



MINISTRY OF EDUCATION NEW ZEALAND

*Te Tāhuhu o te Mātauranga Aotearoa*



**Resource Teachers: Literacy**  
**Annual Report 2008**

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**ISSN: 1176-466X**

**RMR-941**

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## **Acknowledgements**

The Ministry of Education Research Division would like to thank all the Resource Teachers: Literacy who completed their 2008 annual returns. We greatly appreciate the time and effort that went into providing the information.

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## Executive Summary

This report presents data on students who received support from Resource Teachers: Literacy (RT:Lit) during 2008. A new reporting form designed to improve the quality of data used to report students' literacy gains as a result of the intervention was introduced in Term 4 of 2008. As a result, some of the results for 2008 are not directly comparable with those presented in previous years.

The key findings for 2008 are as follows:

- RT:Lit provided support for 4,258 students considered at risk in literacy achievement in 2008. Just over half (54%) of these students received indirect in-class support while the other 46 percent received direct instruction either on an individual basis (27%), in small groups (16%) or both individually and in small-groups (3%).
- RT:Lit predominantly assisted students with reading literacy, however approximately half (55%) of students who received direct instruction and one-quarter (25%) of students who received indirect support received assistance with written literacy. Less than 10 percent of students received support for oral language. Students who received direct instruction were more likely to receive assistance in multiple areas of literacy than students who received indirect in-class support.
- In 2008, boys outnumbered girls in RT:Lit support by more than two to one. Half (50%) of all students were NZ European, just over one-third (37%) were Māori, 8 percent were Pasifika and 2 percent were Asian. Students who received direct instruction were clustered around the 7 to 8 years age group while students who received indirect support were spread more evenly across the 5 to 12 years age range.
- Overall, two out of three students assisted by RT:Lit during 2008 had completed their programme of support by the end of the year. A further one-fifth of students who received direct instruction and one-quarter of students who received indirect support were to continue RT:Lit support in 2009. A small number of students received incomplete programmes because they were referred on for alternative specialist support, had moved out of the area serviced by the RT:Lit, moved from primary to secondary school or because of attendance issues.
- Assessment data from the old reporting forms used in Terms 1 to 3 (Part B forms) showed evidence of a shift in age-based reading levels as a result of RT:Lit intervention for students who completed regular (direct) tutoring. On entry, 70 percent of these students were reading at levels below 7 years of age. Upon exit however, just 26 percent of these students were still reading at these levels.
- The introduction of the new Part 2 form in Term 4 provided new insights into the impact of RT:Lit in reducing the number of students at risk in literacy achievement. At the end of their period of RT:Lit support for 2008, 88 percent of students who had completed their period of RT:Lit support had made reading gains equivalent to six months or more (66% had made reading gains of at least one year). A more comprehensive analysis of student achievement data will be available from 2009 onwards.

## Section 1: Introduction

### Background

Resource Teachers: Literacy (RT:Lit) work across a number of state and state-integrated schools in New Zealand. The key function of these specialist teachers is to support and assist staff within schools to meet the needs of students in their primary years of schooling (years 1 to 8) that are experiencing difficulties in acquiring literacy. RT:Lit support students in a range of literacy areas including reading literacy, written literacy and oral language. RT:Lit function in two ways: primarily they provide advice, modelling and guidance for classroom teachers of students who are experiencing literacy difficulties (thus supporting these students indirectly). They also work directly with students, providing them with intensive tutoring either individually or in small-group settings.

There are 109 RT:Lit positions throughout the country. RT:Lit are based at their employing school and work across a number of schools within a cluster. RT:Lit may work in a cluster with other RT:Lit.

Since the inception of the RT:Lit service, RT:Lit have provided data to the Ministry of Education on an annual basis<sup>1</sup>. While it is acknowledged that RT:Lit will carry out a range of functions in their role, the primary purpose of the annual report is to identify the nature of the support RT:Lit provided to students during 2008, to understand who the students are that received this support and to explore student outcomes and progress as a result of the RT:Lit intervention.

### Methodology

RT:Lit submitted their completed returns to the Research Division, Ministry of Education at the end of 2008. A new reporting form designed to improve the quality of the data used to report students' literacy gains was introduced in Term 4 of 2008. As a result in 2008, RT:Lit recorded data about students they supported on **four** types of forms:

**Part 1: Cluster Overview** – These forms gathered summary information about the number of students on the RT:Lit roll during 2008 for each cluster. Details were collected about students who were on the roll at the end of 2007 and who had incomplete programmes, students who were on a priority waiting list at the end of 2007, and students who were formally referred to the Cluster Management Committee in 2008.

**For students who entered the RT:Lit roll in Terms 1 to 3 (or who were carried over from 2007):**

**Part B: 2008 Individual or Small-group Tuition Report** – These forms were completed for each student that the RT:Lit worked with directly via regular tutoring, either on an individual basis and/or as part of a small-group. Part B forms gathered data on these students' demographic characteristics (age, gender, ethnicity) and literacy background, the nature of the literacy assistance provided by the RT:Lit, students' outcomes with regard to their programme of RT:Lit support, and their progress in terms of reading levels on entry to, and discharge from RT:Lit support.

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<sup>1</sup> 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.



**Part C: 2008 Indirect In-class Support for Students Report** – These forms gathered information about students on the RT:Lit roll who were supported indirectly through their classroom teacher, in their classroom setting. For these students, the RT:Lit provided support to teachers in the form of advice, modelling and guidance to supplement their first practice. Part C forms gathered demographic information, including age, gender, ethnicity, the nature of the literacy assistance provided by the RT:Lit and the students' outcomes with regard to their programme of RT:Lit support.

**For students who entered the RT:Lit roll in Term 4<sup>2</sup>:**

**Part 2 form 2008** – These new forms were used to gather information for all students on the RT:Lit roll, regardless of whether they received direct instruction or indirect in-class support. These forms will replace the Part B and Part C forms in future data collections. In addition to demographic and background information, these forms gathered information about the nature and amount of literacy assistance provided by the RT:Lit, students' outcomes from their programme of RT:Lit support and detailed assessment data at entry to and exit from RT:Lit support.

**Outline of the report**

Due to differences in the way student information was collected in the Part B and Part C forms, and the new Part 2 forms, it was not always possible to analyse the entire years' data together. This was particularly true for the analysis and discussion of student assessment data (Section 4). Where possible, comparisons are made between the current data and previous years in relation to trends or percentages. However it should be noted that a number of tables in this report present data that is not directly comparable to that presented in previous years because of data collection changes. This point of caution will be noted in tables that have been affected by the change. The current report comprises the following sections:

- **RT:Lit support in 2008** – This section discusses the nature of support provided to students.
- **Students who received RT:Lit support** – This section presents demographic and background information for students who received RT:Lit support in 2008.
- **Student outcomes from RT:Lit support** – This section investigates students' progress and outcomes as a result of RT:Lit intervention. An additional analysis of student assessment data is presented for the Part 2 forms and is included in this section.

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<sup>2</sup> It should be noted that a small number of RT:Lit used the Part 2 form for all students on their roll during 2008.

## Section 2: Resource Teachers: Literacy support in 2008

RT:Lit support students in two ways: indirectly - by providing advice, modelling and guidance for teachers and thus improving their first practice in the classroom, or directly – providing regular tutoring to students on an individual basis or in small-group settings. While it is acknowledged that RT:Lit support students through a number of other avenues (e.g. working with teachers of students who are not on the RT:Lit roll), this report focuses only on those students who appeared on the RT:Lit roll and were the focus of RT:Lit support.

### Type of support provided by RT:Lit in 2008

In total, 4,258 students received support from RT:Lit during 2008 (Table 1). Of these students, slightly more than half (n=2,311, 54%) received indirect in-class support while the remainder (n=1,947, 46%) received direct instruction. More than half of directly supported students (n=1,159, equivalent to 27% of the total sample) received individual tuition, one-third (n=676, 16% of the total sample) received small-group tuition and a small number (n=107, 3% of the total sample) received both individual and small-group tuition.

Previously, when a student received both forms of support, RT:Lit were asked to report only on the main focus for that student. This has meant the actual number of students who received direct support and indirect support may have differed slightly from the figures reported. More accurate reporting of the extent and nature of RT:Lit support will be available from 2009 as the new Part 2 form (trials in Term 4) asks RT:Lit to classify whether students received one or both types of support<sup>3</sup>.

As 2008 integrated slightly different data collection methods, care must be taken when examining trend data<sup>4</sup>. With this in mind, there was a slight decrease from 2007 in the percentage of students who received indirect support (from 57% in 2007), and a slight increase in the percentage of students who received direct support (44% in 2007).

**Table 1: Type of support provided for students on the 2008 RT:Lit roll<sup>1</sup>**

	N	%
<b>DIRECT instruction</b>	<b>1,947</b>	<b>45.7</b>
Individual tuition	1,159	27.2
Small-group tuition	676	15.9
Both individual and small-group tuition	107	2.5
Missing information about nature of direct instruction	5	0.1
<b>INDIRECT in-class support</b>	<b>2,311</b>	<b>54.3</b>
<b>Total</b>	<b>4,258</b>	<b>100.0</b>

<sup>1</sup> Excludes data from 2 students with missing information about the type of instruction/support they received and 54 students who received both direct instruction and indirect support.

<sup>3</sup> Fifty-four students were recorded as having received both direct and indirect support in 2008. For ease of analysis and comparability to previous years' results, these students have not been included in formal reporting. Full reporting of these students will be available from 2009.

<sup>4</sup> Caution will also need to be exercised in the future as any increase in the reported number of students receiving RT:Lit support may be due to more accurate data collection.

## The nature of literacy assistance students received

RT:Lit support students in a range of literacy areas including reading literacy, written literacy and oral language. In 2008, almost all directly supported students (90%) and indirectly supported students (88%) received assistance with reading literacy (Table 2). These figures were comparable to those recorded in 2007, although a small decrease in the percentage of indirectly supported students who received reading literacy assistance was noted (90% and 93% for directly and indirectly supported students respectively in 2007).

