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Executive Summary

This report presents information on students who, during 2005, 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 support students in years 1 to 8 who are experiencing literacy difficulties. This has, over the years, more commonly involved RT:Lits working directly with an individual student, although increasingly RT:Lits' are focussing on meeting these students' needs through providing support to their teachers. 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 more directly through individual or small-group tuition with the student. In 2005, 106 RT:Lits provided indirect in-class support to 1,660 students on their rolls, through formally supporting the classroom teacher providing them advice and modelling. In addition they worked directly with a slightly larger number of students (1,829), through providing regular tutoring either on an individual basis or as part of a small group.

For students who received *indirect in-class support*, the vast majority were assisted in reading literacy, the majority of whom were supported in reading literacy alone. Nearly a third of students were supported in written literacy, usually alongside reading and/or oral language assistance. Two out of every three students were boys. Over half of the students were New Zealand European/Pākehā, with nearly a third being Māori and fewer than one in ten being Pasifika. The majority of students were in their middle years of primary schooling, being between seven to ten years of age. While half of the students had completed their indirect support by the end of 2005 and nearly a quarter 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 did Pasifika students when compared with New Zealand European/Pākehā or Māori students. This may suggest that boys and Pasifika students are staying on the RT:Lit roll for a longer period of time.

The majority of students *directly supported* were provided with one-on-one tuition. Approximately a quarter received tuition within a small group (of students similarly requiring support), 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 actual percentage of boys directly supported is 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 these 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, who were in turn much more likely than those tutored individually, to have received support in only one area of literacy. This may be because, for example, small-

group work lends itself more to there being just one focus, while other areas of literacy can more easily be introduced and addressed while working with a student on an individual basis. However, other outcomes point to the level of literacy need also being taken into account, for example, compared with students supported in small groups, those individually assisted were more likely to have received an incomplete programme from the RT:Lit, particularly as a result of being referred on for specialist assistance.

By the end of 2005, 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 2006. 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 serviced by the RT:Lit, or for some other reason. 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 students supported as part of a small group and 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-and-a-half to eight years at exit.

Section 1: Introduction

Background

Literacy is taken to be “the ability to understand, respond to, and use those forms of written language that are required by society and valued by individuals and communities”¹. The teaching of literacy within the New Zealand education system is framed within the English curriculum² which identifies three strands of literacy – oral language (listening and speaking), written language (reading and writing) and visual language (viewing and presenting). While they are set out in the document as separate strands, it is acknowledged that in practice they are inextricably interwoven. Listening and speaking is critical for children to develop and understand language. Through visual language, meaning is gained from the use of symbols, images, signs and other visual forms.

New Zealand students perform relatively well in literacy internationally, however over the years it has been acknowledged that there are some students who do not fare as well from our education system³. In 1998, the New Zealand Government announced its national goal for literacy and mathematics:

By 2005, every child turning nine will be able to read, write, and do maths for success.

In response to this goal the Ministry of Education has developed its Literacy and Numeracy Strategy, the literacy component of the Strategy being guided by the Literacy Taskforce which in 1999 was tasked to provide advice on how the Government’s goal should be defined, how progress towards it should be measured and the ways in which literacy learning could best be supported (p3)⁴. The Ministry’s Literacy Strategy provides alignment for a range of policies, programmes and projects that focus on improving student achievement in literacy. The Resource Teacher of Literacy (RT:Lit) is one of the components of this Strategy. Also included in the range of support and development initiatives designed explicitly to assist schools to meet the literacy needs of their students are School Support Literacy Advisers, Literacy Development Officers, Reading Recovery and Speech Language Therapists. Components of other initiatives under the Strategy, such as Resource Teachers of Learning Behaviours (RTLBs) and Assessment to Learn Advisers, may also have a literacy focus. While the RT:Lit Service and other specific interventions are for students with needs identified as being beyond what the classroom teacher is able to provide, the major emphasis of the Strategy is on improving teachers’ first practice in the classroom. This focus has come in response to the evidence from the research literature which identifies quality classroom teaching as having the greatest influence on successful outcomes for students⁵ and that through experiencing high-quality teaching most students will become successful readers and writers.

¹ Refer p 19, Ministry of Education. (2003) *Effective Literacy Practice in Years 1 to 4*. Wellington: Learning Media Ltd.

² Ministry of Education. (1994). *English in the New Zealand Curriculum*. Wellington: Learning Media Ltd.

³ Caygill, R. & Chamberlain, M. (2004) *Progress in International Reading Literacy Study (PIRLS) New Zealand’s Year 5 Student Achievement 2001*. Ministry of Education, Wellington.

Sturrock, F. & May, S. (2002) *PISA 2000: The New Zealand Context. The reading, mathematical and scientific literacy of 15-year-olds. Results from the Programme for International Student Assessment*. Ministry of Education, Wellington.

⁴ *Report of the Literacy Taskforce*. (1999) A report prepared for the Minister of Education, Wellington.

⁵ Hattie, John (1999). *Influences on Student Learning*. Inaugural Professorial Address presented at The University of Auckland, 2 Aug..

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 with a focus on 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 or direct tuition to a small group of students.

Nationwide there are 109 RT:Lits, each RT:Lit being based at their employing school but working with a cluster of schools. In 2005 cluster size varied, with some RT:Lits working in as many as 28 schools, with an average (mean) of 11.4 schools. This variation is to some degree influenced by locality with smaller clusters generally occurring in main urban areas where there is a greater density of population (mean of 10.8 schools), and larger clusters in the more rural locations (mean of 16 schools)⁶. However, the number of students supported on the RT:Lit roll is smaller in the rural locations, where distances travelled can be greater⁷. With 86 employing schools, there were a number that employed more than one RT:Lit - 16 employed two RT:Lits and three employed three. Having more than one RT:Lit at an employing school enables different opportunities for working together in providing literacy support.

To ensure the provision of the service to all the cluster schools, each employing school has a management committee that develops policies and administers the RT:Lit service for the cluster. This includes developing enrolment, referral and withdrawal policies and processes in consultation with the cluster schools. While these are to reflect the policy direction of the Ministry of Education's Literacy Strategy and guidelines it does allow decisions to be made at the local level to respond to local need and context. Over the years this has led to a range of different enrolment practices and what it means to be on the roll of an RT:Lit. To obtain a more coherent sense across the service of what it means to be on the roll of an RT:Lit, a framework was developed by the Ministry of Education to guide the enrolment process.⁸ In 2005, this also formed a framework for monitoring the service.

Since the inception of the RT:Lit service, RT:Lits have provided annual reports to the Ministry of Education⁹. Previous reports have collected information on the nature of the RT:Lits' work, along with information on the students supported. 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. The report that follows includes information from RT:Lits in 106 of the 109 positions, reports not being available for three of the positions - two as a result of incumbents being on extended leave and one as a result of being unable to access any documentation. 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 when comparing the number of students.

⁶ The mean for secondary urban was 12.3 schools and for minor urban 11.8.

⁷ The mean numbers of students (on the roll) directly assisted were: main urban 18.4, secondary urban 18.0, minor urban 14.5 and rural 12.6; while the mean numbers of students (on the roll) indirectly assisted through providing support to the classroom teacher were: main urban 16.4, secondary urban 15.2, minor urban 16.3 and rural 6.4.

⁸ Refer Appendix 1.

⁹ These have been provided and reported upon annually since 2001, with reports on their precursors, Resource Teachers of Reading, being available prior to 2001.

The following report provides an analysis of the information collected through the RT:Lit's annual report, there being three parts. Part A identifies the schools the RT:Lit worked in, and details students on their roll during 2005 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 by way of advice and modelling to the classroom teacher.

Methodology

The RT:Lit reports were completed at the end of 2005 and returned to the Ministry of Education. As stated above, the report consisted of three parts:

- **Part A: 2005 Report: Overview** covered the types of schools RT:Lits worked in, details on the students schools formally referred to the Management Committee during 2005 in anticipation that they would appear on the RT:Lit roll, students who were on the roll at the end of 2004 who had received an incomplete programme (with the expectation that they would continue in 2005) and students who were on a priority waiting list at the end of 2004 (with the expectation that they would come onto the roll in 2005).
- **Part B: 2005 Report: Individual or Small Group Tuition** was to be 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: 2005 Report: Indirect In-class Support for Students** provided for reporting on the students on the RT:Lit roll who the RT:Lit provided indirect in-class support to, through formally supporting the teacher by providing modelling, advice and guidance. Information includes age, gender, ethnicity, the area of literacy the RT:Lit was providing support for, reading, writing and oral language levels on entry to and exit from the programme¹⁰ and the student's programme status at the end of year.

A number of changes were made from the previous year's (2004) annual report. Part A posed a changed framework for representing the students enrolled in the programme and attempted to get some detail on students schools referred to the Management Committee, including students who the Management Committee recommended for the RT:Lit's roll and students not recommended. It was hoped that this would provide some information on students who schools were referring to the RT:Lit service but who were not getting onto the RT:Lit roll. However, concerns about the quality of the information from Part A has meant that the information is not able to be included in this report.

In 2004, Part B allowed for reporting on students receiving individual tuition on a regular basis and Part C on students receiving regular tuition in small groups. In 2005 these two forms of support were combined as there were occasions when the student was variously receiving one or the other during their period on the

¹⁰ While this information is useful on an individual basis, results have not been provided in this report. RT:Lits had used a variety of tools for measuring literacy according to the individual needs of the student, and this has made analysis across the group difficult.

RT:Lit roll. Information on students who were on the RT:Lit's roll and receiving indirect in-class support was not collected in 2004.

The changes to the forms will pose some challenges in terms of comparisons with previous years and the reader is alerted to this issue should they choose to look at changes over the years. Some key comparisons are made in this report. In doing this, students in 2005 who received individual tuition whether or not they received small-group tuition are the basis of the comparison (unit of analysis) with the 2004 data.¹¹

While reports were received from 106 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.

¹¹ This approach was taken based on the expectation that in 2004, where students received both forms of support, the RT:Lits were likely to have recorded these students' details on the form for students receiving individual tuition.

Section 2: Indirect In-class Support for Students

While it is important that RT:Lits provide appropriate support for students, to reflect the change in practice emphasised by the Literacy Strategy of improving teachers' first practice in the classroom, information on students indirectly supported 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 is derived from the Part C form which focuses on students on the RT:Lit roll who the RT:Lit provided indirect in-class support to, through formally supporting the teacher with providing advice and guidance.¹²

Information on this group of students was not collected in 2004, so comparisons are not able to be made. While it is acknowledged that all students, and not just the student who is the focus of the support that is given to the classroom teacher, are likely to benefit from this support data is collected only on the students who are 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 2005, there were 1,660 students on the RT:Lit roll who were provided with 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 87%), most of whom were supported in reading literacy alone (65% of the total). While over a quarter (29%) were receiving support for written literacy, for most students this was in conjunction with support for other areas of literacy, in particular reading literacy.

¹² While assessment information was provided at entry, at the end of each term, and at exit, the variability in assessment tools used has meant that a coherent analysis of the data has not been possible. Data collections in future will need to address this.

