
INTERNATIONAL DATA EVALUATION CENTER

Technical Report

September 2013

**2012-2013 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
Department of Teaching and Learning**

Reading Recovery[®]

IDEC 2013-5



International Data Evaluation Center
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Table S0 University Training Centers, States, Sites, Systems, Buildings, Teachers, and Students Participating in Reading Recovery: United States, 2012-2013

Entity	n
UTCs	20
Sites	271
States	42
Systems	1288
Buildings	3818
Leaders	327
Teachers	6112
RR Students	49305
Random Sample for RR	3299
Tested Not Instructed for RR	7862
Random Assignment Study	
Treatment Group	974
Control Group - Data included in RR results	705
Control Group - Data not included in RR results	222

Table S27 Locale, Minority Enrollment, and Title I Funding of Reading Recovery Schools: United States, 2012-2013

Description	n	col %
School Locale		
(no data)	335	
Urban City	873	25.1
Suburban/Large Town	1,034	29.7
Small Town/Rural	1,571	45.2
School Title I Funding		
(no data)	990	
No Title I	20	0.7
Individual Title I	940	33.3
School-wide Title I	1,863	66
School Minority Enrollment		
(no data)	355	
0 - 5%	484	14
5 - 20%	1,077	31.1
20 - 50%	972	28.1
50 - 100%	925	26.7

Table 1.1 Description of Reading Recovery Children: Sex, School Meal Costs, Race/Ethnicity, and Disability: United States, 2012-2013

Description	Study Group					
	Reading Recovery		Random Sample		Tested Not Instructed	
	n	col %	n	col %	n	col%
Sex						
Male	28108	57%	1700	52%	4241	54%
Female	21102	43%	1593	48%	3613	46%
TOTAL	49210	100%	3293	100%	7854	100%
School Meal Costs						
Free or reduced price	23179	68%	1219	55%	3276	62%
Regular price	10944	32%	988	45%	2006	38%
TOTAL	34123	100%	2207	100%	5282	100%
Race/Ethnicity						
American Indian/Alaskan Native, not Hispanic	593	1%	30	1%	86	1%
Asian, not Hispanic	1098	2%	125	4%	218	3%
Black, not Hispanic	7922	16%	432	13%	1125	14%
Hispanic, any race	8803	18%	440	13%	1239	16%
Native Hawaiian/Pacific Islander, not Hispanic	87	0%	11	0%	25	0%
White, not Hispanic	28795	58%	2132	65%	4882	62%
Some other race, not Hispanic	572	1%	33	1%	84	1%
Multiple races, not Hispanic	1435	3%	96	3%	203	3%
TOTAL	49305	100%	3299	100%	7862	100%
Disability						
No Disability	36	1%	2	1%	3	0%
Autism	75	1%	4	2%	8	1%
Deafness	6	0%	1	0%	2	0%
Hearing impairment	61	1%	1	0%	9	1%
Cognitive disability or mental retardation	26	0%	0	0%	3	0%
Multiple disabilities	105	2%	6	3%	12	2%
Orthopedic impairment	36	1%	0	0%	8	1%
Other health impairment	296	5%	9	4%	36	6%
Emotional disturbance	128	2%	3	1%	22	3%
Specific learning disability	331	6%	22	11%	62	10%
Speech and language impairment	4122	70%	126	62%	389	60%
Traumatic brain injury	6	0%	0	0%	1	0%
Visual impairment	111	2%	2	1%	14	2%
Developmental delay	216	4%	11	5%	35	5%
Some other disability	374	6%	16	8%	41	6%
TOTAL	5929	100%	203	100%	645	100%
TOTAL GROUP	49305	100%	3299	100%	7862	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, 2012-2013