Students who were supported directly were more likely than indirectly supported students to have multiple literacy needs. While both groups had similarly high percentages of students receiving reading literacy support, there was a greater proportion of directly supported students who received assistance with written literacy (55% overall, compared with 25% for indirectly supported students) and/or oral language (10% overall, compared with 4% for indirectly supported students).

**Table 2: Nature of the literacy assistance RT:Lit provided, by support type<sup>1, 2</sup>**

Type of literacy assistance	DIRECT instruction								INDIRECT support	
	Individual tuition		Small group tuition		Both individual and small group tuition		Total DIRECT instruction <sup>3</sup>			
	(n=1,159)		(n=676)		(n=107)		(n=1,947)		(n=2,311)	
	N	%	N	%	N	%	N	%	N	%
Reading literacy	1,124	96.9	514	76.0	103	96.3	1,744	89.5	2,039	88.2
Written literacy	758	65.3	245	36.2	69	64.5	1,075	55.2	579	25.1
Oral language	161	13.9	14	2.1	14	13.1	189	9.7	101	4.4
Missing data	2	0.2	4	0.6	0	0.0	8	0.4	49	2.1

<sup>1</sup> Excludes data from 2 students with missing information about the type of instruction/support they received and 54 students who received both direct instruction and indirect support.

<sup>2</sup> Percentages based on the total number of students assisted by RT:Lit for each support type. As students could receive more than one form of assistance, percentages do not sum to 100%.

<sup>3</sup> Total includes data from 5 students with missing data about the type of direct instruction received.

The predominance of reading literacy assistance has been a consistent finding across many years of data collection. This finding may not simply be indicative of a greater level of need in this area. Instead, it may be attributed to the fact that there are much stronger mechanisms for RT:Lit to assess reading levels and progress compared with written literacy and oral language, and/or to the practical challenges associated with providing support with sufficient focus across a range of literacies.

The following tables provide a detailed breakdown of the type of literacy assistance students received, both at an aggregate level for all students on the RT:Lit roll in 2008 (Table 3a) and across the different formats of support for directly supported students (Table 3b). These results further highlight that students who received direct instruction, and particularly those who were tutored on an individual basis, were more likely to receive support in multiple literacy areas than students supported indirectly and in small group settings.

**Table 3a: Nature of the literacy assistance RT:Lit provided, by support type<sup>1</sup>**

Type of literacy assistance	DIRECT instruction		INDIRECT support	
	N	%	N	%
Reading literacy only	846	43.5	1,649	71.4
Written literacy only	185	9.5	198	8.6
Oral language only	8	0.4	25	1.1
Reading and Written literacy	719	36.9	314	13.6
Reading and Oral language	10	0.5	9	0.4
Written literacy and Oral language	2	0.1	0	0.0
Reading literacy, Written literacy and Oral language	169	8.7	67	2.9
Missing data	8	0.4	49	2.1
<b>Total</b>	<b>1,947</b>	<b>100.0</b>	<b>2,311</b>	<b>100.0</b>

<sup>1</sup> Excludes data from 2 students with missing information about the type of instruction/support they received and 54 students who received both direct instruction and indirect support.

**Table 3b: Nature of the literacy assistance for DIRECTLY supported students<sup>1</sup>**

Type of literacy assistance	Individual		Small group		Both individual and small group	
	N	%	N	%	N	%
Reading literacy only	389	33.6	422	62.4	35	32.7
Written literacy only	28	2.4	153	22.6	4	3.7
Oral language only	51	4.4	3	0.4	0	0.0
Reading and Written literacy	533	46.0	83	12.3	54	50.5
Reading and Oral language	5	0.4	2	0.3	3	2.8
Written literacy and Oral language	0	0.0	2	0.3	0	0.0
Reading literacy, Written literacy and Oral language	151	13.0	7	1.0	11	10.3
Missing data	2	0.2	4	0.6	0	0.0
<b>Total</b>	<b>1,159</b>	<b>100.0</b>	<b>676</b>	<b>100.0</b>	<b>107</b>	<b>100.0</b>

<sup>1</sup> Does not include data from 5 students with missing data about the type of direct instruction received.

Differences in the combinations of literacy assistance provided to students who received direct and indirect support may reflect the extent to which RT:Lit respond to students' complexity of needs when considering the nature of the support that should be given. Alternatively, it may be that different forms of support provide different opportunities. For example, it may be difficult to introduce additional literacy support for a student within a group context. This may account for the tendency for students supported in classroom settings (as in the case of indirect support) to have received assistance in one area of literacy only.

## Section 3: Students who received Resource Teachers: Literacy support

The following section presents demographic information for the students who received RT:Lit support in 2008 (gender, ethnicity and age). Educational factors such as reading age, experience with prior literacy assistance and students' first language are also discussed.

### Demographic characteristics

#### Gender

In 2008, boys out-numbered girls by more than two to one in RT:Lit support. Of the 1,947 students who received **direct** instruction in 2008, almost three-quarters (72%, n=1,410) were boys, and of the 2,311 students who received **indirect** support, two-thirds (63%, n=1,450) were boys. These figures are similar to those reported in 2007, where 72% of directly supported students and 65% of indirectly supported students were boys.

As shown in Table 4, boys were more likely to have received direct instruction (49%, compared to 39% for girls) and were more likely to have received direct support via individual tuition (30%) compared to girls (21%). In comparison, girls were more likely to have received indirect in-class support (60% compared to 50% of boys).

**Table 4: Type of RT:Lit support provided, by gender<sup>1</sup>**

	Boys		Girls		Total <sup>2</sup>	
	N	%	N	%	N	%
<b>DIRECT instruction</b>	<b>1,410</b>	<b>49.3</b>	<b>510</b>	<b>39.4</b>	<b>1,947</b>	<b>45.7</b>
Individual tuition	870	30.4	272	21.0	1,159	27.2
Small-group tuition	453	15.8	214	16.5	676	15.9
Both individual and small-group tuition	83	2.9	23	1.8	107	2.5
Missing data	4	0.1	1	0.1	5	0.1
<b>INDIRECT in-class support</b>	<b>1,450</b>	<b>50.7</b>	<b>785</b>	<b>60.6</b>	<b>2,311</b>	<b>54.3</b>
<b>Total</b>	<b>2,860</b>	<b>100.0</b>	<b>1,295</b>	<b>100.0</b>	<b>4,258</b>	<b>100.0</b>

<sup>1</sup> Excludes data from 2 students with missing information about the type of instruction/support they received and 54 students who received both direct instruction and indirect support.

<sup>2</sup> Totals include data from 27 students who received direct instruction and 76 students who received indirect support with missing gender information.

Although there were very few gender differences in the combinations of literacy assistance students received, Table 5 shows that for students who received direct instruction, girls were more likely to have received assistance with reading literacy only (53% for girls compared with 40% for boys). Boys on the other hand were more likely to have received a combination of reading and written literacy assistance (41% for boys compared with 27% for girls).

**Table 5: Combinations of literacy assistance, by gender<sup>1</sup>**

Type of literacy assistance	DIRECT instruction <sup>2</sup>				INDIRECT support <sup>3</sup>			
	Boys		Girls		Boys		Girls	
	N	%	N	%	N	%	N	%
Reading literacy only	561	39.8	269	52.7	1,051	72.5	553	70.4
Written literacy only	130	9.2	54	10.6	116	8.0	80	10.2
Oral language only	4	0.3	4	0.8	16	1.1	9	1.1
Reading and Written literacy	576	40.9	136	26.7	201	13.9	95	12.1
Reading and Oral language	6	0.4	4	0.8	6	0.4	3	0.4
Written literacy and Oral language	2	0.1	0	0.0	0	0.0	0	0.0
Reading literacy, Written literacy and Oral language	123	8.7	43	8.4	36	2.5	30	3.8
Missing data	8	0.6	0	0.0	24	1.7	15	1.9
<b>Total</b>	<b>1,410</b>	<b>100.0</b>	<b>510</b>	<b>100.0</b>	<b>1,450</b>	<b>100.0</b>	<b>785</b>	<b>100.0</b>

<sup>1</sup> Excludes data from 2 students with missing information about the type of instruction/support they received and 54 students who received both direct instruction and indirect support.

<sup>2</sup> Excludes data from 27 directly supported students with missing gender information

<sup>3</sup> Excludes data from 76 indirectly supported students with missing gender information.

## Ethnicity

This section discusses the type of RT:Lit support provided to students across five ethnic groups: NZ European, Māori, Pasifika, Asian and 'Other'<sup>5</sup>. As a proportion of all students who received RT:Lit support in 2008, half (50%, n=2,110) were NZ European, one-third (37%, n=1,578) were Māori, eight percent (n=334) were Pasifika and a small proportion (2%, n=73) were Asian<sup>6</sup> (Table 6). There were no major changes in the proportion of students from each ethnic group, compared with the 2007 data.

Table 6 also shows that Asian, Pasifika and students of 'other' ethnicities were more likely than Māori and NZ European students to be supported through direct instruction. In comparison, Māori and NZ European students were more likely than other students to have received indirect in-class support.

**Table 6: Combinations of literacy assistance, by ethnicity<sup>1,2</sup>**

	NZ Māori		Pasifika		Asian		NZ European		Other	
	N	%	N	%	N	%	N	%	N	%
<b>DIRECT instruction</b>	<b>696</b>	<b>44.1</b>	<b>198</b>	<b>59.3</b>	<b>40</b>	<b>54.8</b>	<b>921</b>	<b>43.6</b>	<b>82</b>	<b>66.1</b>
Individual tuition	377	23.9	157	47.0	29	39.7	532	25.2	56	45.2
Small-group tuition	283	17.9	23	6.9	10	13.7	335	15.9	23	18.5
Both individual and small-group tuition	33	2.1	17	5.1	1	1.4	53	2.5	3	2.4
Missing data	3	0.2	1	0.3	0	0.0	1	0.0	0	0.0
<b>INDIRECT in-class support</b>	<b>882</b>	<b>55.9</b>	<b>136</b>	<b>40.7</b>	<b>33</b>	<b>45.2</b>	<b>1,189</b>	<b>56.4</b>	<b>42</b>	<b>33.9</b>
<b>Total</b>	<b>1,578</b>	<b>100.0</b>	<b>334</b>	<b>100.0</b>	<b>73</b>	<b>100.0</b>	<b>2,110</b>	<b>100.0</b>	<b>124</b>	<b>100.0</b>

<sup>1</sup> Excludes data from 2 students with missing information about the type of instruction/support they received and 54 students who received both direct instruction and indirect support.

