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Te Tāhuhu o te Mātauranga Aotearoa

Resource Teachers of Literacy

Annual Report 2012

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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. The purpose of the Resource Teachers of Literacy Annual Report 2012 is to identify the nature of the support RTLit provided to students and to report on the outcomes of students receiving RTLit support. This report presents data on the students who received RTLit support during 2012.

RTLit were asked to complete an individual form for each student they worked with and an overview form. The overview form provides a summary of all students receiving RTLit support in a cluster and the individual form provides intervention details for each student.

Key findings for 2012

RTLit support in 2012

- A total of 4,530 students were on the RTLit roll in 2012 (compared with 3,777 in 2011). RTLit provided intervention details for 99% (n=4,504) of students.
- Half (50%) of the students were New Zealand Pākehā/European, 36% were Māori, nine per cent were Pasifika and five per cent were Asian or Other ethnicities. The ethnic composition of students receiving RTLit support was similar to previous years.
- Consistent with previous years, more boys (67%, n=3,033) than girls (33%, n=1,469) received RTLit support in 2012.
- The proportion of students supported indirectly increased in 2012 (83%, up from 64% in 2011). This increase reflects the increase in the proportion of students receiving a combination of both direct and indirect support in 2012 (39%, up from 20% in 2011).
- On average, directly supported students received 23 half-hour units of support over 13 weeks (a decrease from 37 half-hour units over 16 weeks in 2011). Indirectly supported students received on average 14 half-hour units over 16 weeks, much the same as in 2011.
- The majority of students on the RTLit roll received support for reading literacy (82%). Of these students, three-quarters (75%) received support for reading processing and 62% received support for reading comprehension. Thirty-nine per cent of students received support for written literacy and two per cent received support for oral language.

Student outcomes following RTLit support

- Nearly half of the students (45%) supported by RTLit during 2012 were successfully discontinued by the end of the year. A further 17% of students were referred on for extended specialist assistance, 13% received an incomplete intervention either because they had moved out of the area serviced by the RTLit or were unable to continue receiving support for another reason. One-quarter (25%) were expected to continue RTLit support in 2013.
- All students on the RTLit roll in 2012 were assessed on whether the texts they were reading matched current year level expectations when their support ended. Twenty-eight per cent of students were reading texts at a

level that matched their current year level expectations. One-quarter (25%) of students were reading texts that were between six to 12 months below their current year level expectations. Another quarter (25%) of the students were reading texts at levels more than 12 months below their current year level expectations and 22% were reading texts more than 24 months below their current year level expectations.

- Of those students who were reading texts at a level that was more than 12 months below current year level expectations, close to half (46%) were rolled over with the intention that they would continue to receive support in the following year.
- Nearly half the students (45%) who were reading texts more than 24 months below their current year level expectations were referred on for specialist support.
- As noted earlier, 45% of students on the 2012 roll were successfully discontinued in 2012. Of these students 60% were reading texts at a level that matched their current year level expectations, a further 30% were reading texts that were six to 12 months below current year level expectations, the remaining 10% were reading texts that were more than 12 months below current year level expectations.
- A comparison of reading assessment data at entry to and exit from RTLit support indicates a positive shift in reading attainment overall ie, proportionately more students were reading texts at a higher level when their period of support ended.

Student outcomes and ethnicity

- At the end of RTLit support for 2012, the proportion of Māori students (24%) reading texts that matched their current year level expectations was lower than Pasifika (29%) and NZ Pākehā/European (29%) students.
- In 2012, 36% (n=1,664) of students supported by RTLit were Māori. At the end of 2012 or when their support ended, 24% of Māori students were reading texts at a level that matched their current year level expectations. Twenty-two per cent of Māori students were reading texts that were between six to 12 months below their current year level expectations. Over half (54%) of Māori students were reading texts at a level more than 12 months below their current year level expectations
- Over half (56%) of the Māori students who were successfully discontinued (and assessment data was available for), were reading texts at a level that matched their current year level expectations, a further 30% were reading texts that were six to 12 months below current year level expectations, the remaining 14% were reading texts that were more than 12 months below current year level expectations.
- In 2012, nine per cent (n=416) of students supported by RTLit were Pasifika. At the end of 2012 or when their support ended, 29% of Pasifika students were reading texts at a level that matched their current year level expectations. Twenty-six per cent of Pasifika students were reading texts that were between six to 12 months below their current year level expectations. Under half (45%) of Pasifika students were reading texts at a level more than 12 months below their current year level expectations
- Nearly two-thirds (63%) of the Pasifika students who were successfully discontinued (and assessment data was available for, n=165), were reading texts at a level that matched their current year level expectations, a further 28% were reading texts that were six to 12 months below current year level expectations, the remaining nine per cent were reading texts that were more than 12 months below current year level 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 2012 there were 109 RTLit supporting students and/or staff in 994 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 2001¹. The purpose of the 2012 Annual Report was to identify the nature of the support that RTLit provided to students and to report on student outcomes from that support.

At the beginning of 2012 a revised version of the Professional Practice Manual² (PPM) was distributed to RTLit and their Management Committees by the Ministry. The PPM was revised to provide Resource Teachers Literacy, their Management Committees and Host Principals with practice guidelines.

Methodology

RTLit submitted their completed annual returns to the Research Division of the Ministry of Education at the end of 2012. They completed two types of forms:

- **Cluster Overview Form** — this form contains information about the number of students on the RTLit roll during 2012. One RTLit per cluster submitted this form on behalf of all RTLit in the cluster.
- **Individual Student Form** — this form contains demographic information, intervention details and outcome information for each student on the RTLit roll in 2012.