Description	Study Group					
	Reading Recovery		Random Sample		Tested Not Instructed	
	n	col %	n	col %	n	col%
Language Spoken at Home						
English	29	0%	1	0%	4	0%
Spanish	5844	72%	277	64%	824	69%
Chinese	174	2%	17	4%	30	3%
Some other language	674	8%	44	10%	119	10%
French	39	0%	2	0%	9	1%
German	28	0%	3	1%	0	0%
Tagalog	26	0%	7	2%	6	1%
Vietnamese	163	2%	10	2%	22	2%
Italian	7	0%	0	0%	3	0%
Korean	42	1%	6	1%	5	0%
Russian	120	1%	4	1%	19	2%
Polish	29	0%	2	0%	5	0%
Arabic	288	4%	13	3%	44	4%
Portuguese	60	1%	4	1%	7	1%
Japanese	25	0%	1	0%	1	0%
French Creole	28	0%	2	0%	2	0%
Greek	10	0%	0	0%	2	0%
Hindi	47	1%	8	2%	8	1%
Persian	23	0%	0	0%	8	1%
Urdu	70	1%	3	1%	17	1%
Cantonese	8	0%	2	0%	2	0%
Gujarathi	18	0%	2	0%	4	0%
Armenian	4	0%	0	0%	1	0%
Hebrew	17	0%	1	0%	4	0%
Cambodian, Mon-Khmer	30	0%	3	1%	1	0%
Yoruba, Kru, Ibo	10	0%	1	0%	0	0%
Yiddish	1	0%	0	0%	0	0%
Navaho	3	0%	0	0%	1	0%
Mandarin	38	0%	3	1%	6	1%
Hmong, Miao	128	2%	10	2%	26	2%
Dutch	5	0%	1	0%	2	0%
Laotian	11	0%	1	0%	3	0%
Panjabi	9	0%	0	0%	1	0%
Serbocroatian	22	0%	1	0%	3	0%
Ukrainian	22	0%	1	0%	2	0%
Bengali	22	0%	1	0%	3	0%
Thai	12	0%	1	0%	1	0%
Hungarian	5	0%	0	0%	0	0%
Romanian	14	0%	0	0%	1	0%
TOTAL	8105	100%	432	100%	1196	100%
Fall Oral English Proficiency of English Language Learners						
Isolated words	570	8%	17	4%	76	7%
Isolated phrases	2048	30%	68	18%	267	25%
Complete sentences	2467	36%	117	31%	335	31%

Description	Study Group					
	Reading Recovery		Random Sample		Tested Not Instructed	
	n	col %	n	col %	n	col%
Coherent sentences	1114	16%	102	27%	246	23%
Articulate and proficient	377	5%	68	18%	107	10%
Teacher unable to assess student in this language	90	1%	2	1%	13	1%
Student not available for assessment	248	4%	8	2%	21	2%
TOTAL	6914	100%	382	100%	1065	100%
TOTAL GROUP	49305	100%	3299	100%	7862	100%

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

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

Table 1.3 Age of Reading Recovery Children at Time of Testing: United States, 2012-2013

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	10,997	6y5m	261d	19,736	6y10m	257d	19,064	7y2m	250d
Interventions begun in fall	24,407	6y4m	279d	23,344	6y9m	266d	22,429	7y1m	263d
Random Sample	3,216	6y5m	311d	3,059	6y10m	286d	3,051	7y2m	292d

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, 2012-2013

State	Intervention Status										Total n
	Discontinued		Recommended		Incomplete		Moved		None of Above		
	n	row %	n	row %	n	row %	n	row %	n	row%	
TOTAL	28590	58%	9888	20%	7672	16%	1961	4%	1137	2%	49248

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, 2012-2013

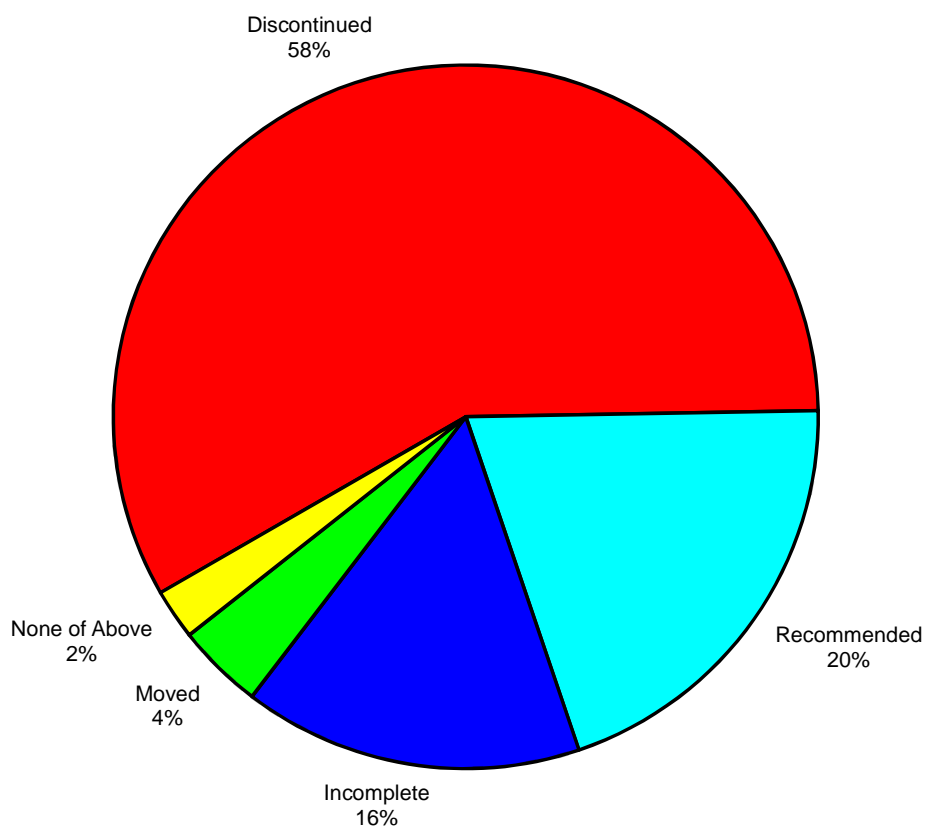


Table 2.2 Proportion of Reading Recovery Children with Complete Interventions Whose Lessons Were Successfully Discontinued: United States, 2012-2013