Table 1: Nature of literacy support RT:Lits provided

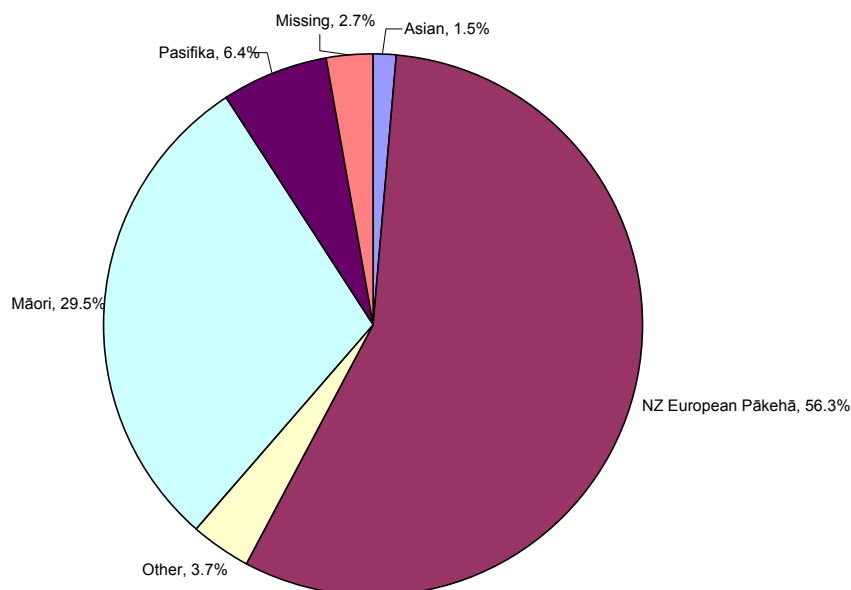
Literacy support	N	%
Reading literacy <i>only</i>	1,076	64.8
Written literacy <i>only</i>	134	8.1
Oral language <i>only</i>	32	1.9
Both reading and written literacy	333	20.1
Both reading literacy and oral language	8	0.5
Both written literacy and oral language	0	-
Reading and written literacy and oral language	20	1.2
Missing data	57	3.4
Total	1,660	100.0

Characteristics of students

This section examines the characteristics (ethnicity, gender, and chronological age) of the students who were on the RT:Lit roll to receive indirect in-class support.

Ethnicity

Figure 1 shows 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 (30%). Smaller proportions of students were Pasifika (6%), Asian (2%) and 'other' ethnicities (4%).

Figure 1: Ethnicity of students

Gender

For every three students receiving indirect in-class support, two were boys and one a girl (67% and 31% respectively). In terms of the nature or combination of the support received, overall there was little difference between boys and girls (refer Table 2). However, girls were slightly more likely than boys to receive reading literacy support only and boys slightly more likely than girls to receive literacy support for both reading and writing (refer Table 3).

Table 2: Nature of indirect in-class literacy support for boys and girls¹

Literacy support	Boys		Girls		Total ²	
	N	%	N	%	N	%
Reading literacy	959	86.2	454	87.3	1,437	86.6
Written literacy	337	30.3	143	27.5	487	29.3
Oral language	42	3.8	17	3.3	60	3.6
Missing data	40	3.6	16	3.1	57	3.4
Total	1,112		520		1,660	

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 28 students (1.7%), most of whom received support in reading literacy (24 students) either on its own (19) or alongside written literacy and/or oral language support (5). These students are included in the total.

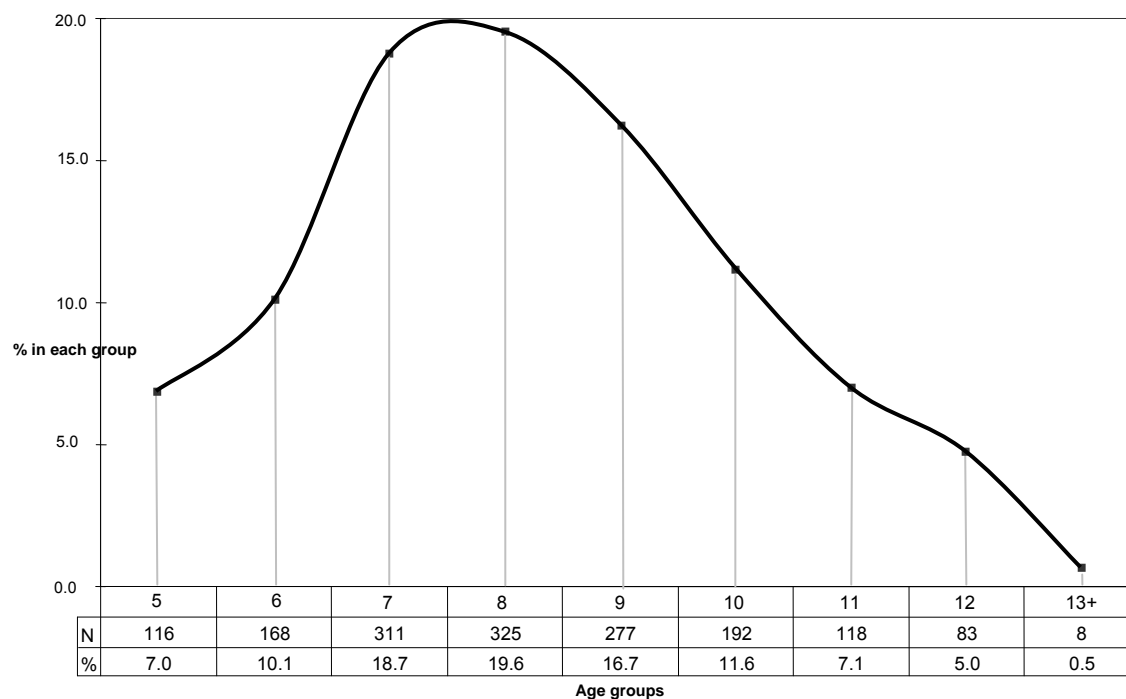
Table 3: Combinations of indirect in-class literacy support for boys and girls

Combinations of literacy support	Boys		Girls		Total ¹	
	N	%	N	%	N	%
Reading literacy <i>only</i>	707	63.6	350	67.3	1,076	64.8
Written literacy <i>only</i>	90	8.1	41	7.9	134	8.1
Oral language <i>only</i>	23	2.1	9	1.7	32	1.9
Both reading and written literacy	233	21.0	96	18.5	333	20.1
Both reading and oral language	5	0.4	2	0.4	8	0.5
Both written literacy and oral language	0	-	0	-	0	-
Reading and written literacy and oral language	14	1.3	6	1.2	20	1.2
Missing data	40	3.6	16	3.1	57	3.4
Total	1,112	100.0	520	100.0	1,660	100.0

Notes: ¹ Gender is missing for 28 students (1.7%), most of whom received support in reading literacy (24 students) either on its own (19) or alongside written literacy and/or oral language support. These students are included in the total.

Chronological Age at Admission to the Programme

As depicted in Figure 2 below, the majority of students were in the seven to ten year age bands when they commenced indirect in-class support, with girls being on average slightly younger than boys (mean of 8.0 years 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-four percent of boys were of this age grouping.

Figure 2: Chronological ages of students at admission

Note: Age was not provided for 62 students and not included in the figure, but included in calculating the percentages.

Table 4: Chronological ages of boys and girls at admission

Age at admission	Boys		Girls		Total ¹	
	N	%	N	%	N	%
5 and less than 6 years	67	6.0	49	9.4	116	7.0
6 and less than 7 years	108	9.7	58	11.2	168	10.1
7 and less than 8 years	201	18.1	109	21.0	311	18.7
8 and less than 9 years	227	20.4	94	18.1	325	19.6
9 and less than 10 years	200	18.0	71	13.7	277	16.7
10 and less than 11 years	127	11.4	59	11.3	192	11.6
11 and less than 12 years	82	7.4	34	6.5	118	7.1
12 and less than 13 years	57	5.1	26	5.0	83	5.0
13 years and over	8	0.7	0	0.0	8	0.5
Missing data	35	3.1	20	3.8	62	3.7
Total	1,112	100.0	520	100.0	1,660	100.0

Notes: ¹ Gender is missing for 28 students (1.7%), 7 of whom were also missing information on their age. These students are included in the total.

Students' Status on the RT:Lit Programme at the end of 2005

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 2005. These categories are listed below (refer Table 5). RT:Lits had completed their support to teachers for half of these students (53%). Twenty-three percent of the students would continue to receive indirect support in 2006, and seven percent had left with an incomplete programme. A small proportion (6%) were transferred from indirect support to receiving direct tuition by the RT:Lit.¹³ The majority of students that had some 'other' status at the end of the year were transferred onto another programme at the school or referred to a Resource Teacher of Learning Behaviours (RTLb). A concern is the large number of students for whom this information is missing.

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

Status	N	%
Indirect support completed	876	52.8
Left with incomplete programme	116	7.0
Transferred to direct support	94	5.7
Still receiving indirect support	377	22.7
Other	13	0.8
Missing data	184	11.1
Total	1,660	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.

Table 6: Gender and students' status on the RT:Lit programme

Status	Boys		Girls		Total ¹	
	N	%	N	%	N	%
Indirect support completed	572	51.4	290	55.8	876	52.8
Left with incomplete programme	73	6.6	40	7.7	116	7.0
Transferred to direct support	65	5.8	25	4.8	94	5.7
Still receiving indirect support	272	24.5	102	19.6	377	22.7
Other	8	0.7	4	0.8	13	0.8
Missing data	122	11.0	59	11.3	184	11.1
Total	1,112	100.0	520	100.0	1,660	100.0

Notes: ¹ Gender is missing for 28 students (1.7%), 14 of whom had completed their indirect support. These students are included in the total.

¹³ RT:Lits were also asked to complete a Part B form for these 94 students.

Overall, the pattern of the status between boys and girls was similar. However, girls (56%) were slightly more likely to have completed their indirect in-class support than boys (51%), and boys (25%) were more likely than girls (20%) to require continuing support the following year (2006). Although information is not available to indicate when in the school year boys are enrolled to receive support vis-à-vis girls, this result may suggest that boys are staying on the RT:Lit roll for a longer period of time.

Students' Age of Admission and Programme Status

As shown in Table 7 below, at each age level (according to age at admission to the RT:Lit roll) approximately half or more completed their indirect support. It should be noted that caution must be taken when interpreting the results for 13 year-olds as there are only eight students. In addition, as the age of the student increases there is an increasing trend in the proportion of missing data concerning the student's status at the end of the year – information was lacking for a quarter of 12 year-old students.

A number of trends are evident. From age six, there is an increasing trend of indirect support being more likely to be completed. Five year-olds also had a high rate of completion - similar to the older students. The proportion of students that would require continuing support increases to age eight and then falls away, while the proportion of students who had left with an incomplete programme of support decreases with age.

Table 7: Students' status on the RT:Lit programme according to their age

Age at admission	Status at the end of 2005										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	70	60.3	20	17.2	0	-	23	19.8	0	0.0	3	116	100.0
6 years	80	47.6	25	14.9	9	5.4	40	23.8	2	1.2	12	168	100.0
7 years	153	49.2	25	8.0	21	6.8	81	26.0	7	2.3	24	311	100.0
8 years	157	48.3	18	5.5	26	8.0	92	28.3	1	0.3	31	325	100.0
9 years	143	51.6	15	5.4	19	6.9	57	20.6	2	0.7	41	277	100.0
10 years	107	55.7	5	2.6	11	5.7	42	21.9	1	0.5	26	192	100.0
11 years	76	64.4	2	1.7	4	3.4	13	11.0	0	0.0	23	118	100.0
12 years	53	63.9	2	2.4	3	3.6	4	4.8	0	0.0	21	83	100.0
13 + yrs	7	87.5	0	-	0	-	0	-	0	-	1	8	100.0
Missing	30	48.4	4	6.5	1	1.6	25	40.3	0	-	2	62	100.0

Ethnicity and Programme Status

Table 8 shows the ethnicity of students and their status 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 students (57%) were more likely than New Zealand European/Pākehā (52%) and Pasifika (48%) students to have completed their programme of support. Pasifika students were more likely than other students to have left without a complete programme, to be transferred to receiving direct support by the RT:Lit, or to be still receiving indirect support from the RT:Lit. Māori students were conversely less likely than other students to have been transferred to receive direct support from the RT:Lit, and while less likely than Pasifika students to have left with an incomplete programme, they were more likely to do so than New Zealand European/Pākehā students.