For the 2012 Annual Return, all 86 Cluster Overview Forms were submitted. Individual Student Forms were submitted for 4,504 students, out of 4,530 on the roll.

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).

² Resource Teachers of Literacy Professional Practice Manual 2012, Ministry of Education. Distributed to RTLit and Management Committees in January 2012.

Section 2: Resource Teachers of Literacy support in 2012

Cluster information

Cluster information was available for each of the 86 RTLit clusters. In total, 4,530 students were admitted to the RTLit roll for 2012 (compared with 3,777 in 2011) and 1,813 students were not enrolled (compared with 1,802 students in 2011).

Of the students who were not enrolled (n=1,813), half were still on the waiting list at the end of the year (49%, n=891). A further 19% (n=345) were identified as not needing RTLit intervention, 11% (n=196) left the area serviced by the RTLit and 21% (n=381) of students were withdrawn for another reason (eg, they were referred to Resource Teachers Learning and Behaviour).

Student information

RTLit provided intervention information for 4,504 students in years 1 to 8 in 2012 (compared with 3,760 students in 2011). This represents one per cent of all students who were in years 1 to 8 during 2012 (the same proportion as 2011).

Student year level

Around half of the students (48%) supported by RTLit in 2012 were in years 3 and 4. Just over one third (35%) of students supported in 2012 were in years 5 and above. Seventeen per cent of students were in years 0, 1 and 2.

Table 1: Year level of RTLit students in 2012

Year Level	N	%
Year 0/1	122	2.7
Year 2	635	14.1
Year 3	1222	27.1
Year 4	961	21.3
Year 5	683	15.2
Year 6	507	11.3
Year 7	204	4.5
Year 8	170	3.8
Total	4,504	100.0

Student ethnicity and gender

Table 2 shows the gender and ethnicity for students who received RTLit support in 2012.

Approximately two-thirds (68%, n=3,133) of students were male and one-third were female (32%, n=1,498).

Half (50%) of students who received RTLit support were New Zealand Pākehā/European, around a third (36%) were Māori and nine per cent were of Pacific Island descent. The remaining students were either Asian (3%) or ethnicities other than those specified on the student form (2%).

Table 2: Ethnicity of RTLit students in 2012¹

Ethnicity	Boys		Girls		Total	
	N	%	N	%	N	%
New Zealand Pākehā/European	1,598	51.0	733	48.9	2,331	50.3
Māori	1,103	35.2	561	37.4	1,664	35.9
Pasifika	282	9.0	134	8.9	416	9.0
Asian	108	3.4	43	2.9	151	3.3
Other	42	1.3	27	1.8	69	1.5
Total	3,133	100.0	1,498	100.0	4,631	100.0

1. Students were able to be identified under multiple ethnic groupings.

Type of support provided by RTLit in 2012

In 2012 the proportion of students who received indirect support increased from 2011. In total, 83% of students were supported indirectly compared to 64% of students in 2011. This increase reflects the increase in the proportion of students who received a mix of indirect and direct support (39% in 2012 compared to 20% in 2011). The proportion of students who received *direct support only* decreased (from 36% in 2011 to 17% in 2012); while the proportion of students who received *indirect support only* (44%) remains consistent with 2011.

The revised Professional Practice Manual was distributed to RTLit in 2012 and suggests that the major focus of RTLit support is in the area of indirect instruction.

Direct support was more commonly provided as one-on-one tuition (11%) than in small group settings (4%).

Table 3: Type of support provided for students on the 2012 RTLit roll¹

	N		%	
	2012	2011	2012	2011
Direct support only	766	1,351	17.1	36.0
(<i>Individual tuition only</i>)	(499)	(863)	(11.1)	(23.0)
(<i>Small-group tuition only</i>)	(191)	(446)	(4.3)	(11.9)
(<i>Both individual and small-group tuition</i>)	(76)	(42)	(1.7)	(1.1)
Indirect support only	1,982	1,667	44.2	44.4
Direct and Indirect support	1,741	735	38.8	19.6
(<i>Indirect and individual tuition</i>)	(1,174)	(447)	(26.2)	(11.9)
(<i>Indirect and small-group tuition</i>)	(376)	(236)	(8.4)	(6.3)
(<i>Indirect and individual and small group tuition</i>)	(191)	(52)	(4.3)	(1.4)
Total	4,489	3,753	100.0	100.0

1. Excludes data from 15 students with missing information about the type of support they received in 2012.

The nature of literacy assistance students received

RTLit support students across a range of literacy areas — reading literacy, writing literacy and oral language. Table 4 shows the types of literacy assistance students received in 2012, with comparison data from 2011 alongside. There is a high degree of overlap because students can receive more than one type of support.

Most students (82%) received assistance with reading literacy, with more students receiving support for reading processing (77%) than reading comprehension (62%). Thirty-nine per cent of students supported received written literacy assistance and only two per cent received oral language assistance.

Table 4: Nature of the literacy assistance¹

Type of literacy support	N		%	
	2012	2011	2012	2011
Reading	3,679	3,257	81.8	87.2
Reading Processing	3,451	2,978	76.8	79.8
Reading Comprehension	2,779	2,466	61.8	66.1
Written literacy	1,733	1,665	38.5	44.6
Oral language	95	206	2.1	5.5

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

Time students were receiving RTLit support

Table 4 provides a summary of the units of time (recorded as 30-minute units of time) and number of weeks that direct or indirect support was provided. The 2011 figures appear in brackets.

