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**INTERNATIONAL DATA EVALUATION CENTER**

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**Technical Report**

**August 2022**

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**2021–22 Reading Recovery  
National Summary Report  
for the United States**



**Reading Recovery®**  
**Descubriendo la Lectura**  
International Data Evaluation Center

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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 the start, middle, and at the end of the school year.

Accelerated Progress—These are students who received Reading Recovery and achieved the goals of the intervention of catching up with their classmates and exhibited the ability 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, made impressive gains but didn't achieve the goal of catching up with their classmates. Although these children have a literacy processing system under construction, they still need monitoring and support to continue making gains.

Recommended—These are students who received Reading Recovery and, after a complete series of lessons, did not make enough progress to ensure success in their classrooms without specialist support. They are recommended for additional evaluation and ongoing 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 the Above—These are students who started Reading Recovery but left the intervention for 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 of observations that were used to compute a specific set of results.

**Table 1. Count of Entities Participating in Reading Recovery: United States, 2021–22**

Entity	<i>n</i>
Universities	12
States	43
Sites	169
Districts	655
Schools	2,083
Teacher leaders	214
Teachers	3,119
Reading Recovery students	
First round	12,240
Second round	11,268
Third round	16
Unknown when intervention started	37
All students	23,561
Random sample students	3,874

Note: The counts for Reading Recovery students include students who were taught by both Reading Recovery teachers and teacher leaders.

**Table 2. Description of Reading Recovery Students: United States, 2021–22**

Demographic	<i>n</i>	%
Gender		
Male	11,988	51.0
Female	11,500	49.0
Other	5	0.0
TOTAL	23,493	100
School meal costs		
Free or reduced price	9,506	45.3
Regular price	2,462	11.7
Information unavailable	9,036	43.0
TOTAL	21,004	100
Race/Ethnicity		
American Indian/Alaskan Native	167	0.7
Asian	544	2.3
Black	4,355	18.5
Hispanic, any race	4,251	18.0
Native Hawaiian/Pacific Islander	35	0.1
White	12,741	54.1
Multi-ethnic	1,468	6.2
TOTAL	23,561	100
Has documented disability		
Yes	2,766	12.1
No	20,139	87.9
TOTAL	22,905	100
Primary language at home is English		
Yes	19,769	84.5
No	3,631	15.5
TOTAL	23,400	100

Note: The counts for Reading Recovery students include students who were taught by both Reading Recovery teachers and teacher leaders. Differences between the Table 1 totals and variable totals represent missing data for those variables.

**Table 3. Intervention Status of Reading Recovery Students by Start of Intervention: United States, 2021–22**

Intervention status	Started in fall		Started at mid-year or year-end		All served	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Accelerated Progress	4,068	33.2	4,427	39.2	8,495	36.1
Progressed	3,166	25.9	323	2.9	3,489	14.8
Recommended	3,933	32.1	244	2.2	4,177	17.8
Incomplete	28	0.2	6,038	53.5	6,038	25.7
Moved	515	4.2	168	1.5	683	2.9
None of the Above	530	4.3	112	1.0	642	2.7
<b>TOTAL</b>	<b>12,240</b>	<b>100</b>	<b>11,284</b>	<b>100</b>	<b>23,524</b>	<b>100</b>

Note: The counts for Reading Recovery students include students who were taught by both Reading Recovery teachers and teacher leaders. Differences between the Table 1 totals and variable totals represent missing data for those variables.

**Table 4a. Progress of Reading Recovery Students Who Started in the Fall on Text Reading Level, by Intervention Status, and Random Sample Students: United States, 2021–22**

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 intervention status								
Accelerated Progress	4,038	1.0 (1.2)	4,066	14.8 (3.2)	3,959	20.2 (4.3)	3,930	19.1 (4.3)
Progressed	3,144	0.7 (1.0)	3,160	9.3 (2.6)	3,076	12.9 (4.3)	3,056	12.2 (4.3)
Recommended	3,891	0.4 (0.8)	3,923	4.4 (2.2)	3,764	6.3 (3.7)	3,724	5.9 (3.7)
Incomplete	27	0.4 (0.7)	0	---	20	5.7 (2.8)	19	5.2 (2.8)
Moved	499	0.6 (0.9)	111	4.7 (3.3)	26	7.1 (6.3)	26	6.7 (5.7)
None of the Above	520	0.5 (0.9)	361	3.1 (2.4)	361	5.3 (4.7)	353	4.9 (4.7)
Random sample students	3,850	4.9 (6.2)	3,528	11.9 (8.1)	3,586	17.9 (8.3)	3,567	12.9 (6.6)

