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Executive Summary

This report presents the 2006 data on students who were on the roll of a Resource Teacher: Literacy (RT:Lit) to receive literacy support. RT:Lits are a specialist group of registered teachers who work with students in years 1 to 8 who are experiencing literacy difficulties. While it is acknowledged that RT:Lits will carry out a range of functions, the primary purpose of the current report is to identify students RT:Lits support, the nature of the support provided and to investigate whether there are shifts in student achievement as a result of the RT:Lits' interventions.

For those students on the RT:Lit roll, support can be provided through indirect in-class support to the teacher or directly through individual or small-group tuition with the student. In 2006, 107 RT:Lits provided indirect in-class support to 1,912 students, through formally supporting the classroom teacher providing them advice and modelling. In addition, they worked directly with 1,959 students through providing regular tutoring either on an individual basis or as part of a small group.

For students who received *indirect in-class support*, most students were assisted in reading literacy, the vast majority of whom were supported in reading literacy only. Two out of every three students were boys. Over half were New Zealand European / Pākehā, and just under a third of the students were Māori. The majority of students were in their middle years of primary schooling, being between seven to ten years of age. While over half of the students completed their indirect support, and one-fifth would require continuing support the following year, there were some differences between students. Boys were more likely than girls to require continuing indirect in-class support, as NZ European/Pākehā students when compared with Māori or Pasifika students. This may suggest that boys and NZ European/Pākehā students stayed on the RT:Lit roll for a longer period of time. These findings were different to 2005, where Pasifika students were more likely to require continuing indirect in-class support.

The majority of students *directly supported* were provided with one-to-one tuition, and a quarter received small group tuition, while a small proportion received both forms of tuition at various stages. For students who were directly assisted by the RT:Lit either on an individual basis or as part of a small group, the patterns of gender, age, and ethnicities were similar to students who received indirect in-class support (although the percentage of boys directly supported was greater than the percentage of boys indirectly assisted). However, there were a number of key differences, not only between those indirectly supported and those directly supported, but also between the individually tutored and small-group tutored students of the directly supported group. Some of the differences may be a result of RT:Lits responding to the level of students' needs and thus providing the support considered most appropriate, or may be a result of the different opportunities that can be provided through the different forms of support. For example, those supported indirectly through the classroom teacher were more likely than those tutored directly within a small group, and those tutored individually, to have received support in only one area of literacy. This may be because small-group work was more suitable to have just one focus, while other areas of literacy can be introduced and addressed when working with a student on an individual basis. Similarly, students individually tutored were more likely to be younger than those receiving small-group tuition, which could be that individual support is deemed more appropriate for younger students.

By the end of 2006, most students had completed their regular tutoring programme with the RT:Lit, although some would continue on a monitoring programme with the classroom teacher at the beginning of 2007. One in five would require further regular tutoring with the RT:Lit, and one in seven did not complete their programme because they were referred for further specialist assistance, they had moved out of the area served by the RT:Lit, or for some other reasons. Some differences in these outcomes were evident for different students, for example according to ethnicity, whether English was the first language, and whether or not the student had received literacy support prior to support from the RT:Lit.

Progress and outcomes from the RT:Lit programme were recorded for students supported in reading literacy. For median gains per session, some differences were evident between students, with higher median gains per session for girls (slightly higher), and lower median gains for Pasifika students. For students supported in reading literacy who had completed their regular tutoring with the RT:Lit the general shift in reading levels from admission to completion was similar to previous years, with a mode of five to five-and-a-half years at entry and seven to eight-and-a-half years at exit.

Section 1: Introduction

Background

Resource Teachers of Literacy (RT:Lits) are specialist teachers who work with classroom teachers with a focus on meeting the needs of students in their primary years of schooling (up to year 8) who are considered at risk in acquiring literacy, whether it be in reading literacy, written literacy or oral language. While it is expected that this support will be achieved primarily through providing advice, modelling and guidance in literacy to teachers of the students concerned, RT:Lits may also work directly with the students who are experiencing literacy difficulties, providing one-to-one tuition.

Nationwide there are 109 RT:Lits, each RT:Lit being based at their employing school but working with a cluster of schools. Cluster size can vary, in 2006, some RT:Lits working in as many as 21 schools, with an average (mean) of 8.0 schools.

Since the inception of the RT:Lit service, RT:Lits have provided annual reports to the Ministry of Education¹. The primary purpose of the current report is to identify students RT:Lits support, the nature of the support provided and to investigate whether there are shifts in student achievement as a result of the RT:Lits' interventions. The report that follows includes information from RT:Lits in 107 positions who submitted returns. It should be noted that because not all RT:Lits have been able to submit their returns, while comparisons can be made across the years when looking at trends or percentages, care needs to be taken with comparing numbers of students.

The following report provides an analysis of the information collected through the RT:Lit's annual report, there being three parts to this report. Part A identifies the students on their roll during 2006 and students schools had formally referred to the Management Committee but who did not come onto the RT:Lit roll. The second part of the report (Part B) allows a more in depth analysis of the students on the roll the RT:Lit worked with directly, providing regular tutoring on an individual or small group basis, while Part C allows a similar although more restricted analysis for those students provided indirect support through formal support in the way of advice and modelling to the classroom teacher.

Methodology

The RT:Lit reports were completed at the end of 2006 and returned to the Research Division, Ministry of Education. The questionnaire consisted of three parts:

Part A: 2006 Report: Overview covered the types of schools RT:Lits worked in, details on the students schools formally referred to the Management Committee in 2006 in anticipation that they would appear on the RT:Lit roll, students who were on the roll at the end of 2005 who had received an incomplete programme and students who were on a priority waiting list at the end of 2005.

¹ These have been provided and reported upon annually since 2001, with reports on their precursors, Resource Teachers of Reading, being available prior to 2001.

Part B: 2006 Report: Individual or Small Group Tuition was completed for each student the RT:Lit had worked directly with, via regular tutoring, on an individual basis and/or as part of a small group. The form provided for data on demographic characteristics (i.e., age, gender, ethnicity); literacy programme background, the support given, reading levels on entry to, and discharge from the programme and the student's programme status at the end of year.

Part C: 2006 Report: Indirect In-class Support for Students provided for reporting on the students on the RT:Lit roll whom the RT:Lit provided indirect in-class support, through formally supporting the teacher, by providing modelling and guidance. Information includes age, gender, ethnicity, the area of literacy the RT:Lit was providing support for, reading levels on entry to and exit from the programme and the student's programme status at the end of year.

While reports were received from 107 RT:Lits, readers will notice that in a number of tables there is a lack of information for some students. This can happen for a number of reasons, for example a piece of information may not have been recorded on the form for a given student, school record-keeping practices may have changed when staff changed and sometimes there were differences in RT:Lits' interpretations of the specific question. At all times, tables will specify how many pieces of data are included.

Section 2: Indirect In-class Support for Students

As for the 2005 RT:Lit report, to reflect the change in practice emphasised by the Literacy Strategy of improving teachers' first practice in the classroom, information on this group of students is presented ahead of that on students supported more directly by RT:Lits, either individually or as part of a small group.

Information for this section of the report was derived from the Part C form which focused on students who the RT:Lit provided indirect in-class support, through formally supporting the teacher with providing advice and guidance. While it is acknowledged that students other than the students who are the focus of the support that is given to the classroom teacher were likely to also benefit from this support, data were collected only on the students who were the focus and on the RT:Lit roll. It is also acknowledged that RT:Lits will also be providing advice and guidance to the classroom teachers of students who receive direct tuition from the RT:Lit, either individually or part of a small group. These students are considered under Section 3.

The Support RT:Lits Provided

In 2006, there were 1,912 students on the RT:Lit roll for indirect in-class support. RT:Lits could provide indirect in-class support in one, two or all three areas of literacy, that is, in reading, writing or oral language. As Table 1 shows, students were most likely to receive indirect in-class support in reading literacy (total of 93%), with most of those supported in reading literacy alone (71% of total). While over a quarter (27%) were receiving support for written literacy, for most students this was in conjunction with support for other areas of literacy, in particular reading literacy (18% of total).

Table 1: Nature of literacy support RT:Lits provided

Literacy support	N	%
Reading literacy <i>only</i>	1,360	71.1
Written literacy <i>only</i>	110	5.8
Oral language <i>only</i>	22	1.2
Both reading and written literacy	338	17.7
Both reading literacy and oral language	8	0.4
Both written literacy and oral language	0	0.0
Reading and written literacy and oral language	66	3.5
Missing data	8	0.4
Total	1,912	100.0

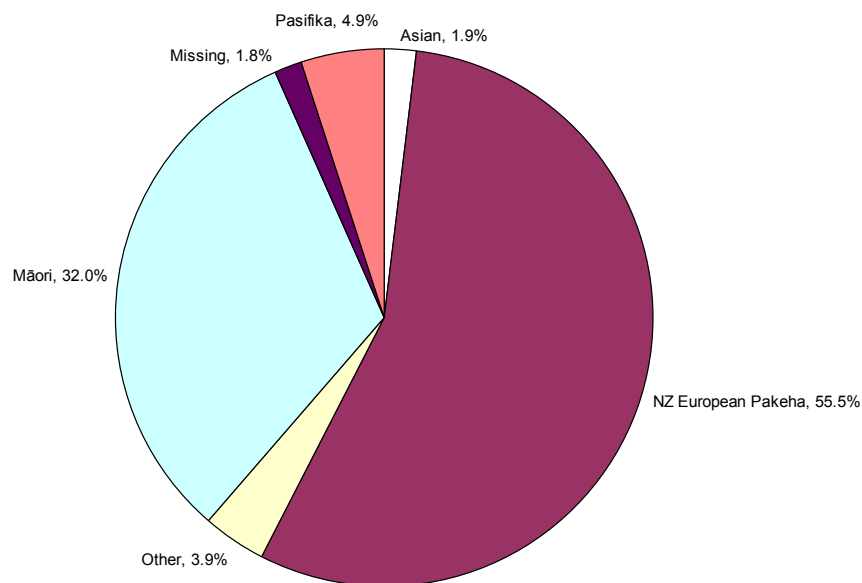
Characteristics of Students

This section examines the characteristics of the 1,912 students (such as gender, ethnicity, and chronological age) of the students who were on RT:Lit roll that received indirect in-class support.

Ethnicity

Figure 1 below displays the proportions of students identified within each ethnic grouping. Over half (56%) were New Zealand European/Pākehā and just under a third of the students were Māori (32%). Smaller proportions of students were Pasifika (5%), Asian (2%) and 'other' ethnicities (4%).

Figure 1: Ethnicity of students



Gender

Of the 1,912 students who received indirect in-class support, 65 percent were boys. Table 2 shows the nature of the literacy support. Most students were receiving reading literacy only. Overall, girls (75%) were more likely than boys to receive reading literacy support only and boys (20%) were more likely than girls to receive both reading and written literacy (refer Table 3).

Table 2: Nature of indirect in-class literacy support for boys and girls

Literacy support ¹	Boys		Girls		Total ²	
	N	%	N	%	N	%
Reading literacy	1,145	92.6	584	93.7	1,772	92.7
Written literacy	356	28.8	148	23.8	514	26.9
Oral language	66	5.3	65	10.4	96	5.0
Missing data	3	0.2	1	0.2	8	0.4
Total	1,237		623		1,912	

Notes: ¹ As students can be receiving more than one form of support, percentages do not add up to 100%.
² Gender is missing for 52 students (3.1%), most of whom were receiving reading literacy support on its own (38 students) or alongside written literacy and/or oral language support (5). These students were included in the total.