<sup>2</sup> Also excludes data from 39 students with missing ethnicity information.

<sup>5</sup> 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.

<sup>6</sup> Note that Pasifika and Asian students came from a range of ethnic backgrounds.

Tables 7a and 7b present the combinations of literacy assistance received by students across the five ethnic groupings<sup>7</sup>. Table 7a shows that as a proportion of students who received **direct** instruction:

- Pasifika students (34%) and Asian students<sup>8</sup> (23%) were more likely to have received assistance in all three literacy areas (reading literacy, written literacy and oral language) compared with Māori students (6%) and NZ European students (4%).
- Māori and NZ European students were more likely than other students to have received assistance in one or two areas of literacy. For example:
  - Fifty percent of Māori and 42 percent of NZ European students received reading literacy assistance only (compared with 28% of Pasifika students), while 7 percent of Māori and 14 percent of NZ European students received written literacy assistance only (compared with 2% of Pasifika students and 3% of Asian students).
  - Additionally, 35% of Māori and 39% of NZ European students received reading and written literacy assistance only (compared with 32% of Pasifika and 28% of Asian students).
- Asian students (8%) were more likely than other students to have received RT:Lit support for oral language only (e.g. 2% for Pasifika students, 0% for Māori and NZ European students).

**Table 7a: Combinations of literacy assistance for students who received DIRECT instruction, by ethnicity<sup>1</sup>**

Nature of literacy support	NZ Māori		Pasifika		Asian		NZ European		Other	
	N	%	N	%	N	%	N	%	N	%
Reading literacy only	348	50.0	56	28.3	16	40.0	386	41.9	33	40.2
Written literacy only	51	7.3	4	2.0	1	2.5	126	13.7	3	3.7
Oral language only	2	0.3	3	1.5	3	7.5	0	0.0	0	0.0
Reading and written literacy	246	35.3	63	31.8	11	27.5	361	39.2	35	42.7
Reading literacy and oral language	2	0.3	4	2.0	0	0.0	4	0.4	0	0.0
Written literacy and oral language	1	0.1	0	0.0	0	0.0	1	0.1	0	0.0
Reading and written literacy and oral language	43	6.2	68	34.3	9	22.5	38	4.1	11	13.4
Missing data	3	0.4	0	0.0	0	0.0	5	0.5	0	0.0
<b>Total</b>	<b>696</b>	<b>100.0</b>	<b>198</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>	<b>921</b>	<b>100.0</b>	<b>82</b>	<b>100.0</b>

<sup>1</sup> Excludes data from 10 students with missing ethnicity information.

<sup>7</sup> This part of the analysis does not include data from the 54 students who were recorded as having received both direct instruction and indirect support on the new Part 2 form.

<sup>8</sup> Note that care must be taken when interpreting this result due to the low number of Asian students.



The results for indirectly supported students show a similar pattern to those presented for directly supported students. Table 7b shows that as a proportion of students who received **indirect** in-class support:

- Pasifika students (10%) were more likely to have received assistance in all three literacy areas (reading literacy, written literacy and oral language) compared with Māori students (3%), Asian students (3%) and NZ European students (1%).
- Māori, NZ European and Asian students were more likely than Pasifika students to have received assistance in one or two areas of literacy. For example:
  - Seventy-four percent of Māori, 70 percent of NZ European and 82 percent of Asian students received assistance with reading literacy only (compared with 64% of Pasifika students).
  - Additionally, 10 percent of Māori and 17 percent of NZ European students received assistance with reading and written literacy (compared with 4% of Pasifika students).

**Table 7b: Combinations of literacy assistance for INDIRECTLY supported students, by ethnicity<sup>1</sup>**

Nature of literacy support	NZ Māori		Pasifika		Asian		NZ European		Other	
	N	%	N	%	N	%	N	%	N	%
Reading literacy only	650	73.7	87	64.0	27	81.8	836	70.4	27	64.3
Written literacy only	83	9.4	16	11.8	2	6.1	97	8.2	1	2.4
Oral language only	15	1.7	1	0.7	0	0.0	9	0.8	0	0.0
Reading and written literacy	90	10.2	6	4.4	2	6.1	207	17.4	7	16.7
Reading literacy and oral language	1	0.1	8	5.9	0	0.0	0	0.0	0	0.0
Written literacy and oral language	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Reading and written literacy and oral language	28	3.2	14	10.3	1	3.0	16	1.3	7	16.7
Missing data	15	1.7	4	2.9	1	3.0	24	2.0	0	0.0
<b>Total</b>	<b>882</b>	<b>100.0</b>	<b>136</b>	<b>100.0</b>	<b>33</b>	<b>100.0</b>	<b>1,189</b>	<b>100.0</b>	<b>42</b>	<b>100.0</b>

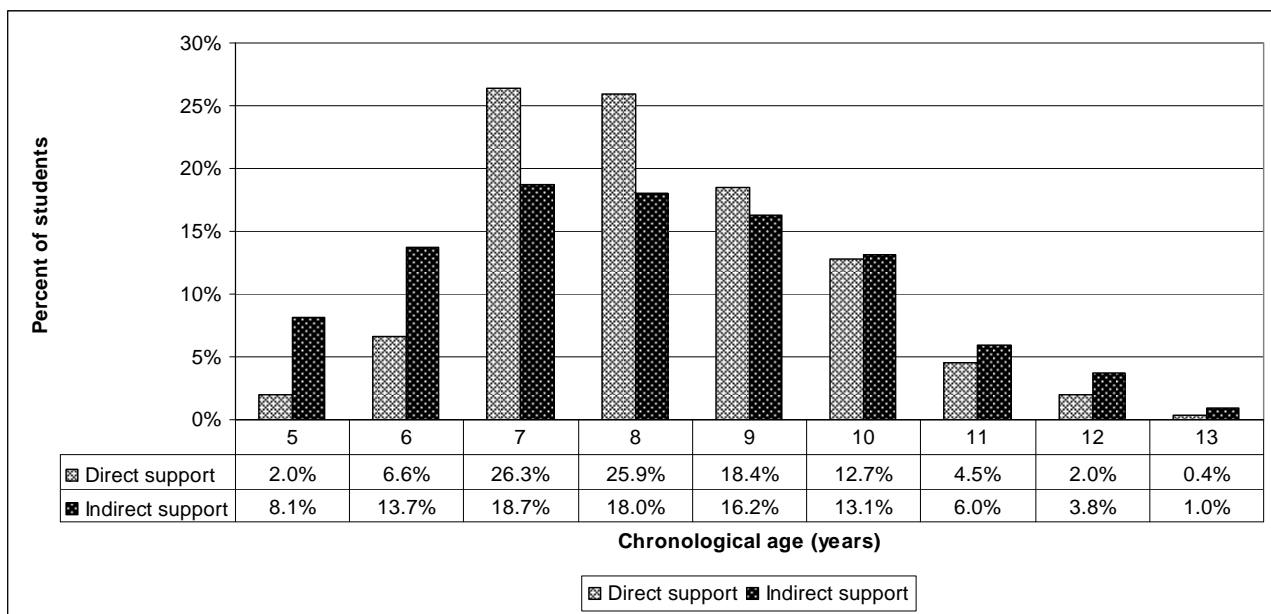
<sup>1</sup> Excludes data from 29 students with missing ethnicity information.

### Age

RT:Lit provide support to students in their primary years of schooling. Figure 1 presents the distribution of students' chronological ages at their point of entry into RT:Lit support, for those who received only direct support (light coloured bars) and those who received only indirect support (dark coloured bars).

Indirectly supported students were more evenly spread in terms of their age upon entry to RT:Lit support than directly supported students. Of students who received direct support, there was a peak in the proportion of students whose age at point of entry to RT:Lit support was age between 7 and 8 years of age. The age distributions for indirectly and directly supported students are consistent with those presented in the 2007 report.

**Figure 1: Chronological ages for students at entry to RT:Lit support<sup>1,2</sup>**



<sup>1</sup> Figure does not include data from 31 indirectly supported students and 23 directly supported students who had missing age information.

<sup>2</sup> Does not include data from the 54 students who were recorded as having received both direct instruction and indirect support on the new Part 2 form.

### Gender by age at admission

Similar to previous years, the age at which students entered RT:Lit support did not differ greatly between boys and girls (see appendix Table 1). In 2008, the mean age for boys receiving indirect support was 8.2 years (compared with 8.0 years for girls) and the mean age for boys receiving direct support was 8.2 years (same as 8.2 years for girls).

