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Te Tāhuhu o te Mātauranga Aotearoa

Resource Teachers of Literacy

Annual Report 2013

Research Division

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Executive summary

Resource Teachers of Literacy (RTLit) are specialist literacy teachers who support and assist staff in schools to meet the needs of years 1 to 8 students experiencing difficulties with literacy learning.

This summary of the 2013 RTLit monitoring data provides an overview of the number of students receiving RTLit assistance during 2013, the nature of the support provided, and the outcomes of students receiving support. Although monitoring was reduced in 2013, the high level findings are consistent with previous years' results.

RTLit were asked to complete a summary report covering all the students they worked with in 2013 and an overview form per cluster.

Key findings for 2013

RTLit support

- A total of 4,826 students were on the RTLit roll (compared with 4,530 in 2012 and 3,777 in 2011).
- The largest proportion of students (39%) received indirect support only (similar to the previous two years); about a third of students (36%) received both direct and indirect support, and a quarter (25%) received direct support only.

Student outcomes following RTLit support

- A little under half of students (45%) were successfully discontinued because they had completed their programme of support, a further quarter (25%) were rolled over to the next year with the expectation their support will continue, 16 per cent were referred on for further specialist support, and the remaining 14 per cent were withdrawn.
- RTLit were asked whether the texts students were able to read matched their current year level expectations. Over a quarter of students (28%) were reading at a level that matched their current year level expectations, a quarter (25%) were reading texts between six months to a year below their current year level expectation, a quarter (26%) were reading texts more than one year below current year level expectations, and the remaining fifth (20%) of students were reading at a level more than two years below expectations.

Section 1: Introduction

Background

Resource Teachers of Literacy (RTLit) are specialist literacy teachers who support and assist staff in schools to meet the needs of years 1 to 8 students experiencing difficulties with literacy learning. RTLit provide reading literacy, written literacy and oral language support.

RTLit support is delivered in two ways:

- Indirect instruction – providing support to the classroom teacher in relation to a particular student.
- Direct instruction – intensive specialised teaching to individual and/or small groups of students.

In 2013 there were 108 RTLit supporting students and/or staff in state and state integrated primary schools throughout New Zealand. RTLit are based at a host school and work across a number of schools within a cluster. There are 86 clusters around the country, with some clusters having more than one RTLit.

RTLit have provided data to the Ministry of Education on an annual basis since 2001.¹ The purpose of this monitoring report was to provide aggregate data on students and their outcomes. In 2013 a reduced amount of data was requested from RTLit due to an operational review of the service occurring during the year.

Methodology

RTLit submitted their completed annual returns to the Research Division of the Ministry of Education at the end of 2013. These returns comprise:

- a Cluster Overview Form — this form contains information about the number of students on the RTLit roll during 2013. One RTLit per cluster submitted this form on behalf of all RTLit in the cluster.
- a Student Summary Form — this form contains (in aggregated form) intervention details and outcome information for each RTLit's students in 2013. Note that in 2013 RTLit were not required to submit individual student details.

In 2013, 82 of the 86 Cluster Overview Forms were submitted and complete (two were missing and two were incomplete). Student summary forms were submitted by 108 RTLit, covering 4,826 students.

¹ This information has been provided and reported on annually since 2001. Prior to 2001, information was collected on the Resource Teachers of Reading (RTR).

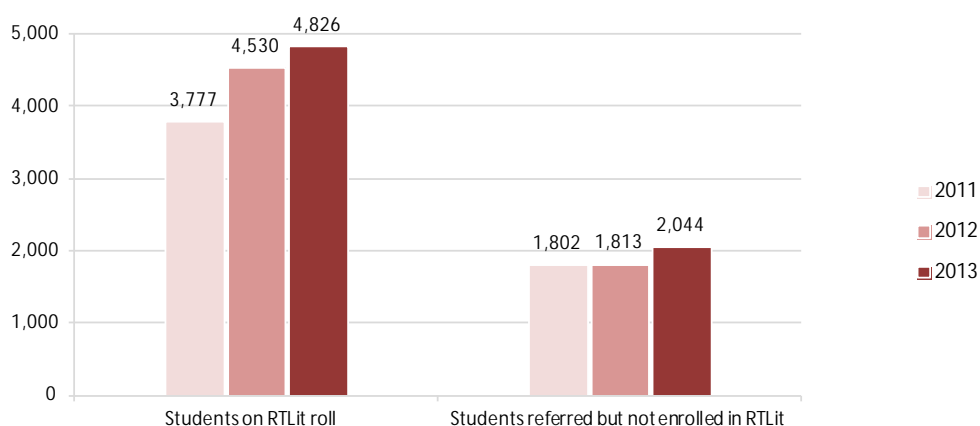
Section 2: Resource Teachers of Literacy support in 2013

Number of students

The total number of students admitted to the RTLit roll for 2013 was 4,826² - about 1% of primary school (Years 1 to 8) students.

