
INTERNATIONAL DATA EVALUATION CENTER

Technical Report

August 2021

**2020-21 Reading Recovery
National Summary Report
for the United States**



Reading Recovery[®]
Descubriendo la Lectura
International Data Evaluation Center

**The Ohio State University
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Suggested citation: International Data Evaluation Center, 2020-21 Reading Recovery National Summary Report for the United States. Columbus: The Ohio State University.

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Terminology

Random Sample - Each year, all schools participating in Reading Recovery randomly select two 1st grade students to be a part of a comparison group that is used to represent the typically achieving 1st grade student. These students were assessed at start of the school year, in the middle of the school year and at the end of the year.

Accelerated Progress – These are students who received Reading Recovery and achieved the goals of the intervention of catching up to classmates and exhibiting the capability of being able to continue to learn on their own in the classroom.

Progressed - These are students who received Reading Recovery and, after a complete series of lessons, didn't quite achieve the goal of the catching up to classmates and were not completely exhibiting the capability of being able to continue to learn on their own in the classroom, but still made significant progress in closing the achievement gap.

Recommended – These are students who received Reading Recovery and, after a complete series of lessons, were recommended for evaluation and additional, more intensive, intervention as an essential part of their continued literacy progress.

Moved - These are students who started Reading Recovery but moved out of the school before the intervention could be completed.

Incomplete - These are students who started Reading Recovery but the school year ended before their intervention could be completed.

None of Above - These are students who started Reading Recovery but left the intervention for other reasons beyond the control of the Reading Recovery teacher.

Data Reporting Conventions

The data tables in this document used the following conventions when reporting results:

M (SD) - Indicates that a given table column is reporting means followed by standard deviations inside the parentheses.

% - Indicates that a given table column is reporting percentages that can summed up vertically down the column.

n - Indicates that a given table column is reporting the number observations that were used to compute a specific set of results.

Table 1. Count of Entities Participating in Reading Recovery: United States, 2020-21

	<i>n</i>
Universities	12
States	41
Sites	170
Districts	608
Schools	1,898
Leaders	212
Teachers	2,725
Reading Recovery students	
Started in fall	10,404
Started in spring	8,352
Started at year-end	915
Unknown when intervention started	45
All students	19,716
Random Sample students	1,925

Table 2. Description of Reading Recovery students: United States, 2020-21

	<i>n</i>	%
Gender		
Male	10,181	51.8
Female	9,473	48.2
Other	8	0.0
TOTAL	19,662	100.0
School Meal Costs		
Free or reduced price	7,717	46.3
Regular price	2,601	15.6
Info. Unavailable	6,340	38.1
TOTAL	16,658	100.0
Race/Ethnicity		
American Indian/Alaskan Native	193	1.0
Asian	378	1.9
Black	3,061	15.5
Hispanic, any race	3,349	17.0
Native Hawaiian/Pacific Islander	35	0.2
White	11,563	58.6
Multi-ethnic	1,137	5.8
TOTAL	19,716	100.0
Has documented disability		
Yes	2,363	12.3
No	16,850	87.7
TOTAL	19,213	100.0
Primary language at home is English		
Yes	16,778	85.5
No	2,844	14.5
TOTAL	19,622	100.0

Note: Differences between Table 1 total and variable totals represent missing data for that variable.

Table 3. Intervention status of Reading Recovery students by start of intervention: United States, 2020-21

Intervention Status	Started in fall		Started in spring		Started at year-end		All served	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Accelerated Progress	3,374	32.4	2,819	33.8	189	20.7	6,382	32.4
Progressed	2,440	23.5	414	5.0	24	2.6	2,878	14.6
Recommended	3,310	31.8	260	3.1	16	1.7	3,586	18.2
Incomplete	121	1.2	4,607	55.2	675	73.8	5,403	27.5
Moved	431	4.1	142	1.7	4	0.4	577	2.9
None of above	728	7.0	110	1.3	7	0.8	845	4.3
TOTAL	10,404	100.0	8,352	100.0	915	100.0	19,671	100.0

Note: Differences between Table 1 total and variable totals represent missing data for those variables.