It should be noted that the detail of the student's status was missing for more than one in eight New Zealand European/Pākehā students, and more commonly missing than for any other group. Thus care is required when making comparisons between the groups.

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

Status	NZ European		NZ Māori		Pasifika		Asian		Other		Total ¹	
	N	%	N	%	N	%	N	%	N	%	N	%
Indirect support completed	485	51.9	280	57.3	51	48.1	14	56.0	32	51.6	876	52.8
Left with incomplete programme	48	5.1	43	8.8	16	15.1	0	0.0	6	9.7	116	7.0
Transferred to direct support	51	5.5	23	4.7	8	7.5	1	4.0	8	12.9	94	5.7
Still receiving indirect support	214	22.9	104	21.3	29	27.4	7	28.0	15	24.2	377	22.7
Other	5	0.5	5	1.0	1	0.9	1	4.0	1	1.6	29	1.7
Missing data	131	14.0	34	7.0	1	0.9	2	8.0	0	0.0	168	10.1
Total	934	100.0	489	100.0	106	100.0	25	100.0	62	100.0	1,660	100.0

Notes: ¹ Ethnicity is missing for 44 students (2.7%), 14 of whom had completed their indirect support and 16 of whom had some 'other' status in relation to the programme. These students are included in the total.

Section 3: Direct RT:Lit Support for Students

Information for this section of the report is derived from the Part B form of the RT:Lit Annual Report which focuses on students the RT:Lit has provided regular tutoring for, either on an individual basis or as part of a small group. While the nature of the questions was very similar to the Part B form for 2004, there were some differences between the years in the nature of the data collection. In 2004, these questions were asked only for students who received individual tuition from the RT:Lit, whereas in 2005 they were asked for students who were also tutored as part of a small group. In addition, the 2005 data collection did not include students who had completed their direct tutoring in 2004 and in 2005 were on a monitoring programme only. The rationale for this is that students at this stage would be monitored by the classroom teacher, although RT:Lits may be providing some support to the classroom teacher.

This section begins by describing the various types of support provided by RT:Lits. It follows with the students' personal 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 2005, 1,829 students were reported to have received regular RT:Lit tuition, either one-on-one (1,256 or 69%), as part of a small group (421, 23%) or a combination of the two as a result of the arrangement changing through the year (113, 6%). 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	904	49.4
• Individual tuition followed by a monitoring programme provided by classroom teacher and supported by RT:Lit	352	19.2
Students who received regular small-group tuition provided by RT:Lits:		
• Small-group tuition <i>only</i> ¹	363	19.8
• Small-group tuition followed by a monitoring programme provided by classroom teacher and supported by RT:Lit	58	3.2
Students who received both individual and small group tuition provided by RT:Lits:		
• Individual and small-group tuition <i>only</i> ¹	78	4.3
• Individual and small-group tuition followed by a monitoring programme provided by classroom teacher and supported by RT:Lit	35	1.9
Missing Data	39	2.1
Total	1,829	100.0

Notes: ¹ For these students, a monitoring programme to be provided by the classroom teacher may have been planned to follow in 2006 at the end of specialised teaching by the RT:Lit.

While it appears that the number of students receiving direct tuition by an RT:Lit has decreased since 2004, when RT:Lits assisted 1,418 students individually and 878 as part of a small group, caution is required in quantifying and interpreting the change from 2004. Even though there may have been some double counting in 2004 (as a result of students being supported through both of these means), and two more RT:Lits reported on their work in 2004 than in 2005, it does appear that there are fewer students being supported this way¹⁴. However, this downward trend would be consistent with the increased focus being given through the Ministry of Education's Literacy Strategy on RT:Lits improving teachers' first practice in the classroom.

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, that is, in reading, writing or oral language (refer Table 10). Consistent with previous years, the large majority of students were assisted in reading literacy (92%) and a majority assisted in written literacy (65%). One in eight (13%) were supported through tuition for oral language.

Table 10: Nature of literacy assistance students received

	N	% ¹
Received reading literacy tuition with or without other forms of literacy tuition	1,681	91.9
Received written literacy tuition with or without other forms of literacy tuition	1,186	64.8
Received oral language tuition with or without other forms of literacy assistance	232	12.7
Total	1,829	

Notes: ¹ Percentages are based on the total number of students assisted by RT:Lits (n=1,829). As students could receive more than one form of assistance, percentages add up to more than 100%. Eight (2.1%) of the student records did not include this information.¹

¹⁴ In 2004, approximately 2,296 students were assisted by 108 RT:Lits - an average (mean) of 21.3 students. In 2005, 1,829 students were assisted by 106 RT:Lits - an average (mean) of 17.3 students.

As noted in 2004, 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 are 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.¹⁵

Table 11 and Figure 3 display the different combinations of literacy assistance students received in 2005. Nearly half (46%) of all students received a combination of reading and written literacy assistance, while third (34%) were supported in reading only. Approximately one in ten students (11%) were supported in all three areas of literacy. As in 2004, differences were evident between students who received individual tutoring and those who received small-group tuition. Students who received individual tutoring only were more likely to have been supported for multiple needs, with over half (56%) having received tuition for both reading and written literacy (compared with 20% of students tutored in small groups). Similarly, having addressed needs in all three areas of literacy was seven times as more likely to have been addressed for the individually tutored students than for students tutored in small groups (14% compared with 2%). It is possible that RT:Lits were responding to a student's complexity of needs when considering the nature of the support given. Alternatively it may be the result of the different opportunities that can be provided through the different forms of support, for example it being more difficult within a group context to introduce additional literacy support targeted for a particular individual.

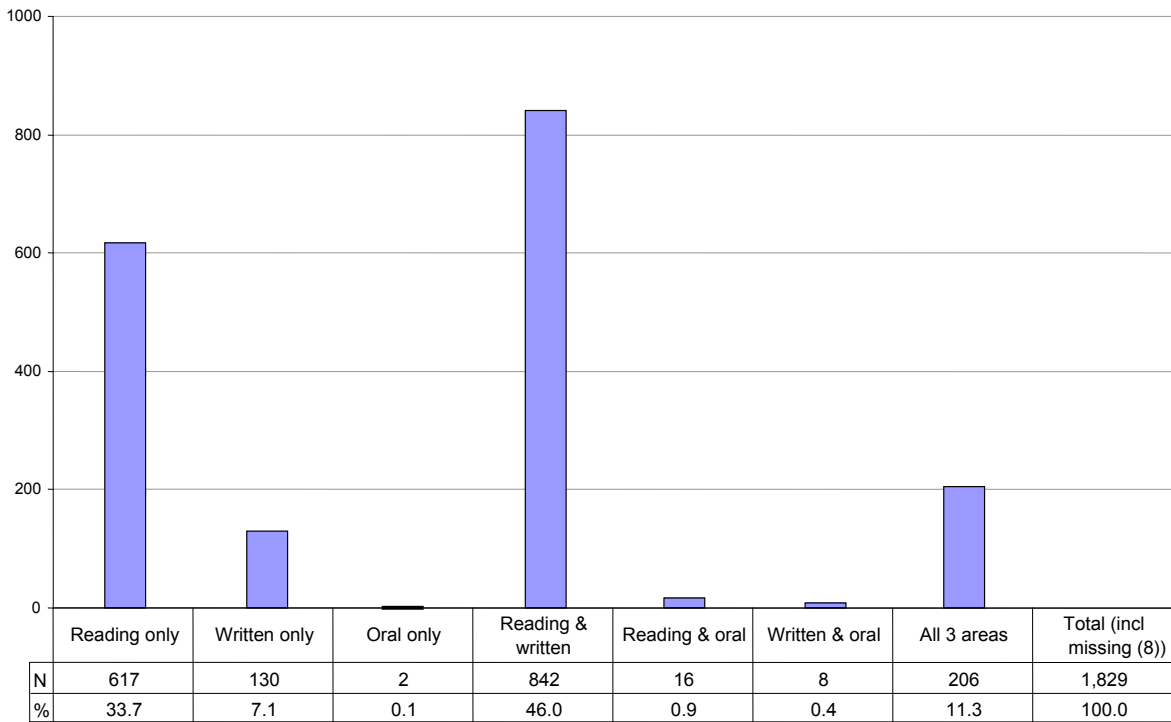
Table 11: The combinations of literacy assistance and type of support

Combination of literacy assistance	Type of support					
	Students receiving individual tutoring only		Students receiving small-group tutoring only		Total ¹	
	N	%	N	%	N	%
Reading literacy <i>only</i>	340	27.1	223	53.0	617	33.7
Written literacy <i>only</i>	23	1.8	99	23.5	130	7.1
Oral language <i>only</i>	0	-	2	0.5	2	0.1
Both reading and written literacy	702	55.9	82	19.5	842	46.0
Both reading literacy and oral language	9	0.7	1	0.3	16	0.9
Both written literacy and oral language	3	0.2	4	1.0	8	0.4
Reading and written literacy and oral language	176	14.0	8	1.9	206	11.3
Missing data	3	0.2	2	0.5	8	0.4
Total	1,256	100.0	421	100.0	1,829	100.0

Notes: ¹ Although students receiving both individual and small-group tuition (N=113) are not included separately in this table they are included in the total. In addition, information on whether tutoring was given individually or as part of a small group was not provided for 39 students. These students are also included in the total.

¹⁵ In 2005, RT:Lits were asked to provide details of the assessment tools used for written literacy and oral language.

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 additional specialist support regarding the student or their classroom programme (refer Table 12). More commonly (for 24% of students) this included the Resource Teachers of Learning Behaviours (RTLBs). Reading Recovery teachers were also included in a small number of cases (16%).

For nearly one in four of their students, RT:Lits liaised with other ‘specialists’, the largest groups being special education needs co-ordinators or teachers (for 17% of students) and (school) literacy leaders or literacy support teachers (4%). Others RT:Lits 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 programme¹

	N	%
RTLBs	430	23.5
Literacy Advisers	58	3.2
Speech-Language Therapists	78	4.3
ESOL specialists	37	2.0
Reading Recovery teachers	297	16.2
Other – total	440	24.1
– <i>special education needs co-coordinator/teacher</i> ²	304	16.6
– <i>(school) literacy leader/literacy support teacher</i> ²	74	4.0
Total	1,829	

Notes: ¹ Percentages are based on the total number of students (1,829). 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.

