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# INTERNATIONAL DATA EVALUATION CENTER

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Technical Report

December 2020

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## **2019-20 Reading Recovery National Summary Report for the United States**



Reading Recovery®  
Descubriendo la Lectura  
International Data Evaluation Center

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## **Introduction**

The COVID-19 pandemic had a profound impact on schools during the 2019-20 academic year. Schools across the nation suddenly had to close their classrooms and then re-open, online, shortly thereafter. This sudden shift in teaching modality placed a lot of stress on the U.S. educational system. To ease the burden on schools participating in Reading Recovery and/or Descubriendo la Lectura, the International Data Evaluation Center made the decision to not require collection of end-of-year data on students so that teachers could focus on their students and their lessons. Because of this decision, the statistics in this document were calculated using data on all students for whom an intervention was started or using only data from students who received an intervention in the fall.

The following tables used data for all students for whom an intervention was started:

1. Table S0
2. Table 1.1
3. Table 2.1

The following tables used data for only the students who were served in the fall:

1. Table 3.1
2. Table 3.2
3. Table 3.3
4. Table 3.4
5. Table 3.5
6. Table 3.6
7. Table 3.7

## Terminology

Random Sample - Every year, half of the schools participating in Reading Recovery randomly select two 1st grade students to be a part of a comparison group that is used represent the typically achieving 1st grade student. In 2020-21, these students were assessed at start of the school year and the middle 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 exhibit the capability of being able to continue to learn on their own in the classroom.

Recommended – These are students who received Reading Recovery and were recommended for additional evaluation and ongoing intervention as an essential part of continued literacy progress.

Moved - These are students who started Reading Recovery but moved out of the school before the intervention could be completed.

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

None of Above - These are students who started Reading Recovery but left the intervention for other reasons beyond the control of the Reading Recovery teacher.

Complete Interventions – These are Accelerated Progress and Recommended students combined. This group represent children who had a chance to receive a complete intervention without any interruptions.

Table S0 Reading Recovery Participation: United States, 2019-20

Entity	<i>n</i>
Universities	13
Sites	201
States	41
Districts	858
Schools	2,635
Leaders	249
Teachers	3,924
Reading Recovery students	
Started in fall	15,585
Started in spring	11,532
Started at year-end	1,741
Unknown when intervention started	187
All students	29,045
Random sample students	2,349

Table 1.1 Descriptive Statistics for All Reading Recovery Students by Demographic Variable, United States, 2019-20

Description	Reading Recovery		Random sample	
	<i>n</i>	%	<i>n</i>	%
All students	29,045	100%	2,349	100%
Gender identity				
Male	15,309	53%	1,129	48%
Female	13,574	47%	1,205	52%
Other	7	0%	0	0%
Total	28,890	100%	2,334	100%
School meal cost				
Free or reduced price	10,305	70%	756	63%
Regular price	4,337	29%	449	37%
Unspecified	84	1%	4	0%
Total	14,726	100%	1,209	100%
Race/Ethnicity				
Am. Indian/Alaskan Native	225	1%	13	1%
Asian	746	3%	77	3%
Black/African American	4,848	17%	326	14%
Hispanic/Latino, any race	5,106	18%	302	13%
Native Hawaiian/Pacific Islander	62	0%	6	0%
White	16,464	57%	1,471	63%
Other race	249	1%	16	1%
Multiple races	1,345	5%	138	6%
Total	29,045	100%	2,349	100%
Disability				
No disability	24,718	87%	2,139	93%
Speech/Language impairment	2,784	10%	102	5%
Other disability	894	3%	50	2%
Total	28,396	100%	2,291	100%

*Note.* Differences between the number of all students served and the total number students by variable reflect missing data. Percentages by variable were calculated using the total reported *n* for that variable.

Table 2.1 Intervention Status of All Reading Recovery Students Whose Intervention Started in the Fall: United States, 2019-20

