
INTERNATIONAL DATA EVALUATION CENTER

Technical Report

September 2023

**2022–23 Reading Recovery
National Summary Report
for the United States**



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

**The Ohio State University
College of Education and Human Ecology
Department of Teaching and Learning**



International Data Evaluation Center
1100 Kinnear Rd Room 129
Phone: 614-292-6415
Fax: 614-583-3131
<http://www.idecweb.us/>

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For additional information about Reading Recovery or Descubriendo la Lectura, please contact:

Reading Recovery Council of North America
150 E. Wilson Bridge Road, Suite 200
Worthington, Ohio 43085
Phone: 614-310-7323
Fax: 614-310-7345
<http://www.readingrecovery.org/>

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 to classmates and exhibiting 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.

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

Moved—These are students who started Reading Recovery but moved out of the school before the 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 be 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, 2022–23

Entity	<i>n</i>
Universities	11
States	38
Sites	149
Districts	549
Schools	1,798
Teacher leaders	189
Teachers	2,736
Reading Recovery students	
First round	10,724
Second round	9,718
Unknown when intervention started	46
All students	20,488
Random sample students	3,388

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, 2022–23

Demographic	<i>n</i>	%
Gender		
Male	10,452	51.2
Female	9,962	48.8
Other	4	0.0
TOTAL	20,418	100
School meal costs		
Free or reduced price	7,371	39.9
Regular price	2,626	14.2
Information unavailable	8,499	46.0
TOTAL	18,496	100
Race/Ethnicity		
American Indian/Alaskan Native	125	0.6
Asian	519	2.5
Black	3,673	17.9
Hispanic, any race	3,809	18.6
Native Hawaiian/Pacific Islander	36	0.2
White	11,071	54.0
Multi-ethnic	1,255	6.1
TOTAL	20,488	100
Has documented disability		
Yes	2,565	12.9
No	17,282	87.1
TOTAL	19,847	100
Primary language at home is English		
Yes	17,197	84.4
No	3,174	15.6
TOTAL	20,371	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, 2022–23

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	3,940	36.7	4,310	44.4	8,250	40.4
Progressed	2,765	25.8	314	3.2	3,079	15.1
Recommended	3,080	28.7	171	1.8	3,251	15.9
Incomplete	31	0.3	4,671	48.1	4,702	23.0
Moved	442	4.1	160	1.6	602	2.9
None of the Above	466	4.3	92	0.9	558	2.7
TOTAL	10,724	100	9,718	100	20,442	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 4a. Progress of Reading Recovery Students Who Started in the Fall on Text Reading Level, by Intervention Status, and Random Sample Students: United States, 2022–23

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>
Intervention status								
Accelerated Progress	3,887	1.1 (1.2)	3,934	14.7 (3.1)	3,849	19.9 (4.0)	3,798	18.8 (4.0)
Progressed	2,727	0.7 (1.0)	2,761	9.4 (2.5)	2,662	13.0 (4.1)	2,624	12.2 (4.2)
Recommended	3,040	0.4 (0.8)	3,075	4.6 (2.1)	2,926	6.4 (3.5)	2,888	5.9 (3.5)
Incomplete	26	0.7 (0.9)	0	---	21	8.1 (5.5)	18	7.8 (5.7)
Moved	440	0.6 (0.9)	93	4.4 (3.1)	25	7.3 (6.2)	24	7.2 (6.1)
None of the Above	461	0.5 (0.9)	286	3.3 (2.7)	294	6.2 (5.7)	292	5.8 (5.6)
Random sample students	3,358	5.2 (6.2)	3,146	12.6 (8.1)	3,131	18.6 (8.1)	3,112	13.3 (6.4)

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, 2022–23

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>
Intervention status								
Accelerated Progress	1,914	1.9 (1.6)	4,307	5.5 (2.5)	4,293	19.2 (2.9)	1,906	17.3 (3.0)
Progressed	166	1.4 (1.3)	314	3.9 (2.3)	310	13.7 (3.3)	164	12.6 (3.0)
Recommended	85	0.9 (1.0)	171	2.1 (2.1)	171	6.5 (3.6)	85	5.8 (3.2)
Incomplete	2,028	1.2 (1.2)	4,667	3.2 (2.0)	4,634	9.8 (4.0)	2,014	8.8 (3.8)
Moved	54	1.1 (1.3)	160	3.0 (2.3)	7	8.6 (3.4)	1	3.0 (0.0)
None of the Above	45	1.1 (1.2)	91	2.9 (2.3)	50	6.4 (4.8)	22	6.8 (4.8)
Random sample students	3,358	5.2 (6.2)	3,146	12.6 (8.1)	3,131	18.6 (8.1)	3,112	13.3 (6.4)