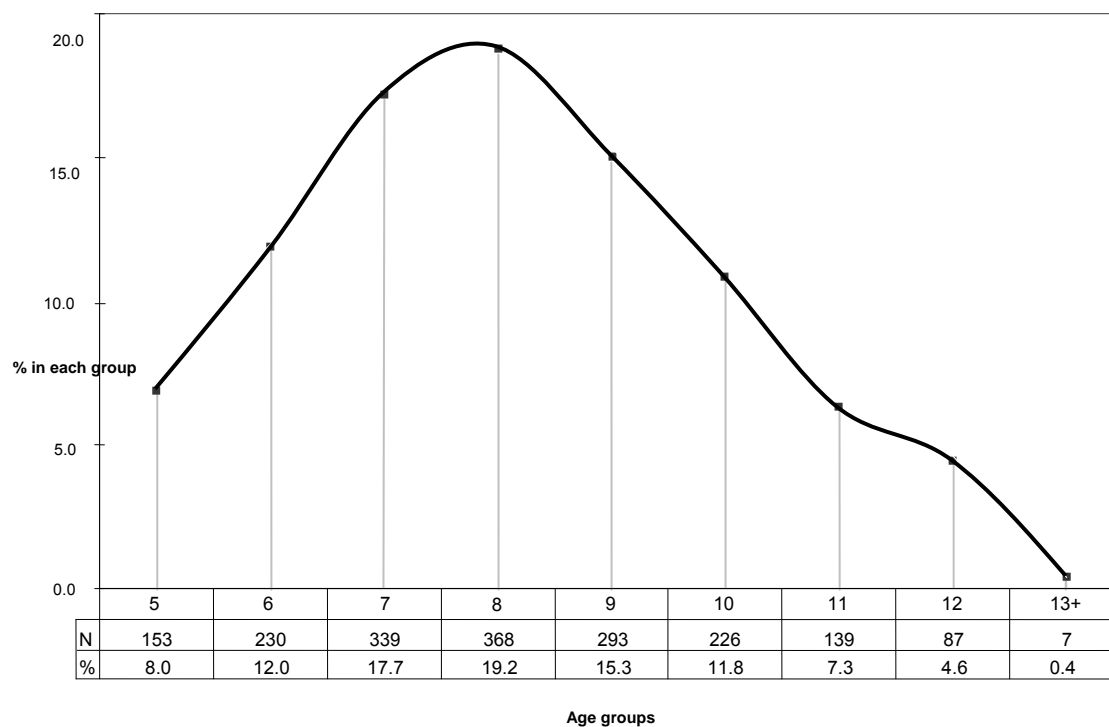
Table 3: Combinations of indirect in-class literacy support for boys and girls

Combinations of literacy support	Boys		Girls		Total ¹	
	N	%	N	%	N	%
Reading literacy <i>only</i>	854	69.0	468	75.1	1,360	71.1
Written literacy <i>only</i>	72	5.8	33	5.3	110	5.8
Oral language <i>only</i>	17	1.4	5	0.8	22	1.2
Both reading and written literacy	242	19.6	92	14.8	338	17.7
Both reading and oral language	7	0.6	1	0.2	8	0.4
Both written literacy and oral language	0	0.0	0	0.0	0	0.0
Reading and written literacy and oral language	42	3.4	23	3.7	66	3.5
Missing data	3	0.2	1	0.2	8	0.4
Total	1,237	100.0	623	100.0	1,912	100.0

Notes: ¹ Gender is missing for 52 students (3.1%), most of whom were receiving reading literacy support on its own (38 students) or along side written literacy and/or oral language support (5). These students were included in the total.

Chronological Age at Admission to the Programme

The chronological ages of students who received indirect in-class support are shown in Figure 2. The majority of students were in the six to ten year age bands, with girls being on average slightly younger than boys (mean of 8.0 and 8.3 years respectively). This is reflected in Table 4 which shows forty-two percent of girls to be younger than eight years of age, while thirty-five percent of boys were of this age grouping.

Figure 2: Chronological ages of students at admission

Note: Age data for 70 students were not provided and not included in the figure, but included in the percentages.

Table 4: Chronological ages of students by gender

Chronological age at admission	Boys		Girls		Missing (N)	Total	
	N	%	N	%		N	%
5 years	91	7.4	59	9.5	3	153	8.0
6 years	141	11.4	82	13.2	7	230	12.0
7 years	206	16.7	122	19.6	11	339	17.7
8 years	244	19.7	114	18.3	10	368	19.2
9 years	201	16.2	84	13.5	8	293	15.3
10 years	156	12.6	65	10.4	5	226	11.8
11 years	98	7.9	39	6.3	2	139	7.3
12 years	61	4.9	26	4.2	0	87	4.6
13 + years	4	0.3	3	0.5	0	7	0.4
Missing age	35	2.8	29	4.7	6	70	3.7
Total	1,237	100.0	623	100.0	52	1,912	100.0

Students' Status on the RT:Lit programme at the end of 2006

RT:Lits were asked to indicate the end-of-year status of the students who had been on their roll for the provision of indirect in-class support during 2006. These categories are listed below (refer Table 5). RT:Lits had completed their support to teachers for most of these students (63%). Twenty-one percent of the students would continue to receive support next year, and five percent left with an incomplete programme. A small proportion (6%) were transferred from indirect support to receiving direct tutoring by the RT:Lit². Of the students with 'other' status, half of them (19 students) were referred to Resource Teacher: Learning and Behaviour (RT:LB).

Table 5: Students' status on the RT:Lit programme at the end of the year

Status	N	%
Indirect support completed	1,207	63.1
Still receiving indirect support	407	21.3
Transferred to direct support	122	6.4
Left with incomplete programme	94	4.9
Other	40	2.1
Missing data	42	2.2
Total	1,912	100.0

Gender and Programme Status

Table 6 below shows the students' status on the RT:Lit programme at the end of the year according to the student's gender. Overall, the pattern of the status between boys and girls was similar. However, girls (68%) were more likely to have their indirect in-class support completed than boys (61%), and boys (22%) were slightly more likely than girls (19%) to have their programme continued next year. This may suggest that boys were staying on the RT:Lit roll for a longer period of time.

Table 6: Students' status on the RT:Lit programme by gender

Status	Boys		Girls		Missing (N)	Total	
	N	%	N	%		N	%
Indirect support completed	756	61.1	422	67.7	29	1,207	63.1
Still receiving indirect support	278	22.5	120	19.3	9	407	21.3
Transferred to direct support	89	7.2	31	5.0	2	122	6.4
Left with incomplete programme	67	5.4	26	4.2	1	94	4.9
Other	20	1.6	12	1.9	8	40	2.1
Missing data	27	2.2	12	1.9	3	42	2.2
Total	1,237	100.0	623	100.0	52	1,912	100.0

² RT:Lits were also asked to complete a Part B form for these 122 students.

Students' Age of Admission and Programme Status

Table 7 below shows students' status on the RT:Lit programme by age at admission. At each age level (according to age at admission to the RT:Lit roll) approximately half or more completed their indirect support. However, caution must be taken when interpreting the results for students at age 13 and over, as they make up a very small group of students.

From age seven, there was an increasing trend of students who received indirect support being more likely to complete their programme. The proportion of students that would require continuing support increased to age seven and then decreased, while the proportion of students who had received an incomplete programme of support decreased with age.

Table 7: Students' status on the RT:Lit programme by age at admission

Age at admission	Status at the end of 2006										Missing	Total	
	Indirect support completed		Left with incomplete programme		Transferred to direct support		Still receiving indirect support		Other				
	N	%	N	%	N	%	N	%	N	%			
5 years	118	77.1	10	6.5	1	0.7	21	13.7	1	0.7	2	153	100.0
6 years	125	54.3	14	6.1	18	7.8	55	23.9	10	4.3	8	230	100.0
7 years	178	52.5	17	5.0	27	8.0	106	31.3	6	1.8	5	339	100.0
8 years	216	58.7	13	3.5	24	6.5	98	26.6	10	2.7	7	368	100.0
9 years	178	60.8	20	6.8	16	5.5	64	21.8	6	2.0	9	293	100.0
10 years	167	73.9	6	2.7	15	6.6	27	11.9	4	1.8	7	226	100.0
11 years	101	72.7	8	5.8	8	5.8	21	15.1	1	0.7	0	139	100.0
12 years	71	81.6	4	4.6	4	4.6	6	6.9	2	2.3	0	87	100.0
13 + yrs	6	85.7	1	14.3	0	0.0	0	0.0	0	0.0	0	7	100.0
Missing Age	47	-	1	-	9	-	9	-	0	-	4	70	-

Ethnicity and Programme Status

Table 8 shows the status of students by ethnicity at the end of the year. However, because of the diversity of the 'other' group and the small number of Asian students, the discussion that follows focuses only on the three main ethnicity groups.

Māori (69%) and Pasifika (67%) students were more likely than New Zealand European/Pākehā (59%) students to had their programme of support completed, and New Zealand European/Pākehā (24%) were more likely to require continuing support (17% for Māori and 15% for Pasifika students). Pasifika

students were more likely than other students to have left without a complete programme, and NZ European students were more likely to be transferred to direct support.

Table 8: Students' status on the RT:Lit programme by ethnicity

Status	NZ Māori		Pasifika		Asian		NZ European		Other		Missing	Total	
	N	%	N	%	N	%	N	%	N	%		N	%
Indirect support completed	422	69.0	63	67.0	27	75.0	631	59.5	44	58.7	20	1,207	63.1
Still receiving indirect support	102	16.7	14	14.9	4	11.1	259	24.4	18	24.0	10	407	21.3
Transferred to direct support	35	5.7	3	3.2	1	2.8	76	7.2	6	8.0	1	122	6.4
Left with incomplete programme	34	5.6	9	9.6	3	8.3	41	3.9	6	8.0	1	94	4.9
Other	13	2.1	3	3.2	1	2.8	22	2.1	1	1.3	0	40	2.1
Missing data	6	1.0	2	2.1	0	0.0	32	3.0	0	0.0	2	42	2.2
Total	612	100.0	94	100.0	36	100.0	1,061	100.0	75	100.0	34	1,912	100.0

Section 3: Direct RT:Lit Support for Students

Information for this section of the report was derived from the Part B form which focused on students the RT:Lit provided regular tutoring for, on either an individual basis or as part of a small group. The nature of the questions was very similar to the Part B form for 2005.

This section begins by describing the various types of support provided by RT:Lits. It follows with the students' characteristics (e.g., gender), and educational (e.g., reading age) and social circumstances (e.g., transience) at entry, and finally the outcomes from the programme, attempting to draw relationships between the former factors (type of support, and personal, educational and social factors) and success in the programme.

The Support RT:Lits Provided

Type of Support for Students

In 2006, 1,959 students were reported to have received regular RT:Lit tuition, either one-on-one (1,280 students or 65%), as part of a small group (567, 29%) or a combination of the two as a result of the arrangement changing through the year (96, 5%). For a number of these students, the RT:Lit supported the students' classroom teachers with a monitoring programme that followed the regular RT:Lit tuition. Further detail is provided in Table 9 below.

Table 9: RT:Lit support to students

	N	%
Students who received regular individual tuition provided by RT:Lits:		
• Individual tuition <i>only</i> ¹	912	46.6
• Individual tuition followed by a monitoring programme provided by classroom teacher and supported by RT:Lit	368	18.8
Students who received regular small-group tuition provided by RT:Lits:		
• Small-group tuition <i>only</i> ¹	463	23.6
• Small-group tuition followed by a monitoring programme provided by classroom teacher and supported by RT:Lit	104	5.3
Students who received both individual and small group tuition provided by RT:Lits:		
• Individual and small-group tuition <i>only</i> ¹	58	3.0
• Individual and small-group tuition followed by a monitoring programme provided by classroom teacher and supported by RT:Lit	38	1.9
Missing Data	16	0.8
Total	1,959	100.0

Notes: ¹ For these students, a monitoring programme would be planned to follow in 2007 at the end of specialised teaching by the RT:Lit.

The Nature of Literacy Assistance Students Received

Students on the RT:Lit roll can receive tuition-based assistance in one, two or all three areas of literacy: in reading, writing or oral language. Consistent with previous years, a very large majority received assistance in reading literacy (91%) and a majority in written literacy (64%). One in ten (10%) were provided with oral language tuition (see Table 10).

