Resource Teachers of Literacy

Annual Report 2011

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

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Executive Summary

Resource Teachers of Literacy (RT:Lit) 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 is to identify the nature of the support RT:Lit provided to students during the year and to report on student outcomes and progress while receiving RT:Lit support.

This report presents data on the students who received support from RT:Lit during 2011.

RT:Lit were asked to complete an overview form and an individual form for each student they worked with. The overview form provides a summary of all students on RT:Lit rolls in 2011 and the individual forms provide intervention details for each student.

From the overview forms, RT:Lit reported 3,777 students on their rolls in 2011. Individual forms were received for 3,760 of these students.

Key findings for 2011

Students who received support from RT:Lit in 2011

- A total of 3,777 students were on the RT:Lit roll in 2011 (compared with 3,995 in 2010). RT:Lit provided individual information for 3,760 of the 3,777 students (compared with 3,648 students in 2010).

- Consistent with data from previous years, half (53%) of all students were New Zealand European, just over one-third (35%) were Māori, 10% were Pasifika and 5% were Asian and other ethnicities. More boys (n=2,460) than girls (n=1,300) received RT:Lit support in 2011.

- Over half of students supported by RT:Lit in 2011 (56%, slightly higher than 52% in 2010) received direct support (sometimes in conjunction with indirect support), a period of intensive specialised teaching provided by the RT:Lit to individual or small groups of students. Around two-thirds of students (64%, slightly lower than 67% in 2010) received indirect support (sometimes in conjunction with direct support), where RT:Lit support classroom teachers in relation to particular students. Twenty-percent of students received both direct and indirect support.

- The majority of students on the RT:Lit roll received support for reading literacy (87%, similar to 88% in 2010). Almost all of these students (80% in total, slightly lower than 84% in 2010) received reading processing support with 66% receiving reading comprehension support (up from 57% in 2010). Almost half of students received written literacy assistance (45%, similar to 48% in 2010), while 6% of students received support for oral language (7% in 2010).

- Nearly one third of RT:Lit students had previously received Reading Recovery (32%, the same as in 2010) and of these students, just over a third had been successfully discontinued from Reading Recovery (35%, slightly lower than 38% in 2010).

- On average, directly supported students received 37 half-hour units of support over 16 weeks and indirectly supported students received 14 half-hour units over 15 weeks.

Student outcomes following RT:Lit support

- Two-thirds of all students (63%) supported by RT:Lit in 2011 were discharged by the end of the year because they had completed their period of support. A further 18% were discharged for another reason, 8% were referred on for further specialist assistance, 6% were expected to continue RT:Lit support in 2012 and 5% received an incomplete intervention either because they had moved out of the area serviced by the RT:Lit or were unable to continue receiving support for another reason.

- At the end of 2011 or when their support ended, 32% of students were reading texts at a level that matched their chronological age (slightly higher than 29% in 2010). A further 21% of students were reading texts at a level between 6 months to a year below their chronological age (slightly lower than 24% in 2010), 24% were reading texts at a level more than a year below the expectations of their chronological age and the same proportion (24%) were reading texts more than 24 months below their chronological age (48% combined, similar to 47% in 2010).

- Almost half of students (47%) discharged from RT:Lit support were reading texts that matched their chronological age.

- Students who were reading texts more than 24 months below their chronological age were more likely to referred on for specialist support (23%) or receive further RTLit support (10%) than other students.

- New Zealand European/Pākehā (50%) and Asian/other (49%) students who were discharged from RT:Lit support were more likely than Māori (41%) and Pasifika (44%) students to be reading texts which matched their chronological age when they were discharged.

- A comparison of reading assessment data at entry to and exit from RT:Lit support highlighted a general shift overall in students' literacy achievement over the course of RT:Lit support.

Section 1: Introduction

Background

Resource Teachers of Literacy (RT:Lit) 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. RT:Lit provide reading literacy, written literacy and oral language support.

RT:Lit support is delivered in two ways:

- Direct instruction — intensive specialised teaching to individual and/or small groups of students.

- Indirect instruction — providing support to the classroom teacher in relation to a particular student.

There are 109 RT:Lit positions throughout New Zealand. 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 basis[1] since 2001. The purpose of the 2011 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.

Methodology

RT:Lit submitted their completed annual returns to the Research Division of the Ministry of Education at the end of 2011. They completed two types of forms:

- **Cluster Overview Form** — this form contains information about the number of students on the RT:Lit roll during 2011 and was completed by each RT:Lit.

- **Individual Student Form** — this form contains demographic information, intervention details and outcome information for each student on the RT:Lit roll in 2011.

All 109 RT:Lit submitted cluster overview forms for the 2011 Annual Report. Individual student forms were submitted for 3,760 students.

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[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 2011

Cluster information

Each school cluster has a cluster management committee which manages the RT:Lit resource and ensures the provision of an equitable service to the cluster schools. According to the cluster overview forms submitted, 3,971 students were referred to the cluster management committees in anticipation that they would appear on the roll of RT:Lit in 2011. A further 1,608 students had either an incomplete programme of support from the previous year (2010) or were on a waiting list for RT:Lit support in 2011.

In total, 3,777 students were admitted to the RT:Lit roll for 2011 (compared with 3,995 in 2010) and 1,802 students were not enrolled. Most students (n=813) who were not enrolled in 2011 were still on the waiting list at the end of the year. A further 291 students were identified as not needing RT:Lit intervention, 177 students left the area serviced by the RT:Lit and 521 students were not enrolled for other reasons (eg, they were referred to Resource Teachers Learning and Behaviour).

Students who received RT:Lit support in 2011

RT:Lit provided information about 3,760 students they worked with who were experiencing difficulties with literacy learning in years 1 to 8 in 2011 (compared with 3,648 students in 2010). To put this figure into context, RT:Lit worked with 1% of all students who were in years 1 to 8 during 2011.

