

**2024–25 Reading Recovery  
National Summary Report  
for the United States**



Reading Recovery®  
Descubriendo la Lectura  
International Data Evaluation Center

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## 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 are 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 other 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:

$\underline{M(SD)}$ —Indicates that a given table column is reporting means followed by standard deviations inside the parentheses.

$\underline{\%}$ —Indicates that a given table column is reporting percentages that can be summed up vertically down the column.

$\underline{n}$ —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, 2024–25**

Entity	<i>n</i>
Universities	8
States	27
Sites	83
Districts	282
Schools	792
Leaders	104
Teachers	1,229
Reading Recovery students	
First round	4,532
Second round	4,040
Unknown when intervention started	3
All students	8,575
Random sample students	1,521

Note: The counts for Reading Recovery students include students taught by both Reading Recovery teachers and teacher leaders.

**Table 2. Description of Reading Recovery Students: United States, 2024–25**

Demographic	<i>n</i>	%
Gender		
Male	4,165	49.0
Female	4,335	51.0
Other	3	< 0.5
TOTAL	8,503	100
School meal costs		
Free or reduced price	3,358	39.2
Regular price	1,215	14.2
Information unavailable	4,002	46.7
TOTAL	8,575	100
Race/Ethnicity		
American Indian/Alaskan Native	88	1.0
Asian	239	2.8
Black	1,293	15.1
Hispanic, any race	1,712	20.0
Native Hawaiian/Pacific Islander	13	0.2
White	4,620	53.9
Multi-ethnic	610	7.1
TOTAL	8,575	100
Has documented disability		
Yes	1,173	14.1
No	7,155	85.9
TOTAL	8,328	100
Primary language at home is English		
Yes	7,029	82.9
No	1,450	17.1
TOTAL	8,479	100

Note: The counts for Reading Recovery students include students taught by both Reading Recovery teachers and teacher leaders. Differences between Table 1 total and variable totals represent missing data for that variable.

**Table 3. Intervention Status of Reading Recovery Students by Start of Intervention: United States, 2024–25**

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	1,858	41.0	2,026	50.1	3,884	45.3
Progressed	1,239	27.3	86	2.1	1,325	15.5
Recommended	1,098	24.2	62	1.5	1,160	13.5
Incomplete	17	0.4	1,805	44.7	1,822	21.3
Moved	140	3.1	39	1.0	179	2.1
None of the Above	180	4.0	22	0.5	202	2.4
<b>TOTAL</b>	<b>4,532</b>	<b>100</b>	<b>4,040</b>	<b>100</b>	<b>8,572</b>	<b>100</b>

Note: The counts for Reading Recovery students include students 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, 2024–25**

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	1,836	1.4 (1.5)	1,850	15.6 (3.2)	1,809	20.3 (3.7)	1,787	19.0 (3.8)
Progressed	1,229	0.8 (1.2)	1,234	10.2 (2.3)	1,214	13.7 (4.0)	1,204	12.9 (4.0)
Recommended	1,090	0.5 (1.0)	1,088	5.7 (2.4)	1,061	7.5 (3.7)	1,053	7.0 (3.7)
Incomplete	17	1.2 (1.5)	0	---	12	9.5 (4.6)	12	8.5 (4.9)
Moved	138	0.5 (1.0)	38	5.1 (2.6)	6	18.0 (6.6)	6	18.0 (6.6)
None of the Above	180	0.6 (1.2)	141	4.5 (3.2)	130	7.3 (5.5)	130	6.6 (5.2)
Random sample students	1,490	5.6 (6.1)	1,404	13.1 (7.6)	1,421	18.9 (7.5)	1,393	13.3 (6.0)

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, 2024–25**

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	900	2.3 (1.8)	2,023	7.0 (2.8)	2,016	19.5 (2.6)	896	17.1 (2.8)
Progressed	52	1.4 (1.7)	86	4.8 (2.7)	85	14.1 (3.5)	52	12.1 (3.4)
Recommended	32	0.8 (1.2)	62	2.3 (1.9)	62	6.7 (3.2)	32	7.0 (2.9)
Incomplete	778	1.4 (1.6)	1,804	4.1 (2.5)	1,786	10.5 (3.8)	772	9.4 (3.6)
Moved	17	1.5 (1.3)	39	3.3 (2.6)	3	10.7 (5.0)	1	---
None of the Above	12	1.3 (1.6)	22	4.0 (3.1)	17	8.4 (5.7)	12	5.3 (3.8)
Random sample students	1,490	5.6 (6.1)	1,404	13.1 (7.6)	1,421	18.9 (7.5)	1,393	13.3 (6.0)