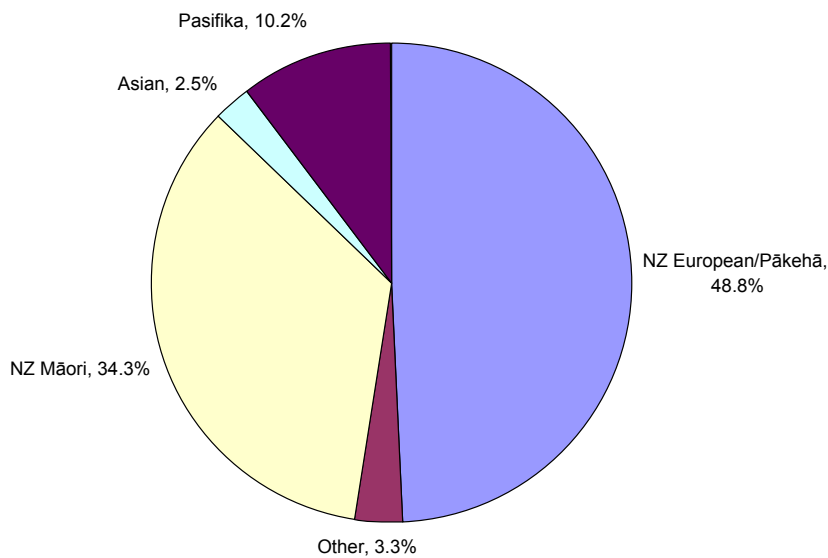
Students' Presenting Factors And Attributes

This section looks firstly at the personal characteristics of the students (ethnicity, gender, and chronological age), and follows with the educational (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 or Attributes

Ethnicity

Figure 4 below displays the relative proportions of students identified within each ethnic grouping. Half (49%) of the students who received direct tuition were New Zealand European/Pākehā and one in three, or thirty-four percent, were New Zealand Māori. Smaller proportions of students were Pasifika (10%), Asian (2%) or of 'other' ethnicities (3%). These percentages are very similar to those in 2004. Readers should be aware that, while nearly one-half of the Pasifika students in RT:Lit programmes in 2005 were Samoan, Pasifika students (like Asian students) come from diverse ethnic backgrounds.

Figure 4: Ethnicity of students

Note: Ethnicity data for 18 (1%) students was not provided, and not included in the figure above.

Gender

As in previous years, for every girl tutored by an RT:Lit there were three boys - of the 1,829 students receiving individual or small-group tuition, 73% were boys and 27% were girls¹⁶. This result is consistent with previous years' experiences and, although the percentage of boys was lower, with students receiving indirect support and with the findings for Reading Recovery^{17, 18} where in each instance two thirds of those receiving support are boys.

In relation to the nature of the literacy support, there was very little difference between boys and girls (refer Table 13), although boys (12%) were more inclined than girls (9%) to be receiving support for all three areas of literacy. While the girls and boys received support for written literacy (with or without support in other areas of literacy) in the same proportions (65%), girls (9%) were more likely than boys (6%) to be receiving written literacy support on its own.

¹⁶ Three student records contained no gender information.

¹⁷ 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.

¹⁸ Ng, L (2006) *Annual Monitoring of Reading Recovery: the data for 2005*. 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>	451	33.9	166	33.5	617	33.7
Written literacy <i>only</i>	85	6.4	44	8.9	130	7.1
Oral language <i>only</i>	2	0.2	0	-	2	0.1
Both reading and written literacy	611	45.9	230	46.4	842	46.0
Both reading and oral language	10	0.8	6	1.2	16	0.9
Both written literacy and oral language	5	0.4	3	0.6	8	0.4
Reading and written literacy and oral language	160	12.0	46	9.3	206	11.3
Missing data	6	0.5	1	0.2	8	0.4
Total	1,330	100.0	496	100.0	1,829	100.0

Notes: ¹ Gender was not specified for 3 students. While not included separately in the table they are included in the total.

With regard to how boys and girls were supported, boys (70%) were slightly more likely than girls (66%) to have been tutored individually only, or at times with a small group of students (7% and 5% respectively received both forms of tuition). Thus boys (22%) were less likely to have been supported as part of a small group only (girls 26%, refer 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 for boys and girls

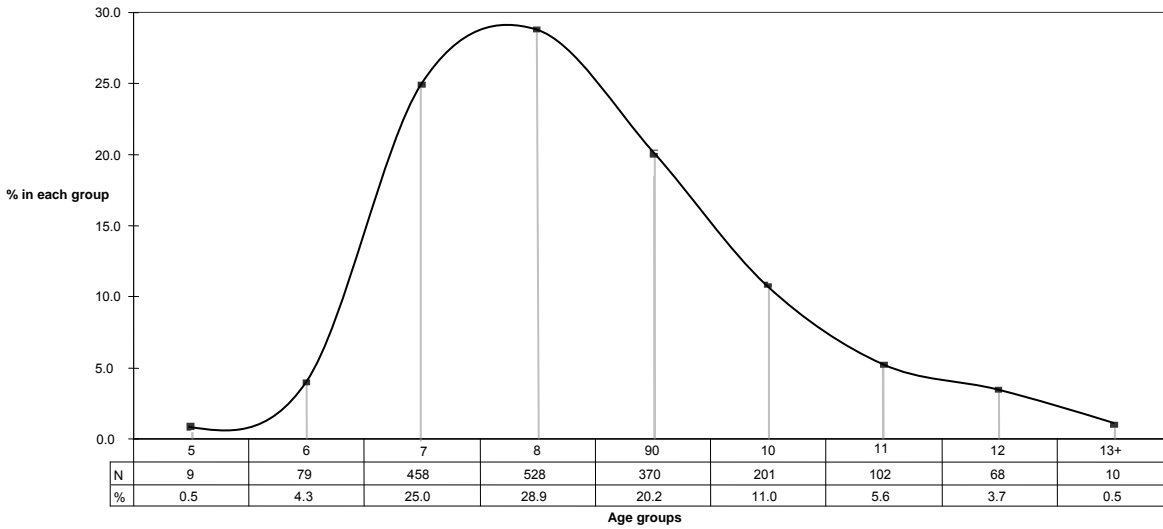
Type of support	Boys		Girls		Total ¹	
	N	%	N	%	N	%
Students receiving individual tutoring only	927	69.7	329	66.3	1,256	68.7
Students receiving small-group tutoring only	291	21.9	129	26.0	421	23.0
Students receiving both forms of tuition	87	6.5	26	5.2	113	6.2
Missing	25	1.9	12	2.4	39	2.1
Total	1,330	100.0	496	100.0	1,829	100.0

Notes: ¹ Gender was not specified for 3 students. While not included separately in the table they are included in the total.

Chronological age at admission to the programme

The chronological ages of students who received direct tuition from an RT:Lit ranged from 5 years to 13 years (refer Figure 5 below), with the majority of students being in the seven to ten year age bands, again similar to 2004. Although there was very little difference between the age distribution for boys and that for girls (refer Table 15), boys as a group are slightly younger than girls, this difference appearing from the age of eight – 50 percent of boys were in the eight to under 10 year age groups compared with 46 percent of girls; 19% of boys were in the 10 and over age groups compared with 23 percent for girls.

Figure 5: Chronological ages of students¹



Notes: ¹ Four students had missing age information.

Table 15: Chronological ages of boys and girls at admission

Chronological age at admission	Boys		Girls		Total ¹	
	N	%	N	%	N	%
5 and less than 6 years	9	0.7	0	-	9	0.5
6 and less than 7 years	57	4.3	22	4.4	79	4.3
7 and less than 8 years	334	25.1	124	25.0	458	25.0
8 and less than 9 years	391	29.4	137	27.6	528	28.9
9 and less than 10 years	276	20.8	92	18.5	370	20.2
10 and less than 11 years	136	10.2	65	13.1	201	11.0
11 and less than 12 years	73	5.5	29	5.8	102	5.6
12 and less than 13 years	47	3.5	21	4.2	68	3.7
13 years and over	5	0.4	5	1.0	10	0.5
Total	1,330	100.0	496	100.0	1,829	100.0

Notes: ¹ Information on chronological age at admission was not provided for 4 students, and gender was missing for 3 students. While not included separately in the table, they are included in the total.

Educational Factors

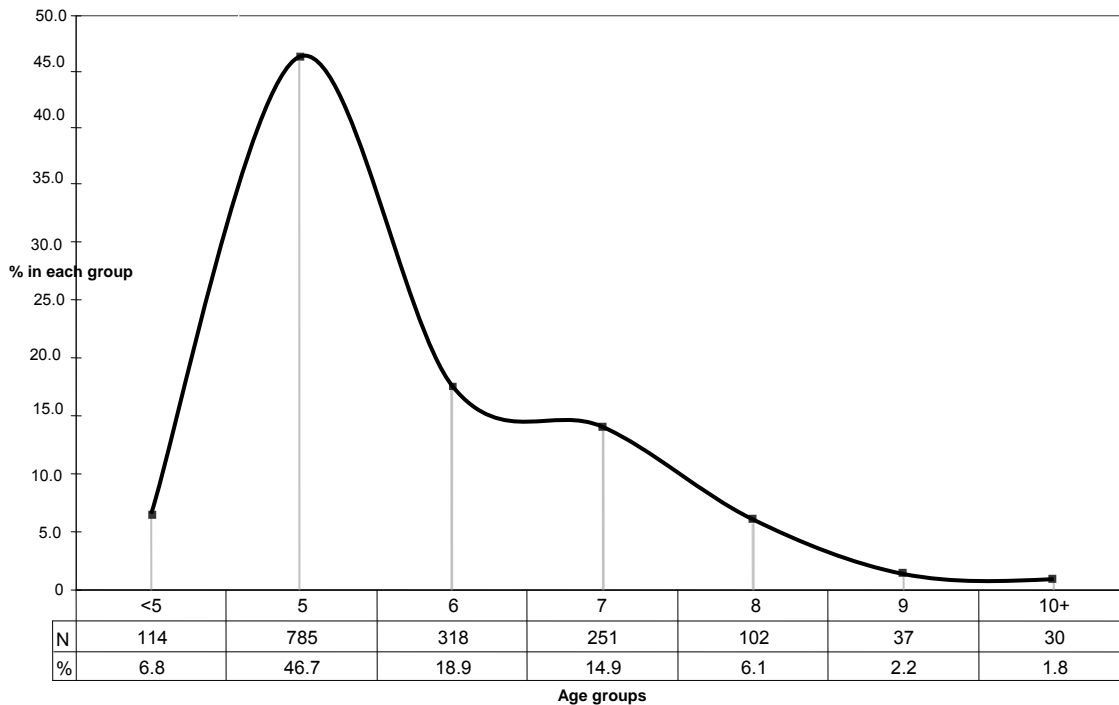
Reading age at admission to the programme

Reading age¹⁹ at admission to the RT:Lit programme was requested only of those students who were supported in reading literacy (N=1,681). As illustrated in Figure 6, and as would be expected, the distribution of the students' reading ages at admission vis-à-vis chronological age (refer Figure 5) is more skewed to the

¹⁹ Reading age is defined as the age-based reading level obtained using tools such as the Observation Survey or STAR at 90%-95% accuracy and 75% comprehension on unseen text.

lower age levels. The majority of students' (66%) reading ages at admission to the RT:Lit programme clustered around the five to seven year reading age groups, as was the case in previous years.

Figure 6: Reading age at admission to 2005 RT:Lit programme



Note: ¹ Forty-four students had missing reading age, and are not included in this figure.

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 will 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>	544	29.7
Other special literacy programme <i>only</i>	227	12.4
Reading Recovery and other special literacy programme	99	5.4
No Reading Recovery or other special literacy programme	499	27.3
Previous background unknown	276	15.1
Missing	184	10.1
Total	1,829	100.0

Nearly half (48%) of the students had previously been in a special literacy programme. The majority of these students had been in Reading Recovery²⁰ (35% of all students). Over a quarter of students (27%) had not been in a prior special literacy programme. However, the proportion of students whose literacy programme background was not known or not stated is particularly high, at 25%.²¹ Allowing for the differences in the way the data was collected in 2004, the results in 2005 were consistent with those in 2004.²²

The students' outcomes from these prior programmes were investigated. Table 17 below looks at the 870 students who had received prior assistance before entering the RT:Lit programme. Note that 99 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 special literacy programme	
	N	%	N	%
Was referred on from programme	317	49.3	118	36.2
Completed successfully (e.g., for Reading Recovery 'discontinued')	184	28.6	37	11.3
Did not receive a complete programme	30	4.7	21	6.4
Outcome unknown	60	9.3	94	28.8
Data missing	52	8.1	56	17.2
Students who had received previous literacy assistance	643	100.0	326	100.0

Of the students who had previously participated in Reading Recovery half had not completed that programme and had instead been referred on for specialist assistance or long term reading support. However, over a quarter had successfully completed the Reading Recovery programme²³. While this is much lower than the proportion of students in Reading Recovery successfully completing the programme (estimated at 83%)²⁴ it does raise the question of what happens to these 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 years or more had lapsed since they had been in Reading Recovery, but for a quarter the time lapse had been shorter.