Student ethnicity and gender

Table 1 shows the ethnicity and gender of students who received RT:Lit support in 2011.

Two-thirds (65%) of students were male and one-third were female (35%).

Just over half (53%) of students who received RT:Lit support identified as New Zealand European/Pākehā, around a third (35%) identified as Māori and 10% identified as being of Pacific Island descent. The remaining students were either Asian (2%) or ethnicities other than those specified on the student form (3%).

Table 1: Ethnicity of RT:Lit students in 2011[1]

	Boys		Girls		Total	
Ethnicity	N	%	N	%	N	%
New Zealand European/Pākehā	1,337	54.3	651	50.1	1,988	52.9
Māori	839	34.1	484	37.2	1,323	35.2
Pasifika	250	10.2	133	10.2	383	10.2
Asian	52	2.1	27	2.1	79	2.1
Other	66	2.7	44	3.4	110	2.9
Unknown	2	0.1	-	-	2	0.1
Total	2,460		1,300		3,760	

[1] Percentages do not sum to 100% as students could have more than one ethnicity

Type of support provided by RT:Lit in 2011

Almost half (44%) of students received indirect support only, one-third (36%) received direct support only, and the remaining 20% received both indirect and direct support. Direct support was more commonly provided as one-on-one tuition (23% of total) than in small group settings (12% of total). The proportions of students receiving direct and/or indirect support were similar to those reported in 2010.

Table 2: Type of support provided for students on the 2011 RT:Lit roll[1]

	N		%	
	2011	**(2010)**	**2011**	**(2010)**
Direct support only	**1,351**	**(1,211)**	**36.0**	**(33.4)**
Individual tuition only	*863*	*(761)*	*23.0*	*(21.0)*
Small-group tuition only	*446*	*(323)*	*11.9*	*(8.9)*
Both individual and small-group tuition	*42*	*(127)*	*1.1*	*(3.5)*
Indirect support only	**1,667**	**(1,722)**	**44.4**	**(47.5)**
Direct and Indirect support	**735**	**(689)**	**19.6**	**(19.0)**
Indirect and individual tuition	*447*	*(434)*	*11.9*	*(12.0)*
Indirect and small-group tuition	*236*	*(209)*	*6.3*	*(5.8)*
Indirect and individual and small group tuition	*52*	*(46)*	*1.4*	*(1.3)*
Total	**3,753**	**(3,622)**	**100.0**	**(100.0)**

[1]   Excludes data from 7 students with missing information about the type of support they received in 2011.

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 3 shows the types of literacy assistance students received in 2011, with comparison data from 2010 alongside. There is a high degree of overlap because students can receive more than one type of support.

Most students (87%) received assistance with reading literacy, with more students receiving support for reading processing (80%) than reading comprehension (66%). Nearly half of students (45%) supported received written literacy assistance and 6% received oral language assistance. The proportions of students receiving the different types of literacy support were similar to those reported in 2010. However, a greater proportion of students, received assistance for reading comprehension in 2011.

Table 3: Nature of the literacy assistance[1]

	N		%	
Type of literacy support	**2011**	**2010**	**2011**	**2010**
Reading	3,257	(3,190)	87.2	(87.8)
Reading Processing	2,978	(3,059)	79.8	(84.2)
Reading Comprehension	2,466	(2,052)	66.1	(56.5)
Written literacy	1,665	(1,738)	44.6	(47.8)
Oral language	206	(241)	5.5	(6.6)

[1]   Excludes data for 27 students where the nature of support was not specified.

Age of students

RT:Lit provide support to students in years 1 to 8. The mean age of students who received RT:Lit support in 2011 was 8 years old, while the median (most common age) was 7 years.

Prior involvement in Reading Recovery[2]

Tables 4 and 5 show the proportion of RT:Lit students who had previously received Reading Recovery assistance and the outcome for these students after receiving Reading Recovery support.

Similar to 2010, one-third (32%) of all RT:Lit students had previously received Reading Recovery assistance. Of these, 35% had been successfully discontinued from the Reading Recovery programme and just over half (51%) had been referred on to other services at the end of their Reading Recovery programme.

Table 4: Involvement in Reading Recovery[1]

Reading Recovery	N		%	
	2011	(2010)	2011	(2010)
Yes	1,172	(1,138)	31.6	(31.7)
No	1,804	(1,761)	48.6	(49.0)
Don't know	735	(694)	19.8	(19.3)
Total	**3,711**	**(3,593)**	**100.0**	**(100.0)**

[1] Excludes data for 49 students where prior involvement in Reading Recovery was not specified.

Table 5: Reading Recovery outcome[1]

Reading Recovery Outcome	N		%	
	2011	(2010)	2011	(2010)
Successfully discontinued	404	(434)	34.9	(38.1)
Referred	591	(521)	51.1	(45.8)
Incomplete	72	(71)	6.2	(6.2)
Not known	89	(112)	7.7	(9.8)
Total	**1,156**	**(1,138)**	**100.0**	**(100.0)**

[1] Excludes data for 16 students where the Reading Recovery outcome was not specified.

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[2] 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. For further information on students who receive Reading Recovery please refer to www.educationcounts.govt.nz/publications/series/1547

Time students were involved in RT:Lit support

Data were collected on the amount of time (recorded as 30-minute units of time) and number of weeks that each student spent receiving RT:Lit support. RT:Lit recorded units of time and number of weeks that direct or indirect support was provided.

Students who were supported directly received an average of 37 (30-minute) units of RT:Lit support over 16 weeks of RT:Lit instruction. Students who were supported indirectly received an average of 14 units of RT:Lit support over 15 weeks. These figures include students who received both types of support.