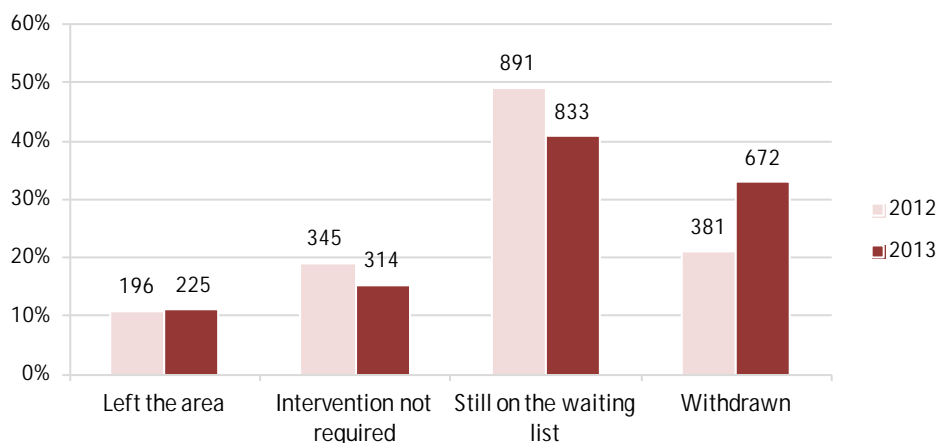
At least 2,044 students were referred but not enrolled in 2013. As non-enrolment data was missing from several clusters, the actual number may be higher than this. Figure 1 shows that the number of both enrolled and non-enrolled students has increased over the last three years. (Tables showing the data for all graphs are appended.)

Figure 1: Number of students 2011-2013



Of the students who were referred but not enrolled in 2013 (n=2,044), two-fifths were still on the waiting list at the end of the year. A further third were withdrawn for another reason (eg, they were referred to Resource Teachers Learning and Behaviour). As shown in Figure 2, the most marked difference compared to 2012 is the increase in the proportion of students who were withdrawn.

Figure 2: Why referred students were not enrolled



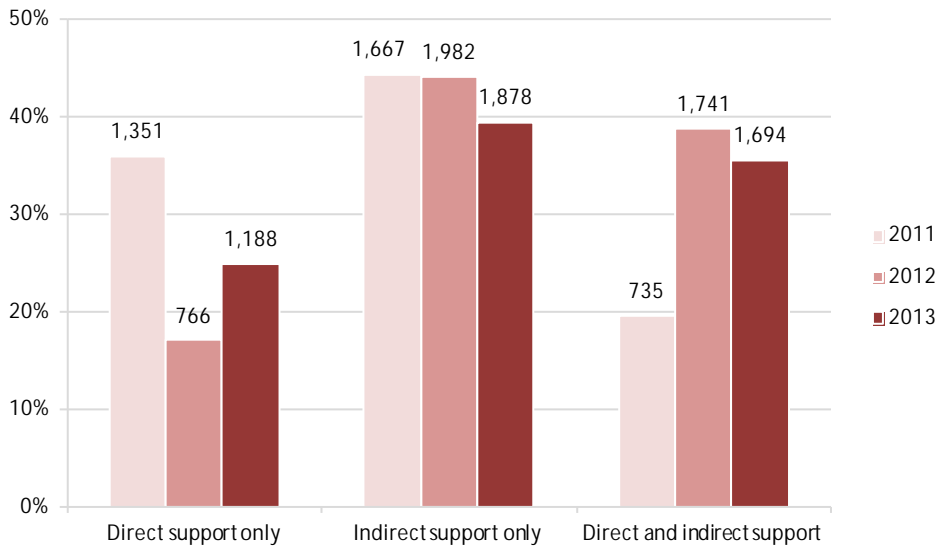
² Although cluster level data was missing for several clusters, this number has been derived from the returns submitted by individual RTLit.

Type of support provided

The revised Professional Practice Manual³ distributed to RTLit in 2012 suggests that the major focus of RTLit support should be in the area of indirect instruction.

In 2013, the largest proportion of students (39%) received indirect support only – similar to the previous two years. Another third (36%) received both direct and indirect support, and a quarter received direct support only. The 2013 data shows an increase in the proportion of students receiving direct support only, however this has not returned to levels seen in earlier years (see Figure 3).