Description	Accelerated progress		Recommended		Incomplete		Moved		None of the above		Total
	<i>n</i>	% <sup>a</sup>	<i>n</i>	% <sup>a</sup>	<i>n</i>	% <sup>a</sup>	<i>n</i>	% <sup>a</sup>	<i>n</i>	% <sup>a</sup>	<i>n</i>
All interventions started in the fall	6,996	45%	6,630	43%	41	0%	643	4%	1,182	8%	15,492
Gender identity											
Male	3,791	45%	3,661	43%	20	0%	351	4%	663	8%	8,486
Female	3,188	46%	2,947	42%	21	0%	290	4%	517	7%	6,963
Other	1	20%	4	80%	0	0%	0	0%	0	0%	5
Total	6,980	45%	6,612	43%	41	0%	641	4%	1180	8%	15,454
School meal cost											
Regular price	1,352	58%	775	33%	1	0%	35	1%	179	8%	2,342
Free or reduced price	2,334	41%	2,512	44%	18	0%	327	6%	505	9%	5,696
Total	3,686	46%	3,287	41%	19	0%	362	5%	684	9%	8,038
Race/Ethnicity											
Am. Indian/Alaskan Native	45	36%	56	45%	1	1%	9	7%	13	10%	124
Asian	199	55%	132	36%	1	0%	9	2%	21	6%	362
Black/African American	1,061	40%	1,178	44%	6	0%	174	7%	241	9%	2,660
Hispanic/Latino	1,107	40%	1,287	47%	10	0%	117	4%	214	8%	2,735
Native Hawaiian/Pacific Islander	15	48%	14	45%	0	0%	1	3%	1	3%	31
White	4,223	48%	3,605	41%	21	0%	293	3%	592	7%	8,734
Other race	61	45%	49	36%	1	1%	9	7%	16	12%	136
Multiple races/Ethnicities	213	43%	202	41%	1	0%	23	5%	59	12%	498
Total	6,924	45%	6,523	43%	41	0%	635	4%	1,157	8%	15,280
Disability											
No disability	6,244	47%	5,502	41%	35	0%	569	4%	955	7%	13,305
Speech/Lang. impairment	583	36%	853	52%	4	0%	60	4%	130	8%	1,630
Other disability	169	30%	275	49%	2	0%	14	3%	97	17%	557
Total	6,996	45%	6,630	43%	41	0%	643	4%	1,182	8%	15,492

*Note.* Differences between the number of all students served and the total number of students, by variable, in this table reflect missing data. Percentages are calculated using the total reported *n* for that variable category and status category (i.e., across rows).

<sup>a</sup> Percentages add up horizontally across rows and not vertically down columns.



Table 3.1 Fall and Mid-year Text Reading Levels and Gain: United States, 2019-20

Groups	Fall		Mid-year		Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
All interventions started in the fall	15,338	1.0 (1.2)	14,189	10.5 (4.8)	14,139	9.5 (4.6)
Fall interventions by status						
Accelerated progress	6,964	1.3 (1.3)	6,966	14.3 (2.9)	6,934	13.1 (2.9)
Recommended	6,621	0.7 (1.1)	6,555	6.9 (3.0)	6,547	6.2 (2.9)
Incomplete	39	1.1 (1.2)	1	1.0 (---)	1	--- (---)
Moved	631	0.8 (1.2)	132	5.6 (2.8)	130	4.5 (3.0)
None of the above	1,083	0.8 (1.1)	535	4.9 (3.5)	527	4.2 (3.2)
Complete Interventions	13,585	1.0 (1.2)	13,521	10.7 (4.7)	13,481	9.7 (4.5)
Random sample students	2,306	6.0 (6.4)	2,115	14.4 (8.1)	2,094	8.4 (5.2)

*Note.* Mean gain was based only on students with both fall and mid-year Text Reading Level scores.

Table 3.2 Fall and Mid-year Writing Vocabulary Scores and Gain: United States, 2019-20

Groups	Fall		Mid-year		Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
All interventions started in the fall	15,336	8.3 (6.0)	14,178	39 (14.1)	14,131	30.6 (12.6)
Fall interventions by status						
Accelerated progress	6,963	10.3 (6.4)	6,947	46.6 (11.8)	6,918	36.3 (11.8)
Recommended	6,621	6.6 (4.9)	6,560	32.2 (11.8)	6,552	25.6 (10.6)
Incomplete	39	9.0 (7.4)	1	6.0 (---)	1	--- (---)
Moved	631	7.1 (5.4)	133	28.3 (12.1)	130	21.2 (10.7)
None of the above	1,082	7.2 (5.9)	537	25.3 (13.5)	530	19.2 (11.3)
Complete Interventions	13,584	8.5 (6)	13,507	39.6 (13.8)	13,470	31.1 (12.4)
Random sample students	2,310	20.5 (12.1)	2,120	42.2 (16.3)	2,104	21.6 (12.2)

*Note.* Mean gain was based only on students with both fall and mid-year Writing Vocabulary scores.

Table 3.3 Fall and Mid-Year Hearing and Recording Sounds in Words Scores and Gain: United States, 2019-20

Groups	Fall		Mid-year		Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
All interventions started in the fall	15,336	17.4 (9.5)	14,173	33.4 (4.8)	14,126	15.9 (8.4)
Fall interventions by status						
Accelerated progress	6,963	21.0 (8.6)	6,945	35.5 (1.9)	6,916	14.5 (8.5)
Recommended	6,621	14.2 (8.9)	6,557	31.7 (5.3)	6,549	17.5 (8.1)
Incomplete	39	15.9 (10.5)	1	15.0 (---)	1	--- (---)
Moved	631	15.2 (9.2)	135	29.7 (7.6)	132	14.8 (7.9)
None of the above	1,082	14.4 (9.8)	535	27.7 (8.6)	528	14.7 (8.4)
Complete Interventions	13,584	17.7 (9.4)	13,502	33.7 (4.4)	13,465	16 (8.4)
Random sample students	2,271	28.8 (8.5)	2,097	34.4 (4.5)	2,059	5.4 (6.9)

*Note.* Mean gain was based only on students with both fall and mid-year Hearing and Recording Sounds in Words scores.