Table 6: Number of weeks and 30-minute units spent receiving RT:Lit support

	Indirect support		Direct support	
	30-min units[1]	**Weeks[2]**	**30-min units[1]**	**Weeks[2]**
Mean (average)	14	15	37	16
Median (mid-point)	9	13	30	14
Mode (most common)	4	10	30	10

[1] Based on data for 2,257 indirectly supported and 2,036 directly supported students (data on units of time missing for some students).

[2] Based on data for 2,213 indirectly supported and 2,003 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 instruction, at the end of indirect support or at the end of the 2011 year.

Two types of student outcome data are presented in this section. The first outcome is based on an assessment of the students' status with regard to RT:Lit support. The second relates to a judgment made by the RT:Lit about the extent to which students could read texts with a readability level that matched their chronological age.

Student status at the completion of RT:Lit support or at the end of 2011

RT:Lit provided a final status for each student on their roll in 2011 using the following options:

- Discharged – student was discharged because RT:Lit support was completed.

- Discharged (other) – student was discharged for another reason.

- Referred – student required alternative specialist assistance and referral was recommended.

- Incomplete intervention – student moved out of the area serviced by the RT:Lit.

- Incomplete intervention – student could not continue next year for another reason.

- Further support required – student will continue to receive RT:Lit instruction next year.

Final status data was available for 3,706 of the 3,760 students (99%). Two thirds of the students (63%) were discharged from the RT:Lit roll by the end of 2011 because they had completed their programme of support. A further 18% were discharged from the RT:Lit roll for other reasons. Eight per cent were referred on for alternative specialist assistance, 6% were expected to continue with RT:Lit support in 2012 and 5% received an incomplete intervention (either because they moved or for another reason).

Figure 1:   Student outcomes from RT:Lit support[1]
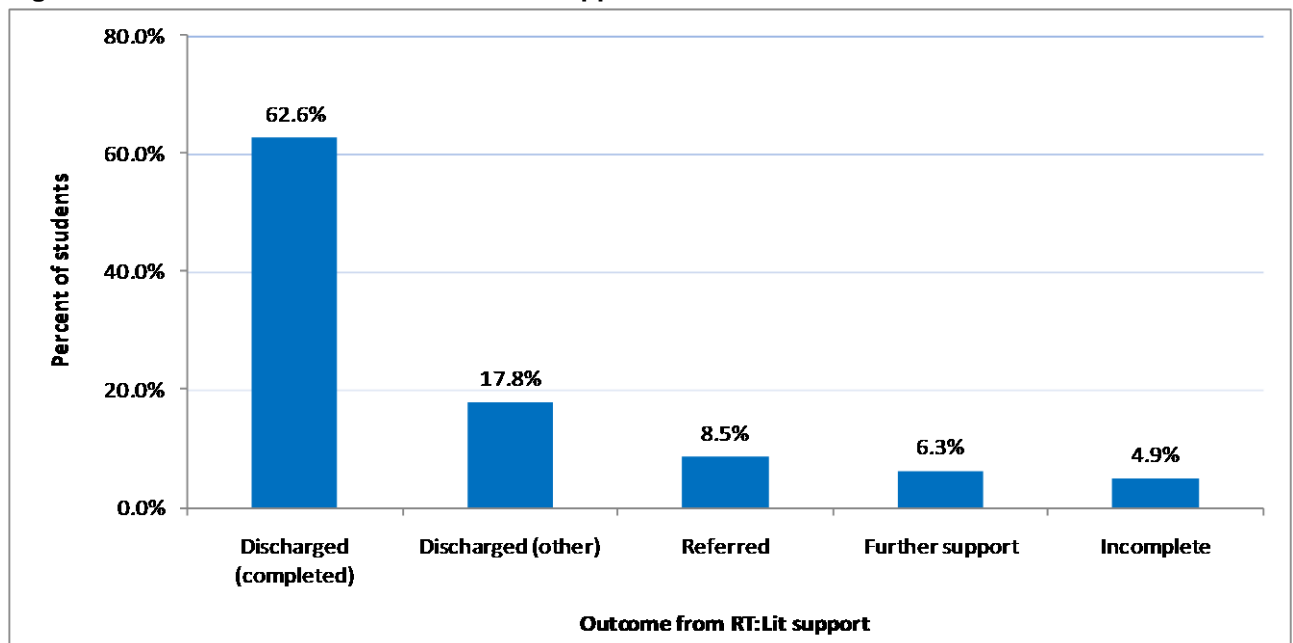
[1] Figure based on 3,706 students with information about their RT:Lit support status at the end of 2011.

Student outcomes based on RT:Lit judgment

RT:Lit were asked to record whether students could read texts with a readability level that matched their chronological age at the end of their period of support in 2011. This provides one measure of students' literacy achievement when they stopped receiving RT:Lit support for the year.

RT:Lit were asked to state, for each student, whether the Text level or Reading Year level of age referenced material they were reading at the end of support:

- matched the student's chronological age expectation plus/minus six months

- was six months to a year below the student's chronological age expectation

- was more than a year below the student's chronological age expectation

- was more than two years below the student's chronological age expectation.

One-third of students (32%) were reading texts that were of a reading level that matched their chronological age, 21% of students were reading texts with a level between six to twelve months below their chronological age, 24% of students were reading texts with a level twelve months or more below their chronological age and 24% of students were reading texts with a level two years or more below their chronological age. These figures are similar to data from 2010[3].

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3   There were just three response options in the 2010 reporting: 'readability level matches chronological age', 'readability level six months to a year below chronological age', and 'readability level more than a year below chronological age'.