Figure 3: Type of support provided for students on the RTLit roll



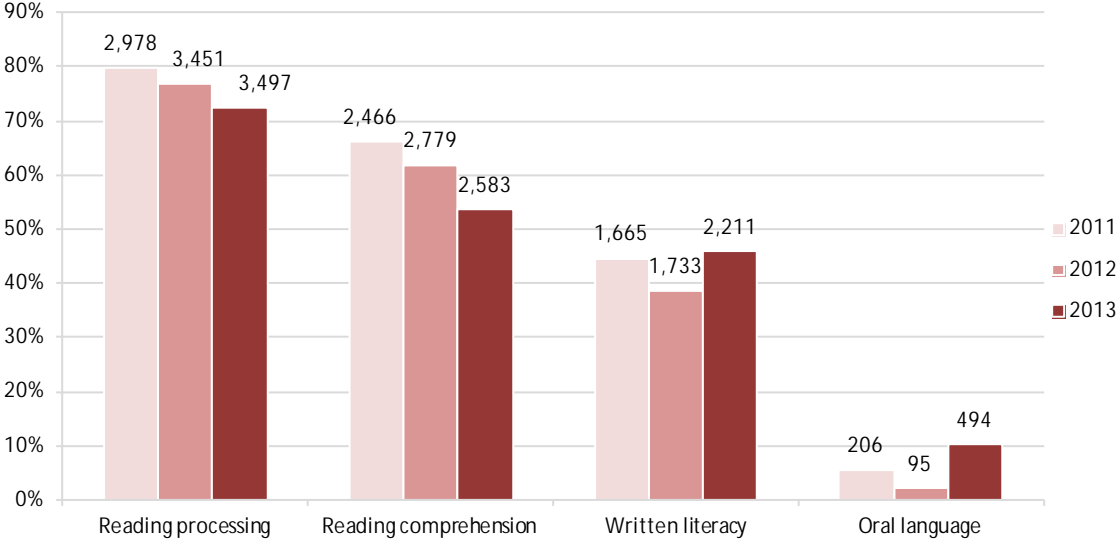
³ Resource Teachers of Literacy Professional Practice Manual 2012, Ministry of Education. Distributed to RTLit and Management Committees in January 2012. The PPM was revised to provide Resource Teachers Literacy, their Management Committees and Host Principals with practice guidelines.

The nature of literacy assistance students received

RTLit support students across a range of literacy areas — reading literacy, writing literacy and oral language. Figure 4 shows the types of literacy assistance students received in 2013, with comparison data from 2012 and 2011.

Note that there is a high degree of overlap because students can receive more than one type of support. Compared to previous years, 2013 shows an increase in the proportion of students receiving written literacy and oral language assistance, and a decrease in the proportion receiving reading processing and comprehension assistance.

Figure 4: Literary assistance received by students



Section 3: Student outcomes

Two types of student outcome data are presented in this section. The first is based on an assessment of the students' status with regard to RTLit support. The second relates to a judgment made by the RTLit (for students supported by reading) about the extent to which the texts students were able to read matched their current year level expectations.

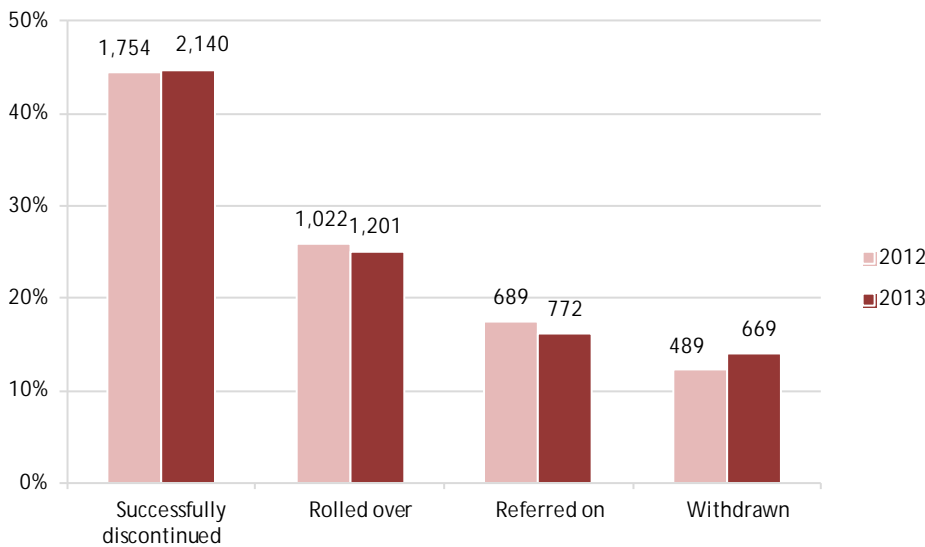
Student status at the completion of RTLit support or at the end of 2013

