
INTERNATIONAL DATA EVALUATION CENTER

Technical Report

September 2012

**2011-2012 Reading Recovery
Statistical Abstract for the
U.S.**



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

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

Reading Recovery[®]

IDEC 2012-5



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Table S0 University Training Centers, States, Sites, Systems, Buildings, Teachers, and Students Participating in Reading Recovery: United States, 2011-2012

Entity	n
UTCs	20
Sites	284
States	41
Systems	1372
Buildings	4120
Leaders	334
Teachers	6546
RR Students	53170
Random Sample for RR	3657
Tested Not Instructed for RR	8813
Random Assignment Study	
Treatment Group	608
Control Group - Data included in RR results	465
Control Group - Data not included in RR results	93

Table S27 Locale, Minority Enrollment, and Title I Funding of Reading Recovery Schools: United States, 2011-2012

Description	n	col %
School Locale		
(no data)	489	
Urban City	879	24.2
Suburban/Large Town	1,091	30.1
Small Town/Rural	1,656	45.7
School Title I Funding		
(no data)	1,178	
No Title I	9	0.3
Individual Title I	1,176	40
School-wide Title I	1,752	59.7
School Minority Enrollment		
(no data)	495	
0 - 5%	704	19.4
5 - 20%	1,123	31
20 - 50%	906	25
50 - 100%	887	24.5

Table 1.1 Description of Reading Recovery Children: Sex, School Meal Costs, Race/Ethnicity, and Disability: United States, 2011-2012

Description	Study Group					
	Reading Recovery		Random Sample		Tested Not Instructed	
	n	col %	n	col %	n	col%
Sex						
Male	30518	58%	1838	50%	4821	55%
Female	22537	42%	1813	50%	3970	45%
TOTAL	53055	100%	3651	100%	8791	100%
School Meal Costs						
Free or reduced price	24571	67%	1315	54%	3610	61%
Regular price	12221	33%	1127	46%	2344	39%
TOTAL	36792	100%	2442	100%	5954	100%
Race/Ethnicity						
American Indian/Alaskan Native, not Hispanic	574	1%	41	1%	79	1%
Asian, not Hispanic	1001	2%	100	3%	237	3%
Black, not Hispanic	8704	16%	468	13%	1331	15%
Hispanic, any race	9308	18%	424	12%	1390	16%
Native Hawaiian/Pacific Islander, not Hispanic	122	0%	12	0%	29	0%
White, not Hispanic	31469	59%	2495	68%	5410	61%
Some other race, not Hispanic	551	1%	28	1%	98	1%
Multiple races, not Hispanic	1441	3%	89	2%	239	3%
TOTAL	53170	100%	3657	100%	8813	100%
Disability						
No Disability	36	1%	1	0%	4	1%
Autism	93	1%	14	6%	18	2%
Deafness	4	0%	1	0%	1	0%
Deaf-blindness	2	0%	0	0%	0	0%
Hearing impairment	78	1%	3	1%	12	2%
Cognitive disability or mental retardation	22	0%	0	0%	6	1%
Multiple disabilities	94	1%	4	2%	7	1%
Orthopedic impairment	37	1%	3	1%	10	1%
Other health impairment	291	4%	6	3%	50	7%
Emotional disturbance	144	2%	4	2%	20	3%
Specific learning disability	372	6%	15	6%	57	8%
Speech and language impairment	4565	70%	144	61%	451	61%
Traumatic brain injury	14	0%	0	0%	0	0%
Visual impairment	147	2%	6	3%	12	2%
Developmental delay	245	4%	20	9%	39	5%
Some other disability	409	6%	14	6%	49	7%
TOTAL	6553	100%	235	100%	736	100%
TOTAL GROUP	53170	100%	3657	100%	8813	100%

Note: Differences between total group n and variable totals represent missing data for that variable.

Table 1.2 Description of Reading Recovery Children: Language Spoken at Home and Fall Oral English Proficiency: United States, 2011-2012

Description	Study Group					
	Reading Recovery		Random Sample		Tested Not Instructed	
	n	col %	n	col %	n	col%
Language Spoken at Home						
English	12	0%	0	0%	2	0%
Spanish	6216	74%	264	62%	903	70%
Chinese	163	2%	18	4%	59	5%
Some other language	691	8%	49	12%	90	7%
French	42	1%	4	1%	10	1%
German	21	0%	1	0%	5	0%
Tagalog	20	0%	4	1%	4	0%
Vietnamese	122	1%	13	3%	30	2%
Italian	12	0%	1	0%	3	0%
Korean	26	0%	2	0%	5	0%
Russian	94	1%	5	1%	21	2%
Polish	24	0%	1	0%	5	0%
Arabic	293	4%	18	4%	60	5%
Portuguese	45	1%	1	0%	10	1%
Japanese	21	0%	3	1%	4	0%
French Creole	41	0%	1	0%	4	0%
Greek	8	0%	0	0%	1	0%
Hindi	39	0%	3	1%	10	1%
Persian	7	0%	1	0%	1	0%
Urdu	74	1%	7	2%	10	1%
Cantonese	5	0%	3	1%	0	0%
Gujarathi	21	0%	1	0%	4	0%
Armenian	9	0%	0	0%	1	0%
Hebrew	16	0%	2	0%	1	0%
Cambodian, Mon-Khmer	23	0%	1	0%	2	0%
Yoruba, Kru, Ibo	12	0%	1	0%	2	0%
Navaho	1	0%	0	0%	0	0%
Mandarin	31	0%	1	0%	2	0%
Hmong, Miao	149	2%	10	2%	25	2%
Dutch	6	0%	0	0%	0	0%
Laotian	17	0%	0	0%	6	0%
Panjabi	12	0%	2	0%	4	0%
Serbocroatian	30	0%	0	0%	4	0%
Ukrainian	15	0%	1	0%	3	0%
Bengali	20	0%	2	0%	3	0%
Thai	4	0%	1	0%	1	0%
Hungarian	4	0%	1	0%	0	0%
Romanian	11	0%	1	0%	3	0%
TOTAL	8357	100%	423	100%	1298	100%
Fall Oral English Proficiency of English Language Learners						
Isolated words	614	8%	15	4%	71	6%
Isolated phrases	2200	29%	79	22%	298	25%
Complete sentences	2680	35%	117	32%	408	34%
Coherent sentences	1274	17%	87	24%	258	21%