Figure 2: Students' reading status at last lesson, or when support ceased for the year[1]
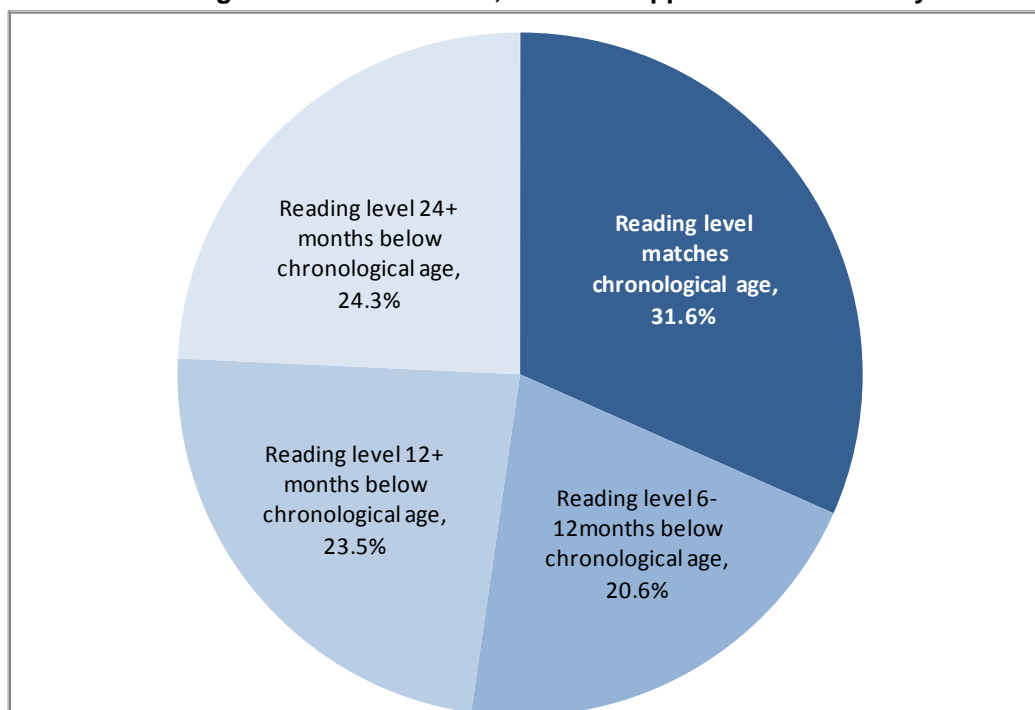

[1] Figure based on 3,223 students with information about their reading levels at the end of RT:Lit support for 2011.

Reading status of discharged students

Figure 3 presents end-of-year information for students who were discharged from the RT:Lit roll because they had completed their programme of support. According to the RT:Lit judgment, 47% of discharged students were reading texts that matched their chronological age when they completed their support. A further 21% were reading texts between 6 and 12 months below their chronological age, 19% were reading texts between 12 and 24 months below their chronological age and 14% were reading texts more than 24 months below their chronological age.

Comparisons between the 2011 and 2010 data cannot be made as the definition of 'discharged' was refined in the practice manual introduced in 2011[4].

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[4] Prior to the distribution of the practice manual in 2011, RT:Lit were using the 'discharge' outcome in a variety of ways. While some were discharging students from the roll when they had completed their program of support, other RT:Lit were discharging all students at the end of the year and re-admitting only those students with the highest needs in the subsequent year.

Figure 3: Discharged students' reading status at last lesson, or when support ceased for the year[1]
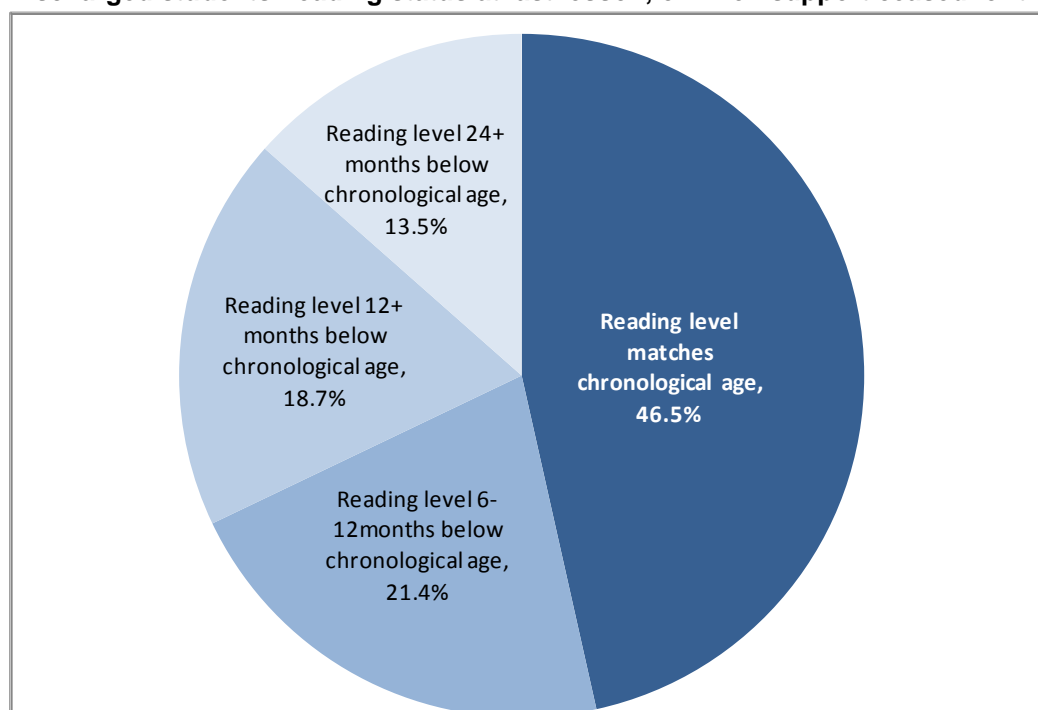
Student outcomes and final status

The majority (91%) of students who were reading texts with a level that matched their chronological age at the end of their RT:Lit support were discharged as their programme of support was complete. Two-thirds (64%) of students who were reading texts between six and twelve months below their chronological age were discharged as they had completed their programme of support, as were 49% of students who were reading texts twelve months or more below their chronological age and 34% of students who were reading texts two years or more below their chronological age.