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

**Table 4b. Progress of Reading Recovery Students Who Started at Mid-year or Year-end on Text Reading Level, by Intervention Status, and Random Sample Students: United States, 2021–22**

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>
Mid-year or year-end intervention status								
Accelerated Progress	2,068	1.8 (1.6)	4,424	5.5 (2.6)	4,403	19.0 (2.9)	2,062	17.2 (3.1)
Progressed	151	1.2 (1.4)	322	3.5 (2.3)	321	12.6 (3.4)	151	11.9 (3.3)
Recommended	136	0.8 (1.1)	244	2.2 (1.9)	243	6.8 (3.8)	136	6.5 (3.6)
Incomplete	2,688	1.1 (1.3)	5,997	3.0 (2.0)	5,922	9.2 (4.2)	2,669	8.5 (3.9)
Moved	43	1.2 (1.1)	168	2.8 (2.2)	6	9.8 (5.6)	3	12.3 (4.7)
None of the Above	58	1.0 (1.2)	111	2.7 (2.1)	64	6.5 (3.7)	35	6.5 (3.8)
Random sample students	3,850	4.9 (6.2)	3,528	11.9 (8.1)	3,586	17.9 (8.3)	3,567	12.9 (6.6)

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



**Table 5a. Progress of Reading Recovery Students Who Started in the Fall on Writing Vocabulary, by Intervention Status, and Random Sample Students: United States, 2021–22**

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 intervention status								
Accelerated Progress	4,040	8.5 (6.0)	4,066	45.4 (11.8)	3,957	53.0 (14.6)	3,930	44.5 (14.8)
Progressed	3,150	6.3 (4.7)	3,158	36.5 (10.2)	3,077	42.4 (12.9)	3,062	36.1 (12.8)
Recommended	3,895	3.9 (3.5)	3,923	24.1 (10.8)	3,767	28.9 (13.1)	3,732	25.1 (12.3)
Incomplete	27	3.6 (3.6)	0	---	20	27.8 (11.3)	19	24.3 (11.4)
Moved	500	4.6 (4.3)	112	23.8 (12.3)	26	29.8 (16.9)	26	26.7 (16.4)
None of the Above	522	3.8 (3.7)	363	16.3 (10.9)	363	23.5 (14.4)	356	20.3 (13.2)
Random sample students	3,851	16.5 (12.0)	3,530	35.9 (16.4)	3,583	48.1 (19.0)	3,566	31.4 (15.1)

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

**Table 5b. Progress of Reading Recovery Students Who Started at Mid-year or Year-end on Writing Vocabulary, by Intervention Status, and Random Sample Students: United States, 2021–22**

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>
Mid-year or year-end intervention status								
Accelerated Progress	2,029	11.7 (7.1)	4,427	28.7 (10.8)	4,406	54.5 (13.4)	2,023	42.7 (13.6)
Progressed	150	9.7 (7.1)	322	21.9 (10.3)	321	44.0 (12.9)	150	34.1 (12.5)
Recommended	133	6.7 (6.4)	244	15.9 (10.8)	244	32.7 (13.4)	133	26.7 (11.6)
Incomplete	2,668	7.8 (6.2)	6,009	19.6 (10.3)	5,929	38.0 (13.5)	2,654	30.8 (12.3)
Moved	44	7.6 (5.1)	168	17.5 (10.5)	6	34.0 (11.6)	3	36.3 (3.5)
None of the Above	55	7.3 (5.7)	111	16.1 (11.4)	66	28.7 (12.2)	34	23.7 (11.6)
Random sample students	3,851	16.5 (12.0)	3,530	35.9 (16.4)	3,583	48.1 (19.0)	3,566	31.4 (15.1)

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

**Table 6a. Progress of Reading Recovery Students Who Started in the Fall on the Ohio Word Test, by Intervention Status, and Random Sample Students: United States, 2021–22**