Table 4a. Progress of students with interventions that started in fall on Text Reading Level by intervention status compared to random sample students: United States, 2020-21

Group	Fall		Mid-Year		Year-End		Fall to Year-End Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Fall interventions								
Accelerated Progress	3,297	1.1 (1.3)	3,371	15.1 (3.2)	3,270	19.8 (4.1)	3,198	18.6 (4.1)
Progressed	2,396	0.7 (1.0)	2,431	9.7 (2.8)	2,359	13.0 (4.4)	2,316	12.2 (4.4)
Recommended	3,228	0.4 (0.9)	3,288	4.5 (2.4)	3,154	6.1 (3.8)	3,076	5.7 (3.8)
Moved	417	0.6 (0.9)	50	4.8 (3.0)	28	7.1 (5.5)	28	6.7 (5.4)
Incomplete	108	0.9 (1.1)	16	4.7 (2.9)	95	8.3 (5.5)	84	7.0 (5.2)
None of above	708	0.5 (0.9)	358	4.2 (3.5)	519	7.7 (6.4)	504	7.1 (6.3)
Random Sample	1,883	4.2 (5.5)	1,761	11.4 (7.8)	1,797	17.6 (8.2)	1,757	13.3 (6.7)

Note: Mean gain was calculated using scores from students with both fall and year-end Text Reading Level scores.

Table 4b. Progress of students with interventions that started in spring on Text Reading Level by intervention status compared to random sample students: United States, 2020-21

Group	Fall		Mid-Year		Year-End		Fall to Year-End Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Spring interventions								
Accelerated Progress	1,116	1.8 (1.4)	2,817	5.6 (2.5)	2,810	19.1 (3.0)	1,110	17.7 (3.2)
Progressed	174	1.6 (1.5)	412	4.0 (2.3)	413	12.9 (4.0)	173	12.0 (3.8)
Recommended	108	0.6 (0.8)	257	1.9 (1.6)	260	5.9 (3.4)	108	5.4 (3.4)
Moved	35	0.9 (1.1)	141	2.5 (2.0)	8	10.1 (5.9)	3	9.7 (5.5)
Incomplete	1,626	1.1 (1.2)	4,604	2.9 (2.0)	4,536	8.8 (4.3)	1,607	8.3 (4.1)
None of above	36	0.7 (1.0)	110	2.2 (1.7)	72	6.3 (4.1)	26	6.7 (4.1)
Random Sample	1,883	4.2 (5.5)	1,761	11.4 (7.8)	1,797	17.6 (8.2)	1,757	13.3 (6.7)

Note: Mean gain was calculated using scores from students with both fall and year-end Text Reading Level scores.

Table 5a. Progress of students with interventions that started in fall on Writing Vocabulary by intervention status compared to random sample students: United States, 2020-21

Group	Fall		Mid-Year		Year-End		Fall to Year-End Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Fall interventions								
Accelerated Progress	3,304	8.8 (5.8)	3,371	45.1 (12.2)	3,268	52.3 (14.5)	3,201	43.5 (14.5)
Progressed	2,405	6.5 (4.7)	2,436	36.2 (11.1)	2,362	41.7 (13.7)	2,328	35.1 (13.6)
Recommended	3,237	4.2 (3.6)	3,286	23.7 (11.3)	3,157	27.9 (13.4)	3,088	23.6 (12.6)
Moved	418	5.2 (4.4)	53	24.9 (12.4)	29	27.9 (15.0)	29	23.1 (12.8)
Incomplete	109	6.1 (5.2)	16	27.9 (11.6)	93	29.6 (14.4)	83	22.7 (13.1)
None of above	709	4.7 (4.1)	360	21.2 (14.5)	520	30.5 (17.2)	504	25.6 (15.6)
Random Sample	1,878	15.6 (10.8)	1,760	34.6 (15.3)	1,798	46.8 (18.2)	1,755	31.1 (15.0)

Note: Mean gain was calculated using scores from students with both fall and year-end Writing Vocabulary scores.