Description	Study Group					
	Reading Recovery		Random Sample		Tested Not Instructed	
	n	col %	n	col %	n	col%
Articulate and proficient	429	6%	47	13%	114	9%
Teacher unable to assess student in this language	92	1%	5	1%	17	1%
Student not available for assessment	272	4%	11	3%	37	3%
TOTAL	7561	100%	361	100%	1203	100%
TOTAL GROUP	53170	100%	3657	100%	8813	100%

Note: Differences between total group n and variable totals represent missing data for that variable.

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Table 1.3 Age of Reading Recovery Children at Time of Testing: United States, 2011-2012

Timing of Intervention	Age in Fall			Age at Mid-Year			Age at Year-End		
	n	mean	SD	n	mean	SD	n	mean	SD
Interventions begun around mid-year	11,996	6y5m	258d	21,444	6y10m	303d	20,726	7y2m	301d
Interventions begun in fall	26,107	6y4m	296d	24,986	6y9m	286d	23,882	7y1m	285d
Random Sample	3,585	6y5m	310d	3,372	6y9m	296d	3,367	7y1m	294d

Note: Age at mid-year is age at exit testing for students whose interventions began in fall, and age at entry testing for students whose interventions began around mid-year.

Table 2.1 Intervention Status of all Reading Recovery Children Served: United States, 2011-2012

State	Intervention Status										Total n
	Discontinued		Recommended		Incomplete		Moved		None of Above		
	n	row %	n	row %	n	row %	n	row %	n	row%	
TOTAL	30,864	58%	11,063	21%	7,898	15%	2,185	4%	1115	2%	53,125

Note: Any differences between total n in this table and total group in Table 1.1 represent missing data (status).

Figure 2.1 Intervention Status of All Reading Recovery Children Served: United States, 2011-2012

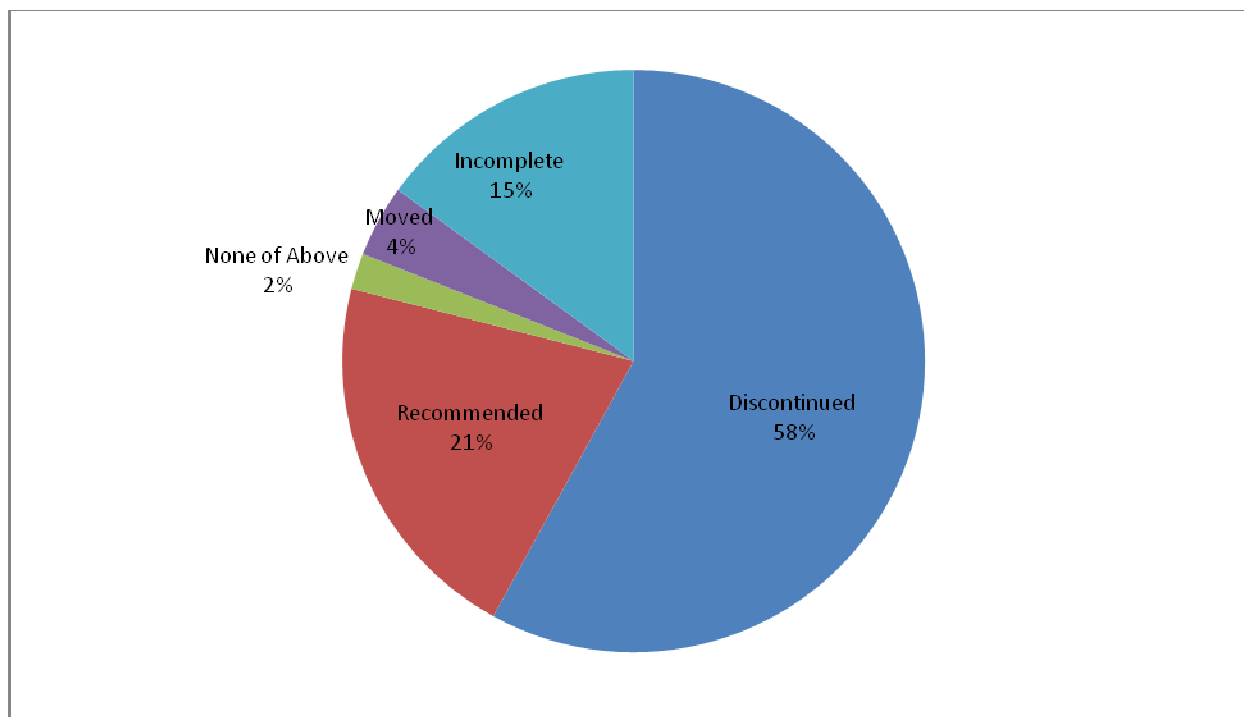


Table 2.2 Proportion of Reading Recovery Children with Complete Interventions Whose Lessons Were Successfully Discontinued: United States, 2011-2012

State	Complete Interventions	
	Total	Discontinued
	n	n row %
Total	41,927	30,864 74%

Note: Complete interventions are defined as all children whose interventions were successfully discontinued *plus* all children who were recommended for further instructional support.