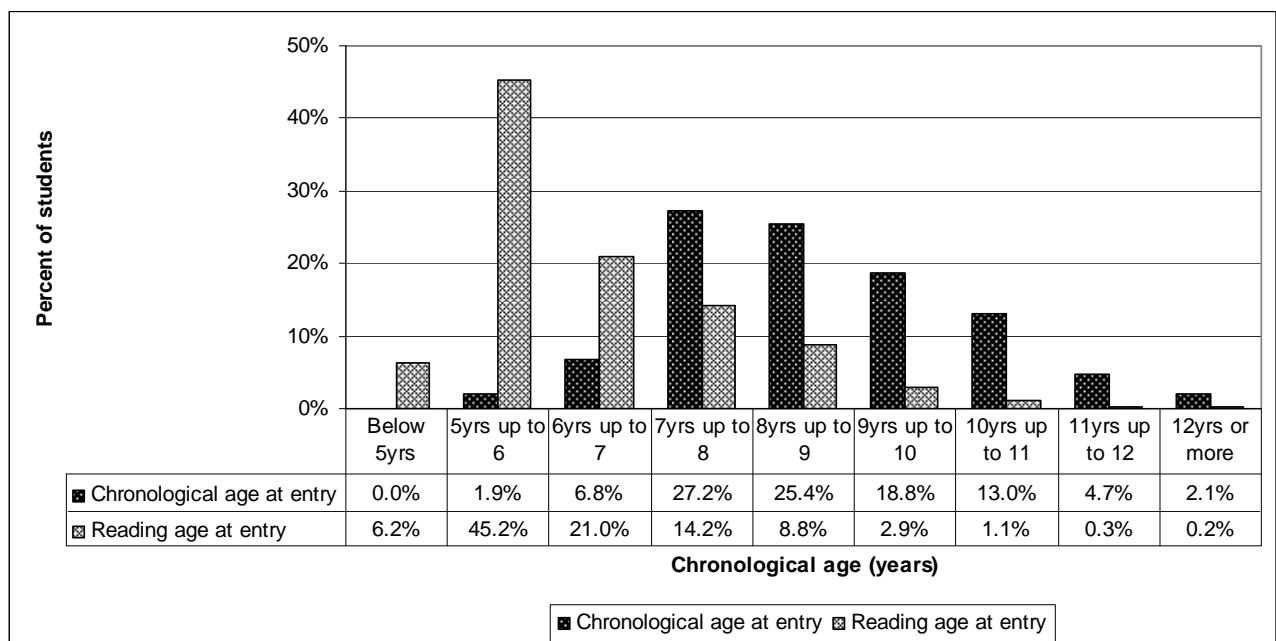
## Education factors for students who received direct RT:Lit support

The following section presents information about aspects of students' education background prior to commencing RT:Lit support. The new Part 2 forms introduced in Term 4 improves the quality of this data through standardising what is collected for directly and indirectly supported students. For the current report, however, this information was only available for students who received direct instruction only for Terms 1 to 3, and for all students whose data was collected on Part 2 forms. For ease of analysis and comparability to previous years' reports, this section contains information that relates only to the 1,947 students who received direct instruction in 2008. From 2009 onwards, these analyses will be available for all students who receive RT:Lit support.

### Reading age<sup>9</sup> at admission to RT:Lit support

Figure 2 compares students' chronological age (dark bars) and reading age (light bars) upon entry to RT:Lit support. This information was available for 1,813 (93%) of students who received direct instruction in 2008. Although most (91%) of these students were aged 7 years or more upon entry to RT:Lit support, just one-quarter (28%) had age-based reading levels equivalent to 7 years of age or higher. This result suggests that overall, students were entering RT:Lit support with reading literacy levels well below that which would be expected for their age group.

**Figure 2: Chronological age and reading age for directly supported students upon entry to RT: Lit support in 2008<sup>1</sup>**



<sup>1</sup> Only includes data from 1,813 directly supported students who had both chronological and reading age information.

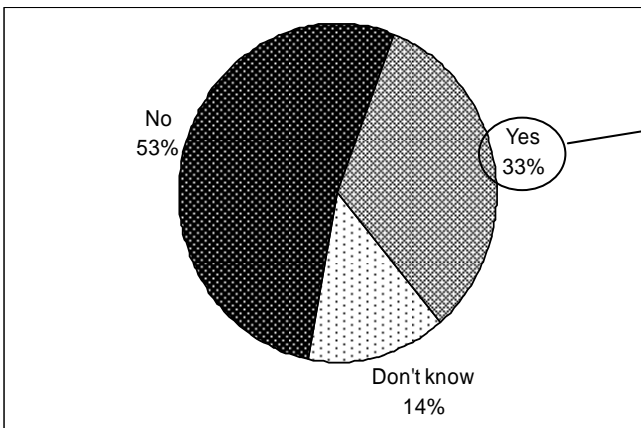
<sup>9</sup> For the analysis in this report, where an age-based reading assessment was not provided by the RT:Lit, 'reading age' was approximated using Instructional Text Levels. Although the concept of 'reading age' is commonly used in schools, it provides only a rough guide to the complexity of a text. 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.

### Prior literacy assistance – Reading Recovery

Figures 3 and 4 present information about whether students who received direct instruction had been in Reading Recovery prior to receiving RT:Lit support. Reading Recovery is a literacy intervention for the lowest achieving students in literacy learning after one year at school. This information was available for 1,932 (99%) students who received direct instruction in 2008. As shown in Figure 3, one in every three (33%) of these students had previously been in Reading Recovery. This is slightly lower than the 36 percent recorded in 2007.

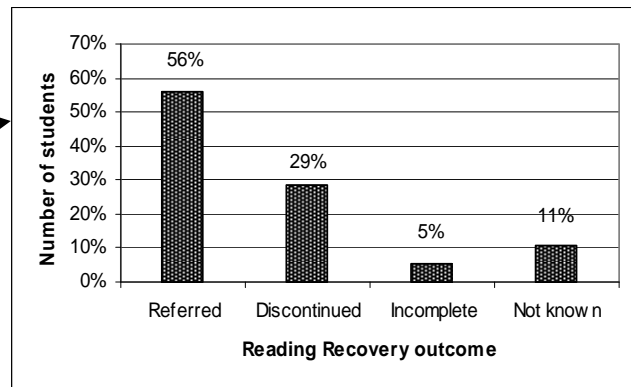
Figure 4 shows that as a proportion of the 642 students who had been in Reading Recovery prior to receiving RT:Lit support, more than half (56%) had been referred on from Reading Recovery for specialist help or long-term reading support and almost one-third (29%) had successfully discontinued their series of Reading Recovery lessons. This finding does raise questions about what happens to students in the classroom once they exit Reading Recovery. Even though some students reach the reading achievement levels required for them to be discontinued from Reading Recovery, these results indicate a need for schools to actively monitor the progress of these students and intervene if progress does not continue.

**Figure 3: Previous involvement in Reading Recovery<sup>1</sup>**



<sup>1</sup> Based on 1,947 students who received direct instruction in 2008

**Figure 4: Reading Recovery outcomes for students previously involved with the intervention<sup>1</sup>**



<sup>1</sup> Based on 642 students recorded as having been in Reading Recovery prior to receiving RT:Lit support.

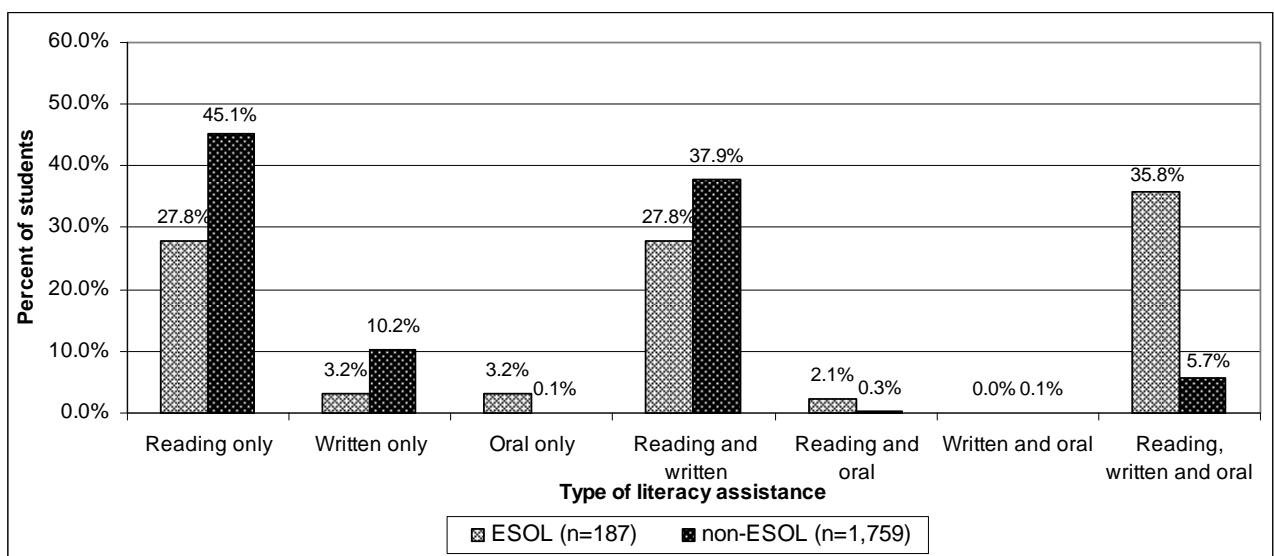
## English speakers of other languages

One in every 10 (n=187, 10%) students who received direct instruction in 2008 did not have English as their first language<sup>10</sup>. The majority of these students were either of Pasifika (n=122) or Asian (n=26) ethnicities.

As shown in Figure 5, the types of literacy assistance students received differed depending on whether they were English speakers of other languages (ESOL) or whether English was their first language (non-ESOL). Of note:

- ESOL students were much more likely to have received assistance in all three literacy areas (36%) compared with non-ESOL students (6%).
- Non-ESOL students were more likely to have received assistance in one or two areas of literacy. For example, 45 percent of non-ESOL students received reading literacy assistance only (compared with 28% for ESOL students) and 38% of non-ESOL received both reading and written literacy assistance (compared with 28% for ESOL students).

**Figure 5: Nature of literacy support for ESOL and non-ESOL students<sup>1</sup>**



<sup>1</sup> Excludes data from 1 student with missing information about their first language and data for 8 students with missing information about the type of literacy support they received.

<sup>10</sup> It should be noted that ESOL funded students should not be on an RT:Lit roll for direct instruction.

## Section 4: Student outcomes from Resource Teachers: Literacy support

The following section reports on the end-of-year outcomes for the 4,258 students who received either direct instruction or indirect support from RT:Lit during 2008.

### Student outcomes by support type

Approximately two out of three students who received either direct instruction (61%) or indirect support (64%) from RT:Lit during 2008 had completed their programme of support by the end of the year (Table 8). These figures were similar to those reported for students who received direct instruction (60%) and slightly higher than for those who received indirect in-class support (61%) in 2007.

Also shown in Table 8, one-fifth of students who received direct instruction (21%) and one-quarter of students who received indirect support (24%) required further RT:Lit assistance and were due to continue this support in 2009. These figures were slightly lower than the percentage of directly supported students (24%) and indirectly supported students (30%) who required a continuation of RT:Lit support in 2007.