Table 5b. Progress of students with interventions that started in spring on Writing Vocabulary by intervention status compared to random sample students: United States, 2020-21

Group	Fall		Mid-Year		Year-End		Fall to Year-End Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Spring interventions								
Accelerated Progress	1,076	11.3 (6.9)	2,816	28.3 (10.8)	2,811	54.3 (13.6)	1,071	42.6 (13.8)
Progressed	170	9.2 (6.0)	412	23.3 (10.2)	412	43.4 (13.1)	169	33.4 (11.9)
Recommended	106	5.4 (5.1)	258	13.4 (9.5)	260	29.3 (14.2)	106	25.6 (12.4)
Moved	36	8.8 (6.5)	142	18.2 (12.1)	8	47.3 (17.5)	3	33.7 (12.7)
Incomplete	1,593	8.0 (6.1)	4,606	18.6 (10.4)	4,532	37.0 (14.1)	1,576	30.0 (12.7)
None of above	33	4.6 (3.2)	110	14.1 (10.4)	74	27.9 (13.5)	24	24.8 (12.9)
Random Sample	1,878	15.6 (10.8)	1,760	34.6 (15.3)	1,798	46.8 (18.2)	1,755	31.1 (15.0)

Note: Mean gain was calculated using scores from students with both fall and year-end Writing Vocabulary scores.

Table 6a. Progress of students with interventions that started in fall on Ohio Word Test by intervention status compared to random sample students: United States, 2020-21

Group	Fall		Mid-Year		Year-End		Fall to Year-End Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Fall interventions								
Accelerated Progress	3,304	3.5 (3.3)	3,372	17.9 (2.1)	3,274	19.3 (1.2)	3,207	15.7 (3.3)
Progressed	2,400	1.9 (2.1)	2,436	14.6 (3.5)	2,362	17.0 (3.0)	2,323	15.1 (3.3)
Recommended	3,239	1.0 (1.5)	3,291	8.4 (4.4)	3,162	11.2 (5.3)	3,094	10.2 (5.0)
Moved	419	1.4 (2.0)	54	8.2 (4.3)	29	10.6 (5.7)	29	9.2 (5.6)
Incomplete	109	1.9 (2.7)	16	8.3 (5.0)	96	12.4 (6.2)	86	10.4 (5.8)
None of above	710	1.4 (2.0)	361	7.8 (5.9)	522	11.8 (6.5)	507	10.3 (5.8)
Random Sample	1,886	7.6 (6.2)	1,763	14.5 (5.4)	1,801	17.8 (3.9)	1,764	10.1 (5.6)

Note: Mean gain was calculated using scores from students with both fall and year-end Ohio Word Test scores.

Table 6b. Progress of students with interventions that started in spring on Ohio Word Test by intervention status compared to random sample students: United States, 2020-21

Group	Fall		Mid-Year		Year-End		Fall to Year-End Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Spring interventions								
Accelerated Progress	1,110	4.3 (3.3)	2,818	11.8 (4.1)	2,813	19.2 (1.2)	1,106	14.9 (3.4)
Progressed	174	3.3 (2.8)	414	8.9 (4.5)	413	17.3 (2.9)	174	14.3 (3.3)
Recommended	108	1.3 (1.5)	258	3.9 (3.3)	260	11.1 (5.1)	108	10.0 (4.6)
Moved	38	2.1 (2.7)	142	6.3 (4.4)	8	14.5 (4.5)	3	12.7 (2.1)
Incomplete	1,609	2.5 (2.4)	4,607	6.5 (4.2)	4,543	14.2 (4.9)	1,592	12.4 (4.3)
None of above	35	1.7 (1.9)	110	4.9 (3.8)	75	11.9 (5.9)	26	10.9 (5.2)
Random Sample	1,886	7.6 (6.2)	1,763	14.5 (5.4)	1,801	17.8 (3.9)	1,764	10.1 (5.6)

Note: Mean gain was calculated using scores from students with both fall and year-end Ohio Word Test scores.