Figure 2.2 Intervention Status of Reading Recovery Children with Complete Interventions: United States, 2011-2012

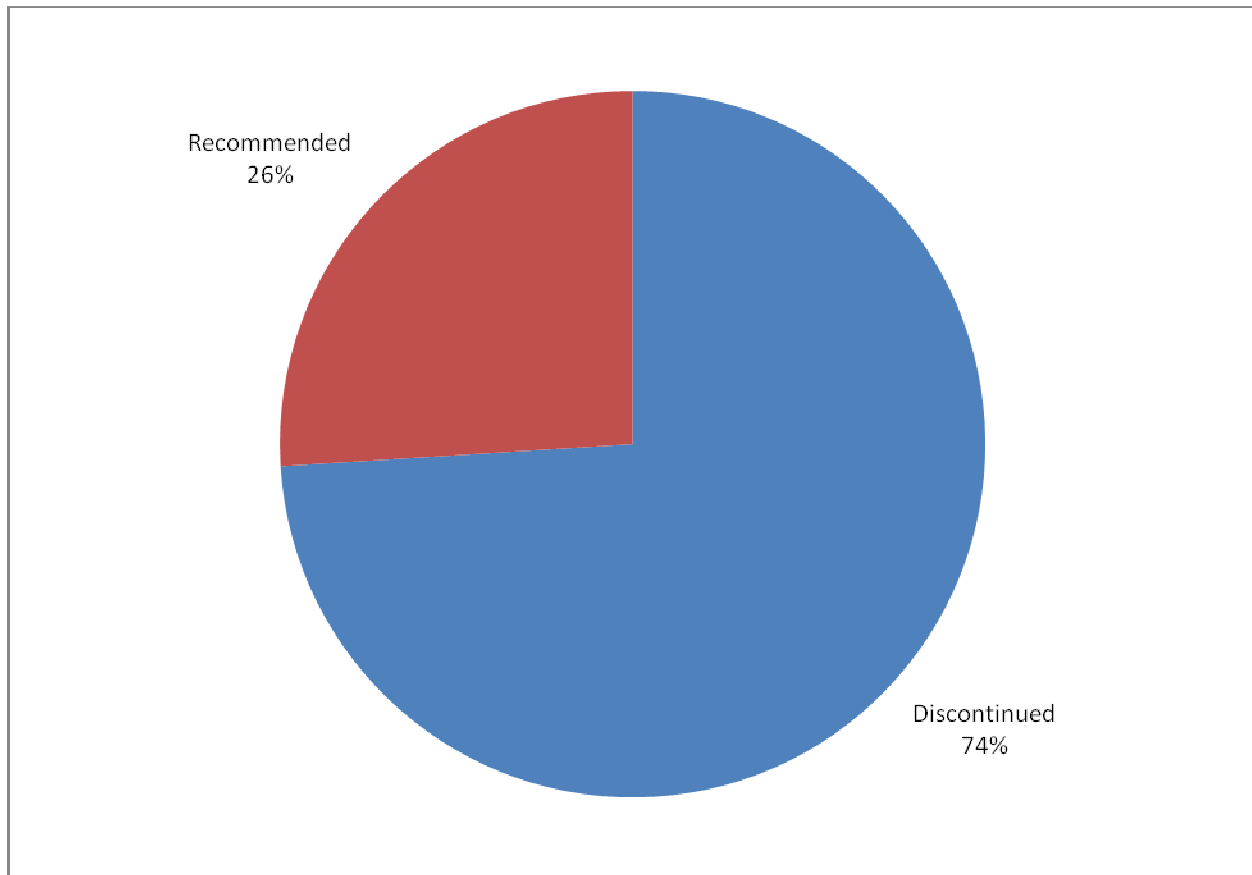


Table 2.3 Weeks and Sessions of Reading Recovery Instruction: United States, 2011-2012

	Intervention Status				
	Dis.	Rec.	Inc.	Mov.	N.o.A.
Weeks					
n	30,864	11,063	7,547	2,003	1,054
Mean	15.6	20	13	8.7	12
Median	15	20	13	8	13
Minimum	2	4	1	1	1
Maximum	41	40	30	21	25
Sessions					
n	30,863	11,060	7,539	1,997	1,050
Mean	58.9	73	47.7	31.8	43.2
Median	60	74	50	29	44
Minimum	1	6	2	1	1
Maximum	136	137	145	132	93
Mean Sessions Per Week	3.8	3.7	3.7	3.6	3.6

Note: Mean Sessions Per Week is the average number of sessions received per week of instruction for *each* Reading Recovery child.

Any differences in n between this table and total group in Table 1.1 represent cases with missing data (weeks or sessions).

Table 2.4 Intervention Status by Weeks in Intervention: United States, 2011-2012

Weeks	Intervention Status										Total	
	Discontinued		Recommended		Incomplete		Moved		None of Above		n	col %
	n	col %	n	col %	n	col %	n	col %	n	col %		
1-4	275	1%	0	0%	184	2%	567	23%	99	8%	1,125	2%
5-9	2,602	7%	0	0%	940	11%	877	36%	309	24%	4,728	8%
10-14	12,256	33%	0	0%	4,649	53%	596	25%	383	29%	17,884	29%
15-19	11,926	33%	0	0%	3,007	34%	366	15%	456	35%	15,755	25%
20	7,931	22%	11,580	92%	18	0%	24	1%	59	5%	19,612	32%
21	887	2%	566	5%	0	0%	1	0%	4	0%	1,458	2%
22	557	2%	305	2%	0	0%	0	0%	0	0%	862	1%
23	138	0%	75	1%	0	0%	0	0%	0	0%	213	0%
24	63	0%	31	0%	1	0%	0	0%	0	0%	95	0%
25-29	84	0%	55	0%	1	0%	1	0%	2	0%	143	0%
30-34	17	0%	21	0%	1	0%	1	0%	1	0%	41	0%
35-39	7	0%	8	0%	0	0%	0	0%	0	0%	15	0%
> 39	3	0%	0	0%	0	0%	0	0%	0	0%	3	0%
TOTAL	36,746	100%	12,641	100%	8,801	100%	2,433	100%	1,313	100%	61,934	100%

Note: Any differences in n between this table and total group in Table 1.1 represent missing data (weeks).