State	Complete Interventions		
	Total	Discontinued	
	n	n	row %
Total	38478	28590	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, 2012-2013

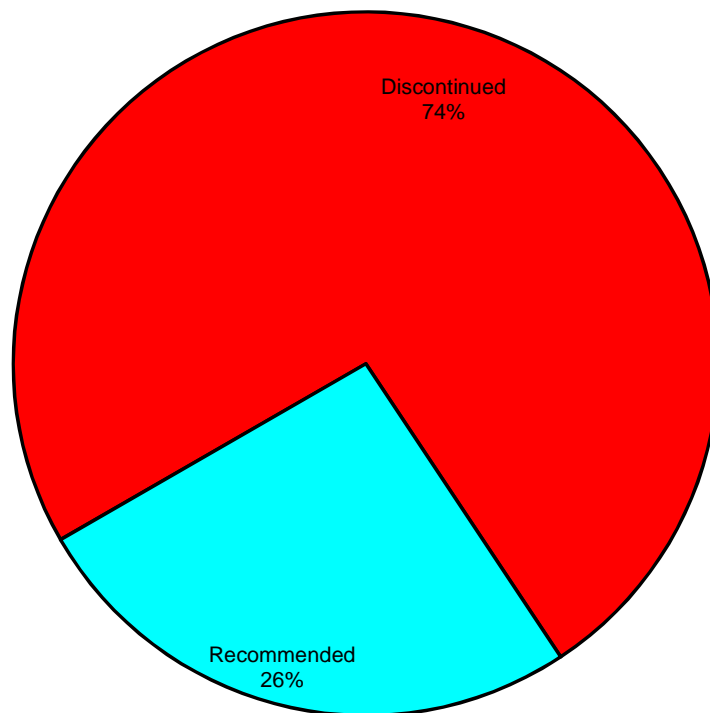


Table 2.3 Weeks and Sessions of Reading Recovery Instruction: United States, 2012-2013

	Intervention Status				
	Dis.	Rec.	Inc.	Mov.	N.o.A.
Weeks					
n	28587	9888	7619	1723	1072
Mean	15.6	20.1	13	8.8	12.3
Median	16	20	14	8	13
Minimum	1	20	1	1	1
Maximum	45	36	40	23	33
Sessions					
n	28586	9883	7615	1718	1069
Mean	58.3	72.4	47.3	31.4	43.5
Median	59	73	49	29	44
Minimum	1	11	3	1	1
Maximum	230	132	220	271	96
Mean Sessions Per Week	3.7	3.6	3.6	3.6	3.5

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, 2012-2013

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	176	1%	0	0%	127	2%	409	24%	108	10%	820	2%
5-9	1820	6%	0	0%	864	11%	607	35%	205	19%	3496	7%
10-14	9472	33%	0	0%	4081	54%	425	25%	330	31%	14308	29%
15-19	9518	33%	0	0%	2531	33%	261	15%	386	36%	12696	26%
20	6436	23%	9154	93%	8	0%	14	1%	37	4%	15649	32%
21	578	2%	390	4%	1	0%	5	0%	0	0%	974	2%
22	384	1%	221	2%	2	0%	1	0%	2	0%	610	1%
23	73	0%	42	0%	1	0%	1	0%	0	0%	117	0%
24	42	0%	33	0%	0	0%	0	0%	0	0%	75	0%
25-29	56	0%	34	0%	2	0%	0	0%	3	0%	95	0%
30-34	27	0%	11	0%	1	0%	0	0%	1	0%	40	0%
35-39	4	0%	3	0%	0	0%	0	0%	0	0%	7	0%
> 39	1	0%	0	0%	1	0%	0	0%	0	0%	2	0%
TOTAL	28587	100%	9888	100%	7619	100%	1723	100%	1072	100%	48889	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, 2012-2013