Table 10: Nature of literacy assistance students received

	N	% ¹
Received reading literacy tuition with or without other forms of literacy tuition	1,790	91.4
Received written literacy tuition with or without other forms of literacy tuition	1,258	64.2
Received oral language tuition with or without other forms of literacy assistance	203	10.4
Total	1,959	

Notes: ¹ Percentages are based on the total number of students assisted by RT:Lits (n=1,959). As students could receive more than one form of assistance, percentages add up to more than 100%. Eight (0.8%) of the student records did not include this information.

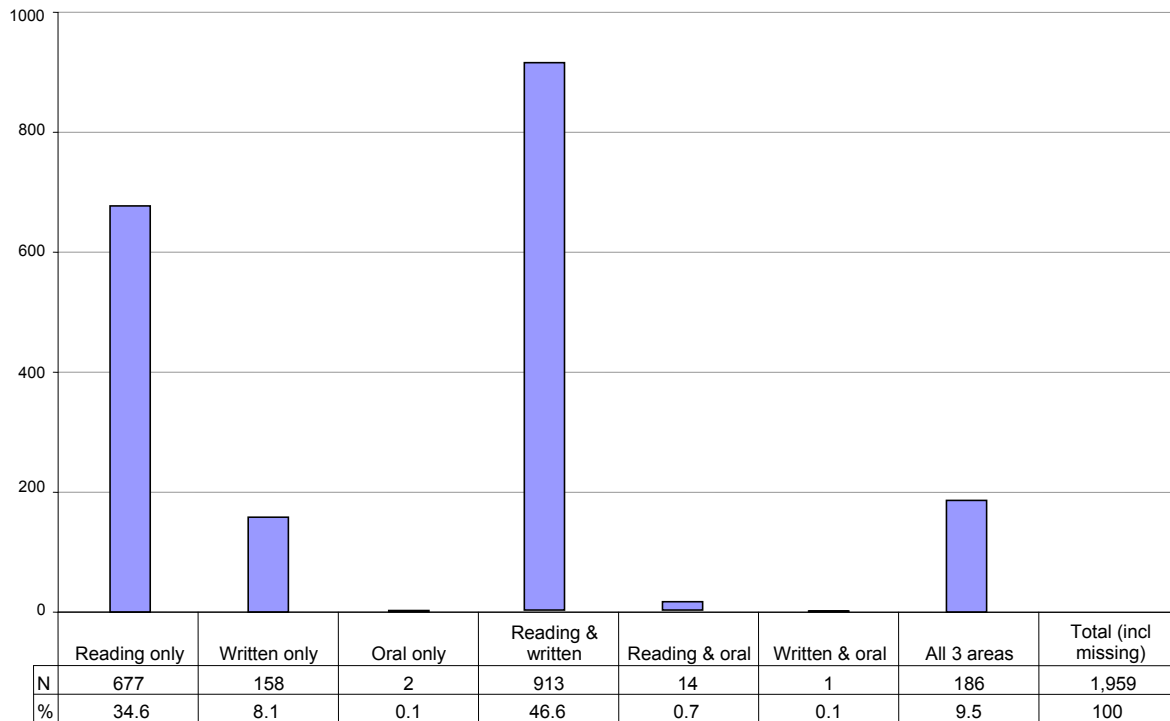
As noted in 2005, while these figures would seem to indicate that reading literacy was the most problematic for students, the data should be read with some caution. That is, this result for reading may actually be attributable to the stronger mechanisms for assessing reading levels and progress compared to writing and oral language. For instance, at the start and end of a RT:Lit programme, the only consistent measures collected were of a student's reading literacy age. However, it is hoped that consistent measures for written literacy and oral language can be established in future years.

Table 11 and Figure 3 display the different combinations of literacy assistance students received in 2006. Nearly half (47%) of all students received a combination of reading and written literacy assistance, while just over a third (35%) were supported in reading only. Nearly one in ten students (10%) were supported in all three areas of literacy. As in 2005, differences were evident between students who received individual tutoring and those who received small-group tuition (refer Table 11). Students who received individual tutoring were more likely to have been supported for multiple needs, with over half (61%) having received tuition for both reading and written literacy (compared with 12% of students tutored in small groups). Similarly, having needs addressed in all three areas of literacy was much more likely for the individually tutored students than for students tutored in small groups (14% compared with 1%). It is possible that RT:Lits were responding to the students' complexity of needs when considering the nature of the support given. Alternatively, it may be as a result of the different opportunities that can be provided through the different forms of support. For example, it could be more difficult within a group context to introduce additional literacy support targeted for a particular individual.

Table 11: The combinations of literacy assistance and type of support

Combination of literacy assistance	Type of support								
	Students receiving individual tutoring only		Students receiving small-group tutoring only		Both individual and small group tutoring		Missing	Total	
	N	%	N	%	N	%		N	%
Reading literacy <i>only</i>	295	23.0	352	62.1	28	29.2	2	677	34.6
Written literacy <i>only</i>	17	1.3	131	23.1	4	4.2	6	158	8.1
Oral language <i>only</i>	2	0.2	0	0.0	0	0.0	0	2	0.1
Both reading and written literacy	782	61.1	67	11.8	59	61.5	5	913	46.6
Both reading literacy and oral language	5	0.4	7	1.2	2	2.1	0	14	0.7
Both written literacy and oral language	0	0.0	0	0.0	1	1.0	0	1	0.1
Reading and written literacy and oral language	175	13.7	7	1.2	2	2.1	2	186	9.5
Missing data	4	0.3	3	0.5	0	0.0	1	8	0.4
Total	1,280	100.0	567	100.0	96	100.0	16	1,959	100.0

Figure 3: Combinations of literacy assistance students received



Liaising With Others in Relation to a Student on the Roll

While it is acknowledged that RT:Lits liaise with a number of different personnel in relation to a student such as the classroom teacher and parents, RT:Lits may also seek further or additional specialist support regarding the student or their classroom programme (refer Table 12). Most commonly (for 22% of students) this included the Resource Teachers of Learning and Behaviour (RT:LBs). Reading Recovery teachers were also included in a smaller number of cases (14%).

For one in four of their students, RT:Lits liaised with ‘other specialists’ (not originally listed in the form), the largest groups being special education needs co-ordinators or teachers (for 13% of students) and (school) literacy leaders or literacy support teachers (9%). Other specialists liaised with regarding smaller numbers of students included GSE (Group Special Education) specialists, visual, hearing and other health specialists.

Table 12: Personnel RT:Lits liaised with concerning the student or their programme

Personnel RT:Lits liaised with:	N	% ¹
RTLBs	422	21.5
Literacy Advisers	75	3.9
Speech-Language Therapists	64	3.3
ESOL specialists	26	1.3
Reading Recovery teachers	278	14.2
Other – total	495	25.3
– special education needs co-coordinator/teacher ²	248	12.7
– (school) literacy leader/literacy support teacher ²	185	9.4

Notes: ¹ Percentages are based on the total number of students (1,959). RT:Lits often liaised with more than one of the listed personnel for an individual student. Thus numbers are not expected to add up to the total number of students nor the percentages to 100%.

² These figures and percentages are also included in the total above.

Students’ Presenting Factors and Attributes

This section looks at the personal characteristics or attributes of the students (such as gender, ethnicity, and chronological age), and follows with the education (reading age, and prior literacy support) and social (whether English is the first language and transience) circumstances at the point of entering the programme.

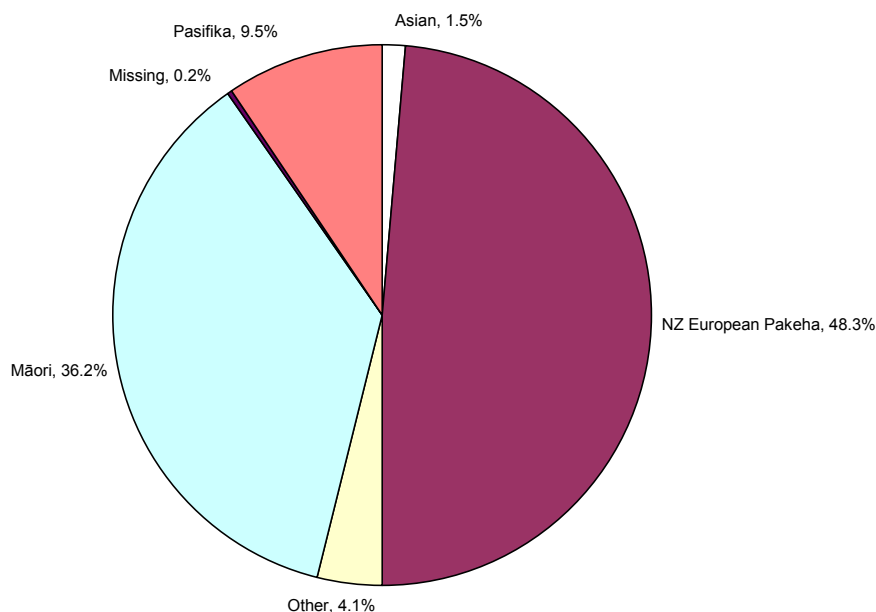
Personal Characteristics

Ethnicity

Figure 4 below displays the relative proportions of students identified within each ethnic grouping. Nearly half (48%) of the students who received direct tuition were New Zealand European/Pākehā and about one in three, or thirty-six percent, were New Zealand Māori. Smaller proportions of students were Pasifika (10%), Asian (2%) or of ‘other’ ethnicities (4%). These percentages were very similar to those in 2005.

Readers should be aware that Pasifika students (like Asian students) came from diverse ethnic backgrounds.

Figure 4: Ethnicity of students



Gender

As in previous years, boys significantly outnumbered girls - of the 1,959 students receiving individual or small-group tuition, 70% were boys and 30% were girls³. This result was consistent with previous years' experiences and also the findings for Reading Recovery⁴, where two thirds of those receiving support are boys⁵.

In relation to the nature of the literacy support, girls were more likely to receive support in a single area and boys were more likely to receive a combination of support (refer Table 13). Boys (49%) were more likely than girls (41%) to receive reading and writing support while girls (42%) were more likely than boys (31%) to receive reading literacy support only.

³ Three student records contained no gender information.

⁴ Reading Recovery is an early literacy intervention available to state (including state-integrated) primary and composite schools which aims to reduce reading delay by providing intensive and individual help to children who are falling behind in reading and writing after one year at school.

⁵ Ng, L (2007) Annual Monitoring of Reading Recovery: the data for 2006. Ministry of Education

Table 13: Combinations of literacy support for boys and girls

Combinations of literacy support	Boys		Girls		Total ¹	
	N	%	N	%	N	%
Reading literacy <i>only</i>	428	31.4	247	41.7	675	34.5
Written literacy <i>only</i>	114	8.4	43	7.3	157	8.0
Oral language <i>only</i>	1	0.1	1	0.2	2	0.1
Both reading and written literacy	671	49.2	242	40.8	913	46.7
Both reading and oral language	9	0.7	5	0.8	14	0.7
Both written literacy and oral language	0	0.0	1	0.2	1	0.1
Reading and written literacy and oral language	137	10.1	49	8.3	186	9.5
Missing data	3	0.2	5	0.8	8	0.4
Total	1,363	100.0	593	100.0	1,959	100.0

Notes: ¹ Gender was not specified for 3 students, but these students are included in the total.

With regard to how boys and girls were supported, boys (70%) were more likely than girls (57%) to have been tutored individually only. Boys (25%) were less likely to have been supported as part of a small group (girls 37%, see Table 14). As noted earlier, this may be a reflection of RT:Lits responding to the student's level of need.

Table 14: Type of support and the student's gender

Type of support	Boys		Girls		Total ¹	
	N	%	N	%	N	%
Students receiving individual tutoring only	943	69.2	337	56.8	1,280	65.3
Students receiving small-group tutoring only	346	25.4	219	36.9	565	28.8
Students receiving both forms of tuition	63	4.6	32	5.4	98	5.0
Missing	11	0.8	5	0.8	16	0.8
Total	1,363	100.0	593	100.0	1,959	100.0

Notes: ¹ Information on gender was missing for 3 students. While not included separately in the table, they are included in the totals.