For 'other special literacy programmes', there was a similar pattern of there being a smaller percentage of students successfully completing than being referred on from the programme,²⁵ however the very large

²⁰ Ninety-nine of these (643) students had received both Reading Recovery and some other form of special literacy programme.

²¹ While this may appear higher than in 2004, when accounting for the differences in the way the data was collected there was little difference. In 2004, the information was not provided for 18% of students supported individually. This compares with 19% of the same group of students (those individually supported) in 2005.

²² To allow a comparison with the previous year, the 2005 data for this analysis includes only those students who had received individual tuition (some of whom were also tutored in small groups).

²³ This amounts to 10% of all students receiving tuition from an RT:Lit.

²⁴ Refer Ng L. *Annual Monitoring of Reading Recovery: The Data for 2005* Ministry of Education, 2006 (p16)

²⁵ Of the 99 students who had received both Reading Recovery and an 'other literacy programme', 16 students successfully completed both programmes and 11 students were referred on from both programmes.

proportion of ‘outcome unknown’ (29%) and data missing (17%) makes conclusions difficult. In addition it should be noted that the nature of the ‘other special literacy programmes’ identified are quite diverse. While a named programme²⁶ was most commonly (N=173) specified (e.g., Hei Awhiawhi Tamariki ki te Panui Pukapuka (HPP), Rainbow Reading), in many other instances (N=103) the area of need was simply specified (e.g., reading, oral language) sometimes in conjunction with how it was delivered (e.g., with the teacher aide, in a small group), or (N=93) only the ‘how it was delivered’ was specified (e.g., teacher aide, small group tuition, RTLB).²⁷ 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 analysis and the nature of the data differ from previous years’ reports, as would be expected the pattern of more students being referred on from earlier programmes than successfully completing those programmes persists.

Prior literacy assistance and ethnicity

As depicted in Table 18, some differences are evident for the main ethnicity groupings – New Zealand European/Pākehā, Māori, Pasifika and Asian. Because of the diversity of ethnicities for ‘other’ and the low numbers involved (N=60) these students are not included in the table or the discussion that follows. For similar reasons, while included in the table, Asian students (N=45) are not included in the discussion.

Pasifika (44%) students were more likely than New Zealand European/Pākehā (39%) and Māori (27%) students to have received support for their literacy needs in the way of Reading Recovery, prior to being tutored by an RT:Lit (some of whom had also been supported through other special literacy programmes). On the other hand, New Zealand European/Pākehā students (19%) were more likely than Pasifika (16%) and Māori (15%) students to have been supported in their literacy through some ‘other special literacy programme’.

A comparison of the equivalent group of students from 2005 (that is, students who had received individual tutoring) with the 2004 group of students shows some differences. In 2004 New Zealand European/Pākehā students (46%) were more likely than Pasifika (39%) or Māori (33%) students to have received Reading Recovery prior to their RT:Lit support. In 2005, New Zealand European/Pākehā students and Pasifika students were equally likely to have had the earlier literacy support (44% for each group), and more likely to do so than Māori students (32%). Thus there was a slight increase in the proportion of Pasifika students who had received the prior support and a very slight decrease in the proportion of New Zealand European/Pākehā students.

As noted above, there is a relatively large proportion of students (25%) for whom details on prior literacy assistance is not available. While the proportion of missing data is similar for New Zealand European/Pākehā (27%) and Māori (26%), it is lower for Pasifika (16%) students. Thus particular care is required in the interpretation of these results.

²⁶ Forty different programmes were named.

²⁷ The numbers here refer to the number of ‘programmes’ listed, and not the number of students. While only one programme was specified for most students (N=172), two ‘programmes’ were specified for 43 students and three for 8 students. For many students the detail was not provided (326 students were indicated as having received an ‘other special literacy programme’).

Table 18: Ethnicity and students' prior literacy support for the four main ethnicity groupings

Reading Recovery or other special literacy programme background	NZ European/Pākehā		NZ Māori		Pasifika		Asian		Total ¹	
	N	%	N	%	N	%	N	%	N	%
Reading Recovery only	293	32.8	149	23.8	68	36.4	11	24.4	544	29.7
Other special literacy programme only	121	13.5	71	11.3	15	8.0	9	20.0	227	12.4
Reading recovery AND other special literacy programme	53	5.9	23	3.7	15	8.0	6	13.3	99	5.4
Student has not been in literacy programmes	185	20.7	218	34.8	60	32.1	10	22.2	499	27.3
Literacy programme background not known	148	16.6	102	16.3	15	8.0	5	11.1	276	15.1
Missing data	93	10.4	63	10.1	14	7.5	4	8.9	184	10.1
Total	893	100.0	626	100.0	187	100.0	45	100.0	1,829	100.0

Notes: ¹ Information on ethnicity was not provided for 18 students. Sixty students were of 'other' ethnicities. While not included separately in the table, both sets of data are included in the total.

Table 19 focuses in on those students who had received Reading Recovery prior to admission to the RT:Lit programme, and the outcomes reported from Reading Recovery for the four main ethnicity groupings. Because the nature of 'other special 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 outcome data for students involved in the programmes), outcomes for these programmes are not analysed further (refer discussion above).

As reflected in Table 19, New Zealand European/Pākehā students (31%) were more likely than Māori (27%) or Pasifika (22%) students²⁸ to have successfully completed Reading Recovery, prior to their admission to the RT:Lit programme. Conversely, Pasifika students (61%) were more likely to be referred from the programme for specialist help or long-term reading support than were Māori (51%) or New Zealand European/Pākehā (45%) students. This result is consistent with previous years' experiences and the findings for Reading Recovery²⁹.

²⁸ Due to the small numbers involved, Asian students and students of 'other' ethnicities are not included in the discussion.

²⁹ Ng, L (2006) *Annual Monitoring of Reading Recovery: The data for 2005* Ministry of Education, 2006

Table 19: Ethnicity and outcomes from Reading Recovery prior to admission to the RT:Lit programme

Student's outcome from Reading Recovery	NZ European/ Pākehā		NZ Māori		Pasifika		Asian ¹		Total ²	
	N	%	N	%	N	%	N	%	N	%
Referred on from programme	157	45.4	87	50.6	51	61.4	8	47.1	317	49.3
Completed successfully	107	30.9	46	26.7	19	22.9	7	41.2	184	28.6
Did not complete programme	16	4.6	7	4.1	4	4.8	1	5.9	30	4.7
Outcome unknown	30	8.7	21	12.2	5	6.0	1	5.9	60	9.3
Missing data	36	10.4	11	6.4	4	4.8	0	-	52	8.1
Total	346	100.0	172	100.0	83	100.0	17	100.0	643	100.0

Notes: ¹ Caution must be taken when interpreting these results as the number of students in this group is very small.

² Information on ethnicity was not provided for seven students. Eighteen students were of 'other' ethnicities. While not included separately in the table, both sets of data are included in the total.

Social Factors

English Speakers of Other Languages (ESOL)

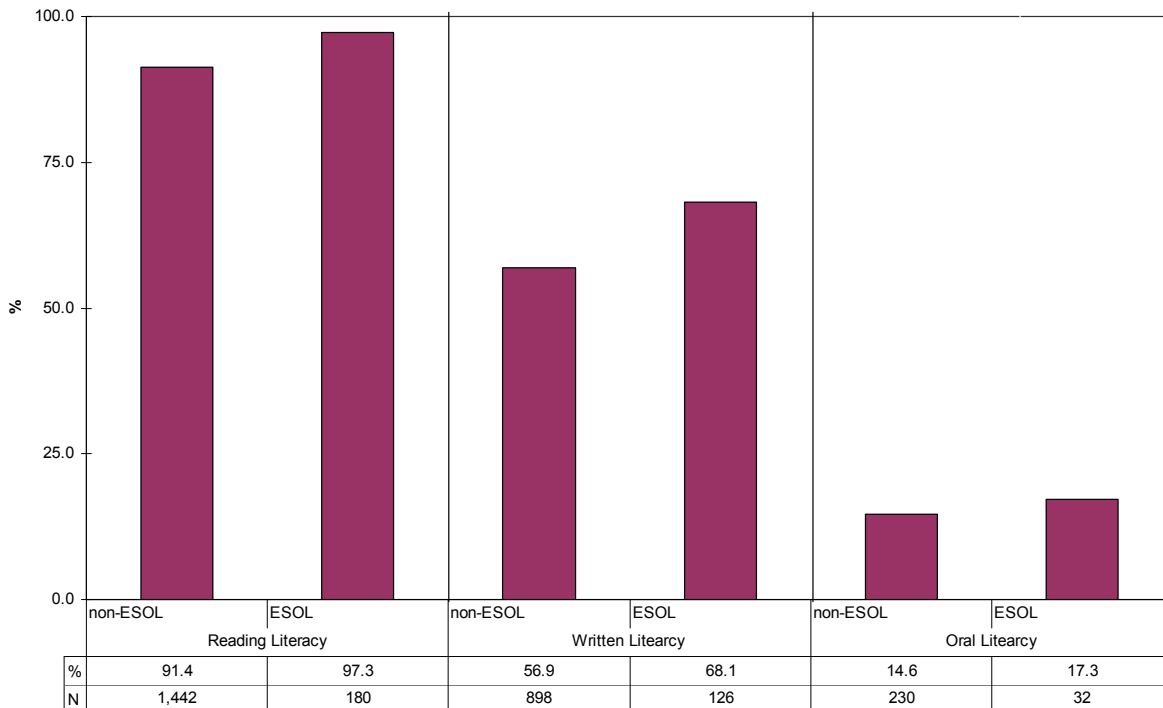
RT:Lits were asked to identify whether English was the 'first language' of students they assisted. While a large majority (86%) of the 1,829 students concerned did have English as their first language, a small proportion (10%) did not³⁰.

In each of the three areas of literacy, students whose first language was not English (English Speakers of Other Languages (ESOL)) were more likely than other students to receive support and were more likely to be receiving support in two or more literacy areas (refer Figure 7).

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.

³⁰ Sixty-six (3.6%) 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 students (refer Table 20) it is 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, approximately three out of five Pasifika and four out of five 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 to establish whether English is a first or additional language so that the most appropriate support for the student can be determined (refer previous paragraph).

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		Total ¹	
	N	%	N	%	N	%
New Zealand European/Pākehā	872	97.6	2	0.2	893	100.0
New Zealand Māori	581	92.8	11	1.8	626	100.0
Pasifika	66	35.3	117	62.6	187	100.0
Asian	10	22.2	35	77.8	45	100.0
Other	36	60.0	20	33.3	60	100.0
Total	1,578	86.3	185	10.1	1,829	100.0

Notes: ¹ Information on whether English was the first language was not provided for 66 students, and ethnicity was missing for 18 students. While not included separately in the table, they are included in the total.