Table 7a. Progress of students with interventions that started in fall on Hearing and Recording Sounds in Words by intervention status compared to random sample students: United States, 2020-21

Group	Fall		Mid-Year		Year-End		Fall to Year-End Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Fall interventions								
Accelerated Progress	3,304	18.7 (8.9)	3,368	35.6 (1.8)	104	35.8 (1.9)	3,204	17.1 (8.8)
Progressed	2,400	14.5 (8.4)	2,431	33.8 (3.5)	85	34.4 (3.0)	2,318	19.9 (8.4)
Recommended	3,229	9.2 (7.5)	3,283	27.6 (7.5)	152	29.1 (7.1)	3,085	19.8 (8.1)
Moved	418	11.6 (8.5)	53	29.4 (5.5)	402	29.5 (7.1)	29	19.9 (6.9)
Incomplete	109	12.5 (8.2)	16	27.6 (7.2)	26	29.5 (7.4)	85	17.2 (8.8)
None of above	709	10.3 (8.4)	358	24.8 (10.2)	208	28.5 (9.1)	504	18.1 (8.5)
Random Sample	1,878	25.0 (9.8)	1,759	33.0 (5.6)	126	34.5 (4.2)	1,760	9.4 (8.4)

Note: Mean gain was calculated using scores from students with both fall and year-end Hearing and Recording Sounds in Words scores.

Table 7b. Progress of students with interventions that started in spring on Hearing and Recording Sounds in Words by intervention status compared to random sample students: United States, 2020-21

Group	Fall		Mid-Year		Year-End		Fall to Year-End Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Spring interventions								
Accelerated Progress	1,094	22.4 (8.3)	2,815	31.8 (4.6)	7	36.0 (1.9)	1,091	13.5 (8.4)
Progressed	172	20.3 (9.4)	412	29.2 (6.9)	1	34.7 (2.6)	171	14.7 (8.9)
Recommended	107	10.2 (8.5)	258	21.1 (9.3)	0	29.7 (6.6)	107	19.9 (8.1)
Moved	36	16.5 (10.8)	142	24.5 (9.5)	134	33.5 (3.7)	3	15.0 (9.0)
Incomplete	1,621	16.1 (9.3)	4,598	25.5 (8.2)	76	32.3 (5.3)	1,602	16.7 (8.3)
None of above	34	10.2 (8.6)	109	21.3 (9.7)	36	28.8 (7.9)	25	19.1 (7.3)
Random Sample	1,878	25.0 (9.8)	1,759	33.0 (5.6)	126	34.5 (4.2)	1,760	9.4 (8.4)

Note: Mean gain was calculated using scores from students with both fall and year-end Hearing and Recording Sounds in Words scores.

Table 8a. Progress of students with interventions that started in fall on Letter Identification by intervention status compared to random sample students: United States, 2020-21

Group	Fall		Mid-Year		Year-End		Fall to Year-End Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Fall interventions								
Accelerated Progress	3,307	47.6 (6.4)	3,374	53.3 (1.6)	104	53.5 (1.7)	3,211	5.9 (6.5)
Progressed	2,404	44.4 (7.9)	2,438	52.8 (2.2)	81	53.1 (2.2)	2,328	8.6 (7.7)
Recommended	3,242	37.5 (11.7)	3,294	50.2 (5.2)	156	51.1 (4.5)	3,098	13.4 (10.2)
Moved	419	40.1 (11.8)	54	50.7 (4.2)	403	51.4 (4.7)	29	11.3 (10.6)
Incomplete	108	40.3 (11.6)	16	50.1 (4.4)	26	51.0 (6.8)	85	10.6 (9.8)
None of above	710	38.7 (12.5)	361	47.3 (9.1)	209	50.3 (6.5)	507	11.3 (10.3)
Random Sample	1,888	49.4 (6.9)	1,763	52.6 (2.8)	128	53.2 (2.3)	1,766	3.7 (6.0)

Note: Mean gain was calculated using scores from students with both fall and year-end Letter Identification scores.