A small percentage of students who received RT:Lit support in 2008 received an incomplete intervention (14% for directly supported students and 8% for indirectly supported students). In the case of directly supported students, this was often because they moved out of the area serviced by the RT:Lit or for other reasons such as moving from primary to secondary school or because of behavioural or attendance issues. A small percentage of students who received direct instruction (5%) were referred on for alternative specialist support.

**Table 8: Student outcomes from RT:Lit support at the end of 2008, by support type<sup>1</sup>**

Outcome of RT:Lit support	DIRECT instruction		INDIRECT support	
	N	%	N	%
<b>Direct instruction or indirect in-class support COMPLETED</b>	<b>1,191</b>	<b>61.2</b>	<b>1,469</b>	<b>63.6</b>
<b>Received an INCOMPLETE intervention because:</b>	<b>278</b>	<b>14.3</b>	<b>187</b>	<b>8.1</b>
Student was referred on for specialist assistance	94	4.8	N/A	N/A
Student moved out of the area serviced by the RT:Lit	110	5.6	N/A	N/A
Other reasons	74	3.8	N/A	N/A
<b>Student will require further support in 2009</b>	<b>404</b>	<b>20.7</b>	<b>547</b>	<b>23.7</b>
<b>Transferred to direct support</b>	<b>N/A</b>	<b>N/A</b>	<b>50</b>	<b>2.2</b>
<b>Other</b>	<b>39</b>	<b>2.0</b>	<b>16</b>	<b>0.7</b>
<b>Missing data</b>	<b>35</b>	<b>1.8</b>	<b>42</b>	<b>1.8</b>
<b>Total</b>	<b>1,947</b>	<b>100.0</b>	<b>2,311</b>	<b>100.0</b>

<sup>1</sup> Excludes data from 2 students with missing information about the type of instruction/support they received and 54 students who received both direct instruction and indirect support.

## Student outcomes by demographic characteristics

This section presents student outcomes from RT:Lit support, by demographic characteristics (gender, ethnicity and age) and educational factors.

### Gender

No major differences were detected in the outcomes of RT:Lit support for boys and girls (Table 9). This was a change from the data presented in 2007, which showed that girls were more likely to have completed their period of RT:Lit support (68% and 65% for directly and indirectly supported girls respectively, compared with 57% and 59% for directly and indirectly supported boys).

**Table 9: Student RT:Lit outcomes, by type of support and gender<sup>1</sup>**

Outcome of RT:Lit support	DIRECT instruction <sup>2</sup>				INDIRECT support <sup>3</sup>			
	Boys		Girls		Boys		Girls	
	N	%	N	%	N	%	N	%
Completed direct instruction or indirect support (discharged)	857	60.8	318	62.4	899	62.0	521	66.4
Received an incomplete intervention	210	14.9	65	12.7	119	8.2	63	8.0
Student will require further support in 2009	290	20.6	111	21.8	364	25.1	169	21.5
Transferred to direct support	N/A	N/A	N/A	N/A	30	2.1	13	1.7
Other	35	2.5	4	0.8	12	0.8	4	0.5
Missing data	18	1.3	12	2.4	26	1.8	15	1.9
<b>Total</b>	<b>1,410</b>	<b>100.0</b>	<b>510</b>	<b>100.0</b>	<b>1,450</b>	<b>100.0</b>	<b>785</b>	<b>100.0</b>

<sup>1</sup> Excludes data from 2 students with missing information about the type of instruction/support they received and 54 students who received both direct instruction and indirect support.

<sup>2</sup> Excludes data from 27 students with missing gender information.

<sup>3</sup> Excludes data from 76 students with missing gender information.

## Ethnicity

Tables 10a and Table 10b present student outcomes from RT:Lit support across the five ethnic groupings. Consistent with the findings presented in the 2007 report, Table 10a shows that as a proportion of students who received **direct** instruction in 2008:

- NZ European (64%) and Asian<sup>11</sup> (63%) students were slightly more likely to have completed their programme of RT:Lit support than Māori (58%) and Pasifika (56%) students.
- Pasifika (20%) and Māori (18%) students were more likely to have received an incomplete programme than NZ European (11%), and Asian (5%) students.
- Asian students were more likely than other students to require a continuation of RT:Lit support in 2009 (30%, compared with 22% for Pasifika students and 20% for Māori and NZ European students).

**Table 10a: Student outcomes for those who received DIRECT support, by ethnicity<sup>1</sup>**

Student outcome	NZ Māori		Pasifika		Asian		NZ European		Other	
	N	%	N	%	N	%	N	%	N	%
Completed direct instruction (discharged)	406	58.3	111	56.1	25	62.5	593	64.4	50	61.0
Received an incomplete intervention	122	17.5	40	20.2	2	5.0	106	11.5	10	12.2
Student will require further support from RT: Lit in 2009	141	20.3	43	21.7	12	30.0	185	20.1	21	25.6
Other	11	1.6	4	2.0	0	0.0	23	2.5	0	0.0
Missing data	16	2.3	0	0.0	1	2.5	14	1.5	1	1.2
<b>Total</b>	<b>696</b>	<b>100.0</b>	<b>198</b>	<b>100.0</b>	<b>40</b>	<b>100.0</b>	<b>921</b>	<b>100.0</b>	<b>82</b>	<b>100.0</b>

<sup>1</sup> Excludes data from 10 students with missing ethnicity information.

<sup>11</sup> Care should be taken when interpreting the results for Asian students because of the low number of students in this ethnic grouping.



Table 10b shows that as a proportion of students who received **indirect** support:

- Asian<sup>12</sup> (85%) and Pasifika students (74%) were more likely to have completed their programme of indirect RT:Lit support in 2008 than Māori students (67%) and NZ European students (60%).
- As with Māori and Pasifika students who received direct instruction, Māori (10%) and Pasifika (10%) students who received indirect support were more likely to have received an incomplete intervention than NZ European (6%), and Asian (3%) students.
- NZ European (28%) and Māori (20%) students were more likely to require a continuation of RT:Lit support in 2009 than Pasifika (13%) and Asian (3%) students.

**Table 10b: Student outcomes for those who received INDIRECT support, by ethnicity<sup>1</sup>**

Student outcome	NZ Māori		Pasifika		Asian		NZ European		Other	
	N	%	N	%	N	%	N	%	N	%
Indirect support completed	590	66.9	100	73.5	28	84.8	718	60.4	21	50.0
Received an incomplete intervention	92	10.4	13	9.6	1	3.0	73	6.1	5	11.9
Student will require further support from RT: Lit in 2009	175	19.8	17	12.5	1	3.0	332	27.9	14	33.3
Transferred to direct support	9	1.0	3	2.2	2	6.1	31	2.6	2	4.8
Other	4	0.5	0	0.0	0	0.0	12	1.0	0	0.0
Missing data	12	1.4	3	2.2	1	3.0	23	1.9	0	0.0
<b>Total</b>	<b>882</b>	<b>100.0</b>	<b>136</b>	<b>100.0</b>	<b>33</b>	<b>100.0</b>	<b>1,189</b>	<b>100.0</b>	<b>42</b>	<b>100.0</b>

<sup>1</sup> Excludes data from 29 students with missing ethnicity information

<sup>12</sup> Care should be taken when interpreting the results for Asian students because of the low number of students in this ethnic grouping.

## Age

Tables 11a and 11b present student outcomes from RT:Lit support by age upon entry to the programme. Consistent with the pattern of results presented in the 2007 report, Table 11a shows that in 2008:

- The proportion of students who completed their programme of direct instruction steadily increased from age 5 years (29% completed) to age 10 years (71% completed). The proportion of students who completed their programme of direct instruction then dropped to 63 percent and 67 percent for students aged 11 and 12 years or more respectively.
- From age 6, the proportion of students who had their programme of direct instruction carried over into 2009 steadily decreased across the age groups.
- The proportion of students who received an incomplete intervention was highest among students aged 5 years (37%) and 12 years or more (29%). The increase in the number of incomplete interventions in the youngest (5 years age group) may be due to these students being put on the Reading Recovery roll, while the increase in the number of incomplete interventions for the oldest age group (12 years plus) is likely due to the movement of these students to secondary school.

**Table 11a: Students receiving DIRECT support, their outcome of RT:Lit support by age at entry<sup>1</sup>**

Student outcome	5 yrs		6 yrs		7 yrs		8 yrs		9 yrs		10 yrs		11 yrs		12 yrs or more	
	N	%	N	%	N	N	%	N	%	N	%	%	N	%	N	%
Completed direct instruction (discharged)	11	28.9	58	45.0	286	55.8	319	63.3	249	69.4	175	70.6	55	62.5	30	66.7
Received an incomplete intervention	14	36.8	24	18.6	75	14.6	72	14.3	32	8.9	34	13.7	14	15.9	13	28.9
Student will require further support from RT: Lit in 2009	9	23.7	42	32.6	139	27.1	100	19.8	67	18.7	31	12.5	9	10.2	0	0.0
Transferred to direct support	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	2	5.3	1	0.8	10	1.9	7	1.4	4	1.1	4	1.6	9	10.2	2	4.4
Missing data	2	5.3	4	3.1	3	0.6	6	1.2	7	1.9	4	1.6	1	1.1	0	0.0
<b>Total</b>	<b>38</b>	<b>100.0</b>	<b>129</b>	<b>100.0</b>	<b>513</b>	<b>100.0</b>	<b>504</b>	<b>100.0</b>	<b>359</b>	<b>100.0</b>	<b>248</b>	<b>100.0</b>	<b>88</b>	<b>100.0</b>	<b>45</b>	<b>100.0</b>

<sup>1</sup> Excludes data from 23 students with missing age information.

A different pattern of results was observed for students who received **indirect** support. Table 11b shows that:

- The proportion of students who completed their programme of indirect support was higher among students aged 5 years (67%) and students aged 9 years or more (9 years, 70%; 10 years, 70%; 11 years, 69%; and 12 years plus, 80%).
- The proportion of students who had their programme of indirect support carried over into 2009 was highest for students aged 7 and 8 years (both 28%) and lowest for students aged 12 years or more (14%).
- The proportion of students who received an incomplete programme peaked at age 6 years (15%). This result may be attributable to movement of many 6 year old students onto the Reading Recovery roll.