Chronological Age at Admission to the Programme

The chronological age of students who received individual tuition on RT: Lit programmes ranged from 5 years to 13 years, with the majority of students being in the seven to ten year age bands, again similar to 2005 (refer Figure 5). Although there was very little difference between the age distribution for boys and that for girls (refer Table 15), boys as a group were slightly younger than girls (average age for boys: 8.3 years, girls: 8.5 years). Sixty percent of boys were under the age of nine compared to 55 percent of girls.

Figure 5: Chronological ages of students at admission

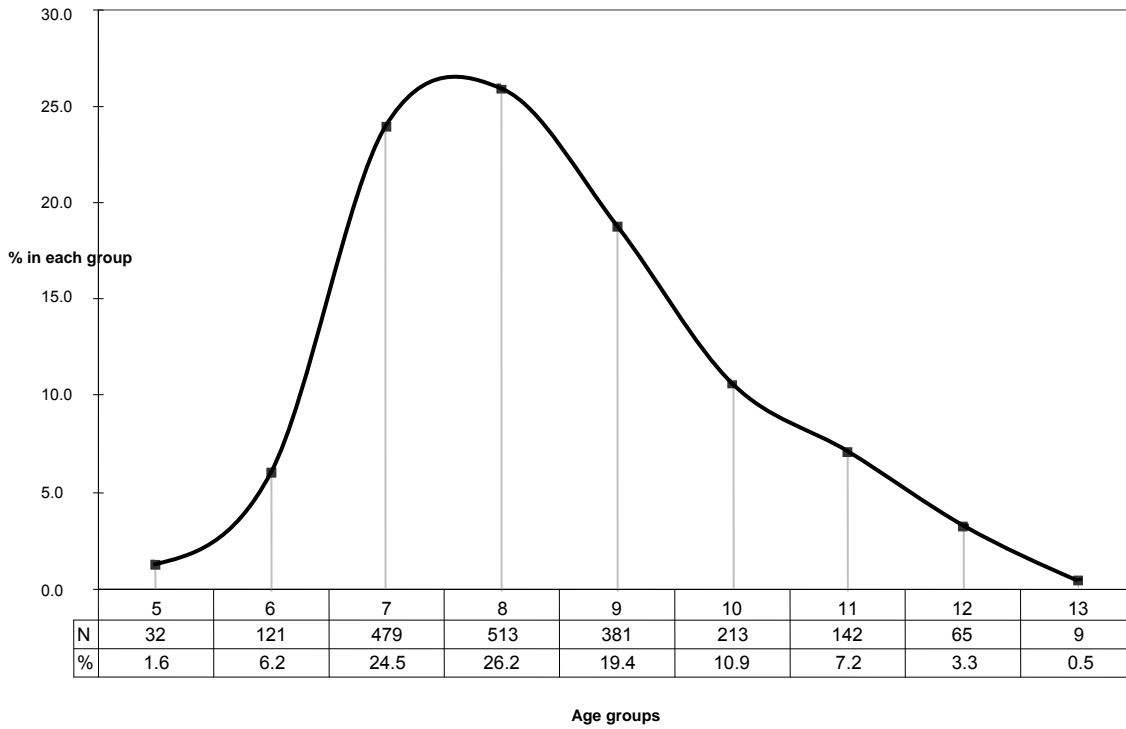


Table 15: Chronological ages of students at admission by gender

Chronological age at admission	Boys		Girls		Total ¹	
	N	%	N	%	N	%
5 years	21	1.5	11	1.9	32	1.6
6 years	89	6.5	32	5.4	121	6.2
7 years	349	25.6	130	21.9	479	24.5
8 years	360	26.4	152	25.6	513	26.2
9 years	256	18.8	123	20.7	381	19.4
10 years	149	10.9	64	10.8	213	10.9
11 years	88	6.5	54	9.1	142	7.2
12 years	46	3.4	19	3.2	65	3.3
13 years	4	0.3	5	0.8	9	0.5
Missing age	1	0.1	3	0.5	4	0.2
Total	1,363	100.0	593	100.0	1,959	100.0

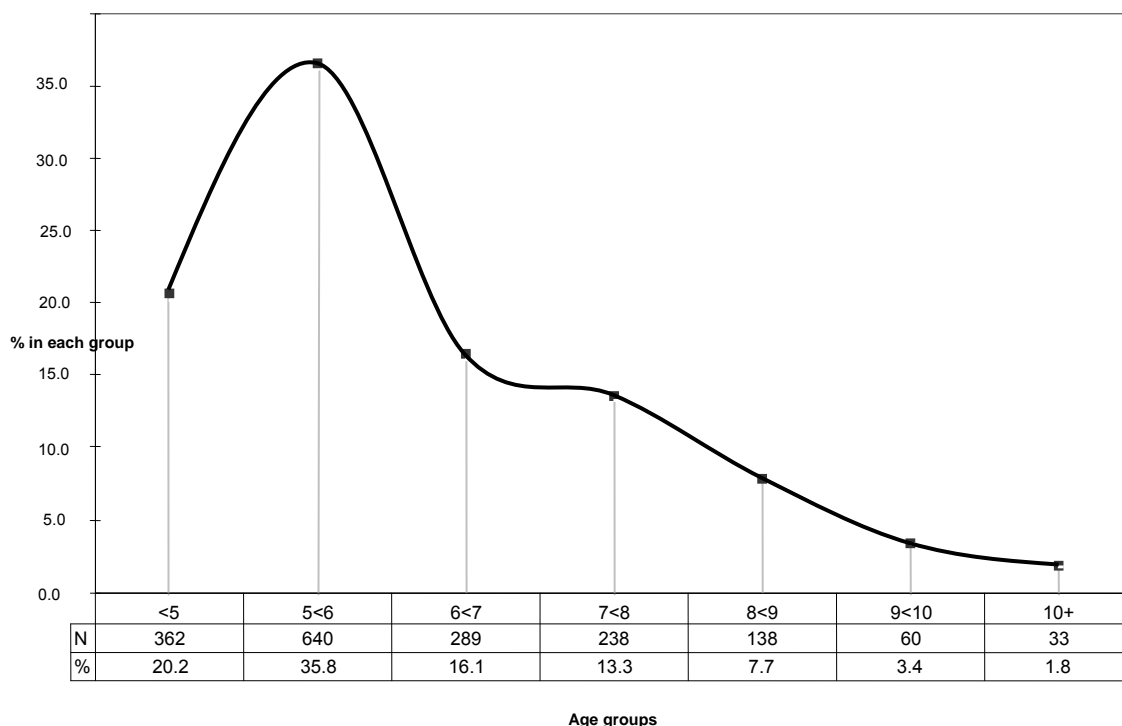
Notes: ¹ Information on gender was missing for 3 students (1 student in the 8 years age group, and two in the 9 year). While students missing gender information are not included separately in the table, they are included in the totals. Hence figures for boys and girls within the table will not add up to the totals.

Education Factors

Reading Age at Admission to the Programme

Reading age at admission to the RT:Lit programme of those students who were supported in reading literacy (N=1,790) are presented in Figure 6. As would be expected, the distribution of the students' reading ages at admission compared to their chronological age (refer Figure 5) was more skewed to the lower age levels. The majority of students' (72%) reading ages at admission to the RT:Lit programme were in the under five to under eight year reading age groups.

Figure 6: Reading age at admission to 2006 RT: Lit programme



Note: Information on reading age at entry was missing for 30 students.

Prior Literacy Assistance

RT:Lits were asked to indicate whether students had been on any special literacy programme prior to coming onto their rolls, and where this was the case, what the outcome from those programmes had been. Given their age, a number of the students would have had little opportunity to have received any prior specialist literacy assistance, while older students could potentially have received a number of forms of assistance. Table 16 below shows whether or not students were assisted prior to being enrolled with the RT:Lit, and the kinds of assistance they received.

Table 16: Students' Reading Recovery or other special literacy programme background

Previous Reading Recovery or other special literacy programme	N	%
Reading Recovery <i>only</i>	528	27.0
Other special literacy programme <i>only</i>	248	12.7
Reading Recovery and other special literacy programme	105	5.4
No Reading Recovery or other special literacy programme	668	34.1
Previous background unknown	241	12.3
Missing data	169	8.6
Total	1,959	100.0

Fewer than half (45%) of the students had previously been in a special literacy programme. The majority of these students had been in Reading Recovery⁶ (32% of all students). Over a third of students (34%) had not been in a special literacy programme. The proportion of students whose literacy programme background was not known or not stated, although improved slightly from 2005, has remained high, at 21%.

The students' outcomes from these prior programmes were investigated. Table 17 looks at the 881 students who had received prior assistance before entering the RT: Lit programme. Note that 105 of these students received both Reading Recovery and some other special literacy programme.

Table 17: Students who had previously received Reading Recovery or another special literacy programme and their outcomes from these programmes

Student outcomes from previous literacy programmes	Reading Recovery		Other literacy programme	
	N	%	N	%
Was referred on from programme	309	48.8	136	38.5
Completed successfully (e.g., for Reading Recovery 'discontinued')	213	33.6	19	5.4
Did not receive a complete programme	39	6.2	9	2.5
Outcome unknown	56	8.8	87	24.6
Data missing	16	2.5	102	28.9
Total students who had received previous literacy assistance	633	100.0	353	100.0

Of the students who had previously participated in Reading Recovery, almost half had not completed the Reading Recovery programme and had instead been referred on for specialist assistance or long term reading support. However, over a third had successfully completed the programme⁷. While this is much lower than the proportion of students in Reading Recovery successfully completing the programme, it

⁶ Ninety-nine of these (643) students had received both Reading Recovery and some other form of special literacy programme.

⁷ Five students successfully completed both Reading Recovery and other literacy programme. Ten students were referred on from both Reading Recovery and other literacy programme.

does raise the question of what happens to those students in the classroom once they have been successfully discharged from Reading Recovery. For most of these students who had successfully completed Reading Recovery, approximately two or more years had lapsed since they had been in Reading Recovery.

For students who had other literacy programmes prior to receiving RT:Lit support, there was a similar pattern of a smaller percentage of students successfully completing than being referred on from the programme. The very large proportion of 'outcome unknown' (25%) and data missing (29%), however, makes conclusions difficult. In addition, it should be noted that the nature of the 'other special literacy programmes' identified are quite diverse. Sometimes a named programme (N = 100) was commonly specified (e.g., Hei Awhiawhi Tamariki ki te Panui Pukapuka (HPP), Rainbow Reading), or 'how it was delivered' was specified (N = 138, e.g. teacher aide, small group tuition, RTLB). As a result of this diversity, there are questions around what it means to successfully complete such programmes or to what extent any criteria that exist are consistently applied.

Although both the analyses and the nature of the data differ from previous years' reports, the pattern of more students being referred on from earlier programmes than successfully completing those programme persists.

Prior Literacy Assistance and Ethnicity

As depicted in Table 18, some differences are evident for the main ethnicity groupings. Because of the diversity for 'other' and the low numbers involved, these students were not included in the discussion that follows. For similar reasons, Asian students (N = 30) were not included in the discussion.

New Zealand European/Pākehā (50%) and Pasifika (47%) students were more likely than Māori (38%) students to have received support (prior to being tutored by an RT:Lit) for their literacy needs through Reading Recovery or some other special literacy programme. New Zealand European/Pākehā and Pasifika students (38% and 37% respectively) were more likely to have received Reading Recovery than their Māori counterparts (25%). Compared to 2005, there was a slight decrease in the proportion of Pasifika students who had received Reading Recovery prior to their RT:Lit programme (37% in 2006 compared to 44% in 2005).