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, 2022–23

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>
Intervention status								
Accelerated Progress	3,888	9.3 (6.2)	3,935	45.5 (12.0)	3,848	52.6 (14.6)	3,796	43.3 (14.6)
Progressed	2,734	7.0 (4.9)	2,761	37.0 (10.8)	2,665	42.6 (12.7)	2,634	35.6 (12.5)
Recommended	3,053	4.5 (3.6)	3,078	25.5 (10.9)	2,928	29.9 (13.1)	2,903	25.4 (12.1)
Incomplete	26	6.0 (5.3)	0	---	21	34.3 (16.2)	18	29.7 (16.8)
Moved	440	5.5 (4.6)	96	22.3 (11.5)	25	35.0 (20.0)	24	30.5 (18.8)
None of the Above	461	4.3 (4.1)	288	17.2 (11.3)	288	26.9 (19.4)	285	22.6 (18.1)
Random sample students	3,364	17.6 (12.2)	3,143	37.2 (16.6)	3,131	48.6 (18.8)	3,118	30.8 (15.3)

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, 2022–23

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>
Intervention status								
Accelerated Progress	1,895	12.4 (6.9)	4,307	29.3 (10.9)	4,293	54.8 (13.4)	1,887	42.1 (13.4)
Progressed	170	10.1 (5.7)	314	24.1 (11.0)	310	46.1 (13.5)	167	36.9 (12.6)
Recommended	86	7.0 (6.4)	171	15.5 (9.9)	171	32.1 (13.4)	86	26.2 (12.8)
Incomplete	2,030	8.5 (6.1)	4,670	21.2 (10.2)	4,638	39.4 (13.6)	2,019	31.4 (12.2)
Moved	53	8.6 (6.7)	160	19.2 (11.2)	7	35.4 (12.0)	1	9.0 (0.0)
None of the Above	45	8.3 (5.5)	92	17.6 (12.2)	50	27.7 (17.8)	22	24.1 (13.9)
Random sample students	3,364	17.6 (12.2)	3,143	37.2 (16.6)	3,131	48.6 (18.8)	3,118	30.8 (15.3)

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, 2022–23

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>
Intervention status								
Accelerated Progress	3,885	3.4 (3.0)	3,936	17.8 (2.1)	3,848	19.3 (1.2)	3,794	15.9 (3.1)
Progressed	2,729	2.1 (2.1)	2,763	14.4 (3.2)	2,665	17.3 (2.7)	2,629	15.2 (3.1)
Recommended	3,050	1.1 (1.5)	3,079	8.8 (4.2)	2,934	12.2 (5.0)	2,906	11.1 (4.7)
Incomplete	26	2.1 (3.6)	0	---	21	13.8 (5.9)	18	12.0 (5.8)
Moved	440	1.7 (2.2)	98	7.7 (5.0)	25	11.4 (7.1)	24	9.5 (6.4)
None of the Above	462	1.3 (2.0)	289	5.8 (4.4)	288	10.6 (6.1)	286	9.2 (5.5)
Random sample students	3,365	8.8 (6.7)	3,142	15.0 (5.4)	3,134	18.1 (3.7)	3,122	9.2 (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, 2022–23

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>
Intervention status								
Accelerated Progress	1,865	4.4 (3.0)	4,308	11.8 (4.0)	4,296	19.3 (1.0)	1,859	14.9 (3.0)
Progressed	163	3.3 (2.5)	314	8.5 (4.4)	312	17.8 (2.1)	161	14.6 (2.8)
Recommended	86	1.9 (2.5)	171	4.7 (3.9)	171	13.0 (4.4)	86	11.1 (4.0)
Incomplete	2,018	2.6 (2.5)	4,666	7.4 (4.1)	4,639	15.6 (4.0)	2,006	13.1 (3.7)
Moved	52	3.0 (2.9)	160	7.0 (4.9)	7	15.4 (4.7)	1	4.0 (0.0)
None of the Above	45	2.6 (2.2)	92	6.1 (4.9)	50	11.3 (6.1)	22	10.9 (4.9)
Random sample students	3,365	8.8 (6.7)	3,142	15.0 (5.4)	3,134	18.1 (3.7)	3,122	9.2 (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, 2022–23

