1	45.3	19.6	439
Whangarei	22.5	53.9	23.5	102
Total	1293	1548	855	3696¹
Percentage of total	35.0	41.9	23.1	

¹ Missing type of support information for 12 students.

While the regional data suggests variability in RT:Lit practice around the regions, further investigation would be needed to clarify understanding of terminology and regional practice before conclusions can be drawn.

Section 5: Conclusions

The purpose of the Resource Teachers: Literacy 2009 Annual Report was to identify the nature of the support provided to students by the RT:Lit during the year and to report on student outcomes and progress while receiving support. The report also reports on the potential impact of RT:Lit on reducing the number of students who are at risk of under achievement due to difficulties in literacy learning.

Nature of the support RT:Lit provided

In 2009, RT:Lit provided data on 3,708 students who were experiencing difficulties with literacy learning. Over half (58%) of these students received direct instruction while the remaining 42% received indirect instruction. The nature of RT:Lit support appears to vary around the regions, with different proportions of students receiving direct and indirect support in each region.

RT:Lit predominantly provided assistance with reading literacy (93%), with more students receiving reading processing support (85%) than reading comprehension support (58%).

Students spent an average of five months and 29 days receiving RT:Lit support. Students received direct support for an average of 16 weeks and indirect support for an average of 14 weeks.

Student outcomes according to RT:Lit judgment

According to the RT:Lit judgments at the end of their RT:Lit support, just under a quarter (24%) of students were considered to be 'at age', that is, these students had a text readability age band that matched their chronological age expectation.

There are regional differences in the proportions of students who were being judged to be 'at age' and those being discharged.

By the end of 2009, half (51%) of the students receiving RT:Lit support were discharged from RT:Lit support. The majority (91%) of students judged 'at age' (their text readability levels matched their chronological age expectation) were discharged.

Change in text readability level from RT:Lit intervention

Irrespective of instructional text level at entry to RT:Lit support, the differences between chronological age and text readability levels at entry suggest that most students were 'at risk' (had text readability levels at least 12 months below their chronological age expectation) when they entered RT:Lit support.

Assessment data of text readability levels on entry and exit to RT:Lit support show evidence of movement in text readability levels during the time receiving RT:Lit support for many students. However, some students appear to still be 'at risk' (have text readability levels over 12 months below their cohort level) when they exit RT:Lit support.

The majority of students do appear to have made improvements in text readability level over time in RT:Lit support. Nearly two-thirds (61%) of all students and three-quarters (75%) of discharged students made improvements in their text readability levels of one year or more during their time in RT:Lit support.

Students who had made improvements in text readability levels of over a year had been receiving RT:Lit support for an average of five months and 10 days. Discharged students who had made improvements in text readability of over a year had been receiving RT:Lit support for an average of four months and 24 days.

Conclusion

The 2009 Annual RT:Lit Report is the latest in a series of Annual Reports beginning in 2002. For 2009 the data collection forms were modified to provide more detail on student outcomes while receiving RT:Lit support.

The 108 RT:Lit (who supplied data) around the country provided support for 3,708 students in Years 1 – 8 who are experiencing difficulties with literacy learning in 2009. Of these, around a quarter of students were considered to be reading at their expected chronological age level ('at age') at the end of 2009. The majority of these students were discharged out of the service as support was deemed to be no longer required.

The proportion of students from different ethnic groups receiving RT:Lit support in 2009 has remained similar to that reported in the last few years. A larger proportion of Māori students were supported by RT:Lit than might be expected given the proportion of Māori students within the Years 1 to 8 school student population. Pasifika students, however, were under represented in those supported by RT:Lit compared to the proportion of Pasifika students in Years 1 to 8. Investigation of referral and decision making about which students receive support could be undertaken to provide further understandings of how services are allocated.

Pasifika students who received RT:Lit support were less likely to be discharged or to be judged 'at age' by RT:Lit at the end of their time receiving support than those from other ethnic groups.

While nearly two-thirds of all students had made improvements in text readability levels during their time receiving RT:Lit support, only 24% were considered to be 'at age' at the end of their support or at the end of the year. This implies that while text readability level improvements had been made by some students these were not enough to reach the level expected for their chronological age.

The 2009 data raise a number of questions about aspects of the RT:Lit service such as length of time receiving support, differences in practice across the regions and criteria for discharge of students. Further work could be undertaken to understand the apparent variation in practice across the country and to ensure common understandings of key terminology and definitions are held.

Appendix

The following page presents descriptive data for 2009 RT:Lit students.

Table A1: Gender

Gender	All		Discharged	
	N	%	N	%
Girl	1189	32.5	621	34.7
Boy	2469	67.5	1170	65.3
Total	3658¹	100	1791²	100

¹ Excludes 50 students without gender data.

² Excludes 31 students without gender data.

Table A2: Ethnicity¹

Ethnicity	All		Discharged	
	N	%	N	%
Māori	1332	36.4	627	34.6
Pacific	326	8.9	152	8.4
Asian	54	1.5	33	1.8
New Zealand/Pākehā	1903	52.0	975	53.8
Other	46	1.3	24	1.3
Total	3661²	100	1811³	100.0

¹ Using Statistics New Zealand 1996 hierarchy, students were assigned to one ethnic group by prioritising ethnicity in the following order: Māori, Pasifika, Asian and NZ European.

² Excludes 47 students without ethnicity data.

³ Excludes 11 students without ethnicity data.

Table A3: Age on entry and exit of discharged students¹

Age on entry	N	%	Age on exit	N	%
5	25	1.4	5	3	0.2
6	155	8.5	6	88	4.9
7	385	21.2	7	260	14.5
8	436	24.0	8	423	23.5
9	298	16.4	9	363	20.2
10	235	13.0	10	300	16.7
11	153	8.4	11	183	10.2
12	110	6.1	12	123	6.8
13	16	0.9	13	55	3.1
14	1	0.05	14	1	0.05
Total	1,814	100.0	Total	1,799	100

¹ Excludes 8 students with unknown age on entry and 23 students with unknown age at exit.