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, 2024–25**

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	1,837	10.2 (6.3)	1,856	46.9 (12.5)	1,808	52.9 (14.9)	1,787	42.7 (14.3)
Progressed	1,232	7.8 (5.4)	1,238	37.7 (11.1)	1,215	43.0 (13.5)	1,208	35.2 (13.1)
Recommended	1,090	4.9 (4.1)	1,092	25.5 (10.3)	1,062	29.3 (12.3)	1,054	24.4 (11.5)
Incomplete	17	8.6 (9.0)	0	---	12	38.4 (20.6)	12	28.8 (18.4)
Moved	138	6.7 (5.4)	38	26.7 (13.2)	6	42.8 (13.1)	6	34.5 (9.6)
None of the Above	180	5.0 (4.2)	142	21.0 (13.3)	131	25.5 (15.5)	131	20.5 (13.8)
Random sample students	1,492	17.9 (12.1)	1,404	37.3 (17.0)	1,423	48.2 (19.4)	1,397	30.3 (15.8)

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, 2024–25**

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	891	13.5 (7.4)	2,024	30.4 (11.5)	2,018	54.1 (14.0)	886	40.7 (13.5)
Progressed	52	9.4 (6.8)	86	24.9 (10.5)	85	44.5 (12.7)	52	35.1 (14.1)
Recommended	32	7.7 (5.6)	62	13.4 (8.4)	62	27.7 (12.2)	32	23.1 (11.0)
Incomplete	774	9.1 (6.5)	1,803	21.3 (10.3)	1,784	38.9 (13.2)	769	30.7 (11.5)
Moved	17	9.1 (7.4)	39	17.4 (10.5)	3	39.0 (0.0)	1	---
None of the Above	10	5.4 (5.4)	22	16.1 (11.4)	18	24.3 (13.8)	10	18.0 (7.9)
Random sample students	1,492	17.9 (12.1)	1,404	37.3 (17.0)	1,423	48.2 (19.4)	1,397	30.3 (15.8)

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, 2024–25**

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	1,838	3.8 (3.1)	1,856	17.9 (2.0)	1,810	19.3 (1.2)	1,790	15.5 (3.1)
Progressed	1,232	2.3 (2.2)	1,239	14.5 (3.3)	1,214	17.3 (2.6)	1,207	15.1 (3.0)
Recommended	1,090	1.3 (1.7)	1,093	8.8 (4.0)	1,062	12.1 (4.9)	1,054	10.8 (4.6)
Incomplete	17	2.6 (2.5)	0	---	12	15.6 (4.6)	12	12.9 (4.9)
Moved	138	2.0 (2.1)	39	8.4 (4.4)	6	18.2 (2.1)	6	15.8 (2.3)
None of the Above	180	1.3 (1.6)	143	6.6 (4.6)	131	10.5 (6.0)	131	9.2 (5.4)
Random sample students	1,492	8.8 (6.4)	1,403	15.1 (5.3)	1,423	18.1 (3.7)	1,398	9.2 (5.6)

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, 2024–25**

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	893	4.7 (3.1)	2,025	12.1 (4.0)	2,020	19.3 (1.2)	890	14.5 (3.2)
Progressed	52	2.7 (2.2)	86	8.8 (4.1)	85	17.7 (2.5)	52	14.6 (3.0)
Recommended	33	1.9 (1.8)	62	4.4 (3.3)	62	11.6 (5.3)	33	10.8 (4.2)
Incomplete	777	2.8 (2.5)	1,804	7.5 (4.1)	1,787	15.5 (4.1)	772	12.9 (3.7)
Moved	17	2.6 (3.6)	39	6.4 (3.9)	3	15.3 (0.6)	1	---
None of the Above	10	1.9 (2.2)	22	7.0 (5.8)	18	11.4 (6.6)	10	8.9 (5.2)
Random sample students	1,492	8.8 (6.4)	1,403	15.1 (5.3)	1,423	18.1 (3.7)	1,398	9.2 (5.6)