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 intervention status								
Accelerated Progress	4,039	3.0 (2.9)	4,065	17.7 (2.2)	3,962	19.2 (1.3)	3,934	16.2 (3.0)
Progressed	3,150	1.8 (2.1)	3,163	14.2 (3.4)	3,081	17.1 (2.9)	3,066	15.3 (3.2)
Recommended	3,897	0.9 (1.4)	3,926	8.3 (4.2)	3,768	11.7 (5.1)	3,734	10.7 (4.9)
Incomplete	27	1.0 (1.7)	0	---	20	11.6 (5.9)	19	10.1 (5.2)
Moved	500	1.4 (2.0)	115	8.0 (5.4)	26	11.3 (5.8)	26	10.2 (4.9)
None of the Above	522	0.9 (1.5)	363	5.6 (4.4)	364	9.7 (6.0)	357	9.0 (5.7)
Random sample students	3,848	8.2 (6.6)	3,531	14.5 (5.5)	3,589	17.9 (3.9)	3,569	9.5 (5.8)

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

**Table 6b. Progress of Reading Recovery Students Who Started at Mid-year or Year-end on the Ohio Word Test, by Intervention Status, and Random Sample Students: United States, 2021–22**

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>
Mid-year or year-end intervention status								
Accelerated Progress	2,041	4.2 (3.1)	4,425	11.6 (4.1)	4,405	19.2 (1.2)	2,035	15.0 (3.2)
Progressed	151	3.3 (3.2)	322	7.9 (4.4)	321	17.3 (2.6)	151	14.1 (3.8)
Recommended	136	1.7 (2.7)	244	4.6 (4.1)	244	12.1 (5.0)	136	10.7 (4.5)
Incomplete	2,650	2.4 (2.4)	5,998	6.8 (4.2)	5,933	14.8 (4.5)	2,642	12.8 (4.0)
Moved	44	2.5 (2.9)	168	6.0 (4.5)	6	14.8 (3.7)	3	13.3 (2.5)
None of the Above	56	1.9 (2.0)	111	5.9 (4.9)	66	12.8 (5.7)	36	12.7 (4.3)
Random sample students	3,848	8.2 (6.6)	3,531	14.5 (5.5)	3,589	17.9 (3.9)	3,569	9.5 (5.8)

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

**Table 7a. Progress of Reading Recovery Students Who Started in the Fall on Hearing and Recording Sounds in Words, by Intervention Status, and Random Sample Students: United States, 2021–22**

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 intervention status								
Accelerated Progress	4,036	17.5 (9.4)	4,066	35.6 (2.0)	3,961	35.9 (1.6)	3,931	18.4 (9.4)
Progressed	3,150	13.3 (8.8)	3,159	33.7 (3.2)	3,075	34.4 (2.9)	3,060	21.1 (8.7)
Recommended	3,896	7.8 (7.4)	3,922	27.8 (7.4)	3,762	29.4 (7.0)	3,727	21.5 (8.0)
Incomplete	27	9.9 (8.8)	0	---	20	28.4 (9.1)	19	19.5 (9.9)
Moved	500	10.1 (8.8)	112	26.9 (9.0)	26	28.7 (8.6)	26	20.0 (8.4)
None of the Above	522	7.4 (7.5)	361	21.4 (10.7)	364	25.8 (10.0)	357	18.8 (9.0)
Random sample students	3,842	24.8 (10.7)	3,525	32.8 (5.9)	3,586	34.5 (4.5)	3,562	9.5 (9.0)

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 Reading Recovery Students Who Started at Mid-year or Year-end on Hearing and Recording Sounds in Words, by Intervention Status, and Random Sample Students: United States, 2021–22**

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>
Mid-year or year-end intervention status								
Accelerated Progress	2,040	22.0 (9.1)	4,421	31.9 (4.3)	4,399	36.0 (1.5)	2,033	13.9 (9.0)
Progressed	150	18.6 (10.2)	321	27.6 (7.6)	321	34.6 (3.0)	150	15.8 (9.8)
Recommended	135	12.2 (10.1)	244	21.9 (9.8)	243	30.6 (6.8)	135	18.9 (10.0)
Incomplete	2,676	15.6 (9.9)	6,005	26.1 (8.0)	5,936	32.7 (5.0)	2,662	17.5 (9.1)
Moved	44	14.5 (9.0)	167	24.3 (9.5)	6	33.7 (3.4)	3	21.3 (9.7)
None of the Above	56	14.7 (10.5)	112	23.0 (10.1)	67	29.5 (7.1)	35	15.7 (8.5)
Random sample students	3,842	24.8 (10.7)	3,525	32.8 (5.9)	3,586	34.5 (4.5)	3,562	9.5 (9.0)