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>
Intervention status								
Accelerated Progress	3,889	19.1 (9.0)	3,935	35.6 (1.9)	3,850	36.0 (1.6)	3,799	16.8 (8.8)
Progressed	2,730	14.9 (8.6)	2,763	34.0 (2.8)	2,665	34.6 (2.5)	2,630	19.7 (8.6)
Recommended	3,052	9.4 (7.7)	3,073	28.8 (6.7)	2,926	30.2 (6.5)	2,900	20.8 (8.0)
Incomplete	26	12.1 (8.7)	0	---	21	31.3 (7.6)	18	19.2 (8.7)
Moved	440	11.9 (9.0)	97	26.5 (9.0)	25	29.5 (8.4)	24	21.7 (9.4)
None of the Above	461	9.0 (8.2)	287	22.6 (9.8)	288	27.7 (8.7)	286	18.3 (8.3)
Random sample students	2,625	25.9 (10.1)	2,152	33.1 (5.9)	2,151	34.7 (4.5)	2,142	8.3 (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 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, 2022–23

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>
Intervention status								
Accelerated Progress	1,919	23.4 (8.1)	4,307	32.2 (4.0)	4,296	36.1 (1.3)	1,913	12.6 (8.1)
Progressed	170	20.9 (9.2)	313	29.2 (6.5)	312	35.1 (2.9)	168	14.4 (8.8)
Recommended	86	14.4 (11.1)	171	23.2 (9.0)	171	31.1 (5.7)	86	17.0 (9.6)
Incomplete	2,039	17.0 (9.8)	4,667	27.5 (7.0)	4,663	33.4 (4.2)	2,025	16.6 (9.2)
Moved	54	16.3 (10.6)	160	26.0 (8.0)	7	33.9 (5.5)	1	5.0 (0.0)
None of the Above	45	16.3 (8.6)	92	25.4 (10.0)	50	27.9 (10.2)	22	15.4 (8.2)
Random sample students	2,625	25.9 (10.1)	2,152	33.1 (5.9)	2,151	34.7 (4.5)	2,142	8.3 (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 Reading Recovery Students Who Started in the Fall on Letter Identification, by Intervention Status, and Random Sample Students: United States, 2022–23

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>
Intervention status								
Accelerated Progress	3,892	47.3 (6.4)	3,940	53.4 (1.3)	3,851	53.6 (1.4)	3,803	6.3 (6.4)
Progressed	2,733	44.2 (8.1)	2,765	52.8 (1.6)	2,666	53.2 (1.9)	2,634	8.9 (8.2)
Recommended	3,053	37.3 (12.1)	3,079	50.6 (4.8)	2,933	51.5 (4.1)	2,908	14.1 (10.8)
Incomplete	26	37.8 (15.1)	0	---	21	52.7 (1.9)	18	16.9 (15.6)
Moved	440	40.1 (12.2)	99	49.2 (7.3)	25	50.7 (7.7)	24	12.5 (10.7)
None of the Above	462	36.1 (13.7)	290	46.2 (9.7)	288	50.3 (5.9)	286	14.2 (11.5)
Random sample students	3,365	49.5 (7.7)	3,147	52.4 (4.3)	3,135	53.2 (2.9)	3,123	3.6 (6.5)

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, 2022–23

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>
Intervention status								
Accelerated Progress	1,911	49.2 (5.2)	4,308	52.3 (2.4)	4,295	53.7 (1.2)	1,905	4.4 (5.2)
Progressed	170	47.6 (7.2)	314	51.2 (4.2)	312	53.5 (0.9)	168	5.8 (7.1)
Recommended	86	40.5 (12.4)	171	47.3 (8.1)	171	52.3 (2.3)	86	11.9 (11.9)
Incomplete	2,039	45.0 (9.4)	4,670	50.7 (4.6)	4,640	52.9 (2.3)	2,028	7.9 (9.0)
Moved	54	45.1 (11.9)	160	49.4 (7.3)	7	52.1 (3.1)	1	8.0 (0.0)
None of the Above	45	45.0 (10.0)	92	47.8 (8.7)	50	50.0 (7.9)	22	6.6 (5.1)
Random sample students	3,365	49.5 (7.7)	3,147	52.4 (4.3)	3,135	53.2 (2.9)	3,123	3.6 (6.5)