Transience

There is anecdotal concern that transient students often 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 (90%) of students had remained in the one school while on the programme in 2005, while five percent had moved once in 2005, either prior to, or while on, the programme. Fourteen 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 the same (71%) for students who had remained at the same school throughout the programme and those who had moved once), there is a large number of students for whom the information is missing, and in particular for those being tutored in small groups (refer Table 21 below). Given that it is 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 that had not moved schools), this finding could alter to one showing that the transient group are 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		Total ¹	
	N	%	N	%	N	%	N	%
Remained in the one school	1,163	70.6	349	21.2	100	6.1	1,647	100.0
Attended two schools during the year	62	71.3	15	17.2	8	9.2	87	100.0
Attended three or more schools	9	64.3	5	35.7	0	-	14	100.0
Not known or data missing	22	27.2	52	64.2	5	6.2	81	100.0

Note: ¹ Information on whether tutoring was given individually or as part of a small group was not provided for 39 students. While not appearing separately in the table, they are included in the total.

Outcomes From Receiving Support From An RT:Lit

Students' Status On The Rt:Lit Programme At The End Of 2005

RT:Lits were asked to indicate the end-of-year status of the students who had been on their roll at some point during 2005, within the categories as specified in Table 22.

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

Students' status at the end of 2005	N	%
Completed regular tutoring (discharged) and		
• will be on a monitoring programme in 2006 with the classroom teacher supported by RT:Lit	411	22.5
• monitoring by the classroom teacher with RT:Lit support completed	734	40.1
Received an incomplete programme because		
• s/he required further specialist assistance and was/will be referred on	98	5.4
• s/he moved out of the area serviced by the RT:Lit	75	4.1
• other reason	93	5.1
Will require further regular tutoring programme (intensive specialist teaching) provided by the RT:Lit in 2006	369	20.2
Missing data	49	2.7
Total	1,829	100.0

One in five (20%) students would continue to receive a regular tutoring programme at the commencement of the 2006 school year while nearly two-thirds (63%) had successfully completed their regular tutoring programme, most of whom had also completed their monitoring programme. A small group (15%) of students had not completed their programme because they required and were referred for further 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.

While the nature of the data differs from that represented in the 2004 report, the results are consistent.

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 the RT:Lit and those only tutored in small groups were quite marked (refer Table 23) and, as noted earlier in the report, are possibly a reflection of the literacy needs students are presenting.

Table 23: Students' status on the RT:Lit programme at the end of the year

Students' status at the end of 2005	Individual tutoring only		Small group tutoring only		Both group and individual tutoring		Total ¹	
	N	%	N	%	N	%	N	%
Completed regular tutoring (discharged) and								
• will be on a monitoring programme in 2006 with the classroom teacher supported by RT:Lit	293	23.3	82	19.5	26	23.0	411	22.5
• monitoring by the classroom teacher with RT:Lit support completed	430	34.2	257	61.1	38	33.6	734	40.1
Received an incomplete programme because								
• s/he required further specialist assistance and was/will be referred on	82	6.5	8	1.9	6	5.3	98	5.4
• s/he moved out of the area serviced by the RT:Lit	59	4.7	9	2.1	7	6.2	75	4.1
• other reason	64	5.1	20	4.8	5	4.4	93	5.1
Will require further regular tutoring programme (intensive specialist teaching) provided by the RT:Lit in 2006	306	24.4	28	6.7	28	24.8	369	20.2
Missing data	22	1.8	17	4.0	3	2.7	49	2.7
Total	1,256	100.0	421	100.0	113	100.0	1,829	100.0

Notes: ¹ Information on whether tutoring was given individually or as part of a small group was not provided for 39 students. These students are included in the total.

Those who were only tutored in small groups (61%) were much more likely than individually tutored students (34%) 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 (23% vis-à-vis 19%) to be on a monitoring programme with the classroom teacher the following year (2006), and much more likely than the small-group students to require further regular tutoring with the RT:Lit (24% vis-à-vis 7%). These findings could be a due to individually tutored students being on the RT:Lit roll for a longer period of time as a result of their literacy needs. Consistent with this is the finding that individually tutored students (16%) are more likely than small-group students (9%) to have received an incomplete programme particularly as a result of being referred for specialist assistance.

Ethnicity and programme status

Some small differences were evident between the three main ethnicity groupings³¹ and whether or not students had completed the programme with the RT:Lit (refer Table 24).

³¹ While Asian students are included in the following table, because of the small numbers involved they are not included in the discussion.

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

Student's status	New Zealand European/Pākehā		NZ Māori		Pasifika		Asian		All Students Total	
	N	%	N	%	N	%	N	%	N	%
Completed regular tutoring (discharged) and <ul style="list-style-type: none"> will be on a monitoring programme in 2006 with the classroom teacher supported by RT:Lit monitoring by the classroom teacher with RT:Lit support completed 	215	24.1	143	22.8	28	15.0	9	20.0	411	22.5
	376	42.1	224	35.8	83	44.4	23	51.1	734	40.1
Received an incomplete programme because <ul style="list-style-type: none"> s/he required further specialist assistance and was/will be referred on s/he moved out of the area serviced by the RT:Lit other reason 	44	4.9	33	5.3	17	9.1	3	6.7	98	5.3
	30	3.4	32	5.1	6	3.2	0	–	75	4.1
	29	3.3	49	7.8	9	4.8	2	4.4	93	5.1
Will require further regular tutoring programme (intensive specialised teaching) provided by the RT:Lit in 2006	169	18.9	132	21.1	42	22.5	7	15.6	369	20.2
Missing data	30	3.4	13	2.1	2	1.1	1	2.2	49	2.7
Total	893	100.0	626	100.0	187	100.0	45	100.0	1,829	100.0

Notes: ¹ Information on ethnicity was not provided for 18 students. While not appearing separately in the table, these students are included in the total.

New Zealand European/Pākehā students (66%) were more likely than Māori (59%) and Pasifika (59%) students to have completed their regular tutoring. Although this was the case, Pasifika students were less likely than their Māori and New Zealand 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, 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. Moving out of the area serviced by an RT:Lit was more commonly a reason for non-completion for Māori students than it was for Pasifika or New Zealand European/Pākehā students.

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, over half of the students had successfully completed their regular tutoring. The discharge rates were highest for students aged nine to 11. Apparent is a trend to age 10 of an increase in the proportion of students successfully discharged from regular tutoring, with a corresponding decrease of students receiving an incomplete programme. The trend of increasing success in the programme with increasing age was evident in previous years' data, although in earlier years this was a continuing trend to age 12+. The current year sees a drop for 11 and 12+ year olds in the rate of successful completion; for the older of the two age groups this being largely due to the relatively high proportion having received an incomplete programme.

Table 25: Age at admission into the RT:Lit programme and students' status at the end of 2005

Age at admission	Students' status at the end of 2005						Missing Status	Total ¹	
	Completed regular tutoring (discharged)		Received incomplete programme		Will require further regular tutoring programme				
	N	%	N	%	N	%		N	N
5 years	1	11.1	4	44.4	4	44.4	0	9	100.0
6 years	40	50.6	17	21.5	19	24.1	3	79	100.0
7 years	248	54.1	71	15.5	131	28.6	8	458	100.0
8 years	344	65.2	74	14.0	99	18.8	11	528	100.0
9 years	247	66.8	41	11.1	71	19.2	11	370	100.0
10 years	146	72.6	28	13.9	19	9.5	8	201	100.0
11 years	68	66.7	13	12.7	19	18.6	2	102	100.0
12 years +	51	65.4	18	23.1	6	7.7	3	78	100.0

Note: ¹ Four students for whom age at entry was not provided are not included in the table.

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 programme³² students aged six, seven and eight and those aged 12 and over were more likely than other students to be referred for specialist assistance.³³ 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 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.

³² Because of the low number of five year olds, these students are excluded from this analysis.

³³ Refer Appendix Table 1 for detail of the data.

Prior Literacy Support and Programme Status

While it might be expected that there could be differences, in relation to student's status at the end of the year, between students who had received literacy support in their earlier years and those who had not, no clear relationship is 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 (62%) or in addition to some 'other' literacy programme (61%). However, students who had previously received some 'other' special literacy programme only, to support them in literacy were slightly less likely than other students to successfully complete their programme with the RT:Lit (56%) and more likely to be in the position of requiring further regular tutoring in the following year (refer Table 26). While it may be because this group of students entered the RT:Lit programme later in the school year than other students, it may also be because they required a longer period of time on the RT:Lit programme.

Table 26: Students' prior literacy support and their status on the RT:Lit programme at the end of 2005¹

Students' status at the end of 2005	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)	337	61.9	126	55.5	60	60.6	313	62.7
Received incomplete programme	74	13.6	33	14.5	15	15.2	68	13.6
Will require further regular tutoring programme (intensive specialised teaching) provided by the RT:Lit in 2006	122	22.4	65	28.6	24	24.2	109	21.8
Missing	11	2.0	3	1.3	0	-	9	1.8
Total	544	100.0	227	100.0	99	100.0	499	100.0

However, 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 have successfully completed Reading Recovery prior to receiving support from an RT:Lit). Table 27 below shows a further breakdown of the status at the end of 2005, and the outcomes from Reading Recovery and 'other special literacy programmes'. There was a trend that students who successfully completed Reading Recovery and those who successfully completed 'other literacy programmes'³⁴ were more likely to also successfully complete the RT:Lit programme. Those students who were 'referred on' from their Reading Recovery or 'other special literacy programme' were more likely than other students to not complete their RT:Lit programme, and in the case of those 'referred on' from Reading Recover, require further regular tutoring at the end of 2005 (which may indicate they required longer on the RT:Lit programme).

³⁴ As stated earlier, because of the diversity of the programmes and the notion of successful completion, the data regarding 'other special literacy programmes', caution is required.

Table 27: Students' outcomes from prior literacy support and their status on the RT:Lit programme at the end of 2005¹

Prior literacy support and outcomes	Status at the end of 2005							
	Completed regular tutoring (discharged)		Received incomplete programme		Will require further regular tutoring programme		Total	
	N	%	N	%	N	%	N	%
Reading Recovery ²								
'Referred' on from programme	178	56.2	54	17.0	79	24.9	317	100.0
completed successfully	136	74.9	12	6.5	33	17.9	184	100.0
incomplete programme	19	63.3	4	13.3	5	16.7	30	100.0
outcome unknown	32	53.3	13	21.7	15	25.0	60	100.0
missing outcome	32	61.5	6	11.5	14	26.9	52	100.0
Other special literacy programme ³								
'Referred' on from programme	58	49.2	25	21.2	35	29.7	118	100.0
completed successfully	30	81.1	3	8.1	3	8.1	37	100.0
incomplete programme	12	57.1	2	9.5	7	33.3	21	100.0
outcome unknown	53	56.4	12	12.8	28	29.8	94	100.0
missing outcome	33	58.9	6	10.7	16	28.6	56	100.0
No prior support ⁴	313	62.7	68	13.6	109	21.8	499	100.0

Notes: ¹ Ninety-nine students received both Reading Recovery and an other special literacy programme and thus appear twice in the table.

² Eleven students had missing status on RT:Lit programme and are included in the total.

³ Three students had missing status on RT:Lit programme and are included in the total.

⁴ Nine students had missing status on RT:Lit programme and are included in the total.