Table 8b. Progress of students with interventions that started in spring on Letter Identification by intervention status compared to random sample students: United States, 2020-21

Group	Fall		Mid-Year		Year-End		Fall to Year-End Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Spring interventions								
Accelerated Progress	1,116	48.9 (6.2)	2,818	52.2 (2.7)	9	53.6 (1.4)	1,113	4.6 (6.1)
Progressed	174	45.9 (9.6)	414	51.0 (4.1)	1	53.2 (1.1)	174	7.3 (9.5)
Recommended	108	37.7 (13.0)	258	46.9 (8.5)	0	51.3 (4.3)	108	13.7 (11.4)
Moved	37	40.5 (14.6)	142	48.8 (6.8)	134	53.0 (0.9)	3	5.7 (6.7)
Incomplete	1,651	44.6 (9.7)	4,607	49.7 (5.8)	71	52.3 (3.3)	1,633	7.9 (8.9)
None of above	35	36.6 (15.0)	110	47.1 (9.0)	38	51.3 (3.2)	26	13.6 (13.3)
Random Sample	1,888	49.4 (6.9)	1,763	52.6 (2.8)	128	53.2 (2.3)	1,766	3.7 (6.0)

Note: Mean gain was calculated using scores from students with both fall and year-end Letter Identification scores.

Table 9a. Progress of students with interventions that started in fall on Concepts About Print by intervention status compared to random sample students: United States, 2020-21

Group	Fall		Mid-Year		Year-End		Fall to Year-End Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Fall interventions								
Accelerated Progress	2,789	11.9 (3.3)	2,954	20.1 (2.6)	2,940	21.0 (2.5)	2,676	9.0 (3.5)
Progressed	2,003	11.2 (3.4)	2,104	18.8 (2.7)	2,088	19.5 (2.7)	1,902	8.3 (3.6)
Recommended	2,436	9.9 (3.5)	2,676	16.2 (3.1)	2,724	17.0 (3.0)	2,286	7.2 (3.5)
Moved	364	10.2 (3.5)	42	16.5 (3.1)	25	17.3 (2.9)	23	7.4 (3.1)
Incomplete	80	11.7 (4.0)	12	17.0 (2.9)	78	18.5 (3.0)	65	6.4 (3.3)
None of above	597	9.9 (3.5)	323	15.2 (3.9)	484	16.8 (3.7)	433	7.2 (3.6)
Random Sample	1,637	14.2 (3.6)	1,581	17.9 (3.2)	1,634	19.8 (3.1)	1,524	5.5 (3.3)

Note: Mean gain was calculated using scores from students with both fall and year-end Concepts About Print scores.

Table 9b. Progress of students with interventions that started in spring on Concepts About Print by intervention status compared to random sample students: United States, 2020-21

Group	Fall		Mid-Year		Year-End		Fall to Year-End Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Spring interventions								
Accelerated Progress	935	13.1 (3.3)	2,550	16.1 (2.9)	2,610	21.3 (2.1)	921	8.2 (3.4)
Progressed	144	12.8 (3.5)	360	15.7 (2.8)	367	20.0 (2.5)	143	7.2 (3.7)
Recommended	94	10.7 (3.7)	205	13.8 (3.5)	216	17.3 (3.1)	93	6.7 (3.7)
Moved	32	11.2 (4.1)	131	13.8 (3.5)	8	18.0 (3.1)	2	8.0 (5.7)
Incomplete	1,301	12.0 (3.7)	3,995	14.3 (3.3)	4,046	18.4 (3.0)	1,280	6.8 (3.5)
None of above	27	9.9 (3.1)	99	12.7 (3.8)	72	16.9 (3.6)	21	6.9 (2.6)
Random Sample	1,637	14.2 (3.6)	1,581	17.9 (3.2)	1,634	19.8 (3.1)	1,524	5.5 (3.3)

Note: Mean gain was calculated using scores from students with both fall and year-end Concepts About Print scores.