Students who were supported directly received an average of 23 (30-minute) units of RTLit support over 13 weeks of RTLit instruction, compared with an average of 37 (30-minute) units over 16 weeks in 2011.

The average time spent on supporting students who received indirect support remained similar to 2011 with an average of 14 (30-minute) units of RTLit support over 16 weeks. However, it was more common for indirectly supported students to receive 17 weeks of support (up from 10 weeks in 2011).

Table 5: Number of weeks and 30-minute units spent receiving RTLit support

	Indirect		Direct	
	Units ¹	Weeks ²	Units ¹	Weeks ²
Mean (average)	14 (14)	16 (15)	23 (37)	13 (16)
Median (mid-point)	9 (9)	16 (13)	20 (30)	12 (14)
Mode (most common)	4 (4)	17 (10)	2 (30)	8 (10)

1. Based on data for 3,711 indirectly supported and 2,582 directly supported students (data on units of time missing for some students).
2. Based on data for 3,427 indirectly supported and 2,431 directly supported students (data on weeks of support missing for some students).

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 support, at the end of indirect support or at the end of the 2012 year.

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 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 2012

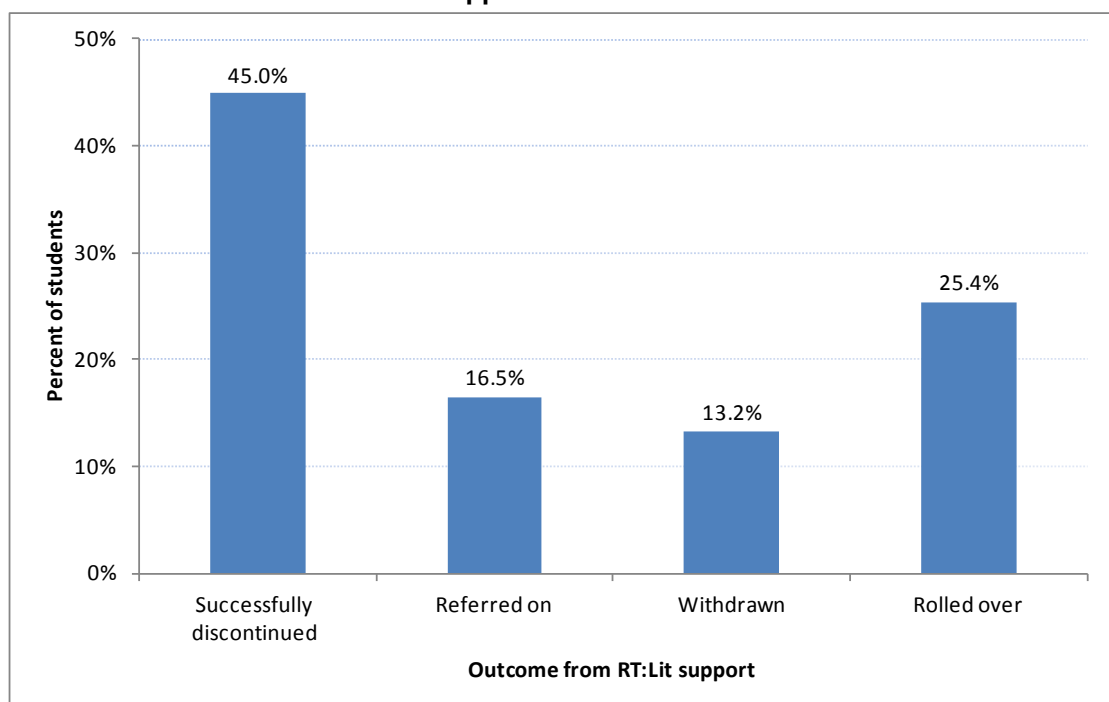
RTLit provided a final status for each student on their roll in 2012 using the following options:

- 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 eg, student has left the area.
- Rolled over — anticipates student will continue to receive RTLit instruction the following year.

Final status data was available for 4,474 of the 4,504 students (99%). Of these students, almost half (45%) were successfully discontinued from the RTLit roll by the end of 2012. Seventeen per cent were referred on for alternative specialist assistance, 13% were withdrawn and 25% were rolled over.

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 1: Student outcomes from RTLit support¹



1. Figure based on 4,474 students with information about their RTLit support status 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 2012. This provides one measure of students' literacy achievement when their support ended for the year.