One-fifth (22%) of students who were reading texts between six and twelve months below their chronological age were discharged for another reason, as were 28% of students who were reading twelve months or more below their chronological age and 24% who were two years or more below.

Students who were reading texts more than two years below their chronological age were much more likely to be referred on for alternative specialist support (23%) or to have received an incomplete programme than other students.

Table 7: Student outcomes and final status

Student outcome (from RT:Lit support)	Reading level matches chronological age		Reading level 6-12 months below chronological age		Reading level 12+ months below chronological age		Reading level 24+ months below chronological age	
	N	%	N	%	N	%	N	%
Discharged (completed)	912	90.5	419	63.9	366	48.9	264	34.0
Discharged (other)	66	6.5	139	21.2	207	27.6	189	24.3
Further support	11	1.1	50	7.6	73	9.7	80	10.3
Incomplete (all)	12	1.2	22	3.4	37	4.9	69	8.9
Referred	7	0.7	26	4.0	66	8.8	175	22.5
Total	**1,008**	**100.0**	**656**	**100.0**	**749**	**100.0**	**777**	**100.0**

[1] Excludes data from 570 students without student outcome or status information.
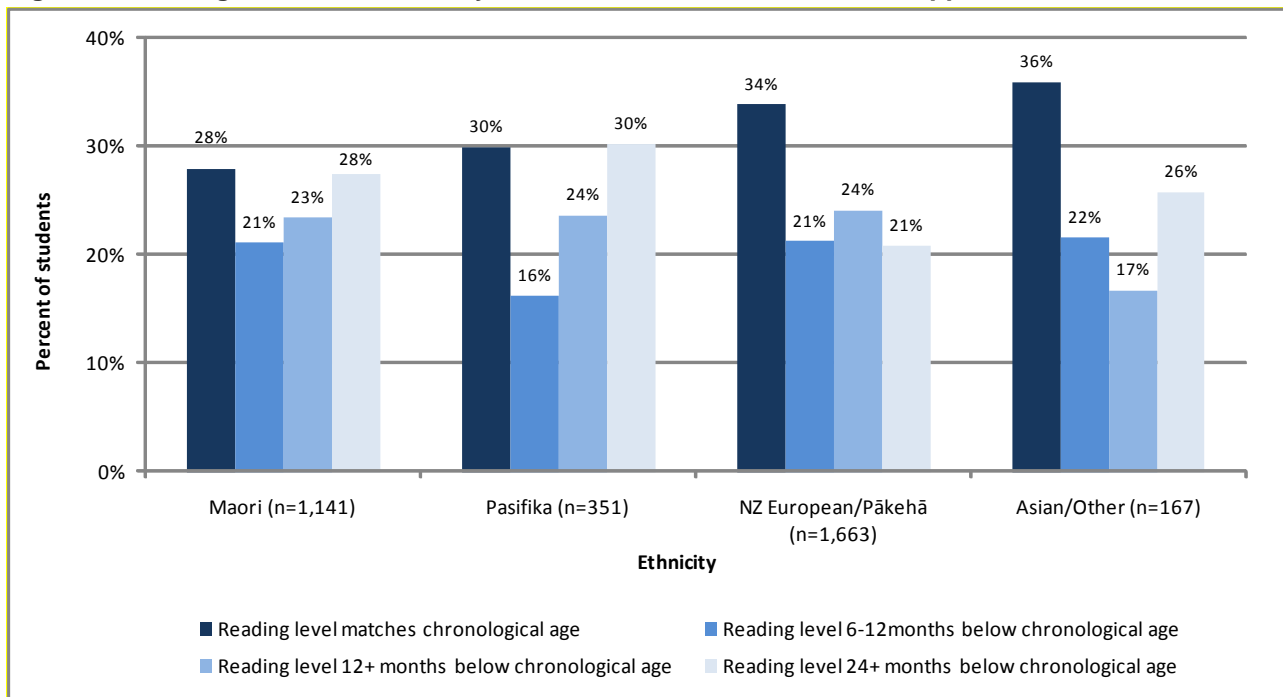
Student outcomes and ethnicity

At the time of their last lesson of RT:Lit support, New Zealand European/Pākehā (34%) students and students of Asian/other ethnicities (36%) were slightly more likely than Pasifika (30%) and Māori (28%) students to be reading texts at a level that matched their chronological age when they completed RT:Lit support.

Pasifika (30%) and Māori (28%) students were more likely to be reading texts two or more years below their chronological age at their last lesson of RT:Lit support than New Zealand European/Pākehā (21%) students and Asian/other students (26%).

Compared with the data from 2010, there was an increase in the percentage of Pasifika students reading texts at a level that matched their chronological age (30% in 2011, 24% in 2010), an increase in the percentage of Asian/other students reading texts at this level (36% in 2011, 29% in 2010), and a slight increase in the percentage of New Zealand European/Pākehā students reading at this level (34% in 2011, 31% in 2010). There was no change in the percentage of Māori students reading at this level (28% in 2011, 29% in 2010).

Figure 4: Reading status and ethnicity[1] at end of 2011 or end of RT:Lit support

[1] Based on data from 3,322 students with complete student outcome and ethnicity information.
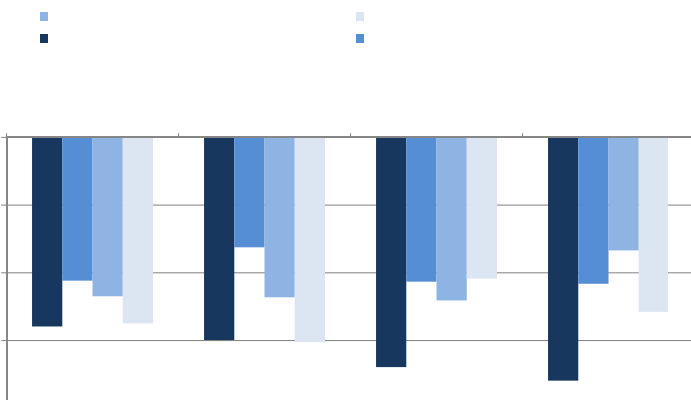
Outcomes of discharged students

Figure 5 presents outcome data for students who were discharged from the RT:Lit roll as they had completed their programme of support. New Zealand/Pākehā (50%) and Asian/other (49%) students who were discharged from RT:Lit support were more likely than Māori (41%) and Pasifika (44%) students to be reading texts which matched their chronological age when they were discharged.