**Table 11b: Students receiving INDIRECT support, their outcome from RT:Lit support by age at entry<sup>1</sup>**

Student outcome	5 yrs		6 yrs		7 yrs		8 yrs		9 yrs		10 yrs		11 yrs		12 yrs or more	
	N	%	N	%	N	N	%	N	%	N	%	%	N	%	N	%
Indirect support completed	126	67.0	175	55.2	252	58.2	252	60.4	261	69.9	212	70.0	95	68.8	87	79.8
Received an incomplete intervention	16	8.5	49	15.5	33	7.6	27	6.5	20	5.3	21	6.9	12	8.7	5	4.6
Student will require further support from RT: Lit in 2009	42	22.3	77	24.3	123	28.4	118	28.3	73	19.5	57	18.8	27	19.6	15	13.8
Transferred to direct support	0	0.0	6	1.9	17	3.9	12	2.9	5	1.3	6	2.0	2	1.4	1	0.9
Other	0	0.0	1	0.3	2	0.5	3	0.7	7	1.9	2	0.7	0	0.0	0	0.0
Missing data	4	2.1	9	2.8	6	1.4	5	1.2	9	2.4	5	1.7	2	1.4	1	0.9
<b>Total</b>	<b>188</b>	<b>100.0</b>	<b>317</b>	<b>100.0</b>	<b>433</b>	<b>100.0</b>	<b>417</b>	<b>100.0</b>	<b>375</b>	<b>100.0</b>	<b>303</b>	<b>100.0</b>	<b>138</b>	<b>100.0</b>	<b>109</b>	<b>100.0</b>

<sup>1</sup> Excludes data from 31 students with missing age information.

### Education factors

Table 12 compares student outcomes from RT:Lit support for students who had previously been in Reading Recovery, and students who had no prior experience with Reading Recovery. Consistent with the findings presented in 2007, students who had previously been in Reading Recovery were less likely to have completed their period of direct RT:Lit instruction (54%), compared with students who had no prior experience in Reading Recovery (66%).

In addition, students who had previously been in Reading Recovery were more likely to require a continuation of their RT:Lit support in 2009 (28%) compared with students who had no prior experience in Reading Recovery (17%). Taken together, these results suggest that students with prior experience in Reading Recovery may have a greater level of need for literacy assistance, or require a longer period of support than other students.

**Table 12: Student outcomes, by prior experience with Reading Recovery**

Student outcome (from RT:Lit support)	Previously been in Reading Recovery		No prior experience with Reading Recovery	
	N	%	N	%
Completed direct instruction (discharged)	347	54.0	682	66.1
Received an incomplete intervention	90	14.0	125	12.1
Student will require further support from RT: Lit in 2009	181	28.2	179	17.4
Other	18	2.8	27	2.6
Missing data	6	0.9	18	1.7
<b>Total</b>	<b>642</b>	<b>100.0</b>	<b>1,031</b>	<b>100.0</b>

<sup>1</sup> Does not include data from 274 students whose prior involvement in Reading Recovery was not known

Table 13 takes a closer look at students who had been in Reading Recovery prior to entering RT:Lit support. Consistent with the findings presented in 2007, students who had successfully completed Reading Recovery prior to entering RT:Lit support were more likely than all other directly supported students to have completed their programme of RT:Lit support in 2008. To illustrate, 68 percent of students who had successfully completed Reading Recovery prior to receiving RT:Lit support completed their programme of RT:Lit support in 2008. This is greater than 55 percent for students who had incomplete Reading Recovery programmes, 48 percent for students who were referred on from Reading Recovery and 66 percent for students who did not have experience with Reading Recovery prior to entering RT:Lit support.

Students who had received an incomplete Reading Recovery programme and students who had been referred on from Reading Recovery were more likely to require further RT:Lit support in 2009 (39% and 29% respectively) compared with students who had previously been successfully discontinued from Reading Recovery (23%) and students with no prior experience with Reading Recovery (17%). This result suggests that students who had received an incomplete Reading Recovery programme and those that had been referred on from Reading Recovery may require a longer period of support with RT:Lit than other students.

Students who had previously been referred on from Reading Recovery were more likely than other students to have received an incomplete programme of RT:Lit support (18%, compared with 6% for students who had successfully completed Reading Recovery and 12% for students who had no prior experience with Reading Recovery). In many cases, these students had been referred on again, from RT:Lit support, to other forms of support such as RTLB (Resource Teachers of Learning and Behaviour).

**Table 13: Student outcomes from RT:Lit support and prior Reading Recovery support<sup>1</sup>**

Student outcome (from RT:Lit support)	Successfully completed Reading Recovery		Incomplete Reading Recovery programme		Referred on from Reading Recovery	
	N	%	N	%	N	%
Completed direct instruction (discharged)	124	67.8	18	54.5	173	48.3
Received an incomplete intervention	11	6.0	1	3.0	66	18.4
Student will require further support from RT: Lit in 2009	43	23.5	13	39.4	105	29.3
Other	2	1.1	1	3.0	12	3.4
Missing data	3	1.6	0	0.0	2	0.6
<b>Total</b>	<b>183</b>	<b>100.0</b>	<b>33</b>	<b>100.0</b>	<b>358</b>	<b>100.0</b>

<sup>1</sup> Excludes data from 68 students whose outcome from Reading Recovery was not known.

Table 14 presents students' outcomes from RT:Lit support for ESOL (English Speakers of Other Languages) and non-ESOL students. In 2008, ESOL students were more likely to have received an incomplete intervention (19%) than non-ESOL students (12%). Additionally, there were no major differences in the percentage of ESOL and non-ESOL students who completed their programme of RT:Lit support (57% and 62% respectively) or who required further RT:Lit support in 2009 (21% for both ESOL and non-ESOL students). These results differ from those presented in 2007, which showed that ESOL students were much less likely than non-ESOL students to have completed their programme of RT:Lit support (47% and 62% respectively) and were more likely to have required further RT:Lit support in 2008 (35% and 23% respectively).

**Table 14: Student outcomes from RT:Lit support for ESOL and non-ESOL students<sup>1</sup>**

Student outcome (from RT:Lit support)	ESOL		Non-ESOL	
	N	%	N	%
Completed direct instruction (discharged)	107	57.2	1,085	61.7
Received an incomplete intervention	35	18.7	218	12.4
Student will require further support from RT: Lit in 2009	40	21.4	363	20.6
Other	4	2.1	63	3.6
Missing data	1	0.5	30	1.7
<b>Total</b>	<b>187</b>	<b>100.0</b>	<b>1,759</b>	<b>100.0</b>

<sup>1</sup> Table based on students who received direct RT:Lit support in 2008. Excludes data from 1 student with missing information about their first language.

## Student progress as a result of RT:Lit support

The following section presents a more detailed analysis of the progress students made in terms of literacy achievement throughout the course of their RT:Lit support. The new reporting form (Part 2 form) introduced in Term 4 of 2008 contained significant changes to the way in which students' literacy achievement data was collected. In particular, the new reporting form gathered more detailed student achievement data, and standardised the information that was collected for both directly and indirectly supported students. These changes will ensure a greater level of accuracy and detail in reporting on student achievement in the future.

As a result of these differences however, the student achievement data collected on the Part B and C forms, and that collected on the new Part 2 forms, are not directly comparable. In addition, the combination of both old (Part B and C forms) and new (Part 2 forms) data collection methods throughout the year limits the comparability of this data in relation to previous years<sup>13</sup>. As a result of these changes, student progress data is reported on separately for the old data collection method (Part B forms, which report on students supported directly by the RT:Lit) and the new data collection method (Part 2 forms, which report on students supported either directly or indirectly).

### Part B form – shift in students' literacy achievements

#### Completed students' literacy achievements

RT:Lit were asked to note whether students on their roll that had *completed their period of RT:Lit support*, had reached the chronological age expectations for the literacy area(s) in which they had received support. Forty-five percent of these students had reached these chronological age expectations. This was an increase from 37 percent recorded in 2007. In many cases where students had not reached chronological age expectations ('Other' category), RT:Lit alluded to the progress these students had made as a result of their regular tutoring. This progress was stated in both academic terms (e.g. the student was reading texts with a readability level within 6 to 12 months of their age group) and in behavioural terms (e.g. the students is more motivated and works independently in class).

**Table 15: Student progress as a result of RT:Lit support, for those who had completed their programme of direct instruction**

Student progress	Students who had completed direct instruction	
	N	%
Reached chronological age expectations	520	45.0
Other	564	48.8
Missing	72	6.2
<b>Total</b>	<b>1,156</b>	<b>100.0</b>