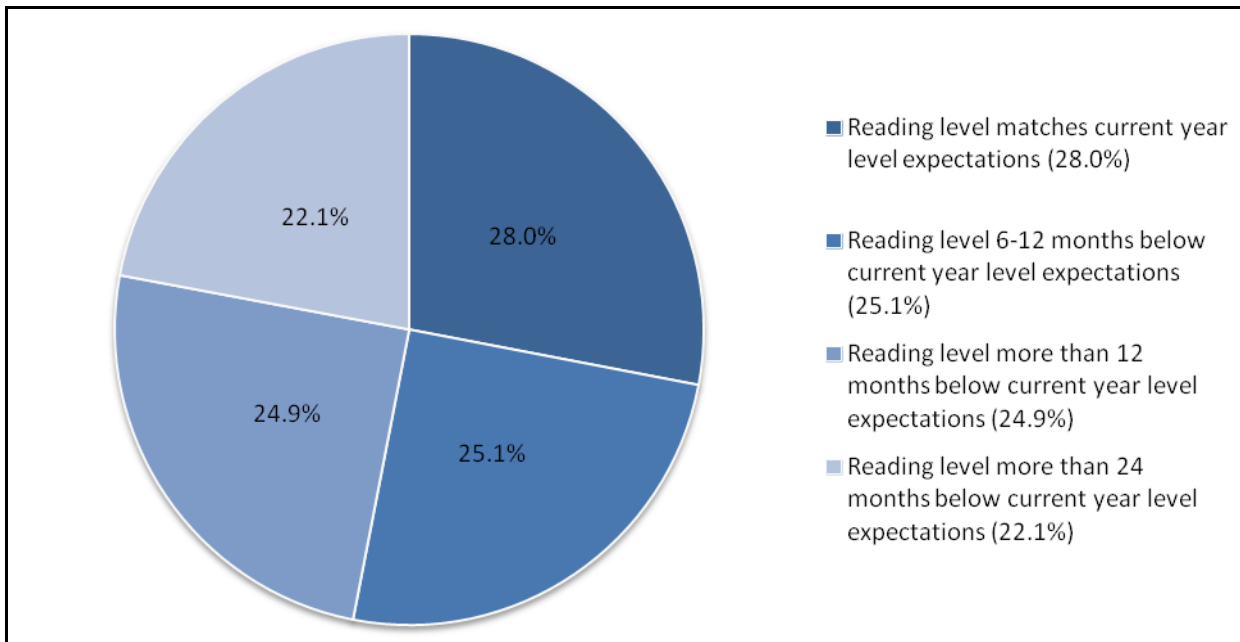
Assessing students against the Ready to Read Text Level or School Journal Reading Year Level, RTLit were asked to best describe, for each student, whether their readability level at the end of support:

- matched current year level expectations
- was 6–12 months below current year level expectations
- was more than 12 months below current year level expectations
- was more than 24 months below current year level expectations

Approximately one in four students (28%) were reading texts that matched their current year level expectations at the end of their period of support in 2012. A further one quarter (25%) of students were reading texts that were six to 12 months below current year level expectations, while half (47%) of students were reading texts that were more than one year below current year level expectations when their support ceased in 2012.

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

Figure 2: Students' reading status at last lesson, or when support ceased for the year¹

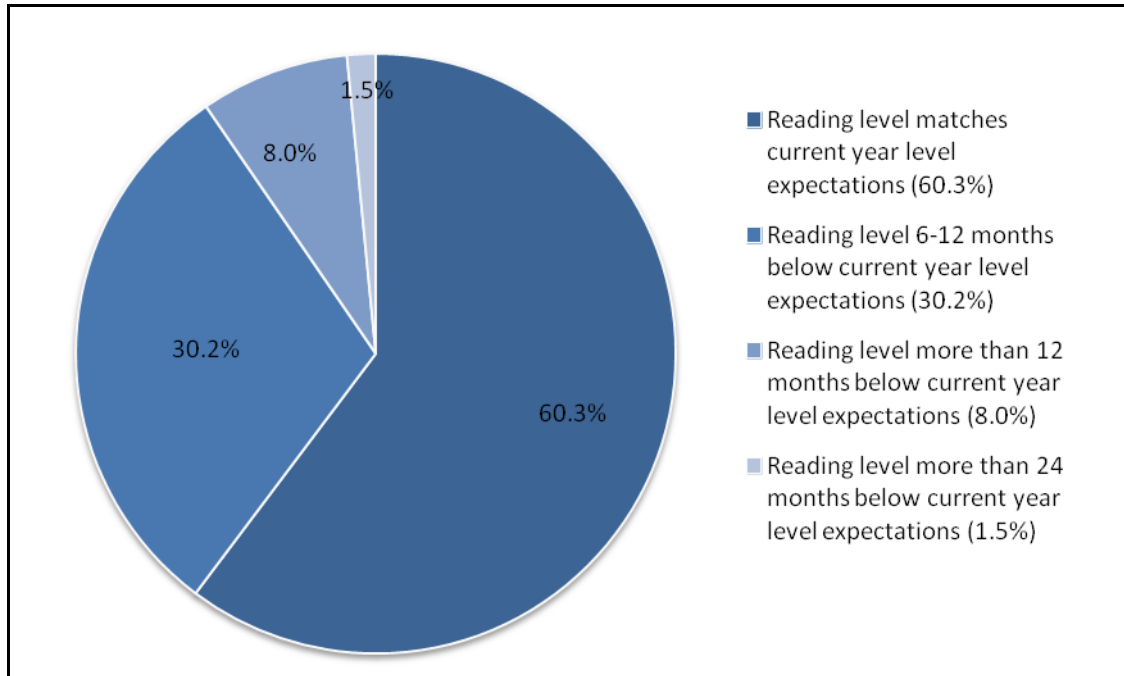


1. Figure based on 3,967 students with information about their reading levels at the end of RTLit support for 2012.

Reading status for successfully discontinued students

Figure 3 presents end-of-year information for students who were successfully discontinued from the RTLit roll. Sixty per cent of students (n=1,057) who had successfully discontinued were reading texts that matched current year level expectations when they completed their support. A further 30% (n=529) were reading texts between six and 12 months below current year level expectations, and the remaining 10% (n=168) were reading texts that were more than 12 months below current year level expectations when their support ended.

Figure 3: Successfully discontinued students' reading status at last lesson, or when support ceased for the year¹



1. Figure based on 1,754 successfully discontinued students with information about their reading status at the end of support.