Table 3.4 Fall and Mid-Year Letter Identification Scores and Gain: United States, 2019-20

Groups	Fall		Mid-year		Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
All interventions started in the fall	15,336	45.3 (8.4)	14,199	52.3 (3.2)	14,151	6.9 (7.2)
Fall interventions by status						
Accelerated progress	6,963	48.3 (5.3)	6,953	53.2 (1.5)	6,924	5.0 (5.3)
Recommended	6,621	42.9 (9.4)	6,571	51.7 (3.5)	6,563	8.7 (8.2)
Incomplete	39	42.6 (11.8)	1	41.0 (---)	1	--- (---)
Moved	631	43.4 (10.5)	135	50.8 (4.4)	132	7.2 (8.0)
None of the above	1,082	42.3 (11.2)	539	49.2 (7.2)	531	8.1 (8.4)
Complete Interventions	13,584	45.7 (8.0)	13,524	52.5 (2.8)	13,487	6.8 (7.1)
Random sample students	2,309	50.9 (5.5)	2,123	52.9 (2.8)	2,105	1.9 (4.5)

*Note.* Mean gain was based only on students with both fall and mid-year Letter Identification scores.

Table 3.5 Fall and Mid-Year Ohio Word Test Scores and Gain: United States, 2019-20

Groups	Fall		Mid-year		Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
All interventions started in the fall	15,335	2.8 (2.8)	14,192	14.4 (4.7)	14,144	11.6 (4.3)
Fall interventions by status						
Accelerated progress	6,963	3.8 (3.1)	6,950	17.5 (2.2)	6,921	13.7 (3.3)
Recommended	6,621	1.8 (2.0)	6,568	11.7 (4.4)	6,560	9.9 (4.0)
Incomplete	39	2.9 (3.4)	1	2.0 (---)	1	--- (---)
Moved	631	2.1 (2.4)	134	9.2 (4.8)	131	7.1 (4.1)
None of the above	1,081	2.2 (2.4)	539	8.8 (5.6)	531	7.0 (4.7)
Complete Interventions	13,584	2.8 (2.8)	13,518	14.7 (4.5)	13,481	11.9 (4.1)
Random sample students	2,309	10.1 (6.3)	2,122	16.4 (4.4)	2,104	6.3 (4.6)

*Note.* Mean gain was based only on students with both fall and mid-year Ohio Word Test scores.

Table 3.6 Fall and Mid-Year Concepts About Print Scores and Gain: United States, 2019-20

Groups	Fall		Mid-year		Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
All interventions started in the fall	15,336	11.6 (3.3)	14,170	18.6 (3.0)	14,123	7.0 (3.4)
Fall interventions by status						
Accelerated progress	6,963	12.4 (3.2)	6,947	20.0 (2.3)	6,918	7.7 (3.4)
Recommended	6,621	11.0 (3.3)	6,556	17.4 (2.9)	6,548	6.4 (3.3)
Incomplete	39	12.2 (2.9)	1	13.0 (---)	1	--- (---)
Moved	631	11.0 (3.4)	132	16.7 (3.6)	129	5.6 (3.2)
None of the above	1,082	10.8 (3.6)	534	15.9 (3.4)	527	5.5 (3.4)
Complete Interventions	13,584	11.7 (3.3)	13,503	18.8 (2.9)	13,466	7.0 (3.4)
Random sample students	2,308	15.2 (3.5)	2,121	18.8 (3.1)	2,102	3.6 (3.0)

*Note.* Mean gain was based only on students with both fall and mid-year Concepts About Print scores.

Table 3.7 Fall and Mid-Year Observation Survey (OS) Total Scores and Gain: United States, 2019-20

Groups	Fall		Mid-year		Gain	
	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>	<i>n</i>	<i>M (SD)</i>
All interventions started in the fall	15,333	365.6 (36.5)	14,088	497.0 (44.2)	14,041	130.8 (37.2)
Fall interventions by status						
Accelerated progress	6,961	381.5 (32.9)	6,915	526.0 (23.5)	6,884	144.6 (34.2)
Recommended	6,621	351.8 (32.4)	6,516	471.8 (38.7)	6,508	120.0 (33.5)
Incomplete	39	363.0 (46.2)	1	349.0 (---)	1	--- (---)
Moved	631	355.7 (35.8)	129	453.9 (45.8)	127	98.0 (38.3)
None of the above	1,081	353.2 (40.5)	527	438.9 (56.0)	521	93.5 (42.4)
Complete Interventions	13,582	367.0 (35.9)	13,431	499.7 (41.8)	13,392	132.6 (36.0)
Random sample students	2,260	438.9 (54.2)	2,078	513.4 (47.6)	2,032	73.7 (34.5)

*Note.* Mean gain was based only on students with both fall and mid-year OS Total scores.