Intervention Status/ Study Group	Fall			Year-End			Gain	
	n	mean	SD	n	mean	SD	n	mean
Discontinued	21,572	1.5	1.4	27,960	19.5	3.7	21,016	18.0
Recommended	9,640	0.7	0.9	9,524	10.2	4.7	9,281	9.6
Incomplete	4,074	1.3	1.3	7,571	10.8	3.9	4,018	9.6
Moved	1,574	0.9	1.4	114	11.0	6.3	100	10.4
None of Above	994	0.8	1.5	874	8.5	5.6	763	7.5
All Served	37,854	1.3	1.3	46,043	15.9	6.0	35,178	14.6
Complete Interventions	31,212	1.3	1.3	37,484	17.1	5.6	30,297	15.4
Random Sample	3,264	5.6	6.4	3,089	20.8	6.8	3,058	15.1
Tested Not Instructed	7,724	2.5	2.3	7,520	17.7	6.3	7,390	15.2

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

Table 3.2 Progress on Writing Vocabulary: United States, 2012-2013

Intervention Status/ Study Group	Fall			Year-End			Gain	
	n	mean	SD	n	mean	SD	n	mean
Discontinued	21,597	12.1	7.1	27,728	57.0	14.6	20,832	44.6
Recommended	9,651	7.2	5.2	9,517	39.8	14.0	9,284	32.6
Incomplete	4,076	10.8	7.4	7,556	43.8	13.7	4,011	33.4
Moved	1,579	8.1	6.1	113	40.7	17.0	102	32.8
None of Above	993	7.3	5.8	823	34.4	16.2	711	26.6
All Served	37,896	10.4	7.0	45,737	50.8	16.3	34,940	39.7
Complete Interventions	31,248	10.6	7.0	37,245	52.6	16.2	30,116	40.9
Random Sample	3,269	20.6	12.7	3,088	57.3	19.0	3,061	36.5
Tested Not Instructed	7,729	15.7	8.7	7,524	51.7	16.6	7,400	36.1

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

Table 3.3 Progress on Hearing and Recording Sounds in Words : United States, 2012-2013

Intervention Status/ Study Group	Fall			Year-End			Gain	
	n	mean	SD	n	mean	SD	n	mean
Discontinued	21,600	22.6	8.2	27,724	36.0	1.7	20,836	13.4
Recommended	9,641	14.9	8.6	9,515	33.0	4.5	9,273	18.0
Incomplete	4,081	20.1	9.1	7,549	33.9	3.6	4,016	14.0
Moved	1,577	16.7	9.2	113	33.0	5.3	102	16.5
None of Above	994	14.3	9.5	823	30.6	7.3	711	16.1
All Served	37,893	19.9	9.1	45,724	34.9	3.3	34,938	14.7
Complete Interventions	31,241	20.2	9.1	37,239	35.2	3.0	30,109	14.8
Random Sample	3,269	28.3	8.3	3,084	35.8	2.7	3,057	7.4
Tested Not Instructed	7,720	26.1	7.9	7,525	35.3	3.1	7,393	9.1

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

Table 3.4 Progress on Letter Identification: United States, 2012-2013

Intervention Status/ Study Group	Fall			Year-End			Gain	
	n	mean	SD	n	mean	SD	n	mean
Discontinued	21,604	49.5	4.5	27,742	53.5	1.5	20,851	4.0
Recommended	9,652	44.4	8.6	9,519	52.5	2.4	9,287	8.1
Incomplete	4,082	47.6	7.2	7,559	52.9	2.0	4,021	5.3
Moved	1,578	45.2	9.0	113	52.2	2.8	102	6.5
None of Above	995	43.1	10.7	824	51.6	4.4	713	8.4
All Served	37,911	47.6	6.9	45,757	53.1	1.9	34,974	5.3
Complete Interventions	31,256	47.9	6.5	37,261	53.2	1.8	30,138	5.3
Random Sample	3,271	51.2	4.5	3,088	53.4	1.9	3,063	2.2
Tested Not Instructed	7,730	50.5	4.5	7,528	53.3	1.6	7,404	2.7

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

Table 3.5 Progress on Ohio Word Test: United States, 2012-2013

Intervention Status/ Study Group	Fall			Year-End			Gain	
	n	mean	SD	n	mean	SD	n	mean
Discontinued	21,584	4.3	3.1	27,731	19.2	1.2	20,821	14.8
Recommended	9,649	2.1	2.2	9,511	15.6	4.0	9,276	13.5
Incomplete	4,060	3.4	2.8	7,557	16.5	3.4	3,997	13.2
Moved	1,577	2.5	2.6	113	15.3	5.1	102	12.7
None of Above	995	2.2	2.6	822	13.7	5.4	711	11.3
All Served	37,865	3.5	3.0	45,734	17.9	3.1	34,907	14.2
Complete Interventions	31,233	3.6	3.1	37,242	18.3	2.8	30,097	14.4
Random Sample	3,270	9.6	6.2	3,088	19.0	2.2	3,062	9.3
Tested Not Instructed	7,728	6.5	4.3	7,523	18.6	2.6	7,397	12.0