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 Reading Recovery Students Who Started in the Fall on Letter Identification, by Intervention Status, and Random Sample Students: United States, 2021–22**

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 intervention status								
Accelerated Progress	4,041	46.2 (7.5)	4,068	53.3 (1.7)	3,962	53.6 (1.1)	3,936	7.4 (7.6)
Progressed	3,150	42.5 (9.7)	3,164	52.7 (2.1)	3,081	53.1 (1.8)	3,066	10.5 (9.5)
Recommended	3,897	34.0 (13.6)	3,928	49.6 (6.2)	3,769	50.9 (5.1)	3,735	16.8 (12.0)
Incomplete	27	38.1 (12.3)	0	---	20	49.3 (9.9)	19	12.0 (8.5)
Moved	500	37.4 (13.5)	114	48.7 (7.3)	26	48.2 (11.0)	26	17.9 (17.3)
None of the Above	522	32.4 (14.7)	363	44.4 (11.8)	364	49.2 (7.2)	357	16.4 (12.0)
Random sample students	3,851	48.9 (8.2)	3,531	52.4 (3.6)	3,592	53.1 (2.7)	3,574	4.0 (6.8)

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

**Table 8b. Progress of Reading Recovery Students Who Started at Mid-year or Year-end on Letter Identification, by Intervention Status, and Random Sample Students: United States, 2021–22**

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>
Mid-year or year-end intervention status								
Accelerated Progress	2,053	48.2 (6.9)	4,427	52.1 (2.6)	4,407	53.6 (1.1)	2,047	5.4 (7.1)
Progressed	151	45.6 (8.8)	322	50.5 (4.3)	321	53.2 (1.4)	151	7.7 (8.8)
Recommended	136	37.2 (13.5)	244	45.7 (10.2)	244	51.1 (5.1)	136	13.9 (11.7)
Incomplete	2,685	42.7 (11.8)	6,010	49.4 (6.6)	5,947	52.5 (3.4)	2,674	9.9 (11.0)
Moved	44	44.2 (10.3)	168	48.0 (9.1)	6	53.8 (0.4)	3	5.3 (3.2)
None of the Above	57	41.3 (13.6)	111	47.0 (9.3)	67	51.1 (4.6)	36	10.5 (12.5)
Random sample students	3,851	48.9 (8.2)	3,531	52.4 (3.6)	3,592	53.1 (2.7)	3,574	4.0 (6.8)

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

**Table 9a. Progress of Reading Recovery Students Who Started in the Fall on Concepts About Print, by Intervention Status, and Random Sample Students: United States, 2021–22**

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 intervention status								
Accelerated Progress	4,038	11.6 (3.4)	4,066	20.1 (2.3)	3,958	21.1 (2.1)	3,929	9.5 (3.7)
Progressed	3,147	10.8 (3.6)	3,160	18.7 (2.5)	3,080	19.6 (2.5)	3,062	8.9 (3.8)
Recommended	3,894	9.1 (3.8)	3,920	16.1 (3.1)	3,767	17.0 (3.1)	3,731	7.9 (3.7)
Incomplete	27	9.6 (4.1)	0	---	20	17.4 (2.4)	19	8.0 (4.4)
Moved	500	9.5 (3.7)	109	16.0 (3.6)	26	16.2 (2.7)	26	8.1 (4.0)
None of the Above	522	8.4 (3.9)	361	14.0 (3.8)	364	15.6 (3.6)	357	7.1 (3.5)
Random sample students	3,847	14.0 (4.2)	3,530	18.0 (3.4)	3,587	20.0 (3.1)	3,567	5.9 (3.5)

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

**Table 9b. Progress of Reading Recovery Students Who Started at Mid-year or Year-end on Concepts About Print, by Intervention Status, and Random Sample Students: United States, 2021–22**

