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INTERNATIONAL DATA EVALUATION CENTER

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Methodology Report

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# Guide to Tables and Figures in Annual Reports 2023-2024



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## About this guide

This document supplements the reports produced by IDEC by helping you interpret the data in the tables and figures. Your reports and this guide should be read together.

Most of the tables and figure in your reports will contain 3 years data and national data. The multiple years of data will allow you to see how your data has changed over time. National data gives you a sense of what the typical implementation of RR/DLL/LL looks like in the United States and allows you to see how it differs for your implementation.

Not all tables and figures will be meaningful to you within your context. Reading Recovery and Literacy Lessons is present all over the United States. All implementations have different circumstances; some tables are more likely to be useful to you than others.

## Conventions used in the guide

Brackets [ ] are used to show you how numbers were calculated in the examples. Text in quotations “ ” is an example of how you could write up an explanation for the data in that table. The NEW and UPDATED symbols indicate where a table or figure’s content has changed significantly from the previous year.

We have taken portions of actual report tables from a variety of sites to illustrate different examples in this guide. To save space, we have sometimes deleted rows or columns from those tables. Do not let that confuse you as these are just examples. Your data might differ substantially from the examples and require a different explanation.

## Abbreviations used in this guide

- RR = Reading recovery
- DLL = Descubriendo la Lectura
- LL = Literacy Lessons
- SpeEd = Special Education
- ELL = English Language Learner

## Reporting Conventions

### ***Column names used in tables and figures***

Column Name	Description
n	Statisticians use the abbreviation n to indicate that a column shows the number of entities represented in the results. In IDEC reports, n is usually referring the number of students, number of teachers, or number of schools represented in results.
%	This indicates that a column is showing you percentages. Percentages may or may not add up across the row or down the column. Read the table description in this document to see if percentages can be added up.
col %	This abbreviation is used to indicate that the percentage is being displayed in a column and that percentages will add vertically, up and down the column.
Fall	Used to indicate a student's score on a task of the Observation Survey at the start of the school year.
Mid-Year	For First Round students, this is used to indicate a score on a task of the Observation Survey when they exited RR/DLL, usually around the middle of the year. For Second Round students, this is used to indicate a score on a task of the Observation Survey when they entered RR/DLL, usually around the middle of the year.
Year-End	Used to indicate a student's score on a task of the Observation Survey at the end of a school year.

## Description of Tables and Figures in Reports

### ***UTC, State, Site, District and School RR, DLL, and RR-Eligible Tables and Figures***

This year, IDEC will produce on separate report for RR data, DLL data, and RR-Eligible students receiving Literacy Lessons.

#### ***Table 1***

This table provides a count of the students, teachers, schools, and other entities participating in your RR/DLL implementation. There are 3 years of data included in this table with the most recent year's data being in the right-most column. This table can be used see how the size of your implementation has changed over time.

Video description: <https://youtu.be/vA3U4VLOK8o?t=384>

#### ***Table 2***

This table reports the demographic make-up of the students served by your implementation. You will find data for gender, school meal cost, race/ethnicity, student disability, and native language. There are 3 years of data included in this table with the most recent year's data located in columns 6 and 7. For each year, there is a count (n) and percentage (col %) column. The percentages and counts add up vertically. This table also contains national data in the right-most column. This table can used to see how your students have changed over the last 3 years. You can use the national data to see how your implementation compares to the typical RR/DLL implementation in the United States.

Video description: <https://youtu.be/vA3U4VLOK8o?t=503>

#### ***Table 3***

This tables reports the intervention status outcomes for the students served by your implementation. There are 3 years of data included in this table with the most recent year's data located in columns 6 and 7. For each year, there is a count (n) and percentage (col %) column. The percentages and counts add up vertically. This table also contains national data in the right-most column. This table can be used to see how proportion of students in each intervention status category has changed over time. You can use the national data to see how your implementation compares to the typical RR/DLL implementation in the United States.