RTLit provided a final status for each student on their roll in 2013 using the following options:

- Successfully discontinued — student working at, or close to, the expected National Standard and able to fully benefit from effective classroom teaching.
- Referred on — student requires alternative specialist assistance and referral was recommended.
- Withdrawn — student is no longer able to receive RTLit instruction but has not successfully discontinued or referred on, for example, student has left the area.
- Rolled over — anticipates student will continue to receive RTLit instruction the following year.

Final status data was available for 4,782 of the 4,826 students (99%). As shown in Figure 5, outcomes were similar to those of 2012 with almost half of students being successfully discontinued from the RTLit roll by the end of 2013, while a quarter were rolled over (see data in the Appendix, Table 4). Comparisons cannot be made with 2011 data as the definitions of student outcome status were refined to align with the Professional Practice Manual introduced at the start of 2012.

Figure 5: Student outcomes from RTLit support



* Figure based on 4,782 students with information about their RTLit support status at the end of 2013, and 4,474 students at the end of 2012.

Student outcomes based on RTLit judgment

RTLit were asked to record whether the texts students were able to read matched their current year level expectations at the end of their period of support in 2013. This provides one measure of students' literacy achievement when their support ended for the year.

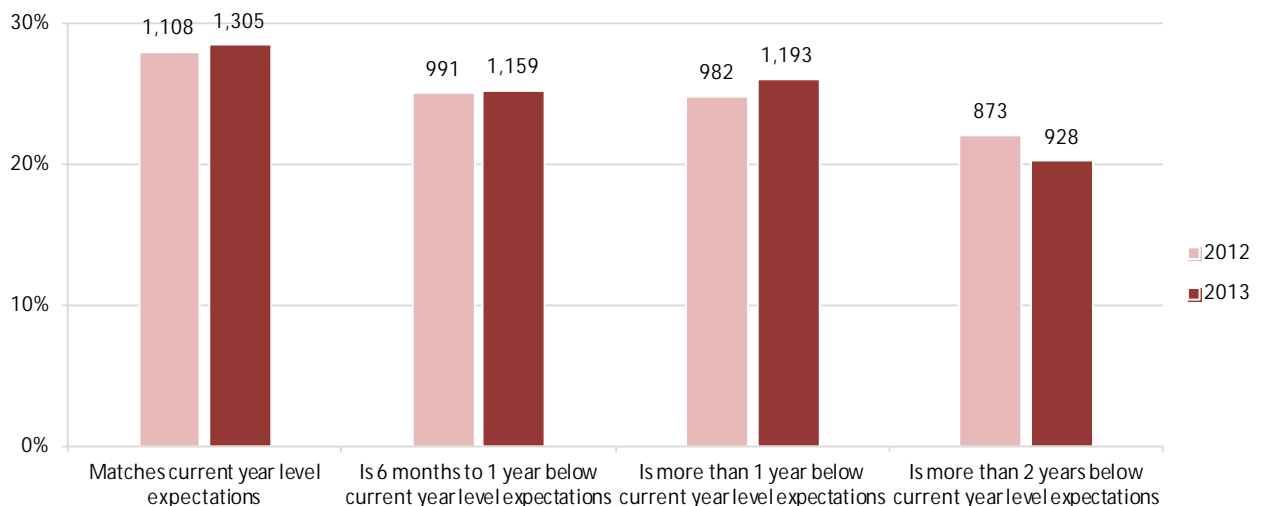
Assessing students against the Ready to Read Text Level or School Journal Reading Year Level, RTLit were asked to best describe, for each student, whether their readability level at the end of support:

- matched current year level expectations
- was 6 months to one year below current year level expectations
- was more than one year below current year level expectations
- was more than two years below current year level expectations.

As in 2012, just over a quarter of students were reading texts that matched their current year level expectations at the end of their period of support in 2013. A further quarter of students were reading texts that were six months to one year below current year level expectations, while half of students were reading texts that were more than one year below current year level expectations when their support stopped in 2013.

Comparisons cannot be made with 2011 results because from 2012 this judgement was assessed against current year level expectations and not against chronological age as in previous years.

Figure 6: Students' reading status at last lesson, or when support ceased for the year



* Figure based on 4,585 students with information about their reading levels at the end of RTLit support for 2013 and 3,954 students in 2012.