Māori (17%) and Pasifika (13%) students were more likely to be reading texts more than 24 months below their chronological age when they were discharged than were New Zealand European/Pākehā students (11%).

Figure 5: Reading status and ethnicity for students[1] discharged in 2011
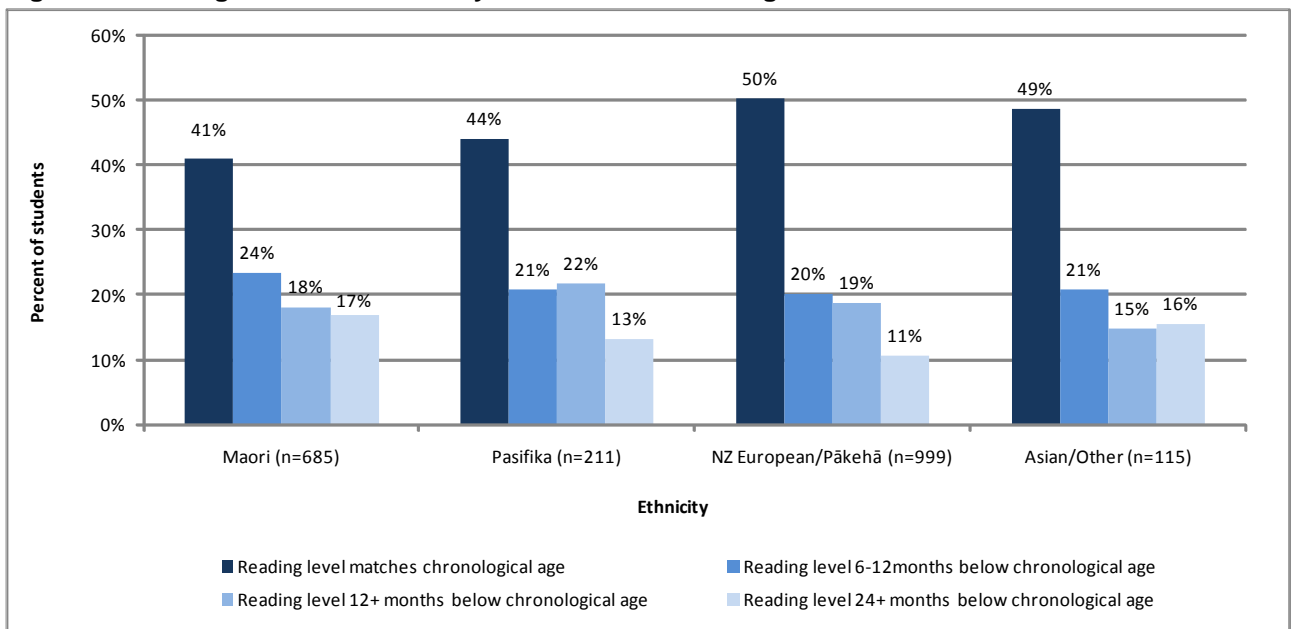
[1] Based on data from 2,010 students with complete student outcome and ethnicity information.

Student progress over time in RT:Lit support

The following section presents information about students' progress in reading literacy over their period of RT:Lit support. A total of 3,257 students were recorded as having received support from RT:Lit for reading. Complete assessment data on entry and exit from RT:Lit support was available for almost all (n=3,253) of these students.

Students' reading literacy is assessed using different texts depending on the level they were reading at on entry, and whether they receive support for reading comprehension in addition to reading processing.

A total of 1,704 students (52%) were assessed at an instructional text readability level of 22 or below at entry and exit from RT:Lit support. These students were assessed using the Ready to Read series, the core instructional series that supports reading in the New Zealand Curriculum.

A further 1,213 students (37%) were assessed using other age-based reading assessment texts at entry to and exit from RT:Lit support as they were either reading above text level 22 of the Ready to Read series when they entered the intervention, or they received comprehension tuition during the course of their support.

The remaining 336 students (10%) were assessed as below level 22 on the Ready to Read series at entry and above level 22 at exit using other age-based reading assessment texts.

Data for these three groups of students are presented separately.

Students assessed on the Ready to Read series on entry to and exit from RT:Lit support

Figure 6 presents data for the 1,704 students who were assessed on the Ready to Read series at entry and exit. On entry to RT:Lit support, just over three-quarters of students (77%) were reading texts at or below Green 3 (text level 14 on the Ready to Read series) and 23% were reading above Green 3.

In comparison, just under one-third (31%) of these student were reading texts at or below Green 3 (text level 14) when they exited RT:Lit support and 69% were reading above Green 3.