ESOL Students and Programme Status

Analysis of end-year outcomes based on language status revealed only slight differences between students for whom English was a first language and those for whom it was not (refer Table 28). While both groups were equally as likely to have successfully completed their regular tutoring, at the end of 2005 students whose first language was not English ('ESOL' students) were more likely to have received an incomplete programme (18%) than had their 'non-ESOL' counterparts (14%). While reasons for non-completion were fairly evenly split across the three reasons (referred on, moved out of the area, and other reason) for the non-ESOL students, for students for whom English was not a first language half (of the 34 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 2005 for ESOL and non-ESOL students

Students' status at the end of 2005 ¹	ESOL students		non-ESOL students	
	N	%	N	%
Completed regular tutoring (discharged)	114	61.6	988	62.6
Received incomplete programme	34	18.4	220	13.9
Will require further regular tutoring programme (intensive specialised teaching) provided by the RT:Lit in 2006	34	18.4	326	20.7
Missing	3	1.6	44	2.8
Total	185	100.0	1,578	100.0

Notes: ¹ Sixty-six of the student records did not indicate whether or not English was the first language (two of which also did not indicate the student's status at the end of 2005). These students are not included in the table.

Student Progress and Outcomes

Student progress and their outcomes from the RT:Lit programme are 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 on the RT:Lit programme progress while in the programme, a measure of 'gain per session'³⁵ was adopted for the students who had received reading literacy assistance, either with or without other forms of literacy assistance. In addition, in 2005 RT:Lits were asked of 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. This question had not been asked in earlier years. And as in earlier years, they were also asked to report the instructional reading levels of students who they were supporting in reading literacy, 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 it is possible to view the general shift in reading levels.

Progress for all students supported in reading literacy

As stated above, to get a sense of how students on the RT:Lit programme progress while in the programme, a measure of 'gain per session' was adopted for the 1,681 students who had received reading literacy assistance, either with or without other forms of literacy assistance. It should be noted that this section includes **all** students who had received reading support.

Compared with 2004, the median gain for students supported individually (5.00) and those supported as part of a small group (6.25) have remained consistent, with a higher median gain for students who are supported as part of a small group. The overall median gain was 5.08.

³⁵ '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 (see Table 11 above).

Table 29 displays the gains per session students achieved according to their gender and their ethnicity. Consistent with 2003 and 2004 findings, the median gain per session measured in the female cohort (5.26) was slightly higher than that seen in the male cohort (5.00).

While median gains for New Zealand European/Pākehā and Māori students were fairly consistent with the previous year (accounting for the differences in the data collections), median gains for Pasifika students changed from 5.23 in 2004 to 4.35 in 2005.

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

'Gain per session' ¹ by ethnicity and gender					
Ethnicity	All	Gender			
		Males		Females	
	Median 'gain per session'	No.	Median 'gain per session'	No.	Median 'gain per session'
NZ European/Pākehā	5.32	551	5.26	184	5.46
NZ Māori	5.00	390	5.00	148	5.00
Pasifika	4.35	131	4.21	44	5.10
Asian	5.49	27	6.98	15	5.11
Other	6.61	32	6.67	18	5.94
No. of students by gender		1,132		408	
Median gain for all & by gender	5.08		5.00		5.26

Notes: ¹ Median 'gain per session' calculations are based on the 1,540 students for whom there is reading level data on entry and exit, age, and number of sessions. Records for students generated '0.00' (nil) reading gains are included.

Students who had completed regular tutoring

It is expected that once students are 'successfully' discharged from the 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 1,145 students who had been 'successfully' discharged from the 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 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	%
Reached chronological age expectations	264	36.0	103	25.1	367	32.1
Other ¹	428	58.3	283	68.9	711	62.1
Missing	42	5.7	25	6.1	67	5.9
Total	734	100.0	411	100.0	1,145	100.0

Note: ¹ Details in Appendix 2.

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 some other outcome was 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 had ceased. There is a question here as to why there would be a difference if the measure is taken **at the point 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 students 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. However, caution is required in that the detail of the 'other' outcome was specified for only half of these students, but more likely to be specified when the monitoring programme with the classroom teacher was also complete. This latter finding in itself could be seen to be consistent with the suggestion above of variable practise occurring around when RT:Lits are recording the student's outcome, as could the fact that the extent below chronological age expectations was more likely to be specified for those who had completed their monitoring programme. Despite the detail of the 'other' being more likely to be specified where the monitoring programme with the classroom teacher was complete, those students who had **not** completed their monitoring programme were more likely than other students to have reached chronological age expectations for some aspects, but not for others (refer Appendix Table 2).

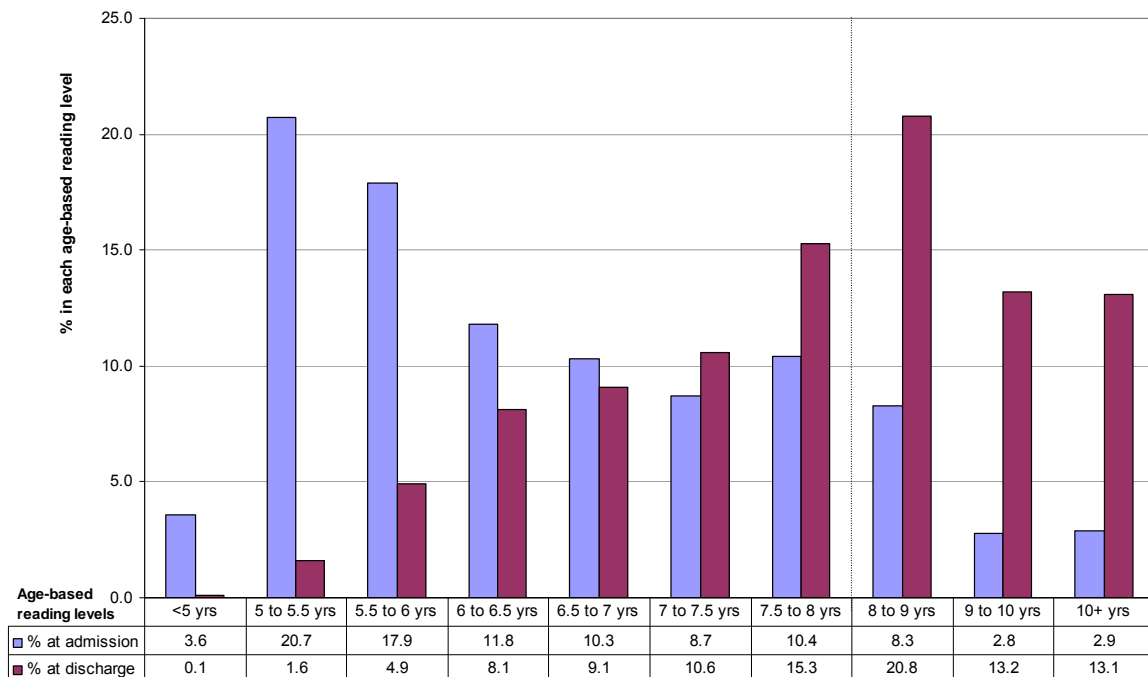
Progress of students supported in reading literacy who had 'successfully' completed regular tutoring

Most (92%, N=1, 681) of the students RT:Lits had tutored on a regular basis at some time during 2005, 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 1,038 (62%) of

these students. Most (646) of these students had also completed their monitoring programme with the classroom teacher. While the following analysis is the same as in 2004, 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 shift³⁶ from admission to completion in the age-based reading levels of the 1,038 students who had completed regular tutoring (all these students had reading level data provided on entry and on exit). The darker shaded bars represent the proportion of students in each age-based reading level at entry and the light shaded bars represent reading age at exit³⁷. The general pattern of these gains in 2005 is similar to that of previous years, with a mode of five to five-and-a-half years reading age at entry and seven-and-a-half to eight years at exit³⁸.

Figure 8: Overall shift in age-based reading levels



³⁶ It is important to note that Figure 8 and Appendix Tables 3 and 4 illustrate the shifts in age-based reading levels of the 1,038 students as a group. It does not measure changes for individual students.

³⁷ Data concerning reading ages begin at less than five (<5) and increase in 0.5 yr increments to eight. For 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.

³⁸ While the 8-9 year reading age level shows the highest proportion of students, it should be noted that it is a one year age span rather than the six month span shown in the scale to this point.

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 2005 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.

Each year, RT:Lits complete an annual report for students they support, this being more recently directed at students on their roll. Although the type of information requested has changed little, which students it is requested for has changed over the intervening years. This has largely been to reflect the direction for classroom interventions that is framed by the Literacy Strategy, which has a major emphasis on improving teachers' first practice in the classroom as a mechanism for improving student achievement.

In 2005, 106 Resource Teachers: Literacy (RT:Lits) provided indirect in-class support to 1,660 students on their roll through formally supporting the classroom teacher, providing advice and modelling. (Information on this group of students was not collected in earlier years.) In addition they worked directly with a slightly larger number of students (1,829), also on their roll, through providing regular tutoring either on an individual basis or as part of a small group. It does appear that the number of students receiving direct tuition from the RT:Lit may have decreased since 2004. This would be consistent with the increased focus being given through the Ministry of Education's Literacy Strategy on RT:Lits improving teachers' first practice in the classroom.

Indirect in-class support

The majority of students (87%) 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 literacy, written literacy, and oral language).

As with Reading Recovery³⁹, boys are over-represented with two out of three students being boys. Over half (56%) were New Zealand European/Pākehā, just under a third (31%) were Māori and six percent of the students were Pasifika. The majority of students were in their middle years of primary schooling, being between the ages of seven and ten years of age, with girls being on average slightly younger than boys.

While over half 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 2006. A small proportion had left with an incomplete programme. While the overall pattern of the completion status for girls and boys was

³⁹ 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.

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. In addition, Māori students were more likely than New Zealand European/Pākehā and Pasifika students to have completed their programme of support. Pasifika students were more likely than other students to have left without a complete programme, to be transferred to receiving direct support by the RT:Lit, or to be still receiving indirect support from the RT:Lit. These results may suggest that boys and Pasifika students are staying on the RT:Lit roll for a longer period of time, and that Pasifika students are requiring more intensive support.

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 (69%). Smaller numbers were supported as part of a small group (23%) 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 (93%) and a majority assisted in written literacy (65%). One in eight (13%) were assisted for oral language. Thus clearly a large number were assisted in more than one area of literacy, with nearly half (46%) of all students receiving a combination of reading and written literacy assistance. Approximately one in ten students (11%) were supported in all three areas of literacy.

Similar trends with the indirectly assisted students were apparent in relation to the personal attribute 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 (12%) were more inclined than girls (9%) to receive support in all three areas of literacy. They were also slightly more likely to have been tutored individually (77% for boys, 71% for girls).

This was not first time many students had received support for literacy – over a third had been in Reading Recovery, with half as many again having received some other special literacy programme. Many of those who had previously been in Reading Recovery had successfully completed the programme. Despite the fact that for most of these students approximately two years or more had lapsed since they successfully completed Reading Recovery, it does raise the question of what happens to these students in the classroom once they have been successfully discharged from Reading Recovery.

Nearly two-thirds (63%) of students had successfully completed their regular tutoring programme with the RT:Lit and one in five (20%) students would continue to receive a regular tutoring programme at the beginning of 2006. A small group (15%) of students had not completed their programme because they required and 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 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 (59%) and Pasifika (59%) 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; for Māori students, moving out of the area serviced by an RT:Lit was more commonly a reason than it was for Pasifika or New Zealand European/Pākehā students. 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 relation to the incomplete programme, students aged six, seven and eight and those aged 12 and over were more likely than other students to be referred for specialist assistance. 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 in reading literacy. Compared with 2004, the median gain for students supported individually (5.00) and those supported as part of a small group (6.25) have remained consistent, with a higher median gain for students who are supported as part of a small group. The overall median gain was 5.08. Also consistent with 2004 findings, the median gain per session measured in the female cohort (5.26) was slightly higher than that seen in the male cohort (5.00). While median gains for New Zealand European/Pākehā and Māori students were fairly consistent with the previous year (accounting for the differences in the data collections), median gains for Pasifika students changed from 5.23 in 2004 to 4.35 in 2005.