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>
Mid-year or year-end intervention status								
Accelerated Progress	2,009	12.9 (3.3)	4,421	16.2 (2.8)	4,401	21.2 (2.1)	2,002	8.3 (3.5)
Progressed	149	11.9 (3.8)	320	15.2 (3.2)	321	19.6 (2.3)	149	7.9 (3.8)
Recommended	132	10.4 (4.1)	244	13.6 (3.9)	242	17.8 (2.9)	131	7.6 (3.7)
Incomplete	44	11.9 (3.7)	168	13.9 (3.5)	6	20.0 (3.0)	3	11.0 (4.4)
Moved	2,637	11.3 (3.6)	5,994	14.5 (3.2)	5,927	18.7 (2.9)	2,626	7.5 (3.6)
None of the Above	55	10.3 (4.5)	111	13.2 (4.1)	66	16.8 (3.0)	35	6.6 (4.1)
Random sample students	3,847	14.0 (4.2)	3,530	18.0 (3.4)	3,587	20.0 (3.1)	3,567	5.9 (3.5)

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

**Table 10a. Progress of Reading Recovery Students Who Started in the Fall on the OS Total Score, by Intervention Status, and Random Sample Students: United States, 2021–22**

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 intervention status								
Accelerated Progress	4,028	367.7 (35.0)	4,057	525.5 (24.1)	3,949	549.5 (27.7)	3,911	181.8 (41.3)
Progressed	3,140	349.0 (31.9)	3,145	493.2 (24.9)	3,069	514.5 (29.9)	3,045	165.3 (37.9)
Recommended	3,887	323.2 (34.5)	3,906	437.7 (44.3)	3,753	459.7 (48.3)	3,711	136.1 (42.0)
Incomplete	499	333.3 (37.3)	105	431.8 (55.8)	26	454.5 (66.7)	26	140.8 (55.8)
Moved	27	329.3 (43.1)	0	---	20	455.1 (50.7)	19	128.3 (39.8)
None of the Above	520	319.0 (41.5)	358	396.7 (61.1)	360	434.7 (62.7)	352	116.1 (51.3)
Random sample students	3,835	416.3 (62.1)	3,516	492.5 (55.0)	3,567	531.8 (52.3)	3,538	114.1 (44.0)

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

**Table 10b. Progress of Reading Recovery Students Who Started at Mid-year or Year-end on the OS Total Score, by Intervention Status, and Random Sample Students: United States, 2021–22**

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>
Mid-year or year-end intervention status								
Accelerated Progress	2,002	388.7 (37.5)	4,416	463.6 (31.5)	4,390	550.3 (24.0)	1,992	161.5 (40.2)
Progressed	149	372.6 (42.3)	319	432.0 (41.8)	321	517.1 (27.7)	149	145.8 (41.1)
Recommended	132	340.4 (44.8)	244	394.9 (54.0)	241	471.0 (47.6)	131	133.9 (37.7)
Incomplete	43	358.5 (39.0)	167	409.6 (51.0)	6	494.0 (38.2)	3	162.3 (9.0)
Moved	2,625	357.6 (43.0)	5,987	419.9 (44.7)	5,898	493.6 (41.6)	2,603	138.9 (39.6)
None of the Above	54	352.3 (47.0)	111	402.2 (55.6)	64	460.8 (49.2)	32	123.3 (32.6)
Random sample students	3,835	416.3 (62.1)	3,516	492.5 (55.0)	3,567	531.8 (52.3)	3,538	114.1 (44.0)

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 Reading Recovery Students Whose Interventions Started in the Fall, by Intervention Status: United States, 2021–22**

Fall intervention status	<i>n</i>	Weeks	Lessons	Lessons per week
		<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
Accelerated Progress	4,068	18.8 (2.5)	67.8 (14.7)	3.6 (0.7)
Progressed	3,166	20.1 (1.1)	70.3 (14.1)	3.5 (0.7)
Recommended	3,932	19.9 (1.1)	66.0 (13.5)	3.3 (0.7)
Incomplete	28	14.1 (6.1)	47.8 (27.0)	3.4 (1.2)
Moved	406	11.3 (4.5)	38.1 (17.7)	3.4 (0.9)
None of the Above	465	13.3 (4.5)	44.1 (18.5)	3.3 (0.9)

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

**Table 11b. Mean Number of Weeks, Lessons, and Lessons per Week for Reading Recovery Students Whose Interventions Started at Mid-year or Year-end, by Intervention Status: United States, 2021–22**