Figure 6: Text readability level at entry and exit for those assessed at text level 22 or below[1]
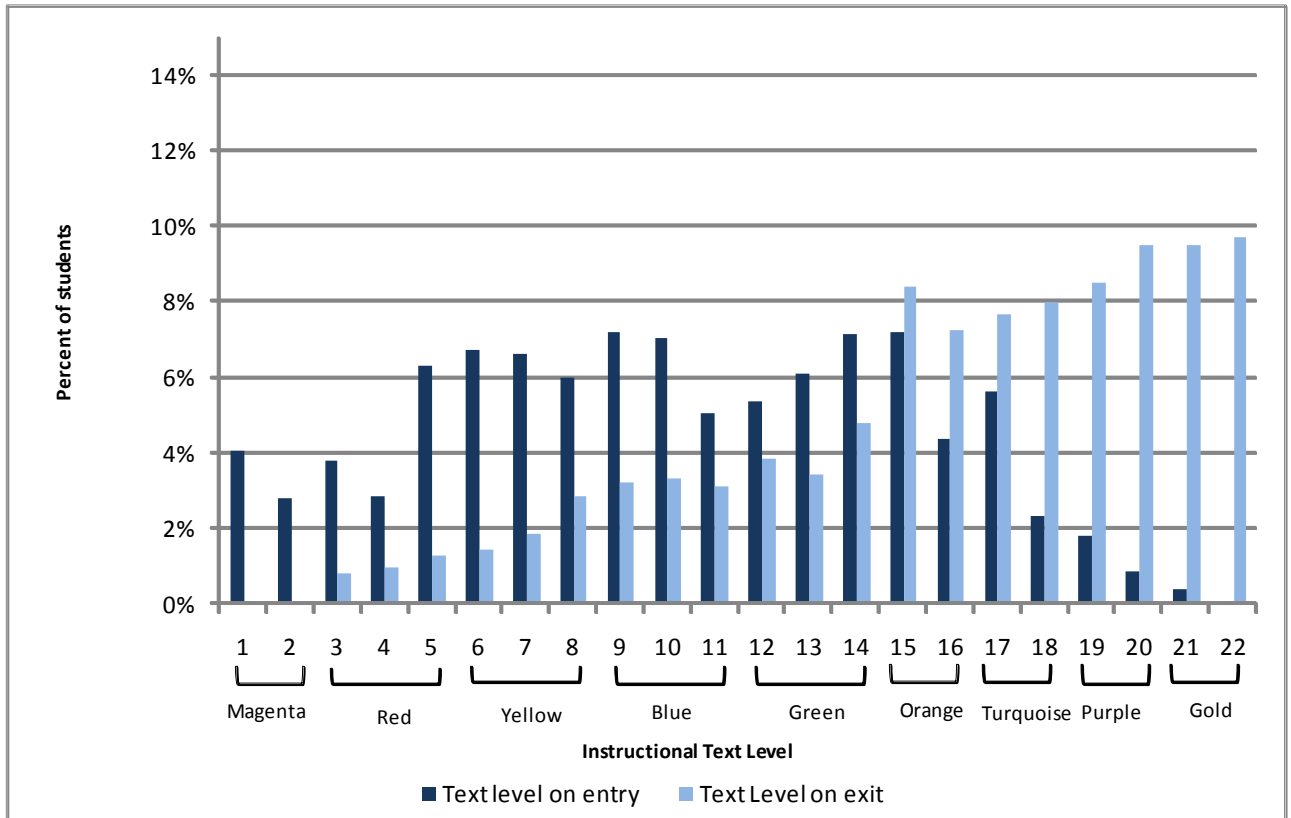
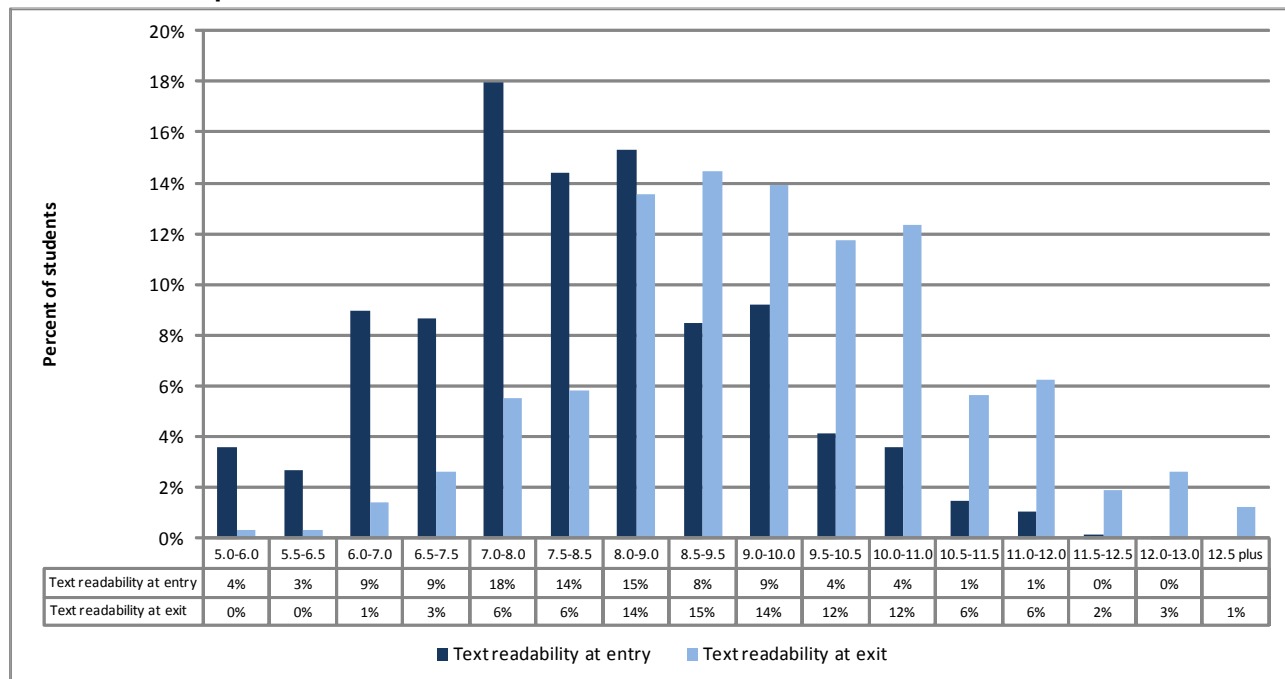[1] Figure based on data from 1,704 students who were assessed using the Ready to Read series at entry and exit from RT:Lit support.