As noted above, there was a relatively large proportion of students (21%) for whom details on prior literacy assistance was not available. While the proportion of missing data was high for both NZ European/Pākehā (19%) and NZ Māori students (25%), it is lower for Pasifika students (16%). Hence particular care is required in the interpretation of these results despite the similarity to previous years' data.

Table 18: Ethnicity and literacy programme background of students who received individual tuition in 2006

Reading Recovery or other special literacy programme background	NZ European/Pākehā		NZ Māori		Pasifika		Asian		Other		Mis-sing	Total	
	N	%	N	%	N	%	N	%	N	%	N	N	%
Reading Recovery only	304	32.1	139	19.6	60	32.1	7	23.3	18	22.2	0	528	27.0
Other special literacy programme only	113	11.9	96	13.5	18	9.6	7	23.3	14	17.3	0	248	12.7
Reading recovery AND other special literacy programme	58	6.1	35	4.9	9	4.8	0	0	3	3.7	0	105	5.4
Student has not been in literacy programmes	295	31.2	265	37.3	71	38.0	11	36.7	25	30.9	1	668	34.1
Literacy programme background not known	106	11.2	107	15.1	14	7.5	3	10	10	12.3	1	241	12.3
Missing data	71	7.5	68	9.6	15	8.0	2	6.7	11	13.6	2	169	8.6
Total	947	100.0	710	100.0	187	100.0	30	100.0	81	100.0	4	1,959	100.0

Table 19 focuses in on those students who had received Reading Recovery prior to admission to a RT:Lit programme⁸, and the outcomes reported from Reading Recovery by ethnicities. Since the nature of ‘other literacy programmes’ could be quite diverse, and the question of what it means to be successfully discharged from these programmes (and the large proportion of missing outcomes data for students involved in the programmes), outcomes for these programmes were not analysed further.

NZ European/Pākehā students (37%) were more likely than Māori (32%) or Pasifika (19%) students to have successfully completed Reading Recovery prior to admission to the RT:Lit programme. Conversely, Pasifika students (70%) were more likely to have been referred from the programme for specialist help or long-term reading support than were Māori (47%) or NZ European/Pākehā (46%) students. This result was consistent with previous years’ experiences and the findings for Reading Recovery⁹.

⁸ Note that breakdowns of outcomes for students who had “other literacy programme” prior to their RT:Lit programme were not reported here, since the outcomes from the “other literacy programme” were missing for 102 (29%) of these students.

⁹ Ng, L (2007) Annual Monitoring of Reading Recovery: the data for 2006. Ministry of Education

Table 19: Breakdown of students' ethnicities and outcomes from Reading Recovery prior to admission to RT: Lit programme in 2006

Student's outcome from Reading Recovery	NZ European/Pākehā		NZ Māori		Pasifika		Asian ¹		Other ¹		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Referred on from programme	167	46.1	81	46.6	48	69.6	3	42.9	10	47.6	309	48.8
Completed successfully	133	36.7	55	31.6	13	18.8	2	28.6	10	47.6	213	33.6
Did not complete programme	9	2.5	23	13.2	6	8.7	1	14.3	0	0.0	39	6.2
Outcome unknown	39	10.8	14	8.0	1	1.4	1	14.3	1	4.8	56	8.8
Missing data	14	3.9	1	0.6	1	1.4	0	0.0	0	0.0	16	2.5
Total	362	100.0	174	100.0	69	100.0	7	100.0	21	100.0	633	100.0

Notes: ¹ Caution must be taken when interpreting these results as the number of student in these groups was very small.

Social Factors

English Speakers of Other Languages (ESOL)

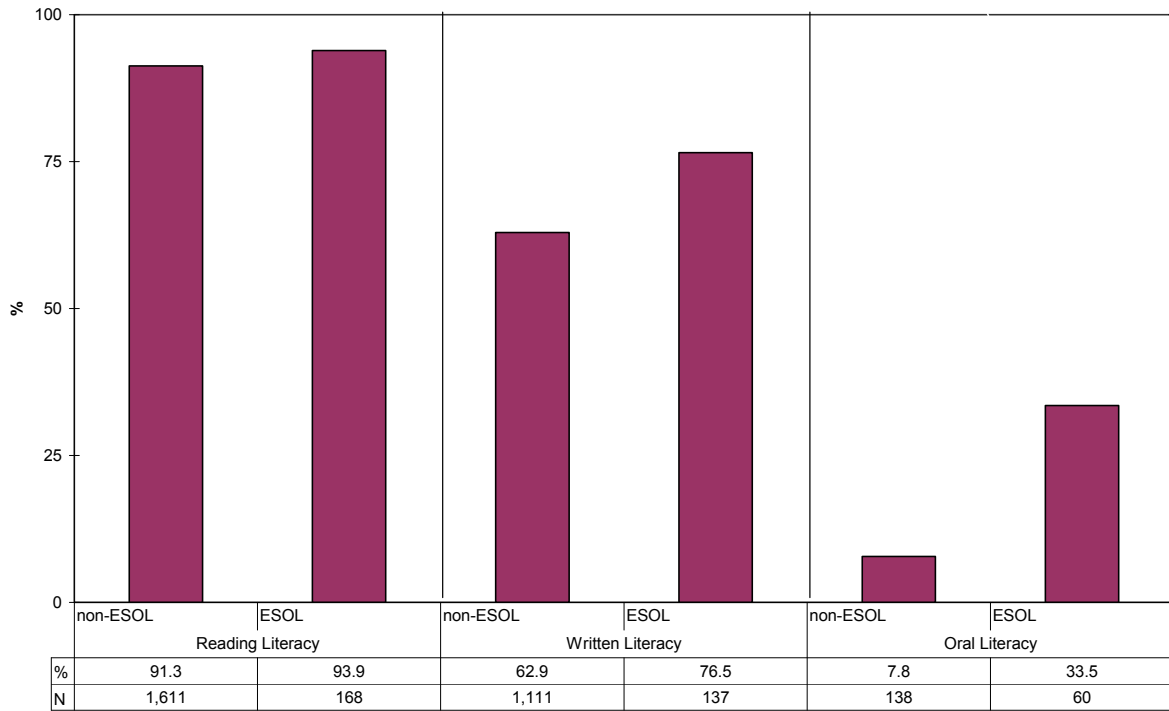
RT:Lits were asked to identify whether English was the 'first language' of students they assisted. While a large majority (90%) of the 1,959 students concerned did have English as their first language, a small proportion (9.1%) did not¹⁰. Figure 7 shows the type of assistance ESOL and non-ESOL students were receiving.

In each of the three areas of literacy, students whose first language was not English were more likely than other students to require support and were more likely to be receiving support in two or more literacy areas.

This raises questions in that most ESOL students require learning support that is not an 'underachievement' intervention, but scaffolded support for their developmental pathways and progress through second or additional language acquisition stages. Separate funding exists for ESOL students for this support and is best achieved when specialists work in close collaboration with the classroom teacher to determine the explicit scaffolded teaching that is required. However, what is not collected from the annual return is the reason why these students were receiving this form of support and whether it was as well as or in lieu of ESOL support.

¹⁰ Fifteen (0.8%) of the student records contained no information.

Figure 7: Types of literacy assistance received by students and whether or not English was the first language



Looking further at the ethnicity of the students (refer Table 20) it was revealed that while only very small proportions of New Zealand European/Pākehā and Māori students were reported as not having English as a first language, sixty percent of Pasifika and seventy percent of Asian students were reported as not having English as a first language. It is important to recognise the diversity within these groups in terms of their language backgrounds and possibly establishing whether English is a first or additional language so that the most appropriate support for the student can be determined.

Table 20: Ethnicity and whether or not English was the first language

Ethnicity	Students with English as the first language		Students for whom English was not the first language		Missing	Total ¹	
	N	%	N	%	N	N	%
New Zealand European/Pākehā	939	99.2	3	0.3	5	947	100.0
New Zealand Māori	683	96.2	20	2.8	7	710	100.0
Pasifika	71	38.0	113	60.4	3	187	100.0
Asian	9	30.0	21	70.0	0	30	100.0
Other	61	74.0	21	25.9	0	81	100.0
Total	1,765	90.1	179	9.1	15	1,959	100.0

Notes: ¹ Information on whether English was the first language was not provided for 15 students, and ethnicity was missing for 18 students. While not included separately in the table, they are included in the totals.

Transience

There is anecdotal concern that transient students miss out on additional support for learning difficulties and that when there is a limited resource, these students will often miss out as there is an expectation that they will not 'last the distance'. While information as provided cannot throw light on whether this is the case, detail on transience has been collected over the years with a view to determining if there is any difference in the nature of the support the more transient group may receive.

As in previous years, almost all (92%) of students had remained in the one school while on the programme in 2006, and five percent had moved once in 2006, either prior to, or while on, the programme. Ten students had attended three or more schools ('high transient' students). While it may appear that there is no clear relationship between transience and the nature of the support given (the proportion receiving individual tuition was similar (66%) for students who had remained at the same school throughout the programme and those who had moved once), there was a large number of students for whom the information was missing, and in particular for those being tutored in small groups (refer Table 21). Given that it was quite likely that information on the actual number of schools students had attended would be more inclined to be missing for the more transient students (than for those who had not moved schools), this finding could alter to one showing that the transient group were more likely to receive small group tutoring only.

Table 21: Student transience and nature of the students' tuition

Transience	Students receiving individual tutoring only		Students receiving small-group tutoring only		Students receiving both forms of tuition		Missing	Total	
	N	%	N	%	N	%		N	%
Remained in the one school	1,185	65.9	507	28.2	93	5.2	14	1,799	100.0
Attended two schools during the year	65	65.0	22	24.7	1	1.1	1	89	100.0
Attended three or more schools	6	60.0	2	20.0	1	10.0	1	10	100.0
Not known or data missing	7	11.5	32	52.5	1	1.6	21	61	100.0

Outcomes From Receiving Direct Support From An RT:Lit

Students' Status on the RT:Lit Programme at the end of 2006

RT:Lits were asked to indicate the end-of-year status of the students who had been on their roll at some point during 2006, within the categories as specified in Table 22. Nearly one in five (19%) students would continue to receive a regular tutoring programme at the commencement of the 2007 school year while nearly two-thirds (64%) had completed their regular tutoring programme, most of whom had also completed their monitoring programme. A small group (16%) of students had not completed their programme because they required and were referred for further specialist assistance or they moved out of the area serviced by the RT:Lit for some other reason. These results were consistent with 2005.

Table 22: Students' status on the RT: Lit programme at the end of the year

Student's status	N	%
Completed regular tutoring (discharged) and		
• will be on a monitoring programme in 2006 with the classroom teacher supported by RT:Lit	444	22.7
• monitoring by the classroom teacher with RT:Lit support completed	806	41.1
Received an incomplete programme because:		
• s/he required further specialist assistance and was/will be referred on	82	4.2
• s/he moved out of the area serviced by the RT:Lit	80	4.1
• other reasons	145	7.4
Will require further regular tutoring programme (intensive specialised teaching) provided by the RT: Lit in 2007	380	19.4
Missing data	22	1.1
Total	1,959	100.0

Discussion follows on the relationship between the student's status on the programme and the nature of their support, and personal, educational and social factors.

Nature of RT:Lit Support and Programme Status

Differences in student status on the RT:Lit programme at the end of the year between students receiving only individual tutoring from RT:Lits and those only tutored in small groups were quite marked, and as noted earlier in the report, were possibly a reflection of the literacy needs students were presenting (refer Table 23). Those who were only tutored in small groups (52%) were much more likely than individually tutored students (37%) to have completed their regular tutoring programme as well as the monitoring programme with their classroom teacher. Conversely, the individually tutored students were slightly more likely (24% compared to 21%) to be on a monitoring programme with the classroom teacher in 2007, and much more likely than the small-group students to require further regular tutoring with the RT:Lit (23% compared to 10%). These findings could be due to individually tutored students being on the RT:Lit roll for a longer period of time as a result of their level of literacy needs.