Table 3.1 Progress on Text Reading Level: United States, 2011-2012

Intervention Status/ Study Group	Fall			Year-End			Gain	
	n	mean	SD	n	mean	SD	n	mean
Discontinued	23,278	1.5	1.4	30,139	19.4	3.7	22,643	18.0
Recommended	10,673	0.7	1.0	10,645	10.4	4.7	10,266	9.7
Incomplete	4,155	1.3	1.3	7,805	10.8	3.9	4,112	9.8
Moved	1,726	0.8	1.1	123	11.0	6.5	102	10.2
None of Above	979	0.7	1.0	830	8.3	5.5	729	7.5
All Served	40,811	1.2	1.3	49,542	15.9	5.9	37,852	14.6
Complete Interventions	33,951	1.3	1.3	40,784	17.1	5.6	32,909	15.4
Random Sample	3,628	5.4	6.1	3,404	20.6	6.8	3,379	15.2
Tested Not Instructed	8,422	2.5	2.4	8,384	17.3	6.5	8,032	14.9

Note: Mean Gain is based only on children with both fall and year-end Text Reading Level scores.

Table 3.2 Progress on Writing Vocabulary: United States, 2011-2012

Intervention Status/ Study Group	Fall			Year-End			Gain	
	n	mean	SD	n	mean	SD	n	mean
Discontinued	23,278	12.2	7.2	29,949	56.6	14.4	22,469	43.9
Recommended	10,682	7.3	5.3	10,621	40.1	14.0	10,251	32.7
Incomplete	4,145	10.8	6.8	7,790	43.6	13.4	4,093	33.3
Moved	1,727	8.2	5.9	121	41.4	16.6	99	33.4
None of Above	980	6.9	5.7	761	34.3	16.2	661	27.5
All Served	40,812	10.5	7.0	49,242	50.6	16.1	37,573	39.4
Complete Interventions	33,960	10.7	7.0	40,570	52.3	16.0	32,720	40.4
Random Sample	3,633	20.5	12.4	3,409	57.4	18.5	3,389	36.6
Tested Not Instructed	8,424	15.5	9.1	8,383	51.0	16.8	8,033	35.4

Note: Mean Gain is based only on children with both fall and year-end Writing Vocabulary scores.

Table 3.3 Progress on Hearing and Recording Sounds in Words: United States, 2011-2012

Intervention Status/ Study Group	Fall			Year-End			Gain	
	n	mean	SD	n	mean	SD	n	mean
Discontinued	23,278	22.5	8.3	29,937	36.0	1.5	22,458	13.4
Recommended	10,678	14.7	8.6	10,614	33.2	4.3	10,241	18.4
Incomplete	4,149	19.8	8.9	7,790	33.9	3.6	4,098	14.4
Moved	1,728	16.2	9.3	121	33.1	4.9	99	18.1
None of Above	980	13.5	8.9	758	30.8	7.0	659	17.4
All Served	40,813	19.7	9.2	49,220	35.0	3.2	37,555	15.0
Complete Interventions	33,956	20.1	9.2	40,551	35.2	2.8	32,699	15.0
Random Sample	3,630	28.2	8.3	3,406	35.8	2.4	3,383	7.5
Tested Not Instructed	8,425	25.6	8.2	8,379	35.2	3.1	8,032	9.5

Note: Mean Gain is based only on children with both fall and year-end Hearing and Recording Sounds in Words scores.

Table 3.4 Progress on Letter Identification: United States, 2011-2012

Intervention Status/ Study Group	Fall			Year-End			Gain	
	n	mean	SD	n	mean	SD	n	mean
Discontinued	23,283	49.5	4.7	29,955	53.5	1.4	22,476	4.0
Recommended	10,681	44.4	8.8	10,625	52.6	2.2	10,254	8.1
Incomplete	4,149	47.7	7.0	7,793	52.9	1.9	4,099	5.3
Moved	1,728	45.4	8.4	123	52.4	3.6	101	8.4
None of Above	980	42.8	10.8	760	51.7	4.5	660	8.9
All Served	40,821	47.6	7.0	49,256	53.1	1.8	37,590	5.4
Complete Interventions	33,964	47.9	6.7	40,580	53.2	1.7	32,730	5.3
Random Sample	3,633	51.2	4.5	3,411	53.5	1.8	3,391	2.2
Tested Not Instructed	8,426	50.5	4.7	8,387	53.3	1.7	8,039	2.8

Note: Mean Gain is based only on children with both fall and year-end Letter Identification scores.

Table 3.5 Progress on Ohio Word Test: United States, 2011-2012

Intervention Status/ Study Group	Fall			Year-End			Gain	
	n	mean	SD	n	mean	SD	n	mean
Discontinued	23,277	4.3	3.2	29,946	19.2	1.2	22,463	14.9
Recommended	10,683	2.1	2.2	10,624	15.8	3.9	10,255	13.7
Incomplete	4,147	3.3	2.7	7,792	16.5	3.3	4,097	13.4
Moved	1,728	2.4	2.6	123	15.5	4.6	101	13.1
None of Above	980	2.0	2.3	761	13.7	5.4	661	11.7
All Served	40,815	3.5	3.0	49,246	17.9	3.0	37,577	14.3
Complete Interventions	33,960	3.6	3.1	40,570	18.3	2.7	32,718	14.5
Random Sample	3,632	9.3	6.2	3,409	19.0	2.1	3,388	9.7
Tested Not Instructed	8,426	6.3	4.4	8,385	18.5	2.7	8,038	12.1

Note: Mean Gain is based only on children with both fall and year-end Word Test scores.