Table 10a. Progress of students with interventions that started in fall on OS Total Score by intervention status compared to random sample students: United States, 2020-21

Group	Fall		Mid-Year		Year-End		Fall to Year-End Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Fall interventions								
Accelerated Progress	2,773	372.5 (34.0)	2,948	526.5 (24.2)	2,926	548.5 (27.2)	2,649	175.9 (38.5)
Progressed	1,991	352.9 (29.5)	2,092	495.8 (27.1)	2,078	515.5 (30.9)	1,883	162.8 (37.2)
Recommended	2,421	332.0 (28.2)	2,659	442.0 (43.8)	2,709	459.5 (47.4)	2,262	129.6 (39.8)
Moved	362	341.9 (32.6)	40	448.1 (42.5)	25	465.3 (51.9)	23	126.1 (38.0)
Incomplete	78	345.1 (42.2)	12	448.8 (55.7)	74	476.8 (53.0)	59	125.6 (46.2)
None of above	596	337.8 (31.8)	321	422.6 (68.1)	478	463.3 (66.6)	427	130.3 (48.1)
Random Sample	1,632	415.1 (56.6)	1,577	493.4 (49.5)	1,628	532.2 (48.1)	1,516	116.8 (42.2)

Note: Mean gain was calculated using scores from students with both fall and year-end OS Total Score scores.

Table 10b. Progress of students with interventions that started in spring on OS Total Score by intervention status compared to random sample students: United States, 2020-21

Group	Fall		Mid-Year		Year-End		Fall to Year-End Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
Spring interventions								
Accelerated Progress	931	387.3 (46.4)	2,546	463.9 (32.1)	2,601	550.7 (23.8)	913	162.4 (46.6)
Progressed	142	373.1 (49.1)	356	442.5 (37.3)	364	519.4 (28.7)	139	144.8 (50.5)
Recommended	94	336.7 (33.8)	204	393.0 (46.0)	216	462.0 (48.4)	93	130.8 (34.5)
Moved	30	355.3 (77.7)	130	411.5 (50.8)	8	509.1 (48.6)	2	143.0 (67.9)
Incomplete	1,267	362.7 (41.7)	3,983	419.1 (44.5)	4,026	491.9 (43.3)	1,241	135.6 (41.2)
None of above	26	326.8 (32.1)	98	391.4 (52.6)	68	460.9 (49.1)	19	123.7 (41.6)
Random Sample	1,632	415.1 (56.6)	1,577	493.4 (49.5)	1,628	532.2 (48.1)	1,516	116.8 (42.2)

Note: Mean gain was calculated using scores from students with both fall and year-end OS Total Score scores.

Table 11a. Mean number of weeks, lessons, and lessons per week for students whose interventions started in fall, by intervention status: United States, 2020-21

		Weeks	Lessons	Lessons per week
	<i>n</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
Fall interventions				
Accelerated Progress	3369	19.0 (3.7)	70.4 (20.0)	3.7 (0.9)
Progressed	2428	20.4 (2.2)	73.3 (18.1)	3.6 (0.8)
Recommended	3300	20.2 (2.0)	68.1 (19.3)	3.4 (1.1)
Moved	374	10.4 (5.4)	32.5 (18.5)	3.2 (1.1)
Incomplete	119	15.9 (5.5)	49.5 (25.1)	3.1 (1.1)
None of above	633	12.1 (4.7)	38.7 (19.5)	3.1 (1.1)

Note: Differences between Table 1 total and variable totals represent missing data for that variable.

Table 11b. Mean number of weeks, lessons, and lessons per week for students whose interventions started in spring, by intervention status: United States, 2020-21

		Weeks	Lessons	Lessons per week
	<i>n</i>	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
Spring interventions				
Accelerated Progress	2816	12.5 (3.1)	48.1 (14.0)	3.9 (0.7)
Progressed	407	13.4 (4.3)	49.4 (17.7)	3.7 (0.7)
Recommended	257	15.6 (5.3)	53.3 (19.8)	3.5 (0.9)
Moved	118	6.6 (3.7)	23.2 (19.1)	3.3 (1.2)
Incomplete	4587	11.8 (3.0)	43.1 (14.5)	3.7 (0.8)
None of above	99	9.8 (4.2)	32.7 (19.8)	3.2 (1.2)

Note: Differences between Table 1 total and variable totals represent missing data for that variable.