Mid-year or year-end intervention status	<i>n</i>	Weeks	Lessons	Lessons per week
		<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
Accelerated Progress	4,422	12.8 (3.1)	47.1 (13.5)	3.7 (0.6)
Progressed	323	14.9 (4.1)	52.3 (17.3)	3.5 (0.6)
Recommended	244	15.4 (4.3)	52.1 (17.4)	3.4 (0.8)
Incomplete	5,998	12.2 (2.9)	43.3 (13.1)	3.5 (0.7)
Moved	141	7.1 (3.6)	22.5 (12.7)	3.2 (0.9)
None of the Above	89	9.0 (4.2)	30.2 (17.0)	3.3 (0.9)

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

**Table 12. Training Status of Reading Recovery Teachers and Teacher Leaders: United States, 2021–22**

Training status	Teachers	%	Teacher leaders	%
In-training	493	15.9	0	0
Trained	2,609	84.1	190	100
TOTAL	3,102	100	190	100

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



**Table 13. Other Roles of Reading Recovery Teachers and the Number of Students Served in Reading Recovery and in Other Roles: United States, 2021–22**

Other role (in addition to RR)	Teachers in role	RR students		Other role students		All students	
		<i>M</i>	<i>n</i>	<i>M</i>	<i>n</i>	<i>M</i>	<i>n</i>
Classroom teacher	147	6.0	883	23.4	3,441	29.4	4,324
Bilingual classroom teacher	2	7.0	14	20.0	40	27.0	54
Title I or reading teacher	2,209	7.5	16,663	20.8	45,955	28.3	62,601
Special education teacher	234	7.0	1,636	20.8	4,877	27.8	6,513
ESL teacher	54	6.9	373	34.6	1,870	41.5	2,243
Staff developer	189	6.3	1,185	134.2	25,373	140.5	26,558
School or district administrator	4	3.5	14	223.5	894	227.0	908
Some other role	137	7.2	983	44.3	6,069	51.5	7,052
<b>TOTAL</b>	<b>2,976</b>	<b>7.3</b>	<b>21,751</b>	<b>29.7</b>	<b>88,519</b>	<b>37.0</b>	<b>110,253</b>

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, 2021–22**

Years of experience	Teachers	%	Entry to exit growth
			<i>M (SD)</i>
1	479	15.9	127.5 (41.1)
2 to 5	837	27.7	137.9 (41.3)
6 to 10	772	25.6	139.1 (40.0)
11 to 15	361	12.0	137.4 (40.3)
16+	568	18.8	144.3 (39.8)
All teachers	3,017	100	137.7 (40.9)

Note: Excludes teacher leaders. Differences between the Table 1 totals and variable totals represent missing data for those variables.

**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 at Mid-year or Year-end: United States, 2021–22**

Years of experience	Teachers	%	Entry to exit growth
			<i>M (SD)</i>
1	311	14.6	80.9 (31.6)
2 to 5	583	27.4	88.4 (35.2)
6 to 10	533	25.0	87.5 (34.9)
11 to 15	263	12.4	84.1 (31.2)
16+	438	20.6	84.0 (32.3)
All teachers	2,128	100	85.6 (33.6)

Note: Excludes teacher leaders. Differences between the Table 1 totals and variable totals represent missing data for those variables.

**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, 2021–22**

Years in Reading Recovery	Schools	%	Entry to exit growth
			<i>M (SD)</i>
1	123	6.1	129.4 (42.5)
2 to 5	277	13.8	138.3 (43.4)
6 to 10	315	15.7	135.3 (39.9)
11 to 15	184	9.2	139.6 (42.7)
16+	1,106	55.2	138.6 (40.0)
All schools	2,005	100	137.7 (40.9)

Note: Excludes students served by teacher leaders. Differences between the Table 1 totals and variable totals represent missing data for those variables.

**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 at Mid-year or Year-end: United States, 2021–22**

Years in Reading Recovery	Schools	%	Entry to exit growth
			<i>M (SD)</i>
1	84	5.6	89.9 (31.1)
2 to 5	192	12.7	93.1 (36.3)
6 to 10	225	14.9	86.0 (32.1)
11 to 15	146	9.7	85.6 (38.2)
16+	863	57.2	83.8 (32.8)
All schools	1,510	100	85.7 (33.7)

Note: Excludes students served by teacher leaders. Differences between the Table 1 totals and variable totals represent missing data for those variables.