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

Table 3.6 Progress on Concepts About Print: United States, 2012-2013

Intervention Status/ Study Group	Fall			Year-End			Gain	
	n	mean	SD	n	mean	SD	n	mean
Discontinued	21,564	13.1	3.1	27,732	21.1	2.1	20,804	7.9
Recommended	9,643	11.3	3.3	9,519	18.4	2.8	9,278	7.1
Incomplete	4,062	12.6	3.3	7,554	19.0	2.7	3,999	6.6
Moved	1,578	11.4	3.5	113	18.6	3.0	102	7.0
None of Above	992	11.0	3.5	823	17.6	3.3	709	6.4
All Served	37,839	12.4	3.3	45,741	20.1	2.7	34,892	7.5
Complete Interventions	31,207	12.5	3.3	37,251	20.4	2.6	30,082	7.7
Random Sample	3,267	15.2	3.6	3,087	20.9	2.4	3,058	5.6
Tested Not Instructed	7,727	14.0	3.1	7,525	19.9	2.6	7,398	5.9

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, 2012-2013

Achievement Group	Discontinued				Completed Interventions				Tested Not Instructed			
	Fall		Year-End		Fall		Year-End		Fall		Year-End	
	n	%	n	%	n	%	n	%	n	%	n	%
High	523	2	1002	4	532	1	1006	3	934	12	546	7
High-Average	5048	24	3182	15	5531	18	3222	10	2822	38	1109	15
Average	4890	23	12373	58	6411	21	13186	43	1509	20	2804	37
Low-Average	4021	19	3970	18	5941	19	5824	19	856	11	1450	19
Low	6534	31	489	2	11882	39	7059	23	1269	17	1481	20

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, 2012-2013

Achievement Group	Discontinued				Completed Interventions				Tested Not Instructed			
	Fall		Year-End		Fall		Year-End		Fall		Year-End	
	n	%	n	%	n	%	n	%	n	%	n	%
High	1225	5	4355	20	1314	4	4626	15	1111	15	1194	16
High-Average	3676	17	5528	26	4164	13	6311	20	1956	26	1495	20
Average	6002	28	4862	23	7357	24	6221	20	2099	28	1508	20
Low-Average	5227	25	4217	20	7590	25	6712	22	1342	18	1698	22
Low	4702	22	1870	8	9691	32	6246	20	892	12	1505	20

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, 2012-2013

Achievement Group	Discontinued				Completed Interventions				Tested Not Instructed			
	Fall		Year-End		Fall		Year-End		Fall		Year-End	
	n	%	n	%	n	%	n	%	n	%	n	%
High	1849	8	9972	47	1961	6	11290	37	1603	21	3183	43
High-Average	5035	24	0	0	5771	19	0	0	2363	31	0	0
Average	5823	27	5699	27	7357	24	7265	24	1745	23	1755	23
Low-Average	5165	24	2772	13	7976	26	4198	13	1135	15	917	12
Low	2964	14	2393	11	7044	23	7356	24	547	7	1538	20

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, 2012-2013

Achievement Group	Discontinued				Completed Interventions				Tested Not Instructed			
	Fall		Year-End		Fall		Year-End		Fall		Year-End	
	n	%	n	%	n	%	n	%	n	%	n	%
High	3620	17	13558	65	6385	21	21332	70	2284	30	4481	60
High-Average	3612	17	0	0	4215	13	0	0	1566	21	0	0
Average	3423	16	0	0	4299	14	0	0	1184	15	0	0
Low-Average	4875	23	5100	24	6571	21	7873	26	1344	18	1901	25
Low	5321	25	2193	10	10952	36	5414	17	1026	13	1022	13

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, 2012-2013

Achievement Group	Discontinued				Completed Interventions				Tested Not Instructed			
	Fall		Year-End		Fall		Year-End		Fall		Year-End	
	n	%	n	%	n	%	n	%	n	%	n	%
High	657	3	11278	54	684	2	12312	40	1007	13	3711	50
High-Average	5453	26	0	0	6134	20	0	0	2886	39	0	0
Average	5395	25	5318	25	6628	22	6715	22	1639	22	1540	20
Low-Average	7720	37	2474	11	12560	41	3863	12	1584	21	867	11
Low	1596	7	1751	8	4091	13	7207	23	281	3	1279	17

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, 2012-2013

Achievement Group	Discontinued				Completed Interventions				Tested Not Instructed			
	Fall		Year-End		Fall		Year-End		Fall		Year-End	
	n	%	n	%	n	%	n	%	n	%	n	%
High	2472	11	5810	27	2822	9	6269	20	1564	21	1148	15
High-Average	2102	10	3994	19	2543	8	4663	15	968	13	1087	14
Average	5558	26	6463	31	7167	23	8727	29	1986	26	2227	30
Low-Average	4965	23	3229	15	7274	24	5959	19	1555	21	1727	23
Low	5707	27	1308	6	10276	34	4464	14	1325	17	1209	16