Table 12. Training status of Reading Recovery teachers and teacher leaders: United States, 2020-21

	Teachers		Teacher Leaders	
	<i>n</i>	%	<i>n</i>	%
Training Status				
In-Training	204	7.5	0	0
Trained	2,514	92.5	183	100
TOTAL	2,718	100	183	100

Table 13. Other roles of Reading Recovery teachers and the number of students served in Reading Recovery and in the other roles: United States, 2020-21

Other Role (in addition to RR)	Teachers in role	RR students		Other role students		All students	
		<i>Mean</i>	<i>Total</i>	<i>Mean</i>	<i>Total</i>	<i>Mean</i>	<i>Total</i>
Classroom teacher	174	5.6	980	21.5	3,736	27.1	4,716
Title I or reading teacher	1,796	7.1	12,824	18.8	33,685	25.9	46,508
Special education teacher	248	7.0	1,745	17.2	4,273	24.3	6,018
ESL teacher	46	6.5	300	32.2	1,480	38.7	1,780
Staff developer	170	5.8	985	127.7	21,704	133.5	22,689
School or district administrator	1	4.0	4	0	0	4.0	4
Some other role	132	6.7	881	44.0	5,814	50.7	6,695
TOTAL	2,567	6.9	17,719	27.5	70,692	34.4	88,410

Note: Excludes teacher leaders

Table 14a. Reading Recovery teachers, by years of experience, and mean growth on the OS Total Score from entry to exit of their students who had complete interventions and whose interventions started in the fall: United States, 2020-21

Years of experience	<i>Entry to Exit Growth</i>		
	<i>teachers</i>	<i>%</i>	<i>M (SD)</i>
1	174	8.5	128.4 (40.0)
2 to 5	662	32.4	135.1 (40.6)
6 to 10	564	27.6	135.4 (38.8)
11 to 15	252	12.3	138.5 (40.9)
16+	390	19.1	136.8 (38.6)
All teachers	2,042	100.0	135.3 (39.8)

Note: Excludes teacher leaders

Table 14b. Reading Recovery teachers, by years of experience, and mean growth on the OS Total Score from entry to exit of their students who had complete interventions and whose interventions started in the spring: United States, 2020-21

Years of experience	<i>Entry to Exit Growth</i>		
	<i>teachers</i>	<i>%</i>	<i>M (SD)</i>
1	100	7.4	79.4 (33.7)
2 to 5	417	30.8	84.9 (32.4)
6 to 10	383	28.2	85.5 (33.5)
11 to 15	166	12.2	83.2 (34.8)
16+	290	21.4	82.7 (33.0)
All teachers	1,356	100.0	84.0 (33.2)

Note: Excludes teacher leaders

Table 15a. Reading Recovery schools, by years in Reading Recovery, and mean growth in OS Total Score from entry to exit of their students who had complete interventions and whose interventions started in the fall: United States, 2020-21

Years in Reading Recovery	<i>Entry to Exit Growth</i>		
	<i>schools</i>	<i>%</i>	<i>M (SD)</i>
1	47	3.3	129.1 (41.7)
2 to 5	202	14.4	134.8 (41.1)
6 to 10	212	15.1	137.1 (38.1)
11 to 15	124	8.8	137.2 (40.4)
16+	819	58.3	135.0 (39.7)
All schools	1,404	100.0	135.3 (39.8)

Note: Excludes students served by teacher leaders

Table 15b. Reading Recovery schools, by years in Reading Recovery, and mean growth in OS Total Score from entry to exit of their students who had complete interventions and whose interventions started in the spring: United States, 2020-21

Years in Reading Recovery	<i>Entry to Exit Growth</i>		
	<i>schools</i>	<i>%</i>	<i>M (SD)</i>
1	26	2.7	72.4 (37.7)
2 to 5	127	13.0	91.4 (31.9)
6 to 10	133	13.6	90.9 (33.2)
11 to 15	85	8.7	87.2 (36.0)
16+	609	62.1	81.3 (32.6)
All schools	980	100.0	84.0 (33.3)

Note: Excludes students served by teacher leaders