Note: Comparisons cannot be made with 2011 data as the definition of student outcome status were changed to align with the Professional Practice Manual introduced at the start of 2012. Prior to the distribution of the revised Professional Practice Manual in 2012, RTLit were classifying students under the 'discharged' outcome in a number of ways. For example some RTLits were discharging students from the roll when they had completed their program of support, others were discharging all students at the end of the year and re-admitting only those students with the highest needs in the subsequent year.

Student outcomes and final status

RTLit are required to regularly monitor and evaluate the progress made by students. Based on RTLit judgement, the majority (95%) of students who were reading texts that matched their current year level expectations were successfully discontinued as they were deemed to be working at or close to the expected National Standard and able to fully benefit from effective classroom teaching.

Around half (53%) of the students who were reading texts that were six to 12 months below current year level expectations were successfully discontinued, as were 14% of students who were reading texts more than 12 months below their current year level expectations and three per cent who were reading texts more than 24 months below their current year level expectations.

Nearly half (45%) of the students who were reading texts that were more than two years below current year level expectations were referred on for alternative specialist support compared to one-fifth (22%) of students who were reading texts more than one year below expectations.

Those students, who were withdrawn eg, left the area, were tended to be reading at a level below their current year level expectations, with one-fifth (20%) 24 months or more below expectations.

One-quarter (26%) of students who were reading texts that were six to 12 months below current year level expectations were rolled over at the end of 2012 in anticipation they will continue their support the following year. Close to half (46%) of students who were reading texts that were more than 12 months below current year level expectations were rolled over at the end of 2012, as were one-third (32%) of students who were reading texts at more than two years below expectations.

Table 6: Student outcomes and final status

Student outcome (from RT:Lit support)	Reading level matches current year level expectations		Reading level 6-12 months below current year level expectations		Reading level more than 12 months below current year level expectations		Reading level more than 24 months below current year level expectations	
	N	%	N	%	N	%	N	%
Successfully discontinued	1,057	95.4	529	53.4	141	14.4	27	3.1
Referred on	5	0.5	72	7.3	220	22.4	392	44.9
Withdrawn	14	1.3	129	13.0	172	17.5	174	19.9
Rolled over	32	2.9	261	26.3	449	45.7	280	32.1
Total	1,108	100.0	991	100.0	982	100.0	873	100.0

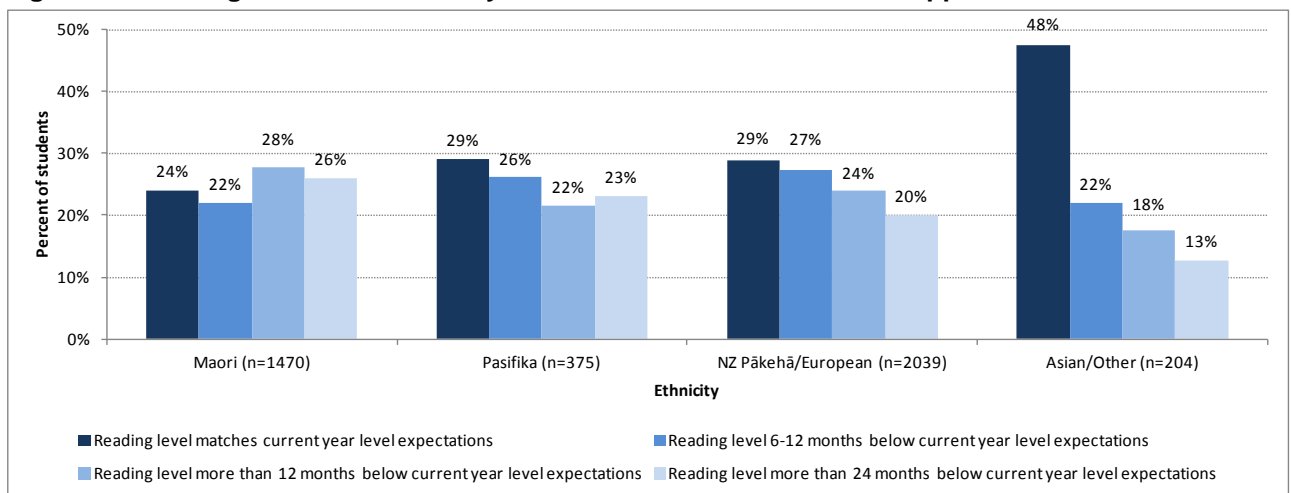
1. Based on data for 3,954 students where student outcome and status information was available.

Student outcomes and ethnicity

Figure 4 shows the reading status for students at the end of 2012 or at the end of their RTLit support. At the time of their last lesson of RTLit support in 2012, the proportion of Asian/Other (48%) students reading texts that matched current year level expectations was larger than the proportions of Māori students (24%), Pasifika students (29%) or New Zealand Pākehā/European students (29%).

Over half of the Māori students (54%) were reading texts that were more than one year below current year level expectations when their support ended compared to Pasifika (45%) and New Zealand Pākehā/European (44%) students.

Figure 4: Reading status and ethnicity¹ at end of 2012 or end of RTLit support



1. Based on data from 4,088 students with complete student outcome and ethnicity information.

Comparisons with 2011 data cannot be made because the question was asked differently in 2012. The students' reading level was assessed against current year level expectations, not chronological age.