Video description: <https://youtu.be/vA3U4VLOK8o?t=862>

### **Table 4**

This table provides information on the number weeks interventions lasted and number of lessons per week being delivered by teachers. There are 3 years of data included in this table with the most recent year's data located in columns 6 and 7. Data are broken down by when students were served. First Round data is in the top half of the table and Second Round data is in the bottom half of the table. For each round of data, you will find one row for each intervention status. For each year, you will find a Weeks and Lessons Per Week column. This table also contains national data in the last two columns on the right. You can use this table to see how the length and the frequency of lessons have changed over time. You can use the national data to see how your implementation compares to the typical RR/DLL implementation in the United States.

Video description: <https://youtu.be/vA3U4VLOK8o?t=1171>

### **Table 5**

This tables shows the number of students by year-end text reading level. There is one column for each text level except for text levels 5 and below and 20 and above. They are grouped into distinct separate columns. There is one row for each of the following intervention status: Accelerated Progress, Progressed, Recommended, and Incomplete. This table only contains one year of data and no national data. You can use this table to look for anomalies in your data. Do you have Accelerated Progress students scoring low at the end of the year? Do you have incomplete students that look like they should have been discontinued? You can then look for individual students using the Student Data Summary on-demand report.

Video description: <https://youtu.be/vA3U4VLOK8o?t=2146>

### **Table 6a**

This table shows the number and percentage of first round, recommended, students by different text level scenarios. There is one row for each text level scenario. There are 3 years of data included in this table with the most recent year's data located in columns 6 and 7. For each year, there is a count (n) and percentage (%) column. Percentages are calculated by taking the number of first round students in the text level scenario and dividing it by the total number of first round recommended students. You can use this table to see how the proportion of students in each text level scenario changes over time. This table also contains national data in the right-most column. You can use the national data to see how your implementation compares to the typical RR/DLL implementation in the United States.

Video description: <https://youtu.be/vA3U4VLOK8o?t=2267>

### **Table 6b**

This table shows the number and percentage of first round, progressed, students by different text level scenarios. There is one row for each text level scenario. There are 3 years of data included in this table with the most recent year's data located in columns 6

and 7. For each year, there is a count (n) and percentage (%) column. Percentages are calculated by taking the number of first round students in the text level scenario and dividing it by the total number of first round progressed students. You can use this table to see how the proportion of students in each text level scenario changes over time. This table also contains national data in the right-most column. You can use the national data to see how your implementation compares to the typical RR/DLL implementation in the United States.

Video description: <https://youtu.be/vA3U4VLOK8o?t=2267>

### ***Figures 1a through 7a – UTC, Site, and District Reports***

These figures show first round student's growth on Text Reading Level (1a), Writing Vocabulary (2a), Ohio Word Test (3a), Hearing and Recording Sounds in Words (4a), Letter Identification (5a), Concepts About Print (6a), and the OS Total Score (7a). The figures are made up of 2 elements, a vertical bar chart on the top half of the page and data table on the bottom half of the page. The bars are divided into groups by intervention status. Each intervention status has its own color. For each intervention status, you will find 3 years of data (ordered left to right) along with national data. National data will always be the right-most bar in the group. The bottom of each bar indicates students' average scores in the fall. The white line within the bar shows students' average scores at exit, around the middle of the year. The top of each bar shows students' average scores at the end of the school year.

The table below the bar chart displays the actual average scores used to create the chart. The first column shows what intervention status the data belong to. The second column indicates whether data are for a specific school year or if they are national data. The n column indicates how many students belong to this group. The last three columns display the average fall, mid-year, and year-end scores.

You can use this table to see how your student's scores have changed over time and how they compare to the typical RR/DLL implementation in the United States.

These figures in the school report have a slightly different design. The next section describes those differences.

Video description: <https://youtu.be/vA3U4VLOK8o?t=1394>

### ***Figures 1a through 7a – School Reports***

These figures show first round student's growth on Text Reading Level (1a), Writing Vocabulary (2a), Ohio Word Test (3a), Hearing and Recording Sounds in Words (4a), Letter Identification (5a), Concepts About Print (6a), and the OS Total Score (7a) at a school. The figures are made up of 2 elements, a horizontal bar chart on the top half of the page and data table on the bottom half of the page. The bars are divided into groups by intervention status. Each intervention status has its own color. For each intervention status, you will see the names of students displayed along vertical axis with an additional bar labeled *District*. This district bar is showing data from the school's school district. The left side of each bar indicates students' average scores in the fall. The white line within the bar shows students' average scores at exit, around the middle of the year. The right side of each bar shows students' average scores at the end of the school year.