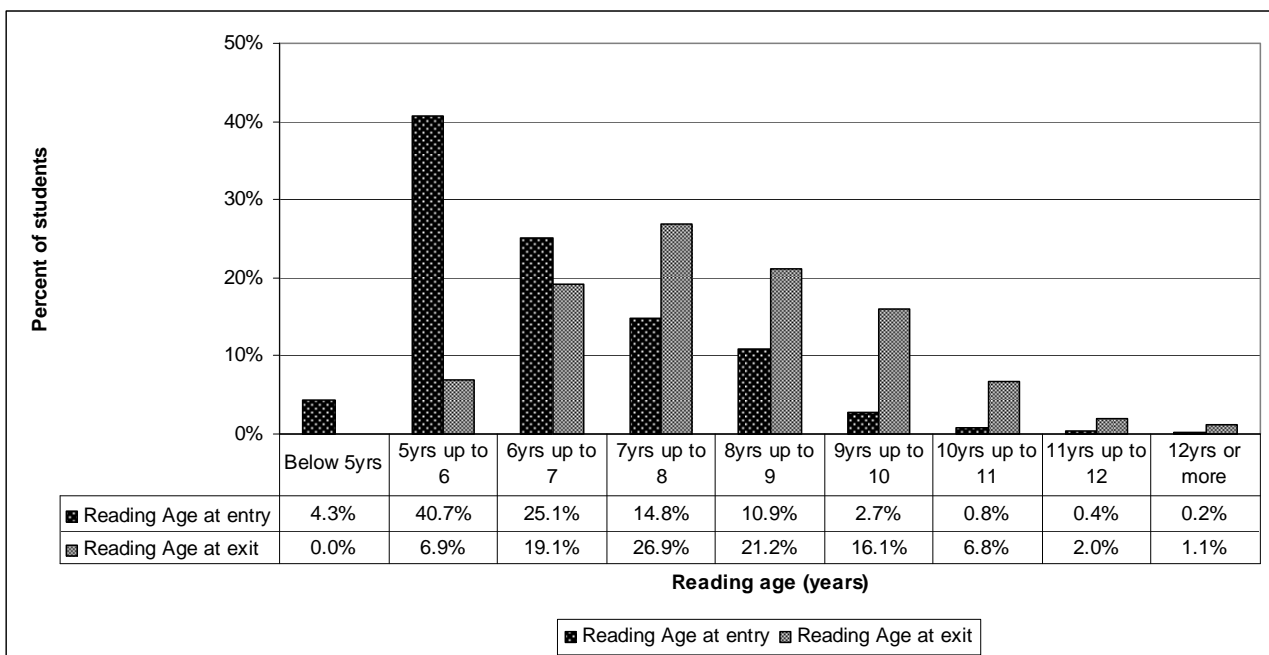
<sup>13</sup> In particular, the old data collection method collected detailed data on students' literacy gains for students who received direct support only. By standardising student achievement data across all students, the new data collection method allows for detailed analysis of student progress and literacy gains to be made for both directly and indirectly supported students. This means that care will need to be taken in the future when analysing trend data.

**Change in reading literacy achievement - shifts in age-based reading levels for students who completed direct instruction<sup>14</sup>**

Figure 6 compares age-based reading levels at entry and at exit from RT:Lit support for students who received reading literacy assistance via direct instruction, and who completed their period of support in 2008.

Overall, Figure 6 illustrates a shift in these students’ reading levels across their period of direct instruction. More than two-thirds (70%) of students who received direct support for reading literacy and who completed their period of RT:Lit support were reading at levels below 7 years of age when they entered the programme (dark coloured bars). Upon completion of the programme of RT:Lit support however, just one-quarter (26%) of these students were reading at levels below 7 years of age (light coloured bars).

**Figure 6: Overall shift in age-based reading levels<sup>1</sup>**



<sup>1</sup> Based on 959 directly supported students with complete information about their reading age at entry to and exit from RT:Lit support and who received support with reading literacy in 2008.

<sup>14</sup> For the analysis in this report, where an age-based reading assessment was not provided by the RT:Lit, ‘reading age’ 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 ‘text readability’ to describe a students’ level of reading expertise.

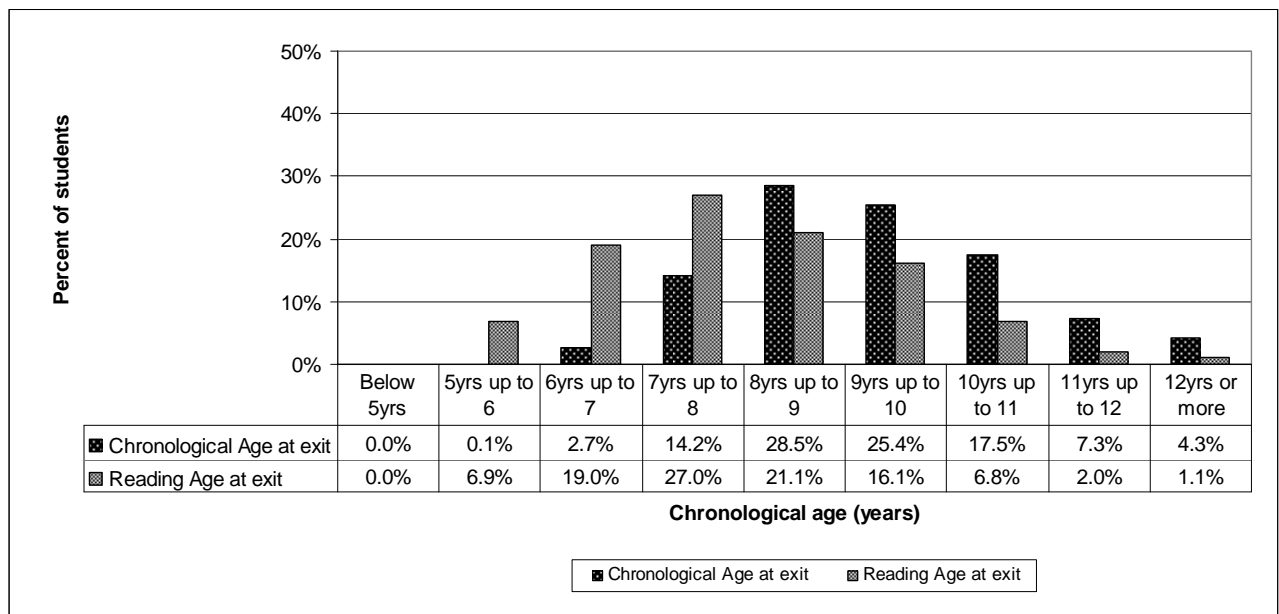


### Change in reading literacy achievement - comparison between chronological age and reading levels for students who completed direct instruction

Figure 7 compares the age-based reading levels upon exit (light coloured bars) and chronological age upon exit (dark coloured bars) for students who received reading literacy assistance via direct instruction, and who completed their period of support in 2008.

Overall, these students were reading at levels slightly below their chronological age group upon completion of their direct instruction. This is evidenced by the degree to which these students' age-based reading levels (light coloured bars) are slightly offset to the left of their chronological ages. With this in mind, the results presented in Figure 7 show a much greater alignment between these students chronological age and their age-based reading levels upon exit, compared with the picture presented in Figure 2, which highlights the difference that existed between these variables for all directly supported students upon entry<sup>15</sup>.

**Figure 7: Chronological age and reading age at completion of RT: Lit programme<sup>1</sup>**



<sup>1</sup> Based on 957 directly supported students with complete reading age information and chronological age information, and who received support with reading literacy in 2008.

<sup>15</sup> This is a broad comparison here, as Figure 2 presents chronological age and age-based reading level information for all students who received direct support. Figure 7 on the other hand, only presents information for directly supported students who received reading literacy assistance via direct support, and who completed their period of support.

### Part 2 form – shift in students' literacy achievements

The following section presents a range of analyses using information gained from the new data collection forms (Part 2) that were introduced in Term 4, 2008. It should be noted that these results relate only to students who received reading literacy assistance (n=535), however they do include students who received direct support, indirect support or both direct and indirect support. A more detailed analysis of the progress made by students who received support with written literacy and/or oral language will be available from 2009.

It should also be noted that RT:Lit were asked to trial the Part 2 form with students who entered their roll in Term 4 of 2008<sup>16</sup>. Consequently, many students who entered RT:Lit support in Term 4 only received a very short programme of support and required a continuation of their support in 2009. The data presented below therefore does not represent the pattern of results that we would expect to see with a full year's data.

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<sup>16</sup> Most RT:Lit followed this guideline however a number of RT:Lit chose to use the Part 2 form for their entire year's data collection

### Length of time in RT:Lit support for students who received reading literacy assistance

The new Part 2 forms asked RT:Lit to record the number of units of time (defined as a 30-minute session of either direct instruction or indirect in-class support) that were provided to students between their first and last session of RT:Lit support in 2008. As shown in Table 16, directly supported students who had completed their programme of RT:Lit support received an average of 16 units of direct instruction over 6 weeks. Indirectly supported students who completed their programme of RT:Lit support received an average of 9 units during teaching time and 3 units outside of teaching time, over 23 weeks<sup>17</sup>.

On average, students who were referred on for specialist assistance received more units of RT:Lit support than students who completed their programme of support. This support was not necessarily delivered over a longer period of time however, for example, referred on students received an average of 24 units of indirect support in total over 14 weeks, compared to 12 units over 23 weeks for completed students.

Students who required a continuation of RT:Lit support in 2009 had received a comparable number of direct instruction units (18 units over 7 weeks) to students who had completed their period of support.

**Table 16: Average number of units of RT:Lit support delivered, by student outcome<sup>1</sup>**

Student outcome	Direct instruction		Indirect in-class support		
	Number of units	Number of weeks	Number of units during teaching	Number of units outside teaching	Number of weeks
Completed RT:Lit support (discharged)	16.1	6.4	8.6	3.0	22.5
Received an <b>incomplete</b> programme	12.4	4.9	3.8	2.6	10.3
<b>Referred on</b> for specialist assistance	20.8	8.2	19.5	4.0	14.0
Student will require further support in 2009	18.4	6.8	5.8	2.7	14.6
Other	16.0	6.0	0.0	0.0	0.0
Unknown outcome	9.0	5.3	5.8	2.2	16.0
<b>Total</b>	<b>17.6</b>	<b>6.7</b>	<b>7.1</b>	<b>2.8</b>	<b>18.0</b>

<sup>1</sup> Based on data from 535 students who received reading literacy assistance, and whose data was recorded on the new Part 2 forms trialled in 2008.

<sup>17</sup> Please note that some of these students received both direct instruction and indirect support.

**Risk status with regard to reading literacy**

The new Part 2 forms asked RT:Lit to note the degree of correspondence between students' reading age and chronological age at the time of their last session of RT:Lit support (or at the end of the year for students who required a continuation of their support to 2009). This information was collected for all students, regardless of the type of support they received (direct and/or indirect) and their outcome from RT:Lit support for 2008.