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, 2022–23

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>
Intervention status								
Accelerated Progress	3,883	12.0 (3.3)	3,937	20.2 (2.3)	3,849	21.1 (2.1)	3,793	9.1 (3.6)
Progressed	2,727	11.3 (3.3)	2,764	18.8 (2.5)	2,664	19.6 (2.4)	2,626	8.3 (3.5)
Recommended	3,049	9.7 (3.5)	3,075	16.3 (3.0)	2,932	17.2 (3.0)	2,903	7.5 (3.7)
Incomplete	26	10.0 (3.8)	0	---	21	17.9 (4.2)	18	7.3 (3.3)
Moved	440	10.1 (3.5)	96	15.9 (3.9)	25	16.4 (3.9)	24	8.2 (4.8)
None of the Above	462	9.4 (3.6)	286	14.5 (3.6)	288	16.2 (3.7)	286	6.7 (3.8)
Random sample students	3,365	14.4 (3.9)	3,144	18.2 (3.3)	3,132	20.1 (3.0)	3,120	5.7 (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 Reading Recovery Students Who Started at Mid-year or Year-end on Concepts About Print, by Intervention Status, and Random Sample Students: United States, 2022–23

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>
Intervention status								
Accelerated Progress	1,854	13.3 (3.1)	4,308	16.3 (2.8)	4,294	21.3 (2.1)	1,848	8.0 (3.4)
Progressed	163	12.6 (3.4)	314	15.6 (3.0)	310	20.2 (2.2)	161	7.8 (3.4)
Recommended	86	10.7 (3.7)	170	13.2 (3.3)	171	17.6 (3.0)	86	7.0 (3.7)
Incomplete	2,008	11.8 (3.5)	4,669	14.9 (3.0)	4,635	18.9 (2.7)	1,995	7.2 (3.5)
Moved	52	11.5 (3.6)	160	14.2 (3.0)	7	19.6 (2.8)	1	4.0 (0.0)
None of the Above	45	11.6 (3.7)	92	13.8 (4.2)	49	16.8 (4.0)	22	5.9 (3.0)
Random sample students	3,365	14.4 (3.9)	3,144	18.2 (3.3)	3,132	20.1 (3.0)	3,120	5.7 (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 Reading Recovery Students Who Started in the Fall on the OS Total Score, by Intervention Status, and Random Sample Students: United States, 2022–23

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>
Intervention status								
Accelerated Progress	3,875	373.8 (34.2)	3,917	526.0 (24.2)	3,840	548.6 (27.4)	3,777	174.6 (39.8)
Progressed	2,717	355.5 (30.0)	2,753	495.1 (24.4)	2,658	515.5 (28.6)	2,610	160.0 (36.4)
Recommended	3,038	331.6 (30.9)	3,064	444.7 (41.5)	2,915	464.8 (45.5)	2,875	133.1 (39.2)
Incomplete	26	342.7 (38.5)	0	---	21	480.3 (57.9)	18	142.8 (57.9)
Moved	440	341.5 (36.7)	90	431.1 (55.1)	25	468.5 (72.3)	24	136.8 (62.5)
None of the Above	459	330.1 (35.0)	280	404.6 (55.3)	287	449.0 (67.5)	284	118.1 (52.0)
Random sample students	2,614	421.9 (61.8)	2,145	496.9 (54.9)	2,143	535.3 (51.1)	2,123	110.9 (44.9)

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, 2022–23

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>
Intervention status								
Accelerated Progress	1,845	394.2 (34.7)	4,304	465.7 (30.1)	4,287	551.5 (23.9)	1,835	157.2 (38.1)
Progressed	161	380.1 (34.3)	313	441.5 (41.0)	306	524.2 (27.0)	158	147.7 (37.0)
Recommended	85	350.6 (45.2)	170	398.3 (47.3)	171	473.1 (42.5)	85	125.1 (42.8)
Incomplete	1,999	365.4 (38.2)	4,659	428.6 (40.0)	4,620	500.0 (37.5)	1,978	136.2 (37.5)
Moved	52	363.7 (45.7)	160	419.3 (47.1)	7	491.6 (45.1)	1	55.0 (0.0)
None of the Above	45	363.8 (36.8)	91	411.3 (54.8)	49	455.5 (67.4)	22	113.0 (40.8)
Random sample students	2,614	421.9 (61.8)	2,145	496.9 (54.9)	2,143	535.3 (51.1)	2,123	110.9 (44.9)