Table 5.1 Progress on Literacy Measures of Reading Recovery Children Whose Interventions Started in Fall and Whose Lessons Were Successfully Discontinued: United States, 2012-2013

Observation Survey Task	Observation Survey Administration								
	Entry			Exit			Year-End		
	n	mean	SD	n	mean	SD	n	mean	SD
Text Reading	13178	1.3	1.3	13184	14.3	2.8	12704	19.7	4.2
Writing Vocabulary	13186	11.2	7.1	13185	47.9	12	12508	56	15
Hearing and Recording Sounds in Words	13168	21.3	8.3	13182	35.6	2	12508	35.9	1.8
Letter ID	13194	48.9	4.9	13190	53.1	1.8	12516	53.4	1.5
Ohio Word Test	13187	4	3.2	13188	17.6	2.1	12511	19.2	1.3
Concepts About Print	13191	12.6	3.1	13188	19.9	2.4	12511	20.9	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, 2012-2013

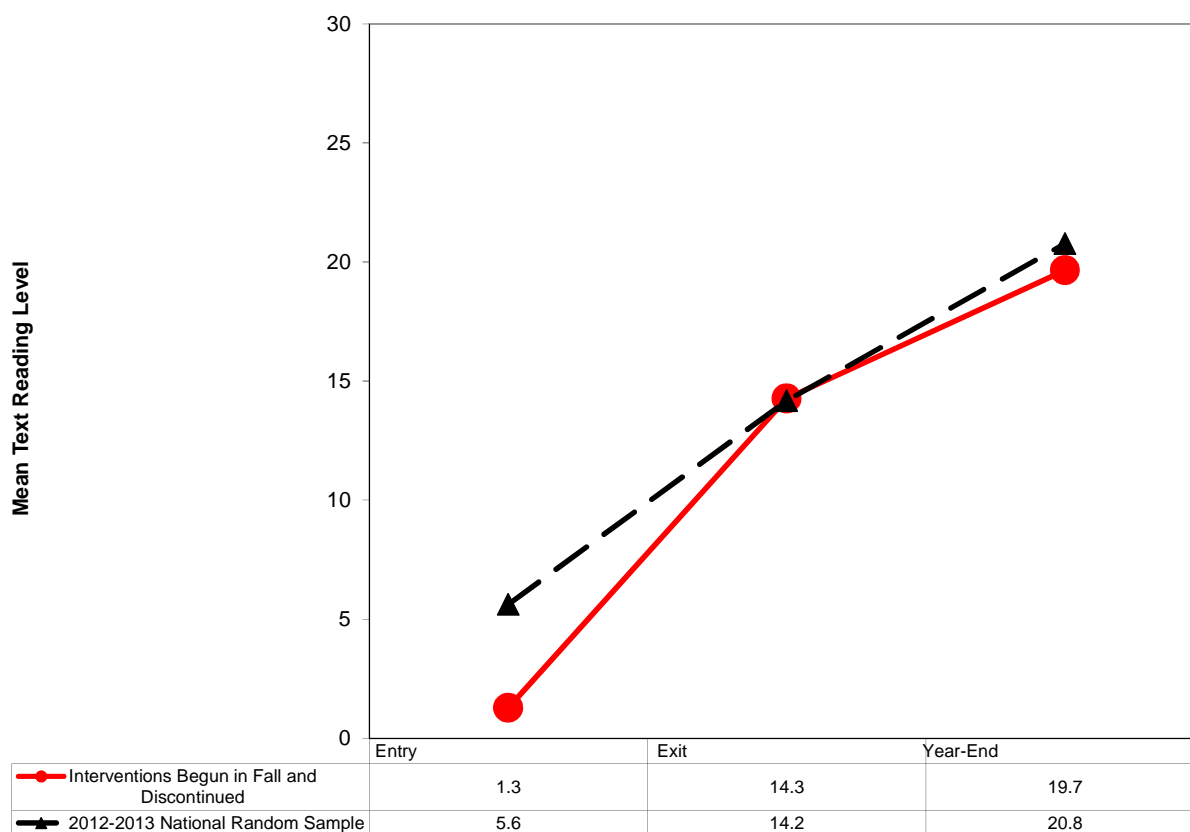


Table 6.1 Change In Classroom Reading Group Placement From Fall To Year-End For Reading Recovery Children: United States, 2012-2013