Section 4: Conclusion

The purpose of the RTLit 2013 Annual Report was to provide aggregate data on students and their outcomes. In 2013 a reduced amount of data was requested from RTLit due to an operational review of the service occurring during the year.

Since 2001, RTLit have submitted annual data to the Ministry of Education. In 2013, 108 RTLit provided information for 4,826 students they had worked with during the year.

In 2013, the largest proportion of students (39%) received indirect support only (similar to the previous two years); about a third of students (36%) received both direct and indirect support, and a quarter (25%) received direct support only.

Consistent with previous years, at the end of 2013, a little under half of students (45%) were successfully discontinued because they had completed their programme of support, a further quarter (25%) were rolled over to the next year with the expectation their support will continue, 16 per cent were referred on for further specialist support, and the remaining 14 per cent were withdrawn.

Also consistent with previous years, RTLit reported over a quarter of students (28%) were reading at a level that matched their current year level expectations, a quarter (25%) were reading texts between six months to a year below their current year level expectation, a quarter (26%) were reading texts more than one year below current year level expectations, and the remaining fifth (20%) of students were reading at a level more than two years below expectations. These outcomes are very similar to those reported at the end of 2012.

Appendix: Data tables

Appendix Table 1: Non enrolment of students

| | 2013* | 2012 | 2013 | 2012 |
|---------------------------|--------------|--------------|-------------|-------------|
| | <i>N</i> | | <i>%</i> | |
| Left the area | 225 | 196 | 11% | 11% |
| Intervention not required | 314 | 345 | 15% | 19% |
| Still on the waiting list | 833 | 891 | 41% | 49% |
| Withdrawn | 672 | 381 | 33% | 21% |
| Total | 2,044 | 1,813 | 100% | 100% |

* Data missing from several clusters

Appendix Table 2: Type of support provided for students on the RTLit roll

| | 2013* | 2012* | 2011 | 2013* | 2012* | 2011 |
|-----------------------------|--------------|--------------|--------------|-------------|-------------|-------------|
| | <i>N</i> | | | <i>%</i> | | |
| Direct support only | 1,188 | 766 | 1,351 | 25% | 17% | 36% |
| Indirect support only | 1,878 | 1,982 | 1,667 | 39% | 44% | 44% |
| Direct and indirect support | 1,694 | 1,741 | 735 | 36% | 39% | 20% |
| Total | 4,760 | 4,489 | 3,753 | 100% | 100% | 100% |

* Excludes data from students with missing information about the type of support they received (15 missing cases in 2012 and 66 missing cases in 2013).

Appendix Table 3: Nature of the literacy assistance

| | 2013 | 2012* | 2011 | 2013 | 2012* | 2011 |
|-----------------------|----------|-------|-------|----------|-------|------|
| | <i>N</i> | | | <i>%</i> | | |
| Reading Processing | 3,497 | 3,451 | 2,978 | 72% | 77% | 80% |
| Reading Comprehension | 2,583 | 2,779 | 2,466 | 54% | 62% | 66% |
| Written literacy | 2,211 | 1,733 | 1,665 | 46% | 39% | 45% |
| Oral language | 494 | 95 | 206 | 10% | 2% | 6% |

* Excludes data for 8 students where the nature of support was not specified in 2012.

Appendix Table 4: Student outcomes from RTLit support

| | 2013 | 2012 | 2013 | 2012 |
|---------------------------|--------------|--------------|-------------|-------------|
| | <i>N</i> | | <i>%</i> | |
| Successfully discontinued | 2,140 | 1,754 | 45% | 44% |
| Referred on | 772 | 689 | 16% | 17% |
| Withdrawn | 669 | 489 | 14% | 12% |
| Rolled over | 1,201 | 1,022 | 25% | 26% |
| Total | 4,782 | 3,954 | 100% | 100% |

Appendix Table 5: Students' reading status at last lesson, or when support ceased for the year

| | 2013 | 2012 | 2013 | 2012 |
|---|--------------|--------------|-------------|-------------|
| | <i>N</i> | | <i>%</i> | |
| Matches current year level expectations | 1,305 | 1,108 | 28% | 28% |
| Is 6 months to 1 year below current year level expectations | 1,159 | 991 | 25% | 25% |
| Is more than 1 year below current year level expectations | 1,193 | 982 | 26% | 25% |
| Is more than 2 years below current year level expectations | 928 | 873 | 20% | 22% |
| Total number of students supported in 2013 | 4,585 | 3,954 | 100% | 100% |