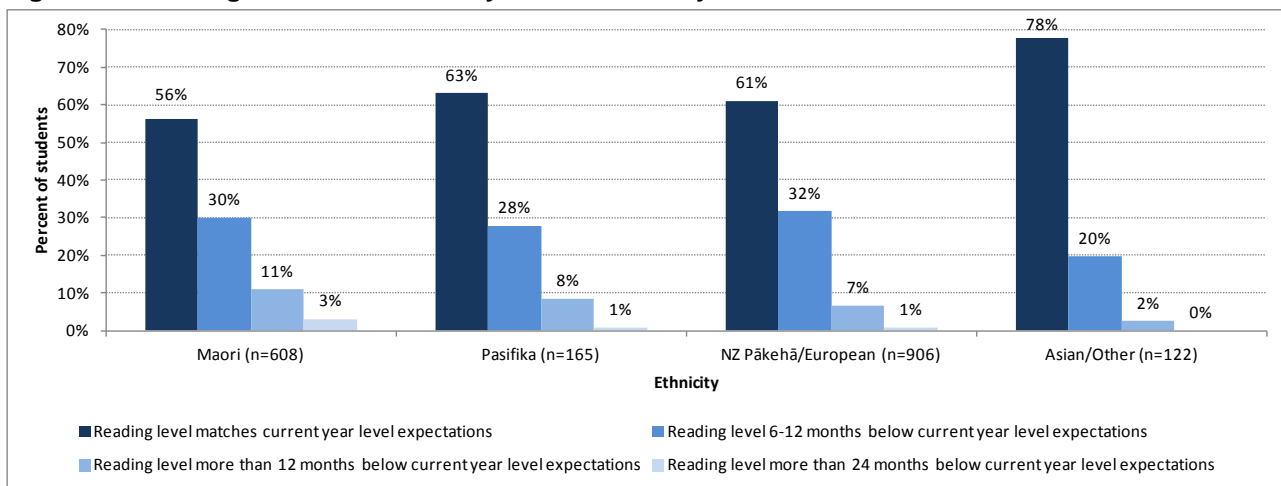
Outcomes of successfully discontinued students and ethnicity

Figure 5 presents outcome data for students who were successfully discontinued from the RTLit roll. According to the Professional Practice Manual a student should be successfully discontinued when the RTLit judges they are working at or close to the expected National Standard and able to fully benefit from effective classroom teaching.

As shown in Figure 5, the majority of successfully discontinued students in each of the ethnic groupings (between 56% and 78%) were able to read texts that matched their current year level expectations at the end of support.

Just over half of the Maori students (56%) were reading texts that matched their current year level expectations at the end of support, compared to over 60% of Pasifika (63%) and New Zealand Pākehā/European (61%) students. The proportion of successfully discontinued students who were reading texts that were six to 12 months below current year level expectations were similar for Maori (30%), Pasifika (28%) and New Zealand Pākehā/European (32%) students.

Figure 5: Reading status and ethnicity for successfully discontinued students¹ in 2012



1. Based on data from 1,801 discontinued students with complete student outcome and ethnicity information.

Student progress over time in RTLit support

The following section presents information about students' progress in reading literacy over their period of RTLit support. Complete assessment data on entry to and exit from RTLit support was available for 3,727 students.

Students' reading literacy is assessed using texts to determine the level of text they are able to read if they are receiving reading processing support. Students receiving support other than processing were assessed using School Journals.

A total of 2,472 students (66%) were assessed at Gold (Reading Recovery level 22) or below at entry and exit from RTLit support. These students were assessed using the Ready to Read series, the core instructional series that supports learning to read.

An attempt was made to use text readability beyond the Ready to Read series using School Journals. The Ministry acknowledges School Journals may not be fine-grained enough to measure progress and advises reading the section with caution³.

A total of 677 students (18%) were assessed using the School Journals Reading Year Level texts at entry to and exit from RTLit support as they were either reading above Gold of the Ready to Read series when they entered the intervention, or they received comprehension tuition during the course of their support.

A further 571 students (16%) were assessed as below Gold on the Ready to Read series at entry and above Gold at exit using School Journal texts. Data for each these groups of students are presented separately.

³ The Ministry will consider alternative options for future monitoring.