RT:Lit work to reduce the number of students considered at risk in literacy achievement. The extent to which students reading age matches their chronological age provides one measure of students' risk status with regard to literacy achievement at the end of their period of support. This information also provides an indication of student progress as a result of RT:Lit support. The following guidelines are used to quantify students risk status with regard to literacy achievement:

- If a student's reading age matches their chronological age (+/- six months), they are considered to be 'at age' and no longer in need of additional support. An example would be an 8-year-old with a reading age level between 7.5 – 8.5 years.
- If the lower end of a student's reading age is six months to a year less than their chronological age (e.g. an 8-year-old with a reading age level between 7.0 – 8.0 years), the student's reading literacy progress is 'of concern', but the student can continue learning in the classroom.
- If the lower end of a student's reading age is more than one year below their chronological age (e.g. an 8-year-old with a reading age less than 7.0 years), the student is considered 'at risk' with regard to low reading literacy achievement.

All students are considered to be 'at risk' with regard to literacy achievement when they enter RT:Lit support. Of the 535 students who received reading literacy assistance in 2008, and whose data was recorded on Part 2 forms, 133 (25%) were deemed to be 'at age' at the time of their last lesson of RT:Lit support (or at the end of the year). A further 98 students (18%) were 'of concern' and 295 students (55%) were 'at risk'. This information was missing for the remaining 9 students.

The high number of students deemed to be 'at risk' at the time of their last lesson of RT:Lit support (or their last lesson for the year) is again likely to be attributable to the fact that most students entered RT:Lit support in the latter part of the year. Therefore, many students would not have received a sufficient amount of RT:Lit support to be discharged from the roll.

Table 17 presents the outcomes from RT:Lit support for students across the different categories of risk. As expected, many students who were considered 'at risk' at their last session of RT:Lit support for the year were due to continue RT:Lit support in 2009 (59%) or had received an incomplete programme (17%). Interestingly, eighteen percent of students considered 'at risk' had completed their programme of RT:Lit support. This result raises questions about what strategies were put in place for these students once they had been discharged from the RT:Lit roll.

Slightly more than half (55%) of students who were considered 'of concern' had been discharged from the RT:Lit roll, while an additional 41 percent required a continuation of RT:Lit support in 2009. The majority of students deemed to be 'at age' had completed their programme of RT:Lit support (93%).

**Table 17: Student outcome from RT:Lit support, by risk status as assessed at the students last lesson, or at the end of year<sup>1</sup>**

Student outcome	Student risk status					
	'At age'		'Of concern'		'At risk'	
	N	%	N	%	N	%
<b>Completed</b> RT:Lit support (discharged)	124	93.2	54	55.1	54	18.3
Received an <b>incomplete</b> programme	1	0.8	2	2.0	50	16.9
<b>Referred on</b> for specialist assistance	1	0.8	1	1.0	5	1.7
Student will require further support in 2009	7	5.3	40	40.8	175	59.3
Other	0	0.0	1	1.0	0	0.0
Unknown outcome	0	0.0	0	0.0	11	3.7
<b>Total</b>	<b>133</b>	<b>100.0</b>	<b>98</b>	<b>100.0</b>	<b>295</b>	<b>100.0</b>

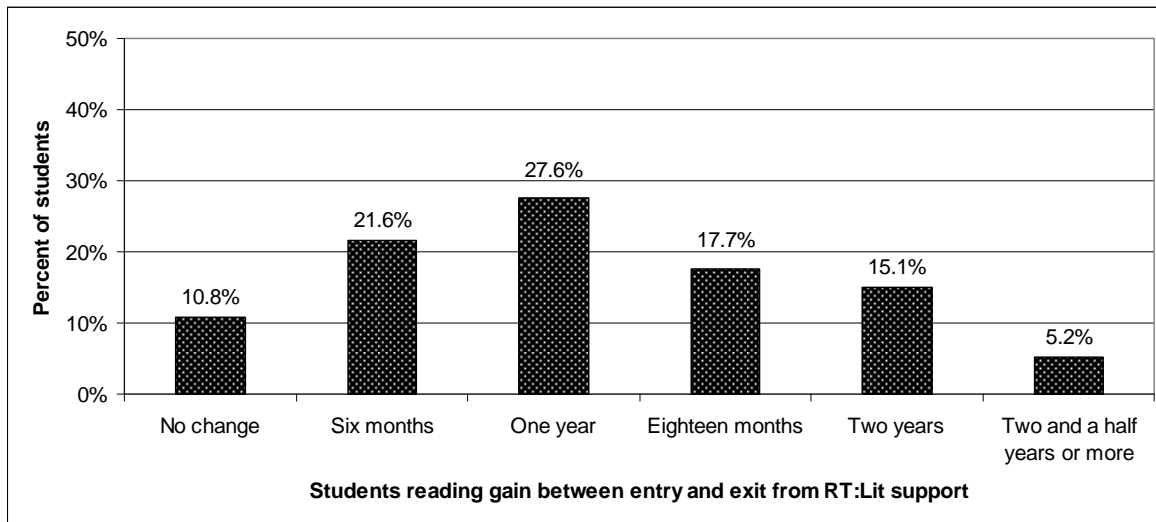
<sup>2</sup> Does not include data from 9 students with missing risk status information.

### Change in reading literacy achievement – Reading gains made during RT:Lit support

Students' reading gains were calculated as the change in reading age at entry to RT:Lit support and reading age at the end of their period of RT:Lit support. In order to maximise comparability with student achievement data presented in the previous section (Part B analysis), only those students who completed their programme of RT:Lit support are included. As reading age levels are presented as a range (e.g. 6.5 – 7.0 years, or 6.5 – 7.5 years), reading gain was taken as the difference between the lower limits of the reading ages at entry and exit. For example, if a student entered RT:Lit support with a reading age 6.0 – 6.5 and exited RT:Lit support with a reading age of 7.0 – 7.5, their reading gain would be calculated as one year.

As shown in Figure 8, two-thirds of these students (66%) made reading gains equivalent to one year or more during their period of RT:Lit support. A further one-fifth of these students (22%) had made reading gains equivalent to 6 months, while 11 percent had made no change. This information will be available for all students regardless of their outcome from RT:Lit support from 2009 onwards.

**Figure 8: Reading gains made as a result of RT:Lit support, for students who completed their programme of RT:Lit support<sup>1</sup>**



<sup>3</sup> Based on 232 students who received reading literacy assistance and who completed their programme of RT:Lit support in 2008.

## Section 5: Conclusions

The purpose of the Resource Teachers: Literacy 2008 Annual Report was to identify the extent and nature of the support that RT:Lit provided to students during the year, to explore student outcomes and progress as a result of RT:Lit support and gain insight into the impact RT:Lit have in reducing the number of students considered at risk in literacy achievement.

### Nature of the support RT:Lit provided

In 2008, RT:Lit provided support to 4,258 students who were considered at risk in literacy achievement. Just over half (54%) of these students received indirect in-class support while the remaining 46 percent received direct instruction either individually (27%) or in small groups (16%) or both individually and in small-groups (3%). As with previous years, RT:Lit predominantly provided assistance with reading literacy, and (especially for students who received direct instruction) written literacy.

### Student outcomes from RT:Lit support

Two out of every three students who appeared on the RT:Lit roll for 2008 had completed their programme of support by the end of the year. Most students who did not complete their programme of support were to continue receiving assistance in 2009 (21% of all students who received direct instruction and 24% of all students who received indirect support). A small number of students were referred on for alternative specialist support, or received incomplete programmes because they moved out of the area serviced by the RT:Lit, moved from primary to secondary school or because of attendance issues.

### Change in literacy achievement from RT:Lit intervention

Assessment data from the old reporting forms used in Terms 1 to 3 (Part B forms) showed some evidence of a shift in age-based reading levels as a result of RT:Lit intervention for students who completed regular (direct) tutoring. Upon entry to RT:Lit support, a large proportion of these students had relatively low age-based reading levels (i.e. 70% were reading at levels below 7 years). Upon exit from the programme however, there were proportionately more students reading at older age groups (i.e. just 26% were reading at levels below 7 years).

The new Part 2 forms introduced in Term 4 improve the quality of student assessment data collected, and thus provide a more detailed account of the impact of RT:Lit in reducing the number of students at risk in literacy achievement. Although limited by their late introduction during the year, assessment data collected by the new Part 2 forms introduced in Term 4 also allude to improvements in students' literacy achievement as a result of RT:Lit support. The data from these forms showed that at the end of their period of RT:Lit support for 2008, the majority (88%) of students who had completed their period of RT:Lit support had made reading gains equivalent to six months or more (66% had made reading gains of at least one year). A comprehensive analysis of student achievement data from these forms will be available from 2009 onwards.

## Appendices

**Appendix Table 1: Chronological ages at entry of students by gender**

Chronological age at entry	Total DIRECT instruction <sup>1</sup>				INDIRECT support <sup>2</sup>				Both DIRECT instruction & INDIRECT support			
	Boys		Girls		Boys		Girls		Boys		Girls	
	N	%	N	%	N	%	N	%	N	%	N	%
5 years	23	1.6	14	2.7	107	7.4	76	9.7	2	4.9	0	0.0
6 years	92	6.5	36	7.0	175	12.1	134	17.1	0	0.0	1	7.7
7 years	373	26.5	134	26.2	279	19.2	139	17.7	12	29.3	5	38.5
8 years	368	26.1	129	25.2	278	19.2	125	15.9	11	26.8	1	7.7
9 years	263	18.7	89	17.4	248	17.1	110	14.0	7	17.1	0	0.0
10 years	181	12.8	66	12.9	183	12.6	109	13.9	5	12.2	3	23.1
11 years	64	4.5	22	4.3	88	6.1	48	6.1	2	4.9	3	23.1
12 years	20	1.4	17	3.3	58	4.0	27	3.4	2	4.9	0	0.0
13 + years	6	0.4	1	0.2	17	1.2	5	0.6	0	0.0	0	0.0
Missing data	20	1.4	3	0.6	17	1.2	11	1.4	0	0.0	0	0.0
<b>Total</b>	<b>1,410</b>	<b>100.0</b>	<b>511</b>	<b>100.0</b>	<b>1,450</b>	<b>100.0</b>	<b>784</b>	<b>100.0</b>	<b>41</b>	<b>100.0</b>	<b>13</b>	<b>100.0</b>

<sup>1</sup> Excludes data from 23 students with missing age information

<sup>2</sup> Excludes data from 31 student with missing age information.