Table 23: Students' status on the RT: Lit programme at the end of the year by the type of support they received

Students' status at the end of 2005	Individual tutoring only		Small group tutoring only		Both group and individual tutoring		Missing	Total	
	N	%	N	%	N	%	N	N	%
Completed regular tutoring (discharged) and									
• will be on a monitoring programme in 2007 with the classroom teacher supported by RT:Lit	309	24.1	116	20.5	17	17.7	2	444	22.7
• monitoring by the classroom teacher with RT:Lit support completed	471	36.8	294	51.9	36	37.5	5	806	41.1
Received an incomplete programme because									
• s/he required further specialist assistance and was/will be referred on	69	5.4	7	1.2	6	6.3	0	82	4.2
• s/he moved out of the area serviced by the RT:Lit	59	4.6	17	3.0	2	2.1	2	80	4.1
• other reason	73	5.7	64	11.3	7	7.3	1	145	7.4
Will require further regular tutoring programme (intensive specialised teaching) provided by the RT: Lit in 2007	294	23.0	55	9.7	27	28.1	4	380	19.4
Missing data	5	0.4	14	2.5	1	1.0	2	22	1.1
Total	1,280	100.0	567	100.0	96	100.0	16	1,959	100.0

Ethnicity and Programme Status

Some small differences were evident between the three main ethnicity groupings¹¹ and whether or not students had completed the programme with the RT:Lit, with NZ European/Pākehā students (66%) being slightly more likely than Māori (62%) and Pasifika (63%) students to have completed (refer Table 24). Although this was the case, Pasifika students were less likely than their Māori and NZ European/Pākehā counterparts to still require a monitoring programme with the classroom teacher and more likely to have completed both forms of support.

Conversely, Māori and Pasifika students, were more likely to have not received a complete programme compared to NZ European/Pākehā students. For Pasifika students, this was generally because they required further specialist assistance and had been referred on for that. Moving out of the area serviced by an RT:Lit was more commonly a reason for non-completion for Māori and Pasifika students than it was for NZ European/Pākehā students.

Table 24: Students' ethnicities and their status on the RT:Lit programme at the end of 2006

Student's status	NZ Māori		Pasifika		NZ European		Asian		Other		Miss- ing	All students Total ¹	
	N	%	N	%	N	%	N	%	N	%	N	N	%
Completed regular tutoring (discharged) and													
	<ul style="list-style-type: none"> will be on a monitoring programme in 2007 with the classroom teacher supported by RT:Lit 												
	154	21.7	34	18.2	238	25.1	1	3.3	16	19.8	1	444	22.7
Completed regular tutoring (discharged) and													
	<ul style="list-style-type: none"> monitoring by the classroom teacher with RT:Lit support completed 												
	284	40.0	84	44.9	386	40.8	17	56.7	34	42.0	1	806	41.1
Received an incomplete programme because													
	<ul style="list-style-type: none"> s/he required further specialist assistance and was/will be referred on 												
	33	4.6	14	7.5	31	3.3	0	0.0	4	4.9	0	82	4.2
	<ul style="list-style-type: none"> s/he moved out of the area serviced by the RT:Lit 												
	37	5.2	9	4.8	28	3.0	3	10.0	2	2.5	1	80	4.1
<ul style="list-style-type: none"> other reason 													
	49	6.9	9	4.8	79	8.3	2	6.7	6	7.4	0	145	7.4
Will require further regular tutoring programme (intensive specialised teaching) provided by the RT: Lit in 2007	144	20.3	35	18.7	175	18.5	7	23.3	19	23.5	0	380	19.4
Missing data	9	1.3	2	1.1	10	1.1	0	0.0	0	0.0	1	22	1.1
Total	710	100	187	100	947	100.0	30	100.0	81	100.0	4	1,959	100.0

¹¹ While Asian students are included in the table, because of the small numbers involved they are not included in the discussion.

Students' Age of Admission and Programme Status

Table 25 shows students' status at the end of the RT:Lit programme and their age of admission. For all age groups (except for 6 year olds), over half of the students had completed their regular tutoring. The discharge rates were highest for students aged 10 to 11. Apparent is a trend in the proportion of students successfully discharged from regular tutoring increasing from age 6 to age 10. As in 2005, there was a small drop for the oldest age group (12+ year old) in the rate of successful completion. For this age group, there was a relatively high proportion having received an incomplete programme.

Table 25: Students' status on the RT:Lit programme at the end of 2006 and their age at admission into the RT:Lit programme

Age at admission	Status at the end of 2006						Missing Status	Total	
	Completed regular tutoring (discharged)		Will require further regular tutoring programme		Received incomplete programme				
	N	%	N	%	N	%		N	N
5 years	17	53.1	5	15.6	10	31.3	0	32	100.0
6 years	51	42.1	34	28.1	35	28.9	1	121	100.0
7 years	283	59.1	115	24.0	76	15.9	5	479	100.0
8 years	316	61.6	117	22.8	74	14.4	6	513	100.0
9 years	257	67.5	61	16.0	59	15.5	4	381	100.0
10 years	162	76.1	28	13.1	21	9.9	2	213	100.0
11 years	108	76.1	15	10.6	15	10.6	4	142	100.0
12 years +	54	73.0	3	4.1	17	23.0	0	74	100.0
Missing Age	2	-	2	-	0	-	0	4	-

Looking more closely at the reasons (referred for specialist assistance, student moved out of the area serviced by an RT:Lit, and 'other' reason) for an incomplete programme¹², for all age groups, they were most likely to have received an incomplete programme for some 'other' reason such as poor attendance, behavioural issues, or the student moving to a secondary school (refer Appendix Table 1). Thus moving to secondary school was likely to be one of the factors contributing to the relatively higher proportion of students 12 years and over not completing their programme.

¹² Because of the low number of five year olds, these students are excluded from this analysis.

Prior Literacy Support and Programme Status

While it might be expected that there could be differences, in relation to students' end-of-year status on the programmes, between students who had received literacy support in their earlier years and those who had not, no clear relationship was evident. Students who had not received prior support in literacy completed the programme (63%) at a similar rate to students who had received Reading Recovery only (61%) or in addition to some 'other' literacy programme (59%, refer Table 26). However, contrary to findings from 2005, students who had previously received some 'other' literacy programme only, were slightly more likely than other students to successfully complete their programme with the RT:Lit (67%).

Table 26: Students' status on the RT:Lit programme at the end of 2006 and whether they had prior literacy support

Status on the RT:Lit programme	Prior literacy support							
	Reading Recovery only		Other special literacy programme only		Both Reading Recovery & other literacy programme		No prior support	
	N	%	N	%	N	%	N	%
Completed regular tutoring (discharged)	322	61.0	166	66.9	62	59.0	422	63.2
Received incomplete programme	68	12.9	40	16.1	16	15.2	129	19.3
Will require further regular tutoring programme (intensive specialised teaching) provided by the RT: Lit in 2007	135	25.6	42	16.9	26	24.8	109	16.3
Missing	3	0.6	0	0	1	1.0	8	1.2
Total	528	100.0	248	100.0	105	100.0	668	100.0

In addition, it may not just be the fact that they had received prior literacy support that has a bearing on whether or not they successfully complete the RT:Lit programme, but may relate to the outcomes from that support (e.g. whether they had successfully completed Reading Recovery prior to receiving support from an RT:Lit). Table 27 shows a further breakdown of the status at the end of 2006, and the outcomes from Reading Recovery and 'other special literacy programmes'¹³. There was a trend that students who successfully completed Reading Recovery and those who successfully completed an 'other literacy programme' were more likely to also successfully complete the RT:Lit programme. Those students who were 'referred on' from Reading Recovery, were more likely than other students to require further regular tutoring at the end of 2006 (which may indicate they required longer time on the RT:Lit programme).

¹³ As stated earlier, because of the diversity of the programmes and the notion of successful completion, caution is required when interpreting regarding 'other special literacy programmes'.

Table 27: Students' status on the RT:Lit programme at the end of 2006 and their outcomes from prior literacy support

Prior literacy support and outcomes	Status at the end of 2006							
	Completed regular tutoring (discharged)		Will require further regular tutoring programme		Received incomplete programme		Total	
	N	%	N	%	N	%	N	%
Reading Recovery								
• 'Referred' on from programme	161	52.3	95	30.8	52	16.9	308	100.0
• completed successfully	155	73.5	37	17.5	19	9.0	211	100.0
• incomplete programme	22	56.4	10	25.6	7	17.9	39	100.0
• outcome unknown	39	70.9	12	21.8	4	7.3	55	100.0
• outcome missing	7	43.8	7	43.8	2	12.5	16	100.0
Other special literacy programme								
• 'Referred' on from programme	91	66.9	22	16.2	23	16.9	136	100.0
• completed successfully	15	78.9	3	15.8	1	5.3	19	100.0
• incomplete programme	4	44.4	4	44.4	1	11.1	9	100.0
• outcome unknown	58	66.7	15	17.2	14	16.1	87	100.0
• outcome missing ¹	60	58.8	24	23.5	17	16.7	102	100.0
No prior support	422	63.9	109	16.5	129	19.5	660	100.0

Notes: ¹ One student who had missing outcome of the other special literacy programme, also had missing outcome of the status, this student is not included in this table.

ESOL Students and Programme Status

Analysis of outcomes at the end of the year based on language status revealed little differences between ESOL and non-ESOL students. As Table 28 shows, at the end of 2006, there were only slight differences in students' status on the RT:Lit programme between students whose first language was English ('non-ESOL' students) and ESOL students. Non-ESOL students were slightly more likely to be fully discharged than ESOL students, while ESOL students were slightly more likely to have received an incomplete programme or require further regular tutoring. While reasons for non-completion (from the three reasons: referred on; moved out of the area; and other reason) were mostly from the 'other reason' for the non-ESOL students, for students for whom English was not a first language, nearly half (of the 30 students) were referred for further specialist assistance. This also contributes to the discussion above about the appropriateness of the intervention.

Table 28: Students' status on the RT:Lit programme at the end of 2006 for ESOL and non-ESOL students

Student's status	ESOL students		non-ESOL students		Missing ESOL status
	N	%	N	%	N
Completed regular tutoring (discharged)	112	62.6	1,131	64.1	7
Received incomplete programme	30	16.8	274	15.5	3
Will require further regular tutoring programme provided by the RT: Lit in 2007	36	20.1	339	19.2	5
Missing	1	0.6	21	1.2	0
Total	179	100.0	1,765	100.0	15

Students' Progress and Outcomes

Student progress and their outcomes from the RT:Lit programme were analysed from a number of perspectives, with a focus on reading literacy. As in previous years, in order to get a sense of how students progress while in the RT:Lit programme, a measure of 'gain per session'¹⁴ was adopted for the students who had received reading literacy assistance, either with or without other forms of literacy assistance. In addition, as in 2005, RT:Lits were asked for all the students whose regular tutoring had ceased, to indicate whether the student had reached chronological age expectations or to specify some other literacy level reached. They were also asked to report the instructional reading levels of students, both at the time of admission for tuition and at the time of discharge from the RT:Lit roll (when regular tutoring was completed). From this information, it was possible to view the general shift in reading levels for whom they were supporting in reading literacy.

Progress for all Students Supported in Reading Literacy

As stated above, to get a sense of how students progress while in the RT:Lit programme, a measure of 'gain per session' was adopted for the 1,790 students who had received reading literacy assistance, either with or without other forms of literacy assistance. However, only 1,732 students had completed entry and exit reading level data, and the number of sessions provided for the 'gain per session' to be calculated.

Compared with 2005, the median gain for students supported individually (5.88) and those supported as part of a small group (6.88) have increased slightly, but consistent in that students who were supported as part of a small group had a slightly higher median gain. The overall median gain was 5.71.

Table 29 displays the gains per session students achieved according to their gender and their ethnicity. Consistent with 2004 and 2005 findings, the median gain per session measured in the female cohort

¹⁴ 'Gain per session' is a parameter with uncertainties attached to it. It calculates the ratio of change in age-based reading level in relation to the number of sessions of tutoring the student received, multiplied by 100. The higher the 'gain per session' the faster the gains made by the student. However, this parameter should be interpreted with caution as it takes no account of the context in which the student received assistance. For example, an individual may have received intensive individual support from an RT: Lit in a single or across a range of literacy areas.

