One of the requirements for schools and schools who use Reading Recovery is to report data on all their students, teachers, and schools annually to the National Data Evaluation Center at the Ohio State University. Here are the latest data from the 2001–2002 school year.

**Children Served**
Reading Recovery served 146,000 children in 2001–2002. Reading Recovery children were served by 17,600 teachers in nearly 3,200 school districts and 10,500 schools. In all, 564 teacher training sites were supported by 23 university training centers.

A total of 2,900 Descubriendo la Lectura children were served by 1,500 teachers in 1,000 schools in 356 school districts. These were affiliated with 169 teacher training sites and all but three of the 23 university training centers in the United States.

**Outcomes**
Status outcomes improved for both Reading Recovery and Descubriendo la Lectura children. For Reading Recovery, 60% of all students served, even if only for one lesson, and 77% of those completing a full series of lessons discontinued successfully. For Descubriendo la Lectura, 54% of all children served discontinued; 77% of all DLL students who completed a full series of lessons discontinued.

By definition, children served by Reading Recovery and Descubriendo la Lectura start the year at a lower level of reading and writing than their peers. By the end of the year, the evidence suggests that they have bridged that gap. Three groups of students are analyzed here: the treatment group, which consists of all students who completed the full series of Reading Recovery lessons; the discontinued group, the students who successfully exited the intervention; and the random sample group, the comparison group of children who did not need reading intervention in the fall of first grade.

In fall, the treatment and discontinued groups of Reading Recovery children had a mean (average) score equivalent to a stanine of 4 on the Text Reading Level measure. This compared to a stanine of 7 for the random sample. In spring, the treatment group, which includes all students who received a full series of lessons regardless of status outcome, had a mean Text Reading Level of 16.7, corresponding to a stanine of 6. The discontinued group averaged 18.9. This corresponds to a spring stanine of 7, the same ranking as the random sample average (see above table).

**Evidence of Success for All Groups**
While our nation’s educational system as a whole copes with wide disparities in achievement across groups and localities, outcomes for Reading Recovery students, all of whom start out as the lowest readers in their schools, provide evidence of the broad effectiveness of the intervention. For
example, the percentage of all treatment group children served who discontinued successfully was 77%, as discussed above. This is a remarkably high proportion of successful interventions for students who were initially struggling with reading and writing.

Broken down by race and ethnicity, this success rate varied from 78.7% for White children to 75.1% for Hispanic and Latino children and 74.7% for African-American children. Subdividing these children by economic status, as determined by their lunch cost, one finds that 81.1% of those paying full-price lunches discontinued, compared to 76.6% of those receiving reduced-price lunches and 73.1% for those receiving free school lunches. Even students classified as not English proficient in fall discontinued at a rate of 63.4% for those receiving the full series of lessons.

Outcomes as measured by year-end mean text reading levels of children who discontinued were also remarkably consistent, with African-American children averaging 18.4, Hispanic and Latino children 18.2, White children 19.2; boys 19.0, girls 18.9; students receiving free lunch 18.4, students receiving regular-priced lunch 19.4; and students classified as not English proficient in fall averaging 18.2.

In other words, regardless of the circumstances and backgrounds of the children, all Reading Recovery groups had high success rates as evidenced by the percentage of those receiving a full series of lessons who discontinued. Further, all had broadly similar exit scores. In comparison, the average year-end text reading level for the random sample group (consisting of the top 80% of readers) was 20.8. These data suggest that Reading Recovery does indeed close the achievement gap for children of varying economic and racial/ethnic backgrounds.

Reading Recovery sets equally high standards and expectations for all children. For children who had the opportunity to complete the full series of lessons, outcomes indicate those high standards were attained for all groups, and the expectations for high levels of success were justified.