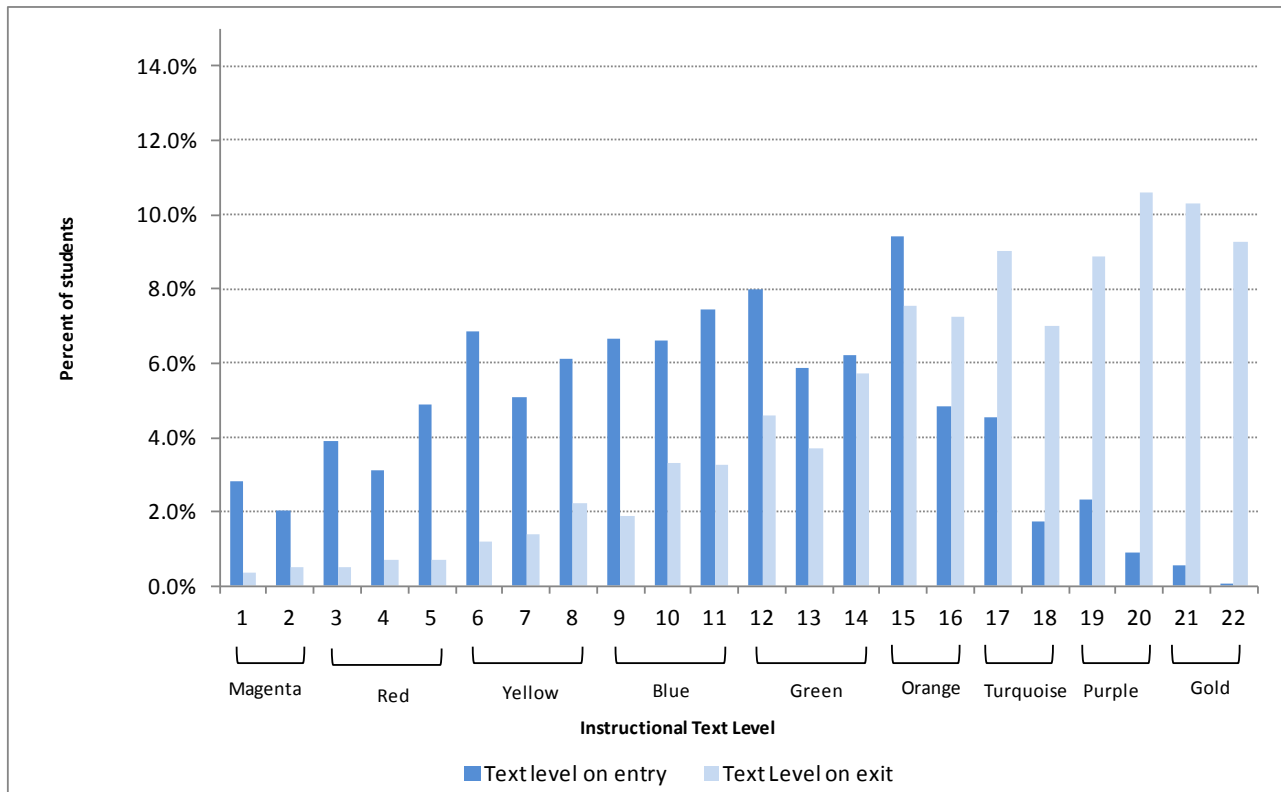
Students assessed on the Ready to Read series on entry to and exit from RTLit support

Figure 6 presents data for the 2,472 students who were assessed on the Ready to Read series at entry and exit. Of these students, one-quarter (25%) were in either Year 1 or Year 2 and the rest in Year 3 or above. The Green level of the Ready to Read series corresponds with the National Standard for Reading after one year at school.

When they began their RTLit support, three-quarters of students (76%, n=1,879) were reading texts at or below Green 3 (text level 14 on the Ready to Read series) and 24% (n=593) were reading above Green 3. When these students exited RTLit support, just under one-third (30%, n=742) were reading texts at or below Green 3 (text level 14) and 70% (n=1,730) were reading above Green 3.

Sixty-eight per cent of students who were *indirectly supported only*⁴ entered the intervention with a text level entry score of Green 3 (Level 14) or lower compared to 81% of students who received *direct support only*⁵. At exit, 73% of students who were *indirectly supported only* and 67% of students who were *directly supported only* were reading texts at Orange (Level 15) or higher.

Figure 6: Text readability level at entry and exit for those assessed at text level 22 or below¹



1. Figure based on data from 2,472 students who were assessed using the Ready to Read series at entry and exit from RTLit support.

⁴ Based on 834 students assessed on the Ready to Read series with scores at entry and exit.

⁵ Based on 546 students assessed on the Ready to Read series with scores at entry and exit.

Students assessed using the School Journal on entry to and exit from RTLit support

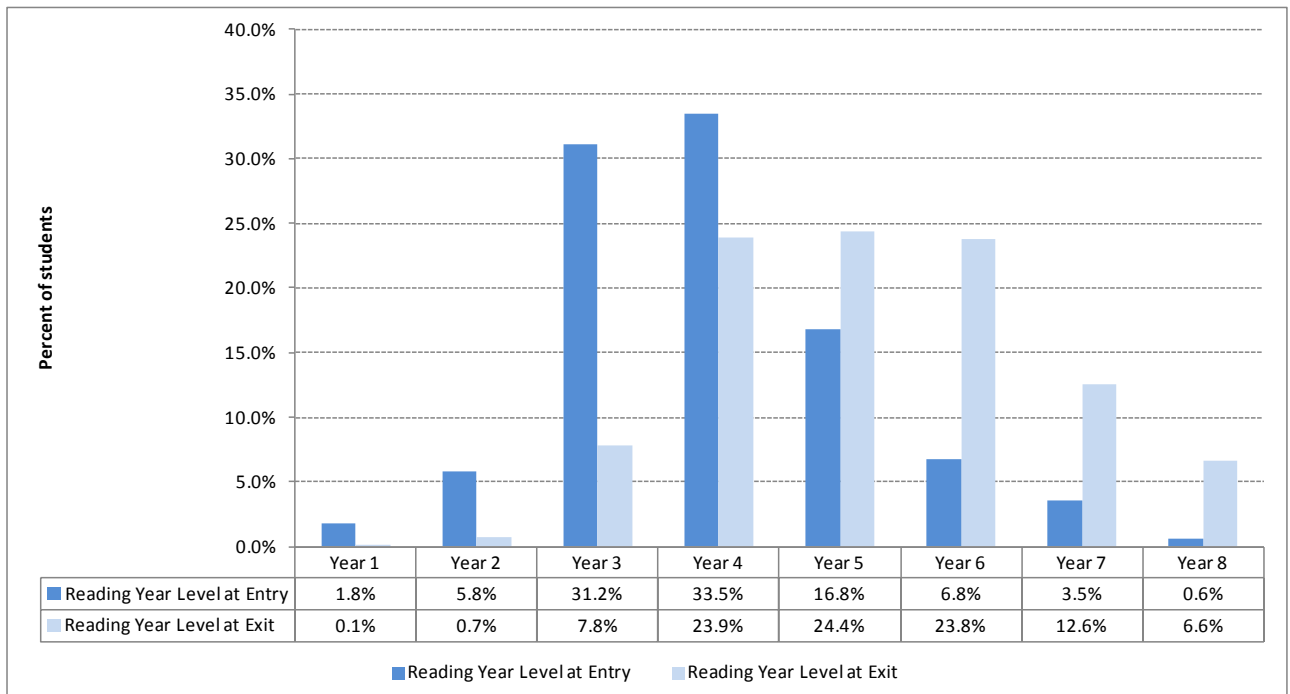
For those students who were reading above Gold (Level 22) on the Ready to Read series at the time they began their RTLit support, progress was measured on reading year level using the *School Journal* texts — one of the main instructional materials for reading at Years 4–8.