The table below the bar chart displays the actual average scores used to create the chart. The first column either display a student's name or *District*. The second column displays the end of the intervention status. The last three columns display the average fall, mid-year, and year-end scores.

Video description: <https://youtu.be/vA3U4VLOK8o?t=1645>

### ***Figures 1b through 7b – UTC, Site, and District Reports***

These figures show second round student's growth on Text Reading Level (1b), Writing Vocabulary (2b), Ohio Word Test (3b), Hearing and Recording Sounds in Words (4b), Letter Identification (5b), Concepts About Print (6b), and the OS Total Score (7b). The figures are made up of 2 elements, a vertical bar chart on the top half of the page and data table on the bottom half of the page. The bars are divided into groups by intervention status. Each intervention status has its own color. For each intervention status, you will find 3 years of data (ordered left to right) along with national data. National data will always be the right-most bar in the group. The bottom of each bar indicates students' average scores in the fall. The white line within the bar shows students' average scores at exit, around the middle of the year. The top of each bar shows students' average scores at the end of the school year.

The table below the bar chart displays the actual average scores used to create the chart. The first column shows what intervention status the data belong to. The second column indicates whether data are for a specific school year or if they are national data. The n column indicates how many students belong to this group. The last three columns display the average fall, mid-year, and year-end scores.

You can use this table to see how your student's scores have changed over time and how they compare to the typical RR/DLL implementation in the United States.

These figures in the school report have a slightly different design. The next section describes those differences.

Video description: <https://youtu.be/vA3U4VLOK8o?t=1394>

### ***Figures 1b through 7b – School Reports***

These figures show second round student's growth on Text Reading Level (1b), Writing Vocabulary (2b), Ohio Word Test (3b), Hearing and Recording Sounds in Words (4b), Letter Identification (5b), Concepts About Print (6b), and the OS Total Score (7b). The figures are made up of 2 elements, a horizontal bar chart on the top half of the page and data table on the bottom half of the page. The bars are divided into groups by intervention status. Each intervention status has its own color. For each intervention status, you will see the names of students displayed along vertical axis with an additional bar labeled *District*. This District bar is showing data from the school's school district. The left side of each bar indicates students' average scores in the fall. The white line within the bar shows students' average scores at exit, around the middle of the year. The right side of each bar shows students' average scores at the end of the school year.

The table below the bar chart displays the actual average scores used to create the chart. The first column either display a student's name or *District*. The second column

displays the end of the intervention status. The last three columns display the average fall, mid-year, and year-end scores.

Video description: <https://youtu.be/vA3U4VLOK8o?t=1645>

### **Figure 8**

This figure shows the growth on text level for first and second round students that made accelerated progress. This chart only shows data for the current school year. Data are reported for fall, mid-year, and year-end. Data for your implementation are the darker solid-colored lines. National data are the lighter colored dashed lines. The lines for first round students have square markers and lines for second round lines have triangle markers. National random sample data are also included on this chart and is represented by the dashed line with circle markers. Below the figure is a table containing the actual text levels for each category of student. The goal here is to observe how the shape of your lines (first and second round students) compares to the shape of the lines for national data.

Video description: <https://youtu.be/vA3U4VLOK8o?t=2507>

### **Table 7**

This table displays a list of your schools, by their implementation level, along with some performance indicators. The goal of this table is to try to help you answer the following question about each of your schools: Given the level coverage at a school, is it operating as efficiently as it can be? Many times, the level of coverage at a school is beyond the control of teacher leaders. So, let us just make sure our schools are doing the best they can with the resources available to them. To do this, this table computes three performance indicators: the total number of students served, number of students making accelerated progress, and the number of students reaching at least text level 16 by year-end. There is one row for each school. Schools are grouped by level of implementation. In each group, you will also find national data. These national data will give you a sense of what these performance indicators look like at a typical RR/DLL school with the same level of coverage. If a performance indicator of a school is below the national data, you will see a down-arrow next to that indicator. In general, you should focus your attention on schools with two or more down arrows. This table excludes Teacher Leader from the results.