Table 3.6 Progress on Concepts About Print: United States, 2011-2012

Intervention Status/ Study Group	Fall			Year-End			Gain	
	n	mean	SD	n	mean	SD	n	mean
Discontinued	23,274	13.0	3.1	29,951	21.0	2.2	22,464	7.9
Recommended	10,680	11.2	3.4	10,623	18.4	2.8	10,251	7.1
Incomplete	4,146	12.6	3.4	7,791	18.9	2.7	4,095	6.5
Moved	1,728	11.2	3.4	121	18.2	2.9	99	7.7
None of Above	979	10.5	3.6	761	17.3	3.3	660	6.6
All Served	40,807	12.4	3.4	49,247	20.0	2.7	37,569	7.5
Complete Interventions	33,954	12.5	3.3	40,574	20.3	2.6	32,715	7.6
Random Sample	3,630	15.2	3.6	3,410	20.8	2.4	3,388	5.6
Tested Not Instructed	8,423	13.9	3.2	8,388	19.8	2.7	8,037	5.9

Note: Mean Gain is based only on children with both fall and year-end Concepts About Print scores.

Text Reading Level Raw Scores in Each National Achievement Group

Period	Low	Low-Average	Average	High-Average	High
Fall	0	1	2	3-4	5-30
Mid-Year	0-4	5-7	8-10	12-16	18-30
Year-End	0-12	14-16	18-22	24-26	28-30

Table 4.1 Proportion of Students Scoring in Each National Achievement Group on Text Reading Level: United States, 2011-2012

Achievement Group	Discontinued				Completed Interventions				Tested Not Instructed			
	Fall		Year-End		Fall		Year-End		Fall		Year-End	
	n	%	n	%	n	%	n	%	n	%	n	%
High	545	2	1043	4	571	1	1051	3	1015	12	583	7
High-Average	5282	23	3527	15	5764	17	3582	10	2862	35	1130	14
Average	5275	23	12911	57	6920	21	13886	42	1667	20	2914	36
Low-Average	4392	19	4665	20	6547	19	6769	20	1087	13	1602	19
Low	7149	31	497	2	13107	39	7621	23	1401	17	1803	22

Writing Vocabulary Raw Scores in Each National Achievement Group

Period	Low	Low-Average	Average	High-Average	High
Fall	0-6	7-10	11-16	17-24	25+
Mid-Year	0-26	27-34	35-41	42-51	52+
Year-End	0-38	39-48	49-56	57-67	68+

Table 4.2 Proportion of Students Scoring in Each National Achievement Group on Writing Vocabulary: United States, 2011-2012

Achievement Group	Discontinued				Completed Interventions				Tested Not Instructed			
	Fall		Year-End		Fall		Year-End		Fall		Year-End	
	n	%	n	%	n	%	n	%	n	%	n	%
High	1403	6	4442	19	1506	4	4743	14	1162	14	1257	15
High-Average	3973	17	5936	26	4505	13	6833	20	2045	25	1605	19
Average	6588	29	5363	23	8198	25	6882	21	2291	28	1548	19
Low-Average	5445	24	4613	20	8005	24	7355	22	1482	18	1803	22
Low	5060	22	2115	9	10506	32	6907	21	1053	13	1820	22

Hearing and Recording Sounds in Words Raw Scores in Each National Achievement Group

Period	Low	Low-Average	Average	High-Average	High
Fall	0-12	13-21	22-27	28-32	33-37
Mid-Year	0-31	32-34	35	36	37
Year-End	0-34	35	36	--	37

Table 4.3 Proportion of Students Scoring in Each National Achievement Group on Hearing and Recording Sounds in Words : United States, 2011-2012

Achievement Group	Discontinued				Completed Interventions				Tested Not Instructed			
	Fall		Year-End		Fall		Year-End		Fall		Year-End	
	n	%	n	%	n	%	n	%	n	%	n	%
High	2076	9	10569	47	2238	6	12020	36	1622	20	3433	42
High-Average	5432	24	0	0	6173	18	0	0	2471	30	0	0
Average	6024	26	6229	27	7659	23	8093	24	1913	23	1846	22
Low-Average	5672	25	3036	13	8876	27	4710	14	1288	16	991	12
Low	3254	14	2624	11	7753	23	7876	24	738	9	1762	21

Letter Identification Raw Scores in Each National Achievement Group

Period	Low	Low-Average	Average	High-Average	High
Fall	0-48	49-50	51	52	53-54
Mid-Year	0-51	52	53	--	54
Year-End	0-52	53	--	--	54

Table 4.4 Proportion of Students Scoring in Each National Achievement Group on Letter Identification: United States, 2011-2012

Achievement Group	Discontinued				Completed Interventions				Tested Not Instructed			
	Fall		Year-End		Fall		Year-End		Fall		Year-End	
	n	%	n	%	n	%	n	%	n	%	n	%
High	4094	18	14185	63	7215	22	22608	69	2506	31	4887	60
High-Average	3906	17	0	0	4630	14	0	0	1649	20	0	0
Average	3705	16	0	0	4633	14	0	0	1293	16	0	0
Low-Average	5047	22	5829	25	6928	21	9042	27	1384	17	1954	24
Low	5724	25	2462	10	11830	36	5967	18	1207	15	1198	14

Word Test Raw Scores in Each National Achievement Group

Period	Low	Low-Average	Average	High-Average	High
Fall	0	1-3	4-5	6-11	12-20
Mid-Year	0-9	10-14	15-16	17-18	19-20
Year-End	0-17	18	19	--	20

Table 4.5 Proportion of Students Scoring in Each National Achievement Group on Ohio Word Test: United States, 2011-2012

Achievement Group	Discontinued				Completed Interventions				Tested Not Instructed			
	Fall		Year-End		Fall		Year-End		Fall		Year-End	
	n	%	n	%	n	%	n	%	n	%	n	%
High	732	3	12041	53	778	2	13305	40	1069	13	4030	50
High-Average	5869	26	0	0	6592	20	0	0	2897	36	0	0
Average	5666	25	5570	24	7079	21	7068	21	1795	22	1605	19
Low-Average	8376	37	2820	12	13631	41	4417	13	1888	23	877	10
Low	1820	8	2032	9	4638	14	7928	24	389	4	1526	18