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	10612	39%	12118	45%	4140	15%	69	0%	108	0%	27047
Year-End Reading Performance	250	1%	4007	14%	17960	65%	4745	17%	793	3%	27755
Recommended											
Fall Reading Performance	7807	80%	1878	19%	64	1%	2	0%	52	1%	9803
Year-End Reading Performance	3921	41%	4432	46%	1219	13%	65	1%	35	0%	9672
Incomplete											
Fall Reading Performance	2833	43%	2663	41%	1010	15%	10	0%	25	0%	6541
Year-End Reading Performance	2103	28%	4562	60%	905	12%	17	0%	24	0%	7611
Moved											
Fall Reading Performance	1243	69%	468	26%	59	3%	3	0%	16	1%	1789
Year-End Reading Performance	184	33%	258	46%	115	20%	6	1%	1	0%	564
None of Above											
Fall Reading Performance	783	73%	259	24%	26	2%	0	0%	12	1%	1080
Year-End Reading Performance	591	59%	292	29%	105	10%	6	1%	7	1%	1001
Complete Interventions											
Fall Reading Performance	18419	50%	13996	38%	4204	11%	71	0%	160	0%	36850
Year-End Reading Performance	4171	11%	8439	23%	19179	51%	4810	13%	828	2%	37427

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, 2012-2013

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	27131	96%	6740	72%	6546	89%	1724	93%	536	51%	33871	90%	3127	97%	7347	96%
Referred, Not Placed:																
Total	261	1%	372	4%	154	2%	20	1%	34	3%	633	2%	13	0%	47	1%
Referred and Placed: (Why)																
LD: Reading	36	0%	574	6%	72	1%	12	1%	232	22%	610	2%	23	1%	58	1%
LD: Writing	9	0%	10	0%	4	0%	1	0%	1	0%	19	0%	0	0%	2	0%
LD: Other	34	0%	103	1%	15	0%	1	0%	26	2%	137	0%	4	0%	12	0%
Emotional Disturbance	23	0%	40	0%	13	0%	4	0%	25	2%	63	0%	4	0%	8	0%
Speech and Language	321	1%	310	3%	105	1%	19	1%	30	3%	631	2%	22	1%	65	1%
Other	89	0%	201	2%	32	0%	8	0%	76	7%	290	1%	9	0%	40	1%
Info Not Available	3	0%	16	0%	2	0%	6	0%	9	1%	19	0%	1	0%	10	0%
Total	515	2%	1254	13%	243	3%	51	3%	399	38%	1769	5%	63	2%	195	3%
Referred, Awaits Screening:																
Total	288	1%	984	11%	442	6%	53	3%	77	7%	1272	3%	36	1%	7684	1%
TOTAL GROUP	28195	100%	9350	100%	7385	100%	1848	100%	1046	100%	37545	100%	3239	100%	7684	100%

**Table 7.2 Reading Recovery Children Who Received Special Education Service During the Year:
United States, 2012-2013**

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	25982	92%	7538	77%	6638	88%	1707	92%	593	55%	33520	88%	3048	94%	7121	92%
Yes	2344	8%	2276	23%	945	12%	158	8%	494	45%	4620	12%	207	6%	601	8%
Primary Service																
Sp. Ed Class	103	4%	337	15%	93	10%	15	9%	161	33%	440	10%	20	10%	69	11%
Res. Room	211	9%	658	29%	163	17%	24	15%	224	45%	869	19%	43	21%	121	20%
Consultant Sp. Ed.	83	4%	153	7%	37	4%	5	3%	35	7%	236	5%	11	5%	39	6%
S & L Specialist	1841	79%	1029	45%	606	64%	106	67%	53	11%	2870	62%	122	59%	332	55%
Related Consultant	48	2%	28	1%	20	2%	1	1%	4	1%	76	2%	3	1%	14	2%
Other	58	2%	71	3%	26	3%	7	4%	17	3%	129	3%	8	4%	26	4%
When Initiated?																
Before RR	1638	70%	915	40%	705	75%	90	57%	98	20%	2553	55%				
During RR	545	23%	450	20%	197	21%	51	32%	234	47%	995	22%				
After RR	161	7%	910	40%	42	4%	17	11%	162	33%	1071	23%				
Where?																
Pull-Out	2177	93%	2073	91%	874	93%	142	90%	449	91%	4250	92%	183	88%	539	90%
In-Class	167	7%	203	9%	70	7%	16	10%	45	9%	370	8%	24	12%	62	10%
Times/Week																
1 Day/Week	365	16%	171	8%	116	12%	19	12%	11	2%	536	12%	20	10%	50	8%
2 Day/Week	1188	51%	641	28%	372	39%	56	35%	29	6%	1829	40%	83	40%	232	39%
3 Day/Week	294	13%	231	10%	121	13%	25	16%	26	5%	525	11%	27	13%	61	10%
4 Day/Week	62	3%	109	5%	34	4%	6	4%	31	6%	171	4%	7	3%	23	4%
5 Day/Week	369	16%	1097	48%	294	31%	49	31%	393	80%	1466	32%	66	32%	222	37%
As Needed	66	3%	27	1%	7	1%	3	2%	4	1%	93	2%	4	2%	13	2%