(6.04) was slightly higher than that seen in the male cohort (5.56). There was also an increase in the gains across all ethnic groups.

Pasifika students had the lowest gains compared to other ethnic groups. However, as a group, Pasifika students increased in their median gain from 4.35 in 2005 to 4.76 in 2006. As Pasifika males increased in their average gain per session, the gain per session decreased slightly for females (2005: 5.10, 2006:5.00). As numbers of Asian and 'other ethnicity' students prevented commentary on their relative changes between the two years.

Table 29: Reading literacy 'gains per session' according to student gender and ethnicity

'Gain per session' ¹ by ethnicity and gender					
Ethnicity ²	All	Gender			
		Males		Females	
	Median 'gain per session'	N	Median 'gain per session'	N	Median 'gain per session'
NZ European/ Pākehā	5.88	582	5.80	241	6.12
NZ Māori	5.71	440	5.48	198	6.01
Pasifika	4.76	115	4.48	53	5.00
Asian	5.56	11	5.50	12	6.22
Other	7.14	49	7.50	25	6.03
Total	5.71	1,200	5.56	529	6.04

Notes: ¹ Records for students generating '0.00' (nil) reading gains are included. Records for students generating negative gains are excluded.

² Three students had missing gender and three students had missing ethnicity information.

Students who had Completed Regular Tutoring

It is expected that once students are 'successfully' discharged from RT:Lit roll, having completed their regular tutoring programme, that their progress will be monitored by the classroom teacher with RT:Lit support. RT:Lits were asked to indicate the outcome **at the time regular tutoring ceased** for the 1,250 students who had been 'successfully' discharged from RT:Lit roll, and whether they had also completed their monitoring programme with the classroom teacher. This data is presented in Table 30 below.

Table 30: Students' outcomes for those who had completed regular tutoring

Students' outcomes	Regular tutoring and monitoring by classroom teacher with RT:Lit support completed		Regular tutoring complete, monitoring by classroom teacher with RT:Lit support not completed		Total	
	N	%	N	%	N	%
Reached chronological age expectations	305	37.8	134	30.2	439	35.1
Other	494	61.3	306	68.9	800	64.0
Missing	7	0.9	4	0.9	11	0.9
Total	806	100.0	444	100.0	1,250	100.0

Overall, one in three students had reached their chronological age expectations for the literacy area(s) they had received support in; while for most of the remaining students other outcomes were noted. However, if monitoring by the classroom teacher had also been completed, there was a greater chance that the student will have reached their chronological age expectation at the point that regular tutoring with the RT:Lit has ceased. There is a question here as to why there would be a difference if the measure is taken **at the time when the RT:Lit ceases regular tutoring**. Are RT:Lits making a judgement about the nature of the classroom support that would be available to the student that is affecting the point at which they are discharging the student from the roll? For example, where students may not get the level of monitoring support they require, are they holding onto them until the student has reached chronological age expectations. Or is there variable practise occurring around when RT:Lits are recording the information on student outcomes, with some recording the information once the monitoring programme provided by the classroom teacher has been completed?

A clue as to what might be happening could lie with what is revealed in the 'other' category. The detail of the 'other' outcomes was more clearly specified for a higher proportion of students compared to 2005 (69% of the students in the 'other' category). However, contrary to 2005, it was interesting to find that the extent below reading level / chronological age expectation was more likely to be specified for those who had **not** completed their monitoring programme, but were less likely to have made gains in some or all areas (refer Appendix Table 2).

Progress of Students Supported in Reading Literacy who had Completed Regular Tutoring

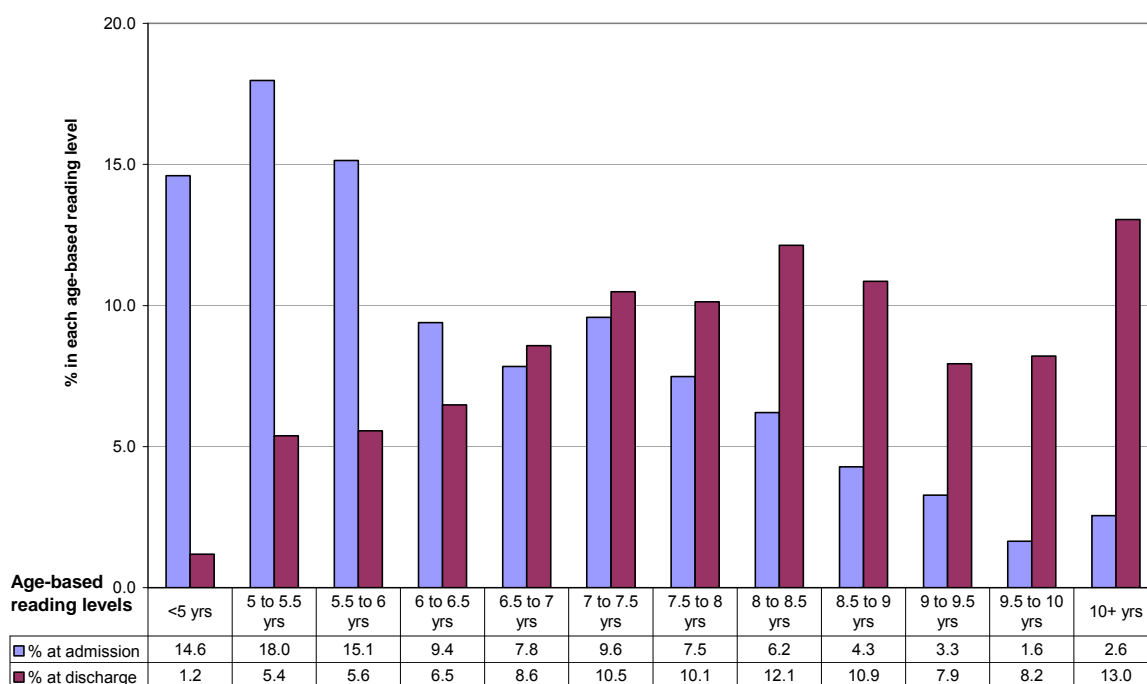
Most (91%, N=1,790) of the students RT:Lits had tutored on a regular basis at some time during 2006, were supported in reading literacy either as stand-alone assistance or in combination with written literacy or oral language assistance. By the end of the year, RT:Lits had completed their regular tutoring for 1,116 (62%) of these students. Most of these students had also completed their monitoring programme with the classroom teacher.

While the following analysis is the same as in 2005, it differs from earlier years in that progress is reported for students who have completed regular tutoring with the RT:Lit whether or not their monitoring programme with the classroom teacher is complete. In earlier years the analysis has been of

students who have completed regular tutoring with the RT:Lit and also completed a monitoring programme with the RT:Lit, classroom teacher or teacher aide.

Figure 8 and Appendix Tables 3 and 4 illustrate the general shift¹⁵ from admission to completion in the age-based reading levels of the 1,096 students who had completed regular tutoring¹⁶ and for whom reading level data was provided on entry and on exit. The darker (maroon) shaded bars represent the proportion of students in each age-based reading level at entry and the lighter (blue) shaded bars represent reading age at exit¹⁷. The general pattern of these gains in 2006 was similar to that achieved in 2005, with a mode¹⁸ of five to five-and-a-half reading age at entry and eight to eight-and-a-half at exit.

Figure 8: Overall shift in age-based reading levels



¹⁵ It is important to note that Figure 8 and Appendix Tables 1 and 2 illustrate the shifts in age-based reading levels of the 1,116 students as a group. It does not measure changes for individual students.

¹⁶ Of the 1,096 students who completed regular tutoring, 679 students had also completed a monitoring programme with the classroom teacher.

¹⁷ Data concerning reading ages begin at less than five (<5) and increase in 0.5 year increments to ten. Note in previous years, years eight and nine, one year increments are used. The maximum level is set at 10+ years. While these intervals do not have mutually exclusive age boundaries, this discussion assumes that is the case.

¹⁸ The most frequently occurring age range in the data.

Summary and Discussion

Resource Teachers: Literacy (RT:Lits) are a specialist group of registered teachers who work with and support students in years 1 to 8 who are experiencing difficulties in reading literacy, written literacy or oral language. This report presents information on the students on the roll of a RT:Lit during 2006 and who were supported by a RT:Lit in their literacy needs, indirectly through formal support (advice and modelling) given to the classroom teacher or directly through receiving tutoring by the RT:Lit. While it is acknowledged that RT:Lits will carry out a range of functions, the primary purpose of the current report is to identify students RT:Lits support, the nature of the support provided and to investigate whether there are shifts in student achievement as a result of the RT:Lits' interventions.

In 2006, 107 RT:Lits provided indirect in-class support to 1,912 students on their roll through formally supporting the classroom teacher, providing advice and modelling. In addition, they worked directly with a slightly larger number of students (1,959), through providing regular tutoring either on an individual basis or as part of a small group.

Indirect in-class support

The majority of students (93%) were indirectly assisted in reading literacy, often in conjunction with written literacy support. Three-quarters of the students received support in only one of the three areas of literacy: reading and written literacy, and oral language.

As with Reading Recovery¹⁹, boys were over-represented with two out of three students being boys. Over half (56%) were New Zealand European / Pākehā, just under a third (32%) were Māori and five percent of the students were Pasifika. The majority of students were between the ages of six and ten, with girls being on average slightly younger than boys.

While most of the students had completed their programme of indirect support by the end of the year, one in five students would require continuing support from the beginning of 2007. A small proportion had left with an incomplete programme. While the overall pattern of the status for girls and boys was similar, girls were slightly more likely than boys to have completed their indirect in-class support and boys were more likely than girls to require continuing support the following year. Pasifika students were more likely than other students to have left without a complete programme, and New Zealand Pākehā / European were more likely than other students to be still require support in the following year. These results may suggest that boys and New Zealand Pākehā / European students were staying on the RT:Lit roll for a longer period of time.

¹⁹ Reading Recovery is an early literacy intervention available to state (including state-integrated) primary and composite schools which aims to reduce reading delay by providing intensive and individual help to children who are falling behind in reading and writing after one year at school.

Direct tuition from the RT:Lit

On the whole, RT:Lits supported students in their literacy needs on a one-to-one basis for their entire programme (65%). Smaller numbers were supported as part of a small group (29%) for their entire programme, while for the remaining the arrangement changed through the period of time they were on the roll.

Consistent with previous years, the large majority of students were assisted in reading literacy (91%) and a majority assisted in written literacy (64%). One in ten were assisted for oral language. A large number were assisted in more than one area of literacy, with nearly half (47%) of all students receiving a combination of reading and written literacy assistance. Approximately one in ten students (10%) were supported in all three areas of literacy.

Similar trends with the indirectly assisted students were apparent in relation to the personal attributes of the students, with three out of every four students assisted being boys, half being New Zealand European/Pākehā, one in three being Māori and one in ten being Pasifika. While there was little difference between boys and girls in the areas of literacy they received support for, boys (10%) were more likely than girls (8%) to receive support in all three areas of literacy. They were also slightly more likely to have been tutored individually (74% for boys, 62% for girls).

For some of the students on the RT:Lit roll, it was not the first time they had received support for literacy – a third had been in Reading Recovery, with a fifth of the students having received some other special literacy programme. Many of those who had previously been in Reading Recovery had successfully completed the RT:Lit programme. Despite the fact that for most of these students approximately two years or more had lapsed since they successfully completed, it does raise the question of what happened to these students in the classroom once they have been successfully discharged from Reading Recovery.

Nearly two-thirds (64%) of students had successfully completed their regular tutoring programme with the RT:Lit and one in five (19%) students would continue to receive a regular tutoring programme at the beginning of 2007. A small group (16%) of students had not completed their programme because they were referred for specialist assistance, they moved out of the area serviced by the RT:Lit, or for some other reason such as poor attendance, an RT:Lit no longer working in the area, or the student moving on to secondary school.