Concepts About Print Raw Scores in Each National Achievement Group

Period	Low	Low-Average	Average	High-Average	High
Fall	0-11	12-13	14-15	16	17-24
Mid-Year	0-15	16-17	18	19-20	21-24
Year-End	0-17	18-19	20-21	22	23-24

Table 4.6 Proportion of Students Scoring in Each National Achievement Group on Concepts About Print: United States, 2011-2012

Achievement Group	Discontinued				Completed Interventions				Tested Not Instructed			
	Fall		Year-End		Fall		Year-End		Fall		Year-End	
	n	%	n	%	n	%	n	%	n	%	n	%
High	2660	11	5883	26	3083	9	6403	19	1618	20	1228	15
High-Average	2246	9	4329	19	2738	8	5053	15	1027	12	1189	14
Average	5887	26	6994	31	7694	23	9449	28	2242	27	2335	29
Low-Average	5316	23	3729	16	7745	23	6780	20	1571	19	1869	23
Low	6355	28	1529	6	11455	35	5030	15	1579	19	1416	17

Table 5.1 Progress on Literacy Measures of Reading Recovery Children Whose Interventions Started in Fall and Whose Lessons Were Successfully Discontinued: United States, 2011-2012

Observation Survey Task	Observation Survey Administration								
	Entry			Exit			Year-End		
	n	mean	SD	n	mean	SD	n	mean	SD
Text Reading	14,023	1.2	1.3	14,045	14.2	2.8	13,478	19.7	4.2
Writing Vocabulary	14,047	11.3	7.1	14,054	47.6	11.8	13,320	55.5	14.7
Hearing and Recording Sounds in Words	14,025	21.2	8.5	14,045	35.6	1.7	13,314	35.9	1.5
Letter ID	14,054	49	4.9	14,053	53.2	1.4	13,322	53.4	1.1
Ohio Word Test	14,049	3.9	3.1	14,050	17.6	2.1	13,318	19.2	1.3
Concepts About Print	14,054	12.6	3.1	14,053	19.9	2.3	13,321	20.8	2.2

Figure 5.1 Progress on Text Reading Level of Reading Recovery Students Whose Interventions Started in Fall and Whose Lessons Were Successfully Discontinued: United States, 2011-2012

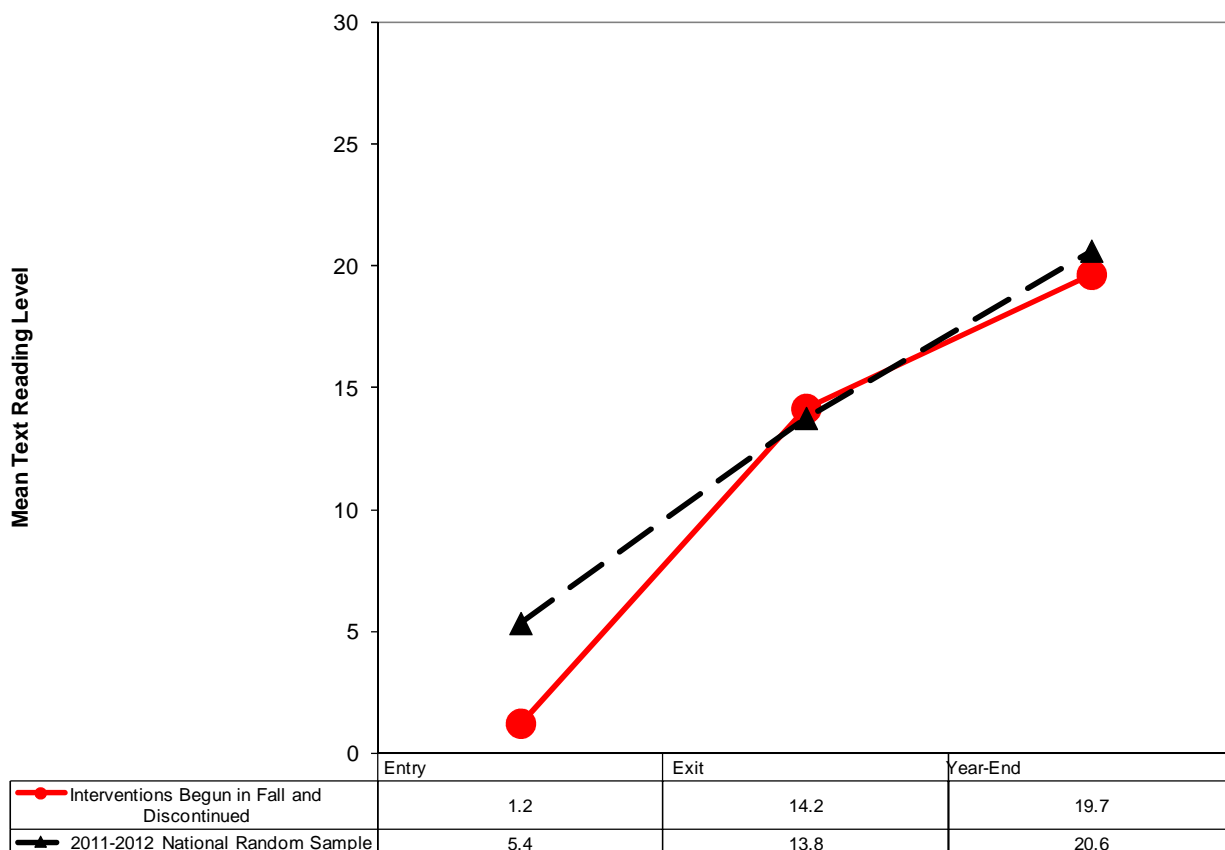


Table 6.1 Change In Classroom Reading Group Placement From Fall To Year-End For Reading Recovery Children: United States, 2011-2012