Figure 7 presents data for the 677 students who were assessed on Reading Year Level using the School Journal texts as they were reading above Gold (Level 22) on the Ready to Read series. Of these students, half (50%) were in Year 5 or Year 6, over a third (37%) were in Year 7 or 8 and the rest in Year 4 or below.

At entry, almost three-quarters (72%) of students were reading texts at Year Level 4 or below. At exit, 64% of students were reading texts at Year 5 or above.

Three-quarters of students who received *indirect support only*⁶ or *direct support only*⁷ respectively entered the intervention with a Reading Year Level (based on the School Journal) of Year 4 or lower. At exit, 68% of students who were *indirectly supported only* were reading texts with a Reading Year Level of 5 or higher compared to 61% of students who were *directly supported only*.

Figure 7: Text readability level at entry and exit for those assessed above Gold (Level 22) or who received comprehension tuition¹



1. Figure based on data from 677 using School Journals.

⁶ Based on 389 students assessed using School Journal with scores at entry and exit.

⁷ Based on 64 students assessed using School Journal with scores at entry and exit.

Students assessed on the Ready to Read series on entry and on the Reading Year Level using School Journal texts on exit

Table 7 presents assessment data for the 571 students assessed at Gold (Level 22) or below on the Ready to Read series on entry to RTLit support and assessed using School Journal texts on exit from RTLit support. Of these students, half (51%) were in Year 5 or Year 6, over a third (35%) were in Year 4, and the rest in Years 2, 3, 7 or 8.

As these students were assessed on different tools at entry to and exit from RTLit support, their data is presented for entry and exit separately.

The two different methods of assessment make it difficult to draw conclusions about this group of students. On entry, these students were reading at the higher end of the Ready to Read series, with 86% reading at or above the Orange level (text level 15 or higher). When these students exited RTLit support, most (88%) were reading texts at Reading Year level 4 or higher.

Table 7: Text readability level at entry and exit for students assessed below text level 22 at entry and above text level 22 on exit

Ready-to-read colour	Reading Recovery	Text readability level at entry (level 22 and below)	
	Text level	N	%
Magenta 1	1	1	0%
Magenta 2	2	0	0%
Red 1	3	5	1%
Red 2	4	0	0%
Red 3	5	1	0%
Yellow 1	6	1	0%
Yellow 2	7	3	1%
Yellow 3	8	2	0%
Blue 1	9	3	1%
Blue 2	10	9	2%
Blue 3	11	5	1%
Green 1	12	21	4%
Green 2	13	16	3%
Green 3	14	11	2%
Orange 1	15	35	6%
Orange 2	16	40	7%
Turquoise 1	17	60	11%
Turquoise 2	18	47	8%
Purple 1	19	101	18%
Purple 2	20	68	12%
Gold 1	21	79	14%
Gold 2	22	63	11%
Grand Total		571	100%

Reading Year Level using School Journal	Text readability level at exit (above level 22)	
	N	%
Year 1	2	0%
Year 2	6	1%
Year 3	58	10%
Year 4	326	57%
Year 5	128	22%
Year 6	47	8%
Year 7	4	1%
Grand Total	571	100%

Section 4: Conclusion

The purpose of the RTLit 2012 Annual Report was to identify the number of students receiving RTLit assistance during 2012 and the nature of the support provided, and to report on the outcomes of students receiving support.

Since 2001, RTLit have submitted annual data to the Ministry of Education. In 2012, 109 RTLit provided information for 4,504 students they had worked with during the year.

In 2012 a higher proportion of students received indirect support (83%, up from 64% in 2011, reflecting an increase in the proportion of students receiving a combination of indirect and direct support). Seventeen per cent of students received *direct support only*, and when this was the case, the student was usually offered individual tuition (11%) as oppose to a small group setting (4%). The proportion of students who received *indirect support only* remained the same as in 2011 (44%).

Consistent with data from previous years, more boys (68%) than girls (32%) received RTLit support in 2012. The ethnic composition of students receiving support also remained similar with half identified as New Zealand Pākehā/European (50%), 36% as Māori, nine per cent as Pasifika and five per cent as Asian and other ethnicities.

Unchanged from 2011, RTLit predominately provided assistance for reading literacy (82%), with more students requiring support for reading processing (77%) than for reading comprehension (62%).

At the end of 2012, 45% of students were successfully discontinued because they had completed their programme of support. A further 25% were rolled over to the next year with the expectation their support will continue, 17% were referred on for further specialist support and the remaining 13% were withdrawn.

At the end of 2012, RTLit reported 28% of students were reading at a level that matched their current year level expectations, one-quarter (25%) were reading texts between six to 12 months below their current year level expectation, the same proportion (25%) were reading texts more than one year below current year level expectations and the remaining one-fifth (22%) of students were reading at a level more than two years below expectations.