Table 8.1 Reading Recovery Children Considered for Retention: United States, 2012-2013

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	24311	86%	6805	69%	5317	70%	1518	82%	808	74%	31116	82%	2888	89%	6752	87%
Policy Does Not Allow Retentions	1909	7%	804	8%	657	9%	153	8%	69	6%	2713	7%	232	7%	554	7%
Total	26220	93%	7609	78%	5974	79%	1671	90%	877	81%	33829	89%	3120	96%	7306	95%
Considered, Not Retained:																
Adequate Progress	1136	4%	198	2%	214	3%	3	0%	18	2%	1334	3%	39	1%	86	1%
Previously Retained	11	0%	32	0%	44	1%	4	0%	5	0%	43	0%	4	0%	6	0%
Policy	9	0%	16	0%	18	0%	4	0%	1	0%	25	0%	1	0%	0	0%
Other	260	1%	675	7%	378	5%	94	5%	71	7%	935	2%	30	1%	88	1%
Total	1416	5%	921	9%	654	9%	105	6%	95	9%	2337	6%	74	2%	180	2%
Considered, Retained:																
Reading Difficulties	84	0%	587	6%	397	5%	16	1%	47	4%	671	2%	22	1%	77	1%
Other	349	1%	278	3%	217	3%	11	1%	36	3%	627	2%	18	1%	65	1%
Total	433	2%	865	9%	614	8%	27	1%	83	8%	1298	3%	40	1%	142	2%
Decision Pending:																
Total	258	1%	419	4%	340	4%	58	3%	32	3%	677	2%	20	1%	94	1%
TOTAL GROUP	28327	100%	9814	100%	7582	100%	1861	100%	1087	100%	38141	100%	3254	100%	7722	100%

Table S7b Teachers' Other Roles and Students Served in Other Roles and Reading Recovery: United States, 2012-2013

Other Role (In Addition to RR)	Teachers in Role	RR Students		Other Role Students		Total Students	
		Mean	Total	Mean	Total	Mean	Total
Classroom teacher	641	6.9	4,448	30.2	19,381	37.2	23,829
Bilingual classroom teacher	9	5.2	47	19.6	176	24.8	223
Title I or reading teacher	4,023	7.9	31,979	31.7	127,536	39.7	159,515
Special education teacher	344	7.6	2,601	24.8	8,545	32.4	11,146
ESL teacher	132	7.8	1,034	39.6	5,224	47.4	6,258
Staff developer	225	7.3	1,634	132.0	29,694	139.2	31,328
School or district administrator	16	4.9	79	94.1	1,506	99.1	1,585
Some other role	321	7.9	2,542	78.6	25,235	86.5	27,777
TOTAL	5,711	7.8	44,364	38.0	217,297	45.8	261,661

Note: Excludes Teacher Leaders.

Table S12 Reading Recovery Sessions Missed by Intervention Status: United States, 2012-2013

Intervention Status	Sessions Missed				Total
	Student Absent	Teacher Absent	Student Unavail.	Teacher Unavail.	
Discontinued					
Number of Students	28587	28587	28587	28587	28590
Mean	3.3	3	1.7	3.3	11.3
SD	3.6	2.7	2	3.6	6.7
Mode	0	1	0	0	10
Recommended					
Number of Students	9883	9883	9883	9883	9888
Mean	5.1	3.9	2.2	4.4	15.6
SD	4.6	3.2	2.4	4.3	7.7
Mode	2	3	0	2	14
Incomplete					
Number of Students	7624	7624	7626	7627	7672
Mean	3.5	2.7	1.8	3.7	11.6
SD	4	2.7	2	4	6.9
Mode	0	1	1	0	9
Moved					
Number of Students	1702	1698	1696	1696	1961
Mean	3.7	1.6	0.8	1.6	6.6
SD	4.3	2.1	1.3	2.4	6.8
Mode	0	0	0	0	0
None of Above					
Number of Students	1066	1066	1065	1066	1137
Mean	4	2.5	1.8	2.7	10.4
SD	4.7	3.1	2.7	4.1	8.4
Mode	0	0	0	0	0
TOTAL					
n	48862	48858	48857	48859	49248
Mean	3.7	3.1	1.8	3.5	12
SD	4	2.9	2.1	3.8	7.3
Mode	0	1	0	0	10

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, 2012-2013

Availability	Intervention Status									
	Discontinued		Recommended		Incomplete		Moved		None of Above	
	n	col %	n	col %	n	col %	n	col %	n	col %
Tested:										
Total	27996	98%	9537	96.5%	7593	99.1%	119	6.3%	877	78.6%
Not Tested:										
Total	577	2%	343	3.5%	68	0.9%	1767	93.7%	239	21.4%
TOTAL GROUP	28573	100%	9880	100%	7661	100%	1886	100%	1116	100%

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