Intervention Status/ Study Group	Reading Performance Placement										Total n
	Well below average		Below average		Average		Above average		Well above Average		
	n	row %	n	row %	n	row %	n	row %	n	row %	
Discontinued											
Fall Reading Performance	11,623	40%	12,798	44%	4,498	15%	96	0%	145	0%	29,160
Year-End Reading Performance	234	1%	4,071	14%	19,271	64%	5,415	18%	941	3%	29,932
Recommended											
Fall Reading Performance	8,494	77%	2,283	21%	108	1%	1	0%	81	1%	10,967
Year-End Reading Performance	4,222	39%	4,972	46%	1,472	14%	94	1%	35	0%	10,795
Incomplete											
Fall Reading Performance	2,854	42%	2,753	41%	1,108	16%	10	0%	35	1%	6,760
Year-End Reading Performance	2,081	27%	4,763	61%	940	12%	40	1%	14	0%	7,838
Moved											
Fall Reading Performance	1,370	69%	531	27%	76	4%	3	0%	8	0%	1,988
Year-End Reading Performance	242	39%	271	44%	89	14%	16	3%	0	0%	618
None of Above											
Fall Reading Performance	820	77%	195	18%	44	4%	1	0%	7	1%	1,067
Year-End Reading Performance	580	60%	261	27%	100	10%	17	2%	12	1%	970
Complete Interventions											
Fall Reading Performance	20,117	50%	15,081	38%	4,606	11%	97	0%	226	1%	40,127
Year-End Reading Performance	4,456	11%	9,043	22%	20,743	51%	5,509	14%	976	2%	40,727

Note: Differences between totals in this table and total group in Table 1.1 are due to missing data (Reading Performance Placement or Status).

Table 7.1 Reading Recovery Children Referred and Placed in Special Education by Intervention Status: United States, 2011-2012

Special Education Referral and Placement	Intervention Status										Study Group					
	Discontinued		Recommended		Incomplete		Moved		None of Above		Complete Interventions		Random Sample		Tested Not Instructed	
	n	col %	n	col %	n	col %	n	col %	n	col %	n	col %	n	col %	n	col %
Not Referred:																
Total	29273	96%	7479	72%	6789	89%	1926	94%	515	51%	36752	90%	3446	96%	8219	95%
Referred, Not Placed:																
Total	292	1%	466	4%	126	2%	14	1%	29	3%	758	2%	15	0%	45	1%
Referred and Placed: (Why)																
LD: Reading	47	0%	574	6%	58	1%	9	0%	223	22%	621	2%	22	1%	58	1%
LD: Writing	16	0%	10	0%	2	0%	1	0%	1	0%	26	0%	0	0%	3	0%
LD: Other	41	0%	145	1%	11	0%	5	0%	34	3%	186	0%	5	0%	32	0%
Emotional Disturbance	29	0%	40	0%	9	0%	9	0%	20	2%	69	0%	4	0%	16	0%
Speech and Language	352	1%	372	4%	150	2%	14	1%	28	3%	724	2%	27	1%	65	1%
Other	73	0%	199	2%	54	1%	11	1%	73	7%	272	1%	15	0%	50	1%
Info Not Available	6	0%	18	0%	6	0%	2	0%	13	1%	24	0%	2	0%	3	0%
Total	564	2%	1358	13%	290	4%	51	2%	392	39%	1922	5%	75	2%	227	3%
Referred, Awaits Screening:																
Total	272	1%	1078	10%	452	6%	51	2%	74	7%	1350	3%	46	1%	8632	2%
TOTAL GROUP	30401	100%	10381	100%	7657	100%	2042	100%	1010	100%	40782	100%	3582	100%	8632	100%

**Table 7.2 Reading Recovery Children Who Received Special Education Service During the Year:
United States, 2011-2012**

Special Education Service Received	Intervention Status										Study Group					
	Discontinued		Recommended		Incomplete		Moved		None of Above		Complete Interventions		Random Sample		Tested Not Instructed	
	n	col %	n	col %	n	col %	n	col %	n	col %	n	col %	n	col %	n	col %
Received Special Education Services																
No	27853	92%	8254	77%	6722	87%	1862	92%	555	53%	36107	88%	3351	94%	7934	92%
Yes	2482	8%	2431	23%	1010	13%	171	8%	488	47%	4913	12%	223	6%	688	8%
Primary Service																
Sp. Ed Class	114	5%	349	14%	90	9%	26	15%	153	31%	463	9%	23	10%	69	10%
Res. Room	229	9%	696	29%	170	17%	16	9%	222	45%	925	19%	52	23%	139	20%
Consultant Sp. Ed.	92	4%	187	8%	63	6%	13	8%	32	7%	279	6%	16	7%	42	6%
S & L Specialist	1947	78%	1116	46%	645	64%	108	63%	65	13%	3063	62%	117	52%	390	57%
Related Consultant	32	1%	29	1%	18	2%	3	2%	4	1%	61	1%	7	3%	21	3%
Other	68	3%	51	2%	22	2%	5	3%	12	2%	119	2%	8	4%	26	4%
When Initiated?																
Before RR	1755	71%	998	41%	772	77%	109	64%	95	19%	2753	56%				
During RR	570	23%	524	22%	214	21%	56	33%	234	48%	1094	22%				
After RR	157	6%	906	37%	22	2%	6	4%	159	33%	1063	22%				
Where?																
Pull-Out	2298	93%	2197	90%	910	90%	147	86%	437	90%	4495	92%	192	86%	615	90%
In-Class	184	7%	231	10%	98	10%	24	14%	51	10%	415	8%	31	14%	72	10%
Times/Week																
1 Day/Week	339	14%	180	7%	104	10%	13	8%	14	3%	519	11%	21	9%	68	10%
2 Day/Week	1279	52%	715	29%	409	41%	64	37%	41	8%	1994	41%	74	33%	280	41%
3 Day/Week	308	12%	231	10%	127	13%	24	14%	17	3%	539	11%	23	10%	56	8%
4 Day/Week	83	3%	128	5%	50	5%	4	2%	31	6%	211	4%	14	6%	41	6%
5 Day/Week	432	17%	1145	47%	303	30%	58	34%	384	79%	1577	32%	85	38%	226	33%
As Needed	41	2%	28	1%	15	1%	8	5%	1	0%	69	1%	6	3%	16	2%