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, 2022–23

Intervention status	<i>n</i>	Weeks	Lessons	Lessons per week
		<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
Accelerated Progress	3,940	18.8 (2.3)	66.6 (12.7)	3.6 (0.6)
Progressed	2,765	20.0 (0.8)	68.5 (10.7)	3.4 (0.5)
Recommended	3,080	19.9 (1.2)	65.6 (11.4)	3.3 (0.5)
Incomplete	31	14.5 (4.0)	48.1 (17.4)	3.4 (0.9)
Moved	353	10.6 (5.0)	35.3 (18.2)	3.3 (0.8)
None of the Above	405	12.0 (4.4)	39.2 (15.5)	3.3 (0.7)

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 Reading Recovery Students Whose Interventions Started at Mid-year or Year-end, by Intervention Status: United States, 2022–23

Intervention status	<i>n</i>	Weeks	Lessons	Lessons per week
		<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
Accelerated Progress	4,309	13.1 (3.0)	48.3 (13.7)	3.7 (0.6)
Progressed	314	15.3 (4.1)	54.6 (16.4)	3.6 (0.5)
Recommended	171	16.4 (4.0)	55.3 (15.0)	3.4 (0.6)
Incomplete	4,665	12.5 (2.8)	43.9 (12.8)	3.5 (0.6)
Moved	136	7.4 (3.7)	24.1 (12.9)	3.2 (0.7)
None of the Above	80	8.4 (3.3)	28.5 (14.0)	3.3 (0.8)

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, 2022–23

Training status	Teachers		Teacher leaders	
	<i>n</i>	%	<i>n</i>	%
In-training	302	11.1	0	0
Trained	2,424	88.9	168	100
TOTAL	2,726	100	168	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, 2022–23

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	134	6.0	803	32.7	4,382	38.7	5,185
Bilingual classroom teacher	1	4.0	4	25.0	25	29.0	29
Title I or reading teacher	1,938	7.4	14,376	24.7	47,855	32.1	62,215
Special education teacher	210	7.1	1,495	23.0	4,821	30.1	6,316
ESL teacher	48	7.2	347	42.8	2,053	50.0	2,400
Staff developer	143	6.3	898	105.0	15,021	111.3	15,919
School or district administrator	4	4.0	16	202.8	811	206.8	827
Some other role	143	7.3	1,041	34.3	4,904	41.6	5,945
TOTAL	2,621	7.2	18,980	30.5	79,872	37.7	98,836

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, 2022–23

Years of experience	Teachers	%	Entry to exit growth
			<i>M (SD)</i>
1	293	11.1	124.2 (39.6)
2 to 5	898	33.9	134.4 (38.8)
6 to 10	626	23.6	138.3 (38.2)
11 to 15	331	12.5	135.3 (38.5)
16+	500	18.9	139.0 (37.5)
All teachers	2,648	100	135.2 (38.7)

Note: Excludes students served by 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, 2022–23

Years of experience	Teachers	%	Entry to exit growth
			<i>M (SD)</i>
1	183	9.2	78.6 (29.7)
2 to 5	672	33.9	85.5 (32.0)
6 to 10	492	24.8	85.6 (32.7)
11 to 15	238	12.0	84.1 (34.1)
16+	396	20.0	84.3 (31.2)
All teachers	1,981	100	84.5 (32.1)

Note: Excludes students served by 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, 2022–23

Years in Reading Recovery	Schools	%	Entry to exit growth
			<i>M (SD)</i>
1	66	3.8	126.1 (41.3)
2 to 5	286	16.4	132.0 (40.9)
6 to 10	257	14.8	136.4 (40.1)
11 to 15	166	9.5	135.9 (38.6)
16+	965	55.5	136.0 (37.7)
All schools	1,740	100	135.1 (38.8)

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, 2022–23

Years in Reading Recovery	Schools	%	Entry to exit growth
			<i>M (SD)</i>
1	35	2.6	88.6 (24.3)
2 to 5	213	15.8	87.0 (32.6)
6 to 10	186	13.8	86.4 (32.3)
11 to 15	132	9.8	86.6 (34.6)
16+	779	57.9	83.2 (31.9)
All schools	1,345	100	84.6 (32.2)

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