Video description: <https://youtu.be/vA3U4VLOK8o?t=2698>

## ***UTC, State, Site, District and School Literacy Lesson Tables***

This year, IDEC will be producing two separate reports for Literacy Lessons. One for Special Ed. students and another for English Language Learner students. RR-Eligible students will also have their data presented in a separate report. You can find a description of data presented for RR-Eligible students in the previous section.

### ***Table 1***

This table provides a count of the students, teachers, schools, and other entities participating in your RR/DLL implementation. There are 3 years of data included in this table with the most recent year's data being in the right-most column. This table can be used to see how the size of your implementation has changed over time.

Video description: <https://youtu.be/vA3U4VLOK8o?t=384>

### ***Table 2***

This table reports the demographic make-up of the students served by your implementation. You will find data for gender, school meal cost, race/ethnicity, student disability, and native language. There are 3 years of data included in this table with the most recent year's data located in columns 6 and 7. For each year, there is a count (n) and percentage (col %) column. The percentages and counts add up vertically. This table also contains national data in the right-most column. This table can be used to see how your students have changed over the last 3 years. You can use the national data to see how your implementation compares to the typical LL implementation in the United States.

Video description: <https://youtu.be/vA3U4VLOK8o?t=689>

### ***Table 3a***

This table reports the intervention status of students served by Literacy Lessons whose interventions were completed prior to the end of the school year. There are 3 years of data included in this table with the most recent year's data located in columns 6 and 7. You can use these 3 years of data to see how your implementation has changed over time. This table also contains national data in the right-most column. You can use the national data to see how your implementation compares to the typical LL implementation in the United States.

Video description: <https://youtu.be/vA3U4VLOK8o?t=1025>

### ***Table 3b***

This table reports the intervention status of students served by Literacy Lessons whose interventions were completed at the end of the school year. There are 3 years of data included in this table with the most recent year's data located in columns 6 and 7. You can use these 3 years of data to see how your implementation has changed over time. This table also contains national data in the right-most column. You can use the national

data to see how your implementation compares to the typical LL implementation in the United States.

Video description: <https://youtu.be/vA3U4VLOK8o?t=1025>

### ***Figures 1 through 7– UTC, Site, and District Reports***

These figures show student’s growth on Text Reading Level (1), Writing Vocabulary (2), Ohio Word Test (3), Hearing and Recording Sounds in Words (4), Letter Identification (5), Concepts About Print (6), and the OS Total Score (7). The figures use horizontal bars instead of vertical bars. The bars show growth from the start of the intervention (entry), on the left, to the end of their intervention (exit), on the right. The bars are grouped by student grade level. For each grade level, you will see 3 years of your data with the oldest data being the bottom-most chart in each group. You can use these 3 years of data to see how your implementation has changed over time. Within each bar, you will find text showing average entry and exit scores. Each grade level will also contain national data, which is the topmost bar in each group. You can use the national data to see how your implementation compares to the typical LL implementation in the United States.

Video description: <https://youtu.be/vA3U4VLOK8o?t=1800>

### ***Figures 1 through 7– School Reports***

These figures show student’s growth on Text Reading Level (1), Writing Vocabulary (2), Ohio Word Test (3), Hearing and Recording Sounds in Words (4), Letter Identification (5), Concepts About Print (6), and the OS Total Score (7). The figures use horizontal bars instead of vertical bars. The bars show growth from the start of the intervention (entry), on the left, to the end of their intervention (exit), on the right. The bars are grouped by student grade level. For each grade level, you will see the name of each student served. Within each bar, you will find text the student’s entry and exit score. Each grade level group will also contain district data, which is the topmost bar in each group. You can use the district data to see how the students at this school compare to other students in the district.

Video description: <https://youtu.be/vA3U4VLOK8o?t=1988>