Table 8.1 Reading Recovery Children Considered for Retention: United States, 2011-2012

Retention Consideration and Decision	Intervention Status										Study Group					
	Discontinued		Recommended		Incomplete		Moved		None of Above		Complete Interventions		Random Sample		Tested Not Interested	
	n	col %	n	col %	n	col %	n	col %	n	col %	n	col %	n	col %	n	col %
Not Considered:																
Policy Allows Retentions	26030	85%	7550	69%	5579	71%	1669	81%	745	70%	33580	81%	3157	88%	7448	86%
Policy Does Not Allow Retentions	2310	8%	877	8%	655	8%	164	8%	83	8%	3187	8%	306	9%	689	8%
Total	28340	93%	8427	77%	6234	80%	1833	89%	828	78%	36767	89%	3463	96%	8137	94%
Considered, Not Retained:																
Adequate Progress	1180	4%	229	2%	220	3%	10	0%	21	2%	1409	3%	31	1%	162	2%
Previously Retained	27	0%	66	1%	53	1%	3	0%	4	0%	93	0%	1	0%	14	0%
Policy	9	0%	19	0%	15	0%	2	0%	0	0%	28	0%	0	0%	4	0%
Other	258	1%	743	7%	397	5%	102	5%	69	7%	1001	2%	31	1%	144	2%
Total	1474	5%	1057	10%	685	9%	117	6%	94	9%	2531	6%	63	2%	324	4%
Considered, Retained:																
Reading Difficulties	115	0%	648	6%	394	5%	34	2%	47	4%	763	2%	25	1%	87	1%
Other	358	1%	336	3%	223	3%	19	1%	46	4%	694	2%	23	1%	60	1%
Total	473	2%	984	9%	617	8%	53	3%	93	9%	1457	4%	48	1%	147	2%
Decision Pending:																
Total	246	1%	487	4%	289	4%	54	3%	44	4%	733	2%	24	1%	76	1%
TOTAL GROUP	30533	100%	10955	100%	7825	100%	2057	100%	1059	100%	41488	100%	3598	100%	8684	100%

Table S7b Teachers' Other Roles and Students Served in Other Roles and Reading Recovery: United States, 2011-2012

Other Role (In Addition to RR)	Teachers in Role	RR Students		Other Role Students		Total Students	
		Mean	Total	Mean	Total	Mean	Total
Classroom teacher	508	7.2	3,633	23.6	11,975	30.7	15,608
Bilingual classroom teacher	11	6.1	67	31.4	345	37.5	412
Title I or reading teacher	4,131	7.9	32,687	35.3	146,000	43.3	178,687
Special education teacher	159	6.8	1,081	16.0	2,550	22.8	3,631
ESL teacher	108	7.9	851	52.3	5,644	60.1	6,495
Staff developer	46	7.0	322	216.8	9,975	223.8	10,297
School or district administrator	14	5.3	74	78.1	1,094	83.4	1,168
Some other role	991	8.1	7,987	58.2	57,685	66.3	65,672
TOTAL	5,968	7.8	46,702	39.4	235,268	47.2	281,970

Note: Excludes Teacher Leaders.

Table S12 Reading Recovery Sessions Missed by Intervention Status: United States, 2011-2012

Intervention Status	Sessions Missed				Total
	Student Absent	Teacher Absent	Student Unavail.	Teacher Unavail.	
Discontinued					
Number of Students	30864	30864	30864	30864	30864
Mean	3	2.9	1.7	3.2	10.8
SD	3.5	2.6	2	3.5	6.6
Mode	0	2	0	0	9
Recommended					
Number of Students	11061	11061	11061	11061	11063
Mean	4.7	3.9	2.2	4.2	15
SD	4.6	3.1	2.4	4.4	7.9
Mode	2	3	0	2	12
Incomplete					
Number of Students	7,551	7,551	7,550	7,555	7,898
Mean	3.4	2.7	1.8	3.6	11
SD	3.9	2.6	2	4	7
Mode	0	1	1	0	9
Moved					
Number of Students	2,002	2,002	2,001	2,000	2,185
Mean	3.4	1.6	0.9	1.7	6.9
SD	3.9	2.8	1.5	2.7	7
Mode	0	0	0	0	0
None of Above					
Number of Students	1,047	1,044	1,048	1,044	1,115
Mean	3.8	2.6	1.8	2.6	10.1
SD	4.4	3.7	3	4.1	8.5
Mode	0	0	0	0	0
TOTAL					
n	52,525	52,522	52,524	52,524	53,125
Mean	3.5	3	1.8	3.4	11.5
SD	3.9	2.8	2.1	3.8	7.3
Mode	0	2	0	0	9

Note: 'Number of students' refers to the number of students for whom data were available for that measure.

Table S13b Reasons Students Not Tested at Year-End by Intervention Status: United States, 2011-2012

Availability	Intervention Status									
	Discontinued		Recommended		Incomplete		Moved		None of Above	
	n	col %	n	col %	n	col %	n	col %	n	col %
Tested:										
Total	30,175	97.8%	10,654	96.5%	7,825	99.2%	128	6.1%	831	76.5%
Not Tested:										
Total	664	2.2%	387	3.5%	63	0.8%	1,971	93.9%	255	23.5%
TOTAL GROUP	30,839	100%	11,041	100%	7,888	100%	2,099	100%	1,086	100%

Note: Any differences in n between this table and total group in Table 1.1 represent cases with missing data (student availability).