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, 2024–25**

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>
<b>Intervention status</b>								
Accelerated Progress	1,838	21.3 (8.7)	1,854	35.8 (1.8)	1,810	35.9 (1.6)	1,790	14.7 (8.5)
Progressed	1,232	16.9 (8.8)	1,236	34.3 (2.8)	1,215	34.6 (2.8)	1,208	17.7 (8.9)
Recommended	1,089	11.1 (8.4)	1,091	29.6 (6.3)	1,060	30.3 (6.0)	1,051	19.3 (8.0)
Incomplete	17	18.7 (11.9)	0	---	12	33.2 (5.2)	12	11.6 (10.7)
Moved	138	14.9 (9.7)	36	29.0 (6.9)	6	35.3 (2.3)	6	23.3 (8.9)
None of the Above	180	10.9 (9.0)	142	25.2 (9.9)	131	27.6 (8.8)	131	16.0 (8.5)
Random sample students	1,492	26.9 (9.5)	1,404	33.3 (5.7)	1,423	34.6 (4.8)	1,398	7.6 (7.7)

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, 2024–25**

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>
<b>Intervention status</b>								
Accelerated Progress	901	24.8 (8.2)	2,025	32.7 (3.7)	2,020	36.1 (1.5)	898	11.3 (8.1)
Progressed	52	20.0 (9.9)	86	30.4 (5.1)	85	35.2 (1.6)	52	15.7 (10.0)
Recommended	33	16.8 (9.4)	62	22.5 (9.3)	62	30.1 (7.7)	33	15.3 (8.2)
Incomplete	782	18.2 (10.0)	1,802	28.2 (6.8)	1,786	33.5 (4.0)	777	15.6 (9.2)
Moved	17	18.5 (11.3)	39	26.5 (8.4)	3	35.3 (2.1)	1	---
None of the Above	12	12.3 (10.7)	22	24.8 (10.7)	18	29.2 (8.4)	12	17.4 (10.4)
Random sample students	1,492	26.9 (9.5)	1,404	33.3 (5.7)	98	34.6 (4.8)	1,398	7.6 (7.7)

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, 2024–25**

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	1,839	48.6 (5.0)	1,857	53.4 (1.6)	1,810	53.6 (1.4)	1,791	5.0 (5.1)
Progressed	1,232	45.6 (7.3)	1,239	52.8 (1.7)	1,215	53.2 (1.5)	1,208	7.5 (7.1)
Recommended	1,090	39.9 (11.0)	1,094	50.7 (4.2)	1,062	51.6 (3.7)	1,054	11.7 (9.7)
Incomplete	17	45.9 (7.5)	0	---	12	52.3 (1.8)	12	4.9 (3.8)
Moved	138	43.6 (10.8)	39	50.4 (5.8)	6	53.5 (1.2)	6	10.8 (12.6)
None of the Above	180	40.1 (10.9)	143	47.9 (8.7)	131	50.4 (5.7)	131	9.8 (8.0)
Random sample students	1,493	50.2 (6.2)	1,405	52.5 (3.8)	1,424	53.2 (3.1)	1,399	2.8 (4.9)

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, 2024–25**

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	903	49.7 (4.6)	2,026	52.4 (1.9)	2,020	53.7 (1.2)	900	3.9 (4.7)
Progressed	52	47.4 (6.2)	86	51.5 (2.6)	85	53.4 (1.0)	52	6.0 (6.1)
Recommended	33	43.9 (8.8)	62	47.6 (8.2)	62	51.9 (4.4)	33	8.9 (8.7)
Incomplete	783	45.6 (9.1)	1,805	50.7 (4.4)	1,788	52.8 (2.7)	778	7.4 (8.8)
Moved	17	39.6 (12.2)	39	48.9 (6.6)	3	53.3 (0.6)	1	---
None of the Above	12	38.5 (13.6)	22	47.3 (9.6)	18	49.8 (5.6)	12	10.0 (9.2)
Random sample students	1,493	50.2 (6.2)	1,405	52.5 (3.8)	1,424	53.2 (3.1)	1,399	2.8 (4.9)