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 2005 is similar to that of previous years, with a mode of five to five-and-a-half years reading age at entry and seven-and-a-half to eight years at exit, a gain that appears to be greater than that expected if there had been no RT:Lit intervention.

ESOL students

For one in ten students English was not their first language. 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, ESOL students were 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 three out of five Pasifika and four out of five 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 to establish 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

In providing literacy support to students on their roll, the evidence points to RT:Lits responding to the literacy needs of their students when considering the nature of the support that they give students, whether it be direct tuition on a one-to-one basis or direct tuition as part of a small group. Many of these differences were also evident and reported on in 2004. While it is likely that RT:Lits also consider students needs in relation to indirect in-class support the large proportion of missing data for most of the information (around 10%) makes conclusions difficult. (Missing data was also a problem at times for the small-group students.)

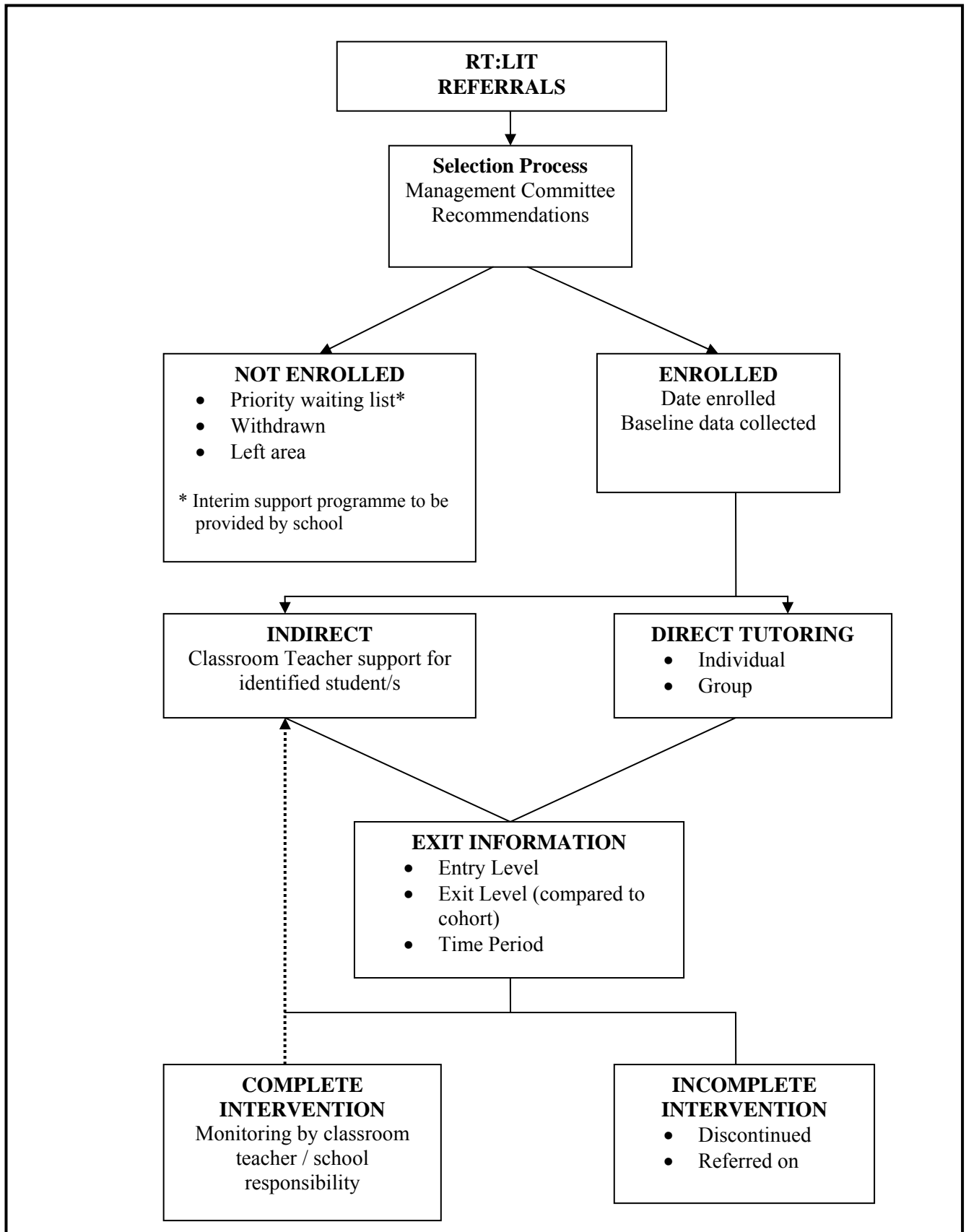
While there was little difference between those students indirectly supported and those who received small-group tuition with regard to the proportion of students receiving support for reading literacy, the percentage supported in only one literacy area was greater than it was for those individually tutored. Individually tutored students 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 (61%) were much more likely than individually tutored students (34%) 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 (23% vis-à-vis 19%) to be continuing with a monitoring programme with the classroom teacher the following year (2006), and much more likely than the small-group students to require further regular tutoring with the RT:Lit (24% vis-à-vis 7%). These findings could be a 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 is the finding that individually tutored students (16%) are more likely than small-group students (9%) to have received an incomplete programme particularly as a result of being referred 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 are 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 are more likely than girls to have received RT:Lit support for all three areas of literacy.

Māori and Pasifika students directly supported are less likely than New Zealand European/Pākehā students to successfully complete the programme.

Appendix 1



Appendix 2

Appendix Table 1:

Age at admission into the RT:Lit programme and students' status at the end of 2005 for students who received an incomplete programme

Age at admission	Students received an incomplete programme because...						Total ¹
	...they required further specialist assistance and was referred on		... they moved out of the area serviced by the RT:Lit		...other reason		
	N	%	N	%	N	%	N
5 years	3	33.3	1	11.1	0	-	9
6 years	6	7.6	4	5.1	7	8.9	79
7 years	33	7.2	26	5.7	12	2.6	458
8 years	32	6.1	17	3.2	25	4.7	528
9 years	10	2.7	13	3.5	18	4.9	370
10 years	6	3.0	8	4.0	14	7.0	201
11 years	2	2.0	4	4.0	7	7.0	102
12 years +	6	7.7	2	2.6	10	12.8	78

Note: 1 Four students for whom age at entry was not provided are not included in the total.

Appendix Table 2:

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

Students' 'other' 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	%
Extent below chronological age expectations specified eg one year below	172	23.4	68	16.6	240	21.0
At chronological age expectations for some aspects, not for others	6	0.8	8	2.0	14	1.2
Caught up with class/cohort, able to cope in class	14	1.9	3	0.7	17	1.5
Able to be catered for by school / in classroom literacy programme	14	2.0	0	0.0	14	1.2
Better attitude, independent, strategic reader	6	0.8	5	1.2	11	1.0
Gains in all areas/good gains	21	2.9	0	0.0	21	1.8
Some gain	9	1.2	7	1.7	16	1.4
Total	734		411		1,145	

Appendix Table 3:

The ages and reading levels at entry of 1,038 (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	-	-	-	-	8	0.8	19	1.8	6	0.6	3	0.3	1	0.1	-	-	-	-	37	3.6
8 and less	5 – 5.5 years	-	-	1	0.1	20	1.9	100	9.6	65	6.3	22	2.1	5	0.5	2	0.2	-	-	215	20.7
9 to 14	5.5 – 6 years	-	-	-	-	8	0.8	62	6.0	71	6.8	35	3.4	5	0.5	4	0.4	1	0.1	186	17.9
15 and 16	6 – 6.5 years	-	-	-	-	1	0.1	20	1.9	52	5.0	32	3.1	15	1.4	3	0.3	-	-	123	11.8
17 and 18	6.5 – 7 years	-	-	-	-	-	-	11	1.1	41	3.9	35	3.4	15	1.4	4	0.4	1	0.1	107	10.3
19 and 20	7 – 7.5 years	-	-	-	-	-	-	7	0.7	27	2.6	30	2.9	19	1.8	4	0.4	3	0.3	90	8.7
21 and 22	7.5 – 8 years	-	-	-	-	-	-	4	0.4	27	2.6	40	3.9	26	2.5	7	0.7	4	0.4	108	10.4
-	8 – 9 years	-	-	-	-	-	-	2	0.2	8	0.8	21	2.0	26	2.5	17	1.6	12	1.2	86	8.3
-	9 – 10 years	-	-	-	-	-	-	1	0.1	4	0.4	3	0.3	7	0.7	6	0.6	8	0.8	29	2.8
-	10 years +	-	-	-	-	-	-	-	-	-	-	6	0.6	-	-	9	0.9	15	1.4	30	2.9
Reading level missing		-	-	-	-	1	0.1	7	0.7	6	0.6	3	0.3	2	0.2	6	0.6	2	0.2	27	2.6
Total		-	-	1	0.1	38	3.7	233	22.4	307	29.6	230	22.2	121	11.7	62	6.0	46	4.4	1,038	100

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. This table is different to equivalent tables in reports in previous years. This table includes students who have been discharged completely AND those who have been discharged and require further monitoring.

Appendix Table 4:

The ages and reading levels at discharge of 1,038 (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	-	-	-	-	-	-	-	-	-	-	-	1	0.1
8 and less	5 – 5.5 years	1	0.1	-	-	-	0.0	8	0.8	3	0.3	4	0.4	-	-	1	0.1	-	-	-	17	1.6
9 to 14	5.5 – 6 years	1	0.1	-	-	7	0.7	18	1.7	18	1.7	4	0.4	2	0.2	1	0.1	-	-	-	51	4.9
15 and 16	6 – 6.5 years	1	0.1	-	-	3	0.3	27	2.6	32	3.1	16	1.5	2	0.2	2	0.2	-	-	-	83	8.0
17 and 18	6.5 – 7 years	3	0.3	-	-	1	0.1	26	2.5	37	3.6	16	1.5	10	1.0	0	0.0	2	0.2	2	95	9.2
19 and 20	7 – 7.5 years	3	0.3	-	-	-	-	22	2.1	45	4.3	25	2.4	10	1.0	4	0.4	1	0.1	1	110	10.6
21 and 22	7.5 – 8 years	6	0.6	-	-	-	-	24	2.3	48	4.6	50	4.8	21	2.0	7	0.7	3	0.3	3	159	15.3
-	8 – 9 years	4	0.4	-	-	-	-	6	0.6	74	7.1	70	6.7	45	4.3	13	1.3	4	0.4	4	216	20.8
-	9 – 10 years	3	0.3	-	-	-	-	2	0.2	15	1.4	43	4.1	44	4.2	16	1.5	14	1.3	14	137	13.2
-	10 years +	5	0.5	-	-	-	-	-	-	2	0.2	15	1.4	45	4.3	29	2.8	40	3.9	40	136	13.1
Reading level missing		1	0.1	-	-	-	-	2	0.2	9	0.9	10	1.0	6	0.6	2	0.2	3	0.3	3	33	3.2
Total		28	2.7	0	0.0	11	1.1	136	13.1	283	27.3	253	24.4	185	17.8	75	7.2	67	6.5	67	1,038	100

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. This table is different to equivalent tables in reports in previous years. This table includes students who have been discharged completely AND those who have been discharged and require further monitoring.