Students assessed on other age-based texts[5] on entry to and exit from RT:Lit support

Figure 7 presents data for the 1,213 students who were assessed on other age-based texts as they were reading above text level 22 on the Ready to Read series, or they received comprehension tuition. Almost three-quarters (72%) of these students entered RT:Lit support reading texts with a readability level of 8 years or less and 28% were reading above a level of 8 years.. In comparison, 30% of these students exited RT:Lit support reading texts with a readability level of 8 years or less while 70% exited RT:Lit support with a level above 8 years.

Figure 7:   Text readability level at entry and exit for those assessed above level 22 or who received comprehension tuition[1]

	5.0-6.0	5.5-6.5	6.0-7.0	6.5-7.5	7.0-8.0	7.5-8.5	8.0-9.0	8.5-9.5	9.0-10.0	9.5-10.5	10.0-11.0	10.5-11.5	11.0-12.0	11.5-12.5	12.0-13.0	12.5 plus
Text readability at entry	4%	3%	9%	9%	18%	14%	15%	8%	9%	4%	4%	1%	1%	0%	0%	
Text readability at exit	0%	0%	1%	3%	6%	6%	14%	15%	14%	12%	12%	6%	6%	2%	3%	1%

■ Text readability at entry   ■ Text readability at exit

1   Figure based on data from 1,213 students who were assessed using the Ready to Read series at entry and exit from RT:Lit support.

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5   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.

Students assessed on the Ready to Read series on entry and on other age-based texts on exit

Table 8 presents data for the 336 students assessed at text level 22 or below on the Ready to Read series on entry to RT:Lit support and assessed on other age-based texts on exit from RT:Lit support. As these students were assessed on different tools at entry to and exit from RT:Lit support, their data is presented for entry and exit separately. Their assessment data at entry is presented as text levels and their assessment data at exit is presented as half yearly age ranges.

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 63% reading at or above the Orange level (text level 15 or higher). When these students exited RT:Lit support, most (83%) were reading books with a text readability level within the range 7.0 to 10.0 years[6].

Table 8:   Text readability level at entry and exit for students assessed below text level 22 at entry and above text level 22, or who received comprehension tuition on exit

Ready-to-read colour	Text Level	Text readability level at entry (level 22 and below)		Text readability (in years)	Text readability age at exit (above level 22)	
		N	%		N	%
Magenta	1	3	1%	5.5 years-6.5 years	1	0%
	2	1	0%	6 years-7 years	2	1%
Red	3	0	0%	6.5 years-7.5 years	5	1%
	4	2	1%	7 years-8 years	38	11%
	5	1	0%	7.5 years-8.5 years	45	13%
Yellow	6	6	2%	8 years-9 years	90	27%
	7	8	2%	8.5 years-9.5 years	63	19%
	8	4	1%	9 years-10 years	42	13%
Blue	9	11	3%	9.5 years-10.5 years	17	5%
	10	12	4%	10 years-11 years	14	4%
	11	13	4%	10.5 years-11.5 years	9	3%
Green	12	14	4%	11 years-12 years	6	2%
	13	23	7%	11.5 years-12.5 years	0	0%
	14	26	8%	12 years-13 years	3	1%
Orange	15	31	9%	12.5 years plus	1	0%
	16	40	12%	**Total**	**336**	**100%**
Turquoise	17	29	9%			
	18	22	7%			
Purple	19	38	11%			
	20	19	6%			
Gold	21	13	4%			
	22	20	6%			
Total		**336**	**100.0**			

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[6]   As the age ranges overlap, this calculation includes students in the 9.0-10.0 year range but not the 9.5-10.5 year range.

Section 4: Conclusion

Since 2001, RT:Lit have submitted annual data to the Ministry of Education.

The purpose of the RT:Lit 2011 Annual Report was to identify the number of students receiving RT:Lit assistance during 2011 and the nature of the support provided, and to report on the outcomes and progress of students receiving support.

 In 2011, RT:Lit (n=109) provided information for 3,760 students they had worked with during the year. Of these students, over half (56%) received direct support involving regular tutoring on an individual basis or in small group settings and around two-thirds (64%) received indirect support whereby the RT:Lit provided advice and guidance for classroom teachers in relation to particular students. Twenty percent of students received both direct and indirect support during 2011.

Consistent with data from previous years, more boys (65%) than girls (35%) received RT:Lit support in 2011. The proportion of students from different ethnic groups receiving support also remained similar with just over half identified as New Zealand European/Pākehā (53%), 35% as Māori, 10% as Pasifika and 5% as Asian and other ethnicities.

RT:Lit predominately provided assistance for reading literacy (87%), with more students requiring support for reading processing (80%) than for reading comprehension (66%).

At the end of 2011, RT:Lit indicated that one third (32%) of students on their rolls were reading at a level that matched their chronological age and 21% were reading texts between six to twelve months below their chronological age. The remaining students were reading texts with a level of more than twelve months below (24%) or with a level of two years or more below (24%).

Around two-thirds of all students (63%) receiving RT:Lit assistance in 2011 were discharged by the end of the year because they had completed their programme of support. Just under half of these students (47%) were reading texts that matched their chronological age with a further 21% reading between 6 and 12 months below their chronological age. Students who were reading texts more than 2 years below (14%) were more likely to be referred on for further specialist support than other students on the RT:Lit roll.

Students' reading literacy is assessed using different texts (Ready to Read series, the core instructional texts that support reading in the New Zealand Curriculum, or other age-based reading assessment texts) at entry and exit from RT:Lit support. A comparison of reading assessment data at entry and exit indicated some movement in students' literacy achievement during the time they received RT:Lit support. However, a number of students appear to be have text readability levels over 12 months below their chronological age when they exit the RT:Lit programme.