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, 2024–25**

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	1,838	12.3 (3.1)	1,857	20.4 (2.3)	1,809	21.1 (2.1)	1,789	8.8 (3.3)
Progressed	1,232	11.6 (3.2)	1,235	18.8 (2.5)	1,214	19.7 (2.3)	1,207	8.1 (3.4)
Recommended	1,090	10.3 (3.4)	1,093	16.5 (2.9)	1,061	17.3 (2.9)	1,053	7.1 (3.6)
Incomplete	17	11.5 (2.1)	0	---	12	18.8 (3.4)	12	6.9 (3.7)
Moved	138	10.6 (3.5)	37	16.3 (3.4)	6	19.2 (2.4)	6	7.5 (3.8)
None of the Above	180	10.1 (3.6)	141	15.1 (3.9)	130	16.5 (3.6)	130	6.1 (3.7)
Random sample students	1,491	14.7 (3.9)	1,404	18.3 (3.3)	1,424	20.3 (3.0)	1,398	5.5 (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, 2024–25**

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	890	13.5 (3.1)	2,026	16.6 (2.7)	2,019	21.4 (2.0)	886	7.9 (3.1)
Progressed	52	11.9 (3.8)	86	15.7 (2.6)	85	19.9 (2.0)	52	8.1 (4.2)
Recommended	33	11.9 (3.4)	62	13.0 (3.9)	62	17.4 (3.0)	33	6.2 (3.5)
Incomplete	776	12.1 (3.5)	1,804	15.0 (3.1)	1,784	18.9 (2.7)	771	7.0 (3.4)
Moved	17	10.8 (4.4)	39	14.5 (2.6)	3	20.0 (1.0)	1	---
None of the Above	10	12.6 (4.1)	22	13.8 (3.7)	18	17.6 (3.4)	10	4.9 (3.8)
Random sample students	1,491	14.7 (3.9)	1,404	18.3 (3.3)	1,424	20.3 (3.0)	1,398	5.5 (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, 2024–25**

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	1,832	382.5 (32.7)	1,843	530.0 (25.1)	1,806	549.6 (27.6)	1,780	167.4 (36.1)
Progressed	1,229	362.9 (31.6)	1,227	497.9 (24.9)	1,212	517.6 (29.1)	1,202	154.6 (35.6)
Recommended	1,089	339.0 (30.4)	1,084	448.4 (38.9)	1,058	466.1 (42.5)	1,049	127.4 (37.3)
Incomplete	17	369.6 (42.6)	0	---	12	496.1 (50.3)	12	118.3 (47.3)
Moved	138	353.0 (38.9)	35	446.6 (50.1)	6	525.7 (29.9)	6	172.7 (20.2)
None of the Above	180	339.8 (32.3)	140	422.4 (59.4)	129	448.8 (61.4)	129	107.0 (45.0)
Random sample students	1,486	427.0 (57.5)	1,400	498.9 (54.2)	1,418	534.6 (51.7)	1,389	106.6 (42.9)

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, 2024–25**

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	887	400.9 (34.5)	2,019	471.4 (30.4)	2,015	550.7 (24.7)	881	149.8 (35.3)
Progressed	52	375.5 (37.3)	86	447.3 (35.5)	85	522.4 (24.0)	52	146.1 (41.0)
Recommended	32	361.5 (34.9)	62	394.0 (47.0)	62	462.2 (47.4)	32	114.9 (37.8)
Incomplete	771	370.5 (39.4)	1,800	432.0 (40.3)	1,780	500.0 (36.5)	765	132.5 (35.9)
Moved	17	361.6 (47.4)	39	415.6 (44.8)	3	505.7 (10.7)	1	---
None of the Above	10	354.2 (30.1)	22	409.8 (60.9)	17	450.7 (61.7)	10	100.3 (31.1)
Random sample students	1,486	427.0 (57.5)	1,400	498.9 (54.2)	1,418	534.6 (51.7)	1,389	106.6 (42.9)