Some small differences in programme completion status at the end of the year were evident between the three main ethnicity groupings and the age of the students at admission. New Zealand European/Pākehā students (66%) were more likely than Māori (62%) and Pasifika (63%) students to have completed their regular tutoring. Māori and Pasifika students, more commonly than New Zealand European/Pākehā students, had not completed the programme. For Pasifika students this was generally because they required further specialist assistance and had been referred for that. Younger students were less likely than older students to have completed regular tutoring, generally more likely to require further tuition with the RT:Lit and, along with those 12 years and over, more likely to receive an incomplete programme. In addition, those aged 12 and over were more likely than students of other ages to have

received an incomplete programme for some 'other' reason such as poor attendance, an RT:Lit no longer working in the area, or the student moving on to secondary school. Thus the impending move to secondary school is likely to be one of the factors contributing to the relatively higher proportion of students 12 years and over not completing their programme. It may also explain the relatively high proportion of students in this age group being referred for specialist assistance with the RT:Lit making a judgement about the need for continuing support beyond primary school.

As in previous years, a measure of 'gain per session' was adopted for students supported directly in reading literacy. Compared with 2005, the median gain per session measured in the female cohort (6.04) was slightly higher than that seen in the male cohort (5.56). Median gains for Pasifika students increased from 4.35 in 2005 to 4.76 in 2006.

For those students assisted in reading literacy who had completed their regular tutoring, an overall shift in age based reading levels was evidenced. The general pattern of these gains in 2006 is similar to that of previous years, with a mode of five to five-and-a-half years reading age at entry and eight to eight-and-a-half years at exit, a gain that appears to be greater than that expected if there had been no RT:Lit intervention.

ESOL students

English was not their first language for one in ten students. In each of the three areas of literacy, students whose first language was not English (ESOL students) were more likely than other students to receive support and were more likely to be receiving support in two or more literacy areas. In addition, while not as great as in 2005, ESOL students were slightly more likely to have received an incomplete programme than had their non-ESOL counterparts and more commonly the reason was because they were referred for further specialist assistance. This raises questions in that most ESOL students require learning support that is not an 'underachievement' intervention, but scaffolded support for their developmental pathways and progress through second or additional language acquisition stages. Separate funding exists for these students for this support and is best achieved when specialists work in close collaboration with the classroom teacher to determine the explicit scaffolded teaching that is required. However, what is not collected from the annual return is the reason why these students were receiving this form of support and whether it was as well as or in lieu of ESOL support.

Furthermore, while only very small proportions of New Zealand European/Pākehā and Māori students were reported as not having English as a first language, approximately two out of three Pasifika or Asian students were reported as not having English as a first language. It is important to recognise the diversity within these groups in terms of their language backgrounds and thus establishing whether English is a first or additional language so that the most appropriate support for the student can be determined.

Nature of RT:Lit support

There was little difference between those students indirectly supported and those who received small-group tuition with regard to the proportion of students receiving support for reading literacy. Individually tutored students, however, were much more likely to have been supported for multiple needs.

Differences in student status on the RT:Lit programme at the end of the year between students receiving only individual tutoring from the RT:Lit and those only tutored in small groups were quite marked. Those who were only tutored in small groups (52%) were much more likely than individually tutored students (37%) to have completed their regular tutoring programme as well as the monitoring programme with their classroom teacher. Conversely, the individually tutored students were slightly more likely (24% compared to 20%) to be continuing with a monitoring programme with the classroom teacher the following year (2007), and much more likely than the small-group students to require further regular tutoring with the RT:Lit (23% compared to 10%). These findings could be due to individually tutored students being on the RT:Lit roll for a longer period of time as a result of their level of literacy needs. Consistent with this was the finding that individually tutored students (5%) were more likely than small-group students (1%) to have received an incomplete programme as a result of being referred on for specialist assistance.

In terms of the gender and ethnicities of the students assisted directly (in groups or individually) and indirectly, there were proportionately more boys, and Māori and Pasifika students in the directly assisted group. These students were also ones who tend to be over represented in literacy interventions (for example Reading Recovery) and perhaps be considered as having greater literacy needs. In relation to boys receiving direct support, they were more likely than girls to have received RT:Lit support for all three areas of literacy. Māori and Pasifika students directly supported were slightly less likely than New Zealand European/Pākehā students to successfully complete the programme.

Appendices

Appendix Table 1: Age at admission into the RT:Lit programme and students' status at the end of 2006 for students who received an incomplete programme

Age at admission	Students who received an incomplete programme because:						Total	
	They required further specialist assistance and was referred on		They moved out of the area serviced by the RT:Lit		Had other reason			
	N	%	N	%	N	%	N	%
5 years	4	12.5	3	9.4	3	9.4	10	31.3
6 years	12	9.9	4	3.3	19	15.7	35	28.9
7 years	19	4.0	26	5.4	31	6.5	76	15.9
8 years	19	3.7	18	3.5	37	7.2	74	14.4
9 years	17	4.5	14	3.7	28	7.3	59	15.5
10 years	4	1.9	6	2.8	11	5.2	21	9.9
11 years	5	3.5	4	2.8	6	4.2	15	10.6
12 years +	2	2.6	5	6.4	10	12.8	17	23.0

Appendix Table 2: Students' 'other' outcomes at the point regular tutoring had ceased for students who had completed their RT:Lit tuition

Students' outcomes	Regular tutoring by RT:Lit and monitoring by classroom teacher with RT:Lit support completed		Regular tutoring by RT:Lit completed, monitoring by classroom teacher with RT:Lit support not completed		Total	
	N	%	N	%	N	%
'Other':						
Extent below reading level age expectations specified eg one year below	100	12.4	96	21.6	196	15.7
At chronological age expectations for some aspects, not for others	12	1.5	2	0.5	14	1.1
Caught up with class/cohort, able to cope in class	33	4.1	15	3.4	48	3.8
Able to be catered for by school / in classroom literacy programme	25	3.1	13	2.9	38	3.0
Better attitude, independent, strategic reader	27	3.3	11	2.5	38	3.0
Gains in areas/good gains made	102	12.7	30	6.8	132	10.6
Student offered limited time in programme (no more hours available)	96	11.9	37	8.3	133	10.6
Not specified	99	12.3	102	23.0	201	16.1
Reached chronological age expectations	305	37.8	134	30.2	439	35.1
Missing	7	0.9	4	0.9	11	0.9
Total	806	100.0	444	100.0	1,250	100.0

Appendix Table 3: The ages and reading levels at entry of 1,116 (discharged) students who completed the RT:Lit programme, having received assistance in reading literacy

Reading Recovery levels ¹	Age-based reading levels	5 years		6 years		7 years		8 years		9 years		10 years		11 years		12 years+		TOTAL	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
-	Below 5 years	16	1.4	27	2.4	65	5.8	39	3.5	9	0.8	2	0.2	2	0.2	-	-	160	14.3
8 and less	5 – 5.5 years	1	0.1	18	1.6	94	8.4	53	4.7	22	2.0	7	0.6	2	0.2	2	0.2	199	17.8
9 to 14	5.5 – 6 years	-	-	2	0.2	58	5.2	61	5.5	26	2.3	14	1.3	6	0.5	-	-	167	15.0
15 and 16	6 – 6.5 years	-	-	1	0.1	17	1.5	41	3.7	31	2.8	12	1.1	3	0.3	-	-	105	9.4
17 and 18	6.5 – 7 years	-	-	-	-	9	0.8	31	2.8	26	2.3	17	1.5	3	0.3	-	-	86	7.7
19 and 20	7 – 7.5 years	-	-	-	-	5	0.4	29	2.6	48	4.3	17	1.5	4	0.4	2	0.2	105	9.4
21 and 22	7.5 – 8 years	-	-	-	-	2	0.2	17	1.5	24	2.2	19	1.7	16	1.4	4	0.4	82	7.3
-	8 – 8.5 years	-	-	-	-	1	0.1	7	0.6	21	1.9	20	1.8	14	1.3	6	0.5	69	6.2
-	8.5 – 9 years	-	-	-	-	-	-	3	0.3	13	1.2	20	1.8	7	0.6	5	0.4	48	4.3
-	9 – 9.5 years	-	-	-	-	1	0.1	-	-	2	0.2	8	0.7	20	1.8	6	0.5	37	3.3
-	9.5 – 10 years	-	-	-	-	-	-	-	-	1	0.1	6	0.5	8	0.7	3	0.3	18	1.6
-	10 years +	-	-	-	-	-	-	-	-	-	-	6	0.5	14	1.3	12	1.1	32	2.9
Reading level missing		-	-	-	-	-	-	3	0.3	3	0.3					2	0.2	8	0.7
Total		17	1.5	48	4.3	252	22.6	284	25.4	226	20.3	148	13.3	99	8.9	42	3.8	1,116	100.0

Notes: No exact relationship exists between Reading Recovery levels and age-based reading levels; the alignment of levels is approximate. Solid line in centre of Table denotes 'normal' reading age contour. Dashed lines denote main data clusters.

Appendix Table 4: The ages and reading levels at discharge of 1,116 (discharged) students who completed the RT:Lit programme, having received assistance in reading literacy

Reading Recovery levels ¹	Age-based reading levels	Age missing		5 years		6 years		7 years		8 years		9 years		10 years		11 years		12 years+		TOTAL	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
-	Below 5 years	-	-	1	0.1	5	0.4	4	0.4	1	0.1	2	0.2	-	-	-	-	-	-	13	1.2
8 and less	5 – 5.5 years	-	-	6	0.5	10	0.9	18	1.6	19	1.7	4	0.4	3	0.3	-	-	-	-	60	5.4
9 to 14	5.5 – 6 years	-	-	2	0.2	9	0.8	20	1.8	23	2.1	6	0.5	1	0.1	-	-	-	-	61	5.5
15 and 16	6 – 6.5 years	1	0.1	-	-	5	0.4	17	1.5	30	2.7	10	0.9	5	0.4	2	0.2	2	0.2	71	6.4
17 and 18	6.5 – 7 years	-	-	-	-	1	0.1	22	2.0	52	4.7	10	0.9	7	0.6	1	0.1	-	-	94	8.4
19 and 20	7 – 7.5 years	-	-	-	-	-	-	11	1.0	46	4.1	34	3.0	18	1.6	6	0.5	1	0.1	116	10.4
21 and 22	7.5 – 8 years	-	-	-	-	1	0.1	6	0.5	41	3.7	37	3.3	20	1.8	4	0.4	3	0.3	112	10.0
-	8 – 8.5 years	1	0.1	-	-	-	-	10	0.9	52	4.7	41	3.7	18	1.6	5	0.4	6	0.5	133	11.9
-	8.5 – 9 years	-	-	-	-	-	-	3	0.3	28	2.5	40	3.6	30	2.7	16	1.4	2	0.2	119	10.7
-	9 – 9.5 years	-	-	-	-	-	-	-	-	13	1.2	33	3.0	22	2.0	11	1.0	8	0.7	87	7.8
-	9.5 – 10 years	1	0.1	-	-	-	-	-	-	2	0.2	27	2.4	31	2.8	18	1.6	11	1.0	90	8.1
-	10 years +	-	-	-	-	-	-	1	0.1	2	0.2	10	0.9	43	3.9	51	4.6	36	3.2	143	12.8
Reading level missing		1	0.1	-	-	-	-	1	0.1	1	0.1	4	0.4	2	0.2	4	0.4	4	0.4	17	1.5
Total		4	0.4	9	0.8	31	2.8	113	10.1	310	27.8	258	23.1	200	17.9	118	10.6	73	6.5	1,116	100.0

Notes: No exact relationship exists between Reading Recovery levels and age-based reading levels; the alignment of levels is approximate. Solid line in centre of Table denotes 'normal' reading age contour. Dashed lines denote main data clusters.