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, 2024–25**

Intervention status	<i>n</i>	Weeks	Lessons	Lessons per week
		<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
Accelerated Progress	1,858	18.7 (2.5)	67.1 (11.2)	3.6 (0.4)
Progressed	1,239	20.0 (0.6)	70.2 (9.3)	3.5 (0.5)
Recommended	1,098	19.8 (1.3)	66.8 (10.8)	3.4 (0.5)
Incomplete	17	11.8 (5.2)	39.7 (20.2)	3.4 (0.7)
Moved	123	10.6 (5.1)	36.0 (17.8)	3.4 (0.7)
None of the Above	171	13.0 (4.1)	44.4 (15.7)	3.4 (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, 2024–25**

Intervention status	<i>n</i>	Weeks	Lessons	Lessons per week
		<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>
Accelerated Progress	2,026	12.9 (2.9)	47.2 (12.1)	3.7 (0.5)
Progressed	86	14.9 (4.1)	52.7 (16.4)	3.5 (0.5)
Recommended	62	16.5 (4.0)	54.6 (15.9)	3.3 (0.5)
Incomplete	1,804	12.4 (2.7)	43.4 (11.7)	3.5 (0.5)
Moved	35	7.5 (3.8)	25.7 (14.4)	3.4 (0.7)
None of the Above	19	8.8 (3.9)	30.6 (16.2)	3.3 (0.7)

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, 2024–25**

Training status	Teachers		Teacher leaders	
	<i>n</i>	%	<i>n</i>	%
In-training	74	6.0	0	0.0
Trained	1,155	94.0	75	100
TOTAL	1,229	100	75	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, 2024–25**

Other role (in addition to RR)	Teachers in role	RR students		Other role students		All students	
		Mean	Total	Mean	Total	Mean	Total
Classroom teacher	52	4.3	225	30.8	1,602	35.1	1,827
Title I or reading teacher	899	6.9	6,165	26.7	24,024	33.6	30,189
Special education teacher	96	6.7	643	28.0	2,683	34.6	3,326
ESL teacher	13	6.3	82	30.2	393	36.5	475
Staff developer	92	5.8	529	109.1	10,039	114.9	10,568
School or district administrator	4	2.0	8	110.0	440	112.0	448
Some other role	55	6.2	340	61.0	3,354	67.2	3,694
TOTAL	1,211	6.6	7,992	34.5	41,015	40.5	49,007

**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, 2024–25**

Years of experience	Teachers	%	Entry to exit growth
			<i>M (SD)</i>
1	64	5.3	124.2 (37.3)
2 to 5	393	32.6	133.3 (36.7)
6 to 10	292	24.2	132.7 (36.7)
11 to 15	208	17.2	131.8 (36.7)
16+	250	20.7	134.4 (34.8)
All teachers	1,207	100	132.6 (36.4)

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 in the Mid-year or Year-end: United States, 2024–25**

Years of experience	Teachers	%	Entry to exit growth
			<i>M (SD)</i>
1	49	5.4	84.7 (29.3)
2 to 5	288	31.6	78.8 (32.2)
6 to 10	205	22.5	79.2 (29.2)
11 to 15	163	17.9	76.8 (26.5)
16+	206	22.6	76.8 (28.1)
All teachers	911	100	78.4 (29.6)

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, 2024–25**

Years in Reading Recovery	Schools	%	Entry to exit growth
			<i>M (SD)</i>
1	9	1.2	126.0 (50.1)
2 to 5	80	10.5	133.1 (38.4)
6 to 10	118	15.5	135.3 (37.6)
11 to 15	96	12.6	139.3 (35.7)
16+	459	60.2	130.6 (35.6)
All schools	762	100	132.6 (36.4)

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, 2024–25**

Years in Reading Recovery	Schools	%	Entry to exit growth
			<i>M (SD)</i>
1	5	0.8	88.4 (34.6)
2 to 5	63	10.2	86.6 (32.9)
6 to 10	91	14.7	84.1 (28.3)
11 to 15	80	12.9	80.7 (31.0)
16+	380	61.4	75.4 (28.5)
All schools	619	100	78.4 (29.6)

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